DIGITAL INCLUSION WITH GENDER LENS IN EDUCATIONAL COMMUNITIES:

PERSPECTIVES OF STUDENTS AND THE TEACHERS FROM SCHOOLS IN COSTA ARAUCANÍA

UN WOMEN

DIGITAL INCLUSION WITH GENDER LENS IN EDUCATIONAL COMMUNITIES:

PERSPECTIVES OF STUDENTS AND THE TEACHERS FROM SCHOOLS IN COSTA ARAUCANÍA

UN WOMEN
2025

Educación Pública
Ministerio de Educación

SERVICIO LOCAL DE EDUCACIÓN PÚBLICA
COSTA ARAUCANÍA
Carahue | Nueva Imperial | Saavedra
Teodoro Schmidt | Toltén

NTT DATA FOUNDATION

UN WOMEN

1. INTRODUCTION

UN Women, as the United Nations entity dedicated to promoting gender equality and women's empowerment, reaffirms its commitment to reducing digital divides that impact girls, adolescents, and women.

Recognising that sustainable development requires scientific progress and the participation of women in STEM fields (Science, Technology, Engineering, and Mathematics), the organisation works to ensure that more women and girls access and remain in these disciplines, enhancing their autonomy and engagement in an increasingly digital society.

In this context, UN Women and the NTT DATA Chile Foundation have established a strategic alliance under the framework of the "Your Opportunity – Second Chance Education" Programme. This joint effort aims to promote digital skills and technological empowerment for girls, adolescents, and women, directly contributing to reducing digital divides and promoting STEM education. The NTT DATA Chile Foundation brings its expertise in developing digital talent and implementing initiatives that utilise technology to improve quality of life and address environmental issues, supported by its specialised volunteers.

This collaboration has focused on the Araucanía Region, a region facing significant challenges related to access to technological infrastructure, as well as economic, social, and cultural barriers that perpetuate gender inequalities. In coordination with the Costa Araucanía Local Public Education Service (SLEPCA, Servicio Local de Educación Pública Costa Araucanía), it was possible to identify the need to gather information on the digital divides affecting girls, adolescents, and women. This effort seeks to understand existing challenges and collect relevant information on the use of technologies and digital skills in teaching and learning processes, integrating a gender perspective into the design of instruments and the systematisation of results.

The purpose of this document is to contribute evidence to the discussion on the digital divides faced by women and girls in the region, with the aim of guiding the public agenda and designing interventions relevant to local realities. The findings identify opportunities and challenges in the digital domain and will serve as a basis for future actions that respond to the needs of the region and its local stakeholders.

From this territorial experience, UN Women strengthens its role as a facilitator of initiatives and advocate for gender gap awareness, consolidating strategic alliances based on evidence and the participation of local actors. This approach not only drives equitable and sustainable development in territories but also promotes the full inclusion of women and girls in the digital sphere, a key element for their empowerment and progress towards a more equal society.

2. CONTEXT

To approach this initiative from a territorial perspective and promote digital inclusion through a gender lens, in 2024, following UN Women's participation in the "Gender and Intercultural Mainstreaming Table" led by the Costa Araucanía Local Public Education Service (SLEPCA, Servicio Local de Educación Pública Costa Araucanía), a joint articulation and collaboration effort was established within the framework of the alliance with the NTT DATA Foundation. The objective of this partnership is to "promote STEM as highly demanded career paths in the technological labour market among adolescents and young people from secondary schools in coastal municipalities, strengthening their empowerment as key actors in their own professional (vocational) growth and development, thereby contributing to reducing the digital divide from a gender perspective."

In this alliance, UN Women serves as a coordinating body and provides technical support to optimise programmatic interventions through a gender lens and collaborative work.

SLEPCA is a decentralised education service responsible for ensuring the quality and equity of learning, as well as the holistic development of every student in the coastal territory. Its role includes supporting educational institutions in realising their educational projects while considering local identity and culture to contribute to regional and national development. SLEPCA oversees the strengthening and administration of 93 educational institutions and nurseries located in the municipalities of Carahue, Nueva Imperial, Saavedra, Toltén, and Teodoro Schmidt, serving over 10,000 students.

The Costa Araucanía territory, situated along the coastal edge of the Cautín Province, is characterised by a high degree of rurality. Approximately 49.92% of the population lives in urban areas, while 50.01% resides in rural zones (INE Population, 2017). Additionally, nearly half of the population in this macro-territory belongs to Mapuche Lafkenche communities. In 2016, Costa Araucanía was declared a lagging zone under Decree 1490 due to persistently poor indicators in poverty and isolation. Access to urban centres, healthcare, education, and goods and services poses challenges for the entire community. The coastal municipalities rank among the poorest 30% of municipalities in the region, with literacy levels lower than the regional average. The median educational attainment is 7.5 years of schooling, equivalent to completing only basic education.[1]

The municipalities that make up Costa Araucanía face low levels of connectivity, a situation that disproportionately impacts women. Regarding gender gaps in connectivity, four out of the five coastal municipalities have the highest gaps in the region, with Saavedra experiencing the largest gap (-65.5%). In this municipality, the furthest from the regional capital, only 17.3% of women have internet access. Carahue follows, with 25.6% of women connected. In third place, 27.7% of women in Teodoro Schmidt have access to the internet, while in Nueva Imperial—the closest municipality to the regional capital—36.9% of women are connected. Of the five coastal municipalities, Toltén has the smallest gap (-18.6%), with 40.7% of women having internet access[2].

1 Local Strategic Plan 2020-2025, Costa Araucanía Local Public Education Service, 2020.
2 Socio-Territorial Inequalities in La Araucanía, 2022. PRODEMU Foundation.

3. METHODOLOGY

The first stage of the intervention involved visiting secondary schools in four municipalities in the Costa Araucanía territory (Toltén, Teodoro Schmidt, Carahue, and Nueva Imperial), where the objective of the joint work was presented to school leadership teams and/or teachers. This initial experience allowed for a preliminary characterisation of the students at each school, their level of knowledge and use of technology, an understanding of the innovative and technological capacities of each school, and the identification of any previous or ongoing initiatives based on their various resources and advancements in the field of technology and digital skills.

Complementing this first engagement and based on the information gathered on site, the second stage involved implementing two virtual surveys directed at students and teachers in these schools. The aim was to gather information on their knowledge and use of technology in teaching and learning processes, as well as to gain an understanding of the students' digital skills while considering gender as a variable.

Both surveys were sent to nine schools in the coastal area that are part of SLEPCA, with approximately 50% of these schools responding. Participation was achieved from 273 students attending four secondary schools in the coastal municipalities of Toltén, Carahue, and Teodoro Schmidt, along with 46 teachers from the same schools and municipalities.

Of the total number of young people surveyed, 54.9% (150) were male, 42.9% (117) were female, and 2.2% (6) preferred not to respond. In the teachers' survey, the participation of women exceeded that of men by 13%. Regarding identification with the Mapuche indigenous community, more than 90% of the young people identified as Mapuche, while 24% of the teachers identified as belonging to an indigenous community.

Photo: UN Women/Pablo Sanhueza

4. ANALYSIS

STUDENTS

Access to technology

Of the total number of students surveyed, a significant majority (80.9%) have internet access in their homes.

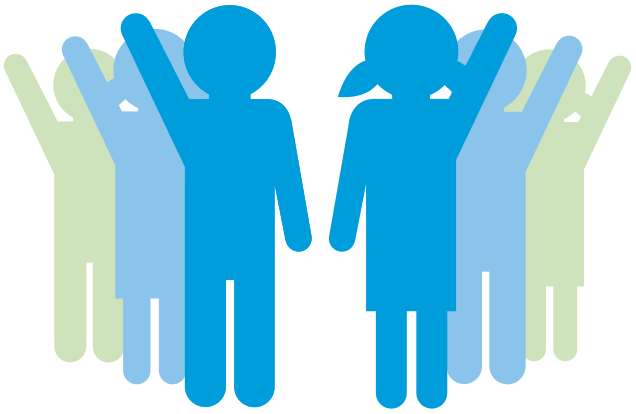
When examining where and how often they *access the internet*, more than 70% of the young people surveyed access it most regularly from their homes, while just over half (54%) connect to the internet from their educational establishments. Additionally, 27.2% of the young people surveyed access the internet from public places, such as cafés, libraries, and others, while 7.7% reported connecting to the internet using devices belonging to family members, friends, or acquaintances.

When disaggregating the data by gender, 25.3% of those accessing the internet from educational establishments are male, while female students access the internet from schools or colleges to a lesser extent (15.3%).

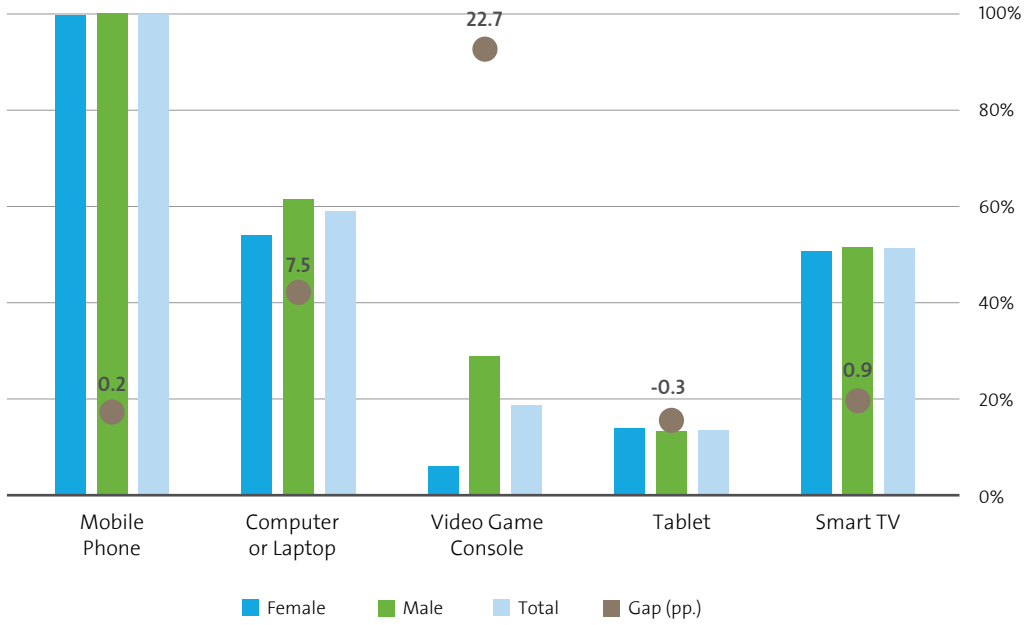
Regarding *access to electronic devices*, an overwhelming majority of the surveyed students stated that they use a mobile phone (99.3%); 58.6% use a desktop or laptop computer; 51.3% use a smart TV; 18.7% use video game consoles, and a smaller group (13.2%) use a tablet. When disaggregating this data by gender, the largest disparities are seen in access to computers, where 61.3% of male students have access compared to 53.8% of female students. A more significant gap is observed in the use of video game consoles, with 28.7% of male students reporting access compared to only 6% of female students.

Concerning the *frequency of use of technological devices*, mobile phones appear to be the most frequently used device among the participating young people (71%), followed by smart TVs (18%). Desktop and/or laptop computers (7%) and tablets (2%) are the least used devices. A large majority (over 80%) reported using technological devices frequently or every day. In the case of mobile phones, which are the most used devices among young people, female students reported using them more than their male counterparts, reaching 76.9% compared to 67.3%, respectively.

Computers, however, reported lower usage rates among respondents, with 42.5% stating that they never or rarely use them, 28.9% using them sometimes, and only 28.6% reporting frequent or very frequent use. Among male students, 46% indicated that they rarely or never use a computer, while 32.5% of female students reported using this device sometimes, and 29.1% use it often or very frequently.



GRAPH 1: Access To Technological Devices by Gender and Gender Gap



Source: Own elaboration

Technological skills

Regarding the *skills to use technological devices and digital tools*, respondents were asked which of these they can use independently, without help from others. When examining the responses as a ranking, we find that 87.9% of the total number of young people know how to browse the internet and view content on digital platforms such as YouTube or Netflix. Another high percentage declared that they know how to send emails (76.9%) and conduct online searches (80.2%).

By contrast, only 21.6% of the total number of young people know how to use e-commerce platforms, such as Mercado Libre or Yapo. Similarly, a relatively low percentage (27.8%) know how to perform digital tasks with public services, such as using the Clave Única (a Chilean digital identification system). This indicates that over 70% of young people lack these skills. Finally, in the mid-range, 55.3% of respondents reported knowing how to perform online banking transactions, indicating that nearly half still lack these skills.

Regarding the ability to perform online banking transactions, women demonstrate higher autonomy, with 63% able to conduct these transactions independently, compared to 48% of men. This marks a relevant trend when considering the challenge of strengthening financial education and inclusion. Among the 27.8% who reported being able to perform digital public service tasks, women lead with 30.8% compared to 24% of men.

TABLE 1: Activities They Can Perform Without Help (%) by Gender

	Female	Male	Total
Sending emails	78.6%	76.0%	76.9%
Carrying out online transactions in public institutions	30.8%	24.0%	27.8%
Performing online banking transactions	63.2%	48.7%	55.3%
Playing video games	77.8%	84.7%	81.7%
Watching videos or series on YouTube	88.9%	87.3%	87.9%
Browsing the internet	84.6%	89.3%	87.2%
Conducting online searches	76.9%	82.7%	80.2%
Selling products online (e.g., MercadoLibre/Yapo)	17.1%	24.0%	21.6%

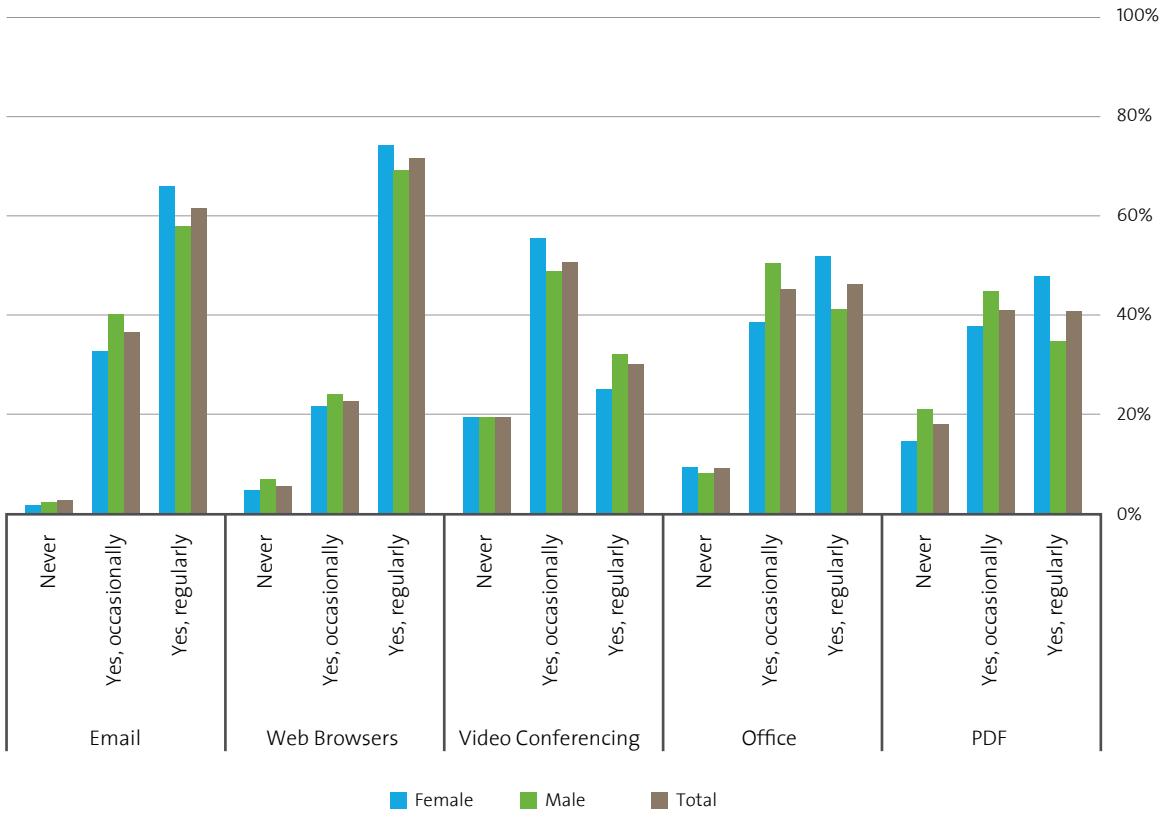
Source: Own elaboration

In line with the above, when asked about the *frequency of use of specific digital programmes and tools*, such as email, web browsers, video conferencing platforms, Microsoft Office, and PDF readers, young people reported that the most regularly used tools are web browsers (71%), followed by email (62%), Office (46%), PDF readers (41%), and, lastly, video conferencing platforms (30%), which are the least regularly used.

As shown below, in four of the five listed programmes or tools, the gender gap favours women, who reported using email, web browsers, Microsoft Office, and PDF readers regularly in a higher percentage than men. Only video conferencing platforms were used more regularly by men than women.

Photo: UN Women/Pablo Sanhueza

GRAPH 2: Use of Software Programmes by Gender



Source: Own elaboration

Lastly, regarding the use of social media applications, the results show that messaging applications such as WhatsApp and/or Telegram are the most widely used (85% of the total), followed by YouTube and TikTok for viewing or sharing videos (83%). In third place, for sharing content, applications like Instagram, Facebook, TikTok, Snapchat, Pinterest, or Platform X (formerly Twitter) appear (76.5%). In contrast, applications related to job opportunities and professional topics, such as LinkedIn, are only used by 5% of the respondents.

In this area, it is evident that there is a gap in favour of women when it comes to sharing content on social media; whereas men are more prominent in using digital applications related to job offers. However, in the latter case, it should be noted that only 5% of all respondents use such applications.

TABLE 2: Regular Use of Social Media (%) by Gender

	Female	Male	Total	Gap
Job offer applications	2.6%	6.7%	5.1%	4.1
Sharing content	80.3%	74.0%	76.6%	-6.3
Instant messaging	85.5%	86.0%	85.3%	0.5
Viewing or sharing videos	83.8%	84.7%	83.9%	0.9

Source: Own elaboration

Perception of Technology

With regard to *perceptions of technology*, both women and men indicated agreement—close to 60% or more—with the following statements: "I believe that technology simplifies and improves my daily life," "technology enhances the quality of my social relationships and my connection with others," and "technology has a positive impact on my education and learning."

Seventy-two per cent of young participants agree that *"technology contributes to making the world a better place,"* while only 9% believe that technologies do not serve that purpose. It is worth highlighting that, for this statement, the gender gap is larger than for the other statements: 80.7% of men indicated agreement compared to 62.3% of women.

Similarly, 72% consider that *"technology simplifies and improves their daily life,"* while 13% affirm that technologies do not contribute to this goal. The same percentage agree that *"technology has a positive impact on their education and learning,"* while 14% believe that technologies do not positively influence their education. Finally, 63% state that *"technology enhances the quality of their social relationships and their connection with others,"* whereas 22% consider that technologies do not contribute to that purpose.

In the second and final question of this section, which explores the *relationship young people have with technology,* we find that 65.9% of respondents perceive that they have rather basic technological knowledge and are motivated to increase and improve their skills in this area. Women account for most of this percentage, representing 76.1% of responses compared to 58.7% for men.

In contrast, only 28.9% state that they have considerable *technological knowledge* and would be willing to teach others, with the percentage of men being double that of women for this option. Lastly, a minority (5.1%) indicate that they have no knowledge or skills in technology and would require help to use it.

TEACHERS

Access to Technology

Virtually all respondents indicated that they use the internet for their teaching practice (97.8%), with only 2.2% not utilising this tool for such purposes. The electronic devices they use in their work, in descending order, are computer or laptop (91.3%); mobile phone (4.3%); and tablet (2.2%). The use of smart TVs for teaching purposes was not mentioned.

Regarding the *frequency of electronic device use* in teaching practice, 74% reported using a computer daily, while 58.7% use a mobile phone every day. In contrast, 56.5% rarely or never use a tablet, and 52% rarely or never use a smart TV. In mid-range frequencies, notable use was reported for mobile phones and computers several times a week (21% and 17%, respectively).

In both device categories, women reported more intensive use, with 96.2% using a computer several times a week or daily, compared to 88.5% for mobile phone use. Conversely, 85% of male teachers reported using a computer with the same frequency, and 70% reported this for mobile phone use. This reveals a usage gap of 11.2 and 18.5 percentage points in favour of female teachers for the respective devices.

Similarly, both genders reported rarely or never using tablets and smart TVs less than once a week.

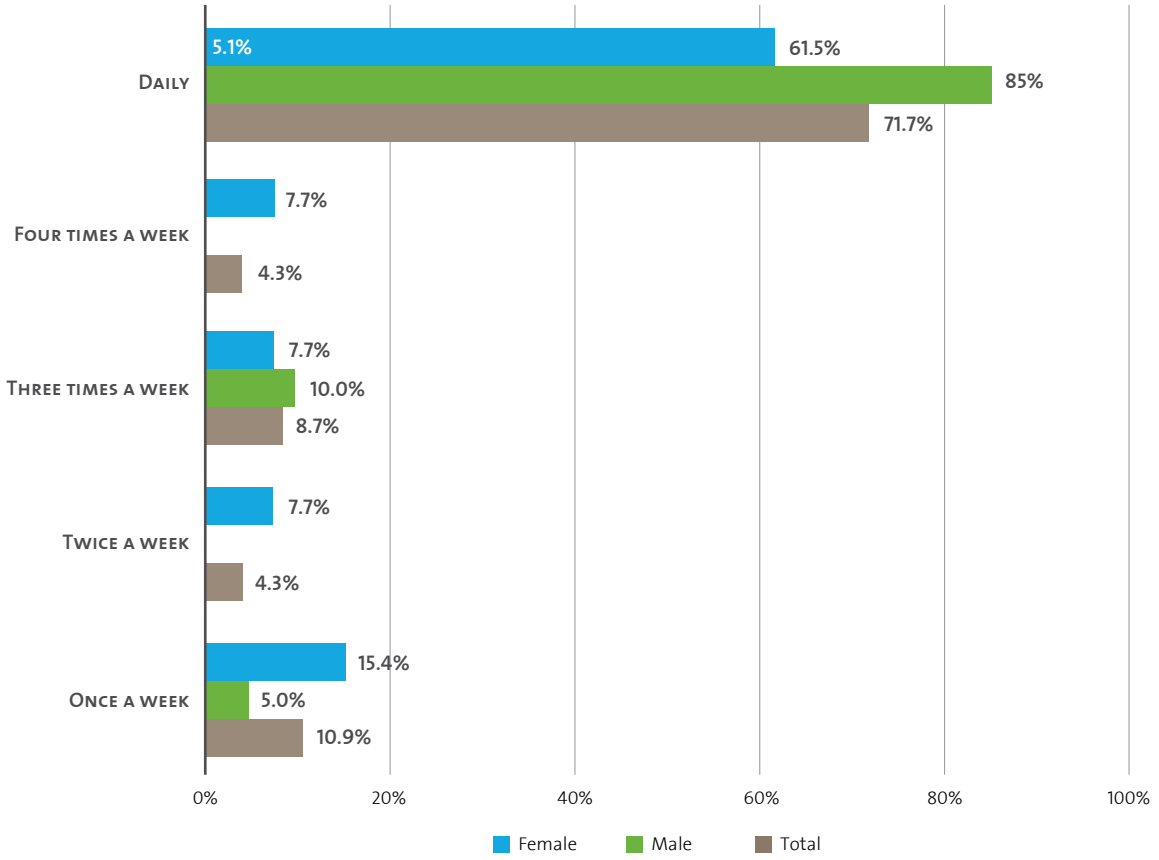
Technological Skills

Concerning *technological skills and the use of digital tools,* teachers were asked about the frequency with which they use email, web browsers, video conferencing platforms, Office, and PDF readers. The tools most regularly used by the vast majority were email (97.8%), Office (95.6%), web browsers (93.4%), and PDF readers (87%).

For these four tools, an average of 26% reported using them "occasionally." In fifth place were video conferencing platforms, used regularly by 65% of respondents, with a larger gender gap observed in favour of men, as 75% reported regular use.

Regarding the *use of technological tools in the classroom,* 71.7% reported daily use, 10.9% used them once a week, 4.3% four times a week, 8.7% three times a week, and 4.3% twice a week. Here, the gender gap is 23.5 percentage points in favour of male teachers, with 85% stating they use some technological tool daily, compared to 61.5% of female teachers.

GRAPH 4: Frequency of Technological Tool Use in the Classroom by Gender



Source: Own elaboration

Situated in *teachers' perceptions of young people's use of technology,* they were asked whether they regularly used certain social media applications. A significant 91.3% of teachers perceived that messaging apps such as WhatsApp and/or Telegram were the most frequently used by students, followed by YouTube and TikTok for viewing or sharing videos (69.5%). In third place, for the purpose of sharing content, 58.7% of respondents believed young people used applications like Instagram, Facebook, TikTok, Snapchat, Pinterest, or Twitter. In contrast, teachers indicated that job search and professional networking applications such as LinkedIn were scarcely used by students.

In addition to the above, teachers were asked about the *"challenges students face in the area of technologies and digital skills."* In this regard, just over half of the teachers surveyed (52.2%) believed that *"it is important for young people to acquire more digital skills."* A further 37% indicated that they considered it relevant to promote interest among female students in STEM careers, and only 10.9% of the total believed that technical careers required a more specialised command of technology. Regarding the question of promoting more women in STEM fields, a larger number of male teachers did not consider it particularly relevant to encourage this interest among young women (5-percentage point gap).

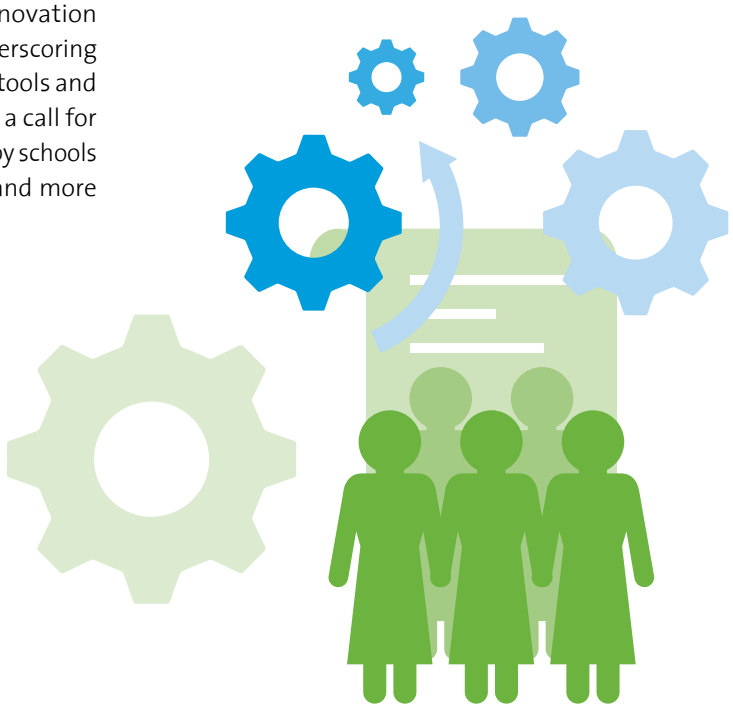
Unlike the survey applied to young people, the teacher survey included a few open-ended questions. In this section, teachers were asked *"how they viewed the role of technologies in the future professional performance of young people."* The views expressed by teachers could be summarised as highlighting an ambivalent perception of technologies: on the one hand, they were seen as indispensable, vital, and essential tools for life, the acquisition of new knowledge, and professional performance, requiring continuous updating. On the other hand, they were also seen as tools that needed to be guided and oriented permanently to prevent their use from straying off focus or becoming negative "distractions," promoting instead "responsible use." At least half of the responses collected indicated that teachers believed that technologies were currently being misused by young people.

Additionally, complementing the views already mentioned, some perspectives emerged emphasising the need to balance technology use with the development of life skills and perceiving technology as a threat that could potentially "replace certain professions" in the future. It was also highlighted that "productive innovation requires new technologies in companies," underscoring the importance of knowing how to use these tools and staying updated with them. Lastly, there was a call for technology use to be promoted and regulated by schools and their technical units to achieve greater and more effective impacts on young people.

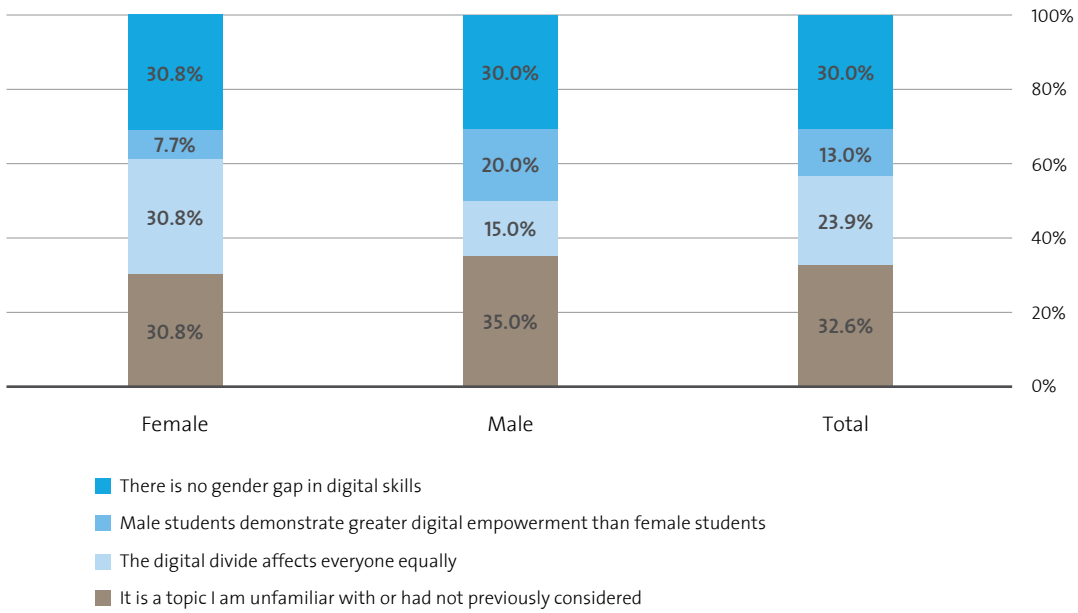
Gender, Technologies, and Digital Skills

In the final section, teachers were asked about their *perception of the relationship between gender and young people's digital skills*, for which four statements were presented to measure their agreement or disagreement. As illustrated in the following graph, 32.6% of the total indicated that it was an unknown topic or one they had not considered until now. Similarly, 30.4% of participating teachers believed that there were no gender gaps in digital skills, asserting that the digital divide affects everyone equally, with female teachers being more likely to agree with this statement.

Finally, 13% of teachers observed that male students displayed greater digital empowerment compared to female students, with male teachers being more likely to agree with this statement. In summary, the relationship between digital skills, the digital divide, and gender is an area that remains largely unknown and scarcely explored by teachers in the participating schools.



GRAPH 5: Perception of Young People's Digital Skills



Source: Own elaboration

When analysing the responses by gender, we see that female teachers agreed equally (30.8%) with the following three options: "It is a topic I am unfamiliar with or had not previously considered," "The digital divide affects everyone equally," and "There is no gender gap in digital skills." In contrast, male teachers primarily favoured the first and last options.

When asked in an open-ended manner about their interest in receiving training on topics and tools to promote gender equality among students, particularly in relation to STEM careers and digital skills, 13% of the total respondents indicated they were not interested or willing to receive training on these topics. However, the majority (86%) expressed interest. Regarding their perceptions about the possibility of receiving training in these areas, respondents highlighted that: "All training is important to help us perform our work more effectively"; "Training that is available and genuinely helps us make progress on the subject, but it should be engaging, original, and not just more of the same that repeats what is already being done."

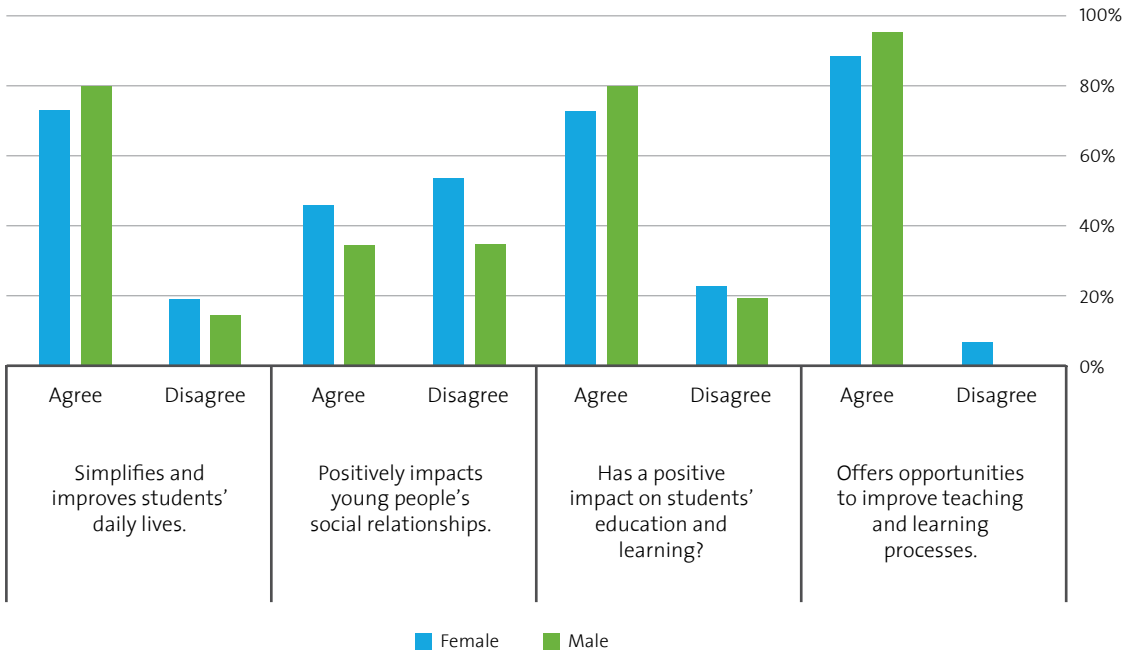
Perception of Young People's Use of Technology

Seventy-six per cent of participating teachers agree that "technology simplifies and improves students' daily lives," while 17% believe that technologies do not contribute to this purpose. A further 6.5% of teachers preferred not to respond. An identical percentage agrees that "technology has a positive impact on students' education and learning," while 27.7% think that technologies do not positively impact students' education. Lastly, a significant 91.3% of participating teachers consider that "technology offers opportunities to improve teaching and learning processes." Only 4.3% disagree with this statement, and the same percentage (4.3%) preferred not to respond.

As noted, 75% or more of the total respondents agree with the three statements mentioned. However, when differentiating responses by gender, male teachers expressed agreement at a higher rate than female teachers, with a gap of 6.5 to 6.9 percentage points between the two groups.

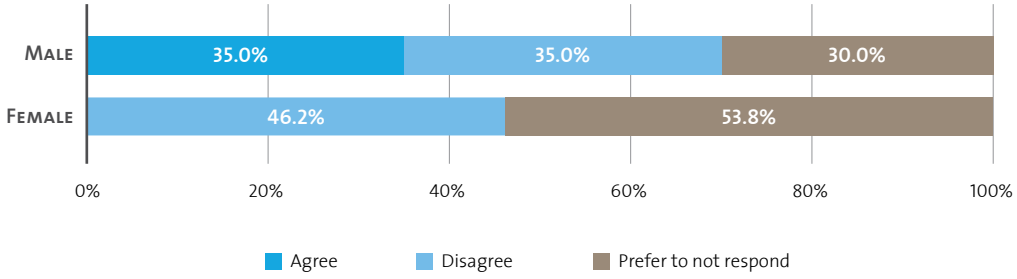
On the other hand, 41.3% of the total surveyed teachers believe that "technology positively impacts young people's social relationships," while 45.7% feel that technologies have a more negative than positive impact in this area, and 13% of respondents preferred not to respond. Analysing responses by gender, 53.8% of female respondents indicated disagreement with this statement, a figure 18.8 percentage points higher than that of male respondents. Interestingly, among the latter group, 30% preferred not to respond, creating an opportunity to analyse the reasons behind this choice.

GRAPH 6: Perception of Technology by Gender



Source: Own elaboration

GRAPH 7: Positive Impact of Technology on Young People's Social Relationships by Gender



Source: Own elaboration

In the final question of this section, the relationship between teachers and technology, as well as their knowledge and/or skills, was explored. Four statements were provided, from which each teacher could choose the two that best represented them. The two most selected statements were: "I have basic knowledge of technology and would like to improve my skills" (80.4% of the total) and "I use technologies in my professional activities" (47.8% of the total). In third place, only 13% of teachers stated, "I have extensive knowledge of technology and can teach others," while no teacher selected the statement, "I do not know anything about technologies and would need help to use them independently."

5. CONCLUSIONS

Students

1. **Gap in Access to and Use of Devices:** Women are more likely to connect to the internet from home or public spaces than from educational institutions. While access to devices such as computers and mobile phones is generally high, men are 6.2% more likely to own both, potentially hindering women's technological development. Among all respondents, mobile phone use nearly doubles that of computer use.
2. **Frequency of Technological Tool Usage:** Women report higher mobile phone usage (76.9% compared to 67.3% of men). In terms of computer use, there is no significant gender difference (29.1% of women vs. 28.6% of men use computers frequently). Notably, nearly half of respondents "never or rarely" use computers, underscoring a gap compared to mobile phone usage.
3. **Basic and Advanced Technological Skills:** While there are no significant gender differences in basic technological skills, such as sending emails or performing online searches, women slightly excel in tasks like email use and significantly outperform men in online banking. Conversely, men demonstrate an advantage in using e-commerce platforms. Both groups exhibit low proficiency in advanced skills, emphasising the need for training initiatives to familiarise young people with digital platforms and enhance workplace readiness. Women notably show greater motivation to improve their digital skills, exceeding men by more than 17%.
4. **Perception of Technology:** Most young people agree that technology improves their daily lives and learning. However, fewer women perceive its global impact as positive (62.3% compared to 80.7% of men). This difference may stem from personal experiences, structural barriers, or negative interactions with technology. It highlights the importance of redefining the role of technology in young women's lives, focusing on education and employment opportunities.
5. **Interaction with Digital Applications and Social Networks:** Women tend to favour social networks and tools oriented toward communication and entertainment, such as WhatsApp, YouTube, and TikTok, particularly for sharing content. The low usage of job search platforms like LinkedIn (5% overall) presents an opportunity to promote professional networking and job-related skills, especially among women, to reduce digital workforce inclusion gaps.

Teachers

1. **Perspectives on Gender and Digital Skills:** A total of 32.6% of teachers reported never having reflected on the relationship between gender and digital skills, and only 13% identified a greater digital divide affecting young women. This underscores the limited awareness and training regarding gender inequalities in the technological sphere, which restricts the development of effective strategies to address these gaps in educational settings. This highlights the importance of fostering dialogue and providing training on this subject.
2. **Teacher Training as a Key Tool for Gender Equality:** With 86% of teachers expressing interest in training on gender and technology, there is a significant opportunity to enhance their competencies in promoting gender equity. Developing innovative training programmes that focus on fostering equity in the selection of and access to STEM careers could strengthen teachers' impact on cultivating digital skills among girls and young women. It is crucial to reframe the value and use of technology, placing particular emphasis on teaching and learning processes.
3. **Representation of Women in STEM:** Only 37% of teachers identified encouraging girls' interest in STEM careers as a relevant challenge. This underscores the need to reinforce initiatives that raise awareness within the educational community about the underrepresentation of women in these fields. Promoting active inclusion from an early age is essential to challenge and dismantle traditional gender stereotypes.
4. **Ambivalent Views on the Impact of Technology:** While 91.3% of teachers recognise the potential of technology to enhance teaching and learning processes, nearly half (45.6%) perceive it as having a negative effect on young people's social relationships. It is essential to integrate a gender-sensitive approach into these perceptions, considering how such dynamics may differently influence the digital experiences of boys and girls. Moreover, guiding students towards the responsible use of technology, mitigating risks associated with certain digital environments, and emphasising its potential for inclusion are critical priorities.
5. **Teachers' Knowledge of Gender and Technology:** Incorporating specific modules on gender and technology into teacher professional development programmes could serve as an effective strategy for advancing equity. This would also maximise the positive impact of technology on the learning experiences of all students, with a particular emphasis on digital inclusion as a cornerstone of lifelong education.

6. ANNEX

Characterisation of Participants

TEACHER PROFILE	
Nationality	100% Chilean
Region	97.8% Araucanía 2.2% other regions
Place of Residence (Municipality)	41.3% Carahue 21.8% Temuco 15.3% Teodoro Schmidt 15.3% Nueva Imperial 6.5% Toltén
Age	10.8% aged 24 to 29 years 39.1% aged 31 to 40 years 21.7% aged 41 to 50 years 21.7% aged 51 to 60 years 10.8% over 60 years
Gender	43.5% male 56.5% female
Indigenous Background	67.4% do not identify as belonging to an Indigenous group. 23.9% identify as belonging to an Indigenous group. 26.1% identify as Mapuche. 2.2% identify as belonging to another Indigenous group

YOUNG PEOPLE PROFILE	
Nationality	98.5% Chilean 0.7% Peruvian 0.8% unclassifiable responses
Region	100% reside in the region of Araucanía
Place of Residence (Municipality)	72.43% not reported. 12.5% Teodoro Schmidt 7.35% Toltén 1.47% Carahue 1.47% Saavedra 1.1% Hualpin 3.68% other municipalities
Age	1.5% aged 19 years 7% aged 18 years 23.9% aged17 years 30.9% aged 16 years 23.5% aged 15 years 13.2% aged 14 years Highest concentration of responses: ages 15 to 18
Gender	54.7% male 43% female 1.1% prefer not to respond. 0.4% unclassifiable responses
Indigenous Background	60.3% identify as belonging to an Indigenous group. 95% define themselves as Mapuche. 0.6% unclassifiable responses

UN WOMEN IS THE UN ORGANIZATION DEDICATED TO GENDER EQUALITY AND THE EMPOWERMENT OF WOMEN. A GLOBAL CHAMPION FOR WOMEN AND GIRLS, UN WOMEN WAS ESTABLISHED TO ACCELERATE PROGRESS ON MEETING THEIR NEEDS WORLDWIDE.

UN Women supports UN Member States as they set global standards for achieving gender equality, and works with governments and civil society to design laws, policies, programmes and services needed to ensure that the standards are effectively implemented and truly benefit women and girls worldwide. It works globally to make the vision of the Sustainable Development Goals a reality for women and girls and stands behind women's equal participation in all aspects of life, focusing on four strategic priorities: Women lead, participate in and benefit equally from governance systems; Women have income security, decent work and economic autonomy; All women and girls live a life free from all forms of violence; Women and girls contribute to and have greater influence in building sustainable peace and resilience, and benefit equally from the prevention of natural disasters and conflicts and humanitarian action. UN Women also coordinates and promotes the UN system's work in advancing gender equality.

UN WOMEN

220 East 42nd Street
New York, New York 10017, USA

www.unwomen.org
www.facebook.com/unwomen
www.twitter.com/un_women
www.youtube.com/unwomen
www.flickr.com/unwomen