THE INTERACTIVE GENERATION IN IBERO-AMERICA

Children and adolescents faced with the screens

EXECUTIVE SUMMARY

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PROLOGUE

At Telefónica, corporate responsibility is a key aspect of our operations in all the countries in which we are present. We, the people who are part of the company make a continuous effort in order to make real our vision "spirit of progress", that is to say, in order to improve people's lives, to make the development of companies easier and to contribute with the progress of societies, providing them innovative services based on Information and Communication Technologies (ICT).

Within the framework of this commitment, we don't only want to offer all citizens the access to the opportunities that ICT give, fostering digital inclusion, but we also want to do it in a responsible way. A good example of this commitment is the project "Interactive Generations in Ibero-America, educative and social challenges", which was born with the aim to promote a responsible use of ICT among Latin American children and young people. It certainly is an exciting project, since children and young people themselves are the ones that are going to build the future within an environment determined by new technologies.

Therefore it is with great satisfaction to present this book, "The Interactive Generation in Ibero-America. Children and adolescents faced with the screens. ", which represents a first landmark in the development of the project. This book faces us with the reality of the use of these technologies by minors in Argentina, Brazil, Chile, Colombia, Mexico, Peru and Venezuela. The fact that more than 80,000 students have already participated gives an idea of the dimension of the project. The results of the study are specially aimed to parents and educators, as well as companies, institutions and society in general, with the idea of watching so that ICT are a tool which favors the personal growth of the young ones.

The final mission of the project is to use this knowledge to develop guidelines and educative actions at all levels –including family, school and institutional level— that will help us to educate young people so they become experts in the present and future technologies.

I would like to conclude these words reaffirming our commitment with minors faced with Information Society, a task that requires both the understanding and participation of all of us. Of course, my most sincere gratitude to all those that with their dedication and work make this project a reality and a rewarding challenge.

César Alierta

CEO and Chairman, Telefónica, S.A.

INTRODUCTION

In the last few years, we have witnessed a generalization of the use of Information and Communication Technologies in all the scopes of society. We may notice directly, in our jobs and our relationship with the others, the impact of these devices, but there is an age group where this influence is neat and clear in a way that we as adults hardly understand: children and adolescents. This age group has become familiar immediately with technologies that, for those who have the responsibility of their education, still remain totally unknown. This raises important challenges that begin with the knowledge of how this Interactive Generation is growing up.

However, this challenge is not new: In the 50's, another screen revolutionized society as well: television. Nevertheless, it took it nearly twenty years to reach most homes and as many more to become a priority object of study. To this day, it brings up numerous dilemmas to legislators and researchers.

At the dawn of XXIst century, the new screens open a new revolution that, unlike the previous one, runs much faster. It has hooked the young audience since the beginning and has generated problems and opportunities which were unknown up until now. And the television generation feels obliged to decide and act on a different generation, that has grown in a very different social, cultural and educational context, and that, just like interactive media, is not linear and it does not respond to previously known patterns.

The present study tries to offer a reflection on what are the features that identify the Interactive Generation, particularly in Ibero-America.

This executive summary gathers the details of the methodology applied to the study of Interactive Generations in Ibero-America, a review of the main research studies and groups focused on children, young people and new technologies, the conclusions and the global results of the sample, organized by screens (Internet, cell phones, videogames and television).

1. METHODOLOGY

In order to carry out this research, an online questionnaire was used as the fundamental tool. The questionnaire was adapted to the age of those polled, so that two different formats have been used. A first questionnaire, made up of 21 questions, was aimed to children between 6 and 9 years of age. The second questionnaire, which included 60 questions, was used to interview the students of age 10 to 18.

The questionnaires are available at the webpage **www.generacionesinteractivas.org** and data collection has been made at the computer science classrooms of each educational center. Each one of these centers had a code of participation assigned, so that the access of those polled was under control, at the same time the identity of participants was protected, since they were never asked about their personal information. On the other hand, to avoid the accounting of multiple participations of a same user, the recurrence of answers was tested.

In addition, there are two other elements of control that assure the quality of the information compiled: the temporary limitation to answer the questionnaire, and the presence of a teacher in the classroom during data collection.

The system used in this research presents different advantages. The most important is that the survey is made in a familiar environment for the student, limiting the distrust that may raise an unknown place. The presence of the teaching staff or research personnel in the classroom guarantees that the students respond seriously, avoiding the problem of contamination (or that students read the complete questionnaire first and then respond), which may happen in other surveys. On the other hand, the influence of other people in their answers is prevented.

Another advantage is the easiness with which the students respond to the questionnaire, because they are acquainted with computer science and they manage really well at the moment of filing it in. In addition, this system allows the immediate consult right after recording the data, when finishing the questionnaires.

Regarding the selected sample to carry out the study, it is worth mentioning that this project aims two different objectives, which require different sampling strategies:

1. The first goal is to be able to assess the prevalence of different variables related to the use of screens in the different participating countries. The representativeness of a sample is ideally achieved by means of a simple random sampling, in which the subjects of interest can be chosen randomly out of a list of sampling units. In the case of the present study, there are not lists of students by country, not even lists of schools by country. In any case, applying the formulas of the simple random sampling, which demands a larger sample size compared to other random samplings, the results are that with 1,000 people the margin of error would be low enough, ±3.1%, with a 95% of level of confidence.

2. The second objective is to establish statistical associations between different predicting variables and confusion variables, which will need an adjustment. It is usually interesting

to apply regression models which would also include product terms in order to study the possible interaction or modification of the effect among predicting values. There aren't formulas of sample size for this kind of studies, because sample size depends, to a great extent, on the frequency of the outcome studied and the number of parameters that are finally included in the multivariate models. Therefore, at the moment of evaluating sample size, it is often said that the sample needs at least 10 people per each parameter that we wish to include in the multivariate models (a parameter is a "variable" if it is quantitative and an "indicator variable", in case it is qualitative). Another more conservative rule, when logistic regression is applied, is to affirm that the number of parameters in the model should not exceed (1+min (n1, n0) /10; where min (n1, n0) means the smallest value among n1 subjects with value 1 and n0 subjects with value 0, in the dichotomic outcome assessed by the model (Hosmer, D., Lemeshow, S., 2000). For instance, if we had 40 cases of incorrect use of screens in a sample of 100 children, we could only adjust, according to this conservative rule, a multivariate model to predict the improper use of screens with (1+40) /10=4 parameters. According to this approach and the necessities of our project, those 1,000 people mentioned in the first point would be clearly insufficient.

Considering these two different objectives, the reality of data and the resources available, we proposed a convenience sample that will try to meet both objectives at the same time.

In order to achieve the objective of representativeness, a multistage sampling will be carried out, combining a stratified and a cluster sampling. First of all, areas of each country will be chosen randomly, taking into account school population in private and public education centers, as well as urban and rural zones. Secondly, schools (conglomerate-unit) of each zone, previously defined according to the kind of school and urban and rural location, will be randomly chosen, keeping the number of schools proportional to the number of school boys and girls in each one of the described stratum.

In each country, the aim is to sample several thousand boys and girls (the final number will depend on the heterogeneity of each country), reaching a number that is widely sufficient with the object of making complex multivariate analyses, with a high number of predicting and confusing variables and in order to reach the sufficient statistical power to assess modifications of the effect as well.

1.1. General data

1.1.1 General description of the population studied

The universe of study of this project is the school population between 6 and 18 years of age, of seven countries of Latin America: Argentina, Brazil, Chile, Colombia, Mexico, Peru and Venezuela.

1.1.2. General description of the sample

The selected sample includes students of urban educational centers of seven different countries:

Argentina, Brazil, Chile, Colombia, Mexico, Peru and Venezuela. We will always make reference to students of urban educational centers. Regarding rural schools, we were only able to gather a representative sample in the case of two countries: Mexico and Peru. This sample was selected out of the more than 80,000 students that have participated in the study, based on the representativeness of this universe and taking into account variables such as their distribution according to gender, age and type of educational center.

In order to reach the sufficient representativeness with a 95% level of confidence and a margin of error of 2.5%, the necessary sample reaches 25,467 students. Two different questionnaires were prepared, aimed to two different groups of age: that of 6 to 9 years and the other, from 10 to 18 years. The number of necessary questionnaires for each group of age is 4,526 and 20,941, respectively.

80.2% of questionnaires were gathered in a total of 216 public schools and 19.8% in 104 private educational centers.

1.2. Circumstances and family structure

1.2.1 Parents

Living with the father as well as with the mother seems to be the most usual situation in the case of the children polled: the numbers reach 73.8% in the case of younger ones, and 69.4% in the case of the elder group.

As far as the number of those polled that live in single-parent families, it is worth mentioning that they live more often with the mother than with the father.

1.2.2. Children

On the other hand,18.8% of those polled between 6 and 9 years live without brothers, as opposed to 22.6%, which make part of a large family (3 or more brothers). In the case of the group of 10 to 18 years, 16.6% are only children, and 21.7% live with 3 or more brothers.

1.2.3. Grandparents

The cohabitation with grandparents is usual for 22.3% of the younger students; in the case of the elder ones, the number falls to 13.8%.

1.2.4. Labor situation

Regarding the labor situation of the father, 34.8% have a job, according to those polled, and almost 1 out of 4 have university studies. As far as the mother is concerned, 43.6% are housewives and 17.6% have a job of university level.

THE INTERACTIVE GENERATION AS OBJECT OF STUDY:

THE STATE OF THE ART OF THE RESEARCH ABOUT CHILDREN, YOUNG PEOPLE AND NEW TECHNOLOGIES

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Research about young people and their relation with mass media is very wide, as well as extended in time. During the 30's, the first studies on children and radio, and also on children and cinema (*Payne Fund Studies*) were published in the United States. During the decade of the 50's, the research extended to the new predominant media: television. In fact, the study of the relation of the infant and young public with the television goes until the present moment. As it is possible to verify, it is still considered as the "king" of media: it is often the most consumed by young people and, consequently, the most studied too.

However, the last decades of the XXth century have witnessed the arrival of new technologies such as videogames, mobile telephony, computers and the Internet. The new technological panorama progresses at giant steps and it places us, at the turn of the century, in a mediatic environment without precedents. The new technologies open a wide range of possibilities to multiple agents: people as individual users, companies and institutions, public administrations, etc. It is possible to affirm that a knowledgeable and appropriate use of the new technologies makes everyday life easier to all of them.

Nevertheless, new technologies not only present many possibilities: they also bring with themselves a good number of uncertainties that is necessary to clear up. It is essential to know the accessibility and the consumption habits of these media by the people, in our case more particularly, children and teenagers. It is also interesting to find out which dangers may involve the use of these technologies, since very often this interest is motivated by a natural desire to develop protective and regulating measures. On the other hand, the analysis of the benefits that new media may contribute is also another important subject of discussion, for instance, in the field of education.

The case of new technologies raises, in addition, a question of special relevance: the so-called "digital breach". This term is used to make reference to the differences among different groups of people, as far as their knowledge and command of new technologies is concerned. These differences might be accentuated by socioeconomic factors (for instance, there is a high contrast between developed and Third World countries), or by other questions such as age.

Regarding this aspect, it might be of interest the contributions of Prensky, who talks about "digital native" and "digital immigrants". Thus, the generation of young people who were born immersed in the development of new technologies, which took place during the last decades of the XXth century, is the generation of "digital natives". It is a group of people for whom computer games, Internet, cell phones, email or instant messages are an integral part of their lives. In addition, as a result of this use, the way of thinking of this generation has changed and it is different from that of their elders (Prensky, 2001:1).

On the opposite hand, the people who were not born immersed in this environment of new technologies, but who are forced to use them, are the so-called "technological immigrants". It is a generation that, we could say, doesn't naturally speak the language of new technologies. If according to "digital natives", these technologies are their "mother tongue", for "digital immigrants", they are a "foreign language", therefore they often show a certain "accent". This "accent" means in practice certain uses that are not proper of a "digital native", such as printing an email or taking somebody physically in front of a computer to show him/her a webpage (Prensky, 2001: 2).

These differences between the digital "native" and the "immigrant" bring up a challenge from the point of view of education and protection, because parents and teachers are often overwhelmed by youngsters when using new media.

Although the traditional media, more particularly television, still are an important subject of study, during the last decade, research has focused in the young people and mass media, with a special attention to the field of new technologies.

The multiplicity of studies, as well as the diversity of approaches and depth in the treatment of the subjects, allows grouping the existing research around three thematic areas:

1. **Consumer behavior**: it includes questions such as the technological equipment of homes, the access ability of young people to a wide range of media, time expenditure, the place or the company, among other aspects. It is one of the first questions that were studied and, therefore, research on this matter is plentiful. In this field, in the United States there are the outstanding researches of The National Institute on Media and the Family, which is oriented to protection as opposed to the dangers of media and an international reference; The Markle Foundation specially focused in the potential of new technologies for the areas of health and national security; Pew Internet & American Life Project whose focus of attention is the potential of Internet and its impact in diverse areas of life; or The Kaiser Family Foundation, which works in the field of global health. In Europe, it is worth mentioning the program *Safer Internet Plus,* promoted by the European Commission, which works for a safe use of Internet in general and more particularly, by children and young people. Included in this program, there are outstanding projects such as EUKidsOnline, coordinated by the London School of Economics, whose best known reference is the Livingstone report.

2. **Contents and effects**: the most extensive work in this field is about television. Nevertheless, in the latest years Internet and videogames have received special attention. Among the content analyses, it stands out a particular interest for harmful contents such as violence and pornography, although there are more general analyses, focused, for instance, in television programming or the image of young people through these media. At the same time, there is a great interest to analyze the effects that may derive from the use of media and technologies. On the one hand, the dangers and risks that children and teenagers may encounter are studied. Such is the case, for instance, of violence in videogames and their possible consequences on aggressiveness. On the other hand, there is also a remarkable interest on their beneficial aspects. Some reference authors in the

area of contents and effects are: García, Von Felitzen & Carlsson, Wartella, Sánchez, Valkenburg, Gentile & Anderson, Donnerstein, Slaby & Eron, Malamth Impett, Strasburger & Wilson, Castells & de Bofarull, Shulman, Orléans & Laney. The Livingstone report would also belong to this area, since it deals, in addition to the risks derived from the contents, with the dangers of contact, commercial risks and privacy perils. Other reference studies regarding the risks that present ICT for young ones are SAFT and the Eurobarometer.

3. **Protection**: it includes the study of the measures adopted from the point of view of different scopes (government, family, school sphere, etc.) to safeguard the physical and psychological integrity of the minor, which might be harmed by the use of the different media. The three most important are regulation, family mediation and education in this scope.

Among the research studies oriented to regulation, those that stand out are the program *Safer Internet Plus*, the Eurobarometer or Mediappro, or the projects The Youth Protection Roundtable, The SIP-Benchmark-Projec, INSAFE or ETSI.

With respect to family mediation, works such as those of Himmelweit & Oppenheim, Schramm, Red.es, Pasquier, Austin, Rideout or Llopis are outstanding.

As far as media knowledge is concerned, in Europe it is worth mentioning the Educaunet project and the Mediappro research group, the studies of Buckingham & Domaille, Hobbs, Kundanis, Singer & Singer, in addition to the already mentioned Von Felitzen & Carlsson, Castells & de Bofarull, García & Bringué, since, in order to get the most out of the possibilities that multimedia environment offers, it is essential the education of all the subjects involved: children, young people, educators as well as parents and tutors.

CONCLUSIONS

Portrait of the first Ibero-American Interactive Generation

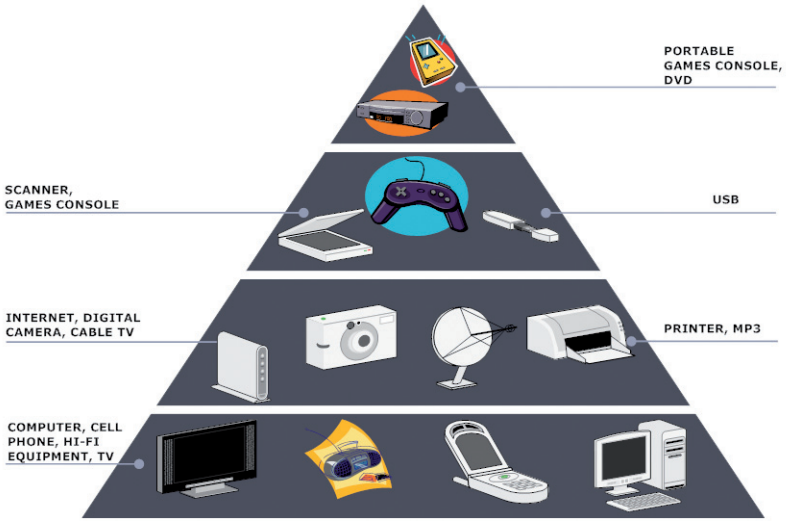
1. A well equipped generation.

Table 1. Availability of devices in the households of the sample (10 to 18 years)

Equipment at home	Group 6-9 years	Group 10-18 years
A computer at home	61%	65%
Internet Connection	40%	46%
Personal cell phone	42%	83%

Source: Personal elaboration

Graph 1. Pyramid of the equipment of the Ibero-American homes



Source: Survey Interactive Generations in Ibero-America. Answers to question number 8 "Of the following list of things, select all those that you have at home". N=20,941 schoolchildren of 10 to 18 years.

2. Multifunctional use of screens. The Interactive Generation seems to define the screens in an integrated and multifunctional way, unlike adults who tend to assign functions clearly defined for each screen. The Interactive Generation squeezes out and experiments with the screens to serve two essential aspects of their lives: leisure time and social relations.

3. A multitasking generation. In spite of the profusion of screens in the life of the Interactive Generation, they are able to pay attention to them at the same time they do other things. 70% of the children polled declare to eat and 39% do homework while watching television. 15% surf the web and watch television at the same time. They also have the cell phone on while in class in 54% of the cases and while they study in 78% of occasions.

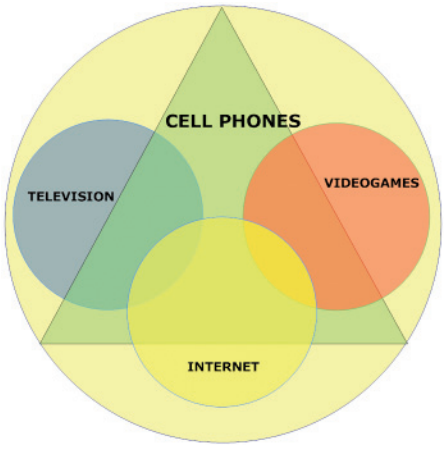
4. A precocious generation. The age of access to screens is arriving everyday sooner and sooner. Nearly 6 out of 10 of the elder group of children polled affirm that they received their cellular at the age of 12.

5. Girls, relation; boys, action. The boys consider the screens as a way to correspond to their necessity of action (more use of videogames, preference for games based on competition, etc.). Girls, however, prefer a relational use of screens: they chat more often, they prefer cell phones rather than other media that do not allow as much interaction with their equals and they participate in games that help in the construction of environments of social relations.

6. From cyber-adolescence, to cyber-maturity. The age of 12 years seems to mark the entrance in cyber-adolescence. The uses of Internet change in favor of all that allows a constant connection with the group of equals; the penetration of cell phones goes beyond 50%; and videogames stop from being a game to rather become a form of relation –either competitive or social– with friends and strangers. Among those that are two or three years older, it seems that there is a change in the profiles of use and valuation of the different screens, suggesting a change towards a cyber-maturity stage. The novelty of videogames attenuates and television becomes more important, including more than the Internet. Consumption becomes moderate and media seem to find other aims: for instance, Internet is used better to study.

7. A "mobilized" generation. The future is taking the shape of a cell phones: they go with them everywhere and they serve them as a node to manage all its activities. It is possible to think that the present rate of development and innovation of the cell phones technology will soon facilitate them a pocket tool that is able to integrate what they find now in the different screens: contents, entertainment and social interaction.

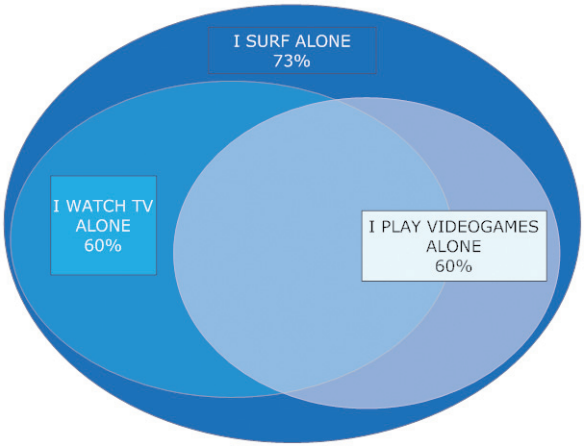
Graph 2. Convergence of screens



Source: Personal elaboration

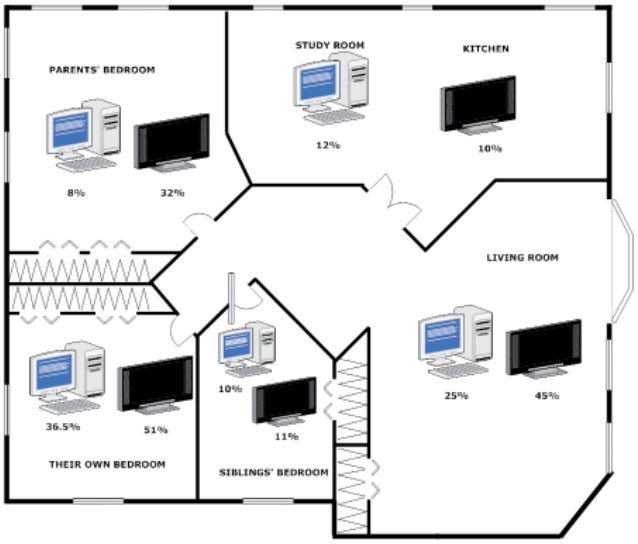
8. An independent generation. There is a consolidation of the bedroom culture, a private habitat, isolated from family life and equipped to open itself towards an interactive universe, with an access to the screens on their own, even though their preference is a social consumption of the screens (36% prefer to play with another person, 51% prefer to watch television with someone else, although this could mean not being able to choose the content).

Graph 3. Alone with the screens



Source: Personal elaboration

Graph 4. Where they watch television at home (10 to 18 years)



Source: Survey Interactive Generations in Ibero-America. Answers to question number 51 "Where is usually the television set or sets that are usually on at your home?" and question number 9 "Where is the computer that you use more often at home". N=20,941 schoolchildren from 10 to 18 years.

9. Learning at school, surfing outside. There is a tendency to access Internet from home, however in the Interactive Generation in Ibero-America, although 30% access it from school and 19% have a teacher as reference, the most frequent use takes place in a public setting, far from the educational reference and the family reality in which they live.

10. Family mediation. Although access is frequently done alone, there are interactive families too. Few parents are involved in family mediation and thus, the opportunity to become an educational reference might be lost. In addition, there is a great difference between mothers and fathers, since the latter ones might be referrals, but it is rather rare the case in which mothers are.

11. The school: present and potential reference. The Ibero-American school is making a great effort to adapt and to integrate the use of Information and Communication Technologies as a key element to reach its educational objectives. The survey shows great differences between children who have the school as reference and those that don't.

12. A task for all. The massive arrival of interactive technology opens a panorama of possibilities. In order to face this new reality, interconnected, global and changing, it is necessary the integrated effort of all the agents involved in the training and education of minors.

THE INTERACTIVE GENERATION OF IBERO-AMERICA FACED WITH THE SCREENS

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During the latest years, we are witnessing a primacy of electronic devices. Information and Communication Technologies have made the world smaller. They have been art and part of globalization. On the one hand, they have facilitated and accelerated it since they allow the instantaneous and easy access to information on what is going on anywhere in the world, blurring the borders. On the other, they have become one more factor of globalization: having a cell phone or an Internet connection, accessing to certain contents on the Web, makes us part of a global society. It equals us and provides us with a uniform shared with millions of people from anywhere in the world.

It is evident that the Interactive Generation shares its passion and its attraction towards technology regardless of its geographic situation. These children and young people share a significant degree of possession and use of the Information and Communication Technologies, trespassing not only the differences among countries or through frontiers, but also the particular socio-economic and cultural differences. Regardless of the fact that a teenager from the first world has more economic resources to have a mobile phone of the latest generation, a high speed Internet connection or a more varied collection of videogames, the degree of coincidence with a teenager from a developing country, as far as the availability and use of technology, is very high. An outstanding data from the present research is that, even in those regions where access to Internet was lower, the preference for the Internet as opposed to other media more widely present, such as television, was superior.

According to this Interactive Generation, and every day more and more for all the people, access to these devices becomes a basic good, a staple necessity and, therefore, a must. It is possible to talk about a special affinity of new technologies with this infant and young audience, understood as a degree of superior penetration in that mentioned audience when compared to the total of population. Anyone, either organization, institution or company, interested in reaching this target audience will have to consider these technological media in order to be listened.

Before getting into the detailed analysis of the devices and gadgets that the Interactive Generation in Ibero-America has at reach, it would be possible to make another comment which will help to contextualize the data. As it has been already said in the methodology section, data make reference, in a significant and comparable way, to the urban school population of the seven countries studied. This, without a doubt, will already mark a difference regarding their possible access to technology. In addition, data make reference to homes with children, which traditionally have been more prone to adopt technology faster than homes without children.

The direct relation between the presence of children at home with the probability of a computer available has already been proved. The report “Childhood and adolescence in the Information Society” published by the Spanish institution Red.es in June 2005 showed, in the Spanish case, the evident differences in the possession of certain technologies between homes with and without children. With the exception of the fixed telephone line, all other technologies are present with greater probability in a home with children or teenagers.

This report concluded that "homes with children show the ability to act as a lever of impulse in the development of information society. This confirms the strategic opportunity to establish differentiated active policies aimed to homes with children, for the impulse of digital inclusion, which involves opportunities of communication, sensitization and education in new technologies, as well as of ICT security and economic support" (2005: 13).

Therefore, at the time of analyzing in detail the access and use to digital devices that this group of age has in Ibero-America, it will be necessary to consider its nature as Interactive Generation, which makes it specially close to ICT, as well as the origin of the sample -urban and school population-, and the special tendency that homes with children seem to have towards the adoption of technology.

INTERNET OR THE SCREEN THAT SURROUNDS EVERYTHING

A well equipped generation

Regarding the level of possession of personal computers, which is one of the most usual indicators to analyze the development of Information Society in a country or region, the youngest ones answered affirmatively in most cases (61%). In the age group of 10 to 18 years, the declaration of possession of computers reaches 65% and there are not significant differences attending to gender.

Table 2. Availability of devices in the households of the sample (10 to 18 years)

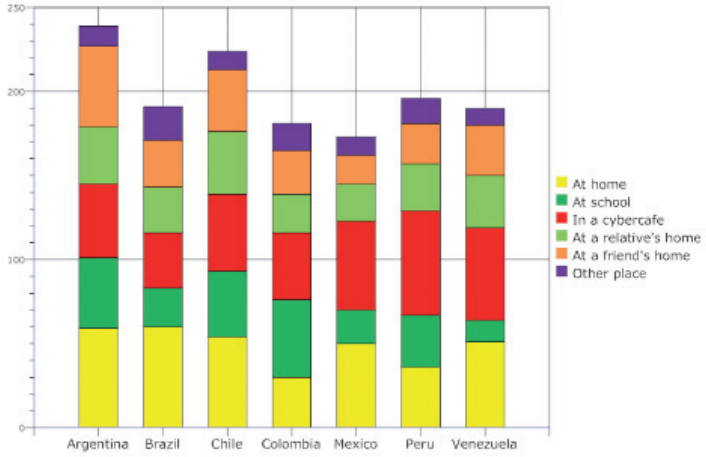
	Average	Argentina	Brazil	Chile	Colombia	Mexico	Peru	Venezuela
Television	98.8*	99.3	97.7	99.2	99.3	99.3	98.4	99.6
Cable Television	48	79.4	29.8	52.1	40.4	53.4	38	46.1
Computer	65	79.3	69	81.6	42.8	68.8	51.7	67.9
Printer	51	65.8	44	67.7	35.6	54.5	43.3	56.4
Scanner	29	40.8	22.7	42.5	21.6	28.8	26.3	36
USB	43.7	49.9	30.5	54.9	33.4	50.5	40.8	44
Internet access	45.9	57.4	57.7	51.5	27.4	47.1	34.8	48.8
Cell phone	82.8	94	79.5	92.5	72.2	83	81.6	92.6
MP3	55.7	59.7	56.5	82.3	41.4	56	46.4	62.1
Hi-FI equipment	84.6*	91.8	-	91.4	72.3	80	84.6	87.4
Digital camera	47.6	54.8	41.7	56.7	31.8	53.1	46.1	53
Digital videocamera	25.6	21	14.1	26.7	17.8	35.2	24.5	29.5
Game console	38.7	31.5	52.2	46.7	18.2	47.3	24.6	23.5
Portable games console	17.7	8.9	9.7	9.8	10.6	30	14.6	14.9

Source: Survey Interactive Generations in Ibero-America. Answers to question number 8: "From the following list, select all those devices that you have at home". N=20,941 schoolchildren from age 10 to 18. Percentages of affirmative answers to question nº 11: "Do you have Internet access at home?". N=20,941 schoolchildren from age 10 to 18.

The location of the computer at home is also a relevant information: the majoritary option, when there is a computer at home, is to place it in the child's or teenager's room. That happens in 32.6% of homes with children between 6 and 9 years and in 34% of homes with adolescents between 10 and 18 years of age. In addition, is more common among the boys, than among the girls.

With respect to Internet connection at home, Venezuela, with 54% of affirmative answers, is the country with the highest degree of penetration of Internet at the homes of the youngest sample, followed by Brazil with 46% of cases. Colombia is the country where this indicator is minor. Only 27% of the children declare to have access to Internet at home. In the case of teenagers from 10 to 18 years, Brazil (58%), Argentina (57%) y Chile (51%) are the most advanced, while Colombia stays behind in such indicator (27%).

Graph 5. Where do they surf? (10 to 18 years)



Source: Interactive Generations in Ibero-America survey. Answers to question number 14: "Where do you usually surf the Internet?", N=20,941 schoolchildren from age 10 to 18.

A universal use, many places to access

Internet defines itself as a universal media, due to many aspects, in addition to the variety present in the location access. In the case of the Interactive Generation, this fact is nearly universal as far as the use is concerned: among the youngest ones (6-9 years) , 8 out of 10 are internet users; in the case of the eldest ones (10-18 years), 95% present themselves as internet users. Attending to countries, results are very similar, as it might be observed in the following graph. According to ages, and globally, the use of internet is directly correlated.

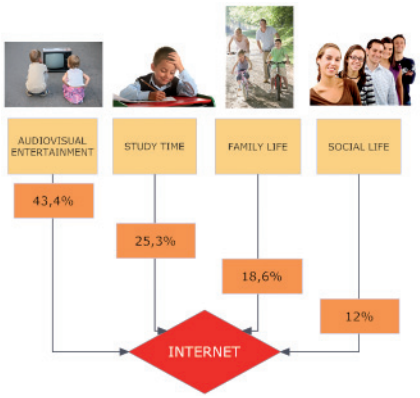
Briefly, as the graphs show, home is defined as a place of special educational trascendence, because of its implications in mediation with minors and the access to diverse Internet contents. However, Internet is out of reach of the traditional places of access to communication media by minors and escapes the possibility of education in its use by parents and educators. The most common alternative to the "natural place" is the access to Internet from cybercafes or public booths, the place that 48% of web surfers recognize as the most usual. Attending to countries, Brazil is above average –where 6 out of 10 minors choose this option–, together with Argentina and Venezuela.

Time of use

The majority of minors with access to Internet at home, uses this media: starting from 10 years (90% do it), followed by the younger ones (6-9 years), since 8 out of 10 use Internet regularly or occassionaly. In general terms, the most numerous group is the one that recognizes to devote more than 2 hours a day to Internet, either during the week or the weekend. This is the situation for 1 out of 5 minors polled. In the following time level –between one and two hours of daily surfing activity– are those that surf during the week (30% of cases), whose number decreases during the weekend (24%). On the other hand, Internet seems to be a media that demands a time of dedication relatively extended, since only 1 out of 10 declares to devote less than an hour a day. It might also be relevant, from an educational point of view, that 11% of cases are not able to quantify the time that they daily devote to this activity.

Lastly, in the global description, there is a slightly higher devotion of time among the boys. According to age, this activity reaches a maximum preference starting from 13 years and the interest decreases, due to time dedication, for the eldest group of 17 and 18 years respectively.

The "movement" effect is admitted by 7 out of 10 members of the Interactive Generation. Generally, surfing the web competes with four different kinds of activities of varied nature: social activities –time devoted to family and friends–, activities of traditional leisure time –reading and sports–, activities of audiovisual entertainment –television and videogames–, and lastly, compulsory activities, such as study or school homework.



Graph 6.
What did Internet take up time to? (10 to 18 years)

Source: Interactive Generations in Ibero-America survey. Answers to question number 24: "What activity did you take up time since you use Internet ?", N=20,941 schoolchildren from age 10 to 18.

Internet: a shared experience?

Surfing alone is the most frequent way of using Internet amongst the Ibero–American minors.

In a global sense, in the case of precocious net users, more than a third (40%) admits to surf without any company of other people: "I surf on my own" is the most chosen option. On the other hand, the option of surfing in company includes several possibilities: for 2 out of 8 consists of surfing with friends or siblings; very close to that number there are the cases of surfing in the company of professors or the mother, 22% and 20% respectively; lastly, the possibility of sharing moments of net surfing with the father reaches a smaller frequency (18%). Same happens with other people (13%). According to this group, surfing on one's own increases gradually with age at the same time that the presence of parents decreases. Attending to gender, no great differences were detected, but a slight growth of surfing in the company of the mother in the case of the girls. The results according to countries define the Brazilian Interactive Generation as the most lonesome one, since this was the option chosen in more than half of the cases, followed in this sense by Chile and Venezuela. The most gregarious are Colombian minors: only 28% admit to surf the web on their own.

The tendencies marked by the youngest ones consolidate, and they even radicalize, in the group that follows them. 7 out of 10 usually surf on their own, situation that increases with age and that is radicalized from the age of 13 years. At the same time, Internet involves an experience of social use, which is shared with friends and equals in 66% of cases; the possibility of surfing in company with friends acquires, on the other hand, a certain feminine accent 52% of the girls as opposed to 42% of the boys. Siblings have not a very significant weight as surfing companions and much less the parents or the professors.

Table 3. Internet use preferences (10 to 18 years)

	Autonomous	Social	Fraternal	Family		Didactic
				Father	Mother	
Average	73	68	29	9	14	4
Argentina	78	94	32	9	13	7
Brazil	78	59	23	10	16	3
Chile	76	78	29	9	14	4
Colombia	59	63	22	7	11	7
Mexico	66	57	33	10	14	3
Peru	78	67	25	7	12	4
Venezuela	69	72	27	10	7	2

Source: Interactive Generations in Ibero-America survey. Answers to question number 22: "Most times that you use the Intenet you are...", N=20,941 schoolchildren from age 10 to 18.

Diversity of services, contingency of contents

Table 4. Use of services through Internet (10 to 18 years)

	Average	Argentina	Brazil	Chile	Colombia	Mexico	Peru	Venezuela
COMMUNICATING								
Messenger	70	84	72	85	57	63	80	80
E-mail	62	70	67	68	53	58	71	55
SMS	24	37	24	12	8	7	18	15
Chat	19	13	30	12	27	13	14	24
VoIp	9	7	9	8	8	7	10	13
KNOWING								
Browsing web-pages	61	75	59	72	44	61	67	68
Downloading pictures, videos...	59	64	57	73	41	62	60	57
SHARING								
Sharing pictures, videos...	43	47	50	59	25	43	50	38
Social networks	13	5	31	12	8	7	18	15
HAVING FUN								
Online games	43	42	42	39	40	42	56	46
Digital Radio	11	9	17	14	8	9	17	9
Digital Television	8	7	7	10	6	9	9	9
CONSUMING								
Online shopping	6	5	12	3	6	4	4	9

Source: Interactive Generations in Ibero-America survey. Answers to question number 15: "Tell us which services do you use when you are surfing the Intenet", N=20,941 schoolchildren from age 10 to 18.

Table 5. Contents browsed (10 to 18 years)

	Average	Argentina	Brazil	Chile	Colombia	Mexico	Peru	Venezuela
LEISURE TIME								
Music	81	84	82	84	68	84	83	80
Games	52	48	51	47	49	54	59	55
Humor	37	37	50	33	25	37	41	36
Sports	34	31	39	30	32	33	34	43
News	24	23	44	24	19	16	27	25
Hobbies	21	24	19	30	16	21	26	18
Television programs	16	17	25	18	12	14	17	16
Software	14	15	16	14	17	12	10	20
Contests	10	7	20	9	6	6	15	8
Gambling	3	2	3	3	3	3	4	5
EDUCATIONAL								
Educational	20	18	21	18	20	16	37	30
Cultural	17	11	21	16	12	16	31	13
ADULT								
Adult	6	6	13	6	4	5	4	8
OTHER								
Other	30	34	38	41	23	26	31	25

Source: Interactive Generations in Ibero-America survey. Answers to question number 16: "When you browse webpages, which contents do you usually consult?", N=20,941 schoolchildren from age 10 to 18.

Not only do they watch contents, but they also become digital artists: they create their own contents. 40% of the youngest net users have their own Web page or has created a blog, fotoblog, or some space to share their personal videos at some point, while 16% have not such experience, but consider it as an interesting option for the future. Finally, it is worth mentioning a small group (9%) of experts in content generation, since they recognize a simultaneous responsibility authorship of blogs and webpages.

Educational mediation

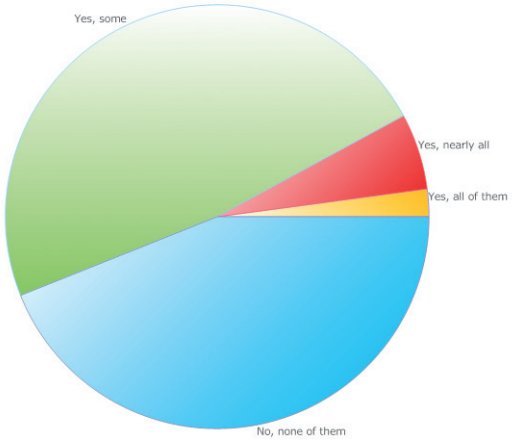
Responsibility of the school

Many times, it is the school the one that provides the first contact of minors with technology. It might also well be the main reason why a computer enters home.

In this sense, the school and the role of the educators as Internet users become a testimony of high educational value and a promoter of good practices on a good use of Internet.

According to the gathered data, the educational force or influence of professors as Internet users is relatively limited. According to their students, 56% affirm that some of their professors use or recommend Internet as something useful for study.

Graph 7. Professors that use Internet regularly (10-18 years)



Source: Interactive Generations in Ibero-America survey. Answers to question number 10: "Do you have a profesoor that uses Internet for the lessons or that recommends you to use Internet in order to study or practice the subject contents?", N=20,941 schoolchildren from age 10 to 18.

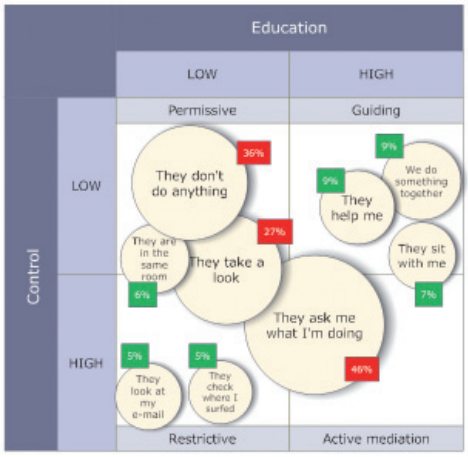
In fact, the educational influence of school in the use of Internet in such that it modifies the services used (in favor of a greater use of e-mail and visit to web pages), the contents (the use of educational content pages increases with age, with a significantly greater increase in those that use Internet at school), and it also fosters the creativity of personal content.

Protection software

A first conclusion is that the percentage of minors who declare to have a content filter installed in the computer is outstandingly low: it hardly reaches 10%. Particularly, if we compare it with those who declare to have an antivirus installed (almost five times greater), although it remains a very low percentage too: hardly one out of two.

The role of the family

Graph 8. Parental mediation and Internet. Education vs control (10-18 years)



Source: Interactive Generations in Ibero-America survey. Personal elaboration from the answers to question number 27: "What do your parents do while you are connected to the Internet?", N=20,941 school children from age 10 to 18.

• **Lack of mediation**. Something more than a third of the Interactive Generation declares the absence of any action or interest on the part of parents at the moment of surfing the Internet. This perception is also shared by boys and girls, and increases considerably with age until reaching, in the case of the eldest ones, 50%.

• **Active mediation**. It involves a certain degree of intervention on the part of the parents at the occasions of net surfing by the minors. The most extended and admitted situation by the Interactive Generation consists of "My parents ask me what I'm doing while I am surfing the Internet", which was the answer chosen by 46%. 27% recognize a step further in the educational

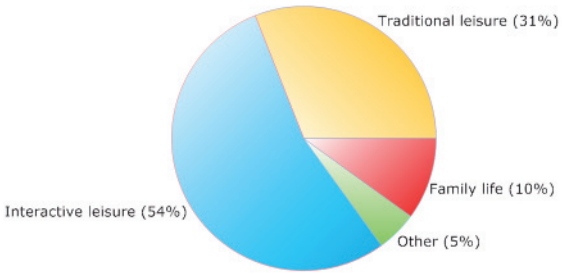
task of their parents and affirm that "They take a look" at those moments, which is something more frequent amongst girls. Far from these possibilities, there appear to be more active behaviors such as "They help me" (9%), "They sit with me" (7%) or "We do something together" (9%). It does not seem frequent either the presence of parents in the same room while minors surf the web. Logically, age is indeed positively correlated in guidelines of parental mediation, increasing its probability as it decreases.

• **Passive mediation**. In certain occasions, fathers and mothers achieve a mediation or educational revision at a later stage on the roads and behaviors of their children as net users. 5% of minors know that their parents review the sites where they were surfing and another 5% declare that their parents access to their email messages.

Assessments about Internet

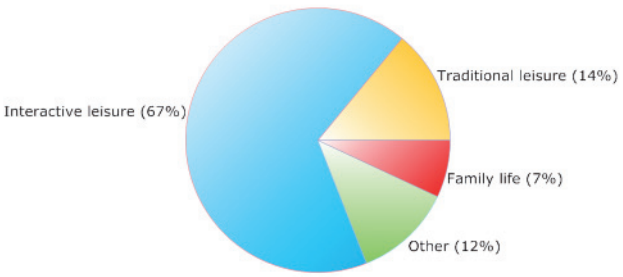
Before getting into the details about what the children think about Internet, it is possible to consider what kind of entertaining activity is the one that they prefer. The youngest ones were asked: "What is what you would like to do most now?" And the teenagers: "What you would like to do today after dinner?"

Graph 9.
Preferences by kind of leisure activities (6-9 years)



Source: Interactive Generations in Ibero-America. Answers to question number 5: "What would you like to do now?", N=4,526 schoolchildren from age 6 to 9.

Graph 10.
Preferences by kind of leisure activities (10-18 years)



Source: Interactive Generations in Ibero-America. Answers to question number 5: "What would you like to do today after dinner?", N=20,941 schoolchildren from age 10 to 18.

Television or Internet?

The television as entertainment option is important for 13% of children between 6 and 9 years, since they choose it among others, as the activity that they would like to do most now. In the case of teenagers, the importance increases up to 23% and it becomes the most chosen option.

However, when asking them to choose between television and Internet, the Interactive Generation is inclined to go for the Internet as its favorite screen: 45% of children of 6 to 9 years choose it against 37%, which prefer television. In this case, in general terms, gender is irrelevant in the election, although age is indeed: the youngest ones mostly prefer the small screen against the Internet. Girls access the interactive universe later than the boys.

Assessments on the Internet

Table 6. Assessments on the Internet (10 to 18 years)

	Useful	Facilitates communication	Saves time	I know somebody that is addicted	Addiction risk	Essential	Isolating	Whim
Argentina	85	62	34	35	29	20	18	9
Brazil	80	60	32	21	26	12	12	15
Chile	85	61	39	34	31	20	22	9
Colombia	63	40	24	13	11	15	8	8
Mexico	84	47	30	14	15	9	11	5
Peru	82	61	34	19	20	16	12	5
Venezuela	87	47	26	19	13	16	8	5

Source: Interactive Generations in Ibero-America survey. Personal elaboration from the answers to the question number 30 "In my own opinion, Internet is...", N=20,941 schoolchildren from age 10 to 18

Table 7. Different attitudes by country (10 to 18 years)

	I like Messenger to talk to my friends	Whenever is possible, I log in into Messenger	I chat with strangers	I always connect to the Chat	They have made fun of me	I have been harmed	I harmed someone else
Argentina	83	48	37	25	13	7	6
Brazil	76	50	29	15	10	9	5
Chile	82	53	37	30	14	8	7
Colombia	58	30	28	20	16	4	3
Mexico	69	34	32	24	6	5	4
Peru	82	45	17	29	7	7	4
Venezuela	73	46	34	18	10	5	4

Source: Interactive Generations in Ibero-America survey. Answers to question number 21: "In the case you regularly chat or use Messenger, do you agree with the following affirmations?", N=20,941 schoolchildren from age 10 to 18

THE CELL PHONE: THE SCREEN THAT IS NEVER OFF

Ubiquity

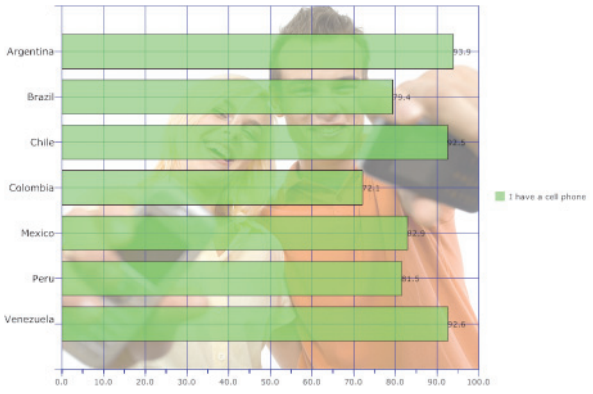
82.8% of teenagers between 10 and 18 years declare to have a cell phone, which has become, behind television, the second most popular screen among the Interactive Generation. Mobile telephony has captivated this audience, which identifies its possession with the long-awaited independence and freedom that characterize this group of age. Argentina, Venezuela and Chile lead the penetration of cell phones in this strip of age, going beyond 90% of penetration in the three cases (94%, 93% and 93% respectively).

Among the youngest ones it is possible to identify a clear aspiration to adopt this technology: whereas 41.8% of children (6-9 years) declare to have its own cell phone, 28.2% affirm that although they have not it in property, they often use other people's cell phones (parents or siblings). Only 27% do not use this screen at all.

In this age group, children of Venezuela (66.6%), Brazil (50.5%) and Chile (50.3%) are those who show a greater precocity in relation with the availability of a cell phone of their own.

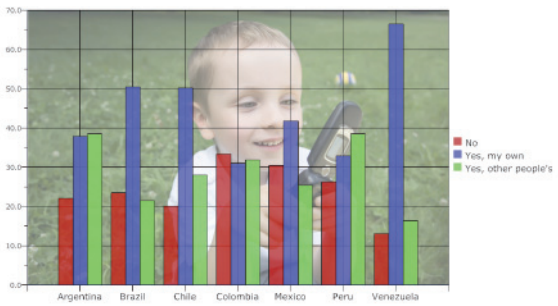
The preadolescence, between 9 and 12 years, seems the most suitable age to obtain a mobile phone: the percentage that affirms to have acquired it during this age period grows progressively up until 12 years, and from that age on, it begins to decline. Altogether, 58% obtained it until their 12 years.

Graph 11.
Cell phone possession
(10-18 years)



Source: Interactive Generations in Ibero-America survey. Answers to question number 8: "Of the following list of devices, select all those that you have at home", N=20,941 schoolchildren from age 10 to 18.

Graph 12.
Cell phone possession
(6-9 years)

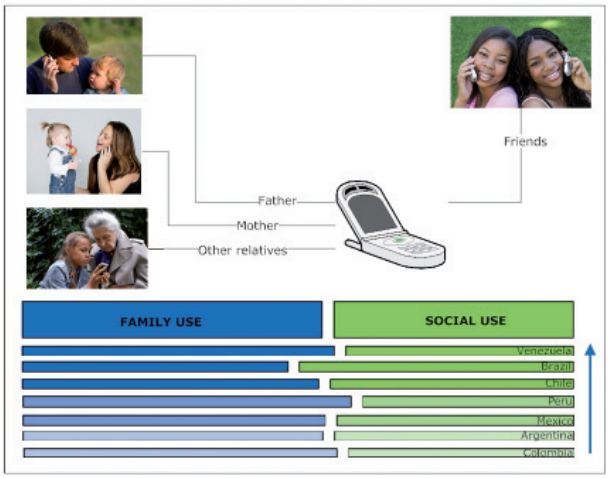


Source: Interactive Generations in Ibero-America survey. Answers to question number 10: "Do you use a cell phone?", N=4,526 schoolchildren from age 6 to 9.

Well communicated

It is a tool of permanent contact with the mother (56%), the father (51%), other relatives (43%) or siblings (25%). On the other hand, more than a third recognizes to use the cell phone in order to talk to friends.

Graph 13.
Family use vs. social use of the cell phone (6-9 years)



Source: Interactive Generations in Ibero-America survey. Answers to question number 10: "Who do you talk to more often through the cell phone", N=4,526 schoolchildren from age 6 to 9.

The second common characteristic of the Interactive Generation regarding this screen is its noticeably "feminine" character.

The use of the mobile phone changes according to the growth of minors, since they acquire new tastes, new priorities and more autonomy. With respect to this screen, one of the most relevant transitions in its use is the passage from family communication to social communication. Friends constitute the first group of frequent interlocutors and, in addition, a new category bursts strongly into their lives: the boyfriend or girlfriend is usually the object of calls or messages nearly for a third of this generation. It is remarkable that there are not substantial differences regarding this issue, with respect to the different ages of the children polled.

Uses of the cell phone

• **Communication**. It is the main function, since 80% admit to use it to call or to receive calls, 77% usually send text messages and 14% chat through the cell phone. Except for the chat, girls usually make a more intensive use. From 12 years on, there is a qualitative jump in the frequency of use, without differences attending to gender.

• **Contents**. In this regard, the cell phone is defined as a content support and not as a communication tool. Half of the minors, without any difference as far as gender is concerned, use it to listen to music. It is also useful to watch pictures and videos in 47% of the cases. To a lesser extent, 13% surf the Net thanks to their cell phone and 6% take advantage of it to watch television.

• **Entertainment**. Continuing an activity started at an early age, 52% keep taking advantage of their mobile phone to play games. In this sense, this activity is slightly more frequent among the boys and it loses importance as the main function of the cell phone amongst the age group under 9 years.

• **Creation**. The constant technological innovation allows to provide the cell phones with a greater number of accessories. Among all the new features, the most used one by the Interactive Generation is the possibility of taking pictures (50%) or recording videos (45%). In general terms, girls have a greater tendency to take snapshots with the cell phone while boys prefer to shoot videos.

• **Organization**. The cell phone does the job of a watch for more than half of minors. 46% take a step further and affirm to use it as an electronic calendar and notebook: again girls appear in the lead and, in this case, as more "organized", since 50% use the cell phone as a calendar, against 41% of the boys.

Table 8. By country, the results of the 5 dimensions above mentioned are gathered in the following table (10 to 18 years)

	Average	Argentina	Brazil	Chile	Colombia	Mexico	Peru	Venezuela
COMMUNICATION								
Making or receiving phone calls	80	83	82	86	70	81	83	80
Sending messages	77	95	66	82	61	81	76	88
Chatting	14	13	16	14	15	11	13	42
CONTENTS								
Listening to music	55	51	60	56	37	63	45	62
Watching pictures or videos	47	46	49	60	31	52	36	52
Surfing the Internet	13	15	13	17	11	11	12	21
Watching television	6	3	8	5	3	7	4	10
LEISURE								
Playing games	52	50	45	65	48	53	56	53
CREATION								
Taking pictures	49	47	52	50	30	58	49	46
Making videos	45	43	44	52	31	52	37	50
ORGANIZATION								
Watch	60	72	65	76	45	56	59	58
Calendar	46	57	51	59	33	43	44	48

Source: Interactive Generations in Ibero-America survey. Answers to question number 33: "For you, the cell phone is mainly useful for...", N=20,941 schoolchildren from age 10 to 18.

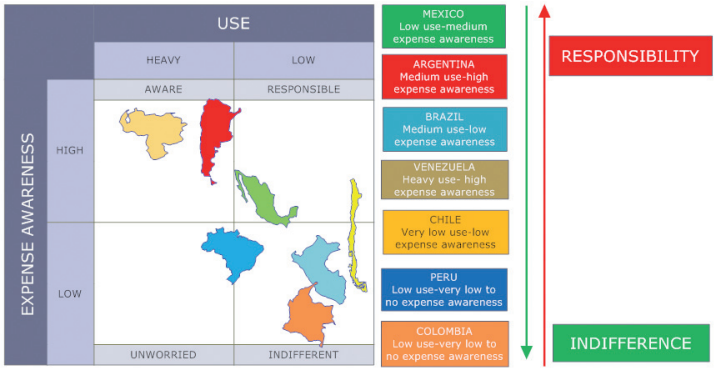
Cost

In general terms, the Interactive Generation uses the cell phone intensively regardless of the knowledge of its cost. The cost perception increases with age in all the studied zones.

A determining characteristic of the Interactive Generation is its strong autonomy in the use and possession of the different screens. Nevertheless, this fact appears dissociated from its consequences in the case of the cell phones: the intensity of use translated into cost is not assumed by the users, but by their parents in 63% of cases. Assuming the cost derived of the cell phone is something clearly related to age: the border between dependence and autonomy is generally crossed at the age of 17.

The previously mentioned feminine preference for this screen is quite evident when asking what they think it would happen if they remained two weeks without cell phone. 24% of girls against 15% of boys think that their life would change for the worse.

Graph 14.
Comparison between intensive cell phone expense and expense perception (10-18 years)



Source: Interactive Generations in Ibero-America survey. Answers to question number 32: "Do you know how much is your monthly cell phone expense?", N=20,941 schoolchildren from age 10 to 18.

Risks

Passive

This type of risks makes reference to the possibility that having a cell phone could expose its user to the unsuitable behavior of other people. At the time of assessing them, "Receiving messages and calls from unknown people" becomes the most selected option, 38% of cases, although more than one out of two girls in Argentina, Chile and Venezuela admits to have suffered this situation.

The involuntary exposure to unsuitable contents for this age group does not seem to be a relevant risk: only 6% of the children polled declare to have received a message with obscene or pornographic content. Boys (9%) and, more particularly, the Chileans (15%) and Argentinians (12%) are those who complain the most about that.

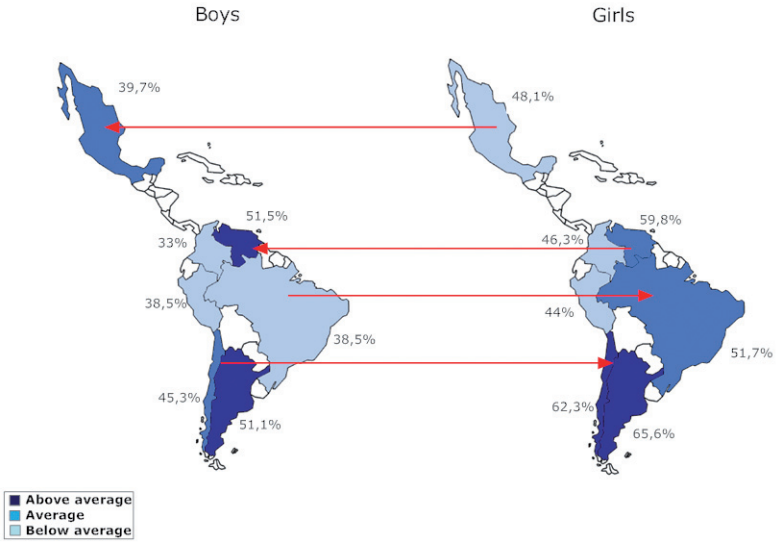
Active

Active risks could be also considered as "risky behaviors" and they make reference to dangerous or reprehensible practices that the user may commit with the cell phone.

The easiness and the comfort of use that the cell phone implies may originate certain excessive dependence of this technology: a 27% of the young people polled affirm "to know somebody that is always with the cell phone on". In this case, again, the countries with greater index of penetration throw the highest results: Argentina, Chile and, to a lesser extent, Venezuela, are above average in this aspect.

An aspect in which the boys overcome the girls is that they have used the cell phone "in order to offend somebody": although the percentage of boys who agree with this phrase are moderate (17%), the Venezuelans (22%), as well as the Chileans and Argentinians (with a 19% in both cases) seem more inclined to these practices.

Graph 15.
I always have the cell phone on so I'm ready to talk to my friends (10-18 years)



Source: Interactive Generations in Ibero-America survey. Personal elaboration from the answer "I always have my cell phone on so I'm ready to talk to my friends" to question number 40, "Do you agree with any of these affirmations?", N=20,941 schoolchildren from age 10 to 18.

VIDEOGAMES, THE WINDOW TO DIGITAL ENTERTAINMENT

Possession and use

Gender, age and possession appear as the three key variables when determining the attitude towards the digital game and the used platform. Boys appear as authentic game professionals: they play more, since a younger age and they maintain high levels of playing throughout the years. In addition, they prefer specific platforms, of more quality of game.

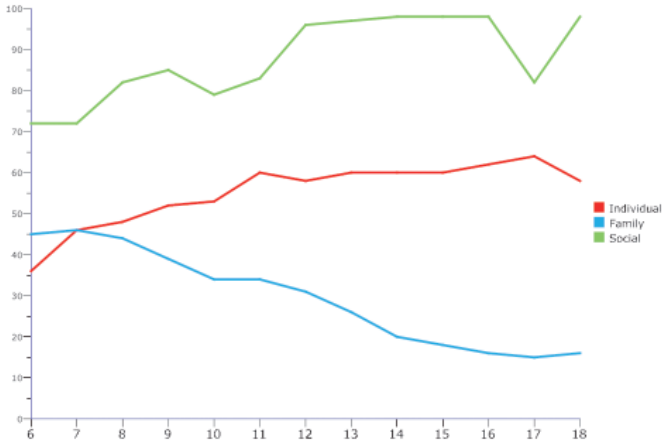
Girls play less from the beginning and after they reach the age of 12, their interest for this entertainment option fades away in a more pronounced way. Their preferences when choosing platforms seem more functional than specific: the computer or the cell phone are the most common, probably because they are the most available options and because they are more multifunctional.

Table 9. Differences by country between possession and use of game platform (10 to 18 years)

	Game console	Portable game console	Computer	Cell phone	Internet
Argentina					
I own	31	9	79	94	57
I use to play	40	8	87	62	42
Brazil					
I own	52	10	67	79	58
I use to play	67	11	72	42	41
Chile					
I own	47	10	82	93	52
I use to play	64	10	78	60	41
Colombia					
I own	18	11	43	72	27
I use to play	38	15	52	52	33
Mexico					
I own	47	30	69	83	47
I use to play	61	33	64	59	34
Peru					
I own	25	15	52	82	34
I use to play	39	16	73	55	48
Venezuela					
I own	39	18	65	82	46
I use to play	54	20	68	55	38

Source: Survey Interactive Generations in Ibero-America. Personal elaboration with answers to question number 8 "From the following list, select all those devices that you have at home", number 11 "Do you have Internet at home?" and number 42 "Using what?"(after question "Do you usually play videogames?"). N=20,941 schoolchildren from age 10 to 18.

Graph 16.
Evolution of the individual, social and family game playing (10-18 years)



Source: Interactive Generations in Ibero-America survey. Answers to question number 48: "Who do you usually play with?", N=20.941 schoolchildren from age 10 to 18.

To the light of these results we may conclude that between 6 and 9 years, playing videogames involves an individual experience that is combined with moments shared with equals and, to a lesser extent, with the parents. Among the boys there is a greater intensity in the use of this screen and a smaller degree of shared game. Girls play less and they mostly are social players.

From the age of 10, there are some changes in the use of videogames as individual and social activity.

First of all, playing alone becomes more usual and it becomes a more boyish activity. As social experience, the prominence of equals -siblings and friends- increases against the appeal to the parents. The boys are more ready to share moments of entertainment with friends; girls lean more on their siblings. Lastly, parents lose options and almost 90% do not count on them as usual companions when playing videogames. All things considered, around these ages the individual game consolidates increasingly. The possibility of the games shared with equals, either friends or siblings, grows and parents lose leadership as their children advance towards adolescence.

Time of use

Monday to Friday, only one out of ten members of the Interactive Generation declares not to play videogames at all, either with the computer or the console. One third admits a daily dedication below one hour (light users); 24% overcome that limit, with a daily consumption of one to two

hours (medium users), whereas the group of heavy users are 15%, with more than two hours of dedication. Lastly, one out of ten confesses its incapacity to quantify this data.

The weekend increases the number of minors that don't play and the cases of low or average consumption, defined in intervals of "Less than one hour" or "Between one and two hours", diminish. We find the contrast in the case of heavier consumptions, whose frequency among minors increases during the non-school days.

Contents

The favorite games of the Interactive Generation are, in general, action games and adventure genres (63%), sports (52%) and fights (48%). These genres agglutinate the highest indexes of preference.

However, those more intellectual, such as intelligence games (35%) or simulation (19%) do not really gain the favors of the majority of children polled.

Boys' preferences stay mainly in the scope of sports, action and adventure. On the opposite side, girls opt for intelligence and adventure games.

ONLINE GAMES

Table 10. What kind of games do you usually play online? (10 to 18 years)

	Virtual Community	Races	Strategy and war	Sports	Board and card games	Casino	Role
Total	34	51	48	46	33	12	23
Argentina	38	44	50	46	36	6	20
Brazil	31	44	60	43	26	10	17
Chile	41	48	47	39	32	12	30
Colombia	38	49	37	36	29	11	21
Mexico	33	60	38	52	39	13	28
Peru	23	47	67	51	31	18	17
Venezuela	42	54	61	51	37	11	25

Source: Survey Interactive Generations in Ibero-America. Answers to question number 45: "What kind of online games have you played lately?", N= 20,941 schoolchildren from age 10 to 18.

PIRATE GAMES

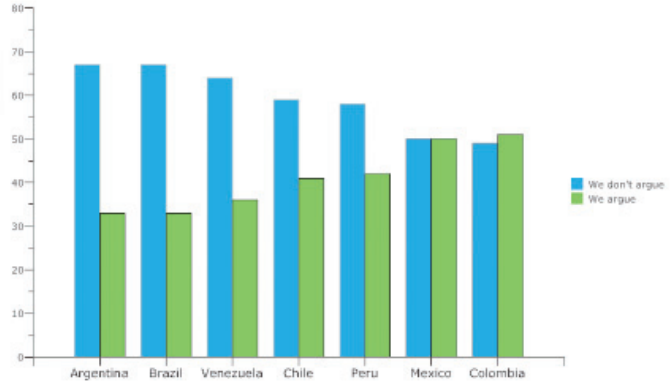
Generally, from the age of 13 the frequency of possession of non-original copies of games increases. According to gender, the clearest difference might be found for the case "Yes, nearly all": one out of four boys recognizes it this way, whereas the girls do not reach 10%; and it is the boys who, from the age of 15, recognize more intensely this situation (they are above 35%).

Family mediation

As we have already seen, playing videogames is a conflict reason between parents and children in 44% of cases. According to the age and gender of the minors, girls discuss more with their parents until reaching the age of 15, age from which the boys take over. All things considered, according to the boys, problems with parents reach its lower point just before entering the preadolescence -12 years- and from that age on, they tend to increase.

Time spent playing is generally the main cause of conflict. 70% of minors recognize it –a little more in the case of the boys–. Secondly and far from this reason, parents and children disagree because of the moments chosen by minors to play games; this situation is recognized by 28% of cases. Finally, the nature of some of the popular games among minors is reason for parental discrepancy in 2 out of 10 cases.

Graph 17.
Do you argue with your parents because of your use of videogames? By countries (10-18 years)



Source: Interactive Generations in Ibero-America. Answers to question number 49: "You might sometimes argue with your parents due to your use of videogames or computer games, would you tell us the reasons?", N=20,941 schoolchildren from age 10 to 18.

Regarding the reasons of the use, it is clear that the ludic aspect ("videogames entertain me") becomes the fundamental reason that explains it: more than one out of two youngsters agree with this sentence. Those who value the most this quality are the Chileans, where the number reaches two out of three (71%), followed by the Argentinians (67%).

WHY PLAY?

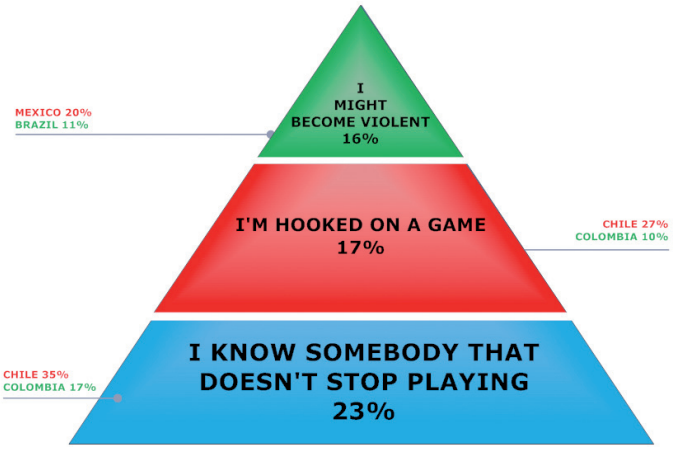
Among the reasons to play videogames, the ludic aspect is the most fundamental, since one out of two children agrees with this affirmation, independently of its nationality, and only in the case of Colombia, it does not reach the majority (46%). We have already mentioned the ability of videogames to bring together entertainment and sociability. This is evident in another affirmation that generates a remarkable degree of consensus, especially among the boys: "It is much funnier to play with someone else than alone", which 36% of the children polled agreed with. More particularly, the case of Chile is outstanding, since one out of two agrees with this sentence.

For 21% of children polled, videogames bring the possibility of accessing to a "parallel dimension", where things that are not possible in daily life, can now be done. Boys agree with this more often than girls, which probably keeps relation with the genre of their favorite games. Chilean, Brazilian and Argentinian boys show a special affinity for this possibility, while girls do not consider this especially relevant.

Regarding online games, the social aspect outstands above all: they usually play online with their group of friends in 52% of the cases. This makes it funnier (48%), since it allows making new friends as well (36%). In all the cases, the boys have valued these affirmations more than the girls. Peruvian and Venezuelan teenagers stand out in these cases.

RISKS

Graph 18.
Active risks of videogames (10-18 years)



Source: Interactive Generations in Ibero-America. Answers to question number 50: "You might sometimes argue with your parents due to your use of videogames or computer games, Do you agree with any of the following affirmations?", N=20,941 schoolchildren from age 10 to 18.

TELEVISION: THE QUEEN OF SCREENS

Possession

The survey has produced data which indicate that television remains as the dominant screen in Ibero-American households: only 1% of those polled says that there is no television at home.

Brazil is the country where this answer has obtained the higher percentage: 2.2%.

Unlike the penetration of the general-interest television, that of cable television is much more variable: Argentinian children are in a better position at the time of making a selection of contents: 79% declares to be subscribed to these services at home, far above the total average of the analyzed countries (48%). Probably this high penetration keeps relation with the fact that for the last two decades, Argentina has been the leading Ibero-American country to implement and commercialize cable television. Households of Mexico and Chile are also above average regarding this indicator, whereas Brazil moves away from that number, with an average of 30%. The children of Colombia (40%), Peru (38%) and Brazil (30%) close the ranking of adoption of cable television under subscription.

Where the television is placed and where they watch it

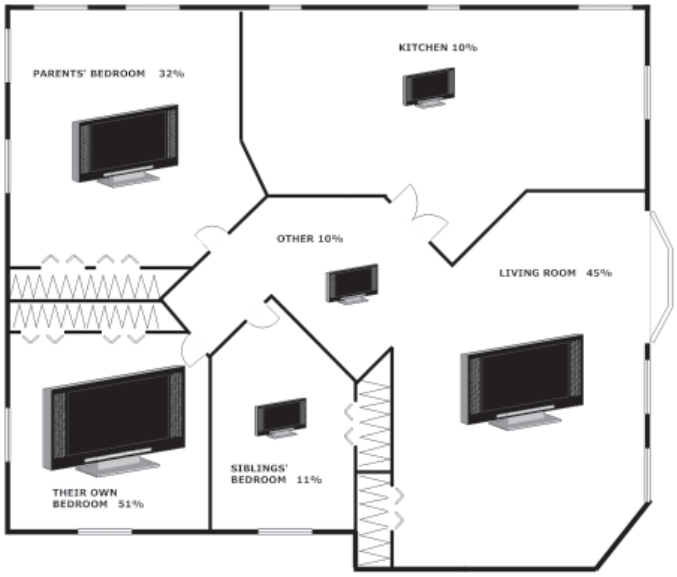
The place that these television sets occupy is also important in the portrayal of the Interactive Generation. In this sense, it calls the attention the fact that since a very early age, bedrooms become a usual place for television consumption (49%), followed by other usual locations, such as the parents' bedroom (47%) and the living room (45%).

Nevertheless, this trend is accentuated with age: among those polled between 10 and 18 years, 57% declare to have a television set in the bedroom, although in this group of age, the living room is the most chosen option (62% of the cases).

The global data of the research made define the private bedroom of minors as the place where they usually watch television, even above the living room. This data shows us a change in the stereotype generated for decades about the television as a family meeting point: the Interactive Generation prefers to watch it in their own bedroom and, as we mentioned above, alone.

As the second option, 45% affirm to watch it in the living room; one third declares to watch it in their siblings' room and, to a lesser extent, there appear other places such as the kitchen or playroom.

Graph 19.
Where do they watch television at home (10-18 years)



Source: Interactive Generations in Ibero-America. Answers to question number 51: "Where is the television set or sets that are usually on at your home?", N=20,941 schoolchildren from age 10 to 18.

Time of watching

In general terms, television is considered as a priority within the time expenditure: Monday to Friday, 40% of minors recognize to watch television for more than two hours daily; during the weekend the number increases until reaching 43%.

In the interval of average consumption between one and two hours daily, 28% takes place during working days, while the number decreases four points if it is watching television a Saturday or a Sunday. Finally, dedicating less than 60 minutes daily to television, either during the week or the weekend is the least chosen option, with a 14% for the total of students polled.

According to age and gender, the low consumption of television occurs with greater intensity amongst boys under 13 years. At the opposite end we may find teenage girls of 14 to 16 years.

Company

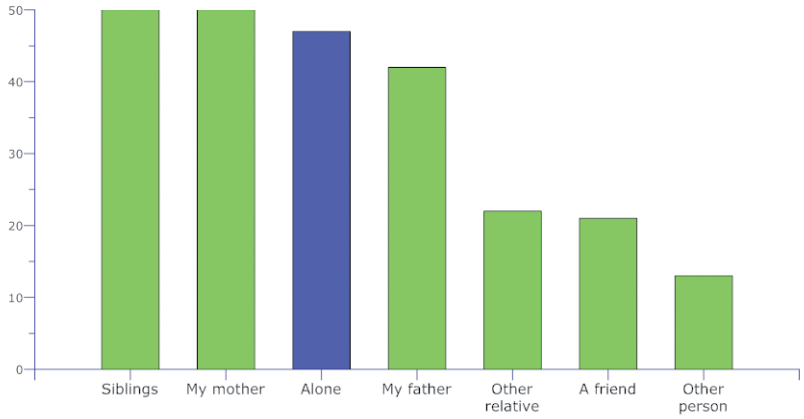
Below 9 years of age, "watching television" entails a higher probability of developing that activity together with other family members: other siblings or the mother are the main companions in half of the cases. On the other hand, to watch it alone occupies the third place as usual option and,

to a lesser extent, they usually make it accompanied of other relatives or their friends. Within this group of precocious viewers, girls maintain a greater tendency towards social or accompanied consumption, without differences attending to gender in the case of solitary consumption.

As age progresses, the presence of companions at the moment of watching television tends to become a solitary activity. The option I watch television "Alone" is in the first place, as it is recognized by 6 out of 10 Ibero-American minors. The mother or siblings take second place as usual companions, always with percentages that exceed half of the cases. Near 40%, the father is the option and, to a lesser extent, the companions could be friends or other relatives.

The previous tendencies, combined with variables of age and gender, acquire certain nuances. Among the boys, growing up involves to watch television alone with more frequency, a possibility that reaches its maximum values (68%) between 16 and 17 years. For girls, the passage of time involves a smoother preference towards the individual experience in front of the television set, compatible with sharing the moments of watching television with other family members.

Graph 20.
Who do you watch television with? (6-9 years)



Source: Interactive Generations in Ibero-America. Answers to question number 20: "When you watch television, you are usually with...?", N=4,526 schoolchildren from age 6 to 9.

Table 11. Who chooses the program to watch? By countries (10 to 18 years)

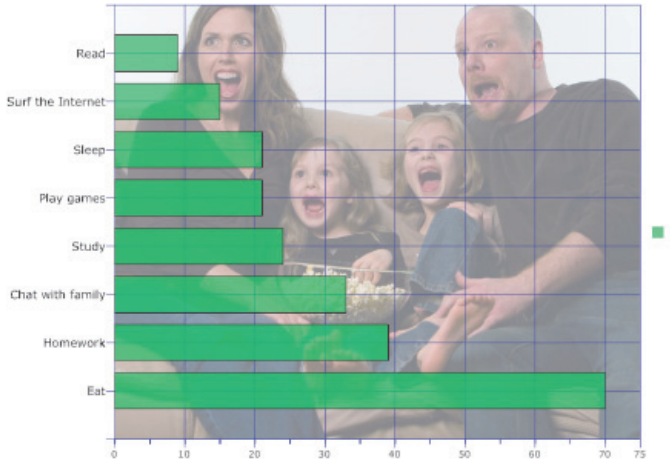
	Myself	My father	My mother	My brothers/sisters
Total	55	44	43	32
Argentina	59	55	48	38
Brazil	56	42	45	24
Chile	61	43	46	34
Colombia	51	37	34	26
Mexico	54	47	45	36
Peru	54	45	43	33
Venezuela	62	32	35	26

Source: Survey Interactive Generations in Ibero-America. Answers to question number 57: "When you watch television with your family, who decides which program to watch?", N=20,941 schoolchildren from age 10 to 18.

Multitasking Generation

The television is a media that accompanies mainly the meals, homework, study or reading. It also seems that it does not prevent the moments of family talk, leisure or game time, or time devoted to surfing the Internet. In summary, watching television is defined as a multitask activity, according to global data of the research made.

Graph 21.
What are you usually doing while you watch television? (10-18 years)



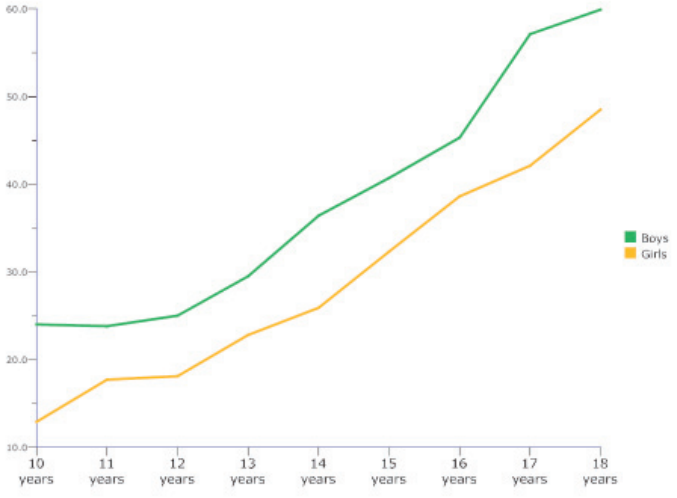
Source: Interactive Generations in Ibero-America. Answers to question number 55: "Do you do any of these activities while you watch television?", N=20,941 schoolchildren from age 10 to 18.

The "multitask" feature that takes place in front of the television set seems to be more acute in the case of girls. The feminine audience recognizes more intensively to watch television while they make other things, except in the option "To play".

Family mediation

The first interesting point consists of finding out the existence of limits on the immense supply of television contents that are available in the households. Children were asked whether they had some parental instructions on the matter. 34% of minors affirm that their parents let them watch all the television programs; 43% recognize that "There are programs that they don't allow me to watch" and nearly one fourth of them do not clearly know whether there is a criterion on this question at home. On the other hand, boys present a greater autonomy, in general terms, regarding the television grid or, in other words, girls seem to be more aware that there are programs that they should not watch.

Graph 22.
My parents allow me to watch any program. By age and gender (10-18 years)



Source: Interactive Generations in Ibero-America. Answers to question number 58: "Is there any program that your parents don't allow you watch?", N=20,941 schoolchildren from age 10 to 18.

Finally, the possibility of watching all the programs increases with age, but without reaching a result of 100%. In fact, reaching the age of majority does not necessarily mean to be free to choose the television contents, according to 4 out of 6 boys.

Sitting in front of the television set does not involve any conflict with the parents at all for something more than half of the Ibero-American Interactive Generation. The results of this question are even slightly more intense for the girls than the boys. Attending to ages, a logical pattern seems to be produced: the older they are, the less they discuss. According to the age and gender of viewers, boys discuss with parents much more than girls, at any age with the exception of 14 years. There is also a harmonic reduction of discussions attending to age among girls: since the age of adolescence, it seems that a gradual reduction of family conflicts regarding the use of the television set begins.

Table 12. By country, reasons to argue (10 to 18 years)

	Time devoted	Time of the day	Kind of program
Total	60	28	17
Argentina	63	30	15
Brasil	49	34	22
Chile	58	34	16
Colombia	46	22	12
Mexico	69	25	19
Peru	64	36	16
Venezuela	61	26	14

Source: Survey Interactive Generations in Ibero-America. Answers to question number 56: "You might sometimes argue with your parents due to your use of television, would you tell us the reasons?", N=20,941 schoolchildren from age 10 to 18.

Assessments

PRESENCE AND PREFERENCE

In spite of the great presence of television in the households, it is not always the favorite screen of children and adolescents. In the competition among screens, television wins only among teenage girls when paired with videogames, and among the boys of all ages when paired with cell phones. In the rest of the cases, the Interactive Generation honors its name and when they have to choose between television and other screens, the most interactive media (cell phone, Internet or videogames) emerges with strength in spite of television.

To the light of the data, the clearest competitor of television is the Internet. This is clear in the study and it proves that this preference goes beyond borders and becomes one more characteristic of a global Interactive Generation: the adolescents of both genders of all participating countries in the study have declared, in varying degrees, but always in most cases, their preference for the Internet in spite of television.

In the case of the adolescents, the binomial videogames-television places the small screen as winner in all the countries, with the exception of the Mexican young people who, in 43% of cases

as opposed to 40%, opt for the videogames. It is also worth mentioning the advantage that television has over videogames in the case of Argentina, which could be related again with the high penetration of cable television in this country.

When competing with the cell phone, Mexicans and Venezuelans prefer it to television. There is a tie regarding the preference among Argentine and Colombian adolescents, while the rest of young people tip the balance in favor of television, although for a difference smaller than that of the case of videogames.

INTERACTIVE GENERATIONS IN IBERO-AMERICA PROJECT

Telefonica is a company that gathers more than 160 million clients in Latin-America, out of which a considerable group are minors. It is a privilege and a great responsibility for the company, which could not be indifferent to this challenge.

Therefore, a little more than a year ago, a pioneer initiative began: "Interactive Generations in Ibero-America", in collaboration with Educared and the University of Navarra. This project has three main objectives: to know the use and assessment of the screens amongst the Latin-American schoolchildren; to transfer and move this knowledge to all the actors that gather around the minor: parents, schools and social agents, among others, and, lastly, to promote practical actions –educational, legislative and managerial–, which will reflect this authentic commitment.

In the first months of its path, the project has reached many important milestones: more than 81,000 schoolchildren from Argentina, Brazil, Chile, Colombia, Peru, Mexico and Venezuela have participated in the biggest research done about the use of diverse screens: Internet, cell phones, videogames and television; 845 educational centers have already registered to participate and more than 400 of them have already received a report with their results of the survey; diverse educational materials have been published for the training and education of families and teachers and educational courses have been imparted to trainers in Argentina, Chile and Mexico.

The book "The Interactive Generation in Ibero-America. Children and adolescents faced with the screens" was presented at the end of 2008 in Argentina, Chile, Colombia, Mexico, Peru and Venezuela and it is available in PDF format in the webpage www.generacionesinteractivas.org.

INTERACTIVE GENERATIONS FORUM

Last December 18, Telefonica, the University of Navarra and the Inter-American Organization for Higher Education founded the "Interactive Generations Forum", an initiative that is open to public and private corporations, with the aim to foster and promote a responsible and safe use of the new technologies by children and young, the people that constitute the new "interactive generation".

The foundation act counted, on the part of Telefonica, with the presence of Iñaki Urgangarín, as Honorary President of the Forum; José María Álvarez Pallete, General Manager Telefónica Latinoamérica and member of the Board of Telefónica S.A.; Luis Abril, Technical General Secretary to the Chairman of Telefónica; Javier Nadal, Executive Vicepresident of Fundación Telefónica; and Manuel Echánove, Fixed Residential Segment Manager of Telefónica Latinoamérica. On the part of the academicians, Ángel J. Gómez Montoro, rector of the University of Navarra, and Luis Miguel Romero Fernández, President of the Inter-American Organization for Higher Education.

With the aim of becoming a reference, the Forum is born with an integrationist and global vocation, in order to represent, agglutinate and serve as a tool to all the people involved and the public and private corporations concerned, for the promotion of an adequate use of the new technologies by the new interactive generation.

Briefly, the Forum will focus its activities in:

- Research on the part of experts, in order to know and define the distinctive features of the interactive generation.
- Development of training courses for diverse audiences and the publication of useful educational materials for the interactive generations.
- Diffusion of research results and conclusions, both from our researchers and from others, in order to inform about the opportunities and needs of the new Interactive Generation.
- Advice and guidance for the implementation of measures for the protection of minors in their access to diverse technologies.
- Acknowledgement of good practices in this area.

For more information, please visit: **www.generacionesinteractivas.org**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