GLOBAL KIDS ONLINE ARGENTINA

Research study on the perceptions and habits of children and adolescents on the use of technologies, the internet and social media

María José Ravalli and Paola Carolina Paoloni

November 2016

Contents

ACKNOWLEDGEMENTS

The authors would like to thank the Global Kids Online Steering Group, Expert Group and International Advisory Group for their support during the development and implementation of each of the stages of the project. We would like to extend a special thanks to Jasmina Byrne, Daniel Kardefelt Winther, Sonia Livingstone and Mariya Stoilova, for their engagement.

The team would also like to express appreciation to everyone involved in the implementation of the research project in Argentina, from the UNICEF representative, Florence Bauer; the deputy representative, Ana de Mendoza; to the communication team Matias Bohoslavsky, Sabrina Prieto, Natacha Carbonelli, Natalia Calisti, Maria Belen Arce and Eleonora Roestl.

At the same time, we would also like to thank participants of the stakeholder working tables, in which were present state representatives from the Ministry of Education and Sport; of Modernisation; of Science, Technology and Innovation; of Culture; and the Secretary of Youth; private sector representatives such as Facebook, Google, Microsoft, Samsung, The Walt Disney Company, Cablevisión, Claro, DirecTV, Telefónica Foundation, Gaturro, Nextel, Taringa and Telecom Argentina; representatives of civil society; and the academic sector.

We would also like to thank the consultant research companies Ipsos and MBC Mori that developed and implemented the fieldwork, for the quantitative and qualitative studies respectively.

Finally, the authors thank the children, adolescents and parents who contributed and gave their perspective on the subject; without them the study would not have been possible.

ABOUT THE AUTHORS

Maria José Ravalli is head of Communication and Social Mobilisation in UNICEF Argentina. She has 15 years' experience in international development organisations, in The World Bank as Public Information Coordinator for the southern cone and the Pan-American Health Organization as Social Communications Advisor for Latin America & Caribbean. She has a Master's in Political Marketing, a specialisation in Leadership from the University of Pretoria and a BA in Public Relations. During her career she has conducted surveys, promoted innovative research and developed publications on digital citizenship, media literacy and ICTs. She has co-coordinated the network Conectados al Sur with the Berkman Center at Harvard University, UNICEF and the Ministry of Justice. She has served on the Advisory Board of Connect Equality, the national programme to promote digital inclusion.

Paola Paoloni is a consultant on digital citizenship and research in UNICEF. She has worked as coordinator of institutional and country-level studies on access and use of information and communications technologies (ICT). Recent projects include *Global Kids Online Argentina: Research studies on the perceptions and habits of children and adolescents on the use of technologies, the internet and social media*.

EXECUTIVE SUMMARY

There are over 13 million children and adolescents in Argentina (INDEC, 2010). Technology is an essential part of their existence, impacting on their way of learning, expressing feelings and emotions, having fun, and communicating. In the past few years, 6 out of 10 children and adolescents have communicated using mobile phones, and 8 out of 10 have used the internet to that end.[1] For children, social media is a common way of communicating and interacting with the world. They build their identity around their interactions both in the 'real' and 'virtual' world. Activities such as chatting, online gaming, browsing and exchanging information and content are regular habits in their everyday life and also in the exercise of their digital citizenship.

This report is part of the Global Kids Online (GKO) international research project, undertaken by UNICEF Office of Research – Innocenti, the London School of Economics and Political Science (LSE), and the EU Kids Online network, which has developed a global research toolkit, building on the one developed by EU Kids Online, as a flexible new resource for researchers around the world in gathering evidence on children's online risks, opportunities and rights, and with the purpose of strengthening knowledge of children and adolescents in relation to social media and the internet (Livingstone & Stoilova, 2015). At present, the GKO initiative involves the development of pilot studies on the subject matter in four countries: Argentina, the Philippines, Serbia and South Africa.

Originally, EU Kids Online focused on member countries of the European Union (EU), although it included Russia and Turkey. It also expanded to include Australia and Brazil. GKO is both an extension of the international research that has already been carried out, but also a significant step forward – as the research framework will be developed in partnership with researchers and research users from the Global South.

Following the initial adaptation of EU kids Online in Brazil, a regional network (Global Kids Online Latin America) has grown to include Argentina, Brazil, Chile, Colombia, Costa Rica, Ecuador and Uruguay. These regional network are closely linked to GKO.

In Argentina, the project is promoted under the Social and Resources Mobilisation component of the 2016–20 country programme established with the national government that seeks to mobilise society and drive public action to accelerate the realisation of the rights of children and adolescents, especially the most disadvantaged. The Social and Resources Mobilisation programme develops innovative initiatives, using digital environments, networks and an engagement lab, so that adolescents and youth can exercise their right to participation, including digital citizenship and media literacy, engage in processes that affect them and are protected against discrimination. To this end, the programme supports the generation of evidence, establishment of innovative alliances, creation of spaces for participation and promotion of digital citizenship.

GKO Argentina builds on two general research studies: (a) *Access, consumption and behaviour of adolescents on the internet* (UNICEF, 2013) and (b) the *Survey of adolescents on media consumption: Internet, social networks, radio, TV and newspapers* (UNICEF, 2011). Two specific reports are also built on: (a) a report on adolescents' access and consumption of ICTs living in slums (UNICEF and TECHO, 2013); and (b) a study on the influence of ICTs on aspects related to sexual and reproductive health (UNICEF & Huesped Foundation, 2011). UNICEF Argentina has also established partnerships with key stakeholders and promoted awareness-raising and training activities on this subject matter (see, for example, UNICEF &

[1] According to the *National Survey on the Access and Use of ICTs 2011*, in 2011, 59.4% of children and adolescents aged 10 to 19 used a mobile phone and 77.8% used the internet (INDEC, 2012).

INADI, 2011, 2012; UNICEF et al., 2014; UNICEF & Ministry of Justice and Human Rights, 2014).

GKO Argentina was developed from August 2015 to May 2016. The research includes a quantitative and qualitative approach, aimed at learning about the knowledge, attitude and practices of adolescents aged 13 to 18 who use the internet.

Since the survey was implemented before the GKO research toolkit was finalised, the design was based on the EU Kids Online and GKO Brazil experiences, and adapted to the context of the country. However, some of the findings can still be compared to the most recent GKO data.

The project started with a preparatory stage, which consisted of translating all the instruments and documents provided by the GKO network to adapt them to the country's reality and language. Likewise, interviewers were provided with training sessions. The instruments were tested and then adapted.

The combination of a qualitative and quantitative approach was designed on the basis of the specific characteristics for this study. The topics involved in relation to internet use included matters such as access; practices on the internet in general and on social media in particular; risks and vulnerabilities; as well as the social environment on the internet.

As part of the project UNICEF also promoted the involvement in the project of key stakeholders from the public sector, business chambers, businesses, media, the academic sector and civil society. Throughout 2016, these referents participated in a series of dialogues on digital citizenship in order to deepen the analysis of the results. They also contributed to exploring information, generating recommendations, and identifying key challenges for protecting and promoting the rights of children and adolescents in relation to their digital citizenship.

All these activities were intended to collect information and to capture an updated situation about the link between adolescents and technology, and to generate evidence for political decision-making, especially regarding the digital citizenship of children and adolescents, digital and media literacy, and awareness towards the value of a risk-free internet.

Some of the results show that adolescents, on average, access the internet for the first time at the age of 11 (the trend shows an increasingly earlier access age). Likewise, the device mostly used to surf the internet is the mobile phone (for 9 out of 10 respondents), followed by desktop PCs and laptops (59%). Regarding frequency, more than half of adolescents expressed that they access the internet all the time. In this aspect in particular, girls spend more time on the internet than boys. When asked about the place where they use the internet, they identified their home or the homes of relatives and friends as preferred places.

The study reveals that almost all adolescents use social media. Facebook is the platform where most of them create a profile (95% of the respondents have a profile created on Facebook).

In relation to negative experiences in internet use, 78% of adolescents had this type of experience some time in the past year. The negative experience that they described the most was the presence of unpleasant and disturbing messages (33%). Most adolescents decided to block the person who had generated the negative experience (65%), and in looking for help, the preferred person to share this experience with was a peer (56%) rather than an adult.

With respect to the knowledge of the family about the adolescent's habits on the internet, 68% of teens stated that their families know something, little or nothing about their habits, although the preferred place to surf the internet is their home. In relation to family recommendations, 50% of adolescents revealed that they do not follow what their family tells them, and 9% said that they are not given any recommendations at all.

In this context, after analysing the data resulting from the research work and keeping an open dialogue with the stakeholders, there is consensus on the need to continue moving forward with joint efforts towards complementary actions in relation to policies on this subject matter, such as:

- Facilitate access to the internet as a human right.
- Promote a comprehensive and inter-sector digital citizenship policy.
- Ensure the development of the necessary and

adequate infrastructure in terms of connectivity and digital inclusion.

- Promote a national policy on digital and media literacy, which may promote the development of digital skills in children and adolescents.
- Give special attention to those who are in a situation of greater vulnerability, such as indigenous children, migrants, children and adolescents in poor or rural settings or with a disability.
- Provide families with information through awareness-raising initiatives on digital interactions, the settlement of emerging conflicts, internet use and social media.

Finally, throughout this project, the team has concluded that the toolkits provided by GKO, both in terms of the quantitative and qualitative approach as well as its management guidelines, are a comprehensive and useful guideline to implement this type of research.

INTRODUCING THE RESEARCH AND POLICY CONTEXT

Project aims and context

The project aimed at identifying and understanding the perceptions and habits of adolescents regarding internet use in Argentina, to generate evidence for policy decisions and for implementing and adapting the GKO research toolkit.

Within the framework of the general objectives, the aims of the project were to:

- describe how adolescents aged 13–18 use the internet and face the opportunities and risks derived from it, through their knowledge, attitudes and habits, for one, and their parents' views, for another;
- understand parents' perceptions on the potential events, risks and problems that the internet may bring about to the daily life of adolescents;
- analyse the results to generate evidence for public policy decisions.

Country context

Key indicators

Argentina in an international framework

Argentina, in line with some trends in the international context, showed a reduction of 5.8 points in access to fixed telephony and an increase of 2.9 points in access to mobile telephony for the 2011–15 cycle (ITU, 2016). Nevertheless, unlike global results, in Argentina there is **greater access to a computer than to the internet**. There are 5.2 percentage points more households that have access to a computer than to the internet.

The *ICT Development Index (IDI)*[2] surveyed by the International Telecommunication Union (ITU) puts Argentina – in 2015– in 52nd place in digital development in the world (out of 167). Within the South American region, it is only surpassed by Uruguay (49th). The country grew more than one point in five years, representing a great advance, which is shared with other countries in the region.

On the other hand, following this trend, and according to the latest data available from national statistical offices in some countries of the Central and South American regions (CETIC.br, 2015b; INDEC, 2015);[3] it is possible to note that Argentina and Uruguay are positioned **within the countries with greater access to the internet** (61.8% and 64.7% respectively), with marked differences in relation to Ecuador (37%), Mexico (39.2%) and Brazil (43%).

Regarding telephony, the tenure of mobile phones is greater than that of fixed telephony.

[2] The IDI is prepared by the International Telecommunication Union (ITU) every year, based on official data from each country and own estimates of each country. It is calculated based on 3 factors and 11 indicators (ITU, 2016): (a) Access to ICT factor: (1) fixed telephony subscribers per 100 inhabitants; (2) cellular mobile telephony subscribers per 100 inhabitants; (3) international internet bandwidth (bit/s) for each internet user; (4) percentage of households with a computer; and (5) percentage of households with internet access. (b) ICT utilisation factor: (6) percentage of people using the internet; (7) subscribers to fixed broadband per 100 inhabitants; (8) active subscribers to mobile broadband per 100 inhabitants. (c) Qualification factor in the field of ICTs: (9) literacy rate of adults; (10) gross percentage of enrollment in secondary education; and (11) gross percentage of tertiary enrollment.

[3] National Survey of Employment, Unemployment and Underemployment (Ecuador); Module on availability and use of information technologies in households (Mexico); Survey on uses of ICTs – EUTIC (Uruguay).

A national framework

By 2010, according to data from the latest national Household, Population and Housing Census (INDEC, 2010), 47% of households in the country had a computer, 55.5% a landline phone and 86% a mobile phone. As of 2015 (INDEC, 2015), records show that 67% of households in the country have access to a computer and 61.8% to the internet. Television is the technology with the greatest presence in households (98 out of 100 households have a TV), followed by a mobile phone (there is at least one mobile line in operation in 90 out of 100 households).

In households with family members aged 12–17, a significantly higher access to ICT goods is registered than in households without members of this age (INDEC, 2012).

Figure 1: Households by presence of population aged 12–17 and availability of TIC goods (%), urban national total, 2012

Source: National Institute of Statistics and Censuses (hereinafter referred to as INDEC, for its acronym in Spanish), National Survey on Use of Information and Communications Technology (INDEC, 2012)

On the other hand, regarding the use of technology, according to census data for 2010 (INDEC, 2010), more than half (53.3%) of the country's population used a computer. In the case of children and adolescents, the use of this technology was much higher than in other segments, reaching three-quarters of the population in some age groups. Adolescents between the ages of 13 and 18 are the age group that most use computers (75.6%), followed by those aged 19–24 (70.7%). There is also a high level of use, which exceeds the national average, in children aged between 3 and 12 (56.5 %).

Policy context and key stakeholders

This report was made in the context of the beginning of a new national government, as part of the change in the presidential administration that occurred on December 2015, for the period 2015–19. The start of a new government, among other things, involves changes in the structure and priorities of national government agencies, and a set of decisions about continuity, cuts or changes in programmes or plans from previous administrations. Thus, the current scenario presents some uncertainty, but also brings new opportunities to build bridges of communication and coordination with stakeholders and new referents in the subject for appropriating research results on childhood, adolescence and internet use, as well as reflection and debate on the implications of these decisions in terms of the formulation of targeted public policies.

Main structures of public and public–private governance

In this context, although there are several points of the sector's policies that are still being designed, new structures within the state have been created since late 2015 – two ministries in the Executive Branch with primary competency with respect to ICT policies, the National Ministry of Modernisation and the National Ministry of Communications. To these two ministries was the addition of the Federal System of Public Media and Content (FSPMC), while structures of other agencies have been maintained such as the National Ministry of Science, Technology and Productive Innovation and Educ.ar in the Ministry of Education, which have been considered important in meeting the government's priorities in the field.

Among the prominent policy axes are universal access to broadband internet and improvements in telecommunication services and in infrastructure, all aiming to eliminate the digital divide. In this context, the **Ministry of Communications**[4] was created to manage, regulate and monitor technologies and radio

[4]Created in December 2015 by Decree No. 13/2015, absorbing the Federal Authority of Audiovisual Communication Services (FAACS) and Federal Authority for Information and Communications Technology (FAICT). The competencies of both bodies were received by the National Authority for Communications (NAC). See Act No. 26,522 (listed at the end of the report).

broadcasting services, networks and the internet, and satellite as well as postal communication services throughout the country. It has a specific ICT area, the Secretariat of Information *and* Communications Technology. Within this Ministry the **National Authority for Communications (NAC)**[5] was created as a regulatory body. It merges and receives the competencies of the former federal authorities on the subject (FAACS and FAICT). As part of the new political context in the country, the proposal of a new communications law has been announced, which will replace the current Law on Audiovisual Communication Services, and the NAC is the entity designated for its development.

With priority placed on modernising public administration by implementing technology, the **Ministry of Modernisation**[6] was created, with two Secretariats of State focused on issues regarding the sector: the Secretariat of Management and Public Innovation and the Digital Country Secretariat, to implement modernisation together with public provincial and municipal governments.

For its part, the **Federal System of Media and Public Content (FSMPC)**[7], which depends on the Chief of the Cabinet of Minister, manages, develops and operates the radio and television broadcasting services of national government at local and international levels, and is also involved in the administration and operation of the Public Channel, National Radio, the International Broadcasting Service (IBS) and TELAM (the national news agency).

Among the state structures within it that include specific policies on information technologies, which remain from the previous presidential administration, is the **National Ministry of Science, Technology and Productive Innovation**[8], which in particular promotes the development of the production of computer software and services, through defining priorities in the *Strategic Plan for Science, Technology and Innovation*, and promoting programmes targeted through funding to universities and companies.

Finally, **Educ.ar**[9] is another of the state structures that remain under the Ministry of Education, and was conceived as a society of national government and bounded by law. It is responsible for the educational portal, and executes policies related to digital literacy and integration of ICTs in the education system.

Key plans and programmes

Mentioned below are some of the most important plans and programmes related to internet access infrastructure policies, digital inclusion, promoting the participation of children and adolescents on the internet, and training them for safer and more efficient use of this technology.[10] In this sense, one of the priority government plans that emerged between late 2015 and early 2016 is the *State Modernisation Plan* and, as of May 2016, the *Federal Internet Plan* was also announced. The ***State Modernisation Plan***[11] aims to collaborate with government jurisdictions in the country to improve the functioning of public organisations. It is structured in five axes, the last conceived as both an axis and as a cross-cutting strategy: (1) Technology and digital government; (2) Integrated management of human resources; (3) Management by results and public commitments; (4) Open government and public innovation; and (5) Digital country strategy. On the other hand, the *Federal Internet Plan*[12] is the most recent creation, with its main objective to generate a connectivity strategy to bring better conditions for the communication of citizens. It seeks to take the internet to over 1,000 locations across the country, closing the gap between existing development and opportunities between large urban centres and smaller towns. To do this, it will use the existing Federal Fiber-Optic Network (FFON) as a provider of data transport services at

[5] Created in December 2015 by Decree No. 267/2015 (Executive Order).
[6] Created in January 2016 by Decree No. 13/2016, as responsible for improving internal systems and processes of the state, training employees and incorporating new technologies into public administration (Executive Order).
[7] Created in December 2015 by Decree No. 12/2015 (Executive Order).
[8] Created in 2007 (Executive Order 21/2007)
[9] Created in 2000, as a State Society, by Resolution No. 441/2000 of the National Ministry of Education, and bounded by the National Education Law No. 26,206 in articles 100, 101 and 102

[10] For the purposes of this report, a set of ongoing plans and programmes have been selected; the list is not exhaustive, and given the political context of the country, there are lines of action that are currently in design or being restructured.
[11] Created in March 2016 under Decree No. 434/2016 (Executive Order).
[12] At the time writing this report, the *Federal Internet Plan* was announced through a presidential speech and ENACOM (NCA, 2016a).

wholesale level, and provide to local internet service companies, cooperatives and small and medium-sized enterprises (SMEs), at affordable prices.

Among the national programmes meant to ensure equal opportunity in access to and use of ICTs in general, and especially by children and adolescents, are Conectar Igualdad, Knowledge Access Centres (Núcleos de Acceso al Conocimiento, NAC) and the Federal Fiber-Optic Network (FFON). Finally and worth noting is the addition to these programmes of a state-owned company oriented to policies regarding satellite infrastructure and telecommunications, **AR-SAT**. The **Conectar Igualdad**[13] programme has among its main lines of action providing netbooks and training to students and teachers of public secondary schools, special education schools and teacher training institutes.[14] Since the foundation of this programme lies in the previous presidential administration, it is currently changing its guidelines, rules and action goals. For its part, the **Knowledge Access Centres (NAC)**[15] programme aims to bring ICTs closer to the general public and free of charge across the country, through infrastructure and equipment. These centres offer free and gratuitous connectivity and access to ICTs, promoting digital inclusion through physical spaces, each consisting of a training room, small cinema, digital entertainment room and digital access point. The **Federal Fiber-Optic Network (FFON)**,[16] which is part of infrastructure policies, is a multipurpose network that enables data transfer and sharing of information in diverse systems such as education, health, social development, public security, national defence, entertainment and e-government. As of December 2015, 35,000km of optical fibers have been laid across the country. **AR-SAT SA**, as a state-run company, provides telecommunication services through a combination of land, air and space infrastructure. It has exclusive rights to operate and commercialise geostationary communication satellites. Since 2014, it ceased operations with leased satellites, and now uses geostationary satellites built in Argentina (ARSAT-1 and ARSAT-2). By the end of 2015, AR-SAT provided services to more than 11,700,000 Argentineans through open digital television (ODTV), connection to FFON, the SUBE card (unique system of electronic ticket)and Odeon platform (free access on demand video platform), among others. The lines of action of this state-run enterprise are currently under review and new priorities are being defined.

Legal framework of reference

The legal framework, especially linked to issues regarding ICTs and children and adolescents in the country, includes a set of regulations. Among the most important are the Grooming Law, the Law on the Comprehensive Protection of the Rights of Children and Adolescents, the Law on Audiovisual Communication Services, the Law on the Protection of Personal Data and the new Civil and Commercial Code.

The **Law on the Comprehensive Protection of the Rights of Children and Adolescents**,[17] whose object is the integral protection of their rights, to ensure the full enjoyment, effective and permanent exercise of those rights acknowledged by national law and international treaties to which Argentina is subscribed, calls to respect their status as subjects of law, the right of children and adolescents to be heard and their views taken into account, respect for the full personal development of their rights in their family, social and cultural environments; their age, degree of maturity, judgement capacity and other personal conditions; the balance between the rights and guarantees of children and adolescents and the demands of the common good; and their centre of life (where they would have spent, in legitimate conditions, most of their existence).

As regards negative situations that children and adolescents experience, with respect to internet use, one of the most recurrent is grooming.[18] In 2013 the

[13] Created in 2010 under Decree No. 459/2010, a joint initiative between the Office of the President, the National Social Security Administration, National Ministry of Education, Chief of the Cabinet of Ministers and the Ministry of Federal Planning of Public Investments and Services (Executive Order).
[14] By mid-2015 more than 5 million computers (netbooks) had been delivered, and 1,428 digital classrooms had been built across the country, among a range of lines of action that include the development of educational software, teaching materials, teacher training, educational innovation, etc.
[15] Since 2016, the NAC programme has been developed by the Under-secretariat of Development for the Digital Country of the Ministry of Modernisation. See www.nac.gob.ar/
[16] Created under Decree No. 1552/2010 (Executive Order).
[17] Law No. 26,061, enacted in 2005.
[18] According to CyberSafe Argentina (Argentina Cibersegura), 'Grooming or cyber harassment consists of actions deliberately undertaken by an adult in order to gain the friendship of a minor, in order to reduce the child's inhibitions and influence him to perform actions of a sexual nature' (2013).

Grooming Law,[19] which penalises with imprisonment from six months to four years anyone who, by means of electronic communication, telecommunications or any other data-transmission technology, contacts a minor with the purpose of committing any crime against their sexual integrity.

Regarding the establishment of guidelines governing the operation of radio and television media, Argentina is governed by the **Law on Audiovisual Communication Services (LACS)**,[20] whose purpose is the regulation of audiovisual media services throughout the territory of Argentina, which had some modifications in December 2015. Article 17 mentions the establishment of an **Advisory Council on Audiovisual Communication and Children**, composed of individuals and social organisations with recognised experience in the field, and representatives of children and adolescents, aiming to develop proposals to improve the quality of radio programming and television in Argentina directed at children and adolescents. In March 2016, a commission to draft a **new law** was formed (ENACOM, 2016a, b). This commission will be represented by NAC and specialists in the field, and consumers, unions, business chambers, journalists and various intellectuals have been called.

Relating to the treatment of information and its free circulation, the **Law on Personal Data Protection**[21] was enacted, which seeks comprehensive protection for data in files, registers, data banks or other technical data processing means, public or private, intended to give information, to guarantee the right to honour and the privacy of individuals.

There has also been progress, in legal terms, on childhood and adolescence in the **new Civil and Commercial Code**,[22] which stops considering children and adolescents as objects of protection due to their alleged 'disability', and considers them full subjects of rights. In turn, throughout all the Code there is an emphasis on their right to be heard, on respect for their progressive autonomy and the prime interest of the child as a guiding principle.

While the legal framework with competence in the subject is very broad, other laws can also be mentioned: laws concerning domestic violence, education, sexual health, migration, trafficking and child labour, that ensure the rights of children and adolescents.[23]

Other key stakeholder groups

In turn, the country has, in addition to state sector agencies and their respective plans and programmes, people or institutions that can work actively in

[19] Law No. 26,904.

[20] Law No. 26,522, enacted in 2010, and amended by a Necessity and Urgency Decree in December 2015 (ratified by the National Legislature in March 2016). The functions of the Advisory Council of Audiovisual Communication and Children under this law are: (a) The preparation of proposals aimed at increasing the quality of programming directed to children and adolescents; (b) Establish criteria and diagnostic of recommended or priority content and also, point out inconvenient or harmful content for children and adolescents, with the support of theoretical arguments and empirical analysis; (c) Select, based on an objective assessment model, the projects submitted to the Competitive Development Fund provided for in Article 153; (d) Promote the realisation of research and studies on audiovisual matters and childhood, and training programmes in the specialty; (e) Support competitions, awards and film, video and television festivals for children and adolescents, as well as courses, seminars and activities that address the relationship between audiovisual and children that are made in the country, in addition to exchanges with other festivals, events and international research centres within the framework of agreements on audiovisual and cultural cooperation subscribed to at present or in the near future; (f) Promote an outstanding participation of Argentina in world media summits for children and adolescents being carried out in different countries around the world biennially and support preparatory actions carried out in the country for this purpose; (g) Formulate an action plan for the strengthening of relations in the field of audiovisual development between film, television, video, video games, computers and other media and formats using audiovisual language with culture and education; (h) Propose the representatives of the sector to the Honorary Advisory Council on Public Media; (i) Promote the production of content for children and adolescents with disabilities; (j) Develop a training programme in 'Critical reception of media and information and communications technology'; (k) Monitor compliance with current regulations on the work of children and adolescents on television; and (l) Establish and agree with the sectors concerned, on basic criteria for the content of advertising messages, so as to prevent them from having a negative impact on children and youth, considering that one of the main ways children learn is by imitating what they see. See Act No. 26,522 and Executive Order 267/2015.

[21] Law No. 25,326, enacted in 2000.

[22] Law No. 265,994, passed in 2014.

[23] Law on Protection against Family Violence (Law No. 24,417), Law establishing the National Programme for Sexual Health and Responsible Procreation (Law No. 25,673), Migration Act (Law No. 25,871), National Programme for Comprehensive Sexual Education (Law No. 26,150), National Education Law (Law No. 26,206), Law on the Prevention and Punishment of Trafficking of Persons and Assistance to Victims (Law No. 26,364), Prohibition of Child Labour and Protection of Adolescent Labour (Law No. 26.390).

developing policies to improve the conditions of children and adolescents. Some of these key players are:

- **Business chambers**, which bring together companies and national entities seeking to generate added value and reduce the digital divide.
- **Private companies**, which have, within their social programmes, policies for the well-being of children and adolescents.
- **Academic sector**, focused on ICTs and education, acting as researchers and as disseminators regarding compliance to the rights of children and adolescents.
- **Active civil society**, focused on contributing to issues concerning children and adolescents, technological innovation, gender and education, among others.

Finally, it is worth mentioning that although all of these actors are part of an active partnership focused on the protection of the living conditions of boys and girls and their improvement on issues of freedom of expression, child rights, use of technologies, among others, there is still a number of actions to address in order to face the challenges of the relationship between children, adolescents and current information technologies, particularly with all that the use of the internet and social networks represents. There is still a need to promote the digital citizenship of children on the internet. This challenge is part of UNICEF's concerns, of generating the context for this project in which this report was conceived, and of the objectives of action that are expected to be promoted.

KEY FINDINGS: QUANTITATIVE AND QUALITATIVE RESEARCH

Introduction

Below is a summary of data obtained from GKO Argentina, which was conducted from August 2015 to April 2016. The study was carried out by UNICEF Argentina, following the principles of, and taking as background reference, research carried out in Europe and Latin America within the framework of the GKO initiative, adapting the conceptual design and research tools to the national context.

Research in Argentina is based on a double study, quantitative and qualitative, to investigate the knowledge, attitudes and practices of children and adolescents aged between 13 and 18 who use the Internet.[24] This allowed us to collect useful data to obtain a clear picture of the situation and to get useful information for decision-making with the aim of educating and sensitising children and adults about the value of reducing the likelihood that they will encounter risks online.

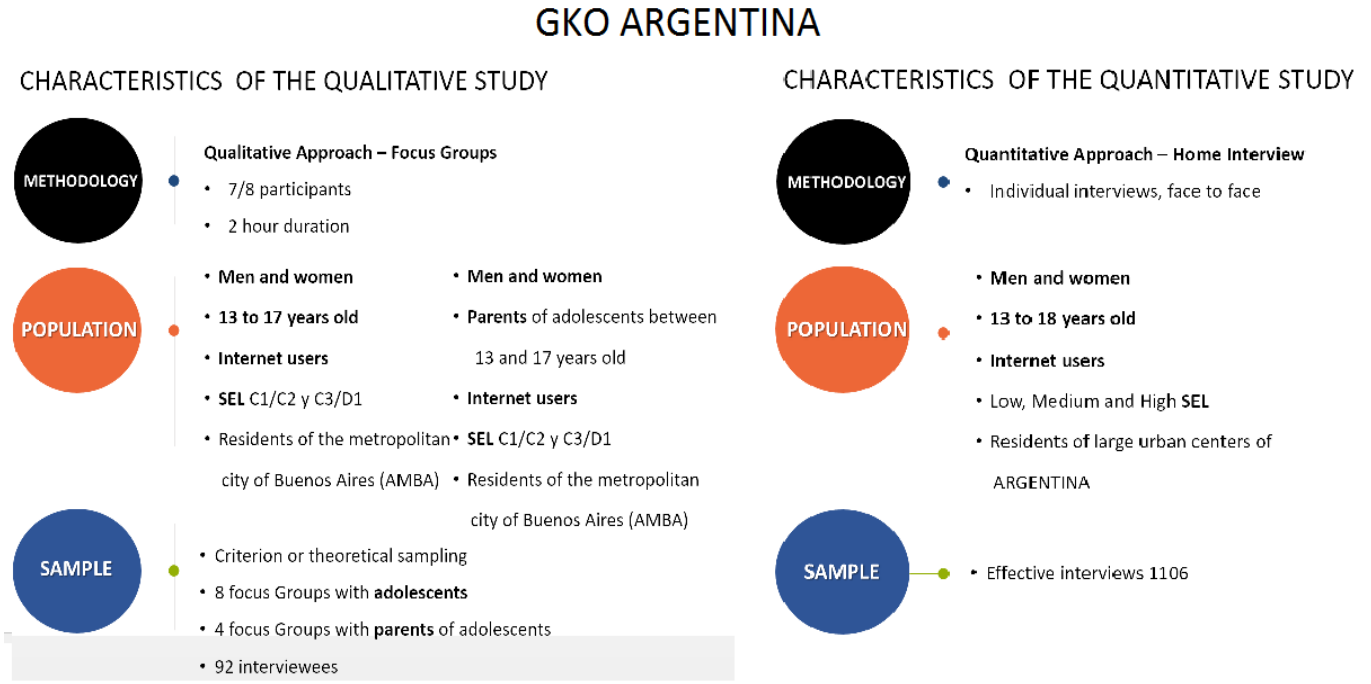
The quantitative analysis involved administering 1,106 surveys of closed questions to adolescents aged from 13 to 18. The results can be disaggregated according to variables such as gender, age and socio-economic status (SES). The surveys were conducted through face-to-face interviews at home, with a national sample of the population of large urban centres (largest cities of 500,000 inhabitants), including different regions of the country.

The average time of each survey was approximately 35 minutes. The fieldwork was carried out in October 2015, analysis of the data took place during the following month, and the results were made available in December of the same year. The qualitative analysis, for its part, included 12 focus groups of 60 adolescents aged 13 to 17 and 32 mothers and fathers of the adolescents in the same age range, residents of the City of Buenos Aires and the province of Buenos Aires. The average time of each focus group was 1 hour and 30 minutes. The fieldwork was carried out between February and March 2016, and the analysis and results were available in March of the same year.

The selected age range responds to the period when adolescents attend elementary school and are going through pre-adolescence and adolescence stages.

[24] A full description of methodology is made in other sections of this report. The Section of The Research Process detailed the design, implementation and observations related to lessons learned during the research and challenges in the country context.

Figure 2: GKO Argentina: Synthesis of methodological characteristics of the project[25]



Key findings follow that, throughout this section, provide more information according to the different dimensions that are part of the study.

In Argentina, 45% of adolescents used the internet for the first time before the age of 10, **11 years being the average age of initial contact** (mean 10.8 years). **The mobile phone is the most chosen device for surfing the internet** (89% of respondents say so), followed by desktop computers and notebooks. And **most adolescents access the internet at least once a day (87%); 51% said they access it all the time** (with a pronounced differential by gender, being 58% girls and 44% boys), 16% more than once an hour and 20% more than once a day.

From both qualitative and quantitative results, **social networks today are the primary means of communication, socialisation and expression of adolescents on the internet**. Almost all respondents said that they had used social networking sites in the last month (96%). When they were asked about things they usually do on the networks, communicating with friends is highlighted by teenagers as the main activity in all age segments, SES and genders. Of social networks, Facebook appears to be the one with the greatest penetration, as **almost all teens have created their profile on Facebook (95%), although, according to the qualitative study, for some cases it makes sense as a means to access other social networks and applications**.

Regarding the role of some reference adults, **84% of teens said that their family has at least some knowledge about their activities on the internet**, and in 15% of cases, their family has no knowledge whatsoever of what they do on the internet. Half of the boys and girls consulted have at some time ignored some recommendation from a family member about the use of the internet, and 9% said they simply do not get recommendations.

Access and opportunities

Age of first access

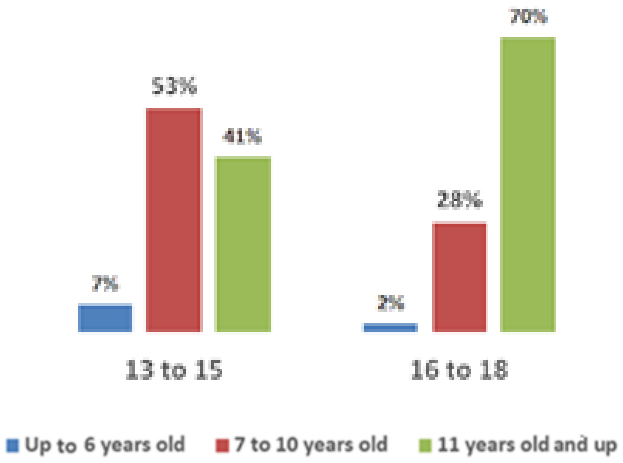
The average age of first internet access is 10.8 – 45% of respondents used the internet for the first time

[25] The SES indicator was built from the synthesis of a set of variables. The quantitative study showed a grouping into three levels: high, medium and low. For the qualitative study were selected representatives from two socio-economic groups (high and low). Thus, low SES includes the low and medium-low sectors (D1 and C3 respectively) and high, the high and medium-high sectors (C1 and C2 respectively). More details are given in Section of The Research Process.

before the age of 10, 4% did so before the age of 6 and 41% between the ages of 7 and 10.

In the age group 13–15, the age of first internet access occurs earlier with respect to the group aged 16–18 and, in this sense, one could infer that the younger groups are starting to access the internet at increasingly earlier ages. This may be due to causes ranging from parental age to progressivity in the penetration of internet use in much of the daily activities, to market availability of mobile devices (e.g., tablets). More than half (53%) of the respondents aged 13–15 had access for the first time between the ages of 7 and 10. And 70% of adolescents aged 16 to 18 had access from the age of 11.

Figure 3: Age of first access to the internet based on age group, 2015

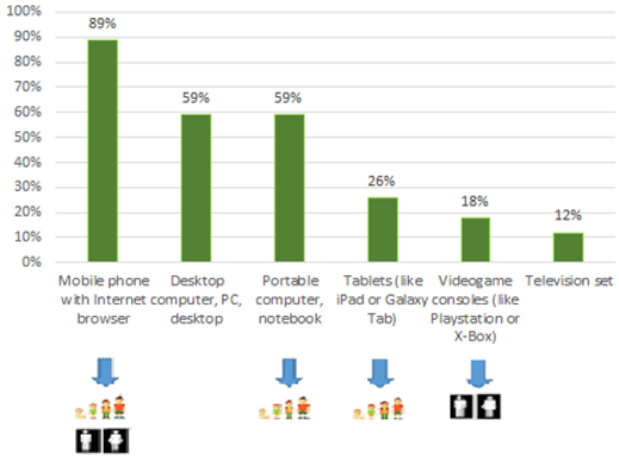


Total (N) = 1,106
***Question:** How old were you when you used the internet for the first time?*

Devices used to surf the internet

The mobile phone is the device most used by teenagers to surf the internet (89%), being considered the most practical and accessible. The desktop and notebook are located in second place (59% each), although when the difference between actual use and preference is analysed, boys and girls say they choose the latter because it is portable. Thus, from the stories in the focus groups, it emerges that adolescents have relegated the use of the desktop computer, using it sporadically to perform tasks related to studying and school. Of the cases mentioned 26% connect from a tablet, coming in at fourth place in the list of most commonly used devices. Finally, video game consoles (18% of respondents) and smart TVs (12%) are in last place among the devices from which adolescents surf the internet.

Figure 4: Devices used to surf the internet, 2015



Total (N) = 1,106
***Question:** Which of these devices do you currently use to surf the internet? Not only at home but in any other place. Answer 'yes' or 'no' for each of the following options. To surf the internet, you use...*

Regarding the characteristics of internet use by gender, the biggest difference is in the use of video game consoles. Boys use more video game consoles than girls (26% of boys to 9% of girls). In the use of mobile phones, there is a difference in utilisation of 8 percentage points between girls and boys in favour of the former.

As regards age, there is a difference of 17 percentage points in portable computers and 12 percentage points in tablets between the two age groups (13–15 and 16–18). That is, **boys and girls aged from 13 to 15 use more tablets, netbooks or notebooks** than the older age group. By contrast, **the technology most used by 16- to 18-year-olds, compared with the 13- to 15-year-olds, is the mobile phone**, with a difference of 6 percentage points in favour of the older age group. Thus, in general, the **younger children seem to diversify in greater proportion than the older ones regarding devices used for internet access**. This probably happens because members of the older group have more chances of acquiring a mobile phone and, once obtained, could give up other means of surfing the internet.

Devices they like most and those they like least

The mobile phone is not only the most commonly used device by teenagers, but also their favourite. Among its **advantages**, they point out that it is an **accessible, personal, complete and instantaneous device**. That is, they prefer it because they can carry it around everywhere, they do not have to share it with other household members, it can fulfil several functions at the same time, such as chatting, talking, taking and sharing pictures and surfing, and it is always on.

Among the devices they like least to connect with to the internet, they unanimously mentioned the **smart TV and video game console**, and also, to a lesser extent, the desktop computer. What all these devices have in common is that they are understood as less portable, and, to the extent that they can only be used in a fixed place and their use can be shared with other household members, they take away privacy and convenience to internet access. In addition, boys and girls say they are cumbersome: both the smart TV and video game console have no keyboard, making it difficult to surf the internet. They are considered devices with other functions, and their relation to the internet is restricted to specific uses, such as access to Netflix and YouTube.

There is a strong agreement between adolescents and their parents about the devices they most use and those most preferred. Thus, the mobile phone appears strongly represented in the parents' experiences:

"Mine is all day with her cellphone." (Parents of children and adolescents aged 13–14, SES C3/D1)

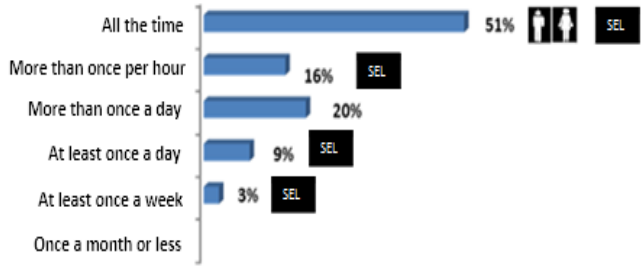
"They have the cellphone stuck to them." (Parents of children and adolescents aged 13–17, SES C3/D1)

"They can go to the bathroom with their cellphone." (Parents of children and adolescents aged 15–17, SES C1/C2)

Frequency of internet use

A total of 51% of the respondents said they use the internet all the time, 20% did so more than once a day and 16% more than once an hour. Only 12% do so once a day or less.

Figure 5: Frequency of internet use, 2015



Total (N) = 1,106
***Question:** Generally speaking, you would say that you use the internet…*

Several **respondents distinguished between being permanently connected and 'doing something on the internet'**. In this sense, they differentiate between being connected all day through the mobile phone and constantly looking at the mobile phone:

"It's not like you connect, but rather you get a message on WhatsApp and that's when you connect. It's like permanent. You're interacting all the time." (Boy, 15–17, SES C3/D1)

"(I'm connected) All day, but it's not that I use it all day long." (Boy, 13–14, SES C1/C2)

Regarding gender differentials, 58% of girls said they were connected all the time; that proportion drops to 44% among boys. Thus, with a gap of 14% in favour of girls, this category presents the biggest difference.

Parents agree with their children that connection is all the time. Regarding this issue, questions were also asked about **parenting strategies**, and referring to this, a group of parents said they try to **put specific limits to the time their children use the internet** that have to do with limiting times or establishing specific times, taking away their mobile phones or turning off the Wi-Fi signal.

Postponing activities: What did they put off doing to stay on the internet?

Given the frequency of internet use, the children in the focus groups were asked about things they have postponed doing to stay connected. When asked this question, two topics came up: on the one hand, shortening time spent dealing with responsibilities

(such as studying or doing homework) and on the other, time dedicated to being with their family or friends. The way they experience it varies from one gender to another: among girls there is a greater perception of elements of guilt and self-criticism than among boys, with the former observing identification with the use of mobile phones as an addiction.

Among parents, what their children do not do in order to stay on the internet is controversial, with a multitude of opinions. A negative outlook was observed that questions the effect of the presence of the internet in the lives of boys and girls, causing them to lose space for dialogue, recreation, physical activity and getting together outdoors:

"In a party, they're sitting at a table. The ten of them are each with their little devices." (Parents of children and adolescents aged 15–17, SES C1/C2)

On the other hand, some parents say their children did not stop being in contact with other people face-to-face, but we are in the presence of novel socialisation processes:

"I get the feeling that today their socialisation happens through WhatsApp, Facebook and others. That is, they show themselves and communicate all the time." (Parents of children and adolescents aged 15–17, SES C3/D1)

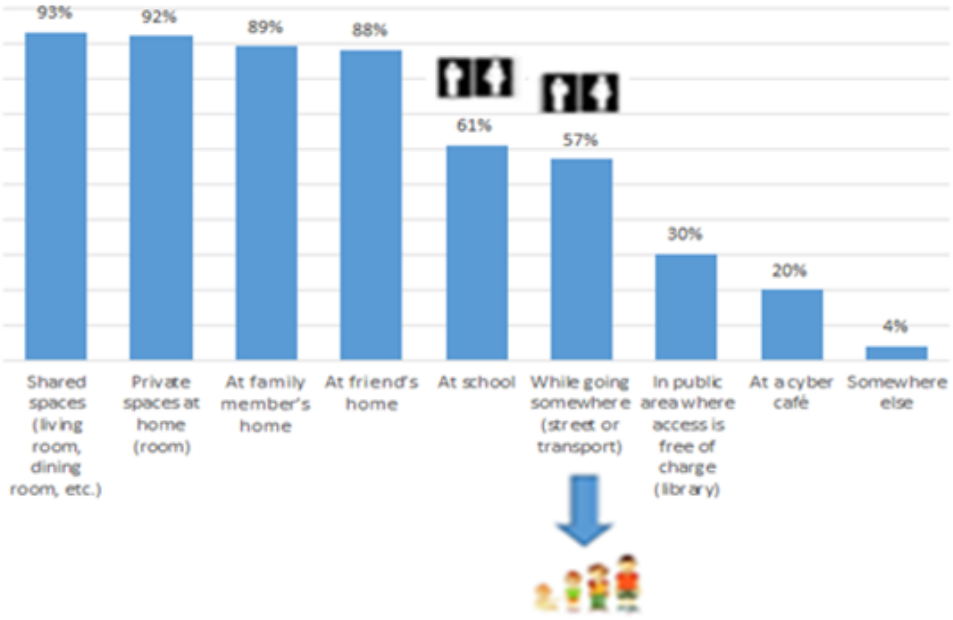
Type of access to the internet from a mobile phone

Wi-Fi is the most used means of access to the internet (85% of mobile telephony users), observing a 14 percentage point differential in access by credit or payment of data packages allowing access via 3G/4G (71%).

Where and when: Moments and places of access to the internet

Shared spaces, such as living and dining rooms, are the most used by children and adolescents to access the internet (93%). Private spaces of the house come in second (92%), while in third and fourth places are the homes of relatives and of friends (89% and 88% respectively). In this sense, coinciding with the stories that emerged in the focus group, the **use of the internet is something that happens mostly *inside* homes**.

Figure 6: Places of internet use, 2015



Total (N) = 1,106

***Question:** When do you usually use the internet? Answer 'yes' or 'no' in reference to each of the following places…*

During the focus groups, adolescents agreed that **the place where they most like to go online is their own room**, even though it had been second in statements about where they actually use the internet. Regardless of age, gender or socio-economic status, **they said they prefer it for comfort, tranquillity and available privacy, constituting a time and space in which they can get away from others**.

Regarding the place of connection according to age, a difference of 15 percentage points is observed between one group and another while going somewhere. The number of respondents in the age range 16–18 who use the internet on the move (while going somewhere) is higher, a phenomenon that could be associated with the fact it is precisely this age group who access the internet from their mobile phone in greater proportion than the younger group.

Connection at school is controversial and denotes very different situations: some say mobile phone use is completely banned, others are restricted to certain times (free hours, breaks) and activities (for homework), while some use it freely and without much control. And even if they had rigid rules, respondents say they are willing to not comply with them at all:

"At school they don't let you. Supposedly, you can't use it, but nobody ever obeys those rules." (Boy, 13–14, SES C1/C2)

"In some works they tell you to look it up on the internet because there is no book." (Boy, 13–14, SES C3/D1)

"Now at school they have a box where we place our cellphones and they come by in each class." (Girl, 15–17, SES C3/D1)

"In mine too. And we all bring a cellphone that doesn't work and keep the one that does." (Girl, 15–17, SES C3/D1)

The parents' perspective is heterogeneous in this regard: there are those who claim that their children do not connect from school, and those who claim to know that, even when prohibited, they use it during school hours. There is also controversy regarding how its use should be regulated in this environment, ranging from absolute prohibition, restricted permission and retention of devices during class hours.

The **preferred time** to use the internet is determined by three central elements: when their classmates connect, when they have completed their responsibilities of the day (after their daily tasks and homework), and when there is the least presence of adults (while adults are asleep, for example). When the group of girls aged 13–14 was asked about their favourite time to connect to the internet, all of them chose **night-time** because "it is quieter, [since] everyone's asleep" (girls, SES C1/C2). The girls in the group of 15–17 also choose this time, stating "there is nothing else to do because you're not going to spend all day studying, in the afternoon when you get home, you've got things to do, have tea and prepare stuff for the following day" (girl, 15–17, SES C1/C3).

Skills and practices

Activities where the internet was used, Part 1

The activity most frequently performed by adolescents on the internet in the last month was to search for things on the web through search engines such as Google or Yahoo (93% of respondents said they have done so). Listening to music or watching videos on the internet, on platforms such as YouTube or Vimeo, stands out as the main entertainment activity outside of social networking sites, and generally they prefer to watch online (streaming) rather than download to their devices: "downloading no, because you can get a virus, it takes up space, takes too long..." (boy, 15–17, SES C1/C2). Also, 52% of children and adolescents watched shows, series or films online, especially through Netflix.

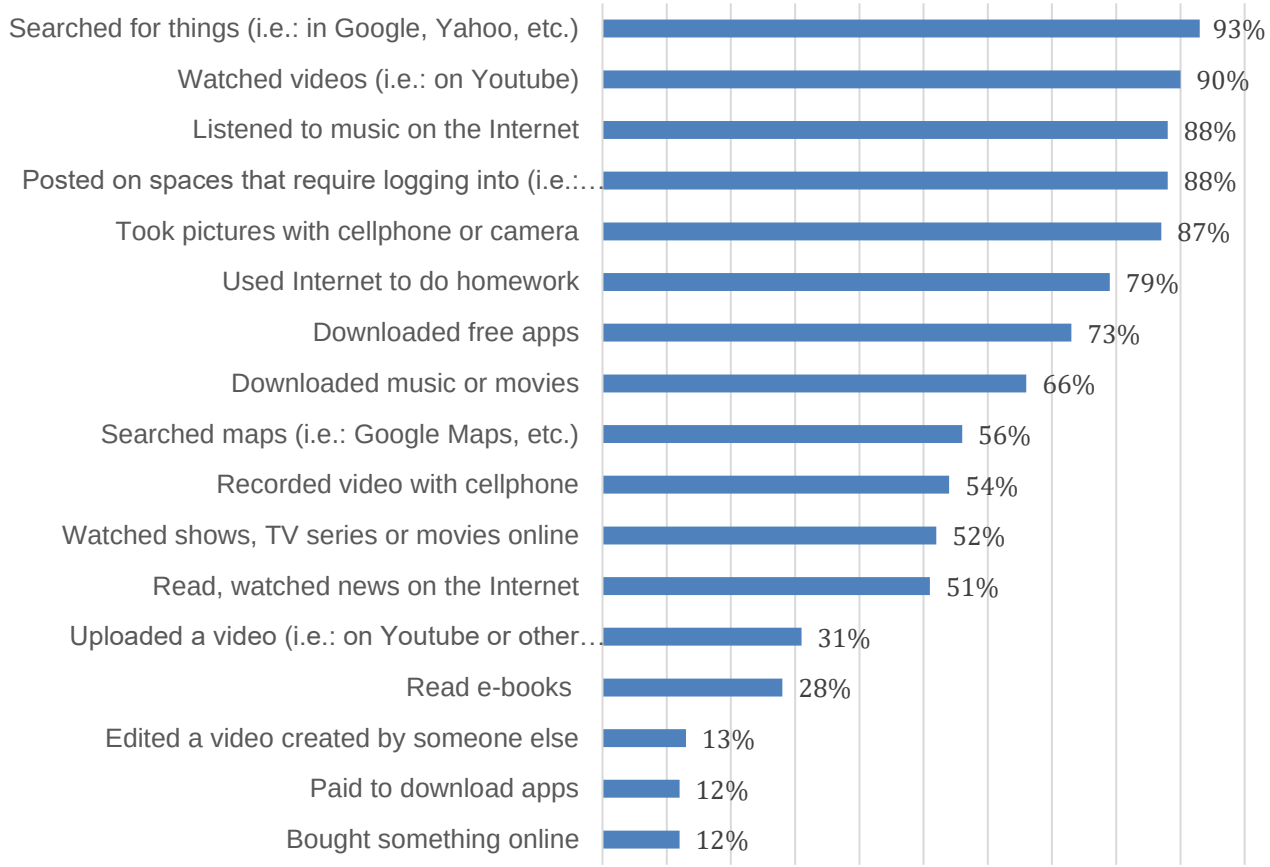
Almost **80% of teens said they use the internet to do homework**. In general, they claim not to receive help about the sites they should check out, which is why searches are resolved mostly on Yahoo, Google and Wikipedia. The use of video **tutorials, that increasingly appear as a dynamic and innovative mode of acquiring knowledge**, is also highlighted. These cover a wide range of topics, from educational content (maths, history, etc.) to recreation and entertainment (music, dance, cooking, etc.):

"I wanted to learn to play the guitar and went online." (Boy, 15–17, SES C1/C2)

"I flunked math, so I watched a couple of vids where they explained what I had to study." (Boy, 15–17, SES C3/D1)

A total of 12% of the respondents said they paid to download apps or bought things online through platforms such as Mercado Libre.

Figure 7: Activities where the internet was used in the last month, Part 1, 2015



Total (N) = 1,106

***Question:** For each of the phrases I will read, please tell me if you have done this on the internet during the past month. If you don't know what something is, don't worry: just say that you don't know or don't remember.*

A total of 51% reported having read or watched news online. However, they express that they do not do this through traditional media portals, but mainly through articles published or shared via Facebook or Twitter.

As for gender and regarding use, the biggest differences are in the following activities: doing homework, recording a video with the phone and reading e-books. Such activities are carried out more by girls than boys, 9 percentage points, representing a relative difference of 12% in the case of use for school activities, 18% for those who recorded a video with the phone, and 38% for those who read electronic books. In other activities, no significant differences were found.

Adolescents aged 16–18 used the internet to read or watch news more than those between the ages of 13 and 15 (14 percentage points more). The second activity showing the biggest difference for the older age group is downloading a paid application, with a gap[26] of 1.32, and the third, uploading a video to YouTube or another social network, with a difference of 7 percentage points. The only activity that showed a

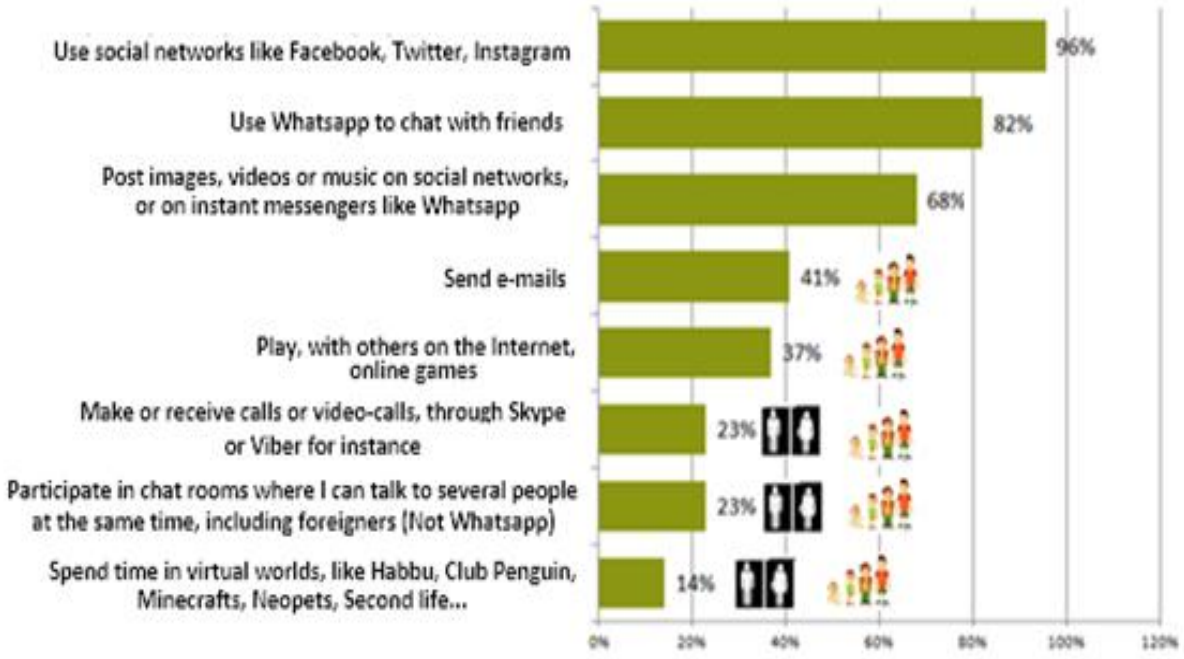
[26] The gap was calculated as the ratio between the percentage of adolescents aged 16 to 18 and the percentage of those aged 13 to 15 engaged in the activity. When the result is equal to 1, it is understood that there is total equality. When the result is above 1, it is understood that there is a favourable difference to the group found in the numerator. When it is below 1, the difference is in favour of the group in the denominator. The further the results get from 1, the greater the difference between the groups.

favourable difference to the younger age group is related to the use of the internet for homework, which could be explained by differences in the permanence in the school system of boys and girls in both groups.

Activities where the internet was used, Part 2

Teens use the internet primarily to communicate with friends: data show that 96% of respondents said they had used a social networking site like Facebook, Twitter or Instagram, among others, while 82% of boys and girls used WhatsApp to talk with friends. A total of 68% of the respondents said they had posted images, videos or music to social networking sites or instant messaging (IM) like WhatsApp[27] in the last month; 41% said they had sent emails, and even though most claimed to have an email account, they consider it a tool that is tending to fall into disuse. Its use is restricted to solving specific practical needs, such as entering an address for a subscription (to an application or web service) or sending a file from one device to another without using a pen drive, among others.

Figure 8: Activities where the internet was used in the last month, Part 2, 2015



Total (N) = 1,106

***Question:** For each of the phrases I will read, please tell me if you have done it on the internet during the past month. If you don't know what something is, don't worry: just say that you don't know or don't remember.*

As indicated above, in general terms, it is possible to say that regardless of gender, age or SES, **adolescents mostly go to the internet to use social media and to talk with their friends via WhatsApp.**

Age seems to be a more powerful differentiator in this area. In online games, the younger group's participation is 1.55 percentage points higher.[28] Thus, as expected, activities with a higher game-oriented content are more popular among the youngest group. Making or receiving video calls has a low incidence, but there is a relatively significant difference among the different age groups (the oldest do it 29% less than the youngest). The same applies to participation in chatrooms, although the difference is smaller (19%) in that area, and although it is not a highly prevalent activity, the study shows that one-fourth of the youngest adolescents take part in chatrooms.

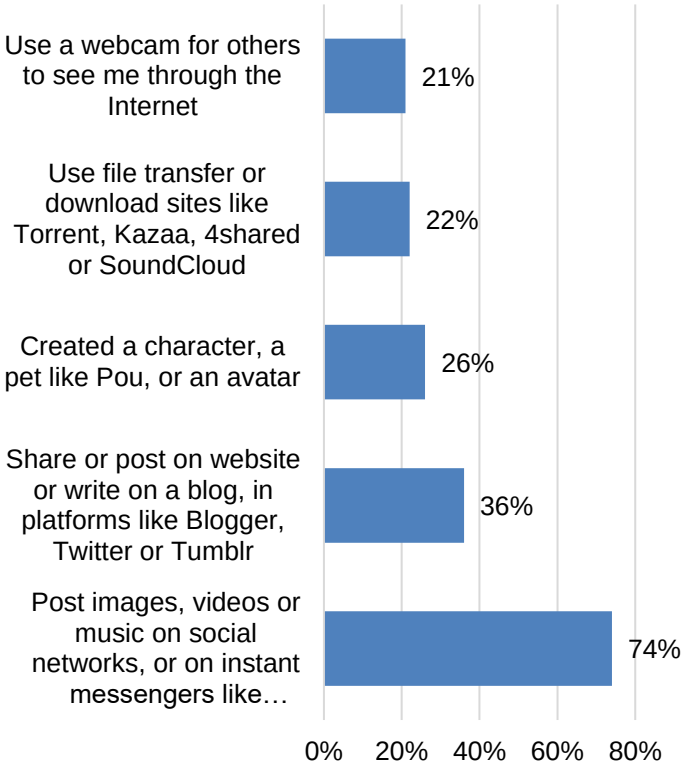
[27] WhatsApp is mentioned as the main means of instant and constant communication, and also has the advantage of being massive and private (i.e., most of the adolesecents' contacts have the application and can only communicate with people added to their contacts in their mobile phones).

[28] Estimated as the quotient between the population aged 13–15 that played online games and the population aged 16-18 that conducted the same activity.

Activities where the internet was used, Part 3

Seventy-four per cent (74%) of children interviewed said they had posted images, videos or music, either on a social networking site or on IM such as WhatsApp, this being the most frequent activity among those included in this section. Almost 4 out of 10 said they shared or published things on a website or wrote in a blog, and 1 out of 4 had created a virtual character, such as a Pou or an avatar.

Figure 9: Activities where the internet was used in the last month, Part 3, 2015



Total (N) = 1,106
***Question:** Now I'm going to talk about other things you can do on the internet. Please, tell me if you've done, or not, each of these things on the internet during the past month. If there is anything you don't know, it is okay for you to say so.*

In general, the parents' perception on their children's activities on the internet matches the children's descriptions. They express that their children study using tutorials on YouTube, search for information, watch videos and series, and listen to music. They mention a sporadic use of emails and Facebook as the main source of information:

"My daughter had to sit for Math and as she had many doubts, she learned the stuff in YouTube. And she passed the exam." (Parents of child aged 15–17, SES C3/D1)

"Yes, tutorials. Whatever they don't know and want to learn." (Parents of child aged 13–14, SES C3/D1)

"Politics … perhaps she does not look for it specifically. But my daughter, for instance, reads about it on Facebook." (Parents of child aged 13–14, SES C3/D1)

However, two relevant differences between both perspectives are detected. On the one hand, while for adolescents communicating with friends is the main part of their internet surfing practices, parents mention it as an activity that, although important, is part of a list that includes several others, such as searching for videos or information and playing games online.

On the other hand, while adolescents express that they do not use the internet for looking for information on sexuality, parents believe that they do, although they do not talk about it. The perception is that boys do it more often than girls, as boys are *more curious and shy.*

Social media used

Facebook is the social network where the children and adolescents, in large numbers, open at least one profile: 95% of the interviewees. However, many adolescents have minimised its use and substituted it with other social networking sites, because Facebook is not exclusive for adolescents, and its widespread use is seen as a problem for them, as they feel that they lose independence.[29]

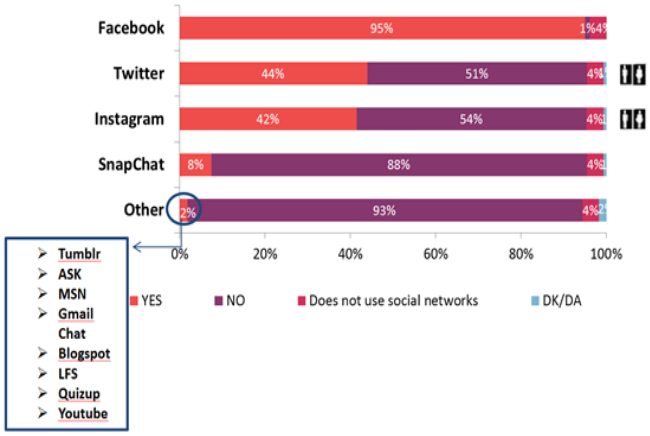
However, they recognise it as the most widely used social media site. Many said they use it to find information and keep it as their personal agenda (birthday reminders, contact information, etc.) and even though only a few use it frequently, none said

[29] Facebook is the social network where adults also participate. Adolescents know that their contacts include older relatives and this may be why this site is currently being replaced by others that are not so well known by parents.

they were planning to leave it.

Forty-four per cent (44%) of the adolescents indicated they had at least one profile on Twitter, 42% on Instagram and 8% on Snapchat. The remaining social networking sites have 2% of the interviewees.

Figure 10: Social networking sites where they have at least one profile, 2015



Total (N) = 1,106
***Question:** Do you have your own profile or site on social networks such as Facebook, Instagram or Twitter? In what social networking sites have you created your own profile?*

In this sense, **Facebook does not make any distinction as to gender, age or SES. The other social networking sites,** on the contrary, **show considerable differences, particularly in gender and SES**.

With reference to gender, both Instagram and Twitter are more frequently used by girls rather than by boys (13% and 8% more, respectively). Age, however, does not seem to be an important differential.

According to adolescents, Instagram is the trendy social media site. It is the one that showed the highest growth in the recent past and the majority consider it their favourite. Boys and girls said:

"It is trendy now. Many people use it, and the more people there, the more stuff it has." (Boy, 13–14, SES C3/D1)

"Instagram is more popular now than Facebook. It is only photographs and it's more dynamic." (Girl, 15–17, SES C1/C2)

Given the relatively low proportion of adolescents with a profile created on Facebook and the differences in its use based on gender and SES, Instagram might be considered a social media site that builds some social status, but it is the parents that notice this aspect:

"… I took him to have some lab tests … he took some pictures of himself … and put them up in this 24-hour thing.30 And I say to him: 'Why didn't you post it on Instagram?' … and he says: 'No, you don't post these pictures on Instagram … this sucks for Instagram … it stays there and you can't delete it'…" (Parents of child aged 15–17, SES C1/C2)

"Instagram has more production behind, I mean … they take lots of pictures and then 'mom, which one do you like best?' And then they post it." (Parents of child aged 15–17, SES C1/C2)

Twitter, on the other hand, is a great source of information on current events. Adolescents mainly use it to be informed and find the latest news. It is also perceived as the social media site of the famous and, as such, following the accounts of the rich and famous is one of its main attractions. It is also considered a space that allows them to share daily experiences and to speak their minds.

Finally, Snapchat is the newest and least used. It is defined by boys and girls as a *WhatsApp for pictures.* It is a space where the number of followers is irrelevant and has more restrictions in terms of its privacy settings,[31] which is valued from the point of view of security. It is also defined as a funny social media site. You can play the fool there and only be seen by those you choose.

When parents were asked about the social networking sites used by their children, most answered Facebook, Twitter and WhatsApp. Only a few indicated Instagram and to a lesser extent Snapchat. When asked about

[30] Making reference to Snapchat, an application for mobile devices intended to transfer files to one or more contacts. Its unique feature is that posted files automatically disappear from the phones of the receivers once they have seen them.
[31] Each friend request needs to contain the full name and then wait for acceptance. The poster of the photos and videos may limit in advance the length of time and the number of times the receivers may see them. The poster is also notified if any of the receivers captured a screenshot.

the specific uses adolescents make of each site, their answers tend to match their children's responses, although with a more basic knowledge:

"Boys are no longer using Facebook so much, they are more into Instagram." (Parents of child aged 13–14, SES C3/D1)

"But they also give their opinions … on Twitter … and that is part of the thing." (Parents of child aged 15–17, SES C1/C2)

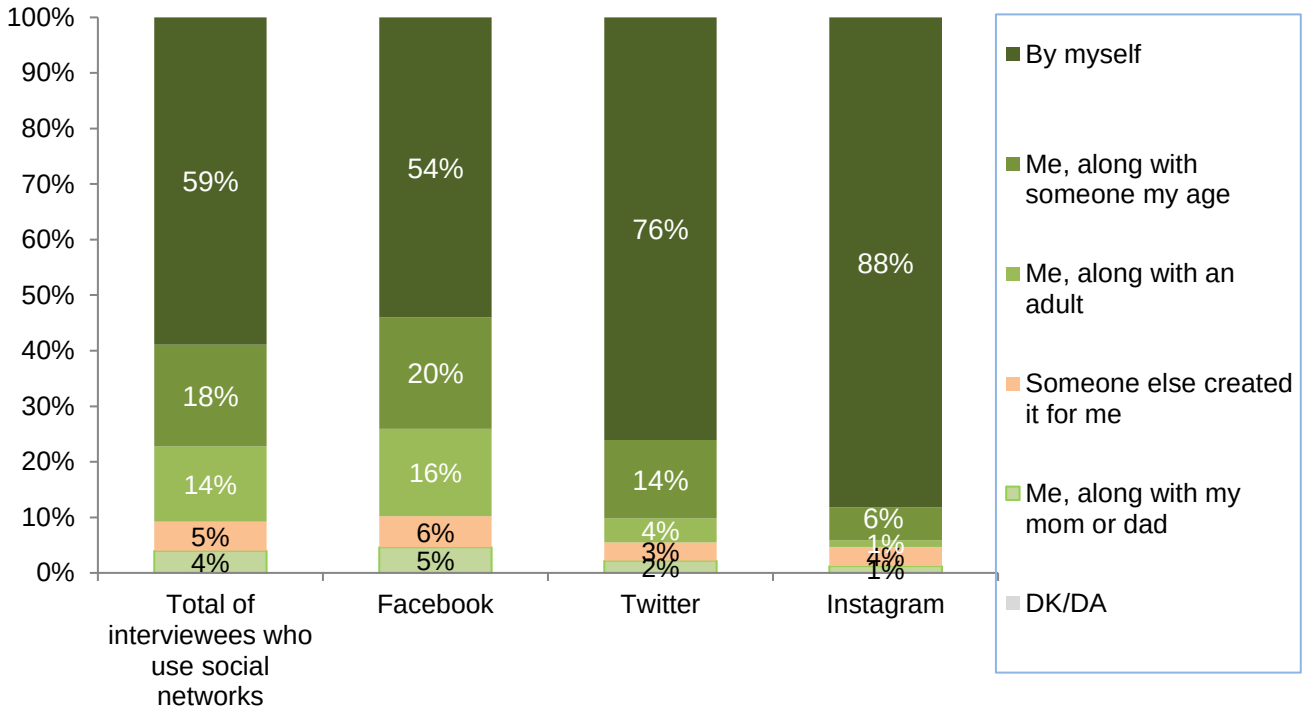
Most popular social media

The survey focused not so much on the number of sites where the interviewees have some activity, but on the analysis of where they spend more time or which site they consider their most used social networking site. Based on the information obtained, 78% chose **Facebook as the most heavily used social media site**, followed by Twitter and Instagram (both accounting for 8% of the interviewees). Only 4% answered they do not use any social media.

Profile creation on most used social network

Fifty-nine per cent (59%) of the adolescents that use social media have created their profile without any assistance; 18% created it with another person of the same age; 14% created their profile with an adult; and only 4% did it with a parent.

Figure 11: Profile creation on most used social network, 2015



Total (N) = 1,063; Facebook (N) = 868; Twitter (N) = 92; Instagram (N) = 85
***Question:** Who created the profile on (mention the social networking site the interviewee uses the most)?*

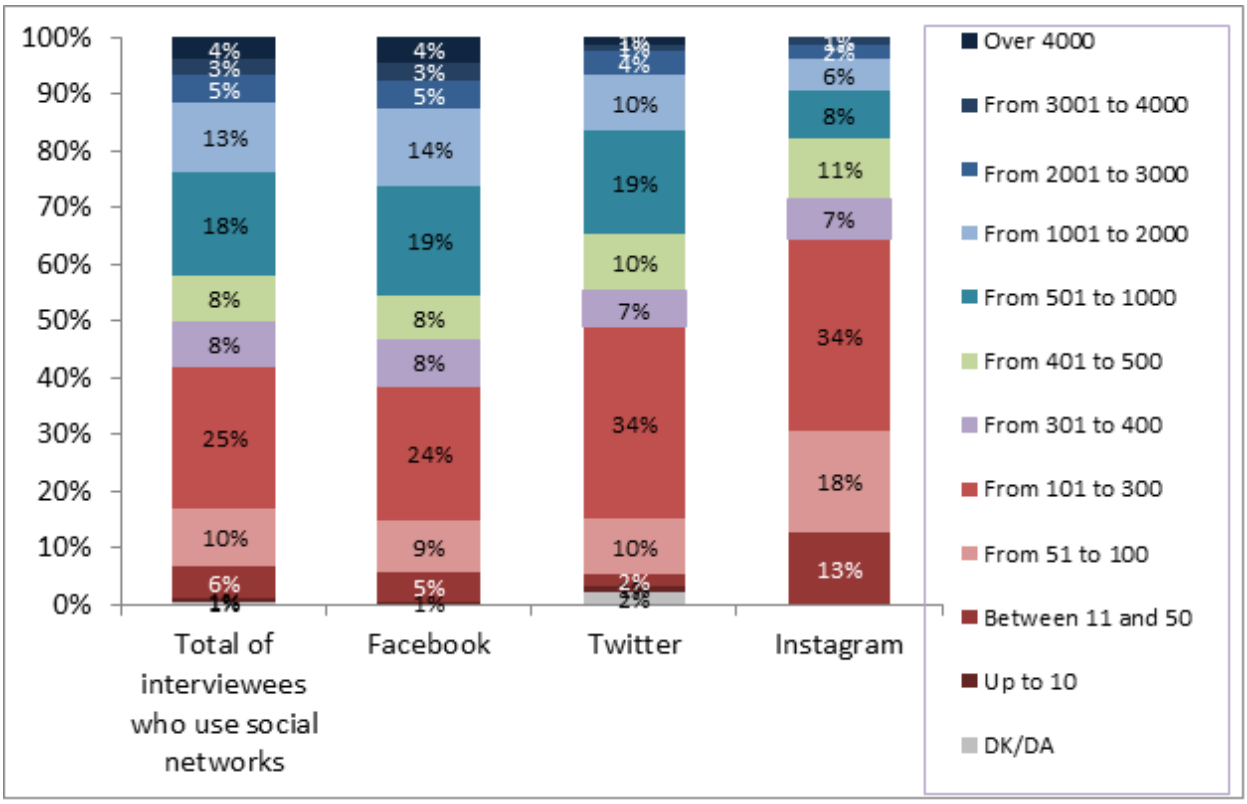
According to the interviewees, Instagram is the social media site where most of them create their profile on their own (88%), 12 percentage points above Twitter, and 34 percentage points above Facebook. In the case of Facebook, almost half of the boys and girls (46%) have received some assistance to create their profile. The high proportions in the 'on my own' category on Twitter and Instagram would be associated with the ages of the adolescents that have their main profile on those sites. In fact, those parents who were involved in the creation of their children's profiles said they did it when their children were younger.

Number of contacts on most used social network

Twenty-five per cent (25%) of the adolescents

indicated they have over 1,000 contacts on their main social network, and this proportion goes up to 26% in the case of Facebook. Among those who have Twitter or Instagram as their main site, the proportion of users with over 1,000 contacts goes down to 16% and 17% respectively. In this sense, the interviewees who have more contacts on their most used social media site are Facebook users, and Instagram is where they have the lowest number of followers: 65% have under 300 followers.

Figure 12: Number of contacts, friends or followers on most used social network, 2015



Total (N) = 1,063; Facebook (N) = 868; Twitter (N) = 92; Instagram (N) = 85
***Question:** How many contacts, friends or followers do you have, approximately on* [mention the social network you use most]*? If you have more than one profile, consider the one you use the most*

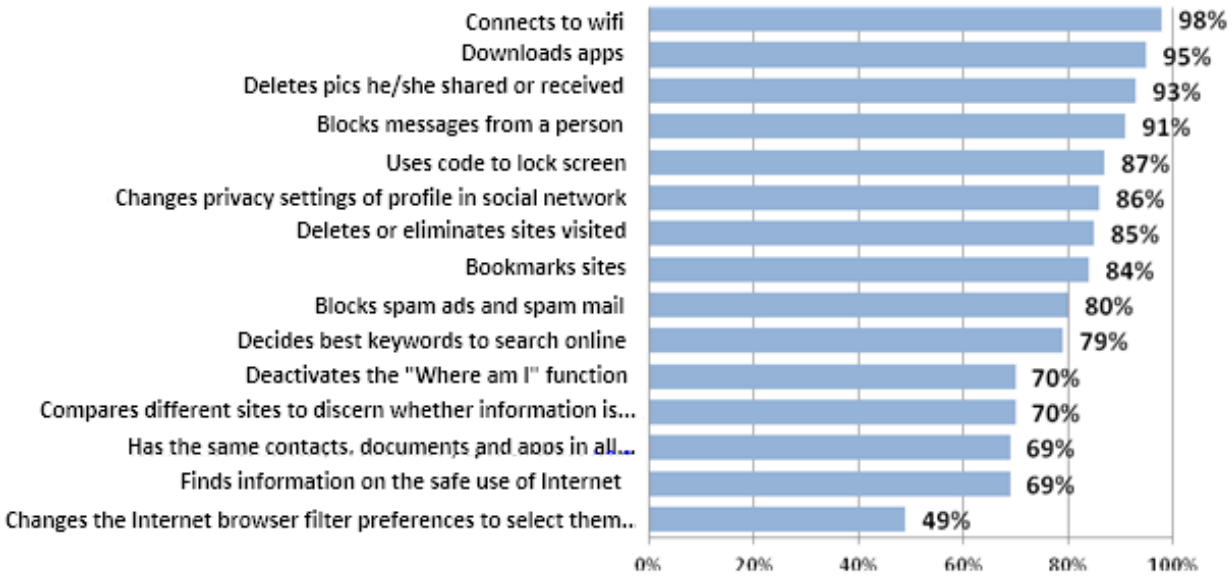
Digital skills

Digital skills and literacy are generally practical skills in the operation of a computer, and more specifically, the internet. According to the GKO project, the concept includes a range of digital skills and must be understood as a multidimensional construct (Livingstone et al., 2015). Conceptually, digital skills are understood here as a synonym of digital competencies, and may be classified as instrumental (operational, basic or functional), informational (understanding, navigation, evaluation) and social (communication, self-disclosure, privacy) (Sonck et al., 2011).

The vast majority of the adolescents surveyed indicated they have a large amount of specific knowledge on the internet: they can connect to Wi-Fi (98%), download applications (95%), delete photographs (93%), block people (91%), use a code to block the screen (87%), change privacy settings on a social networking profile (86%), delete the record of which sites they visited (85%), and bookmark a website (84%), among other things.

However, less than half (49%) said they know how to change filter preferences in the browser and 70% know how to turn off the locator feature. Sixty-nine per cent (69%) said they can find information on the safe use of the internet.

Figure 13: Digital skills, 2015



Total (N) = 1,106

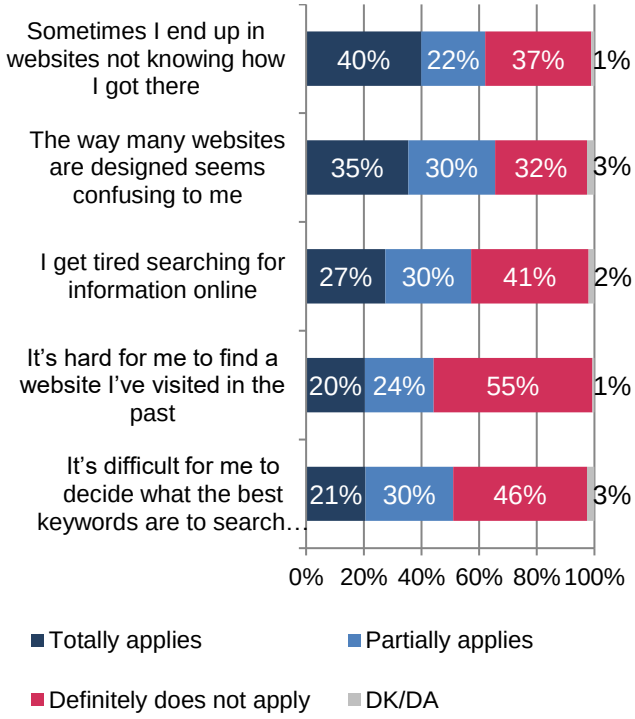
***Question:** Please, answer 'yes' or 'no' to each of the following options. If you don't know what something means, don't worry: just tell me you don't know. You know...*

Knowledge of use

Four out of ten of the interviewees said they sometimes end up on websites without knowing how they got there, and more than 3 out of 10 said the design of many websites is confusing.

Almost half of the interviewees (46%) said they have no difficulty deciding on the best key words to use in their online searches, and over half (55%) stated they do not think it is difficult to find a website they have visited before.

Figure 14: Agreement with these statements about internet use, 2015



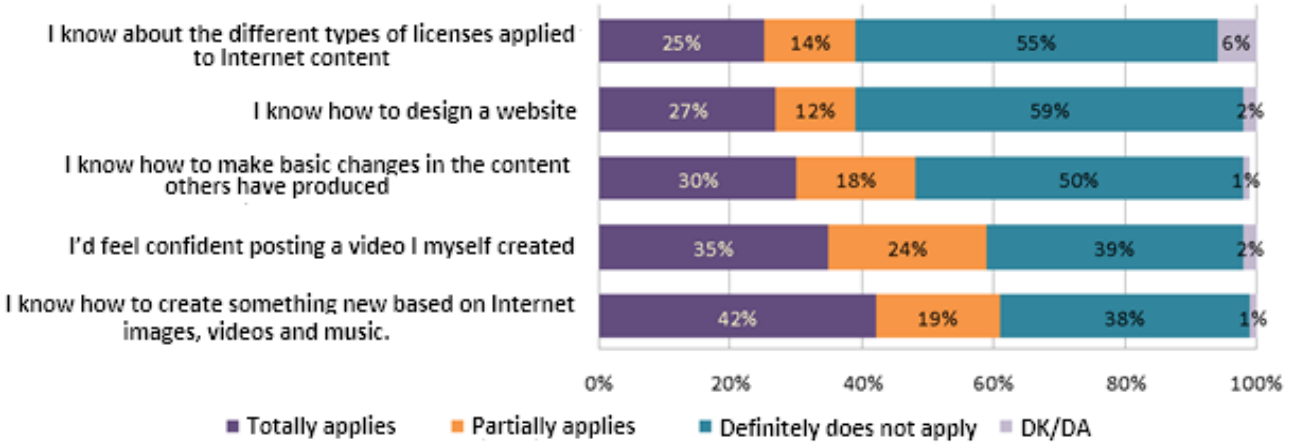
Total (N) = 1,106

***Question:** Please tell me which option in this card applies best to your use of the internet in relation to the statements I will now read aloud to you.*

Sixty-one per cent (61%) of the interviewees said they fully or partially know how to create something from the images, video or music on the internet, and 59% were fully or partially confident to post a video they had created themselves.

Also more than half of the adolescents said they do not know how to design a webpage (59%) and are not aware of the different types of licenses applied to internet content (55%).

Figure 15: Agreement with these statements about internet use, Part 2, 2015

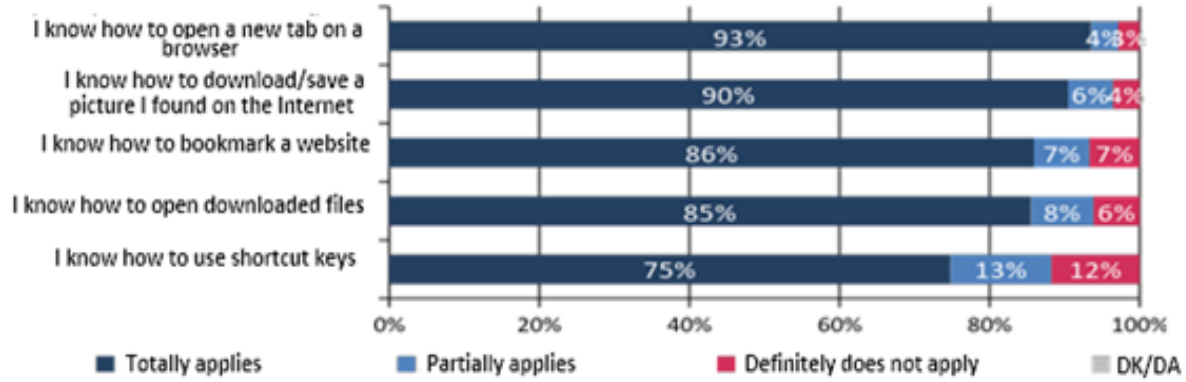


Total (N) = 1,106
Question: *Using the same scale, which option applies best to your use of the internet in relation to the following statements?*

Among the sources of information to learn about the use of the internet, the adolescents surveyed mentioned IT lessons, their peers (friends and classmates) and information posted on the web (such as tutorials), while the topics they are most interested in learning about are related to the available tools to improve web searches, photo and video editing and the use of social media.

At least 9 out of 10 interviewees said they know how to open a new tab in the browser, and how to download or save a photo they found on the internet. Eighty-six per cent (86%) said they know how to bookmark a webpage and 85% know how to open the files they download.

Figure 16: Agreement with statements about internet use, Part 3, 2015



Total (N) = 1,106
Question: *Using the same scale, which option applies best to your use of the internet in relation to the following statements?*

Self-perception regarding knowledge of the internet

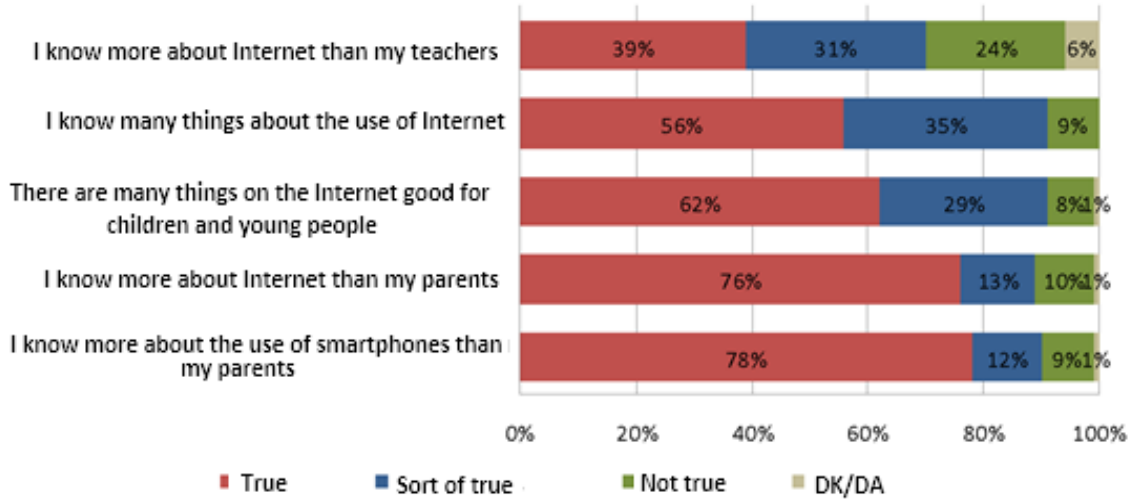
In general, the abstract self-evaluation of their online skills was very heterogeneous: some say they know a lot while others think they know nothing. However, although not systematically, there is a generalised perception of the generation gap between adolescents

and adults with reference to digital skills. In this sense, adolescents grow accompanied by digital technology and they know enough to live in a world where certain **knowledge of the internet and social media is essential in the socialisation process**.

Thus, the dyad knowing/not-knowing has some similarities with the dyad young/adult. For adolescents, their peers and others from similar generations are the most knowledgeable, although specialised teachers are an exception (although relative) to this rule. Under the same scheme, some teachers know more than parents, fathers know more than mothers, and grandparents know less than any of the parents.

In fact, **nine out of ten adolescents said it is true or fairly true that they know more about smartphones and the internet than their parents**. Besides, 89% said it is true or fairly true that many things on the internet are good for children and adolescents of their age, and a similar proportion said it is true or fairly true that they know lots of things about the use of the internet. Finally, 70% agreed (true or fairly true) that they know more about the internet than their teachers.

Figure 17: Self-perception on their knowledge of the internet, 2015



Total (N) = 1,106

Question: *Now I'm going to read some phrases. Please, tell me if each of these phrases is true, fairly true or not true for you.*

The adolescents surveyed said they teach various skills to their less skilled parents and grandparents and other relatives, such as how to use mobile phone applications, social media and the use of WhatsApp.

The parents admit that they have a low level of knowledge of the internet and have difficulties learning and keeping updated. With the exception of professionals in the area or those parents who said they are informed about new technologies ("I think I can keep up with my three children", father of children aged 15–17; SES C1/C2), most said that their children know more than them, and keep them updated and learn faster. Thus, they see themselves as an intermediate generation between one that virtually did not see the development of the web (their parents) and another that was born when it was already booming.

"They are practicing 24 hours a day." (Parents of children aged 15–17, SES C1/C2)

"In general? [I know] much less than they do." (Parents of children aged 13–14, SES C1/C2)

"I don't feel like [learning] … and I don't like it either." (Parents of children aged 13–14, SES C3/D1)

Risks

What is the internet? Potentialities and risks

For boys and girls, the internet is a multiplicity of things. On the one hand, it is the place where they socialise by contacting others and constantly being informed of what they are doing. It is also **instant, rapid, safe and easy communication**, and the place with unrestricted access to information. It is a source of knowledge and entertainment and it connects very distant points:

"Being in contact with the others all the time; knowing what the others are doing." (Boy, 15–17, C1/C2)

"You can contact somebody who is far away over Skype or a video call." (Girl, 13–14, C3/D1)

The adolescents surveyed said **they find it hard to imagine a world without the internet**, and if they did, that world would have many negatives: it would be boring, slow, with less information and fewer spaces to socialise. As a positive aspect, they indicated that there would be more face-to-face contacts.

With reference to the problems brought about by the internet, adolescents associated them with its excessive use. As they explained, there are communication problems as a result of less frequent face-to-face meetings. They also identified problems in the availability of information without controls or restrictions, and said they experienced a feeling of privacy loss. Finally, the issue of excessive use of the internet was described as a problem close to addiction.

Parents consider it a useful tool, with its pros and cons, which involves increasingly more aspects of social life. They recognise it has a specific meaning for their children, to the extent that they said it is their children's *whole life*, because they were born with the internet and can't live without it. According to them, the internet gives them access to information, tools to study, contact channels to communicate with friends and relatives who live far away, entertainment, socialising and connecting with peers, and a way of being permanently in contact with them.

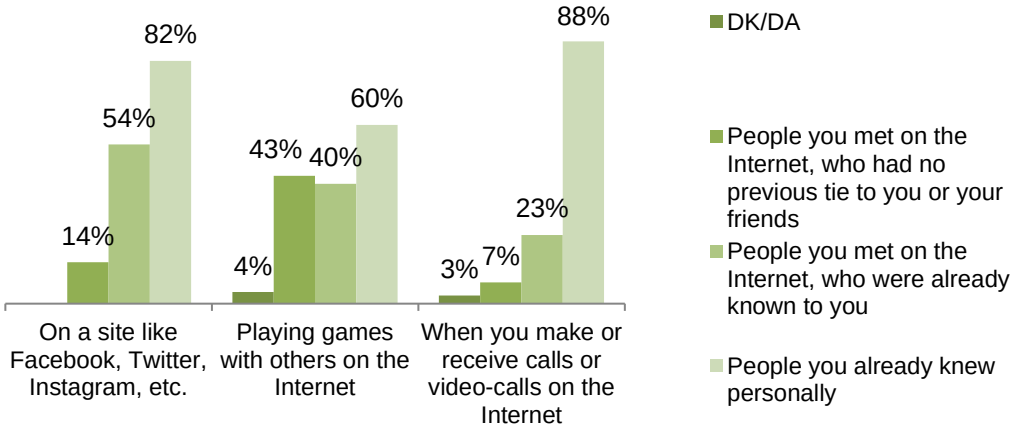
When asked about the risks and problems on the internet, adults tended to agree with adolescents. They mentioned loss of privacy, given the excess of personal and family information posted on the web.

Contact with people over the internet

Eighty-two per cent (82%) of the interviewees make contact on the internet with people they already know personally, 60% while playing online and 88% when they make or receive calls or video calls.

When adolescents play online, 43% contact people they met on the internet without having any previous connection. This goes down to 14% when boys and girls use social media and 7% when they make or receive calls or video calls.

Figure 18: Contact with people over the internet, 2015



Facebook, Twitter, Instagram, etc. (N) = 1,057; Playing games (N) = 408; Make or receive calls on the internet (N) = 255
***Question:** For all these things you've done on the internet, please tell me what kind of people you got in contact with in each case. For example, have you been in contact with: People you already knew in person; People you met online, but who were already friends of your friends; People you met online and had no previous link to you or your friends?*

With respect to gender differences, in general boys accept all requests by 6 percentage points more than girls. Eighty-nine per cent (89%) of the girls accept friend requests from people they know to some degree or with whom they have friends in common, and this proportion goes down to 83% among boys. Thus, according to the research data, boys tend to be less thorough in their reviews of friend requests from new people, particularly from females. Girls do just the opposite: they are more cautious if the request comes from a male.

As to age, the majority in both groups only accept requests from people they know or with whom they have friends in common (76% in the 13–15 group and 79% in the 16–18 group). However, there is a difference of 9 percentage points in favour of the 13–15 group in the category 'I accepted only if I knew them'; the types of family controls in both age groups might be key to understanding this difference.

The low prevalence of those who accepted all friend requests without discrimination is related to the need to evaluate each request following some criteria. First, the adolescents say they verify the profile picture of the sender and check that the same person appears in other requests published in the profile; second, they analyse the sender's list of contacts to find friends in common; and finally, they verify it is a true profile through indicators such as the number of friends and the date when the account was opened.

There are also exceptions to the rule based on how '*farándula*'[32] (popular) the sender is, that is, how many contacts he/she has.

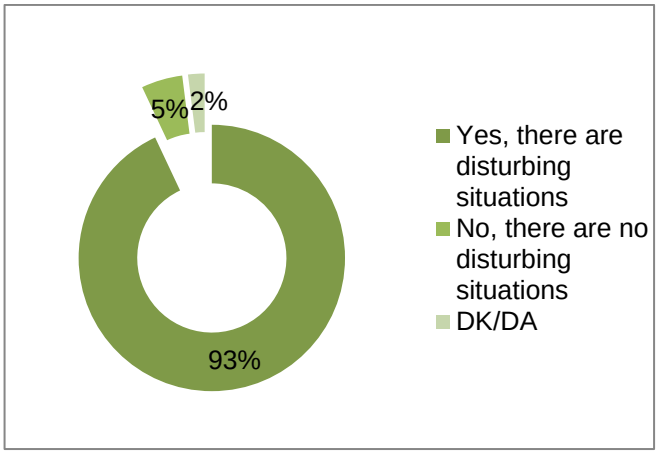
Most parents said they gave advice to their children on the best criteria to determine whether to accept a new contact on social media. These include: accept requests only from people they know, verify the profile picture, accept people of their age and do not provide personal and family information to strangers, among others.

A common concern among parents is related to closed groups on sites like Facebook – to which obviously they have no access – since those criteria do not apply in these cases, and their children are exposed to contacts with new people, even if their profile is private.

Existence of disturbing content for adolescents on the internet

More than 9 out of 10 interviewees (93%) agreed that there are things on the internet that may be disturbing for them, while 5% said there are no such things on the internet.

Figure 19: Perception on the existence of potentially disturbing situations on the internet, 2015



Total (N) = 1,106

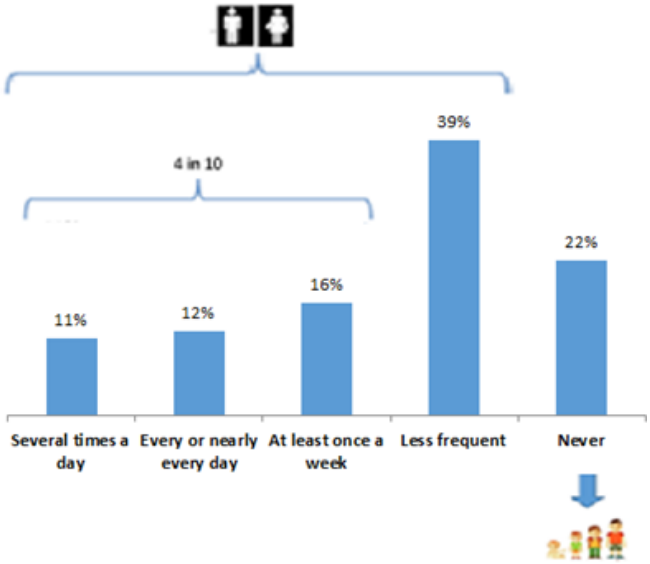
Question: *Do you think there are things on the internet that may disturb children or adolescents your age in any way? I mean any situation that can make children or adolescents feel upset, discriminated, angry or scared.*

Negative experiences on the internet in the last year

In total, 8 out of 10 have experienced a negative situation on the internet. Four out of ten adolescents interviewed had negative experiences quite often in the last year: 11% several times a day, 12% every day or almost every day and 16% suffered negative experiences on a weekly basis. Another 39% experienced disturbing situations in the last year, although not as often as once a week, and 22% of adolescents stated that they have not experienced this type of situations in the last year.

[32] The term used for individuals with many contacts on social networks or who are famous in some way.

Figure 20: Percentage of negative experiences on the internet in the last 12 months, 2015



Total (N) = 1,106
***Question:** In the last 12 months, how many times did you see or experience a disturbing situation on the internet? Any situation that made you feel uncomfortable, angry or that you felt you shouldn't have seen?*

As regards gender, boys experienced 8 percentage points less negative experiences than girls. Some 26% of adolescents aged 13 to 15 never had any negative experiences, a figure that exceeds that of the 16–18 age group by 8 percentage points.

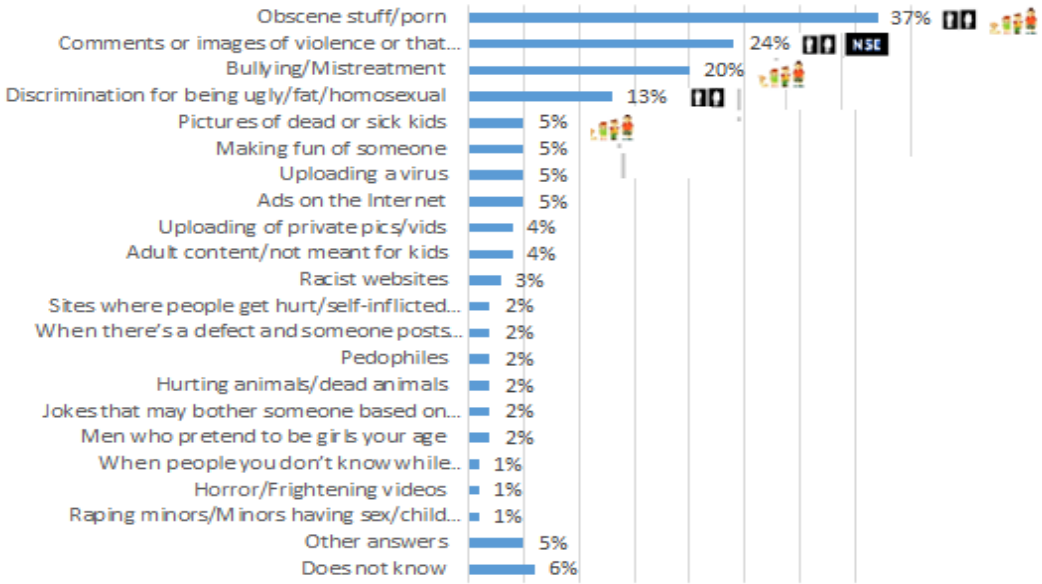
Details of disturbing situations on the internet

Among the things that may disturb them on the internet, adolescents spontaneously mention exposure to obscene stuff/pornography (37%), comments or images of violence or that promote violence (24%), bullying or mistreatment (20%) and discrimination for several reasons (13%). In focus groups, however, cyberbullying is the most mentioned negative experience, although not in first person. To a lesser extent, reference is also made to other specific forms of discrimination. In their account, both harassment as well as identity theft constitute the two most important concerns for both boys and girls.

Girls state that obscene stuff or pornography could bother or upset people of their age, more in proportion than boys (42% more). Finally, comments or images of violence come next, with a difference of 7 percentage points.

As for age, obscene stuff remains the main annoyance mentioned. In this case, those in the 16–18 age group refer to it as a negative situation, 21 percentage points more than the youngest group. In the case of mistreatment, the youngest point to it as their main concern (the older group mentions it 14% less than the youngest).

Figure 21: Types of disturbing situations that may be experienced on the internet, 2015



Total (N) = 1,106
***Question:** I would like you to tell me in your own words what things on the internet you think could disturb or upset people your age.*

People they consulted after facing negative experiences

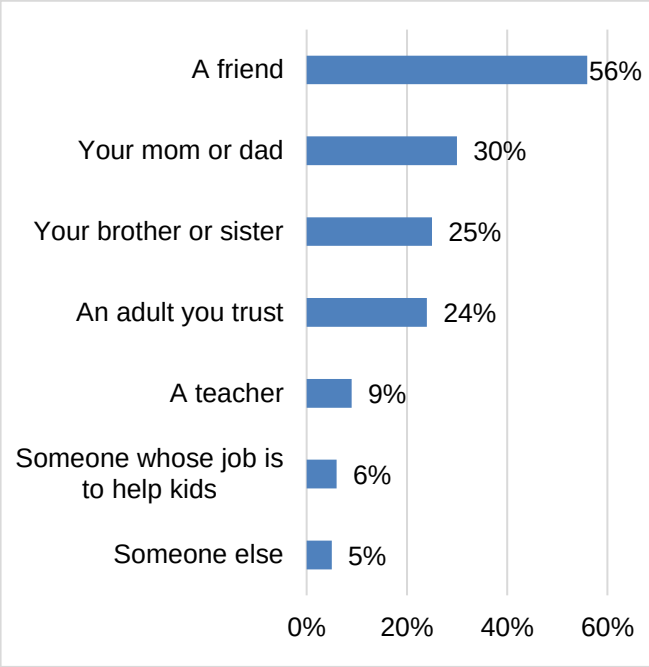
Some 56% of adolescents interviewed concluded that when they have seen or experienced a disturbing situation on the internet, they have shared this with a friend.

"Perhaps I share it with a friend or my cousins, but I wouldn't tell my mom as she may get scared." (Girl, 13–14, SES C1/C2)

Some 30% share the situation with one parent, 25% with a sibling, 24% with a trusted adult and 9% with a teacher. In the focus groups, siblings are mentioned more often than parents on the grounds that they trust them more and also know more about the topic.

Adolescents said they resorted to their parents especially in more serious situations: boys resort to their fathers mostly, whereas girls to their mothers.

Figure 22: People they consulted after negative experiences, 2015

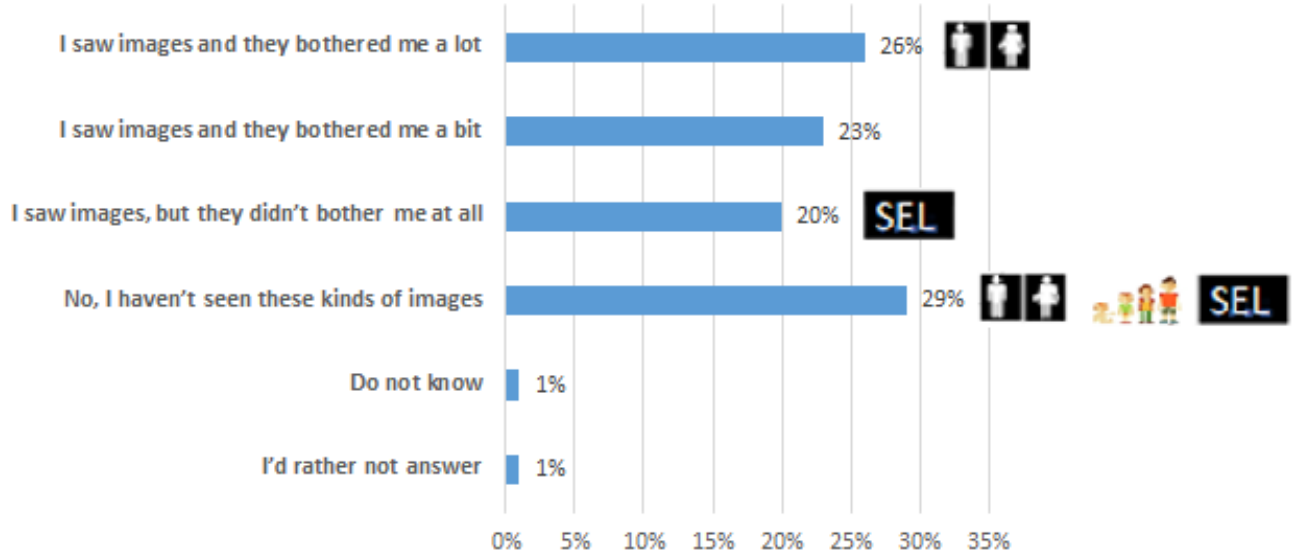


Total (N) = 1,106
***Question:** If you have seen or experienced anything on the internet that disturbed you in any way, did you share this with anyone? For example, you shared it with…*

Access to images of sexual content

Almost 7 out of 10 interviewees (69%) saw images of a sexual nature on the internet in the past 12 months: 26% said they saw images and were very upset, 23% claimed they saw images and were a bit upset, and 20% said they saw images but were not upset at all. By contrast, 29% of interviewees did not see these types of images.

Figure 23: Access to images of sexual content, 2015



Total (N) = 1,106
Question: *In the last 12 months, you have probably seen lots of different images on the internet. Sometimes these may have been images of sexual content. Have you seen these kinds of images? If so, how did this disturb you? Would you say that…*

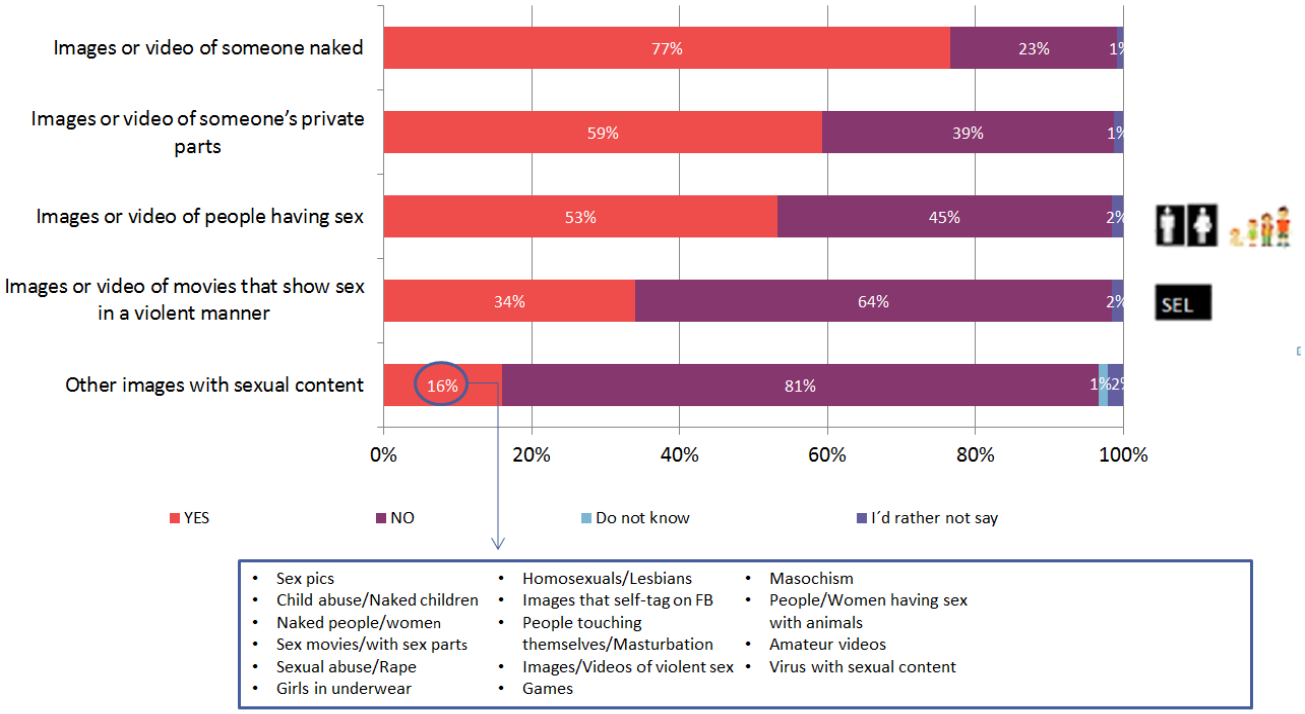
A greater proportion of girls was identified in the categories related to 'watching images with sexual content and feeling very much upset' and 'not seeing this type of images'. These two categories combined account for 64% of adolescents. The same categories for boys add up to 46%. For their part, boys who claimed to have seen this type of images but were not upset at all represent 28% of this population, 16 percentage points more than girls. Therefore, **the images of sexual content seem to be better tolerated by boys than by girls**.

As regards age, the most notable difference is among those who have not seen this type of image with a 9 percentage point gap between the 13–15 age group and the 16–18 age group.

Images of sexual content viewed

Seven out of ten interviewees claimed to have seen images or videos of sexual content. Of them, three-quarters saw images or videos of someone naked, three out of five saw images or videos of someone's private parts, and one out of two saw images or videos of people having sex.

Figure 24: Types of images with sexual content they had access to, 2015



Saw images of sexual content (N) = 762
Question: *Did you experience any of these things in the last 12 months?*

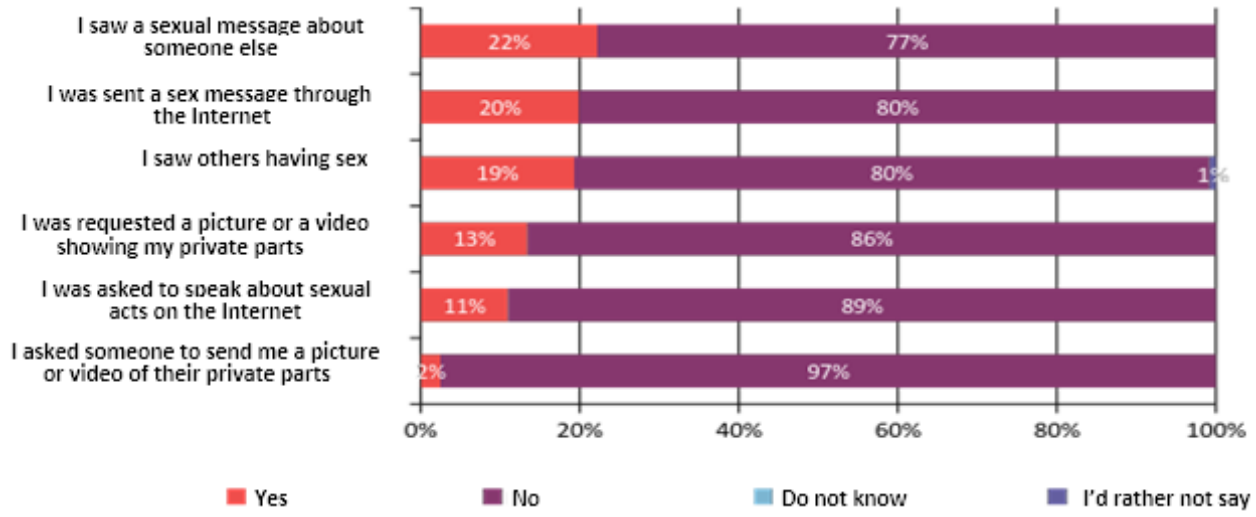
Boys have seen images or videos of people having sex in a proportion of 8 percentage points more than girls. As for age, adolescents aged 16–18 have seen them most (13 percentage points more than those of the younger age group).

Twenty-two out of 100 interviewees saw sexual messages about someone else, and 2 out of 10 were sent a sexual message through the internet.

However, only 2% of interviewees declared that they have asked someone to send them a picture or video of their private parts.

Experienced situations

Figure 25: Situations experienced on the internet, 2015

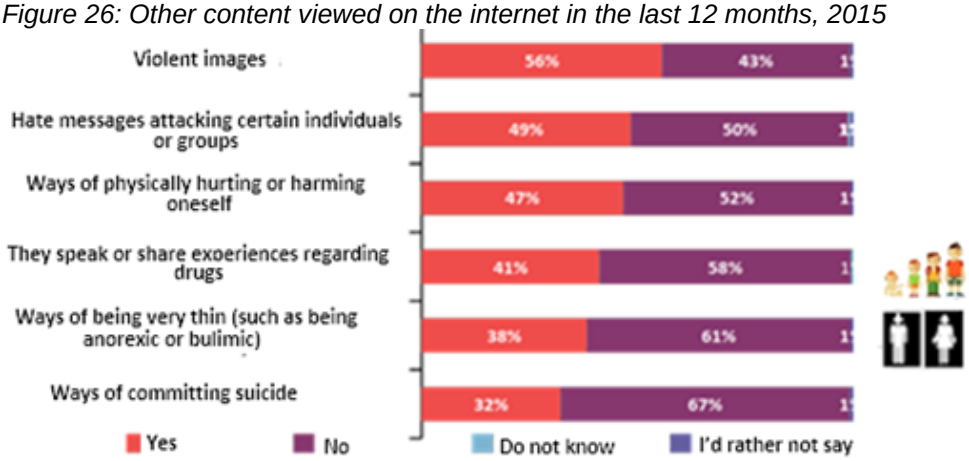


Total (N) = 1,106
Question: *Did you experience any of these situations in the last 12 months?*

Other content viewed on the internet in the last 12 months

Some 56% of interviewees stated that they saw violent images on the internet, 49% saw hate messages attacking certain individuals or groups, 47% saw ways of physically hurting or harming oneself, 41% saw content related to drugs, 38% related to anorexia and/or bulimia, and 32% saw ways of committing suicide.

Figure 26: Other content viewed on the internet in the last 12 months, 2015



Total (N) = 1,106
***Question:** In the last 12 months, did you visit any websites were people talked about the following issues...?*

Almost half of the girls interviewed (47%) watched sites where people speak about ways to be very slim (such as being anorexic or bulimic). In the case of boys, the figure is lower (17 percentage points lower).

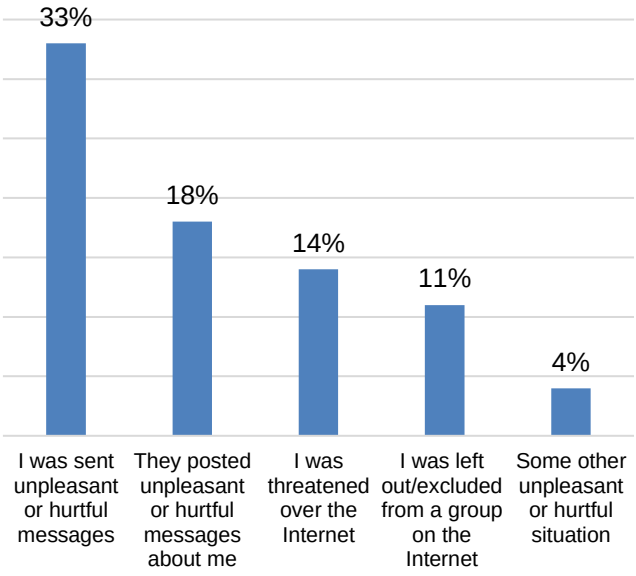
One out of two adolescents aged 16–18 watched sites where people speak or share experiences about using drugs, 15 percentage points more than those aged 13–15.

A total of 32% of interviewees stated that they have seen content on ways of committing suicide. Although no substantial differences are found in terms of context variables, as to gender, girls account for 2 points more; in terms of age, the 16–18 group represent 1 point more.

Types of negative experiences on the internet

One out of three interviewees stated having been sent unpleasant or hurtful messages through the internet in the past 12 months. Some 18% said that unpleasant or hurtful messages about them were posted on platforms where others could see them, 14% stated that they were threatened over the internet, and 11% said that they were left out or excluded from a group on the internet. Some 36% of girls expressed they were sent unpleasant or hurtful messages, 6 percentage points more than boys.

Figure 27: Types of negative experiences on the internet, 2015



Total (N) = 1,106
***Question:** Did you experience any of these things in the last 12 months?*

In relation to unpleasant or hurtful messages, some of the modalities mentioned by the adolescents interviewed included: attacking a member of the school's WhatsApp group or on the Twitter account,

creating fake profiles to attack someone or give negative opinions, and negative comments on Instagram. In their own words:

"I've seen school's WhatsApp groups where a member is attacked; sometimes I said we shouldn't talk about that person, but everyone would talk about him or her anyway on WhatsApp." (Girl, 15–17, SES C3/D1)

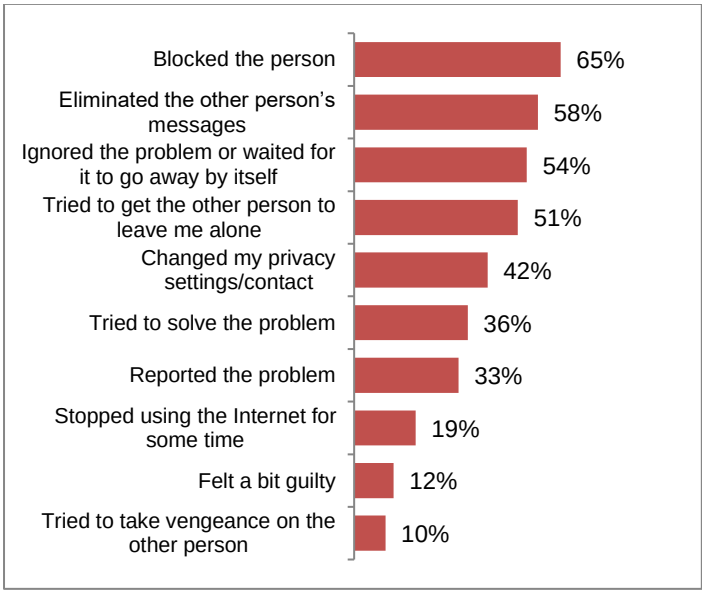
"It also happened to me at school – a fake profile. An anonymous profile with a fake name that uploads pictures and insults you just to piss you off." (Boy, 13–14, SES C1/C2)

"Everyone started teasing and playing jokes on a boy. He ended up leaving the group." (Boy, 13–14, SES C1/C2)

Actions taken against negative experiences on the internet

The adolescents who went through negative experiences on the internet took the following actions: block the person (65%), delete his/her messages (58%), ignore the problem (54%), and try to make the person leave him/her alone (51%), among others. Only 10% stated they tried to get revenge, 12% claimed to have felt a little guilty, and 19% said they stopped using the internet for a while. In general, mechanisms offered by the internet itself are used to solve the problem.

Figure 28: Actions taken after negative experiences on the internet, 2015



Total (N) = 1,106
***Question:** If you saw or experienced anything on the internet that disturbed you in any way, did you take any of these actions?*

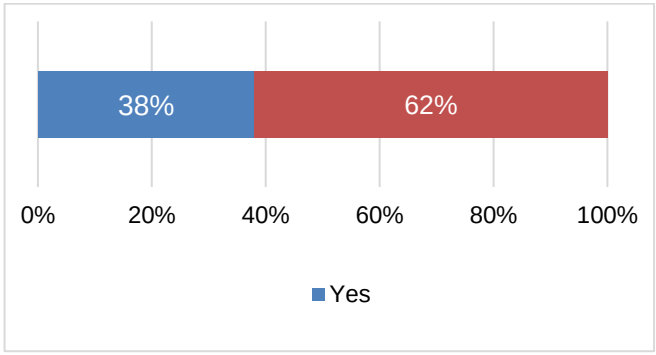
Messages from new people are a recurrent issue among adolescents, who take some precautions to avoid problems. In their own words:

"I was once received 'hello' by an old guy I didn't know; I saw his picture on WhatsApp. I never answered. When the person is not on your contact list, you can report or block him/her." (boy, 15–17, SES C1/C2)

Meeting new people over the internet

In the past 12 months, almost 4 out of 10 interviewees (38%) met face-to-face with a person they first got to know over the internet.

Figure 29: Meeting new people over the internet in the last year, 2015



Total (N) = 1,106
***Question:** In the last 12 months, did you meet in person anyone who you had first met over the internet?*

In the last year, 44% of boys met someone face-to-face after first contacting the person over the internet. In the case of girls, this situation occurs to a lesser extent, but 33% claim to have had such experience.

Many adolescents stated they get to know people through social media, although not all of them finally meet face-to-face with a person exclusively known in this manner. Those who finally meet the person generally follow the same precautions when attending the encounter: most state they only agree to meet in certain areas, particularly near their place of residence. They also prefer public places full of people and in the daytime. Many with some company: some with their parents and others with their friends.

Another experience that was mentioned **as a way of meeting people through social media is 'group meetings', i.e., people who share the same interests and agree on a meeting point**.

Vulnerabilities and protective (enabling) factors

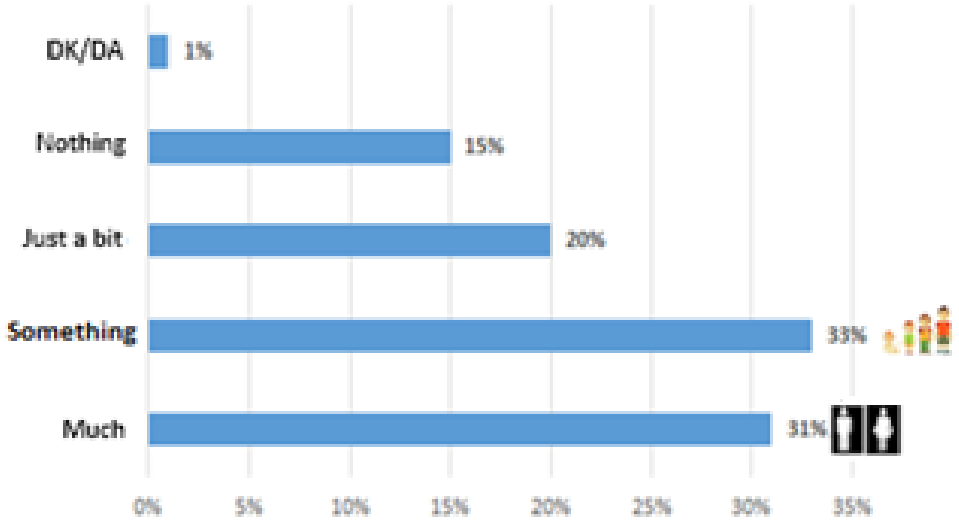
Knowledge of family about his/her internet surfing habits

Around 31% of adolescents interviewed believe that their family knows much about what they do online; 33% think they know something about their activity; around 20% believe they know a bit; and 15% consider that their family knows nothing about their internet habits. In other words, almost 70% of boys and girls believe their parents know something or nothing about their activities on the internet.

When asked, parents indicate that they have some type of information on the activities their children perform on Facebook. However, the main problem observed is that they fully ignore the dynamics of other social media. Thus, when asked about the activities of their children in other social media such as Instagram, they appear puzzled in spite of their perception of having firm control over their children's activity on Facebook:

"I have everything under control on Facebook, but on Instagram … well … it came about only recently and it's like … well … actually, I did not want to create a profile just to follow my daughter, but I will have to, I guess." (Parents of adolescents aged 13–14, SES C3/D1)

Figure 30: Knowledge of family about his/her internet surfing habits, 2015



Total (N) = 1,106
***Question:** How much do you believe your family knows about what you do online? Would you say they know much, something, just a bit or nothing? Think of the member of your family who knows the most.*

As regards gender differences, 37% of girls think that their family knows much about what they do on the internet. As for boys, only a quarter (26%) believe that their family knows much about their internet activity. In terms of age variables, the largest difference is found among those who think their family knows something about their internet surfing habits: 8 percentage points more than the lower age group.

Types of family activities related to internet use

Three out of five adolescents interviewed affirmed that **a family member talks with them about what they do on the internet**, although only sporadically (especially when a problem arises). Adolescents underestimate the need for dialogue – a more visible perception among boys – either because they think their parents focus on basic teachings they already know or that they can contribute little as they know

even less than they do.

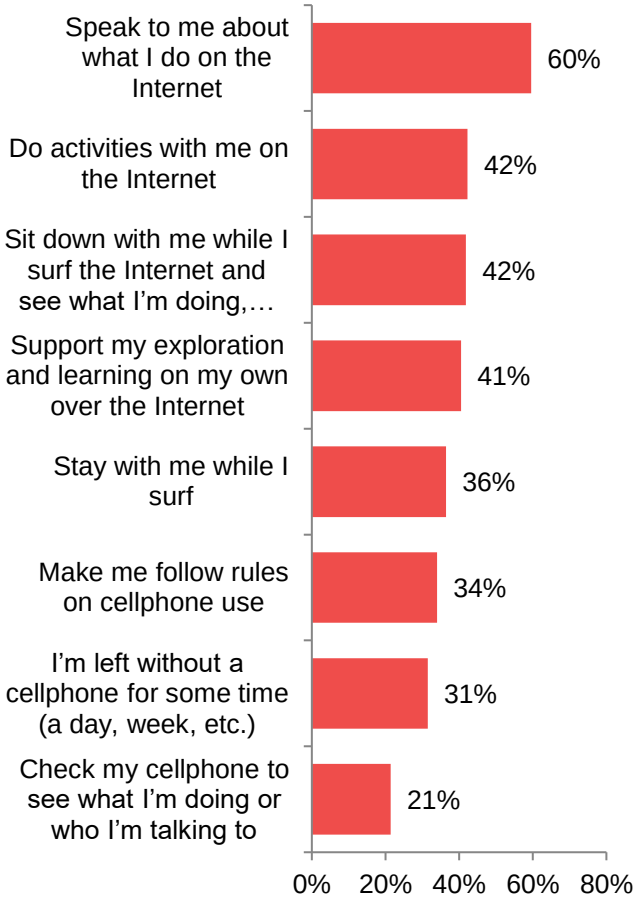
Parents agree that this is an important activity to share with their children on a daily basis. They say that usually what triggers a discussion on a matter is an event that has taken place in school or has come up on TV. The main piece of advice they give are recommendations such as not speaking with new people, setting up their profile as private, not giving out private information in social media, and not sharing passwords.

Likewise, 34% of adolescents said that their parents make them follow some rules on the use of their mobile phone, 31% are taken away their mobile phones for some time, and 21% say their parents check their phone to see what they are doing and whom they are speaking with. Regarding the latter, several parents talked about the idea of 'being on top' and watching closely what their children do, while others stated the need to trust their children. Others believed that it was also necessary to closely control their activity on the internet.

"The question is to be there, more than anything else. Being there, a bit on top of them. Checking what they are doing."

"Of course, yes. My wife grabs his/her phone from time to time." (Parents of children or adolescents aged 13–14, SES C3/D1)

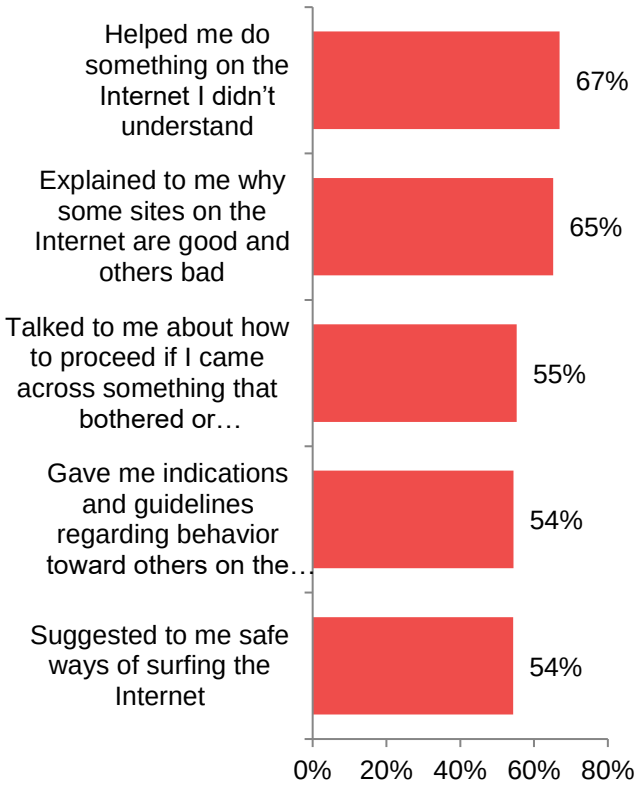
Figure 31: Family activities related to internet use, 2015



Total (N) = 1,106
Question: Now I'm going to read a series of phrases and I would like you to tell me if they are applicable to you. Sometimes, a family member...

Likewise, 67% of adolescents said that at least one of their family members helped them do something they did not understand; 65% said they were explained why some internet sites are good and others are bad; and 55% that they were told how they should proceed if they found something in the internet that upset or discriminated against them in any way.

Figure 32: Family activities related to internet use, Part 2, 2015



Total (N) = 1,106

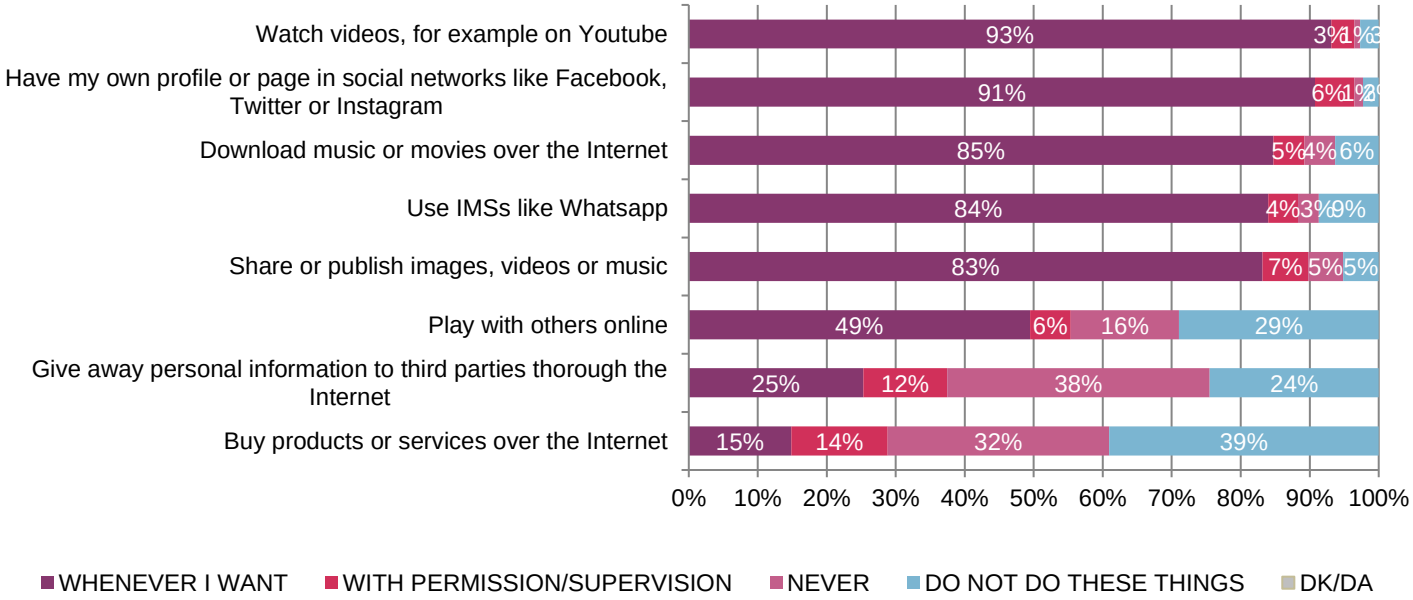
Question: *Please tell me for each of the following phrases that are applicable to you. 'At least one of my family members…'*

Permission for activities

As high as 85 out of 100 interviewees affirmed that they download music or movies from the internet whenever they want, 5 out of 100 do it with the permission or supervision of their family, 4 out of 100 are never allowed to do it and 6 out of 100 never do it.

In relation to having a profile of their own on social media, 91 out of 100 interviewees stated that their family let them do it whenever they want, 6 out of 100 do it with permission or supervision, 1 out of 100 are never allowed and 2 out of 100 never do it.

Figure 33: Permission for activities on the internet, 2015



Total (N) = 1,106

Question: *Please tell me if your family CURRENTLY allows you to perform each of the following activities whenever you want, with their permission or supervision or NEVER allow you do them.*

Level of non-compliance with family recommendations

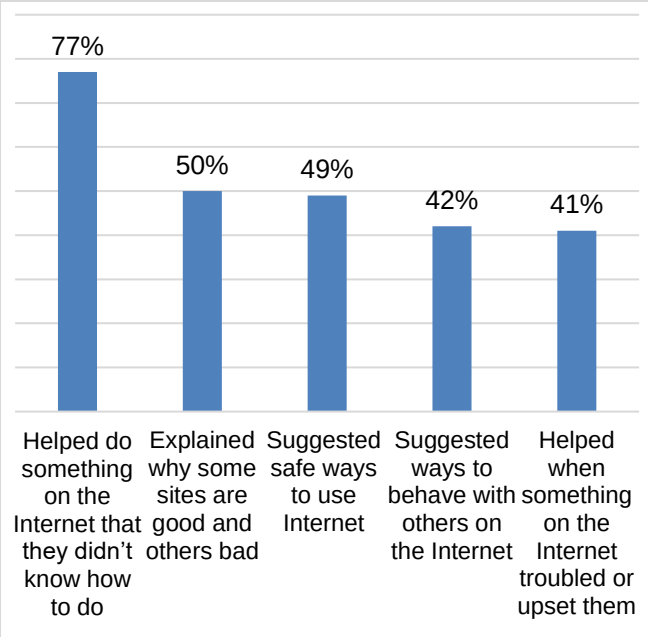
Half of the interviewees admitted that they ignored some recommendations or indications given by their family members from time to time: 11% stated that they do it a lot and 39% do it a bit. Adolescents indicated that they usually did not respect limits if they considered them to be excessive and, above all, if they perceived that they restricted their privacy too much.

Finally, 41% said they did not ignore family recommendations and 9% pointed out that they did not receive any indications or guidance from their family.

The role of friends

Almost eight out of ten (77%) adolescents interviewed stated that a friend had helped them do something they did not know on the internet. Fifty per cent of the interviewees said that a friend had explained why some sites are good and others are bad; 49% had been suggested safe ways to use the internet; 42% had been suggested ways to behave with others on the internet; and 41% had been helped when something on the internet troubled or upset them.

Figure 34: Type of activities carried out by friends, 2015



Total (N) = 1,106
***Question:** Have any of your friends done any of the following things? Please, answer 'yes' or 'no' to each of the following options.*

Sharing with peers their knowledge on the internet is common in everyday relationships. It is part of their socialising process, to the extent that speaking with friends about content uploaded on the web or social networks is the ultimate goal of uploading, posting or sharing news, photos or videos, among others.

"About social media. Type: 'Hey, take a look at this site or who added you to it.' Things like that." (Boy, 15–17, SES C1/C2)

"I tell him/her: 'I watched this or that video, take a look at it. Did you see the last picture posted by such and such?" (Girl, 15–17, SES C1/C2)

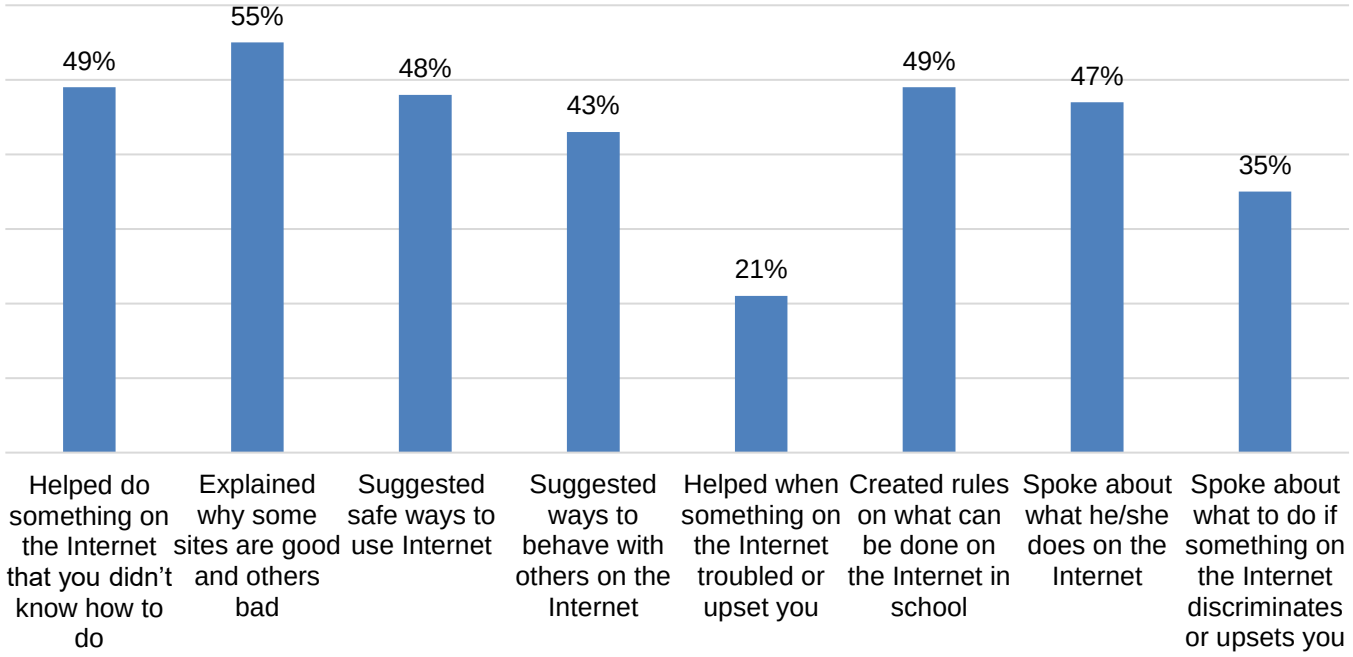
"A friend of mine taught me how to use Instagram." (Girl, 15–17, SES C1/C2)

The role of teachers

Regarding the role of teachers, 55% of interviewees stated that they received some explanation from a teacher on why sites are good or bad; 49% stated that a teacher had helped them do something on the internet they did not know before; 49% said that a teacher created rules on what can be done on the internet in school; 48% received suggestions on how to safely use the internet; 47% indicated that a teacher spoke about what he/she did on the internet; and 43% said that a teacher had suggested ways to behave on the internet. Only 21% of interviewees got some help when they felt upset or disturbed, and around 35% were taught what to do when coming across something upsetting or discriminatory. In these two categories, there is a relatively low incidence of teachers' involvement.

This shows that adolescents interviewed underestimate the contribution of teachers, especially because they think they know less than themselves on technology use, except for those teachers who specialised on ICTs or younger teachers.

Figure 35: Type of activities carried out by teachers, 2015



Total (N) = 1,106
***Question:** Have any of the adolescents in your school done any of the following things? Please answer 'yes' or 'no' to each option.*

The research process

A summary of the main characteristics of the research process is provided below.

Characteristics of the research process

Key features include:

1) The design of the survey was based on the EU Kids online toolkit and the GKO Brazil instruments, since the GKO toolkit was not finalised when the research took place. For the focus group the GKO guidelines were used.

2) For this project, three collection instruments with their appropriate management techniques were adapted:

- Closed-ended questionnaire targeted at children and adolescents aged 13–18 who are internet users, conducted face-to-face.
- A guide with open-ended questions targeted at children and adolescents aged 13–17 who are internet users, managed in a group modality using face-to-face focus groups.
- A guide with open-ended questions targeted at parents of children and adolescents aged 13–17 who are internet users, managed in a group modality using face-to-face focus groups.

3) A pilot test of the data collection instruments was implemented to check the understanding of interviewees and their reactions to the questions.

4) Questions on the same subjects were introduced in both the survey and the focus groups to obtain supplementary information from the contributions of both the quantitative and qualitative studies.

5) Data processing and analysis of information was gathered. The results were classified according to the different interrelated dimensions of analysis:

- Access and opportunities: how they access, where and using what devices.
- Use and skills: what they do when they go online, what they know to do, their skills and knowledge.
- Risks: what problems or challenges they come across on the internet, what negative experiences they perceive and how they respond to them.

- Vulnerability and protection: what role the family, friends, classmates, teachers and the community play; what supervision and recommendations are made.

Table 1: Comparative description of the main components of the combined research programme's design and implementation

Characteristics	Quantitative project	Qualitative project
Sample	National sample of children and adolescents, internet users, in large urban centres (+500,000 inhabitants), including the largest cities of the Northeast regions (NEA) and Patagonia, to expand the geographic reach to all the regions in the country. The number of cases was allocated based on the proportionate weight of each region in the universe and a minimum of 100 cases per region.	Criteria-based or theoretical sampling. • In the case of adolescents, the criteria used were: internet users, gender, age, SES. • In the case of parents interviewed, the criteria used were: parents of internet-user children, gender, age of their children and SES.
Effective cases	1,106 children and adolescents aged 13–18	92 people: 60 children and adolescents aged 13–17 32 fathers and mothers aged 39–53
Data collection	Face-to-face interviews in the interviewees' homes	Focus groups in Gesell Chamber with 7 or 8 participants in each group, a moderator and non-participating observers: • 8 focus groups of children and adolescents aged 13–17 • 4 focus groups of parents • 1 moderator per group and 1 or 2 observers
Field data logging	Paper-based questionnaire	Recording on videotape and by non-participating observers
Fieldwork	October 2015	February/March 2016.
Data processing and analysis	November 2015	March 2016
Results submission and report	December 2015	March 2016
Final reports	May 2016	May 2016

6) Some specific characteristics of the quantitative design:

The sample of the survey was segmented by gender (boys or girls), by age (13–15 and 16–18) and by SES (high, medium or low), so as to study possible differences in the responses of the various groups.

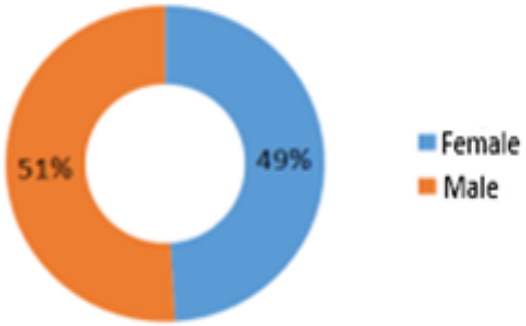
The variable SES is a standard measure used for studies in Argentina. The one involved in the GKO Argentina project come from a consensus standardisation between three specialised organisations in this topic: Argentina Society of Marketing Research (SAIMO), with the collaboration of the Corporate Chamber of Social Research and Argentina Marketing Association. Development criteria: (a) built with the traditional concept of household consumption capacity; (b) based on the information of the Permanent Household Survey (EPH, the national and urban household survey) for its reliability, size and scope; (c) all social and cultural variables indicative of the household social positions that are available in the EPH; (d) seeks the maximum possible simplicity for field use in any interview situation; and (e) seeks an indicator applicable in the near future, which easily demarcates each level, comparable with earlier versions and with other countries, splicing feasible to official statistics.

As a first step in building standards, regarding terminology, the option for the classic segments was agreed: AB, C1, C2, C3, D1, D2, E. The SES was built from the synthesis of a set of variables, taking into account: work activity condition, occupational category, inactivity category, labour hierarchy, occupational qualification, labour intensity, education level, size of company or organisation, medical coverage, and the comparison between contributor relationship and total number of household members.

This has resulted in the following groups: (a) the low SES is associated with a low-scoring mainstay, unemployed or low-quality employment (as an employee or as self-employed performing unskilled tasks), and low education or without education; (b) the average SES, with medium or high levels of education, and technical or technical professional occupation qualification; and (c) the high SES is associated with a main breadwinner with postgraduate or university education, and professional occupation qualification, SME company heads, big company intermediate heads or full employed independent professional.

The quantitative study showed a grouping into three levels, high, medium and low, following the description above. For the qualitative study representatives were elected from two socioeconomic groups (high and low). Thus, low SES includes the low and medium-low sectors (D1 and C3 respectively) and high, the high and medium-high sectors (C1 and C2 respectively).

Figure 36: Sample characteristics according to gender, 2015



Total (N) = 1,106

Figure 37: Sample characteristics according to age ranges, 2015

Total (N) = 1,106

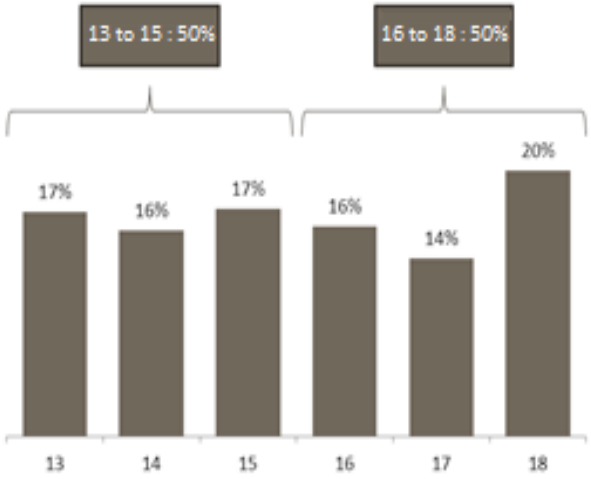
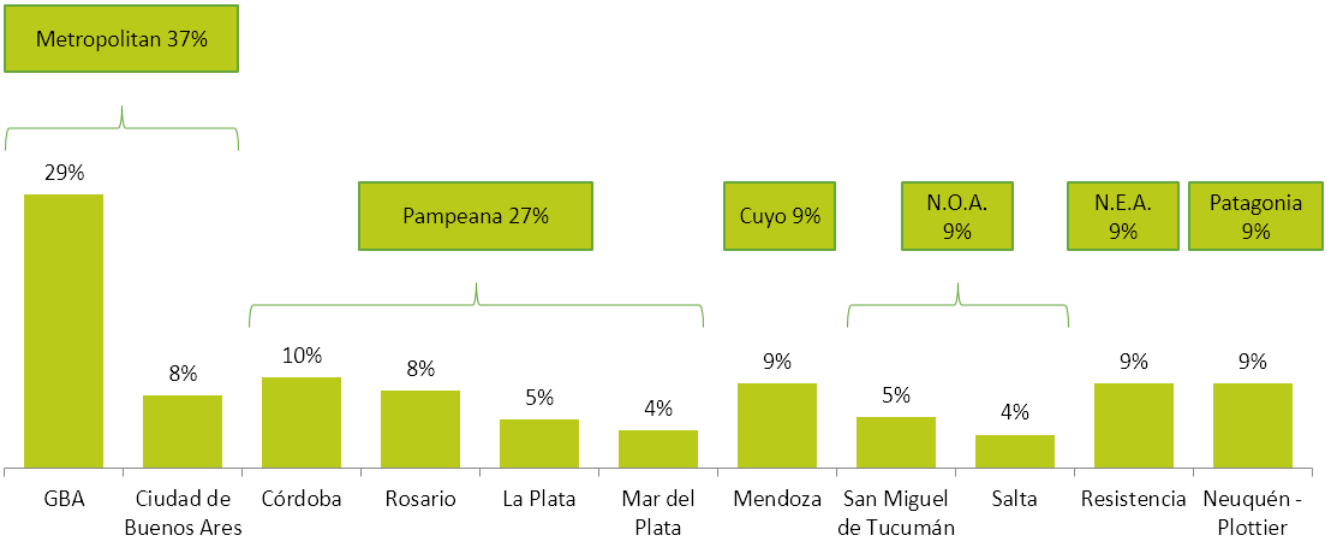


Figure 38: Sample characteristics according to region, 2015



Total (N) = 1,106

7) Specific characteristics of the qualitative design:

Twelve focus groups with duration of 1 hour and 30 minutes were conducted with the participation of 7 or 8 people in each group, segmented in accordance with two types:

- Adolescents: 8 focus groups of boys and girls aged 13–17, SES D1-C3 and C1-C2, regular internet users, with residence in the metropolitan city of Buenos Aires (AMBA).
- Parents: 4 focus groups of parents of adolescents aged between 13 and 17, SES D1-C3 and C1 C2, regular internet users, with residence in the metropolitan city of Buenos Aires (AMBA).

Changes during the research process

Initially the focus group was only for adolescents, like the survey. However, during the research process, it was decided to add focus groups of parents with the purpose of gaining additional information to supplement and contrast the data gathered from the adolescent groups. We thus surveyed the perception of parents about the relationship between their children and the internet, the risks, vulnerabilities and the value they assign to them.

Research limitations

The design, management and analysis of the research study were carried out in a way to provide the best information possible on the interviewees' use of the internet. Inevitably, as every study has its limitations, these must be considered when interpreting and using the results.

- Sampling: despite all the efforts made to get a good representation of girls and boys from all the country's jurisdictions and to promote wide participation, it is important to recognise that this sample may not have reached adolescents from all provinces. A detail of the sample's territorial breakdown in the quantitative design can be found in the methodological annex. The size of the qualitative sample was larger than recommended by theoretical subject matter experts, to cover the emergence of empirical evidence and saturation point in the analysis. An additional limitation is that the sample was designed about the urban population of cities with over 500,000 inhabitants, not including smaller rural or urban cities. Consider that the rural population in Argentina according to the 2010 census is only 9% of the total population. Additionally, populations like indigenous people, migrants or people living with disabilities were not specifically targeted.
- Limits of data collection instruments: both the

questionnaire and group interview guidelines were adapted to take a period of time (about 30 minutes in the case of the closed-ended questionnaire and 120 minutes for each focus group session) for completion. In both cases, we need to consider that it is usually a challenge to keep the attention of adolescents during the entire interview. In the case of the qualitative design, it was necessary to make decisions during the interview's moderation to reduce the question and prioritise subjects.

Lessons and challenges

The ***methodological strategy*** that guided the study was combined, qualitative and quantitative. For the latter, the implementation of the module was planned for children and adolescents, not for parents. Data collection on children and adolescents and their parents allows a more comprehensive perspective, as it contributes information from variables related to the family environment. Hence, the qualitative study considered as sources of information children and adolescents and parents, inquiring about practices and representations in relation to the subject.

A ***cross-sectional component*** of data collection and analysis was the introduction of the variables of *gender, age group and socio-economic level (SES)*. The use of this perspective of analysis is justified by the possible differences in the characteristics of internet practices by boys and girls, aged 13–15 and 16–18, from low, medium or high SESs.

The project design, which took as its model previous international experiences**,** especially in Europe and the South American region, facilitates the planning and definition of indicators to be surveyed and the methodological development as a whole. It allows knowing and appraising the characteristics of the subject, promoting the:

- availability of methodological recommendations and instruments for the design of the project, the fieldwork process and the processing and analysis of gathered data;
- selection of existing indicators and definition of new ones;
- use and interpretation assigned to the subjects surveyed in the conceptual design of indicators;
- definition of matters that require changes or must be added according to the particular characteristics of the subject in the country among children and adolescents.

It allows learning about the research process – in methodological terms – as a challenge for future studies, in terms of conceptual design of dimensions and indicators to be surveyed as well as the methodological criteria considered in the research design and process.

One of the positive aspects of the research process was to entrust the fieldwork implementation, data processing and analysis to private organisations (consulting firms), as they adapt seamlessly to this type of work by product and assigned time.

CONCLUSIONS, KEY RECOMMENDATIONS AND LOOKING AHEAD

A combined research design with specific characteristics was implemented in Argentina. On the one hand, a quantitative study was conducted in urban centres of more than 500,000 inhabitants across the country, including the largest towns in the northeastern region and Patagonia in order to widen the geographical outreach to all regions, by means of a structured questionnaire targeted at 1,106 adolescents aged 13–18, internet users, with the purpose of learning about their habits and perceptions in relation to their use of ICTs. On the other hand, a qualitative study was also performed, using focus group open-ended questionnaires presented to 60 adolescents aged 13–17, internet users, and to 32 fathers and mothers of adolescents in the same age range, also internet users, with the purpose of learning about the experience of boys and girls on the internet and their parents' perspectives.

In relation to the characteristics of the research methodology used, Argentina opted for two differentiating variables in relation to adolescents' access and use of ICTs: age and gender. These two cut-off variables were selected as the main contextual parameters, both in the quantitative as well as the qualitative approach.

The results of the qualitative and quantitative GKO Argentina revealed findings in the various dimensions under study and the subsequent implications for decision-making on policies.

In the case of the characteristics of **access to the internet and opportunities** derived from it, it must be noted that boys and girls are accessing the web at an increasingly younger age.

In relation to the use of devices to **connect to the internet, children prefer mobile gadgets due to their practicality and portability**, whereas other devices such as desktop PCs or notebooks are used to work or study. Hence, **it is important to ensure children and adolescents' access to devices capable of producing text and content in general**.

The research study shows that the preferred place to connect to the internet is children and adolescents' homes, whether in a shared or private space, compared to public places or connecting 'on the move'. Also, although parents are not the first people with whom they share their problems related to the internet, they are the first who give advice in the event of serious situations. This information reveals **the possibility of family involvement, whether by the adults of reference, siblings or others, in education and risk prevention actions, as well as to encourage a fruitful use of the internet**.

Schools, however, are not mentioned as one of the main places where they like to connect. Some parents and children even state that some schools implement ban measures during the whole or part of the school day. Therefore, it would be important to **promote guidelines for the use of the internet at schools**.

Regarding frequency of use, **more than half of the boys and girls use the internet all the time**, and almost all access the web at least once a day. The research findings call for **new strategies towards digital citizenship**, considering the ubiquitous nature of access and the time children and adolescents spend online, whether due to the dangers entailed and the responsibilities not met (e.g., time to do the homework) or the lower preference given to family, social events, sports and recreational activities.

In terms of **skills and practices, the activities most frequently performed by children and adolescents are the search for things on the web**, mainly through search engines such as Google or Yahoo. In this sense, **it is very important to promote skills related to the search for information, critical assessment, information check, processing and use**.

Another activity mentioned by adolescents is watching videos on platforms such as YouTube, of which some even mention its usefulness for tutorials. It would be important to **explore these tutorials and audiovisual resources as part of training curricula**. Also, the number of boys and girls who make blogs, program a web page or edit content produced by others might also increase. Therefore, it would be advisable to **expand the teaching competences to cover skills related to coding and production of multimedia**

content.

Regardless of the SES and age, almost **all adolescents interviewed confirmed they use social media and have at least one Facebook profile**. In general, 4 out of 10 have more than 1,000 contacts and 6 out of 10 create their profile without the help of relatives or friends. Also, 82% of respondents communicate with their friends using WhatsApp. These channels constitute the primary means of communication of children and adolescents and should be taken into account for awareness-raising initiatives on the use of internet.

A high percentage of **adolescents claim to know more about the use of smartphones or the internet than their parents, perhaps due to the generational gap and the often challenged concept of digital natives**. Parents agree with this perception and admit their difficulty in acceding to reliable sources of information. Therefore, **it would be a good opportunity to launch awareness-raising initiatives for families on the use of the internet and social media that facilitate parental mediation**.

In relation to **risks**, according to the results from this study and other research, it is evident that part of the **socialisation of adolescents presently takes place through the internet**. Various applications and social media platforms represent the vehicle for their way of communicating, looking for information, how they show themselves to society and where they find some entertainment. However, the negative aspects include losing face-to-face contact, creating an addictive use, and the use other people can make of children and adolescents' personal information, easily accessible pornography, violent or harmful content in any way, among others.

As far as risks are concerned, **almost half of respondents set up their social media profile as public,** particularly boys. They express they can be more 'popular' that way. Nevertheless, while some adolescents claim to know people through social platforms or online games, in a few cases do they finally get to a face-to-face meeting with a stranger, and when they do so, they usually go with relatives or friends.

Based on the focus groups carried out with parents, it is remarkable to see how worried they are about the risks posed by the internet and the adoption of preventive measures in that respect. **Most parents claimed to have given advice to their children about the criteria to accept contacts in social media platforms and which information can be provided and which should be restricted. These results also confirm the importance of promoting informational and educational initiatives on digital citizenship and safety to parents.**

Adolescents seem to be aware of some of the threats posed by the internet. They know that certain things online may disturb them; in fact, **most of them admit having had at least one disturbing experience in the past year**, such as watching obscene stuff/porn, images of violence or that promote violence, bullying or discrimination. In response to these negative situations, adolescents usually block the person who causes those situations or delete those types of messages, although some teenagers just ignore the problem whereas others simply stop going online for a while.

Another aspect to highlight is that a considerable number of adolescents confirmed having seen the following content online: violent images, hate messages attacking certain groups or individuals, ways of physically hurting or harming oneself, content related to drugs, anorexia, bulimia and ways of committing suicide.

Undoubtedly, the risks identified by adolescents pose challenges to keep on thinking about the future research agenda and the design of preventive and protective action lines for children and adolescents in the use of the internet. In this sense, the family and school constitute the primary protective environments for adolescents. Therefore, **it is essential to promote public policies on digital coexistence, respecting the rights of all children and adolescents**.

It will also be necessary to **build capacities in the educational sector**, so that they are prepared to deal with the conflicts emerging from the web and that transcend the classroom or vice versa. In addition, it is important to promote the **harmonisation of mechanisms for reporting cases of violence of rights, which may ensure their protection on the internet**. Families should be **endowed with information through awareness-raising initiatives, to allow them to acquire new ways of solving emerging conflicts**. In relation to the promotion of awareness-raising instances, the role of civil society

proves vital, especially through the production and dissemination of outreach campaigns.

According to the results of the study, it is important to pay **special attention to those who are in a situation of greater vulnerability such as children in poor settings**, since social exclusion also causes digital exclusion.

More than half of the adolescents interviewed said that their relatives talk to them sporadically about their activities on the web. Their main recommendations are to avoid talking to new people, setting up a profile on social platforms in such a way that not all their information is public, and avoid giving away personal and sensitive information. In this sense, it is vital to create a national digital literacy programme that promotes the development of digital skills among children and adolescents and sets the standards for the provinces. At the same time, training material about digital citizenship should be produced for teachers, students and families.

The protection framework for children and adolescents by adult role models, based on the results of this research, shows the **need to promote greater participation by the family and the school with respect to the activities that children and adolescents perform online**.

The results also show the importance of **promoting an inter-sectorial approach to digital citizenship that involves different stakeholders in terms of design of strategies for the promotion of good practices on the internet**, information for the parents about current social networks, possible recommendations and tools to cooperate with parental guidance strategies and favouring the digital citizenship of adolescents.

The **role of some stakeholders, whether the public sector, business chambers, private companies, media, academic sector or civil society**, is of paramount importance for the well-being of children and adolescents. These stakeholders have identified some key challenges as regards the protection and promotion of the rights of children and adolescents in relation to their digital citizenship.

Finally, based on the data derived from the quantitative and qualitative research, the current status of policies, plans, programmes, laws and the international evidence, the following aspects are a summary of the **principal recommendations**:

- The promotion of a **comprehensive and inter-sector digital citizenship policy**, which may promote a responsible, safe and effective use of media and ICTs.
- The formulation of a **national digital and media literacy policy as a vital tool for equitable access to information and knowledge**. In this regard, it is fundamental to promote the development of digital skills in children and adolescents, particularly instrumental (operational, basic or functional), information-related (comprehension, browsing, evaluation) and social (communication, self-disclosure, privacy) competences (Sonck et al., 2011).
- The promotion of **more and better training and resources for teachers** on digital citizenship.
- It is important to **consider the age of access to technologies and set up a policy in accordance with each age group**. At the same time, curricular and extra-curricular educational spaces attended by children and adolescents must be considered, including services for early childhood care, primary and secondary school, clubs, integration centres, and libraries, among many others.
- GKO is an international research standard that might be regularly used to measure knowledge, attitudes and practices in relation to the use of internet and social media. Taking into account the international experience, it is vital to conduct **periodic research studies that may provide data, information and knowledge about children and adolescents and their use of the media and the ICTs**.
- We believe that, for all children and adolescents to learn, grow and be safe in the digital world, it is essential to ensure the development of the necessary and adequate **infrastructure of connectivity and digital inclusion**, particularly in rural areas.
- In this sense, it is fundamental to **allocate financial, human and budgetary resources** to media and digital literacy policies, as well as for access and inclusion policies.

- We understand that both a digital literacy policy as well as a digital inclusion policy must **pay special attention to those who are in greater vulnerability**, such as indigenous children, migrants, children in poor or rural settings or those who suffer from some disability.

- **Promoting awareness among families and public opinion** in a regular and sustained manner is also a priority. To that end, various instances are required, such as face-to-face and mass media strategies, as well as resources such as training material and outreach initiatives.

- **Taking into account the current debate about the converging communication laws and anti-discrimination legislation**, it is essential to consider both the opportunities as well as the risks for children and adolescents derived from ICTs. It would also be important to identify mechanisms that may engage the opinion of children and adolescents in drafting legislation.

- Due to the nature of this subject matter, **a multi-player and multi-sector approach is required and should be framed under an advisory institution**, which represents civil society, academia, the private sector, business chambers, relevant international organisations, trade unions and the various provincial and national government agencies, such as the Ministries of Communications, Education, Social Development, Health, Modernisation and Justice and others.

In terms of the **research process**, we can affirm that it was satisfactory and well accepted by all those who were involved in it in any way. Internally and externally there were meetings with stakeholders that contributed to the analyses and contextualisation of the results. There was a consensus about the importance of this type of research and the possibility for comparison.

The conclusions and recommendations regarding the applicability of the toolkit showed that the qualitative and quantitative research was done smoothly and according to the guidelines.

The qualitative toolkit applied in the survey was a resourceful guideline for research purposes. It contained all the important issues and covered all thematic areas. During the focus groups, certain issues were prioritised to complement the findings of the survey. Since time is limited, and the guideline lengthy, the research team decided to prioritise certain sections. After the first focus group changes were made in the formulation of questions in order to maximise the time and information obtained.

In the case of Argentina, since we started before the quantitative guideline was finalised, it was a challenge to define the cores questions. Now, having the possibility of comparing Argentina's version with the final Global Kids Online quantitative toolkit, we highlight the importance of the offline questions incorporated into the latest version and organisation among the competence questions.

To finalise, the Global Kids Online project was an opportunity to learn from the experience of other colleagues and countries and to contribute to define a global standard. From the perspective of the country programme Global Kids Online was evidence that would help guide UNICEF's cooperation with different stakeholders and inform policies on digital citizenship and literacy.

REFERENCES

Argentina Cibersegura (2013). The grooming bill was passed. Available at www.argentinacibersegura.org/leygroomingya/ [in Spanish]

CETIC.br (Brazilian Internet Steering Committee) (2015). *TIC Kids Online Brazil 2014. Survey on the use of the internet by children and adolescents in Brazil.* San Pablo, Brazil. Available at http://cetic.br/media/docs/publicacoes/2/TIC_Kids_2014_livro_eletronico.pdf [in Portuguese]

CETIC.br (Brazilian Internet Steering Committee) (2015b). *Pesquisa sobre o uso das tecnologias de informação e comunicação nos domicílios brasileiros – TIC domicílios 2014*. Available at http://cetic.br/publicacao/pesquisa-sobre-o-uso-das-tecnologias-de-informacao-e-comunicacao-nos-domicilios-brasileiros/ [in Portuguese]

ENACOM (Ente Nacional de Comunicaciones) (2016a). New commission to redact the Communications Law. 11 March. Available at www.enacom.gob.ar/institucional/se-conformo-la-comision-para-redactar-la-nueva-ley-de-comunicaciones_n1108 [in Spanish]

ENACOM (2016b). First meeting to discuss the Communications Law. 17 March. Available at www.enacom.gob.ar/institucional/se-llevo-a-cabo-la-primera-reunion-de-la-comision-encargada-de-redactar-el-anteproyecto-de-ley-de-comunicaciones_n1111 [in Spanish]

INDEC (2012). *National Survey on the Access and Use of ICTs 2011.* Buenos Aires, Argentina. Available at www.indec.gov.ar/bajarInformedePrensa.asp?idc=3783614EC59FD77FAF429CB61FF91F86294C3622D4FCB7C09F1B3144211C4761161DBBC0BB1C9124

INDEC (2012). *National Census of Population and Households 2010. Final results.* Series B, No. 2, Volume 1. Buenos Aires, Argentina. Available at http://www.estadistica.sanluis.gov.ar/estadisticaWeb/Contenido/Pagina148/File/LIBRO/censo2010_tomo1.pdf

INDEC (2013). *National Survey on the Access and Use of ICTs 2011.* Buenos Aires, Argentina. Available at www.indec.gov.ar/bajarInformedePrensa.asp?idc=3E991F224C67925304F3756007553A66155BD4213944315B7F6184A9F12212AC13C061A7C14499AC

INDEC (2013). *Module on girls, boys and adolescents' activities. Preliminary results. Third quarter 2012*. Buenos Aires, Argentina. Available at www.indec.gov.ar/uploads/informesdeprensa/mannya_02_13.pdf

INDEC (2013). *Ecuador figures: ICTs 2013.* Quito, Ecuador. Available at www.ecuadorencifras.gob.ec/tecnologias-de-la-informacion-y-comunicacion-tic/

INDEC (2014). *National Survey on the Access and Use of ICTs 2013. Main results.* Montevideo, Uruguay. Available at www.agesic.gub.uy/innovaportal/file/4263/1/principales_resultados_eutic_2013.pdf

INDEC (2015). *National Survey on the Access and Use of ICTs 2015.* Buenos Aires, Argentina. Available at www.indec.gov.ar/uploads/informesdeprensa/entic_10_15.pdf

INDEC (2016). *Access to the internet.* Buenos Aires, Argentina. Available at www.indec.gov.ar/uploads/informesdeprensa/internet_04_16.pdf

ITU (International Telecommunication Union) (2016). Measurement of ICT development. New trends, new challenges. *ITU NEWS Magazine*, No. 1. Geneva. Available at www.itu.int/en/itunews/Documents/2016_ITUNews01-es.pdf

Livingstone, S., & Stoilova, M. (2015). *Global Kids Online: Children's rights in the digital age*. London: Department of Media and Communications, LSE. Available at www.lse.ac.uk/media@lse/research/GKO/PDF/InceptionReport.pdf

Livingstone, S., Mascheroni, G., & Staksrud, E. (2015). *Developing a framework for researching children's online risks and opportunities in Europe*. Available at http://eprints.lse.ac.uk/64470/

LSE (London School of Economics). *EU Kids Online interactive report*. London. Available at www.lse.ac.uk/media@lse/research/EUKidsOnline/Home.aspx

LSE (2016). *EU Kids Online project*. London. Available at www.lse.ac.uk/media@lse/research/EUKidsOnline/About-the-project.aspx

National Institute of Statistics and Geography (2016). *National Survey on the Availability and Use of Information Technology in Households 2015*. Press Release No. 131/16. Aguascalientes, Mexico. Available at www.inegi.org.mx/saladeprensa/boletines/2016/especiales/especiales2016_03_01.pdf

Sonck, N., Livingstone, S., Kuiper, E., & de Haan, J. (2011). *Digital literacy and safety skills*. Available at http://eprints.lse.ac.uk/33733/

UNICEF (2011). *Survey of adolescents on media consumption: Internet, social networks, radio, TV and newspapers.* Buenos Aires, Argentina. Available at www.slideshare.net/unicefargentina/unicef-argentina-encuestaconsumosadolescentesembargado [in Spanish]

UNICEF (2013). *Access, consumption and behaviour of adolescents on the internet*. Buenos Aires, Argentina. Available at www.slideshare.net/unicefargentina/ciudadana-digital-los-adolescentes-en-las-redes-sociales-2013 [in Spanish]

UNICEF & Huesped Foundation (2011). *Knowledge, attitudes and practices: HIV and sexual and reproductive health (SSR) and use of information and communication technologies (ICT) in Argentina among teens*. Section 2.4, Access and use of media and new information and communications technology (ICT). Buenos Aires, Argentina. Available at www.unicef.org/argentina/spanish/salud_comunica_Informe-UNICEF-FH.pdf [in Spanish]

UNICEF & INADI (Instituto Nacional contra la Discriminación, la Xenofobia y el Racismo) (2011). *Safe internet*. Buenos Aires, Argentina. Available at www.unicef.org/argentina/spanish/Unicef_InternetSegura_web.pdf [in Spanish]

UNICEF & INADI (2012). *Responsible internet*. Buenos Aires, Argentina. Available at from www.unicef.org/argentina/spanish/Unicef_Inadi_cronica_baja.pdf

UNICEF & Ministry of Justice and Human Rights (2014). *Grooming: Practical guide for adults*. Buenos Aires, Argentina. Available at www.unicef.org/argentina/spanish/guiagrooming_2014.pdf

UNICEF & Ministry of Social Development (2013). *Survey on Life Conditions during Childhood and Adolescence. Main results 2011–2012*. Buenos Aires, Argentina. Available at www.unicef.org/argentina/spanish/MICS_CierreJulio2013_BAJAWEB.pdf

UNICEF & TECHO (2013). *The voices of adolescents in the slums of Buenos Aires*. Chapter 9, Access and consumption of ICT. Buenos Aires, Argentina. Available at www.unicef.org/argentina/spanish/LasVoces_Techo_Unicef_Web_Final.pdf [in Spanish]

UNICEF, Ministry of Justice and Human Rights, & INADI (2014). *Responsible internet: Social networks free of discrimination*. Buenos Aires, Argentina. Available at www.unicef.org/argentina/spanish/Unicef_Suple_Popular_Sept2014_Web.pdf [in Spanish]

References of Laws, Executive Orders, and Resolutions

Executive Order 21/2007. *National Public Administration. Ministry of Science, Technology and Productive Innovation.* Available at www.infoleg.gov.ar/infolegInternet/anexos/135000-139999/135951/texact.htm

Executive Order 459/2010. *Conectar Igualdad Program*. Available at www.infoleg.gob.ar/infolegInternet/anexos/165000-169999/165807/norma.htm

Executive Order 1552/2010. *National Telecommunications Plan Argentina Conectada*. Available at www.infoleg.gob.ar/infolegInternet/anexos/170000-174999/174110/norma.htm

Executive Order 13/2015. *Ministerial Law. Article 23, Ministry of Communications.* Available at www.infoleg.gob.ar/infolegInternet/anexos/255000-259999/256606/norma.htm

Executive Order 237/2015. *Federal System of Media and Public Content*. Available at www.infoleg.gob.ar/infolegInternet/anexos/255000-259999/257223/norma.htm

Executive Order 267/2015. *National Communications Agency*. Available at www.infoleg.gob.ar/infolegInternet/anexos/255000-259999/257461/norma.htm

Executive Order 13/2016. *National Public Administration. Ministry of Modernisation*. Available at www.infoleg.gob.ar/infolegInternet/anexos/255000-259999/257556/norma.htm

Executive Order 434/2016. *State Modernisation Plan*. Available at www.infoleg.gob.ar/infolegInternet/anexos/255000-259999/259082/norma.htm

Act No. 26,061. *Law for the Integral Protection of Children and Adolescents' Rights*. Available at http://infoleg.mecon.gov.ar/infolegInternet/anexos/110000-114999/110778/norma.htm

Act No. 26,092. *Argentine Satellite Solutions Company ARSAT*. Available at http://infoleg.mecon.gov.ar/infolegInternet/anexos/115000-119999/115886/norma.htm

Act No. 26,904. *Criminal Code Grooming Act*. Available at www.infoleg.gob.ar/infolegInternet/anexos/220000-224999/223586/norma.htm

Act No. 26,522. *Audiovisual Communications Services*. Available at www.infoleg.gov.ar/infolegInternet/anexos/155000-159999/158649/norma.htm

Act No. 25,326. *Personal Data Protection*. Available at http://infoleg.mecon.gov.ar/infolegInternet/anexos/60000-64999/64790/norma.htm

Act No. 265,994. *National Civil and Commercial Code*. Available at www.infoleg.gob.ar/infolegInternet/anexos/235000-239999/235975/norma.htm

Resolution No. 441/2000. *National Ministry of Education. Educ.ar S.E (State Society)*. Available at www.bnm.me.gov.ar/giga1/normas/7396.pdf