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DANISH CHILDREN'S UPBRINGING AS CONSUMERS

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Abstract

The paper describes Danish 5-18 year olds children's situation in year 2000 based on TNS-Gallup's quantitative annual children- and youth index. The focus is on the following topics: Children's economy and saving ability, children and the emerging electronic world, brand awareness, transaction knowledge and shopping, media use and, interest and activities.

Keywords

Children's consumption, children's money spending, children's purchasing, children's interest and activities

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Background

The project, "Danish children as Consumers," has a complicated but brief history. As early as 1999, Center for Marketing Communication, CMC, Department of Marketing, Copenhagen Business School, has been concerned with children, especially children and advertising. In 1999, Deborah Roedder John's "Consumer Socialization of Children: A Retrospective Look at Twenty-Five Years of Research" (*Journal of Consumer Research*, April 1999) also appeared. The article convincingly documents 25 years of accumulated international experience with research on children, particularly their role as consumers. The results are based primarily on qualitative interviews, but quantitative studies with children were also included. Naturally, one of the research questions for CMC was whether these observations were still valid, and whether they were valid in other cultural settings besides the USA, where the data originates.

During the summer of 2000, CMC became aware of the updating and reorganization taking place within TNS-Gallup's annual children/youth media index. As it turned out, it was possible to buy a share in this index and thereby incorporate a number of questions directly linked to hypotheses formulated in accordance with the international research results. In addition, CMC were given access to large parts of the children's index database. With the exception of certain specific, customer-related questions, we were able to use most of the questions.

It is necessary to emphasize that the project is characterized by the fact that a unique collection of data was available for the elucidation of a highly topical problem. However, it is important to remember that the nature of this material is quantitative. Therefore we have been unable to examine certain problems dealt with in the international research. It is also worth emphasizing that, it was only possible to formulate specific questions relating to the international research within the area “children and advertising”. As for other topics within the problem area, such as children’s values, transaction knowledge and decision power, the work is based on the available information. As this was varied and detailed, the following account presents a varied and valuable examination of children and youth’s upbringing as consumers in a modern, economic society.

Introduction

The interest in children as consumers has been rapidly increasing within Europe, the USA and Australia/New Zealand for many years. The increasing interest can be found among politicians, child carers and others who, using public funds, are concerned with children and consumption. The interest has yielded some research, which has been discussed elsewhere (Tufte 2001, Feilitzen 1999, and Drotner 2001). The research has largely been linked to children’s role in relation to mass media. It has been characterized by a low degree of integration with research regarding other aspects of children’s development.

Furthermore, from a business point of view, children have sparked interest as consumers. A number of, often corporately funded, projects have been reported such as Guber and Berry (1993), ESOMAR (1997) and Furnham (2001). Here, the focus was on how to communicate with children, what children prefer and how they make decisions and use information. These results have often been presented with a view to increase the knowledge about the best way to market products to children. Both research traditions have been characterized by an unwillingness to integrate the results found in international research about children’s development as consumers. This is the motivation behind this attempt to elucidate Danish children’s situation in the year 2000.

Examination Method

Commercial and scientific research about children has been undertaken using quantitative, as well as qualitative methods. The qualitative methods include observation and intensive interviews. The latter is conducted either as focus groups or single interviews. The quantitative data collection methods include, not least, studies conducted in school environments and interviews with parents to learn about their attitudes and perceptions, but also studies conducted in the homes of children and young people (ESOMAR 1997). Regardless of the method, the rule is that the younger the child is, the higher the demands on guidance and instruction will be when it comes to answering the questions.

The data collection method used in the present report was questionnaires to be completed at home. The method is rather unconventional in form and as far as we know, it has not been employed in any other study. The parent's consent was obtained for questionnaires to the younger children (12 years and under). In connection with the younger children, the parents accepted the role of supervisors to complete the questionnaires. The questionnaires for the children were prepared in four different versions to suit the age groups, 5-7, 8-12, 13-18 and 19-29 years. The survey aimed to have 125 respondents per year. A reward was offered for the completion of the questionnaire.

The selection of respondents was conducted as follows: The respondents who agreed to be interviewed again were pooled as a representative quota selection. Within this selection, the households were contacted. If contact was not made after eight attempts, further contact was abandoned. Using this procedure, contacts were established with an adequate number of households with a qualified respondent who agreed to complete the questionnaire. If there was more than one child in the household, only one questionnaire was distributed.

2830 non-balanced interviews were carried out among the 5-30 year olds. The results reveal that the children are remarkably similar. The data, therefore, can be said to fulfill all reasonable requirements for being representative across the selected population.

The children's ability to answer all of the questions posed could, however, be questioned. This is not least true for the more complex questions about attitudes and interests. The analyses of the answers for these questions, however, show that the answers make sense.

The accumulated database comprises 40-44 pages of questions, a little different in form and extent for children of different ages. In the present study, data is available for each year/age. For the sake of clarity, however, in the main, we have chosen to report findings within the following age groups: 5-7, 8-10, 11-12, 13-15 and 16-18 years.

Structure of the Presentation

We have chosen to focus on the following topics.

- Children's economy and saving abilities
- Children and the emerging electronic world
- Brand awareness, transaction knowledge and shopping
- Media use
- Interests and activities

Children and Young Adolescents' Economy

Children receive pocket money, they receive gifts from family and others on birthdays, as well as on other occasions, and they make their own money at a very early age. The monthly available income for children of different ages is shown in table 1.

Table 1 – Average monthly allowance Danish kroner (1 eur. Equals 7.5 Dkr. May 2002)

Dkr.	age 5-7	age 8-10	age 11-12	age 13-15	age 16-18
Avr.	N/A	134	273	1386	2884

The monthly allowance is doubled from ages 8-10 and 11-12 years, while at age 13 the available income explodes. The income increase comes mostly from part time jobs.

The children take jobs as babysitters, shop assistants, paperboys/girls and the like. The dramatic jump in the available income around 13-14 years is because Danish employers are not allowed to employ persons below 13 years of age. This is also reflected in Table 2.

Table 2 – Percentage who works 1-3 times or more a week

%	age 8-10	age 11-12	age 13-15	age 16-18
works 1-3 times or more a week	4,9	16,5	47,7	57,2

In Table 2 it is shown that the major step happens around the age of 13. It should also be noted that the children work a lot – that almost half of the 13-15 year-olds work 1-3 times or more a week is a remarkable finding.

The youngsters mostly spend their money on CD's, clothing, sports, gifts, videos and fast food. In other areas, their spending decreases as they mature.

Electronics

In some areas consumption increases at first, then decreases: this is true for things such as computer games and cartoons.

The children are very good at saving money. This is especially the case with the youngest age groups as they may be saving for special occasions such as computer equipment, a television, a stereo, PC equipment, etc. This is reflected in the coverage of these products in the child's own room as well (Table 3).

Table 3 – Electronics in own room

Coverage own room (%)	age 5-7	age 8-10	age 11-12	age 13-15	age 16-18
TV	37,6	50,5	64,0	72,4	76,1
PC	7,5	17,0	20,0	27,9	34,1
PC-games	7,4	16,4	17,0	23,7	24,4
Playstation	13,5	24,7	25,4	18,8	10,1
Gameboy	18,9	38,0	42,9	28,5	13,1
Video	13,8	19,3	25,5	44,0	47,3
Camera	7,8	14,3	33,4	44,3	51,6
Stereo	17,9	38,8	53,5	69,2	79,5
Ghettoblaster	36,4	38,9	33,2	23,2	18,2
CD	20,6	27,5	26,9	35,3	37,8
MP3	0,4	0,2	1,4	2,3	3,1
Walkman	25,4	32,5	46,0	50,4	52,8
Discman	5,9	19,7	39,9	51,8	52,1
CDs	40,1	53,8	69,7	72,2	75,6
Telephone	1,8	3,9	9,2	18,4	35,3
Mobile phone	1,2	3,6	23,4	36,7	29,7

Furthermore, the children report that they have significant influence on purchases such as television sets, PC's, printers, game-boxes and other durables. This varies with age as well (Table 4).

Table 4 – Percentage who claim to have influence on household purchases

Influence on household purchases (%)	age 5-7	age 8-10	age 11-12	age 13-15	age 16-18
TV	20,2	34,1	45,6	45,4	44,6
PC	12,2	22,7	47,0	43,8	46,1
PC-games	65,4	66,0	59,7	40,7	29,7
Playstation	50,9	54,0	43,2	31,0	20,6
Gameboy	66,7	56,6	46,8	33,5	23,3
Video	17,0	19,4	38,0	41,2	37,0
Camera	10,7	19,7	36,2	35,8	36,1
Stereo	51,6	30,0	43,1	39,1	32,4
Ghettoblaster	35,0	48,4	43,1	37,2	27,7
CD	25,0	33,2	41,9	34,5	15,1
MP3	21,4	13,3	27,5	16,4	17,7
Walkman	35,0	43,1	44,9	31,4	29,2
Discman	26,5	35,8	45,1	36,7	25,5
CDs	76,8	63,3	41,7	88,4	9,4
Telephone	5,5	9,1	30,3	33,6	34,0
Mobile phone	3,0	8,5	27,8	28,8	22,0

The children and youngsters may even influence their family's purchase of, for example, houses, cars and vacations. Here, influence comes partly from the children's need to be taken into consideration when purchases are made, and partly from the children participating in the decision-making process prior to purchases being made.

As mentioned earlier, children and adolescents live in an electronic world. The extent to which they have access to electronic equipment of different kinds in their own room across different ages is exceptional. Table 3 shows that approximately 75% of the 16 to 18 year-olds have their own television and stereo in their rooms. Half of them also have a video by the time they reach the age of 16 to 18 years.

Even the young children, aged 5-7, frequently have electronic hardware in their own room, walkmans and televisions, in particular, are found in more than one-third of children's playrooms.

They also use their access to electronic media to keep in contact with the world outside. This increases dramatically with age, and both mobile phones and the Internet are frequently used among teenagers in Denmark. This development is shown in Table 5.

Table 5 – Contact with the world

%	age 5-7	age 8-10	age 11-12	age 13-15	age 16-18
Mobile phone coverage		7	33	63	72
Uses the Internet 2 or more times a week	2	10	42	52	59

Toys, of course, play an important, practical role in the lives of a young child. However, this role decreases rapidly with age. This phenomenon is shown in Table 6.

Table 6 – Toys

%	age 5-7	age 8-10	age 11-12
Interested in toys	85	60	17
Plays with toys alone	83	45	9
Plays with toys with others	83	44	8

The percentage of children who play with toys once or more times a week drops from 85% among the 5-7 year-olds to 17% among the 11-12 year-olds. The data also shows that the more interested the child is in computer games, the faster the interest in toys will decrease.

Brand Awareness, Transaction Knowledge and Shopping

Children and young people learn about brands through personal use, from observing use among parents and friends, from participating in shopping situations and from mass media.

In the study, aided recall of brand names is measured for more than 300 brands in twenty different product categories. Collectively, children know between 6 and 20+ different brands from different product areas. The way in which brand awareness develops for selected product areas is shown in Table 7.

Table 7 – Brand Awareness (number of brands known)

	age 5-7	age 8-10	age 16-18	age 19-30	Number of Brands
Cereals	10	11	13	14	19
Soft drinks	8	11	12	12	13
Sports clothes	3	5	6	6	6
Mobile phones	1	6	8	7	12

From these and similar figures for other product categories, it can be estimated that 5–7 year-old children know of 300+ different brands.

Among the 16–18 year-olds, the number of known brands is twice as high and the increasing brand awareness occurs in very different areas. The fact that brand awareness is established at a very early age is remarkable. To illustrate how brand awareness develops with age, selected brands are shown in Table 8.

Table 8 – Brand Awareness

%	age 5-7	age 8-10	age 11-12	age 13-15	age 16-18
Coca Cola	97	97	98	97	98
Fanta	93	95	97	97	98
Pepsi	81	91	96	97	98
Kellogg's Cornflakes	95	96	98	97	97
Kellogg's Frosties	87	91	95	94	96
Adidas	74	94	97	95	97
Nike	60	81	95	95	97
Hummel	45	68	85	89	95
Ericsson	21	50	86	92	94
Nokia	18	67	89	94	96
Motorola	8	32	65	79	84

For some product areas, where use of the product does not become important until the child matures, brand awareness develops with age.

This clearly applies to mobile phones and, less prolifically, to sport brands. For soft drinks and breakfast products, however, brand awareness is high as early as ages 5–7.

Not only do children and youngsters possess exceptional brand awareness. For many products, their specific knowledge may be as great as, or greater than, their parents'. This clearly applies to many electronic products, but is also the case with many fashion related products.

Children visit many different stores. From the age of 13–15, they frequently visit clothes shops and other chain stores. With age, they also frequently make their own purchases. This is illustrated in Table 9 for selected product areas.

Table 9 – Children's Personal Purchases

%	age 5-7	age 8-10	age 11-12	age 13-15	age 16-18
soft drinks	2	3	12	27	45
beer	..	..	..	27	66
chips	4	7	16	29	34
chocolate bars	6	16	32	49	67
fastfood	0	1	10	37	72
toothpaste	0	0	1	2	6
deodorants	0	3	19	43	60
perfume	0	2	9	31	58

Personal purchases begin to be important from age 11 onwards. Naturally, this increases with age and reaches a level at age 16–18 that is not very different from what can be observed among the 19-30 year-olds. It is certainly interesting that the most frequently purchased items are fast food, chocolate bars and beer. It is also interesting that the youngsters themselves largely purchase deodorants and perfume. With regard to toothpaste, they rely on purchases made for the household. Even when children do not make the purchase themselves, they have considerable influence on purchases made by the family. See Table 10.

Table 10 – Purchase Influence

%	age 5-7	age 8-10	age 11-12	age 13-15	age 16-18
cornflakes	62	62	53	52	58
yoghurt	62	56	52	49	55
chips	61	61	54	41	37
soft drinks	62	65	65	49	43
fastfood	72	68	56	36	12
toothpaste	37	57	56	58	66
shampoo	30	35	50	61	77

For example, it is reported that, among the 5–7 year olds, 62% have a say in cereal purchases. This influence, however, does not increase with age.

Conversely, influence on toothpaste and hair shampoo purchases dramatically increases with age. The decrease in influence on fast food purchases, reported in Table 10, is ascribable to the fact that children increasingly make their own purchases in this product category.

Media Use

Children are heavy users of media. The data for this factor is shown in Table 11.

Table 11 – Media Use

Avr. Min. a day	age 5-7	age 8-10	age 11-12	age 13-15	age 16-18
Radio	21	22	36	62	80
TV	73	90	124	139	131
Video	60	59	93	87	65
Internet	16	17	25	33	32
Computer games	53	75	90	73	63
Comics	20	45	53	55	47
Books	0	33	37	37	33

Media use increases from a daily consumption of 3.7 hours among the 5-7 year-olds to more than 8 hours among 13–15 year-olds where media consumption peaks. Even though children sleep less as they grow older, mass media takes up an increasing part of their time from age 5 to around age 11. The percentage of children's total hours (awake) taken up by mass media increases dramatically. Radio use increases fourfold from age 5 to 18. Television and video watching increases from 2.25 to 3.6 hours among the 13 – 15 year-olds per day. Internet or computer activities take up just over an hour among the 5–7 year-olds and increases to almost 2½ hrs. among the 11-15 year-olds, finally decreasing to just over 1½ hours among the 16–18 year-olds.

Reading increases up to about age 10, from then on the activity remains relatively stabile throughout childhood.

Differences between boys and girls are minor until 12 years of age (apart from computer games – boys are more active in this area). Girls from age 12, however, use radio, books and magazines much more than boys. The data is shown in Table 12.

Table 12 – Media Use (Gender Specific)

avr. min a day	girls	boys
Radio	72	49
TV	138	139
Video	82	92
Internet	31	35
Computer games	43	109
Comics	64	44
Books	41	33

Interests and Activities

In addition to the areas investigated above the data material comprises of three large batteries, which describe the young people' interests (32 questions) and activities (37 questions). The results for those sets of questions are very interesting and show consistency in the overall patterns between the groups.

The young people were asked how interested they were in 32 different topics. The answers were given according to a 5-point scale ranging from ”interested” to ”not interested at all” and according to a 7-point scale ranging from ”daily” to ”never” – There are minor differences in the 32 “interest” questions + 37 “activities” questions depending on the age group. Apparently, there is a connection between a number of different interests and activities. If you like watching cartoons on TV, you are likely to enjoy watching children's programs as well. If you are interested in computers and PCs, chances are that you will also be interested in IT games. If you are interested in watching TV, you will undoubtedly also be interested in renting videos.

There are several ways in which you can examine the grouping of such interests. The object is to group together those interests that attract the same respondents. We have opted to work with a factor analysis and, subsequently, based on the results from the overall analysis, we have opted to work with eight factors. As an illustration, the results for the 13-18 year-olds are shown in Table 13. (Only the four highest loading questions in each factor are shown).

Table 13 - Interest (I)/Activity (A) Factors for the 13-18 year-olds

Factor	Question	
Playing	BR(A)	0,76
	Games dept. In BR(A)	0,73
	Toys´R´us(A)	0,72
	Toy dept. in dept. Store(A)	0,70
	…	…
Computer/games	Computer & games(I)	0,79
	Playing on the PC(A)	0,73
	Computer / PC(I)	0,73
	Games dept. in Electronics store(A)	0,65
	…	…
Teenage stuff/Gossip	Reading tabloid magazines(I)	0,69
	Reading about celebrities(I)	0,66
	Secrets and gossip(I)	0,64
	Youth programs on TV(I)	0,61
	…	…
Out-going	Rent a videofilm(A)	0,63
	Going out to cafees(A)	0,63
	Going to concerts(A)	0,61
	Going to the cinema(A)	0,60
	…	…
Sport	Practice sports(A)	0,80
	Like sports(I)	0,77
	Spectator at sport events(A)	0,75
	Sports shop(I)	0,72
	…	…
Friends	Visit friends(A)	0,70
	Have friends over(A)	0,66
	Be with friends(I)	0,59
	Listen to music(I)	0,49
	…	…
Culture	Experiences in the nature(I)	0,62
	Pollution- and environmental issues(I)	0,55
	Board games(I)	0,53
	Jokes and satire(I)	0,39
	…	…
Books and comics	Borrow books at libraries(A)	0,73
	Read books(A)	0,71
	Attend libraries(I)	0,63
	Borrow comics at libraries(A)	0,51
	…	…

The included numbers indicate the connection between the questions and the individual factors (factor loading). The numbers may be interpreted in such a way that the answers to for example, the question ”interested in reading magazines” is correlated with 0,69 using the otherwise unknown factor 3. ”Reading about celebrities” is similarly correlated with 0,66 using the same factor. By looking at which questions are first and foremost closely related to the factor, it is possible to infer what it represents. The eight factors explain 47% of the variation, which may be characterized as follows:

- Playing/toy shopping
- Computer/Games
- Teenager stuff/Gossip
- Out-going
- Sport
- Friends
- Culture
- Books and Comics

It is remarkable that analyses performed for each of the age groups, 5-7, 8-12, 13-18 and 19-30 only show slight variation compared to the overall result. The way in which the children and young people’s interests and activities are grouped together only varies slightly with age and between boys and girls. As an example, the 8-factor solutions for the four age groups are compared below in Table 14.

Table 14 – Outline of the interest/activity factor for the 4 age groups

8 factors - age 5-7	8 factors - age 8-12	8 factors - age 13-18	8 factors - age 19-30
Computer/games	Computer	Computer/games	Computer/games
	Games		
Culture	Culture	Culture	Culture
Sport	Sport	Sport	Sport
Shops and shopping			Butikker og Indkøb
Comics	Comics	Comics/Books	Comics
Playing/Toy shopping	Playing/Toys	Playing/Toy shopping	Playing/Toy shopping
Out-going	Friends/Out-going	Out-going	Out-going
Friends		Friends	
	Teenage stuff/Gossip	Teenage stuff/Gossip	Teenage stuff/Gossip

A different matter all together is, of course, that the different age groups assess the eight dimensions very differently; this is analyzed in Table 15.

Table 15 - The 13-18 year-olds interests and activities across each of the eight interest and activity factors. The numbers show the percentage of respondents who either answered *very interested* or *rather interested* (I), *daily*, *almost daily* or *1-3 times a week* (A).

Factor	Question	boy	girl	age 8-12	age 13-15	age 16-18	age 19-30
Playing/ toy shopping	Visit BR (A)	0,27%	0,62%	2,89%	0,33%(1)	0,78%	0,60%
	Visit game dpt. In BR (A)	0,82%	0,62%	2,13%	0,90%	0,83%	0,20%
	Visit Toys´R´us(A)	0,00%	0,21%	0,37%	0,08%	0,23%	4,3%(1)
Computer/ games	Gamebox & games (I)	65,75%	19,83%(1)	73,09%	38,72%(1)	32,94%	30,30%
	Playing games on PC (A)	63,56%	17,97%(1)	57,43%	37,54%(1)	29,48%(1)	26,20%
	Computer / PC (I)	66,30%	26,23%(1)	64,09%	43,21%(1)	38,49%	45,9%(1)
Teenage stuff/Gossip	Read tabloid magazines (I)	13,97%	37,39%(1)	14,41%	30,73%(1)	27,09%	24,20%
	Read about celebrities (I)	20,00%	47,52%(1)	16,59%	37,83%(1)	32,04%	19,6%(1)
	Secrets and gossip (I)	28,49%	62,60%(1)	-	49,22%	46,09%	28,3%(1)
Out-going	Visit café (A)	4,93%	7,64%	-	5,06%	10,63%(1)	11,90%
	Concerts (A)	2,19%	1,45%	-	1,59%	2,19%	0,90%
	Visit movie theaters (A)	2,47%	3,72%	1,05%	3,54%(1)	2,83%	3,30%
Sport	Practice sport (A)	63,29%	60,33%	72,17%	61,37%(1)	56,02%	50,60%
	Practice sport (I)	70,14%	69,21%	73,73%	69,78%	68,55%	60,1%(1)
	Spectator at sport events (A)	11,78%	8,26%	10,04%	9,76%	9,21%	8,10%
Friends	Visit friends (A)	76,99%	76,24%	77,83%	76,58%	78,03%	57,2%(1)
	Have friends visiting (A)	72,33%	69,21%	77,02%	70,08%(1)	69,49%	54,6%(1)
	Being with friends (I)	90,68%	96,69%(1)	94,36%	93,88%	95,31%	91,5%(1)
Culture	Experiences in nature (I)	32,33%	34,09%	55,69%	32,17%(1)	36,59%	55,2%(1)
	Polution & environmental issues (I)	25,21%	24,59%	15,74%	23,52%(1)	32,37%(1)	40,5%(1)
	Board games (I)	12,05%	5,78%(1)	40,10%	8,43%(1)	7,19%	21%(1)
Books/ comic books	Borrowing books at libraries (A)	6,85%	7,64%	33,64%	7,83%(1)	3,37%(1)	4,70%
	Reading books (A)	20,82%	33,88%(1)	67,92%	27,99%(1)	23,27%	34,3%(1)
	Visit libraries (I)	12,05%	23,34%(1)	35,66%	18,20%(1)	21,70%	26,9%(1)

(1) Significant difference between this a the previous

In Table 15, the interests and activities are shown in accordance with the answers to the three questions that were most characteristic for each of the eight interest/activity factors for the 13-18 year-olds. It is clear that interest in toys, computers and games is decreasing. Contact with friends is still very important and the youngsters have become a bit more out-going. The cultural interests, not least, are increasing. The differences between the younger age groups of 13-18 years reflect the same tendency.

The difference between boys and girls is more pronounced among the 13-18 year olds than within the younger age groups. The girls' interest in computers and games is almost non-existent; their interest in "teenager stuff/Gossip" on the other hand is dramatically increasing and greater than the boys'. The girls also read more, and are slightly more out-going (cafes and cinemas). In contrast, the boys are more active in sports. Overall, there are far more significant differences between the boys' and girls' answers to individual questions than among the younger age groups.

In summary, whereas children hold onto their early perception of activities and interests, with only a few slight adjustments, until they are young adults, the degree to which they commit themselves to the activities and interests in question varies greatly. Naturally, interest in toys decreases, while interest in reading, cultural and social activities among other things increases.

The 5-7 year-olds are surprisingly homogenous, but the difference between boys and girls becomes far greater as they grow older. The differences increase across other dimensions too. In our segmentation analysis performed for each of the three age groups, we could observe increasingly greater heterogeneity among the children, as they grew older.

Summary of Findings

The enormous amount of information in this survey makes it difficult to summarize what we have learned. However, some general points can be made.

- In brief, children are active in contemporary Denmark; they are busy with school, friends, sport, work, duties, entertainment and shopping.
- From an early age, they have their own money and savings, and they become more and more aware of money-related issues as they mature.
- They exert considerable influence in all aspects of family consumption.

- As they grow older, they make their own purchases, influence shopping, and develop preferences for fast moving consumer goods and durables, especially when it comes to electronic hardware.
- They control their own media consumption more or less independent of their parents, and early on, participate in open networks where information flows freely 24 hours a day.
- They are the first computer literate generation with access to global information and entertainment – 24 hours a day.

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