

THE INTERACTIVE GENERATION
IN SPAIN
Children and adolescents faced with the screens

EXECUTIVE SUMMARY



CREDITS

“The Interactive Generation in Spain.
Children and adolescents faced with the screens”
Executive summary

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PROLOGUE

Telefónica is not only one of the main telecommunications operators of the world: it's a company that actively participates in the general debates that affect citizens, companies and communities in which it is present.

We take our social responsibilities very seriously and we, the people who are part of this company, make a continuous effort in order to make real our vision of "spirit of progress", that is to say, in order to improve people's lives, to make the development of companies easier and to contribute to the progress of societies, providing them innovative services based on Information and Communication Technologies (ICT).

As leading providers of telecommunications in the market, we are committed to respond to the constant demands of our clients and the communities in which we operate. We don't only aim to offer all citizens the access to the opportunities that ICT give, fostering digital inclusion, but we also want to do it in a responsible way. In this sense, the attention and respect for minors are key elements to us. With excellent records in areas such as children defence, in December 2008, Telefónica founded the Interactive Generations Forum with the aim to promote among children and young people a responsible use of ICT.

Therefore it is with great satisfaction to present this book, "The Interactive Generation in Spain. Children and adolescents faced with the screens", which represents a key landmark in the development of the project. This book faces us with the reality of the use of these technologies by minors of our country. The results of the study are specially aimed to parents and educators, as well as companies, institutions and society in general, with the idea of watching so that ICT are a tool which favors the personal growth of young people.

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

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

César Alierta
CEO, Telefonica, S. A.

FOREWORD

Telefónica has always defended questions of great value to society. It should be enough to observe the numerous initiatives of corporate social responsibility that it promotes, together with their importance and their real impact on the communities to which they are aimed. Among all of them, it would be worth mentioning those that have a particularly valuable objective: to protect the most precious thing we have, our minors.

The Interactive Generations Forum (Foro Generaciones Interactivas) was born in December 2008 with this idea in mind, founded by Telefónica, the University of Navarra and the Inter-American Organization for Higher Education Organization. Its mission is to build, together with all the people concerned, a framework which will allow the proper use of new and old screens that are so appealing to children. This involves combining both scientific knowledge and educational activities, including the study of challenges, problems and opportunities hitherto unknown, and quickly transferring these findings to governments, institutions and social agents. The vision of the Forum is based on a global and international view, thus it is already carrying out projects in countries such as Argentina, Chile, Ecuador, Brazil, Uruguay, Guatemala, Mexico, Colombia, Venezuela, Peru and –of course– Spain.

The future –which has turned already into present–, is drawn by a million of minors with a screen in their pocket, which will give them global and interactive access to countless contents. This scenario is the most important challenge of the Forum: creating an educational response, based on sound knowledge, which involves minors themselves, their parents and their educators... Briefly, this is about educating in a proper use of media in order to serve the best interest: the education of an Interactive Generation that will be master of the great opportunities that screens offer and not slave of their –unfortunately– darkest side.

It is clear that the challenge is as critical to the future of our societies as impressive is the task we have ahead. And the book we present here aims to be an important milestone in our goal: I hope that, with its reading, we can all learn more about this generation and make a stronger effort, if possible, in their education. And as there can be no other way, in behalf of all the people that work in this adventure and myself, my deepest gratitude to all those who, day after day, make it happen.

José María Álvarez-Pallete
CEO
Interactive Generations Forum

INTRODUCTION

The intensification of people's digital life is a fact. It is enough to take a look at the remarkable development and spread of information and communication technologies in our society in recent years. The indicators show that, in June 2009, Spain had 25 million Internet monthly users and over 54 million mobile telephone lines –which represent a penetration of 119% of the population–. More than 19 million videogames were also sold in 2008.

Furthermore, just like in other Western countries, there is a higher degree of penetration among young people, which decreases as population age increases. In this sense, Spain shows a model of adoption similar to that of advanced countries: with high levels among young people, always at the forefront of the adoption of any new developments that arise. These high levels of use and possession of new technologies by minors present a scenario in which lights and shadows converge: companies of telecommunications sector can not turn their backs to this reality. Educating the young ones for the responsible use of these screens will guarantee that they will be able to take advantage of all the opportunities that they offer, minimizing the risks.

The Interactive Generations Forum, founded by Telefónica in December 2008, carried out this research that involved more than 13,000 children between 6 and 18 years of age from 115 educational centers all over Spain, all made possible by the invaluable collaboration of Educared. Data were collected between March and June 2009. The information, which constitutes the core of this book, The Interactive Generation in Spain, was shared, since the very first moment, with the participating educational communities, where the project is getting developed. The diagnosis of the technological reality of the classroom is the first step in a broader and more ambitious project that aims to assist and support families and teachers in the arduous task of educating and training a demanding public, which is, at the same time, in need of creative educational solutions.

The results presented here also aim to contribute ideas to the discussion of these issues by the public opinion and to suggest action lines in all areas, companies, institutions, researchers and education agents involved, in order to deal successfully with the education of this Interactive Generation.

Guillermo Ansaldo
President, Telefonica Spain

1. METHODOLOGY

In order to carry out this study, “**The Interactive Generation in Spain**”, an online questionnaire was developed as research tool. The questionnaire was adapted to the age of those polled with two different formats. A first questionnaire, made up of 31 questions, was aimed to children between their 1st and 4th year of Primary education. The second questionnaire, which was used to interview the rest of school students, included 126 questions.

The questionnaires are available at the webpage of Interactive Generations Forum (www.generacionesinteractivas.org) and data collection was made at the computer science classrooms of each educational center; in very few occasions paper questionnaires were handed out in the classrooms. Each one of these centers had a unique username and password to access the questionnaires in a controlled way. Identity of the participants was protected, since the survey was anonymous and they were never asked about their personal information.

Structure and design of the poll allowed avoiding the repetition of answers by a same user or the presence of unanswered questions. In addition, there are two other elements of control that guarantee the quality of the information compiled: the temporary limitation to answer the questionnaire, and the presence of a teacher in the classroom during data collection. On the other hand, contamination is avoided as well since students can't read the questionnaire before filling it out. The influence of third persons is also null, since there is not interviewer or group that may modify the answers.

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

1. The first goal is to estimate the prevalence of different variables related to the use of screens all over the country
2. The second objective is to establish statistical associations between different predicting variables and confusion variables, which will need an adjustment. There aren't formulas of sample size for this kind of studies, because sample size depends, to a great extent, on the frequency of the outcome studied and the number of parameters that are finally included in the multivariate models.

1.1. Universe and sample

The universe of study of this research comprises students of Primary, Secondary Mandatory Education (ESO) and Post-secondary education (*Bachillerato*) of Spain, excluding Ceuta and Melilla. According to data published by the Ministry of Education, Social Policies and Sports, during the school year 2006-2007, this universe involved 4,945,951 students, distributed among 18,065 educational centers.

School Year 2006-2007	Centers	Students
Public education	13,953	3,336,513
Private education	4,112	1,609,438
TOTAL	18,065	4,945,951

Source: Personal elaboration based on data published at: http://www.mepsyd.es/mecd/jsp/plantilla.jsp?id=310&area=estadisticas&contenido=/estadisticas/educativas/eenu/result_det/2006/resultados.html

First of all, researchers proceeded to choose the educational centers. For that purpose, a two-stage sampling was carried out. At the first stage, researchers selected a stratified sample with proportional affixation according to autonomous community and ownership (public or private), establishing a minimum of three centers per autonomous community.

According to the average size of centers, a sample of 78 public and 23 private institutions was established. The selection of centers at the second stage was achieved by means of a simple random sampling. Once collaboration of the educational center was secured, the students were chosen following a convenience sampling and therefore the students that were included in the sample were registered students that were present at the educational center the day that data were collected.

The real sample reached a figure of 13,414 students; after refining data leaving aside incomplete cases or inconsistent answers, the valid sample includes 12,919 cases. Assuming a simple random sampling, a level of confidence of 95% and the case $p=q=50\%$, the margin of error would be of $\pm 0.86\%$. On the other hand, the number of participating schools was beyond expectations, with 113 centers. Finally, in order to be able to make territorial comparisons, researchers chose to group communities in a scheme similar to Nielsen areas, therefore, there were finally seven regions:

	Sample	Margin of error
Canary Islands	801	3.46%
Center	2,944	1.81%
East Coast	1,830	2.29%
North East	1,534	2.50%
North	1,757	2.34%
North West	919	3.23%
South	3,133	1.75%
TOTAL	12,919	0.86%

Source: Personal elaboration

- *Canary Islands*: Canary Islands
- *Center*: Madrid, Castilla y León and Castilla-La Mancha
- *East Coast*: Community of Valencia and Murcia
- *North East*: Catalonia, Balearic Islands and Aragon
- *North West*: Galicia and Asturias
- *North*: Cantabria, Basque Country, La Rioja and Navarre
- *South*: Andalusia and Extremadura

In order to keep the representativity of the study, researchers proceeded to weight the sample according to the ownership of the center (public and private) and the educational level (primary and secondary mandatory and post-mandatory). The final valid sample includes 12,919 schoolchildren.

1.2. Home equipment

It is worth mentioning the high levels of penetration of PC's in households, which have become an almost hegemonic screen. Together with that, Internet connection shows itself as especially popular in this group of age. The remarkable penetration of portable music devices, MP3, MP4 and iPods among the group of 10 to 18 years of age, which almost doubles that of the younger group, is also interesting. Music becomes one of the most relevant contents among this group of age, as it would be later shown. Therefore, this kind of devices is highly popular among teenagers: starting from 15 years of age, they overcome 85% of penetration, particularly among girls.

	6 - 9 years	Boys	Girls	10 - 18 years	Boys	Girls
PC	95	95	95	97	97	96
Internet connection	71	70	71,5	82	82	82
Laptop	53,5	54	52,5	57	57	58
Printer	61	61	61	77	75	79
Scanner	31,5	32	31	55	55	56
Webcam	30	30	29	55	55	55
Usb	-	-	-	65	66	63
MP3	49	48	48	80,5	79	82
Digital camera (pictures)	70,5	67	74,5	82	79	86
Digital video camera	49	48,5	50	55	55	56
Pay TV	40	40	40	44	42	46
HIFI Music	56	51	61	80	76	84

Source: Survey Interactive Generations in Spain: Answers to questions Lumber 24 "Of the following list of things, select all those that you have at home", N=3,402 schoolchildren from age 6 to 9; and number 115 "Of the following list of things, select all those that you have at home", N=9,517 schoolchildren from age 10 to 18.

Whereas in the case of the younger ones, the differences between boys and girls are hardly noticeable, among minors between 10 and 18 years there are some, since girls declare to have a better equipment in nearly all the studied elements.

There are also differences according to the geographic area. The North West area (Galicia and Asturias) shows lower levels of penetration among minors of 6 to 9 years of age, although this figure is higher in most of the indicators among minors of 10 to 18 years of age. On the opposite side, the leaders in technological equipment are the North East (Catalonia, Balearics and Aragon) and the North zones (Cantabria, Basque Country, Navarre and La Rioja), which show high values in both age groups. In the case of the younger ones, Canary Islands are competitive in regards of the availability of certain technologies, such as Internet access, laptop, pay television, webcam and MP3. The rest of the areas are closer to the average figures.

2. THE INTERACTIVE GENERATION AS OBJECT OF STUDY

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

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

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

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

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

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

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

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

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

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

particularly, by children and young people. Included in this program, there are outstanding projects such as EUKidsOnline, coordinated by the London School of Economics, whose best known reference is the Livingstone report.

2. **Contents and effects:** the most extensive work in this field is about television. Nevertheless, in the latest years Internet and the videogames have received special attention. Among the content analyses, it stands out a particular interest for harmful contents such as violence and pornography, although there are more general analyses, focused, for instance, in television programming or the image of young people through these media. At the same time, there is a great interest to analyze the effects that may derive from the use of media and technologies. On the one hand, the dangers and risks that children and teenagers may encounter are studied. Such is the case, for instance, of violence in videogames and their possible consequences on aggressiveness. On the other hand, there is also a remarkable interest on their beneficial aspects. Some reference authors in the area of contents and effects are: García, Von Felitzen & Carlsson, Wartella, Sánchez, Valkenburg, Gentile & Anderson, Donnerstein, Slaby & Eron, Malamth Impett, Strasburger & Wilson, Castells & de Bofarull, Shulman, Orléans & Laney. The Livingstone report would also belong to this area, since it deals, in addition to the risks derived from the contents, with the dangers of contact, commercial risks and privacy perils. Other reference studies regarding the risks that present ICT's for young ones are SAFT and the Eurobarometer.

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

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

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

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

Conclusions

It is clear how the field of children as screen consumers involves the interest of many aspects, from different perspectives. Undoubtedly, the aim of protecting children has a key role in the study of this subject and, very often, this spirit encourages and guides the different research works. Moreover, it should be remembered that new technologies such as Internet, mobile phones and videogames have an enormous potential in a positive as well as negative sense, and therefore, we face new risks and opportunities that need to be identified and studied.

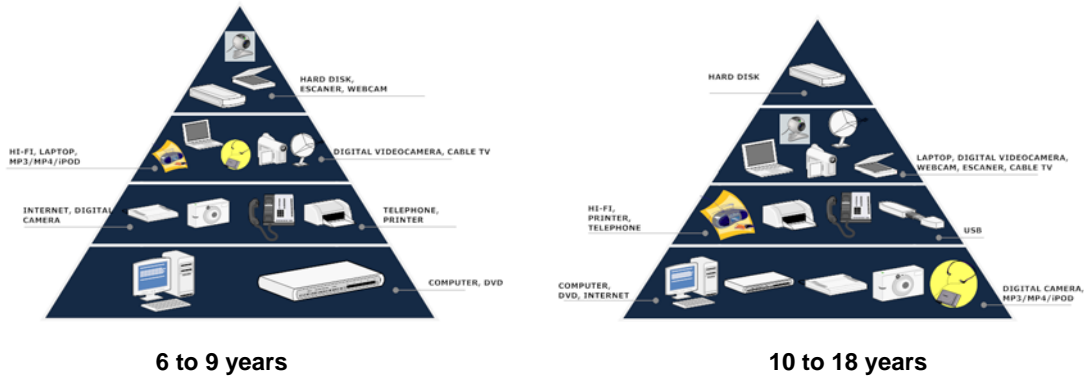
On the other hand, nobody seems to deny the crucial mediating role that family and, to a lesser extent, other agents, such as schools, play in children's lives. In this sense, the case of new technology often brings up certain problems: it is not uncommon for children and adolescents to overcome their parents in the management and knowledge of certain screens, which may make difficult parent's mediation efforts. Therefore, it seems essential to educate parents in the use of these technologies so they may develop a mediating role correctly. If, from the point of view of the different sectors (government, business, educational, family, etc.), we manage to find the way in which minors make a responsible use of screens, the benefits of using them will only be positive. This is the main objective that was aimed from different areas and perspectives, which dominates many research works, such as the one presented below.

3. GENERAL CONCLUSIONS OF THE RESEARCH

1. Cyberhomes

The existence of an Interactive Generation is due to the usual contact of children and adolescents with the multiple devices that belong to Information and Communication technologies (ICT).

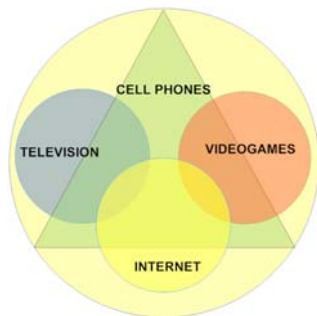
Computers compete with television in their level of penetration: 95% of children between 6 and 9 years declare that there is a PC at home, while the figures reach 97% in the case of the elder group, from 10 to 18 years of age. Whereas 29% of children affirm that they use their own mobile phone, the percentage rises up to 83% in the case of the age group of 10 to 18 years and nearly reaches 100% in the case of 17 years old youngsters.



Source: Survey Interactive Generations in Spain.

2. A precocious generation

Children incorporate all screens within their lives in a precocious way, and they do so through an intensive use: before they reach the age of 10, 59% own or use a mobile phone, 71% have Internet connection at home and 9 out of 10 have access to videogames.



Source: Personal elaboration

3. A “mobilized” Generation

The high level of penetration of the mobile phones, together with the variety of functions that they present, makes them the screen for the present and the future for this generation. Mobile phones allow them to communicate, to access diverse contents, to entertain themselves, create and they are also helpful for personal organization.

4. Aware of the risks?

When talking about technology and minors, the frontier between the use that involves either an opportunity or the exposure to certain risks is quite thin. In a certain way, minors seem conscious of the existence of such problems, but in a very irregular manner: for instance, whereas 78% of Internet users believe that this is a quite useful or very useful media, since it makes communication easier and saves time, more than half of participants, 61% to be precise, think that Internet may also cause addiction.

Regarding the use of mobile phones, it is worth mentioning that, even though their high levels of use, 80% think that nothing would happen in their lives in case they were two weeks without mobile. 7% declare that they have been occasionally harmed with a message, photo or video by means of cell phones; meanwhile 12% state that they have sent this kind of messages with the idea of offending someone.

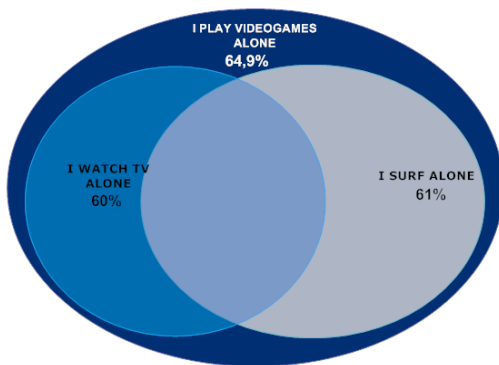
5. He or she?

The preferences, uses and values regarding the studied screens present certain remarkable differences according to user's gender: for instance, among girls, mobile phones are the most popular screen, while boys tend to prefer videogames.

Girls opt more often for the communication side of screens: sending and receiving messages, talking, chatting... Boys choose entertainment and leisure activities: games, movies or music downloads... Briefly, to the light of these results a scenario comes up where boys and girls try to find the way to meet their particular needs with the help of technological tools: girls, their need of relations and boys, their need of action.

6. An autonomous generation

The lack of autonomy has always been considered as a distinctive feature of childhood or adolescence. However, regarding technology and, more precisely, the screens studied we are faced with a fully autonomous generation. On the one hand, they are self-taught persons with regards to the arrival of Internet to their lives: 70% declare that they have learnt to use this media without any kind of help. On the other, the so-called "bedroom culture" is spreading as one of the strong features of the studied community: 36% have a computer in their room and 45% have their own television set.



Source: Survey Interactive Generations in Spain

7. Five dimensions of the screens

The Interactive Generation seems to go beyond the conventional use of screens, discovering new integrated and multifunctional dimensions. Their vision of these media is based on their consideration as tools for very particular purposes: for instance, Internet is useful for their school homework but also provides them the opportunity of a permanent connection with their equals through social networks or anything that interests them. It seems that mobile phones were conceived to talk, but they also allow communication in many other ways: text messages, photos, videos, etc. It may seem that the most attractive feature of a videogame is playing, but the game experience reaches a new dimension when one may compete with other people through the Internet.

In summary, the Interactive Generation makes the most of screens around five fundamental aims: communication, knowledge, sharing, entertainment and consumption.



Source: Personal elaboration

8. A multitasking Generation

Surfing the Internet or playing a videogame involves learning to manage a great amount of journeys with different outcomes. And this ability of simultaneous attention is also reflected in their activities: the possibility of making several things at the same time has turned from ability into a necessity. Therefore, 75% keep their mobile phone on, although they are studying. Or 73% watch television while eating and nearly half of them participate in family gatherings in front of the television.

9. Interactive families?

Even though it is a precocious, autonomous, multitasking Interactive Generation, this fact doesn't limit the educational intervention of parents, although it is not possible to talk about the existence of truly interactive families. In any case, the benefits of the parents that make the constant effort to accompany their children in the use of the diverse screens are evident. However, although this might be true, integrating parents and children under the new dimension of ICT seems a long-run project.

Without underestimating the evident problems that this may bring up, at the same time, there is a new chance for mothers and fathers to discover and recover lost spaces and missed opportunities when becoming authentic interactive families.

10. The school: space of real reference and potential

The important role of school becomes clear when verifying the fact that minors recognize their teachers as learning references in the use of interactive screens. It also is reflected in the level of use of such screens with the purpose of achieving their homework or as a support to their personal study. It is evident that the need to equip the educational system adequately and to train teachers to face these changes has its positive consequences for the students. It is perhaps the moment to face a new challenge: the school as another reference of good use of screens.

11. The Interactive Generation in Spain and Ibero-America

It is possible to compare the results of this research with those obtained in 2008, *The Interactive Generation in Ibero-America* (Ariel - Fundación Telefónica). Logically, the differences between both generations are many and varied. For instance, there is an essential difference regarding the equipment degree: Spanish minors have much more access to more digital screens and devices than their Ibero-American colleagues. On the other hand, the fact that three out of four households with minors in Spain have an Internet connection modifies substantially the use of the Internet and the access locations: in many Latin American countries the main Internet access location are public places, such as cybercafés, due to a lower household penetration of this media.

Nevertheless, in spite of the differences that the present research points out, it is also possible to find common places between both generations: for instance, the preferences and the importance given to screens are very similar and the most interactive ones, mobile and Internet, are the favorite ones, against the more traditional ones, such as television.

12. A task for all

Minors live immersed in a technological reality with evident differences compared to the experience of their parents and educators. The challenge consists of looking at this scenario under a new perspective with the idea of recognizing the opportunities offered by ICT and, at the same time, identifying the general and personal risks that they bring up. We are facing a new challenge that needs a global answer and a global commitment on the part of society, companies, institutions and public administrations.

4. THE INTERACTIVE GENERATION FACED WITH THE SCREENS

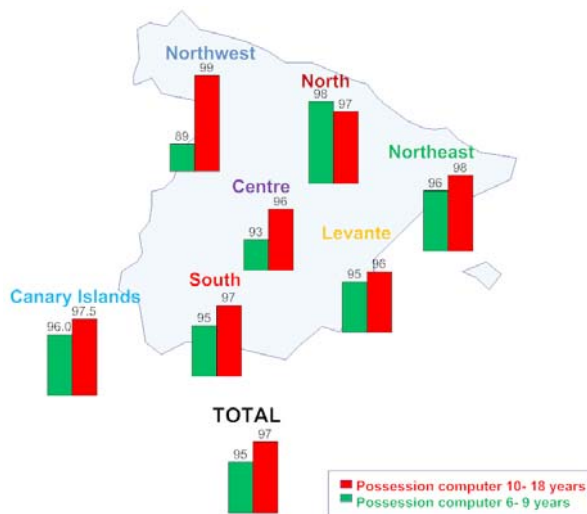
Below the detailed information of the study, with the most relevant conclusions organized according to the four screens described in the research.

Internet



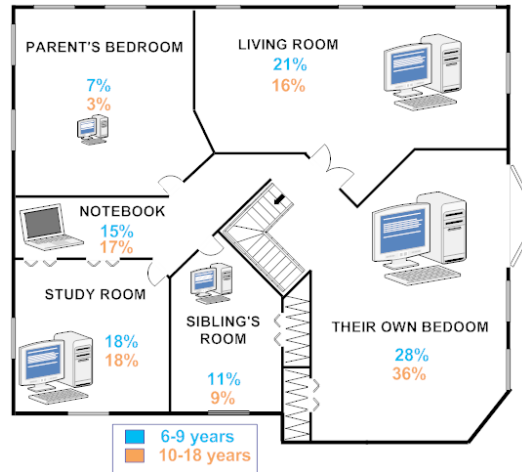
Possession

There is a strong relation between the availability of Internet connection at home and the availability of a computer. In fact, 96.7% of teenagers have a computer at home and more than 85% of these are connected to the Internet. In the households with younger children, this figure rises up to 80%.

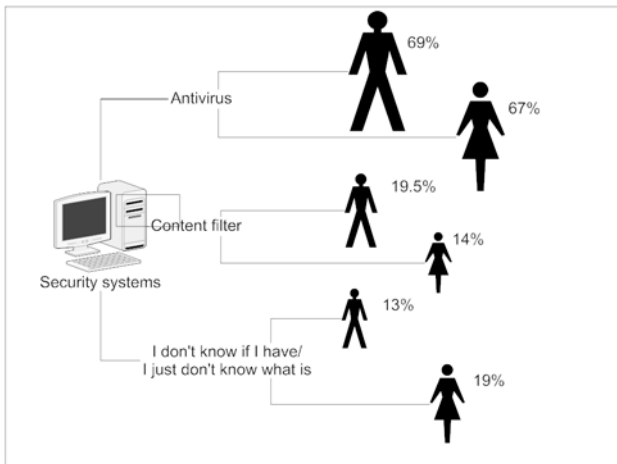


Source: Survey Interactive Generations in Spain. Answers to questions number 6 "Have you got a computer at home?", N= 3,402 schoolchildren from 6 to 9 years, and number 18 "Have you got a computer at home?", N=9,517 schoolchildren from age 10 to 18.

36.4% of those polled from the elder group have such computer in their own bedroom, especially in the case of boys. Among the younger ones, between 6 and 9 years, 28% present the same situation



Source: Survey Interactive Generations in Spain. Answers to questions number 7 "Where is the computer that you most use at home?", N= 2,287 schoolchildren from 6 to 9 years, and number 29 "Where is the computer that you most use at home?", N=8,102 schoolchildren from age 10 to 18.



Only 18% of the elder ones have a content filter (19.5% of boys and 13.6% of girls), although the presence of an antivirus reaches 68%.

Source: Survey Interactive Generations in Spain. Answers to questions number 21 "Is there any protection system installed in your computer to surf the Internet at home? You may choose more than one answer", N=7,805 schoolchildren from 10 to 18 years.

Access and use

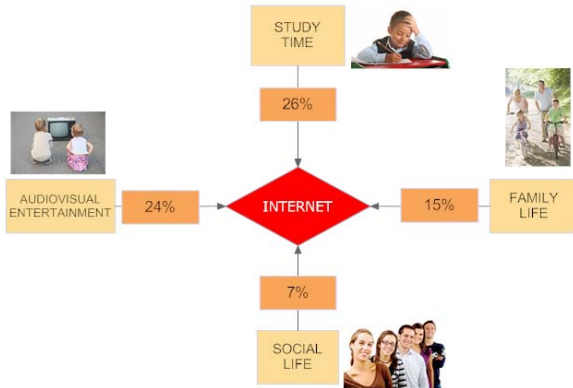
Nevertheless, 70.9% of children and 88% of teenagers are Internet users. The most usual situation for these Internet users is to surf the web at home (89% of adolescents and 87.2% of children). However, there are other chances to access the web, such as doing it at school (28.5 of the elder group and 31% of the younger group). In general, access from cybercafés is not very extended: 10.2% of teenagers and 4.7% of children, without any major differences according to gender, do it.

	At home	At school	At a cybercafé	In a public space	At a friend's home	At a relative's home
Center	87.1	21.2	12.1	11.1	28.7	22.4
North East	95.7	30.7	10	9.3	27.5	22.1
South	87.2	36.4	8.4	10.7	34.2	30.7
East Coast	87.2	25.1	7.9	5.2	24.7	20.8
North West	87.6	38.4	11.9	10.9	32.2	23.4
North	92	24.4	9.7	10	25.9	21.3
Canary Islands	98.5	29.9	16.3	15	34.2	29.7
Total	89	28.5	10.2	10	29.4	24.4

Source: Survey Interactive Generations in Spain. Answers to questions number 25 "Where do you usually access the Internet (to surf, to chat or to e-mail)? You may choose more than one answer", N=8,373 schoolchildren from age 10 to 18.

Time

Monday through Friday, they usually surf the net between one and two hours (28.6%) and during the weekends it is more common to surf more than two hours a day (34.5%). However, 9% say that they don't surf the net at all on Saturdays and Sundays and 6% share the same answer, but in this case, in reference to week days.



52.4% of those polled recognize that Internet takes up a certain amount of the time that they used to devote to other activities, such as studying or reading. On the other hand, 33.4% (40.9% of girls and 26.3% of boys) say that it takes up time to watch television and 23.6% to play videogames (20.2% of girls and 26.3% of boys). In spite of this, 15% say it takes up their time to be with family and even less in the case of time spent with friends.

Source: Survey Interactive Generations in Spain. Answers to question number 28 "What activity did you take up time from since you use Internet? You may choose more than one answer" N=8,373 schoolchildren from age 10 to 18.

Company

Surfing alone is the most common situation, as it is the case for 85.5% of teenagers and 61% of children. Whereas for the latter, the first option as company is family (more than 30%), in the case of the elder ones, they prefer friends (42.9%). In general, school teachers, have little weight as Internet surfing companions.

	Alone	Friends	Siblings	Father	Mother	Teacher
Center	84,9	44,5	27,7	16,2	17,4	5,9
Norht East	88,7	41,9	26,6	20	21,4	9
South	82,4	45,2	29,7	15,7	18,4	7,4
East Coast	86	40	23,1	15	15	6,7
North West	88,6	39,8	19,1	15,7	19,3	6,6
North	86,9	41,2	25,1	13,9	16,5	6,9
Canary Islans	84,8	43,9	24	11,7	16,8	8,5
Total	85,5	42,9	26,2	15,8	17,7	7,1

Source: Survey Interactive Generations in Spain. Answers to question number 26 "Most times you use the Internet you usually are... You may choose more than one answer", N=8,373 schoolchildren from age 10 to 18.

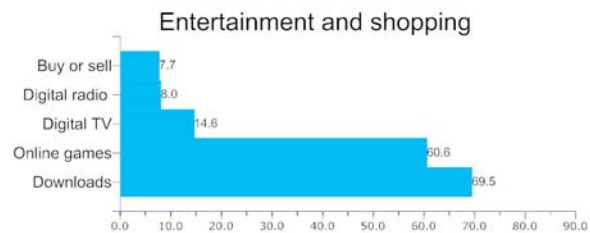
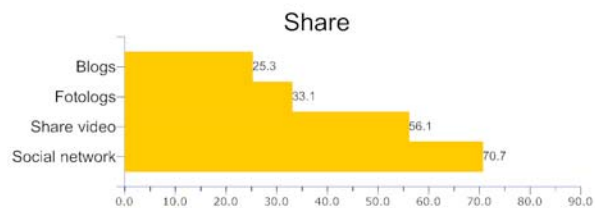
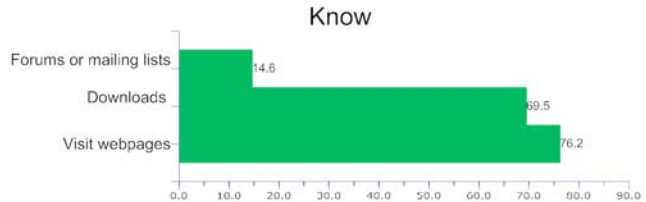
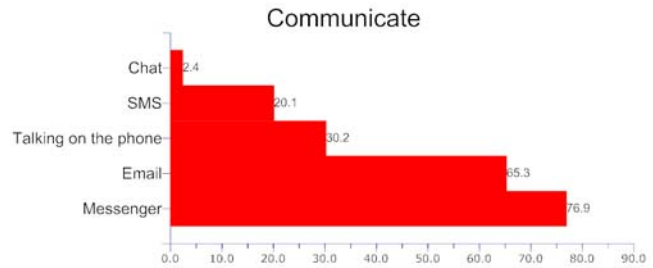
On the other hand, they consider themselves as self-taught regarding Internet issues: 70.2% affirm that they have learnt to surf the web on their own. Only 16% learnt from their parents and 7% from their teachers.

Services

Social relations arise as the main objective when they choose their favorite services. Messenger leads the rank with 77% and email reaches the figure of 65%.

On the other hand, being up to date and information access are another of the main utilities of the Internet, with 76% of the teenagers that browse websites.

In order to share information, 71% prefer social networks and more than 55% choose genuinely collaborative spaces such as YouTube or Slideshare.

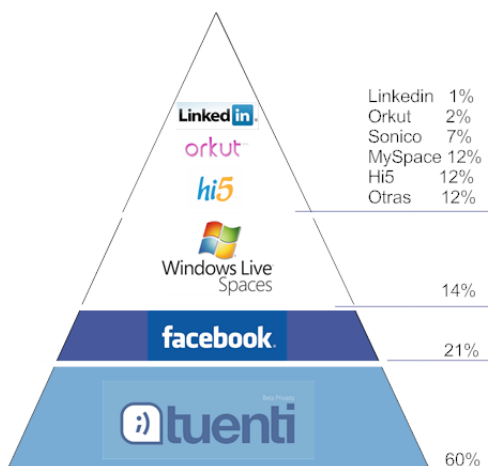


Source: Survey Interactive Generations in Spain. Answers to questions number 29 "What do you use Internet for? (You may choose more than one answer)"; number 31 "Do you usually communicate through any of these media through the Internet?"; number 36 "Do you usually use Internet to play on-line games? " and number 39 "Are you a social network user (Tuenti, Facebook, etc..)?" N=8,373 schoolchildren from age 10 to 18.

Social Networks

71% of teenagers are social network users, with a slight predominance of the girls rather than the boys. According to age, from the age of 14, the use of social networks overcomes 80% and keeps increasing until it reaches a highest level of use of 85% at the age of 17.

In the case of the research done, the most popular social networks among the minor Internet users are classified as follows: Tuenti opens with the first position with 60% of users among all the ones that use Internet, followed far behind by Facebook, with a 21% of penetration. At the third position is Windows Live Spaces –14%– followed by MySpace and Hi5, both with 12%. The rest of the options don't go beyond 10%.



On the other hand, the usual place to access the Internet doesn't seem to influence significantly the use of social networks: those that access Internet at home, at school or in public spaces have similar use rates. Moreover, it seems that Internet surfing at home with a friend is the only situation in which there is an increase of the access to social networks.

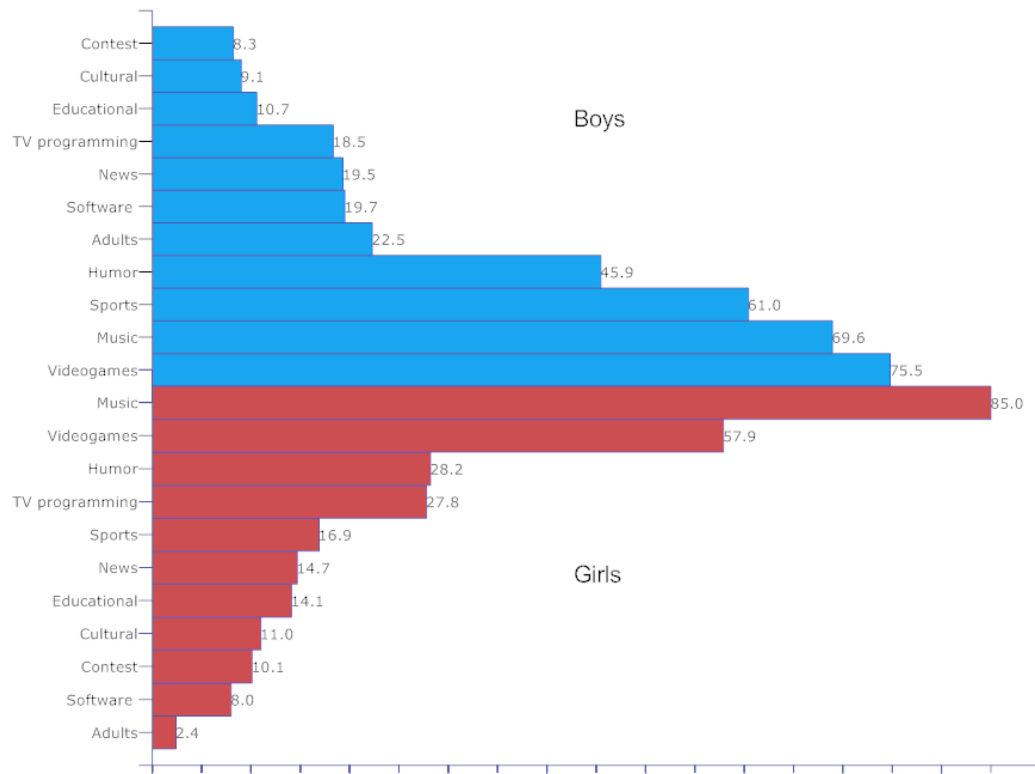
Source: Survey Interactive Generations in Spain. Answers to question number 40 "Would you tell us which are the social networks you regularly use? You may choose more than one answer"; N=5,917 schoolchildren from age 10 to 18.

A deeper analysis of the preferences about the two most popular social networks according to gender and age allows drawing some interesting conclusions. Before reaching the age of 12, Tuenti seems the most popular among boys rather than among girls. From that moment on, the network makes a leap in its penetration index in both cases. In the case of girls, it reaches its highest success at the age of 15 (82%). Regarding boys, this moment is delayed until 17 years of age. For both boys and girls, the interest for Tuenti decreases at the age of 18.

With respect to Facebook, the predilection for this social network is higher among boys up until 12 years of age, a moment in which girls overtake them as users. The highest level of penetration of Facebook among this public is at the age of 16 and, from 18 years on, its popularity decreases slightly among both boys and girls.

Contents browsed

Music, games and Sports are the favorite contents of those polled. Educational contents are only browsed by 12% of internet users and it certainly is overwhelming to find out that 13% confess to access adult content.



Source: Survey Interactive Generations in Spain. Answers to question number 30 "When you browse the web, which contents do you usually consult? ", N=8,373 schoolchildren from age 10 to 18

On the other hand, 61% affirm to create their own contents, such as a website, a blog or a photoblog.

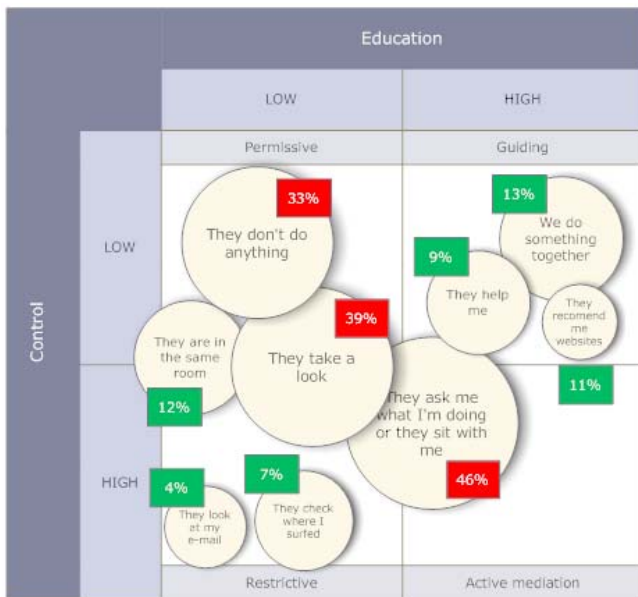
Educational mediation

It is striking that 50% of teenagers affirm that their teachers don't use Internet to explain their subjects. Only 4% recognize that all or nearly all of their teachers use the Net in the classroom.

The use of Internet at school doesn't seem to determine the contents visited, since they still prefer those that have to do with leisure time and entertainment. However, the use of certain software such as instant messaging decreases.

33% of those polled admit the lack of family mediation in the use of the Internet. 13% affirm that they do things with their parents online and 9% say that their parents help them to use it.

At home, there are specific forbidding rules regarding certain behaviors online. In fact, 55% declare that parents forbid them to give personal information. In spite of this, Internet doesn't seem to be a subject of argument at home for three out of four young Internet users.



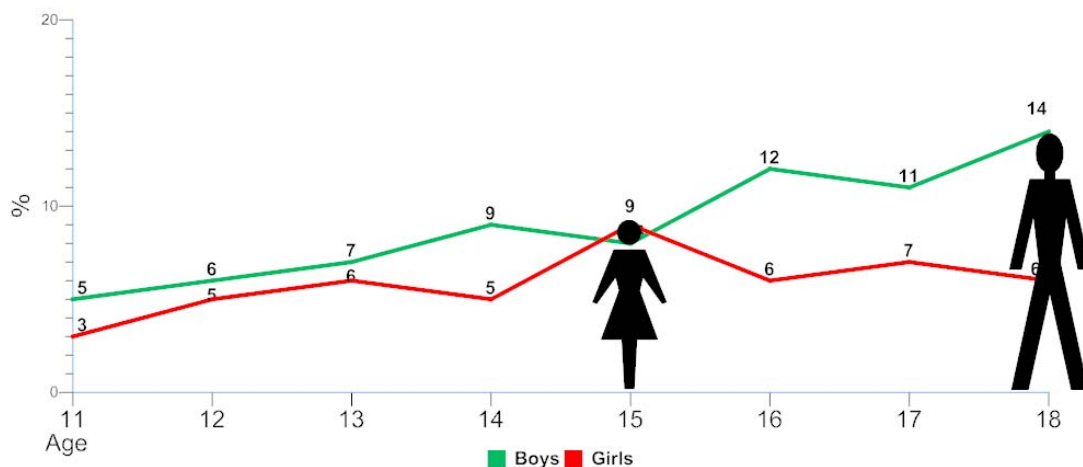
Source: Survey Interactive Generations in Spain. Answers to question number 48 "What do your parents do while you are connected to the Internet?", N= 8,373 schoolchildren from age 10 to 18.

Assessments and attitudes

When having to choose between Internet and Television, the preferences tend towards the Internet. Equally, when compared to the mobile phone, teenagers prefer Internet, boys with a higher percentage (73%) than girls (62%).

On the other hand, 29% of those polled confess to "get nervous or angry when I can't or they don't allow me to surf the Internet". Regarding sharing contents on the web, 9% affirm that they may upload family or friends' pictures or videos. The percentage increases when they talk about themselves.

With respect to virtual friends, 7% declare that "there is no problem about strangers knowing about my hobbies or personal life" and 13% that "I don't mind to add strangers to my Messenger", even though that 8% already had negative experiences while using the Internet. Moreover, 21% declare that they have met their virtual friends in person.



Source: Survey Interactive Generations in Spain. Answers to question number 44 "Do you agree with any of the following situations? You may choose more than one answer" N=8,373 schoolchildren from age 10 to 18.

Mobile phone



Access

28% of children and 83.2% of youngsters have their own mobile phone. In both cases, girls are the ones that have a higher possession index. From the age of 16, the level of possession reaches 94%.



Source: Survey Interactive Generations in Spain. Answers to questions number 13 "Do you use a mobile phone?" N=3,402 schoolchildren from age 6 to 9; and number 54 "Have you got a Mobile phone of your own?" N=9,517 schoolchildren from age 10 to 18.

Furthermore, among the younger ones, 41% declare to use other people's mobile phones regularly.

The most frequent situation is that they received their first cell phone at some point between the age of 10 and 12. They mostly got it as a present (32.1%), although 17.5% inherited it from other persons. Moreover, 23.4% of those who did the survey received their mobiles from their parents because they asked for it. Among the younger ones, the most usual situation was obtaining as a present (53.1%). When talking about the present cell phone, the vast majority got it after a brand new purchase and not as a second hand acquisition (85.9%).

Interlocutors

The main interlocutors of the younger group are parents (more specifically, in 69.3% of cases, the mother in 58%, the father), moving friends into the background, with 43.6%, and siblings (26.1%).

6-9 years	Average	INTENSIVE			MEDIUM		LOW	
		Center	North	Canary Islands	North West	North East	South	East Coast
With my mother	69	76	68	75	69	68	65	65
With my father	58	64	57	66	62	61	47	57
With family members	47	47	48	61	49	46	40	42
With friends	43	35	49	58	42	43	43	37
With my siblings	26	25	22	28	33	23	25	28

Source: Survey Interactive Generations in Spain. Answers to question number 16 "Who you usually communicate with?", N=987 schoolchildren from age 6 to 9

Regarding teenagers, 79% state that their main interlocutors are their friends, although the mother still has an important role in communication with 75% (especially for girls, with 78.1%). As they grow up, there is a new interlocutor: the boyfriend or girlfriend, with nearly 30%.

10-18 years	Average	INTENSIVE	MEDIUM				LOW	
		Canary Islands	Center	North East	East Coast	South	North	North West
With friends	79	75	82	75	80	75	84	78
With my mother	75	77	74	78	74	74	78	70
With my father	63	65	65	66	66	59	65	55
With family members	36	42	37	34	35	37	36	36
With my siblings	32	36	34	26	36	32	33	26
With girlfriend/boyfriend		36	34	23	26	30	26	35

Source: Survey Interactive Generations in Spain. Answers to question number 62 "Who do you talk to more often through the cell phone? You may choose more than one answer", N=7,918 schoolchildren from age 10 to 18

Uses

Among children, the main utility of a mobile phone is to talk, 72.7%, but closely followed by leisure: playing games with the cell phone is a regular activity for 61.2% of those between 6 and 9 years of age.

Briefly, when talking about the most frequent uses among the elder group, they may be classified in the following categories:

- **Communication:** mainly talking (93.6%) and sending SMS (79.6%).
- **Contents:** 64% use their cell phone to listen to music or the radio. Moreover, 52% use it to watch videos or images. However, access to Internet through the mobile phone is still quite low (7.7%)
- **Leisure:** although in a minor proportion than in the case of children, it is considered that nearly one out of two teenagers uses the mobile phone to play games.
- **Creation:** the most common activity under this category is to use the phone to take pictures, 71.1%, but more than 50% use it to make videos
- **Organization:** 61.5% use the mobile as an alarm clock or pocket watch and 45.5% also use it as a personal organizer. On the other hand, 47.2% use it as calculator.

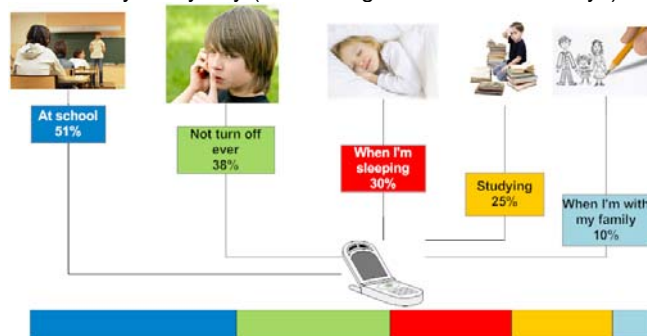
	Center	North East	South	East Coast	North West	North	Canary Islands	Total
COMMUNICATION								
Talking	94	93	92	95	94	94	93	94
Sending messages	80	73	79	81	84	80	80	80
Chatting	7	5	5	3	5	5	14	6
CONTENTS								
Listening to music	69	27	69	69	64	68	68	64
Watching videos or pictures	54	41	56	56	47	48	50	52
Surfing the Internet	9	7	7	5	9	7	14	8
Watching television	8	6	6	7	8	5	12	7
Downloads	14	12	10	9	10	10	24	12
LEISURE								
Playing games	44	42	44	43	38	44	49	44
CREATION								
Taking pictures	72	63	74	69	70	70	72	71
Making videos	58	47	59	57	57	57	60	57
ORGANIZATION								
Watch	60	62	62	60	64	61	65	61
Personal organizer	47	40	47	43	44	43	51	45
Calculator	47	45	50	45	46	43	55	47

Source: Survey Interactive Generations in Spain. Answers to question number 61 "For you, the cell phone is mainly useful for..." (You may choose more than one answer)" N=7,918 schoolchildren from age 10 to 18

Availability

38% of those surveyed declare that they never turn the cell phone off. Moreover, only one out of two does it while in class. In addition, about 70% affirm to have the cell phone on while sleeping, more often in the case of girls than in that of the boys.

Furthermore, 61.9% of teenagers receive calls or SMS when they are in bed. 14% out of these receive them nearly every day (15.9% of girls and 12.2% of boys).

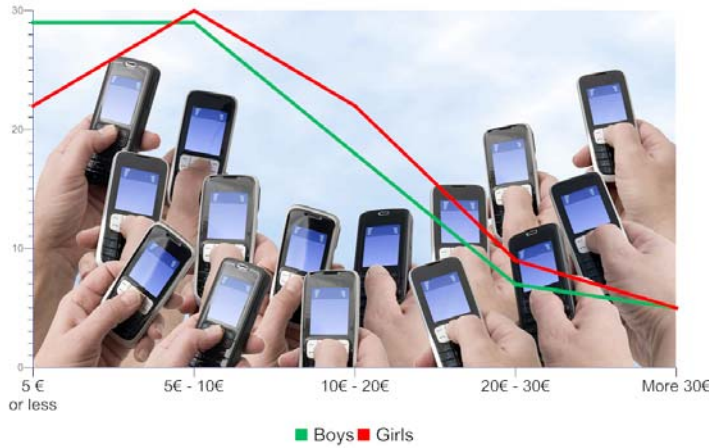


Source: Survey Interactive Generations in Spain. Answers to question number 61 "For you, the cell phone is mainly useful for..." (You may choose more than one answer)", N=7,918 schoolchildren from age 10 to 18

Cost and financing

The majority affirm to spend 10 euros per month in their cell phones(55.7%), although it is quite interesting to find out that one out of ten adolescents doesn't know how much money they spend with their cell phones.

Their cell phones are, mainly, on pay as you go plans (58.8%) and they are usually, in 74% of the cases, paid by parents.



Source: Survey Interactive Generations in Spain. Answers to question number 60 "Do you know how much is your monthly cell phone expense?", N=7,918 schoolchildren from age 10 to 18

Family mediation

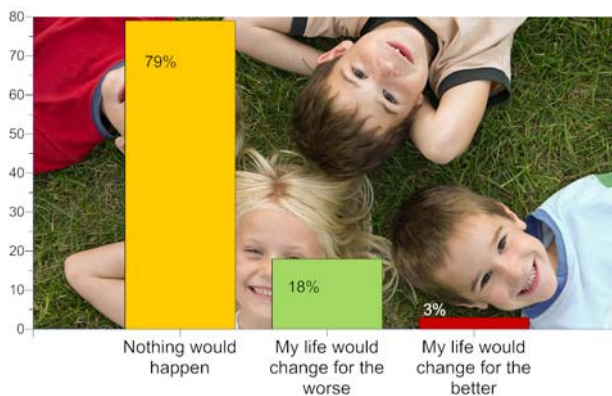
13.6% recognize to argue with their parents because of the use of the cell phone, especially due to their expense. Furthermore, 10.5% affirm that they are either rewarded or punished with the use of the cell phone.

Assessments

17.8% affirm that their lives would certainly change for the worse if they were two weeks without cell phone.

Girls say this more often, 21.5% of cases, against boys, 14.2%.

However, 78.8% recognize that nothing would happen if they were without cell phone.

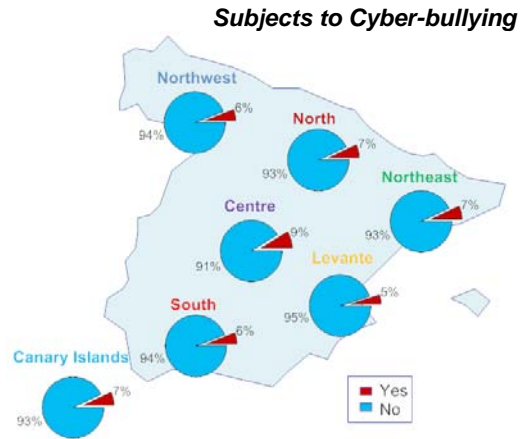


Source: Survey Interactive Generations in Spain. Answers to question number 63 "If I was two weeks without cell phone...", N=7,918 schoolchildren from age 10 to 18

Certain risk conducts were also studied, such as cyber-bullying.

11.9% of those polled affirm that they have used the cell phone at some point to send offensive messages to someone else, while the receivers of these messages are around 7%. In both cases, girls overcome boys, especially in the first case, since girls declare that they have sent this kind of messages in 15.2% of cases.

Other dangers: 28.3% of those surveyed affirm to know somebody addicted to cell phones. On the other hand, 11% say that they have received obscene messages or SMS from strangers.



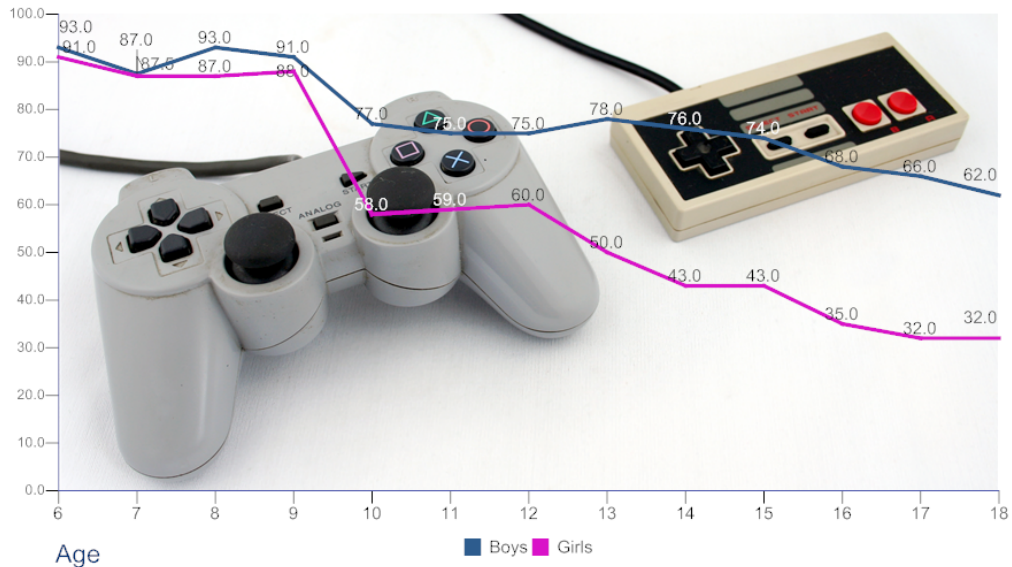
Source: Survey Interactive Generations in Spain. Answers to question number 63 "If I was two weeks without cell phone...", N=7,918 schoolchildren from age 10 to 18

Videogames



Access and use

Nearly 90% of those of the younger group play videogames regularly and there are little difference between boys and girls (91.3% and 88%, respectively).



Source: Survey Interactive Generations in Spain. Answers to questions number 17 “Do you regularly play videogames or computer games?”, N=3,402 schoolchildren from age 6 to 9, and number 70 “Do you usually play videogames or computer games?”, N=9,517 schoolchildren from age 10 to 18

In the case of the elder group, there is a remarkable decrease of players (61.1%) and there are more boys who play (73.7%) than girls (47%).

Devices they own

The most popular game console among the younger group, by far (70.8%), is the Nintendo DS, whereas in the case of the elder group is the PlayStation 2 (63.4%). 9.6% of the younger group say that they haven't any of the consoles included in the questionnaire, whereas this number decreases to 6.3% in the case of the elder group.

	PlayS 2	PlayS3	XBox	Wii	PSP	NintDS	Gameboy
6-9 years	40	15	9	42	29	71	24
Boys	49	18	12	43	37	66	29
Girls	30	12	6	40	20	76	18
10-18 years	63	23	14	37	44	58	41
Boys	71	29,5	17	37	53,5	52	45,5
Girls	49,5	12	7,5	36	26,5	67	34

Source: Survey Interactive Generations in Spain. Answers to questions number 19 "Which consoles do you have? (You may choose more than one answer)", N=3,051 schoolchildren from age 6 to 9, and number 71 "From the following list, select the game console that you have (You may choose more than one answer)", N=5,871 schoolchildren from age 10 to 18

Consoles they use to play

The favorite console of the younger videogame players is the Nintendo DS (73.5%)

In the case of the elder group, computers dominate overwhelmingly (89.8%), whereas for the younger group this is the second most popular platform (65.7%).

What do they play to?

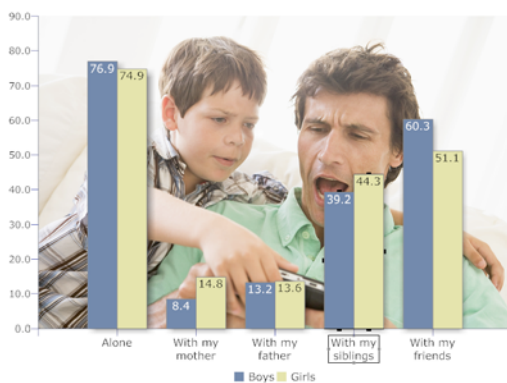
The favorite game of those who play with Nintendo DS is Mario Kart DS (63.6%) and the less popular of those named games is Guitar Hero: On tour (19.7%)

PlayStation 2 game players prefer Pro Evolution Soccer 2008 (45.8%) and the one they like less is God of War II Platinum (21.4%).

The most popular game amongst Wii players is Wii Play (59.4%) and the one they like less is Link (12.9%).

Company when playing

64.9% of those of the young age group play alone against 76.2% of those of the teen age group.



The favorite company at the time to play with other people is their siblings in the case of the younger group (47.6%) and their friends in the case of the elder group (57%).

Those of the younger group play more often with their father (29.1% against 13.3%) and same happens in the case they play with their mother (27.4% against 10.7%).

Source: Survey Interactive Generations in Spain. Answers to question number 92 "Who do you play with? (You may choose more than one answer)", N=5,817 schoolchildren from age 10 to 18

Time of use

59.1% of those of the elder group play two hours or less during the week, while this number decreases to 56.1% during the week-end. During the week, 16.8% maintain that they play more than two hours, whereas during the week-end, this number increases up to 26.3%.

22.4% of the boys play more than two hours during the week, against 6.9% of girls. During the week-end these numbers reach 34% and 12.7% respectively.

The piracy phenomenon

60.9% of teenagers have pirate videogames.

The most usual way to get these pirate games is to download them from the Internet (72.9%) and the less popular option is to buy them at a store or in the streets (12.4%).



Source: Survey Interactive Generations in Spain. Answers to question number 91 "How do you get them? (You may choose more than one answer)" N=3,542 schoolchildren from age 10 to 18

Family mediation

20.2% argues with their parents due to their use of videogames, although the number of boys doubles that of girls (24.7% against 12.3% respectively).

The main reason to argue is the amount of time that they spend playing (75.8%). Only 22% of parents awards or punishes with the use of videogames.

Assessment

44.9% declare that is funnier to play with someone else than alone.

28.2% affirm to be addicted to a certain videogame or to know somebody else that is addicted.

Only 18% believe that videogames may turn them violent.

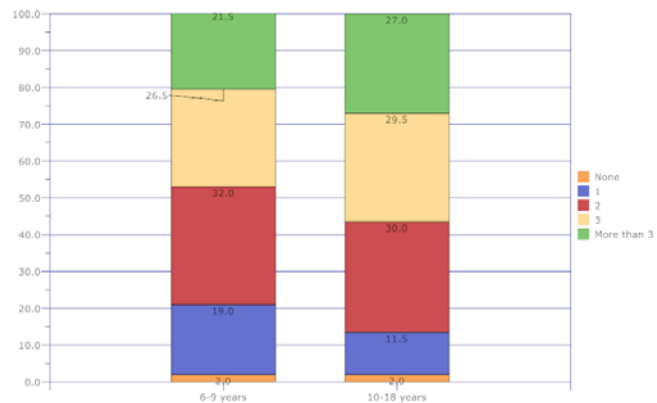
Television



Access

Broadly, all those polled have a television set. Only 2% haven't any.

In addition, ownership of television involves more than one set. In fact, 48% of children and 56.5% of teenagers have three or more televisions at home.



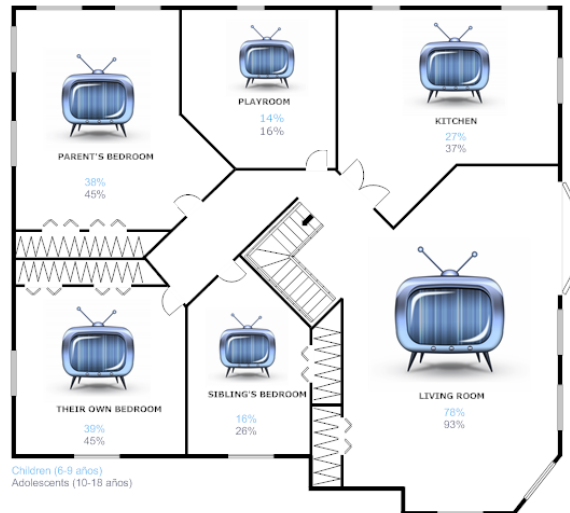
Source: Survey Interactive Generations in Spain. Answers to questions number 21 "How many television sets that work properly are at your home?" N=3,402 schoolchildren from age 6 to 9, and number 100 "How many television sets that work properly are at your home?," N=9,517 schoolchildren from age 10 to 18

Location

The usual place to locate the television is the living-room (up until 93% amongst the elder group of age).

However, nearly 40% of the younger group and one out of two of the elder group of age have their own television set at their bedrooms. This fact is more acute among the boys, with a difference of up until 15 percentage points over the girls.

THE INTERACTIVE GENERATION IN SPAIN



Source: Survey Interactive Generations in Spain. Answers to questions number 22 "Where are they? (You may choose more than one answer)", N=3,344 schoolchildren from age 6 to 9; and number 101 "Where is the television set or where are the television sets at your home? (You may choose more than one answer)", N=9,319 schoolchildren from age 10 to 18

Location doesn't always seem to determine the place to watch television, since among adolescents 32% of them watch television at their bedroom, nearly 20% of those who have them.

Time of watching

During the week, the most usual situation is to watch television between one and two hours, although 27% affirm to watch it for more than two hours.

On the other hand, during the week-end the use increases and reaches up to 34% for those who say to watch television for more than two hours. In addition, it is worth mentioning that in both periods of time 12% doesn't know for how long they watch it.

Company

Even though 59% of children between 6 and 9 years recognize to watch television without company, there are many that watch it with their family: with their mother (65%), with their father (64%) or with their siblings (60%).

Three out of five teenagers watch television alone, although the family contact remains very important.

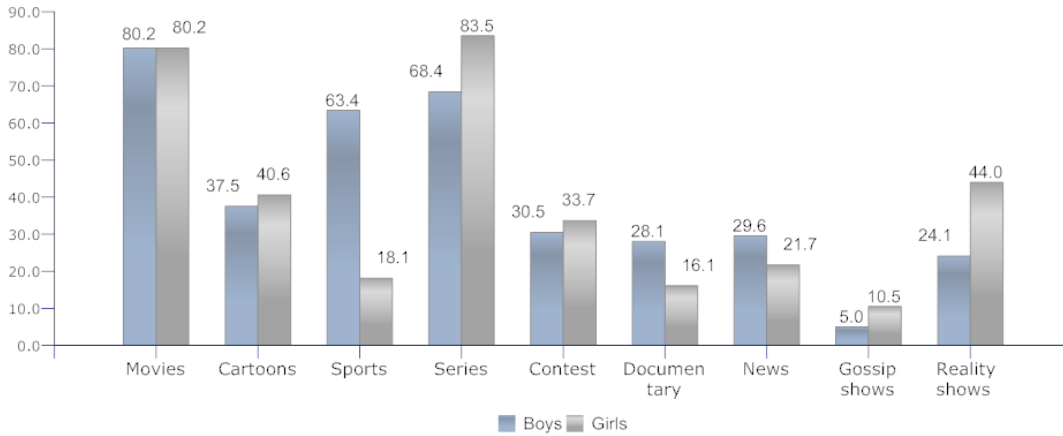
	Alone	With my father	With my mother	With a brother/sister	With other family member	With a friend
Center	60.8	58.2	63.6	60.1	27.9	30.9
North East	59.3	59.1	66.5	61.0	27.5	33.9
South	58.6	57.3	66.8	61.1	30.5	27.3
East Coast	63.1	59.9	66.4	58.5	28.3	25.9
North West	63.7	45.5	56.5	43.9	25.4	28.4
North	62.8	55.1	62.2	58.2	26.9	30.5
Canary Islands	63.6	46.2	58.0	53.7	27.4	32.0
Total	61.1	56.4	64.1	58.5	28.2	29.5

Source: Survey Interactive Generations in Spain. Answers to question number 105 "When watching television, you usually are... (You may choose more than one answer)", N=9,319 schoolchildren from age 10 to 18

Contents

Their favorite programs are: movies (80.2%), series (75.6%) and sports (41.9%).

The less preferred are: gossip shows (7.7%) and news bulletins (25.8%).



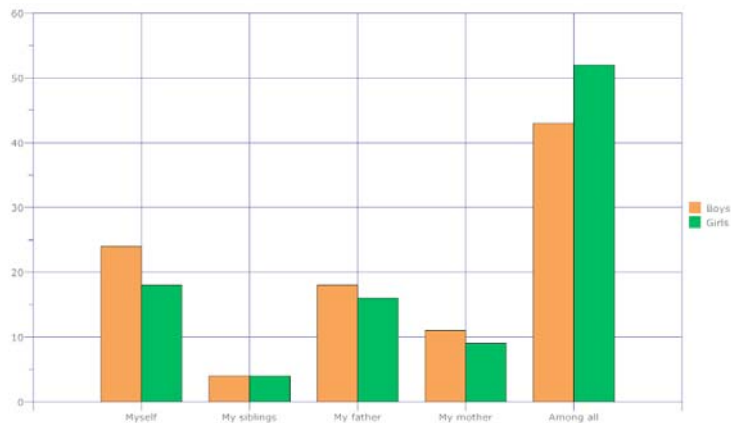
Source: Survey Interactive Generations in Spain. Answers to question number 111 "What are your favorite television contents? (You may choose more than one answer)", N=9,319 schoolchildren from age 10 to 18

Multitasking

The most frequent situation is to eat while watching television. Other common activities are to talk with family members (42%) and even browsing the Web (20%) or sleeping (20%).

Family mediation

20% choose the programs that they want to watch by themselves; in 27% of the cases this decision falls to the father or the mother. In spite of this, 47.6% affirm that there is a general negotiation about which program they would watch.

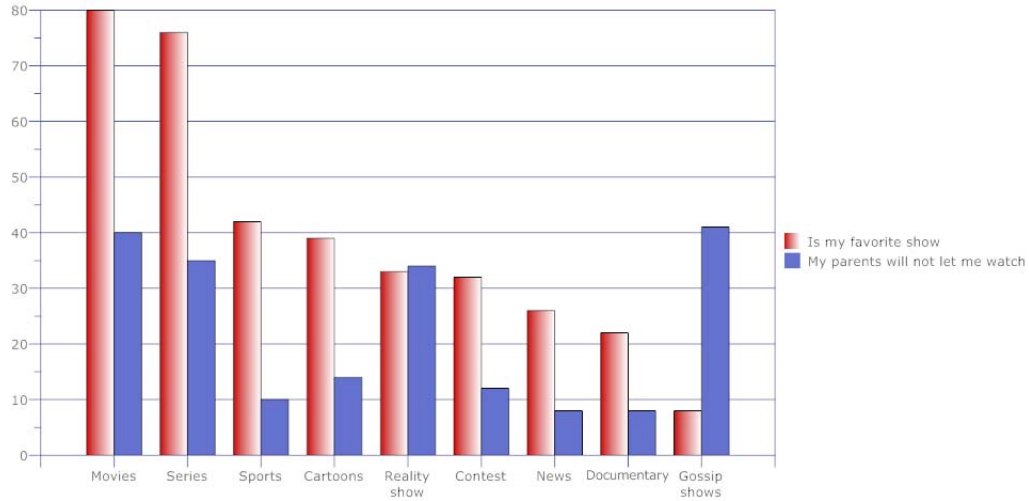


Source: Survey Interactive Generations in Spain. Answers to question number 110 "When you watch television with your family, who decides which program to watch?", N=9,319 schoolchildren from age 10 to 18.

16% admit to argue with their parents because of the television, especially because of the time spent watching it (65%).

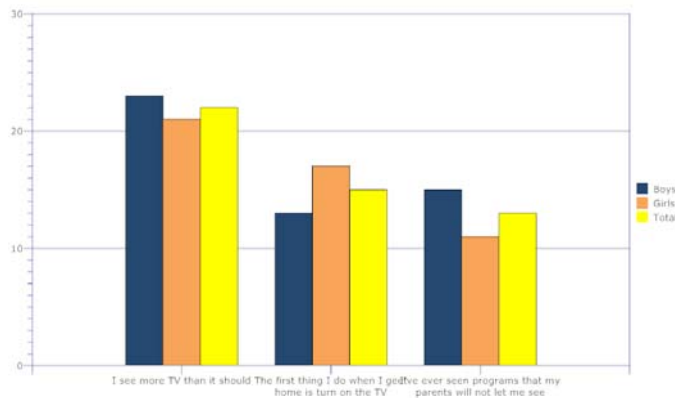
There is a certain kind of prohibition regarding television contents: mainly regarding films, series and reality shows.

THE INTERACTIVE GENERATION IN SPAIN



Source: Survey Interactive Generations in Spain. Answers to question number 111 "What are your favorite television contents? (You may choose more than one answer)" and number 113 "Which kind? (You may choose more than one answer)" N=3,893 schoolchildren from age 10 to 18

Assessments



42% declare to turn the television on just at the time they get home and even 22% recognize to watch more television than what they should.

On the other hand, 13% of adolescents admit that they have watched at a certain point a show that their parents don't allow them (especially boys, 15%, against 11% of girls).

A third of those polled affirm that they like better to watch television with someone else than alone.

Source: Survey Interactive Generations in Spain. Answers to question number 114 "Do you agree with any of the following affirmations?", N=9,319 schoolchildren from age 10 to 18

Interactive Generations

During the first months of its course in Spain, more than 13,000 children of approximately 120 educational centers were polled. Back in 2008, more than 81,000 schoolchildren from Argentina, Brazil, Chile, Colombia, Peru, Mexico and Venezuela participated in the biggest research about the uses of the diverse screens: Internet, cell phones, videogames and television. 845 educational centers subscribed to the project. They add a total of nearly 1,000 schools which join this educational community that begins with the surveys and follows with the education and training activities for teachers, families and students.

The book "The Interactive Generation in Spain. Children and adolescents faced with the screens" was presented in Madrid in November 2009 and will be available in PDF format at the web page www.generacionesinteractivas.org

Interactive Generations Forum

On December 18 2008, Telefónica, the University of Navarra and the Inter-American Organization for Higher Education founded the "Interactive Generations Forum", an initiative that is open to public and private corporations (just as it did the International University of La Rioja), with the aim to foster and promote a responsible and safe use of the new technologies by children and young, the people that constitute the new "Interactive Generation".

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

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

Briefly, the Forum will focus its activities in:

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

For more information, please visit: www.generacionesinteractivas.org or contact us at info@generacionesinteractivas.org