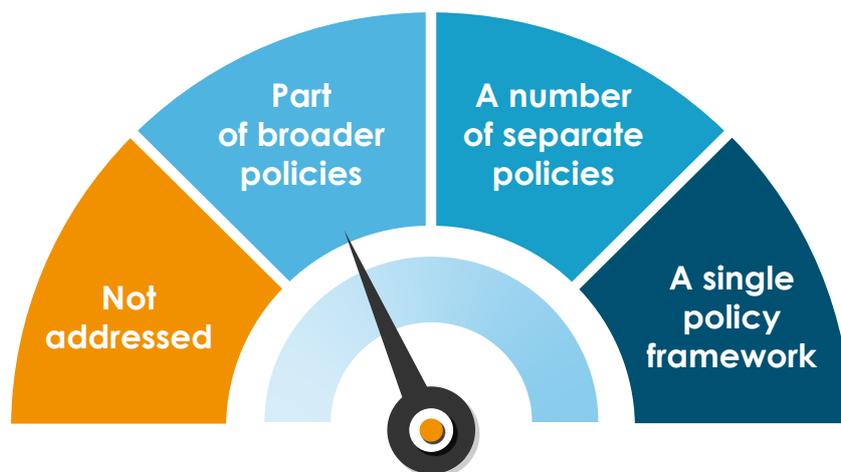# Spain

The Better Internet for Kids (BIK) Policy Map is a tool used to compare and exchange knowledge on policy making and implementation in EU Member States on the themes and recommendations of the European Strategy for a Better Internet for Children (or BIK Strategy) first set out by the European Commission in May 2012. The third BIK Policy Map report (2020) examines the implementation of the BIK Strategy in 30 European countries, including all EU Member States, Iceland, Norway and the United Kingdom.

For each country in the BIK Policy Map study, we outline findings for Policy frameworks, Policy making and Policy implementation, and conclude by providing a selection of good practices.

Download the full BIK Policy Map report from the Better Internet for Kids website.

1. Policy frameworks

Policy frameworks refer to the organising principles and long-term goals for policies, guidelines, decisions and other statements made at the national level in the course of putting into practice the BIK Strategy.

In Spain, the European Strategy for a Better Internet for Children has featured in national policy debates on the subject of children's use of the internet. This topic forms part of broader policies which address the four different pillars of the BIK Strategy. Some examples are given below.

Pillar 1: High-quality content online for children and young people

- Organic Law 1/1996, of 15 January, on the Legal Protection of Minors, partially amending the Civil Code and the Law on Civil Procedure; Article 5. Right to information; 01/1996.

- **Law 26/2015, of 28 July, modifying the children and adolescent protection system**, amending section 3 of article 5 of Organic Law 1/1996); 07/2015.

- **Royal Decree 1084/2015 of 4 December**, implementing Law 55/2007 of 28 December on Cinema; 12/2015.

- **Preliminary draft law on the Comprehensive Protection of Children and Adolescents against Violence**; Article 43. Diagnosis and content monitoring.

Pillar 2: Stepping up awareness and empowerment

In the area of education and media literacy, examples of policies include:

- **Organic Law 1/1996, of 15 January, on the Legal Protection of Minors**, partially amending the Civil Code and the Law on Civil Procedure; 01/1996.

- **Organic Law 8/2013**, of 9 December, for the improvement of educational quality.

- **Royal Decree 126/2014**, of 28 February, setting out the basic curriculum for primary education; 02/2014.

- **Royal Decree 1105/2014**, of 26 December, setting out the basic curriculum for compulsory secondary education and the baccalaureate; 12/2014.

- **Law 26/2015**, of 28 July, modifying the children and adolescent protection system; 07/2015.

- **Common Reference Framework of Digital Teaching Competence**; 10/2017.

- Organic Law 3/2018, of 5 December, on the Protection of Personal Data and guarantee of digital rights. (Art. 83 "Right to Digital education", Art. 92 "Protection of minors' data on the Internet").

- Bill to **Amend Organic Law 2/2006**, of 3 May, on education; 02/19.

In the area of general awareness and empowerment, examples of policies include:

- **Order PCI/487/2019**, of 26 April, publishing the National Cybersecurity Strategy 2019, approved by the National Security Council. Workstream 7: To develop a cybersecurity culture; 04/2019.

- **General Law 7/2010**, of 31 March, on Audiovisual Communication, and its future amendment to transpose Directive (EU) 2018/1808; 03/2010.

- **Master Plan for Coexistence and Improvement of Safety in Educational Centres and their Environments**; 07/2013.

- **Strategic Plan for School Coexistence**; 06/2017.

- Agreement between the Ministry of the Presidency, Parliamentary Relations and Equality and the Spanish Data Protection Agency for collaboration on gender-based violence against women; 09/19.

- Preliminary draft law on the Comprehensive Protection of Children and Adolescents against Violence.

Other policies at regional level (examples):

- Order EDU/834/2015 regulating the Digital Security and Trust Plan in the field of education in the Region of Castille and Leon; 10/2015.

- Andalusia 2020 Digital Security and Trust Plan; 06/2007; Decree 25/2007 of the Andalusian Regional Government, of 6 February, setting out measures for promotion, risk prevention and safety in using the Internet and information and communication technologies (ICT) by minors; 02/2007.

- Decree 32/2019, of 9 April, of the Governing Council, setting out the regulatory framework for coexistence in educational centres in the Region of Madrid; 04/2019.

Pillar 3: Creating a safer environment for children online

- Organic Law 3/2018, of 5 December, on the Protection of Personal Data and guarantee of digital rights. (Art. 7 "Consent of minors", Art. 12.6 "General provisions on the exercise of rights", Art. 34.1.b and o) "Appointment of a data protection officer", Art. 83 "Right to Digital education", Art. 84 "Protection of minors on the Internet", Art. 92 "Protection of minors' data on the Internet"); 03/2018.

- Law 34/2002, of 11 July, on information society and electronic commerce services; 06/2002.

- Order PCI/487/2019, of 26 April, publishing the National Cybersecurity Strategy 2019, approved by the National Security Council. Workstream 6: To contribute to the security of cyberspace internationally, promoting an open, plural, safe and reliable cyberspace, supporting national interests; 04/2019.

- General Law 7/2010, of 31 March, on Audiovisual Communication, and its future amendment to transpose Directive (EU) 2018/1808; 03/2010.

- Preliminary draft law on the Comprehensive Protection of Children and Adolescents against Violence, n/a.

- 3rd National Strategic Plan for Children and Adolescents (III PENIA) (in development).

Pillar 4: Legislation and law enforcement against child sexual abuse and exploitation

- Legislative framework developed by the Ministry of Justice in response to the Budapest Convention (art. 9.2), the Lanzarote Convention (art. 20.2), and Directive 2011/93/EU on combating the sexual abuse and sexual exploitation of children and child pornography.

- Organic Law 1/2015 of 30 March, amending Organic Law 10/1995, of 23 November, on the Criminal Code; 10/1995.

- Law 4/2015 of 27 April on the Statute on victims' rights; 04/2015.

- Organic Law 13/2015, of 5 October, amending the Criminal Procedure Law to strengthen procedural guarantees and regulation technological investigation measures; 13/2015.

- Framework Agreement for Collaboration between the State Secretariat for Digital Progress (currently S of S Digitalisation and Artificial Intelligence) and the State Secretariat for Security of the Home Office; 10/2015.

- Preliminary draft law on the Comprehensive Protection of Children and Adolescents against Violence.

- 3rd National Strategic Plan for Children and Adolescents (III PENIA) (in development).

2. Policy making

Policy making refers to the general process by which policies are developed within each country, including how coordination and oversight is managed, the extent to which the policy agenda is informed by an evidence base, and whether there are arrangements for young people to be involved in the policy process.

2.1 How are policies coordinated?

In Spain, more than one ministry, agency or body is responsible for coordinating policies addressing the BIK Strategy with four to six ministries involved in the process.

Each ministry promotes the development of public policies over which it has responsibility. Subsequently, it develops the preliminary draft law or regulation based on consultations with organisations and groups involved. Finally, the proposed policy is submitted to a public consultation.

Ministries with competencies in the area of Better Internet for Kids are the Ministry of Justice, the Ministry of Social Rights and Agenda 2030, the Home Office, the Ministry of the Presidency, the Ministry of Education and Vocational Training, the Ministry of Economic Affairs and Digital Transformation.

The Ministry of Economic Affairs and Digital Transformation is also responsible for INCIBE, a reference body in Spain to drive a better Internet for children, which operates within the framework of the European BIK Strategy, promoting its approach and recommendations nationally in various ways, including acting as the Spanish Safer Internet Centre (SIC) for the Insafe and INHOPE networks.

2.2 Who is primarily in charge of policy coordination?

Responsibility for coordination of BIK-related policies varies by each respective pillar of the BIK Strategy.

- Under Pillar 1: High-quality content online for children and young people, this is primarily overseen by the Ministry of Economic Affairs and Digital Transformation (through INCIBE).

- For the area of Pillar 2: Stepping up awareness and empowerment, the Ministry of Education and Vocational Training is responsible.

- Under Pillar 3: Tools and regulation for an online safe environment, this is overseen by the Spanish Data Protection Agency (AEPD), a public agency.

- The Spanish Home Office (Ministry) is responsible for Pillar 4: Legislation and law enforcement against child sexual abuse and exploitation.

Inter-departmental communication mechanisms include Memorandums of Understanding (MoUs) and agreements among the responsible bodies to make coordination and collaboration easier, such as the Framework Agreement for Collaboration between the State Secretariat for Digital Progress and the State Secretariat for Security of the Home Office or the general Protocol for Action between the Ministry of Education and Vocational Training and the Spanish Data Protection Agency for cooperation in the area of helping people whose data have been illegitimately obtained and disseminated, especially in the case of images, videos or audio files containing sensitive data, of 24 September 2019.

2.3 Data collection in the last three years

Data collection to support policy making related to the BIK Strategy includes national and regional surveys with quantitative data specifically focused on children's use of the internet, quantitative data on some topics of children's use of the internet collected as part of a broader survey, and qualitative research specifically focused on children's use of the internet. Examples include:

- EU Kids Online/Spanish node (UPV/EHU) (2019): European report; Spanish national report. The study in Spain keeps compatibility with the data analysed in the former surveys (2010, 2015). Sampling via schools. Data collection via PAPI (paper-assisted personal interviewing). 2,900 minors. Public funding: European project EU Kids Online, Spanish Ministry of Economic Affairs and Regional Government of Basque Country.

- Empantallados.com report: Screen impact in family life (2019). Sampling: Empantallados.com subscribers, and people living in Spain, both with children under

18 years old. Data collection via CAWI (computer-assisted web interviewing). 1,433 individuals.

- Complutense University of Madrid: Consumption and use of Apps devices by the Spanish Alpha generation. This is a quantitative study carried out among boys and girls aged under 10 years to learn about the use and consumption of mobile devices and Apps by the Alpha generation. The fieldwork was carried out in July 2019 in the framework of the SIC-Spain project on a representative sample of boys and girls between the ages of 7 and 9.

- Save the Children report: Bullying and Cyberbullying among children (2016). Although this report is a bit older, it is included because it is cited in the proposal of new national legislation about child protection. Sampling: students among 12 and 16 years old, in public schools. Data collection at school, via Internet. 21,487 questionnaires analysed. Public funding: Spanish Agency for International Aid for Development (AECID). Public and private funding: European Commission and Orange.

- Use and abuse of Information and Communication Technologies by adolescents. A representative study of the city of Madrid (Camilo José Cela University and Madrid Salud) (2018). Sampling: students aged between 14 and 18 years old (attending the last course of the compulsory secondary education, 4º ESO, so 90.8 per cent of the students were among 15 and 16 years old), living in the city of Madrid. Data collection via internet questionnaire at school. 2,341 individuals. Public funding: Madrid Salud (autonomous body of the City of Madrid).

- ICT and its Influence on Adolescent Socialisation (Reina Sofía Centre on Adolescence and Youth, Foundation for Aid against Drug Addiction - FAD) (2018). Quantitative: people aged between 14 and 16 years old, living in Spain. Data collection via schools CAPI (computer-assisted personal interviewing). 1,624 individuals. Private funding: Google and BBVA.

- Gender, gamers and video games, promoted by the Telefónica Chair of the University of Las Palmas de Gran Canaria (2020).

- Young people, leisure and ICT takes a look at the structure of the life of young people from the point of view of free time and technology alongside the Reina Sofía Centre on Adolescence and Youth and Banco Santander (2019).

- Family education habits in the use of technology. Club de Malasmadres and Movistar (2019).

- Young people behind the wheel, distractions and mobile phone use. Gonvarri and Movistar (2018).

There is quantitative data available on some topics of children's use of the internet, collected as part of a broader survey:

- Children's and adolescents' opinion barometer 2019: What do children think?
Survey carried out on 8,598 children aged between 11 and 18 years, by UNICEF
Spanish committee and financed by the Ministry of Social Rights and Agenda 2030.

- Spanish economy and digital society observatory (ONTSI) (2017, 2018, 2019). Regular
study (half-yearly); reported data: collected from online surveys to 3,619 households.
Real data: collected via system analysis software (gathering data from the operating
system, update status, security tools and malware presence). Public funding: Ministry
of Economic Affairs and Digital Transformation.

- ESTUDES 2018/2019. Survey on drug use in secondary education in Spain (ESTUDES).
Survey of students (aged 14-18 years), carried out in educational centres. Questions
are also asked about use of the internet and video games.

- New pornography and changes in interpersonal relationships (University of the
Balearic Islands and the Young People and Inclusion Network) (2019). Sampling:
people aged between 16 and 29 years old, living in seven Spanish regions (although
trying to be sufficiently representative for the whole nation). Data collection via CAWI
(computer-assisted web interviewing). 2,457 individuals. Public and private funding:
seven NGOs in the Jovenes e Inclusión (Youth and Inclusion) network, and University of
Balearic Islands.

- Fundación Aprender a Mirar (Learn to Look Foundation) in collaboration with
Complutense University of Madrid: survey on digital and audiovisual habits and
consumption in free time.

Qualitative studies within the areas of the BIK Strategy are, among others:

- UNICEF report: Children and the digital gap in Spain (2018). Qualitative methodology,
in-depth interviews and discussion groups. Sampling: 91 individuals within the
protection and childhood system of the Roma community and a second consultation
with 218 individuals between 8 and 17 years old. Report edited by UNICEF Spanish
Committee and EU Kids Online (Spanish Chapter).

- 3rd ANAR study on school bullying and cyberbullying (2018). The study is a
continuation of two former ones about the same issue (2016, 2017) Sampling: children
and teenagers affected by a bullying or cyberbullying situation, who have phoned
themselves (or an adult in their name) to the 8 Helpline in 2017. The study analyses 247
personal cases. Private funding: Mutua Madrileña.

2.4 Involvement of young people in policy making

The involvement of young people in policy making is described as one whereby young
people are systematically and directly consulted and informed (for example, through
hearings, consultations or specific surveys). Relevant organisations involved in supporting
youth participation in policy making include:

- Children Speak is a strategy of the Children's Platform which is promoted with the cooperation of the Ministry of Health, Social Services and Equality to articulate the construction of citizenship among children and adolescents through their participation in the policies affecting them and monitoring the application of their rights. Thus, the Children's Platform enforces compliance with the Right to Children's Participation, as a framework for the coalition, and set out in Article 12 of the Convention on the Rights of the Child. The Children's Platform sets out processes to promote children's participation such as organising the State E-Correspondents Meeting, the network of young journalists, and commemorating World Children's Day in Parliament where they submit their proposals to parliamentary groups.

- There are also experiences of local and regional participation, such as the child and adolescent participation councils, where children's views are taken into account to improve life in their cities.

- The Safer Internet Centre in Spain, in collaboration with different bodies (Children's Platform, the Complutense University of Madrid (UCM), Pantallas Amigas (Friendly Screens), and the Fundación Aprender a Mirar), launched a panel of young people on safe and responsible use of the internet in 2019. One of its aims is to involve them in the development of associated public policies.

3. Policy implementation

Policy implementation refers to the involvement of the relevant stakeholders in the delivery of initiatives and the spread of activities as envisaged under each of the four pillars of the BIK Strategy.

Pillar 1: High-quality content online for children and young people

With regard to activities under Pillar 1, activities can be found throughout all stakeholder groups and institutions.

- Among the ministries, The National Centre for Educational Innovation and Research (CNIIE), the Ministry of Education and Vocational Training, and the Ministry of Economic Affairs and Digital Transformation are active. The Ministry of Economic Affairs and Digital Transformation is responsible for the Internet Segura for Kids (IS4K) Safer Internet Centre (INCIBE).

- The IS4K Safer Internet Centre (INCIBE) gives visibility to the Positive Online Content Campaign promoted by the Insafe network.

- NGOs and civil society organisations within this area are iCmedia (Alfa-Media), Fundación Aprender a Mirar (FAAM) with its "Award for Best Positive Online Content for Children (SIC-Spain)" and the Asociación de Usuarios de la Comunicación (Association of Users of Communication) (AUC).

- The public service broadcaster RTVE offers children's animated series and Clan TV. Mandate Law 10/2010.

Industry contributions include:

- Google: YouTube/YouTube Kids.

- Telefónica: Movistar Junior and Jappy animations and video clips.

- Observatory of Audiovisual Contents, together with the University of Salamanca: Barometer of children's audiences.

- Generation Alpha and Z Observatory, in collaboration with educational institutions and the media agency of Colombia.

- Scheduling of specialist training courses for professionals on content aimed at children.

- UCM Socmedia research group: Complutense Group on Content and socio-communicative competences specialising in digital natives.

- Creation of national and international networks of researchers into childhood and digital communication by holding of events and conferences (ECREA, ICA, IAMCR).

- Universities and research centres: Complutense University of Madrid; Complutense Chair of Communication in Childhood and Adolescence.

There have been initiatives to stimulate the production and visibility of quality content for children recently, including:

- RTVE/Clan Animation Call. The 02/2020 call is seeking projects aimed at boys and girls aged from 4 to 12 years offering quality entertainment with solid values.

- Contraste Audiovisual Education Programme (PEA). Fundación Aprender a Mirar (FAAM). Zapping Award and Award for Best Positive Online Content for Children (SIC-Spain)

- UCM Chair of Digital Communication in Childhood and Adolescence at the Complutense University of Madrid: Programmes and workshops in the secondary and primary educational centre on content criticism, teacher trainings, initiatives to promote the completion of doctoral theses, undergraduate dissertations and Master's dissertations on the implementation of improvements in audiovisual content, and development of media literacy.

- Children's Platform through the Cyber Correspondents tool, a network of young journalists.

- Online implementation of the Academy for Creativity with European countries, China and the USA.

Summary of Pillar 1 actions:

	Introduced in the last 12 months	Existent before last year	Not available
Initiatives to stimulate the production and visibility of quality content for children	☑	☐	☐
Initiatives to encourage children's creativity and to promote positive use of the internet	☐	☑	☐
Initiatives to implement standards for quality online content for children	☑	☐	☐
Other relevant activity (please specify)	☐	☐	☐

Pillar 2: Stepping up awareness and empowerment

Activities under Pillar 2 are led by government ministries or departments. Industry has a complementary role in this area.

Examples with regard to the development of awareness-raising and training initiatives include:

- The Ministry of Education and Vocational Training is responsible for the inclusion of digital security and media literacy skills in educational curricula and their development in schools.

- The National Centre for Educational Innovation and Research (CNIIE).

- Ministry of Education and Vocational Training.

- The National Institute of Educational Technology and Teacher Training (INTEF). Integration of ICT and Teacher Training into the non-university educational stages.

- Ministry of Economic Affairs and Digital Transformation. Responsible for the IS4K Safer Internet Centre (INCIBE). Development of awareness-raising and training initiatives.

- Conference on the Master Plan for Coexistence and Improvement of Safety in Educational Centres and their Environments, by the Home Office.

- The Spanish Data Protection Agency (AEPD), a public agency, is responsible for the development of awareness-raising and training initiatives (materials and tools).

- The IS4K Safer Internet Centre (INCIBE), develops awareness-raising and training initiatives, along with preventive and reactive advice.

- Development of awareness-raising and training initiatives, preventive and reactive advice is being done by several NGOs and civil society organisation, such as Proyecto

Hombre, Red Cross, Fundación Aprender a Mirar (FAAM), Fundación ANAR, UNICEF Spain, Save The Children Spain, Asociación de Internautas, Cyber-volunteers, Children's Platform, CONCAPA, CEAPA, iCmedia, Asociación Española de Privacidad (Spanish Association of Privacy Professionals, APEP) and Pantallas Amigas.

Industry-based awareness-raising and training initiatives include:

- Be internet awesome (Google).

- Educa Internet Project (Orange).

- Por un uso Love de la tecnología (For loving use of technology) (Orange).

- Dialogando (Talking to each other) (Telefónica).

- Tenemos Like (We Have a Like) project (Club de Malasmadres and Movistar).

- PuedoEsperar (I Can Wait) (Abertis Foundation, YelmoCines and Movistar).

- Emotional Driving Project (Gonvarri and Movistar).

- Be Strong Online programme (Vodafone).

- The Good Gamer (Spanish Video Game Association, AEVI).

- Sony Spain.

- GeneraZion (Facebook Spain).

- Empantallados.

- Club de Excelencia en Sostenibilidad (Excellence in Sustainability Club).

- Asociación Española de Fabricantes de Juguetes (Spanish Association of Toy Manufacturers).

- Segureskola (digital competence and cybersecurity culture).

Universities and research centres (development of diagnosis regarding internet use by minors):

- University of the Basque Country (UPV/UH).

- Complutense University of Madrid (UCM) participates in the UNESCO Network for Gender, Media and ICTs.

- Rey Juan Carlos University (URJ).

- University of Alcalá de Henares (GIPI research group).

- University of Navarre (UNAV); participant in the Interactive Generations project.

Strategies to include teaching online safety in schools include:

- Organic Law 8/2013 for the improvement of educational quality. The safe and responsible use of ICT is set out as a cross-cutting element that must be addressed in all subjects and at all educational stages, from primary education to Baccalaureate.

- Organic Law 3/2018, on the protection of personal data and guarantee of digital rights, which promotes student learning and teacher training related to the use of digital media that is safe and respects human dignity, constitutional values, fundamental rights and, especially, respect for and guarantee of personal and family privacy and the protection of personal data. The associated curriculum is implemented in the following royal decrees:

    o Royal Decree 126/2014 of 28 February, setting out the basic curriculum for primary education.

    o Royal Decree 1105/2014, of 26 December, setting out the basic curriculum for compulsory secondary education and the baccalaureate. In the Bill to Amend Organic Law 2/2006, of 3 May, on education, attention is given to the development of the digital competence of students at all educational stages, both through specific content and in a cross-cutting manner. Art. 24 refers to the fact that during the years one to three of compulsory secondary education, students will have an elective subject on the development of digital competence.

Other strategies at regional level include:

- Castille and Leon Digital trust plan (Order EDU/834/2015). A project to promote the safe, critical and responsible use of ICT by all members of the educational community, especially among students.

- Development of the Common Framework for Digital Teacher Competence (MCCDC) (INTEF, Ministry of Education and Professional Training).

Activities to reinforce informal education about online safety:

- Catalogue of educational resources on safe and responsible use of ICT (INTEF, Ministry of Education and Vocational Training),

- Conference on the Master Plan for Coexistence and Improvement of Safety in Educational Centres and their Environments (Home Office).

- 3rd edition of the School Conference Programme and the Cyber volunteers initiative by the Internet Security Centre (INCIBE, Ministry of Economic Affairs and Digital Transformation).

- EduCAC Programme (Catalan Audiovisual Council and Department of Education of the Regional Government of Catalonia).

- Tú decides en Internet (You decide on the Internet) (AEPD).

- Educa Internet Project (Orange).

- GeneraZion (Facebook).

- Conference #Somos más (We are more) (Google).

- Association of Privacy Professionals (APEP).

- Ciberexpert@ (Cyber expert) programme: Telefónica and National Police,

- CiberSeguridadAlCole (Cybersecurity at School) programme: digital training for students aged 10-16 (Fundación Telefónica).

Activities to provide for online safety policies in schools:

- Documentary support to prepare the coexistence plans and action guides that consider the digital environment offered by the regional ministries of education. Examples include:

  o Guidelines for preparation of the Coexistence Plan (Cantabria).

  o Improving the Coexistence in and Social Climate in Teaching Centres (Region of Madrid).

- Award for 'Good educational practices in privacy and protection of personal data for safe internet use' (Spanish Data Protection Agency).

Activities to ensure adequate teacher training in online safety:

- Teacher Training Centers of the Counselling of Education of the different Autonomous Communities.

- Training resources offered by INTEF Ministry of Education and Vocational Training (for example, MOOCs (Massive Open Online Courses), NOOCs (Nano Open Online Courses), and SPOOCs (Self-Paced Open Online Course).

- Educational resources of the Departments of Education of the various Regions, such as the 3rd edition of the School Conference Programme and the Cyber volunteers initiative by the Internet Security Centre (INCIBE, Ministry of Economic Affairs and Digital Transformation).

Activities to support public-private partnerships in online safety include SIC-Spain Consortium (managed by INCIBE, Ministry of Economic Affairs and Digital Transformation); Be internet awesome (Google); and the Google Somos Más Initiative.

Activities to support young people's technical skills required to use online media content and services:

- Training resources offered by INTEF Ministry of Education and Vocational Training.

- Catalogue of educational resources on the safe and responsible use of ICT (INTEF, Ministry of Education and Vocational Training).

- National Centre for Educational Innovation and Research (CNIIE). Ministry of Education and Vocational Training.

- Spanish Safer Internet Centre. 3rd edition of the School Conference Programme and the Cyber volunteers initiatives by the Internet Security Centre (INCIBE, Ministry of Economic Affairs and Digital Transformation).

- Educational resources for clIC school 2.0 (Government of the Canary Islands).

- Educational content repository Espazo Abalar (Galician Regional Government).

- Tú decides en Internet project (AEPD).

- Workshops to promote digital culture in children and adolescents (Fundación Telefónica).

- Digital leaders project (Fundación Telefónica). Training workshops to work on the digital intelligence of the entire educational community.

- Todos somos despistaos (We're all scatterbrained) project to help young people find their talent (Fundación Telefónica).

- Code.org project to promote learning computer science among the very young (Fundación Telefónica).

- STEAM Challenge to promote digital vocations (Fundación Telefónica).

- Movistar collaboration with the Inspiring Girls Project to launch the Inspiring Girls Video Hub platform, where women around the world can share their inspirational testimony to guide any girl to empower and motivate them.

- Technovation Project, a global entrepreneurship and technology programme that seeks to inspire and motivate girls to consider careers in new technologies and STEM. Telefónica has its own club, Technovation Telefónica Team, consisting of 11 teams of girls and mentors who are developing their projects.

- Telefónica's Girls Inspire Tech programme aims to drive the elimination of the gender gap in the world of technology and strengthen the image of women in sectors related to STEM degrees.

- The DigiCraft Programme is a Vodafone educational programme to develop digital competence through gaming and experimentation, which works on the EU's five digital skills, including digital literacy, digital content creation and security:

Activities to encourage critical thinking around media industries and evaluating content for truthfulness and reliability:

- Spanish Safer Internet Centre. 3rd edition of the School Conference Programme, and the Cyber volunteers initiative of the Internet Security Centre (INCIBE, Ministry of Economic Affairs and Digital Transformation).

Activities that encourage interaction, engagement and participation in the economic, social, creative, cultural aspects of society through online media:

- Public participation in regulatory projects (Transparency Portal, General State Administration).

- Citizen participation at the municipal level. Examples include Decide Madrid and Citizen Rights, Participation and Transparency Area, Barcelona.

- Children's Platform through the Cyber Correspondents tool, a network of young journalists.

Activities that promote democratic participation and fundamental rights the internet:

- Working Group on Citizens' Digital Rights (Ministry of Economic Affairs and Digital Transformation).

- Asociación de Internautas.

- Connected Citizenship Day 2019 (Pantallas Amigas).

- Xnet Project.

- Children's Platform through the Cyber Correspondents tool, a network of young journalists.

Activities that challenge radicalisation and hate speech online:

- Hate Crime Action Plan (Home Office).

- Google Somos más initiative.

- RespectWords initiative.

- #MyGameMyName initiative against violence generated in the gaming world (Movistar).

- #StopViolenciaEnRedes (Stop Violence on Social Networks) initiative (Movistar and the Spanish Football Federation).

- 10 steps for internet tolerance initiative (Movistar and Pantallas Amigas).

- LGBT-phobic violence on the internet and social networks conference (Movistar).

National support for public awareness-raising campaigns:

- Spanish IS4K Safer Internet Centre (INCIBE, Ministry of Economic Affairs and Digital Transformation), delivers awareness raising, a helpline, the annual Safer Internet Day (SID) campaign, and Your Cybersecurity Space.

- Inter-ministerial cooperation CNIIE, INTEF, Home Office, AEPD and INCIBE. Involvement of children when developing national campaigns:

  o Youth Panel of the SIC-Spain Consortium (INCIBE, (Ministry of Economic Affairs and Digital Transformation), Children's Platform, Complutense University of Madrid, Pantallas Amigas, Fundación Aprender a Mirar).

Mechanisms for reporting content and contacts that may be harmful for children such as cyber-bullying or grooming:

- Cybersecurity helpline 017 (INCIBE, Ministry of Economic Affairs and Digital Transformation).

- AEPD (Spanish Data Protection Agency) priority channel.

- School bullying telephone number 900 018 018 (Ministry of Education and Vocational Training).

- Digital platforms' reporting mechanisms: Facebook, Google, Instagram, Snapchat, Tumblr, Twitter, Wordpress, YouTube, Bing, Blogger, Dailymotion, Flickr.

Initiatives to facilitate cooperation between helplines and law enforcement:

- Occasional coordination meetings among relevant authorities (LEAs, AEPD, INCIBE).

- Coordination agreements between the Spanish IS4K Safer Internet Centre (INCIBE, Ministry of Economic Subjects and Digital Transformation) and various digital platforms (Twitter, Facebook/Instagram, Roblox).

- Information on the helplines and hotlines provided by law enforcement agencies (LEAs) through Telefónica's website.

Better Internet for Kids

Summary of Pillar 2 actions:

	Introduced in the last 12 months	Existent before last year	Not available
"Teaching online safety in schools"			
Strategies to include teaching online safety in schools	☐	☑	☐
Activities to reinforce informal education about online safety	☐	☑	☐
Activities to provide for online safety policies in schools	☐	☑	☐
Activities to ensure adequate teacher training in online safety	☐	☑	☐
Activities to support public-private partnerships in online safety	☐	☑	☐
"Digital and media literacy activities"			
Activities to support young people's technical skills required to use online media content and services	☐	☑	☐
Activities to encourage critical thinking around media industries and evaluating content for truthfulness, reliability	☐	☑	☐
Activities that encourage interaction, engagement and participation in the economic, social, creative, cultural aspects of society through online media	☐	☑	☐
Activities that promote democratic participation and fundamental rights on the internet	☑	☐	☐
Activities that challenge radicalisation and hate speech online	☐	☑	☐
"Scaling up awareness activities and youth participation"			
National support for public awareness-raising campaigns	☐	☑	☐
Involvement of children when developing national campaigns	☑	☐	☐
Involvement of children when developing legislation with an impact on their online activities	☑	☐	☐
Activities or initiatives to match the Commission's support for the national Youth Panels	☑	☐	☐

Industry funding and technical support for NGOs and education providers	☐	☐	☐
Industry dissemination of awareness material either online or at the point of sale	☐	☑	☐
"Simple and robust reporting tools for users"			
Mechanisms for reporting content and contacts that may be harmful for children such as cyberbullying or grooming	☑	☐	☐
Initiatives to facilitate cooperation between helplines and law enforcement	☐	☑	☐
Initiatives to monitor the effective functioning of reporting mechanisms at a national level	☐	☐	☑

Pillar 3: Creating a safe environment for children online

Activities under Pillar 3 are led by several government ministries. The Safer Internet Centre has a complementary role. Examples within this pillar include:

- Activities to ensure the implementation of EU legislation: amendment of General Law 7/2010, of 31 March, on Audiovisual Communication, to transpose Directive (EU) 2018/1808. Responsibility of the Ministry of Economic Affairs and Digital Transformation (Subdirectorate of Information Society Content); Organic Law 3/2018, on the protection of personal data and guarantee of digital rights. Art. 7 "Consent of minors".

- Awareness-raising activities regarding age-appropriate privacy settings: Spanish IS4K Safer Internet Centre (INCIBE, Ministry of Economic Affairs and Digital Transformation); Spanish Data Protection Agency; Pantallas Amigas; Empantallados; Fundación Aprender a Mirar (FAAM); iCmedia; Spanish Association of Privacy Professionals (APEP).

- Development and promotion of age-adjusted privacy controls in their digital environments: Google, Facebook, Telefónica: Movistar Junior application.

Activities to promote the availability of parental control tools:

- Spanish IS4K Safer Internet Centre (INCIBE, Ministry of Economic Affairs and Digital Transformation).

- Empantallados.

- CSIRT-CV.

- Andalusia is Digital.

- Pantallas Amigas.

- The industry sector itself is adding visibility to its parental control solutions (Google, Facebook, Telefónica Movistar, Qustodio, etc).

- Tests and certification for parental control tools (AVTest).

Activities to promote the adoption of age rating and content classification among relevant stakeholders:

- Children's TV (CNMC): Code on Television and Children's content (audiovisual).

- M. Culture-ICAA: system for rating audiovisual works by age.

- PEGI: system for rating video games and applications by age.

- Contraste Audiovisual Education Programme (PEA).

- Fundación Aprender a Mirar (FAAM).

- iCmedia. Cooperation with regulators through advice and awareness raising, information and dissemination programmes about age ratings.

A complaints process for the effective functioning of such systems:

- Penalty system (audiovisual-CNMC). Systems provided in a self- and/or co-regulation instrument.

- Devising online content labelling software systems for minors, age rating systems and content descriptors (feasibility study and pilot study carried out with RED.ES, based on the European MIRACLE Project).

- Activities at the national level to ensure that legislation regarding online profiling and behavioural advertising is observed, such as the Directorate General of Gambling as a national regulatory body.

Support industry in developing codes of conduct regarding inappropriate advertising:

- Various self- and co-regulation systems: Advertising Code of Conduct (Self-Control, 1996), Toys (2015), Trust Online (2003), Food and Beverages for Children (PAOS, 2005), Spirits (FIAB, 2003), Beer (2003), Video Games (2005), Online Games (2012), Children's Dietetic Products (2012), Cinema (2016).

- Forum for meeting and representing the Spanish advertising industry (IAB Spain).

- Movistar Responsible Communication Policy.

- Telefónica's Artificial Intelligence Principles.

- Complutense University of Madrid (UCM), Chair of Digital Communication in Childhood and Adolescence.

- Ethics and CSR (corporate social responsibility) training for marketing managers of children's and family products.

- Professional meeting events at Complutense University of Madrid (UCM) European Summit.

- Cooperation with the Kids Cluster, an association where the main businesspeople related to this sector participate.

- Monitor implementation of codes of conduct at the national level such as via code monitoring committees, claims settlement body provided for in the self-regulation system, alternative dispute resolution (consumption), others.

- Telefónica's Responsible Business Channel.

Summary of Pillar 3 actions:

	Introduced in the last 12 months	Existent before last year	Not available
"Age-appropriate privacy settings"			
Activities to ensure the implementation of EU legislation	☑	☐	☐
Self-regulatory measures by industry about age-appropriate privacy settings	☐	☐	☑
Awareness-raising activities regarding age-appropriate privacy settings	☐	☑	☐
"Wider availability and use of parental controls"			
Activities to promote the availability of parental control tools	☐	☑	☐
Tests and certification for parental control tools	☐	☑	☐
Efforts to support industry implementation of parental control tools	☐	☐	☑
"Wider use of age rating and content classification"			
Activities to promote the adoption of age rating and content classification among relevant stakeholders	☐	☑	☐
A complaints process for the effective functioning of such systems	☐	☑	☐
"Online advertising and overspending"			

Activities at the national level to ensure that legislation regarding online profiling and behavioural advertising is observed	☐	☐	☐
Support industry in developing codes of conduct regarding inappropriate advertising	☐	☑	☐
Monitor implementation of codes of conduct at the national level	☐	☑	☐

Pillar 4: Fighting against child sexual abuse and child sexual exploitation

Activities under Pillar 4 are led by a government ministry. A public agency has a complementary role. Government ministry or department involvement includes:

- Home Office. Police regulation and work (crime prevention and prosecution) through law enforcement agencies (LEAs).

- Ministry of Social Rights and Agenda 2030. Regulation and prevention: 3rd National Strategic Plan for Children and Adolescents (under development), and Children's Observatory.

- Ministry of Justice. Regulation and training of judges, prosecutors and LEAs.

- Ministry of Economic Affairs and Digital Transformation. Responsible for the Spanish IS4K Safer Internet Centre (INCIBE), it operates the hotline.

- Public agency: Spanish Data Protection Agency. Illegal processing of personal data priority channel.

- The Spanish IS4K Safer Internet Centre (INCIBE) is in the process of providing a legal basis for the operation of the hotline.

- NGOs/civil society organisation: Fundación ANAR Helpline. Federation of Associations for the Prevention of Child Abuse (FAPMI).

- Industry: GSMA, Mobile Alliance against Child Sexual Abuse Content, Telefónica collaborates with the Internet Watch Foundation (IWF) to proactively block the child sexual abuse content on the internet, using IWF lists.

Increased resources for law enforcement bodies that fight against child abuse material online:

- A Deputy Prosecutor for Computer Crime is appointed at the National High Court, the body is responsible, among other functions, for prosecuting crimes committed outside of Spain but which are tried in Spanish courts, which may occur in cases of sexual abuse and sexual exploitation of minors.

- Effective safeguards in place to ensure democratic accountability in the use of investigative tools to combat child sexual abuse: the ASASEC project (Advisory System Against Sexual Exploitation of Children) aims to the develop an innovative technological solution that would improve current technical means used to combat child sexual abuse (law enforcement agencies (LEAs) and INCIBE).

- Activities to support the functioning and visibility of hotlines at the national level, including cooperation between law enforcement agencies and INCIBE to promote the Spanish hotline.

- Activities to support the improvement of cooperation between hotlines and industry for taking down child abuse material: Computer Crime Unit of the State Prosecutor's Office. Functions involve coordinating more than 150 specialist prosecutors throughout Spain and cooperation with law enforcement agencies in the investigations and training of members of the Judicial Police, in both cases in order to optimise the pursuit of perpetrators of online child abuse and child exploitation crimes. The Children's Unit of the Public Prosecutor's Office, in its protection work delivered through its network of specialist prosecutors throughout Spain, adopts measures to safeguard the physical and mental integrity of victims of these crimes if necessary.

Summary of Pillar 4 actions:

	Introduced in the last 12 months	Existent before last year	Not available
Increased resources for law enforcement bodies that fight against child abuse material online	☑	☐	☐
Effective safeguards in place to ensure democratic accountability in the use of investigative tools to combat child sexual abuse	☐	☑	☐
Activities to support the functioning and visibility of hotlines at the national level	☐	☑	☐
Activities to support the improvement of cooperation between hotlines and industry for taking down child abuse material	☐	☐	☑

4. Good practices

The following are three selected examples of good practices in supporting children's use of the internet in Spain:

Resources for education on secure and responsible use of ICT (INTEF, Ministerio de Educación y Formación Profesional)
A repository of updated resources for education on adequate use of information and communications technologies (ICT).

Cyber Volunteers Programme (INCIBE, Ministry of Economic Affairs and Digital Transformation)

The Cyber Volunteers Programme promotes the creation of a collaborative network of private individuals interested in disseminating cybersecurity through awareness-raising talks, with centres that require this type of training on the safe and responsible use of ICT for children, young people, parents and educators. The network currently has 880 volunteers and has delivered a total of 3,350 talks, which have been attended by more than 143,000 people.

Master Plan for Coexistence and Improvement of Safety in Educational Centres and their Environments (Secretariat of State for Security)

By means of the Master Plan for Coexistence and Improvement of Safety in Educational Centres and their Environments, the Secretariat of State for Security has been developing a series of activities aimed at minors and young people on a range of subjects specifically aimed at offering adequate and effective responses to issues related to their safety at school and in their environment. It also seeks to contribute to their training in respect of fundamental rights and freedoms, and in the values of dignity and equality between men and women, making them aware of the risks associated with consuming drugs, responsible use of the internet and social networks, and the need to eradicate violence from the school environment, seeking to develop behaviours that proactively reject and report these behaviours, and to inform them of the resources society has to help them. As such, one of the subjects of the talks offered by the National Police Force to children and young people is risks associated with new technologies and the use of social networks.