Los niños y niñas de la brecha digital en España: UNICEF Comité español y EU Kids Online España (UPV/EHU)

Engl. transl.: The children of the Digital Divide in Spain: UNICEF Spanish committee and EU Kids Online Spain (UPV/EHU)

# Details

## Year

2017

## Scope

National

## Countries

Spain

## Type

Empirical research – Mixed methods

## Methodologies

* Interview
* Focus group
* Participatory
* Secondary analysis

## Researched Groups

Children

## Children Ages

* Kids (6-10 Years old)
* Pre-adolescents (11-13 Years old)
* Adolescents (14-18 Years old)

## Funder

UNICEF COMITÉ ESPAÑOL Y PRIVALIA

## Funder Types

## Consents

## Informed Consent

Consent obtained

## URL

https://www.unicef.es/publicacion/estado-mundial-de-la-infancia-2018-los-ninos-y-ninas-de-la-brecha-digital

## Data Set Availability

Not mentioned

# Goals

This work offers a global view of the ways in which technologies are affecting the lives of children in terms of opportunities and risks, with a special focus on the most vulnerable children: migrant children, children of Roma ethnicity, children with disabilities, and LGTBI children. It is also based on the opinions of a panel of eleven experts in the digital sector.

The project tries to identify who these children are and what the digital divide means in a country like Spain. Children talk about access, but also about access conditions and their digital skills to cope with potential risks.
The study is approached from a broad perspective, trying to explore, through children´s own voices, how technology has impacted the daily lives of migrant children, children of Roma ethnic or those living in shelter centres. Children with disabilities and LGTBI children have been also taken into account in order to understand their relationship with the digital world.
The approach of this study places the child in a broader context that includes psychological, socio-economic, and family spheres, which have a direct influence on their relationship with technologies.
The study is based on an approach that is centred on the experiences of children, whose perception of Internet use differs from that of adults, and only through their accounts of their relationship with the Internet, it will be possible to promote policies based on what affects them.