CHILDHOOD, ADOLESCENCE AND DIGITAL WELL-BEING

An approach from the perspective of health, coexistence, and social responsibility

Teachers' Results

infancia digital

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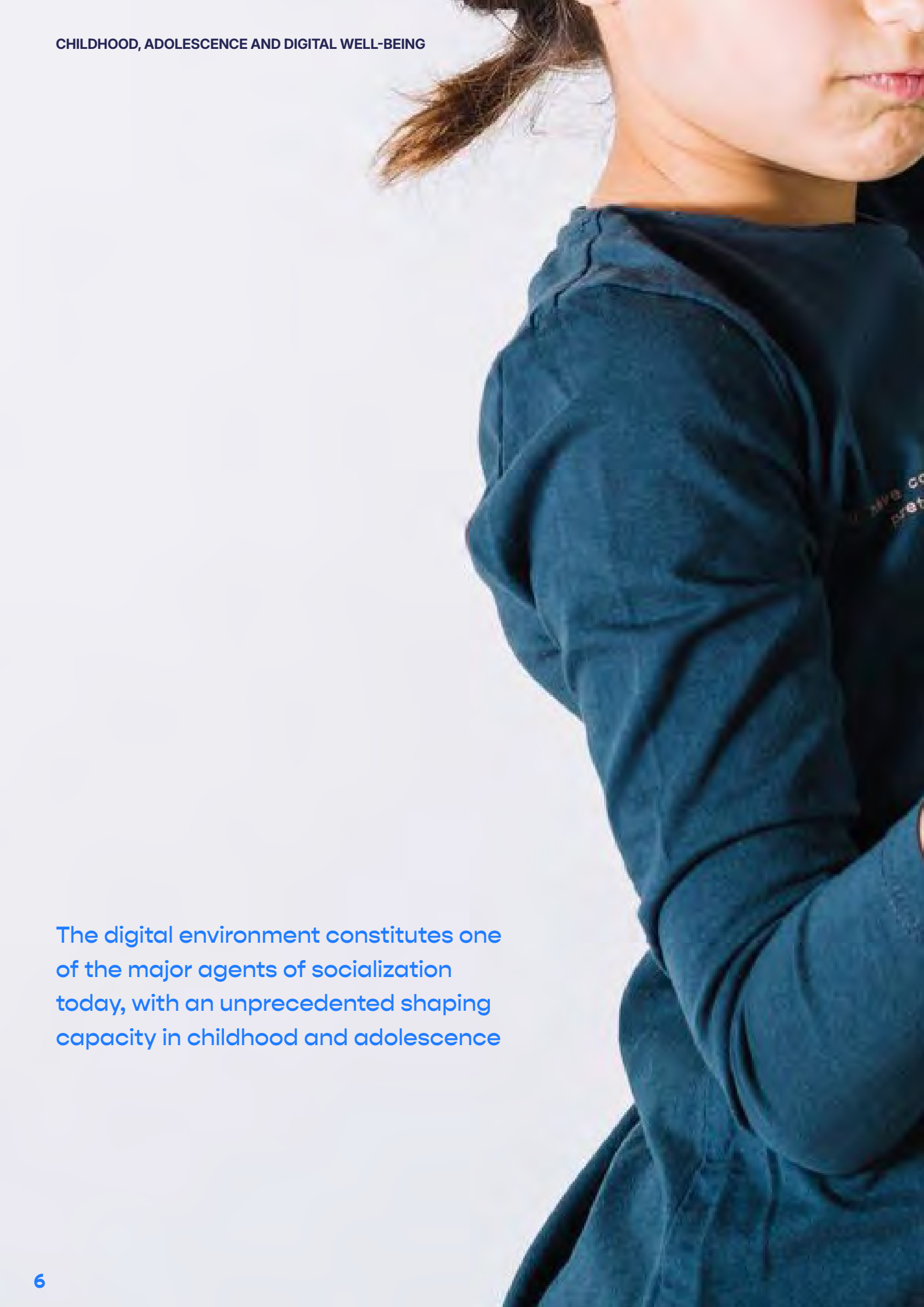
CHILDHOOD, ADOLESCENCE AND DIGITAL WELL-BEING



The digital environment constitutes one of the major agents of socialization today, with an unprecedented shaping capacity in childhood and adolescence

01 Introduction

Introduction

The digital revolution has ceased to be merely a technological phenomenon and has become a structural transformation of society.

Connectivity is ubiquitous and cross-cutting: it reaches all sectors, shapes consumption habits, alters socalization dynamics, and redefines educational models. This new reality particularly affects childhood and adolescence, not only as a group of intensive users but also as a generation that is shaping its identity and development within a deeply digitalized ecosystem.

Spain is not immune to this transformation. Access to connected screens begins at a very early age, and the use of social networks and video platforms is established even before adolescence. The mobile phone, once considered a device for adults, is now a common tool in school, family, and leisure contexts for children. By the age of 10, 41% of students already own a mobile phone. By the age of 12, this figure rises to 76%.

Digitalization, when directed toward serving human development, represents an extraordinary opportunity for childhood. It allows access to virtually unlimited information, stimulates creativity, expands communication possibilities, and opens new avenues for personalized learning.

Educating for the responsible use of technology is the task of everyone, both inside and outside the classroom

In a school context, digital technologies can facilitate inclusion, reinforce collaborative work, and enhance critical thinking. Outside the classroom, they provide spaces for self-expression, civic participation, and the strengthening of family or social bonds.

Consequently, Internet access is now recognized as an enabling right, essential for exercising other fundamental rights. The United Nations Committee on the Rights of the Child, in its General Comment No. 25 (2021), emphasizes that digital environments must be designed and managed in a way that allows children to develop comprehensively, guided by the best interests of the child and the necessary balance between access, protection, education, and child participation.

Ensuring the well-being of children and adolescents in digital environments, however, poses complex practical challenges. The risks associated with technology in childhood are not new. Early, intensive, and unsupervised use has repercussions on child development, prompting consideration of the issue as a matter of public health, especially given that its scale and diversity have multiplied in recent years. We are not only talking about external threats (cyberbullying, access to inappropriate content, loss of privacy) but also about more subtle, yet equally concerning consequences: overexposure, loss of healthy habits, mental fatigue, pressure regarding appearance, or reduced face-to-face interaction.

Among the most relevant challenges, the following can be highlighted:

- The loss of control over the time and content consumed by minors, with a particular impact on the youngest.
- Exposure to hate speech, violence, sexualization, or misinformation without filters or mediation.
- The weakening of the bond between the educational and family environment, when the digital accompaniment gap prevents parents and teachers from exercising their protective role.
- The development of habits of self-demand and comparison, especially on Social Media, which directly affect emotional health.
- The inequality of opportunities between those who possess critical digital literacy and those who merely consume technology without understanding its logic.
- The empowerment of children and adolescents as agents of change by promoting their participation in decision-making that affects their digital lives, listening to their voices, and considering their opinions to build a more inclusive Internet where they can fully exercise their citizenship.

Public concern on this issue is increasingly high. In Spain, more than 90% of the population expresses worry about the risks faced by children and adolescents in digital environments.

In order to implement appropriate mechanisms for prevention and response to the challenges of digital environments, it is necessary to understand them precisely. Expanding the evidence base on the impact of children's digital activities on their well-being is essential to guide the adoption of measures and ensure that they keep pace with technological changes.

Therefore, UNICEF Spain, the University of Santiago de Compostela (USC), the General Council of Computer Engineering (CCII), and the Public Business Entity Red.es, under the Ministry for Digital Transformation and Public Function, have produced three reports conceived as an integrated tool to approach the lives of children and adolescents in digital environments. The first was a qualitative study with focus groups and in-depth interviews examining the opinions of all stakeholders: families, adolescents, professionals, and experts. The second was a quantitative study capturing the perspectives of thousands of teachers. The third was a large-scale survey of nearly 100,000 children and adolescents, reflecting their habits and experiences in a digital world.

The report presented below corresponds to the results of the second study, aimed at gathering the teachers' perspective. The report is structured into four sections. First, the objectives of the study are established. Next, the methodology section details the technical design of the research. The central section of the report presents the teachers' results, grouped into thematic areas: concern about the digital environment, use of technology and school coexistence, school prevention, teachers' digital competencies, teacher training, and student training. The document concludes with a section of conclusions, where the most relevant findings of the study are summarized.

02 Objective

This work is part of a broader project aimed at conducting a comprehensive evaluation of the use that Spanish adolescents make of RICT (Relational Information and Communication Technologies; Marta and Gabelas, 2016), with special attention to the risks and potential implications for health, coexistence, and personal development. Its purpose is to provide institutional decision-makers with rigorous information to better understand the role of the digital environment in both childhood and adolescence. As a complement to the quantitative study, which collected the opinions of nearly 100,000 adolescents, the analysis also incorporates the voices and perspectives of thousands of education professionals, drawing on their extensive experience. Having the viewpoint of a broad sample of teachers, from different geographic areas and with diverse profiles and concerns, is crucial for truly understanding the current issues and designing genuinely effective action plans.

This initiative also constitutes an excellent opportunity to obtain an initial assessment of the digital competencies of Spanish teachers, taking as a reference previous models and experiences at the international level, such as the European Framework for the Digital Competence of Educators (DigCompEdu). This will make possible to identify potential strengths, weaknesses, and areas for improvement. All of this effort aims solely to contribute to the implementation of policies designed to minimize risks and maximize the potential of technology use, always conceived from a perspective of social responsibility and digital rights.

Teachers constitute a key agent, not only in promoting the safe and healthy use of technology but also in providing a comprehensive understanding of reality

03 Methodology

Sample design

The reference population comprised all teachers of Early Childhood Education, Primary Education, Compulsory Secondary Education (ESO), Upper Secondary (Bachillerato), and Vocational Training in Spain, from public, private, and state-subsidized private schools. An analytical and cross-sectional design was used, with stratified cluster sampling for sample selection. A total of 7,487 teachers participated in the study. After a rigorous cleaning process, the final sample for analysis (complete cleaned cases) consisted of 4,590

Gaining first-hand knowledge of teachers' perceptions,concerns, and suggestions is an essential task

professionals, aged between 22 and 66 years (M: 45.05; SD: 9.97), with an average teaching experience of 16.59 years (SD: 10.27).Of these, 31% were men, 67.8% women, and the remaining 1.2% preferred not to respond when asked about their biological sex. Regarding professional roles, 81.4% were exclusively teaching staff, 4.6% performed management tasks (e.g., school leadership, head of studies), 2.4% were counselors or wellbeing/conduct coordinators, and the remaining 11.6% held multiple roles. In terms of educational level, 38.8% worked in Early Childhood or Primary Education, 47.5% in Compulsory Secondary Education (ESO) or Upper Secondary Education (Bachillerato) and the remaining 13.7% in Vocational Training.

Instrument

For data collection, an *ad hoc* questionnaire was developed, including items drawn both from previous studies and from original design. To assess teachers' digital competencies, the «DigCompEdu» model (Redecker and Punie, 2017) was used, as outlined in the European Framework for the Digital Competence of Educators (https://joint-research-centre.ec.europa.eu/digcompedu_en). Versions of the questionnaire were prepared in the different co-official languages and in English.

Procedure

Teachers could complete the questionnaire either on school premises or at home, always within the established time frame. They were previously informed about the study's objectives, as well as the anonymity and confidentiality of their responses. To standardize the data collection procedure, facilitate maximum participation, and address any potential questions, a Procedure Manual was prepared, also available in different languages. The system included an accessibility module (inSuit) to enable individuals with various types of disabilities to complete the questionnaire independently. All information was managed with the appropriate data protection safeguards and in accordance with the Declaration of Helsinki (2024). Data collection took place between November 2024 and June 2025 through an online questionnaire implemented in *LimeSurvey*, hosted on an exclusive server of the Galician Supercomputing Center. The questionnaire development and pilot testing were supervised by an international scientific advisory team composed of 44 experts. The study protocol was approved by the Ethics Committee of the University of Santiago de Compostela (code USC 82/2024). Statistical significance for all analyses was set at $p<0.01$.

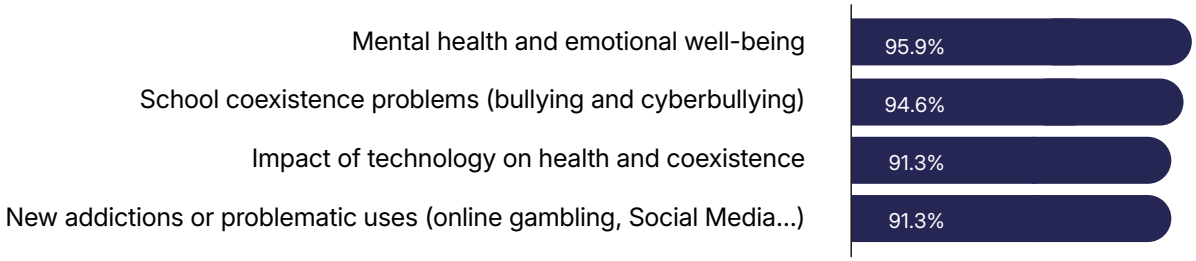
04 Concern about the digital environment

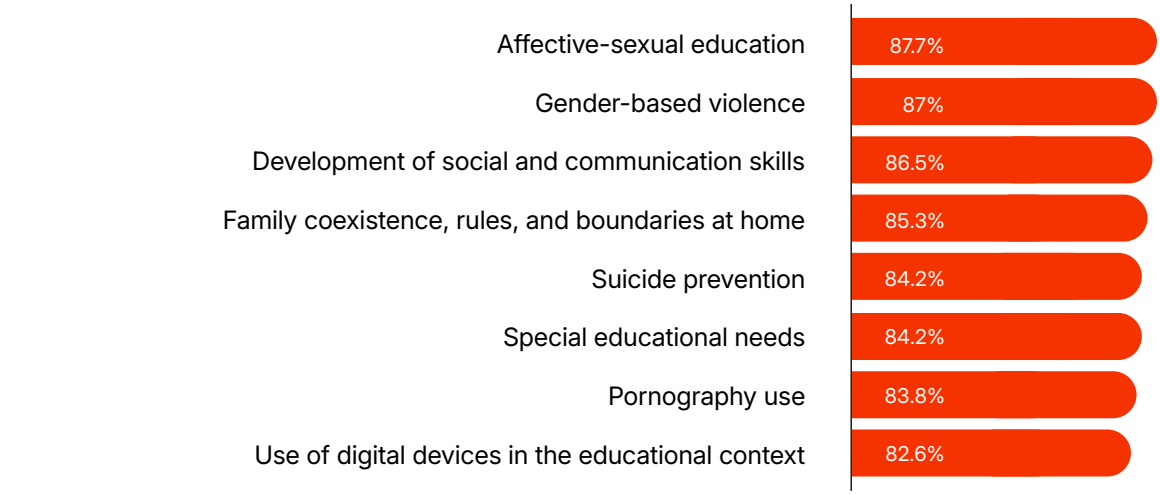
Mental health, technology, and school coexistence are the issues that raise the greatest concern among teachers.

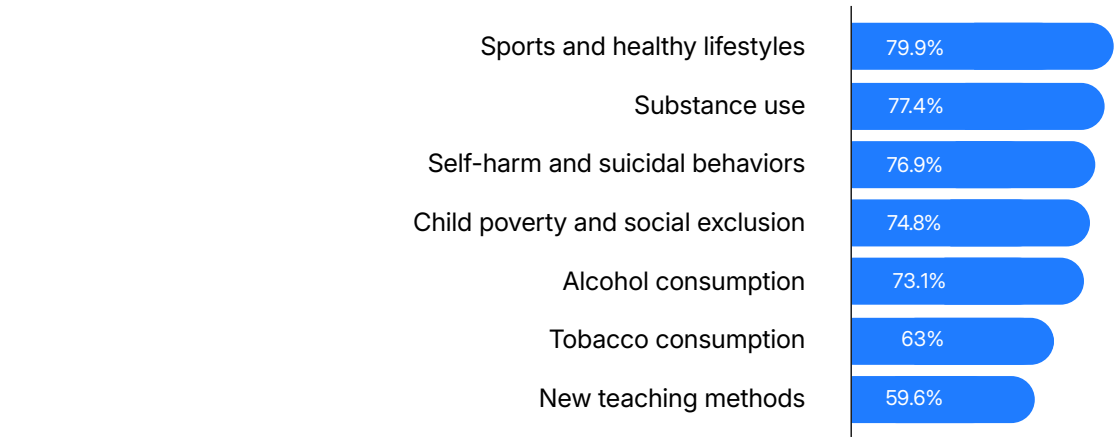
When asked globally about the issues related to childhood and adolescence that concern teachers the most, a wide range of responses is obtained. However, three levels of concern can be identified. At the first level (with response rates above 90%), teachers specifically refer to mental health and emotional well-being, school coexistence problems (bullying and cyberbullying), the impact of technology on health, and new addictions.

At the second level (with response rates between 80% and 90%), attention is given to the use of digital devices in the educational context, including other elements such as pornography use, affective-sexual education, or gender-based violence. Finally, at the third level (with response rates below 80%), topics such as alcohol and substance use, sports and healthy lifestyles, child poverty, and social exclusion are mentioned.

FIGURE 1
Main teachers' concerns

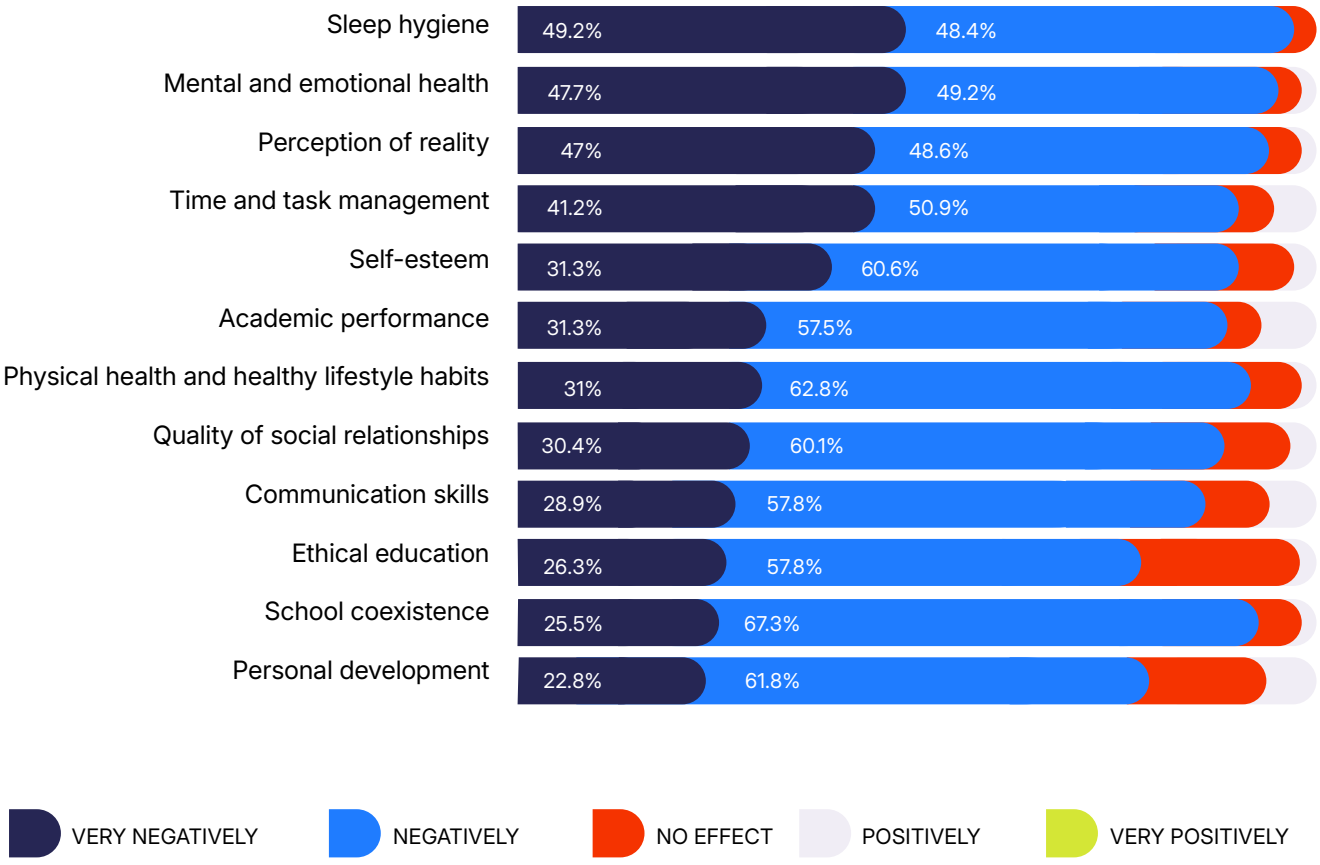






Teachers are also clear that students' use of digital devices can have a negative impact, affecting different areas or spheres of life, among which four stand out particularly: (1) sleep hygiene, (2) mental health, (3) the generation of a distorted perception of reality, and (4) time management, with significant difficulties in organizing daily tasks. However, attention is also drawn to self-esteem, academic performance, and the quality of social relationships, which, in their view, could also be significantly affected.

FIGURE 2
How do you think the use of digital devices may be affecting students?

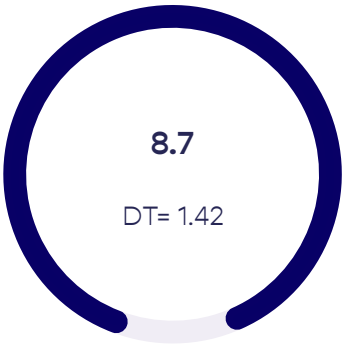


97.6% of teachers believe that digital devices negatively or very negatively affect students' sleep hygiene, and 96.8% believe they affect their mental health

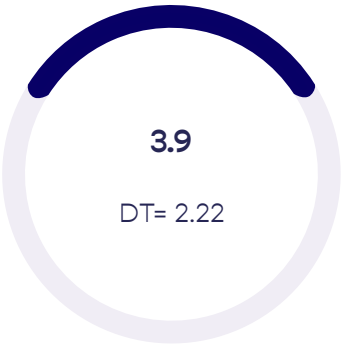
As a result, teachers consider that the impact of technology on health and coexistence should be a priority issue to address within the educational sphere, assigning it an average of 8 on a priority scale from 0 "Not at all a priority" to 10 "Absolutely a priority."

However, teachers believe it should be a priority for society as a whole (8.7), which they consider to be very poorly aware of this issue (3.9 out of 10).

FIGURE 3
Priority attributed to the technological sphere (averages, from 0 to 10)

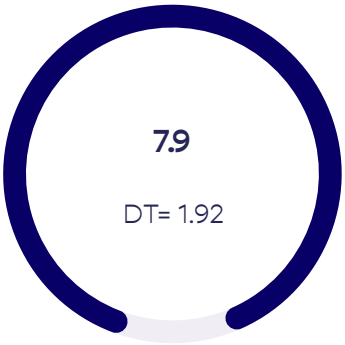


The impact of technology on health and coexistence is a priority issue to be addressed by... THE ENTIRE SOCIETY



Contemporary society is sufficiently AWARE of the problems related to technology use in childhood and adolescence

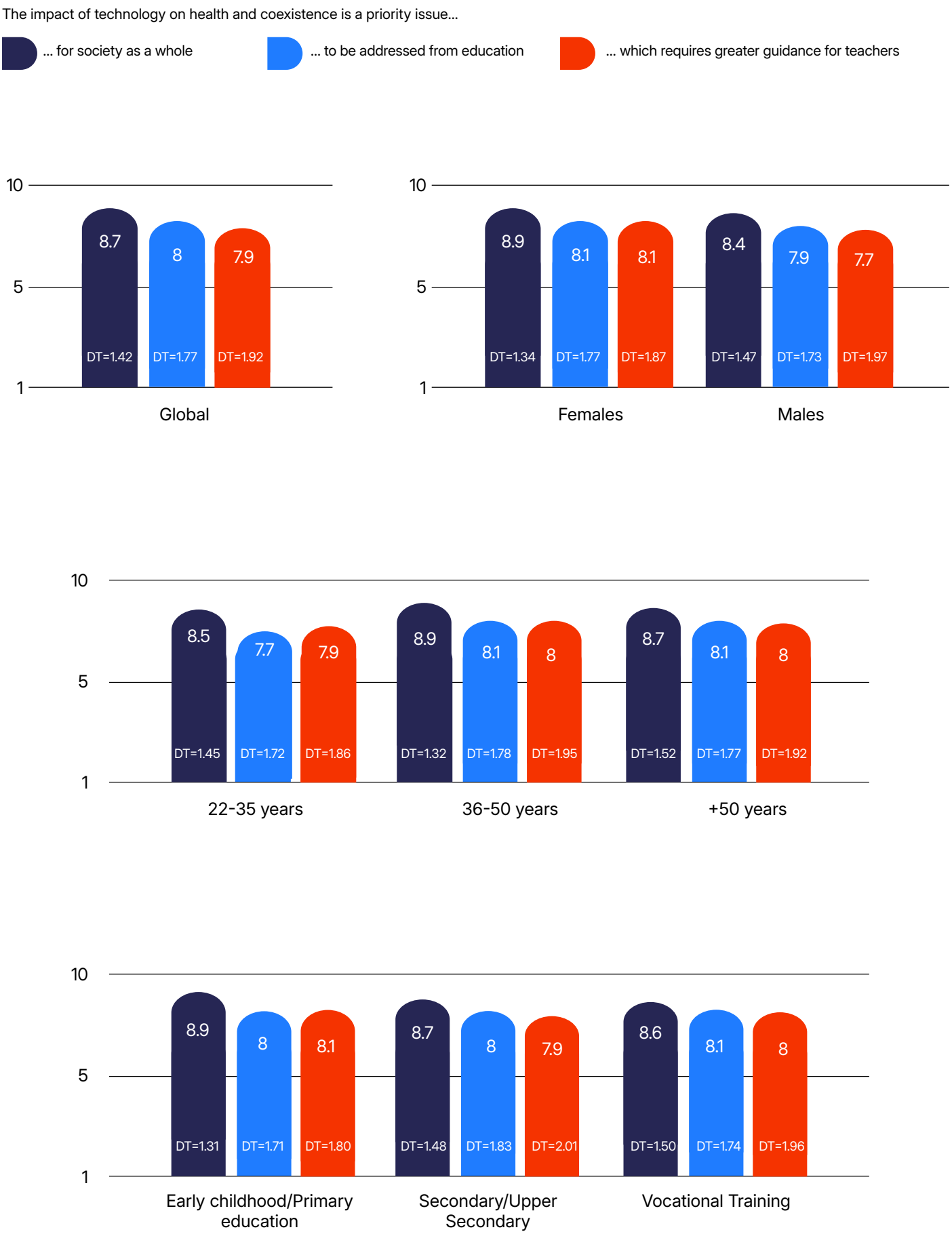
The impact of technology on health and coexistence is a priority issue to be addressed from... THE EDUCATIONAL SPHERE

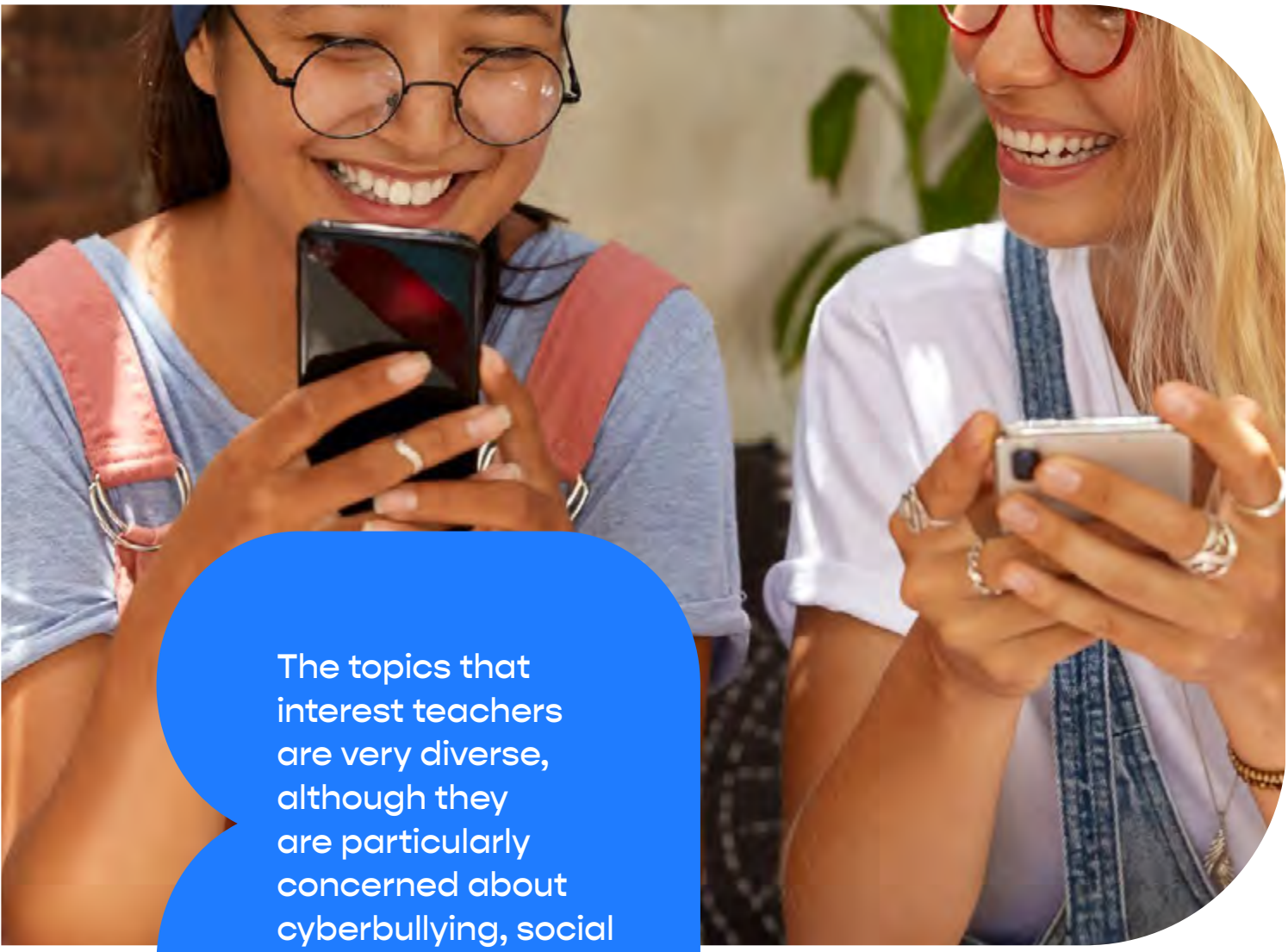


Greater GUIDANCE FOR TEACHERS is necessary when promoting the responsible use of technology among their students

In this attribution of priorities, few differences are observed based on sex, age, or the educational level at which teachers work. Only the greater concern shown by women and teachers in Early Childhood and Primary Education stands out.

FIGURE 4
Priority attributed to the technological sphere according to sociodemographic variables



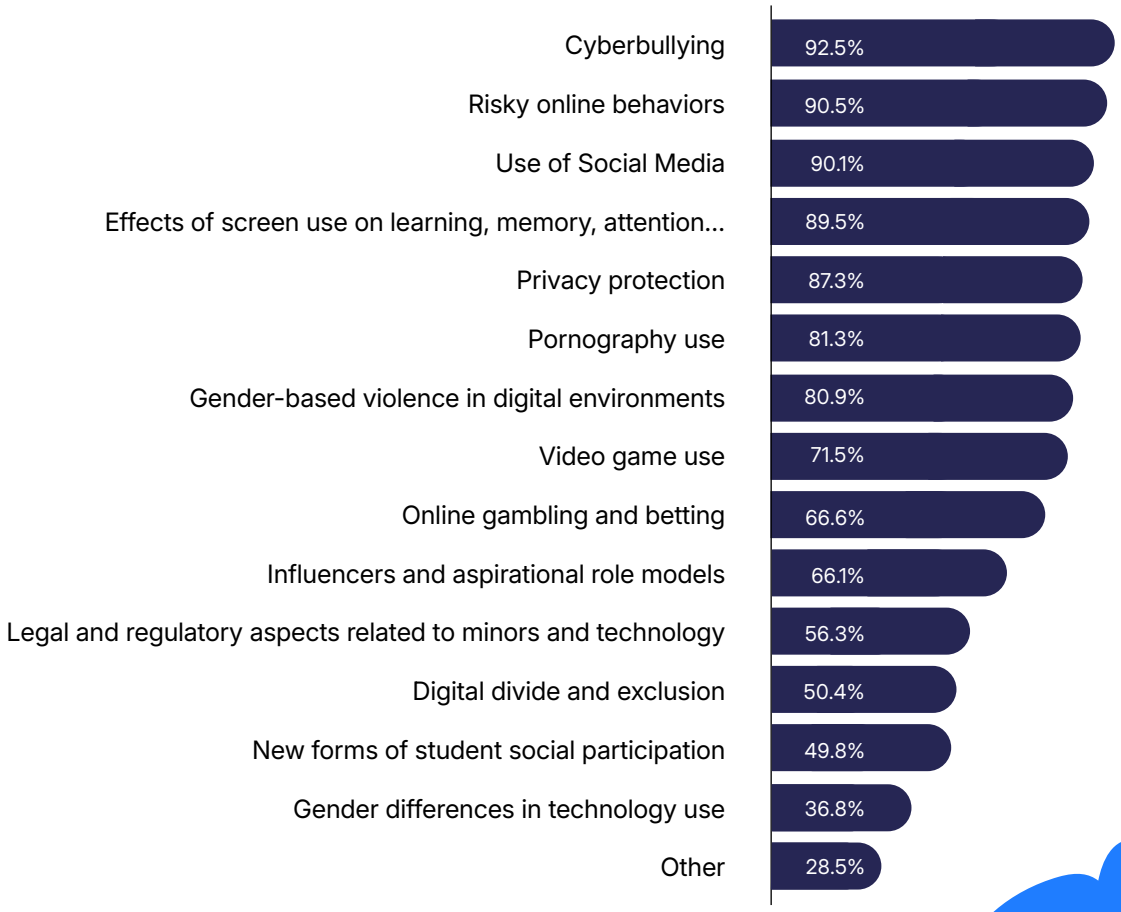


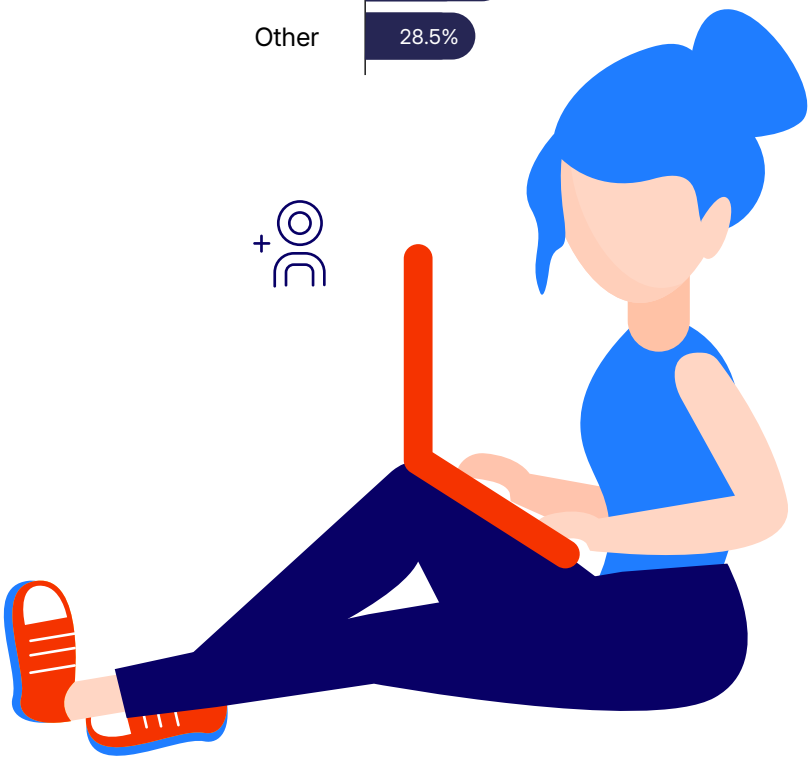
The topics that interest teachers are very diverse, although they are particularly concerned about cyberbullying, social media use, and risky online behaviors

Regarding specific topics related to technology use in childhood and adolescence that generate the most interest, cyberbullying (92.5%), risky online behaviors (90.5%), and social media use (90.1%) are the three most frequently mentioned.

Teachers are also concerned about the potential cognitive and learning effects of screen use, privacy-related issues, pornography use, and gender-based violence in digital environments.

FIGURE 5
Topics related to technology use in childhood and adolescence that generate the most interest





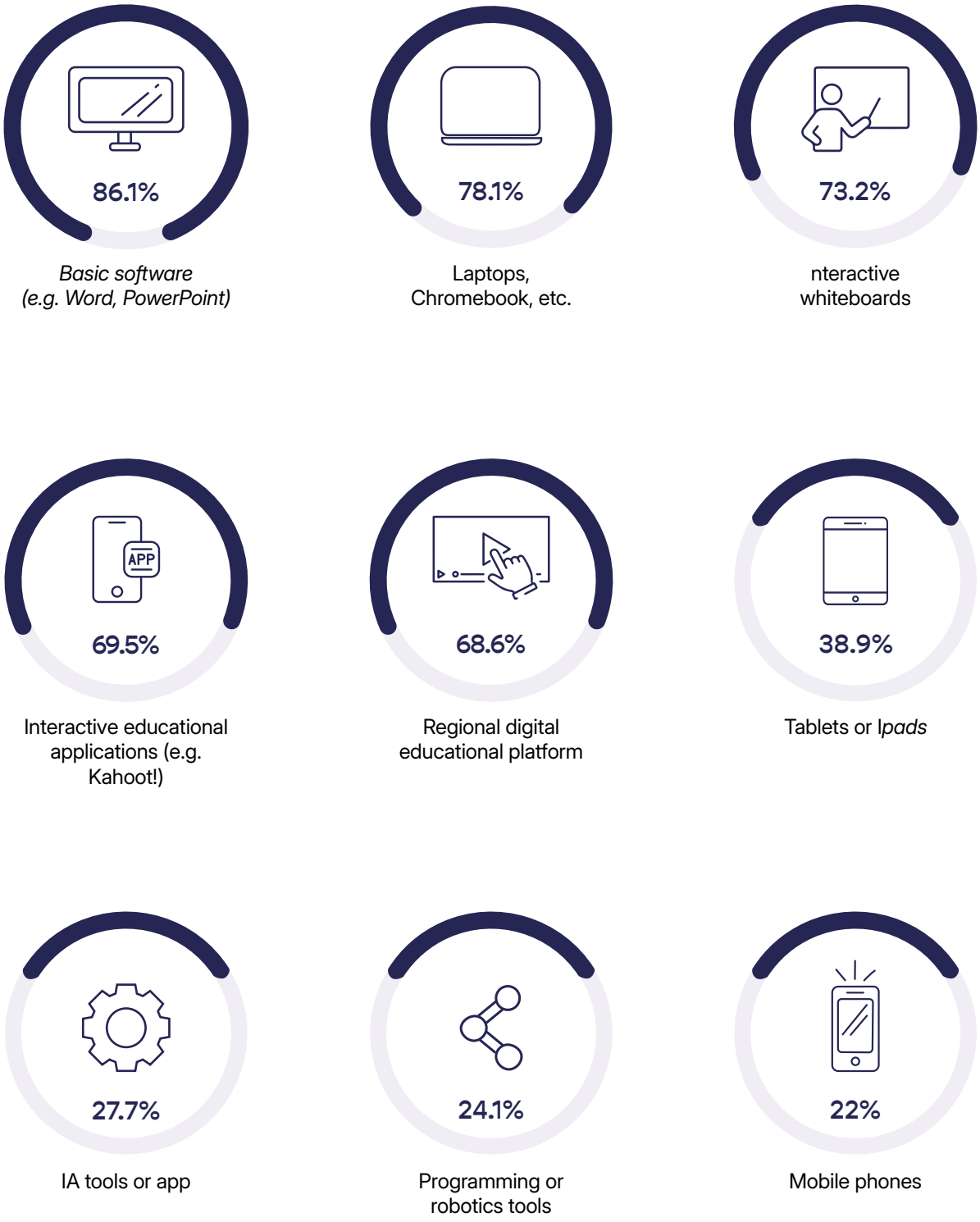
05 Technology use and school coexistence

86.7% of teachers regularly use some type of technology, device, or software in the classroom in their interaction with students.

This use mainly refers to basic software for teaching or professional/curricular management (generally programs such as Microsoft Word or PowerPoint), laptops, Chromebooks, or interactive whiteboards.

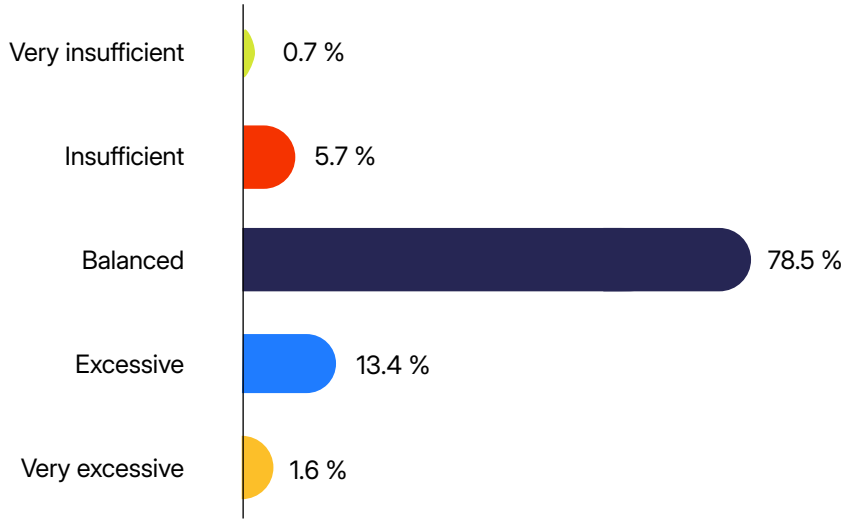
73.2% of teachers use interactive whiteboards, 69.5% use interactive educational applications, 27.7% use AI tools, and 22% use mobile phones

FIGURE 6
Main technological resources used by teachers in the classroom



According to 8 out of 10 education professionals, technology is used in a balanced way for teaching in their school. Only 15% believe its use is “Excessive” or “Very excessive”.

FIGURE 7
How would you rate the use of technology for teaching in your school?

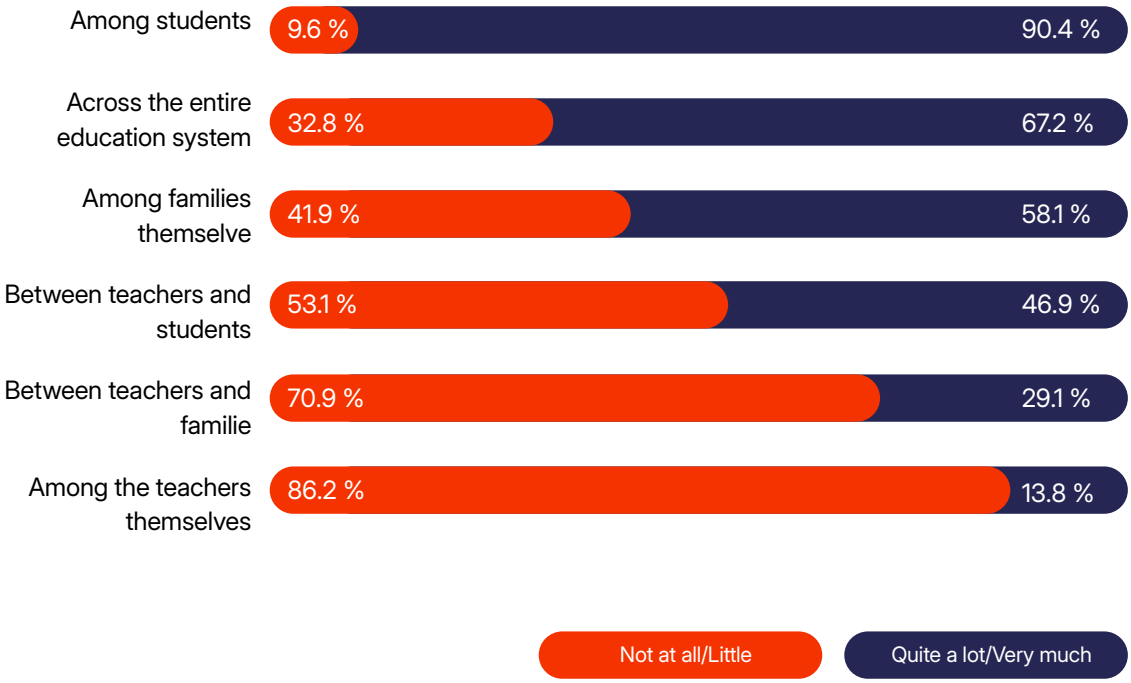


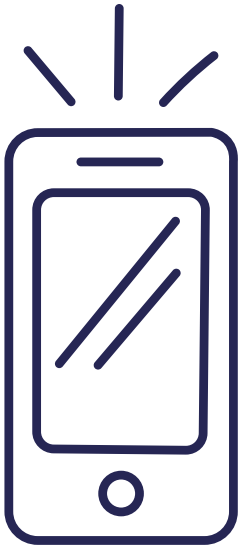
Students’ use of mobile phones is generating various coexistence problems in schools

44.8% of teachers consider that mobile phone use currently poses a coexistence problem in their school.

Of these, 90.4% believe that the main problems occur primarily among students, 67.2% across the entire school community or education system, and 58.1% among families.

FIGURE 8
Coexistence problems in the school caused by mobile phones occur...

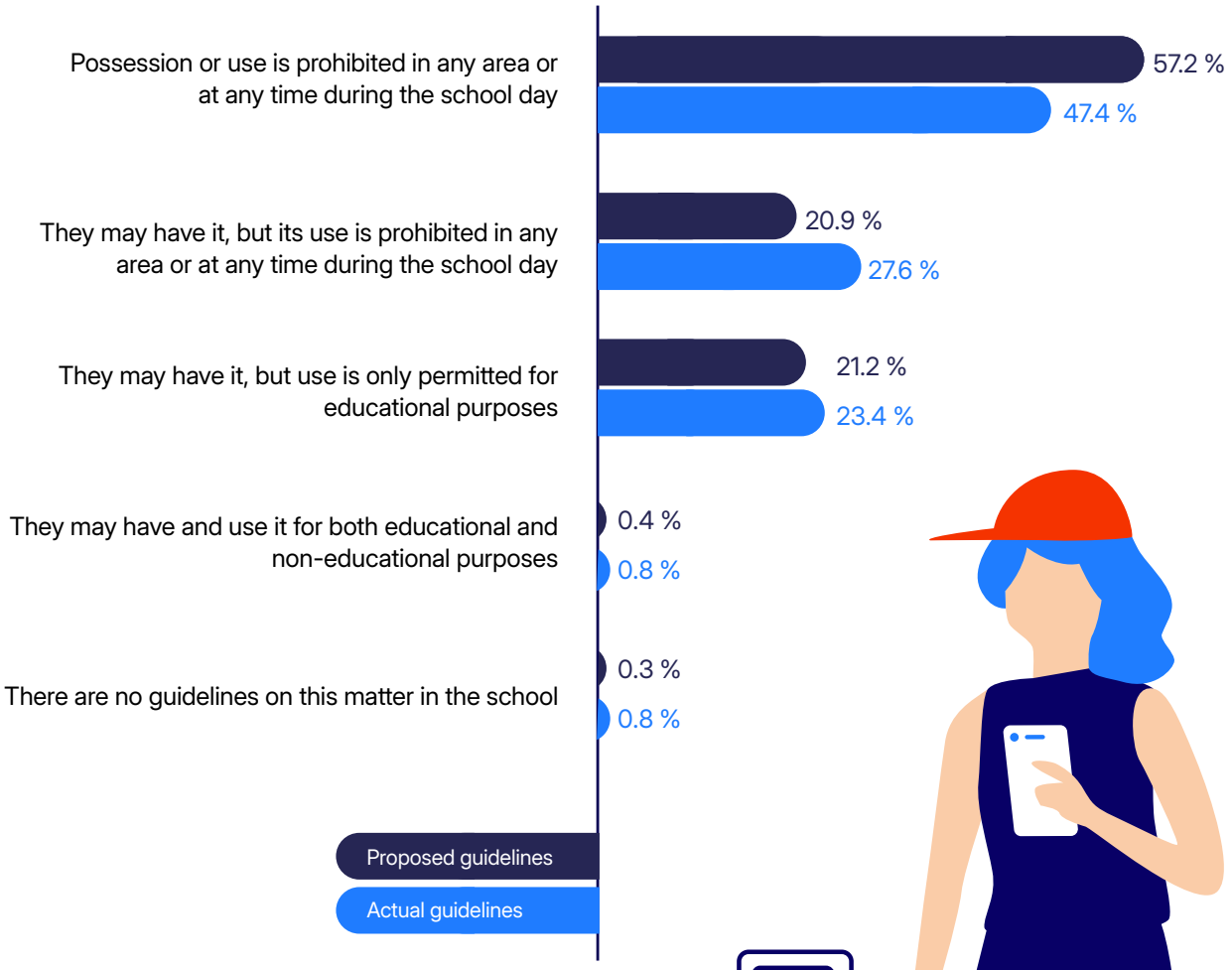




Regarding current guidelines for regulating or managing students' use of mobile phones, more than 98% of teachers report that some type of restriction is established in their school. In 47.4% of cases, possession or use of mobile phones is prohibited in any area of the school at any time during the school day; in 27.6%, students may have them but not use them; and in 23.4%, they may use them for educational purposes. Teachers suggest a higher level of restriction.

When directly asked what they would propose, the percentage of those advocating for a ban on possession or use of mobile phones in any area of the school and/or at any time rises to 57.2%.

FIGURE 9
School guidelines for regulating students' use of mobile phones

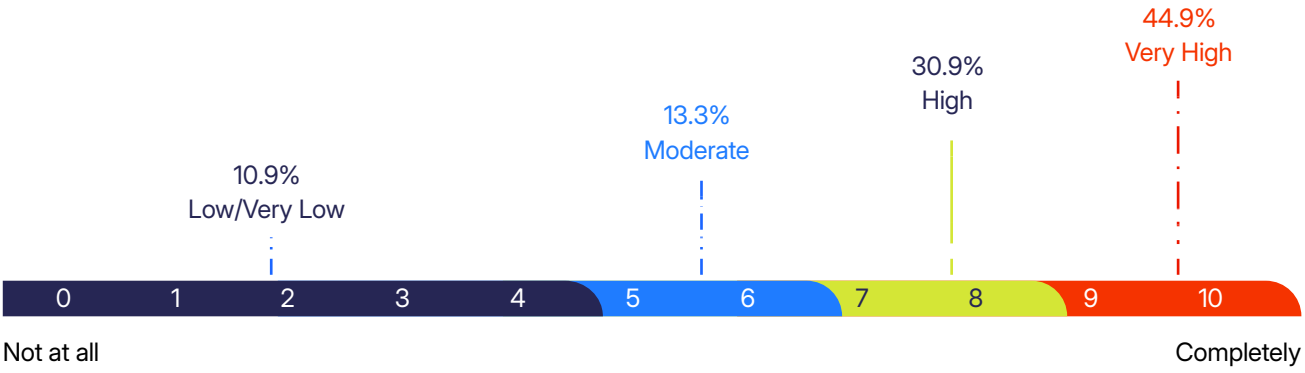


More than half of teachers (57.2%) advocate a clearly restrictive approach to regulating students' use of mobile phones, prohibiting both possession and use within the school

Regulating the use of mobile phones in schools through consensus is a task that should not be postponed

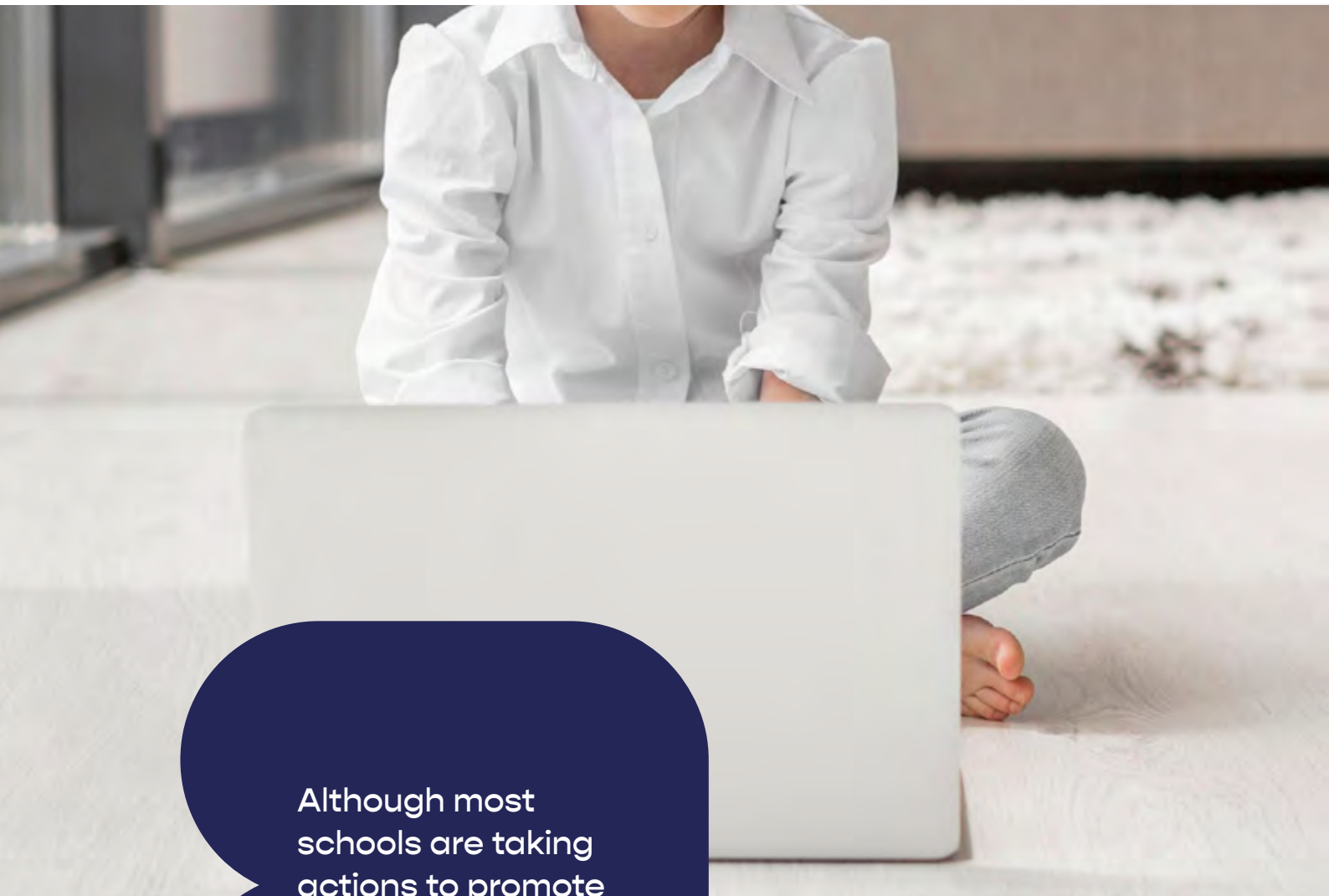
Teachers rate the degree of compliance with the school's established guidelines for mobile phone use at 7.7 (on a scale from 0 "Not at all" to 10 "Completely," SD = 2.28). However, for 1 in 4 (24.2%), the level of compliance is Moderate, Low, or Very Low.

FIGURE 10
Perception of the degree of compliance with these guidelines in the school



Beyond regulation, policies promoting the healthy use of technology should be based on an educational approach

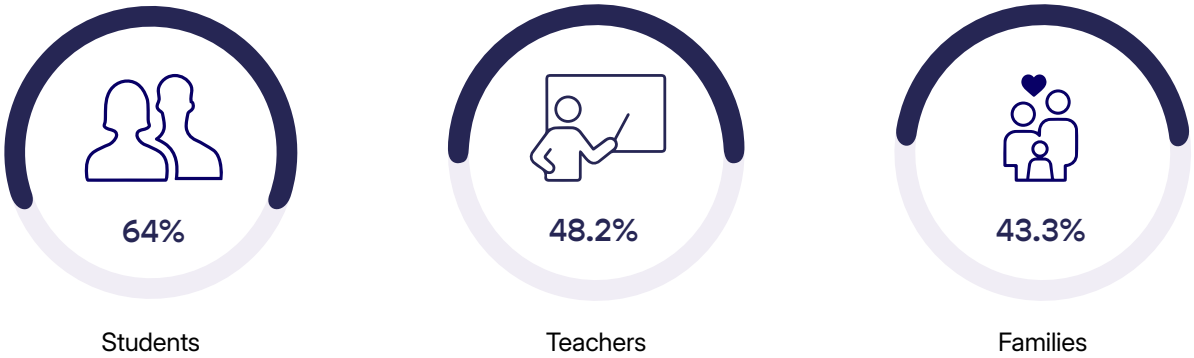
06 School prevention



Although most schools are taking actions to promote the responsible use of technology, 1 in 4 schools do not

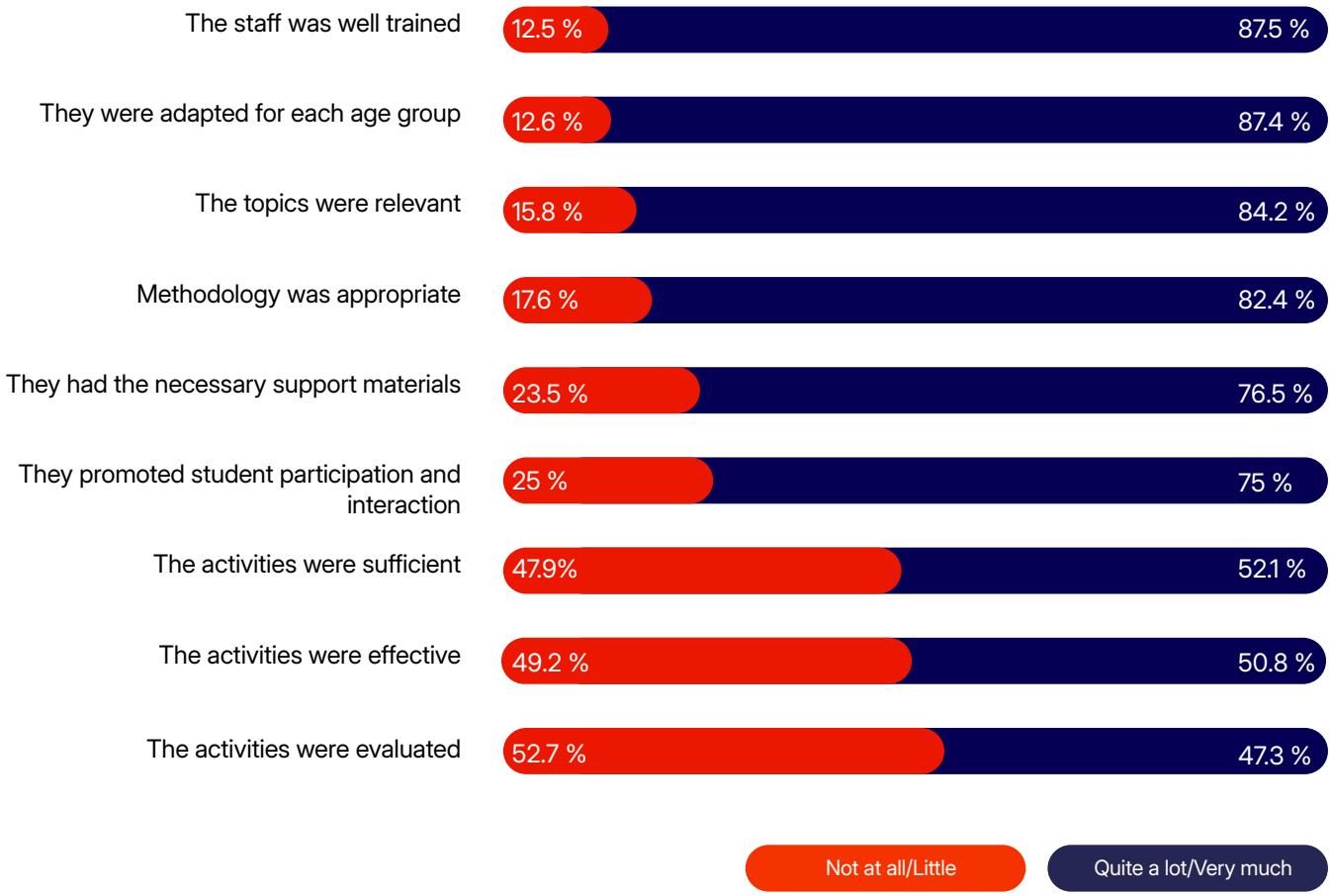
76% of teachers report that during the 2023–2024 academic year, some type of activity was carried out in their school to promote the responsible use of technology. 64% report activities aimed at students, 48.2% at teachers, and 43.3% at families.

FIGURE 11
Implementation of activities to promote the responsible use of technology aimed at...



In schools where activities aimed at students were carried out, evaluations are positive, especially regarding the training of the staff responsible for their implementation, the adaptation to the age groups targeted, the content, and the methodology used. However, there is considerable uncertainty about whether they are sufficient, as well as about their evaluation and effectiveness.

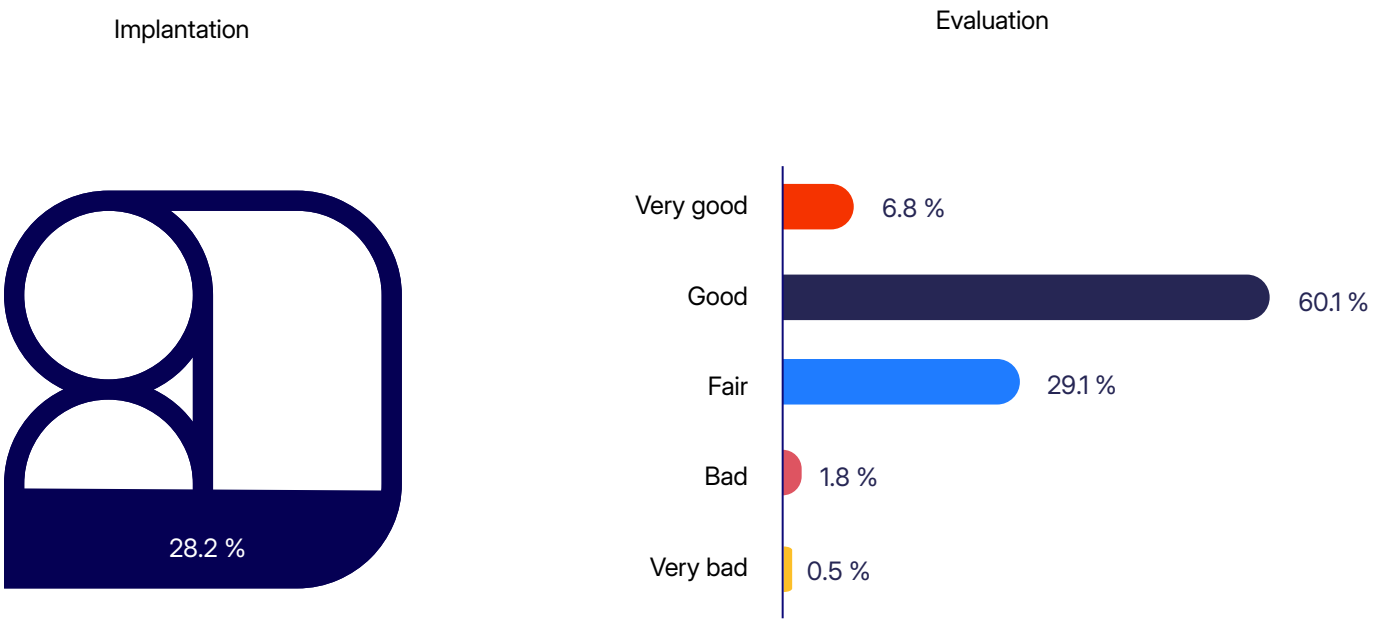
FIGURE 12
Evaluation of activities aimed at students



Finally, only 28.2% of teachers report that a specific program to promote the responsible use of technology among students has been implemented in their school.

In those schools where such a program has been implemented, although the majority assessment (68.9%) is Good or Very Good, in 1 out of 3 cases it is rather modest (Fair, Poor, or Very Poor).

FIGURE 13
Implementation and evaluation of the functioning of Specific Programs



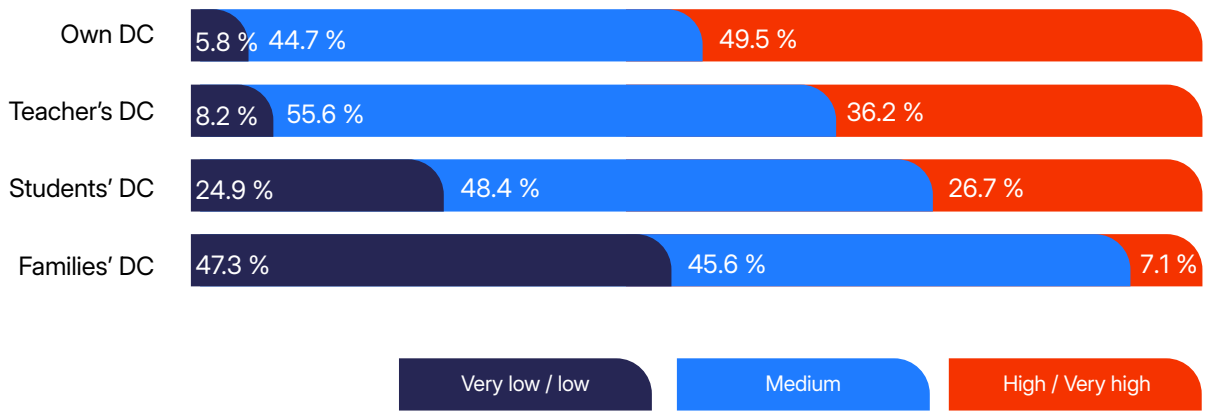
Very few Spanish schools still have a specific program to promote the responsible use of technology among their students

07 Teachers' digital competencies

According to experts, teachers' digital literacy represents an unavoidable challenge for the current education system, essential not only for promoting the safe and healthy use of digital devices among children and adolescents but also for their proper integration into teaching and learning processes.

49.5% of teachers consider their digital competencies to be High or Very High, and 44.7% consider them Medium. This assessment is more critical when referring to teachers in general, and even more so in the case of students or families. 47.3% of teachers believe that families have Low or Very Low digital competencies.

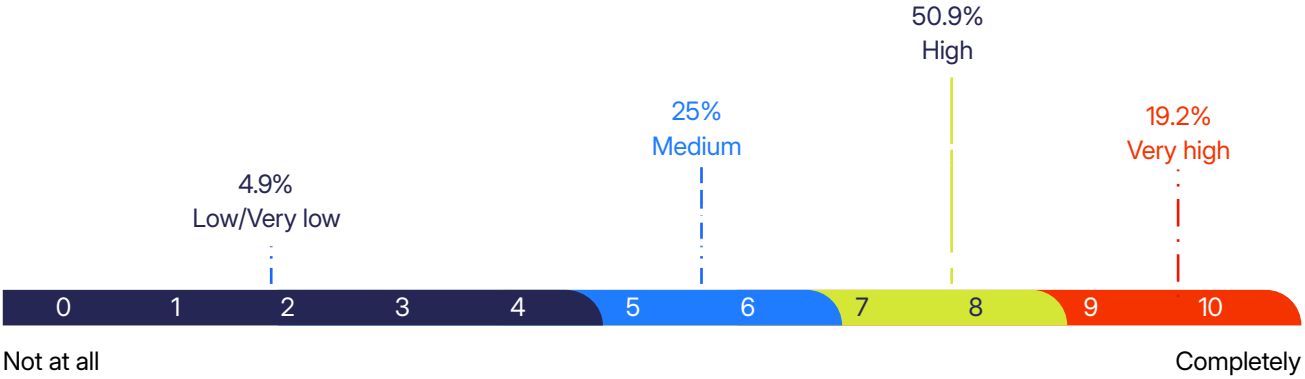
FIGURE 14
Perception of Digital Competencies (DC)



Teachers' own digital competencies are one of the key factors for improving prevention

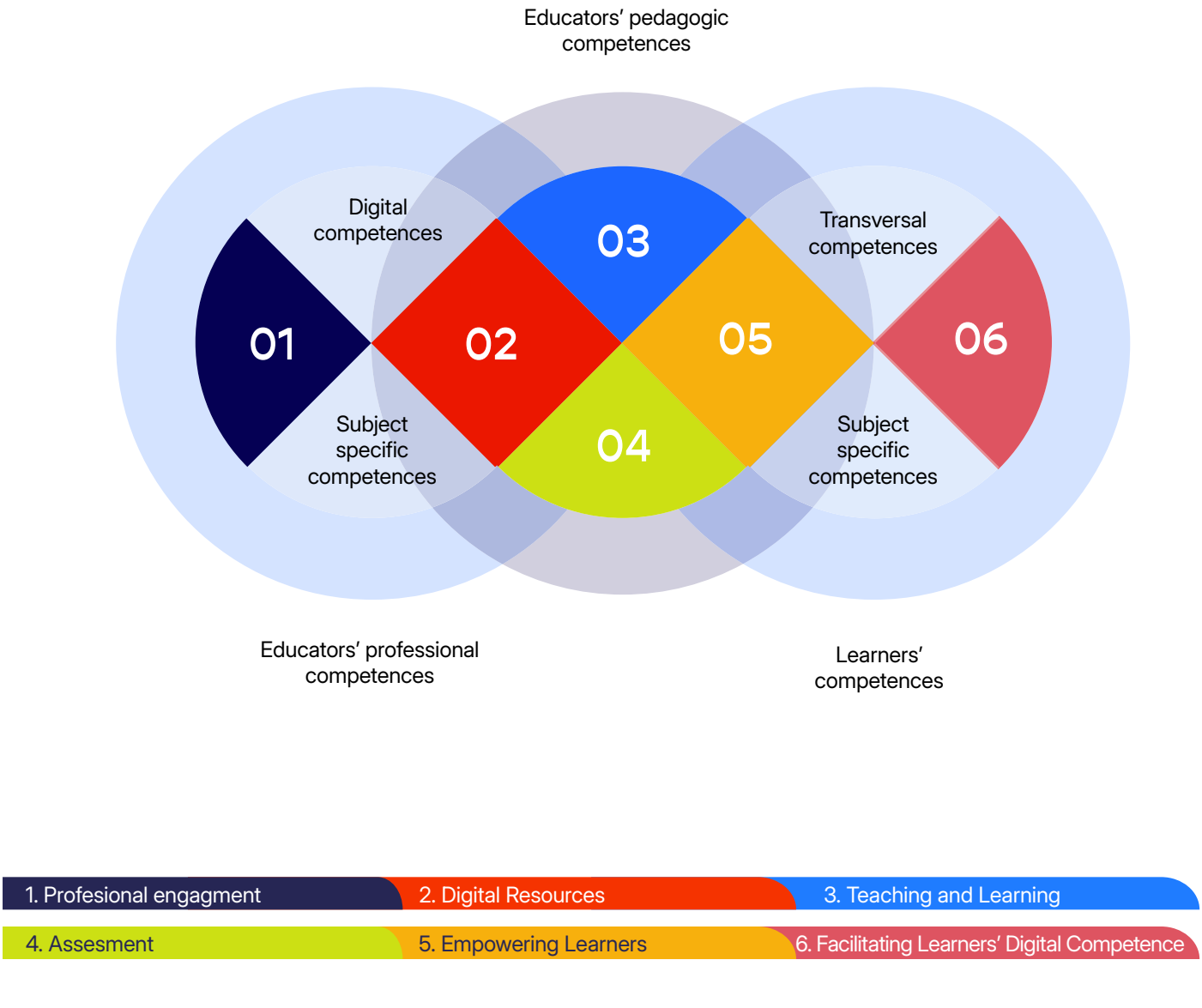
When teachers are asked to rate, on a scale from 0 ("Not at all") to 10 ("Completely"), their level of training to promote the responsible use of technology among their students, the resulting average is 7.16 (SD = 1.65). 70.1% consider their level of training to be "High" or "Very High" (above 6).

FIGURE 15
Training to promote the responsible use of technology among students



The European Framework for the Digital Competence of Educators "DigCompEdu" (Redecker and Punie, 2017) aims to help member states promote teachers' digital competencies (DC) and foster innovation in education. To this end, it is based on a digital competence model that establishes different areas and strategic elements that can be assessed and monitored.

FIGURE 16
European Framework for the Digital Competence of Educators "DigCompEdu"
(Source: https://joint-research-centre.ec.europa.eu/digcompedu_en)



SCHEDULE 1
Competences of the European Framework for the Digital Competence of Educators “DigCompEdu”

01 Professional commitment

It focuses on the teachers’ working environment. Teachers’ digital competence is expressed in their ability to use digital technologies not only to enhance teaching but also to interact professionally with colleagues, students, families, and various stakeholders in the educational community

02 Digital Resources

Related to the sourcing, creation, and distribution of digital resources. One of the key competencies that every teacher must develop is the ability to identify high-quality educational resources. Additionally, they should be able to modify, create, and share these resources so that they align with their objectives, students, and teaching style. At the same time, they must know how to use and manage digital content responsibly, respecting copyright regulations and protecting personal data

03 Digital Pedagogy

Being able to design, plan, and implement the use of digital technologies across the different stages of the teaching and learning process. In addition, a shift toward student-centered approaches and methodologies is advocated

04 Evaluation

Related to the use of digital tools and strategies in the assessment and improvement of teaching and learning processes. Digital technologies can enhance existing assessment strategies and give rise to new and improved evaluation methods

05 Empower students

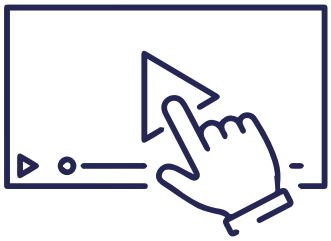
One of the key strengths of digital technologies in education is their potential to foster students' active participation in the learning process and their autonomy over it. Additionally, digital technologies can be used to provide learning activities tailored to each student's competence level, interests, and learning needs

06 Enhance students' DC

Develop and enhance students' Digital Competences

The model establishes six levels of competence performance, both at a global level and for each of the considered areas. This allows for the assessment of teachers' digital competencies, classifying them into one of the established levels of development and autonomy (Cabero-Almenara and Palacios-Rodríguez, 2020).

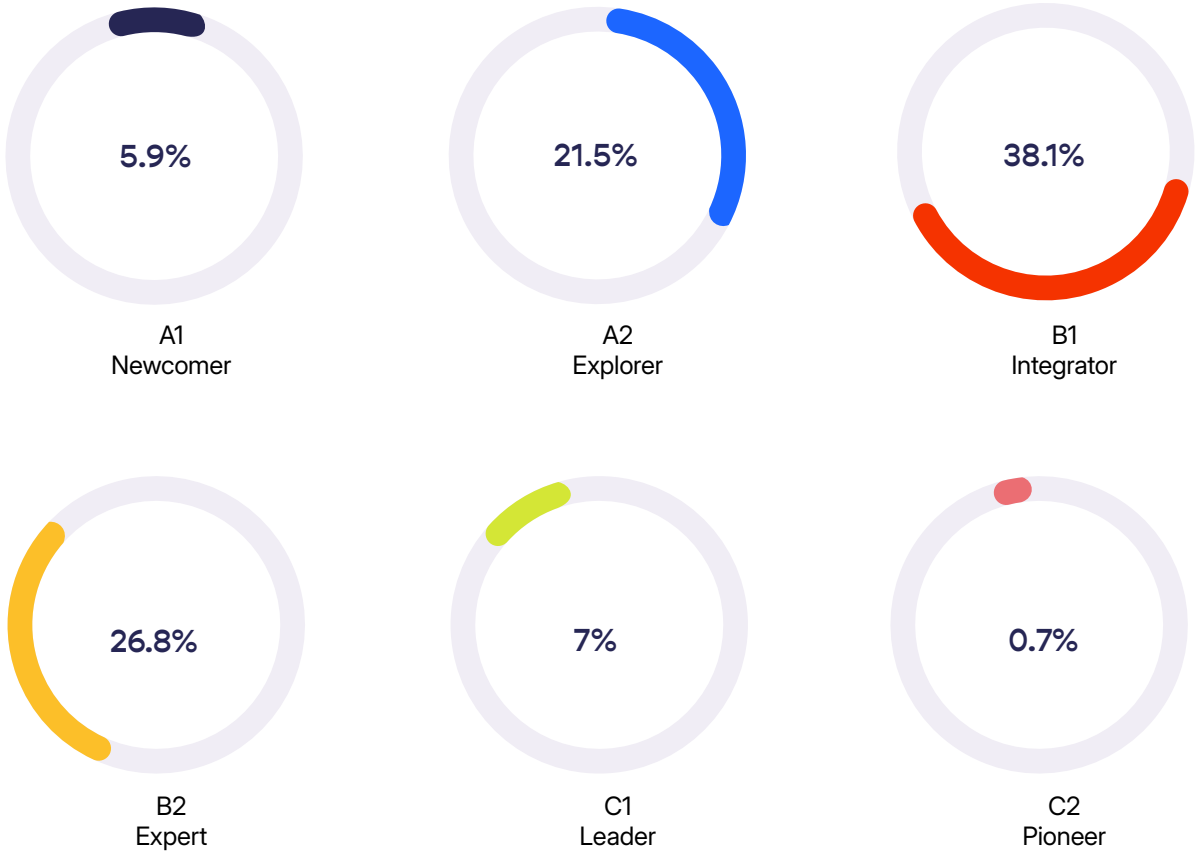
Although teachers' overall performance is acceptable, continued investment in digital training is necessary



SCHEDULE 2
Competence levels established in the European Framework for the Digital Competence of Educators

A1	Newcomer	Very limited experience and interaction with educational technology. Requires ongoing guidance to enhance their digital teaching competence.
A2	Explorer	Limited contact with educational technology. Has not developed specific strategies to integrate RICT in the classroom. Requires external guidance to improve their digital teaching competence.
B1	Integrator	Experiments with educational technology and reflects on its suitability for different educational contexts.
B2	Expert	Uses a wide range of educational technologies with confidence, security, and creativity. Seeks continuous improvement of their teaching practices.
C1	Leader	Capable of adapting various resources, strategies, and knowledge to their needs. Serves as a source of inspiration for other teachers.
C2	Pioneer	Questions contemporary digital and pedagogical practices, in which they themselves are experts. Lead RICT innovation and serve as a role model for other teachers.

FIGURE 17
Overall level of teachers' Digital Competences



26.8% of teachers would reach the EXPERT level, 7% the LEADER level, and 0.7% the PIONEER level. Only 5.9% could be classified at the lowest or NEWCOMER level

SCHEDULE 3
Teachers' Digital Competences according to sociodemographic variables

		A1 Newcomer	A2 Explorer	B1 Integrator	B2 Expert	C1 Leader	C2 Pioneer
GLOBAL		5.9%	21.5%	38.1%	26.8%	7%	0.7%
Sex	Males	3.2%	17.9%	40.1%	30.1%	7.9%	0.9%
	Females	7.1%	23.3%	37.1%	25.2%	3.6%	0.6%
Age	22-35 years	5.5%	20.1%	40.6%	26.2%	6.8%	0.8%
	36-50 years	6.3%	22.2%	37.2%	26.4%	6.9%	1%
	+50 years	5.4%	21.3%	37.8%	27.8%	7.3%	0.3%
Educational level	Early Childhood/ Primary	11%	29.5%	33.1%	20.6%	5.4%	0.4%
	Secondary/ Upper S.	2.6%	17.5%	41.2%	29.8%	7.9%	1%
	Vocational T.	2.5%	12.9%	41.3%	34%	8.6%	0.8%

The application of the «DigCompEdu» model indicates that 38.1% would be at level B1 (Integrator) and 26.8% at B2 (Expert), meaning that 2 out of 3 education professionals have a medium or medium-high level of digital competences. Most teachers tend to experiment with educational technology, reflecting on its suitability in different contexts, use various technologies with confidence, security, and creativity, and are always seeking to improve their teaching practice.

If a specific analysis is carried out by competence areas, the pattern of results is similar: the most common profile is B1 (Integrator), followed by B2 (Expert), and in some cases A2 (Explorer). Comparatively, slightly higher performance is observed in areas such as Professional Commitment and the use of Digital Resources.

SCHEDULE 4
Competence level broken down by areas

	A1 Newcomer	A2 Explorer	B1 Integrator	B2 Expert	C1 Leader	C2 Pioneer
Professional commitment	3.3%	19.4%	44.8%	28.1%	3.7%	0.6%
Digital resources	17.4%	19.1%	42.5%	12%	6.8%	2.2%
Digital Pedagogy	22.6%	21.3%	30.3%	19.9%	4.7%	1.1%
Evaluation	16.2%	25.7%	32.7%	17.7%	6.4%	1.4%
Empowering students	19.3%	23%	29.7%	18.9%	7.7%	1.4%
Improve students' DC	30.8%	16.6%	33.7%	15%	2.9%	1%

Significant differences are observed based on gender, age, and educational level. The highest self-reported competence levels correspond to men, teachers under 35 years old, and those in Vocational Training

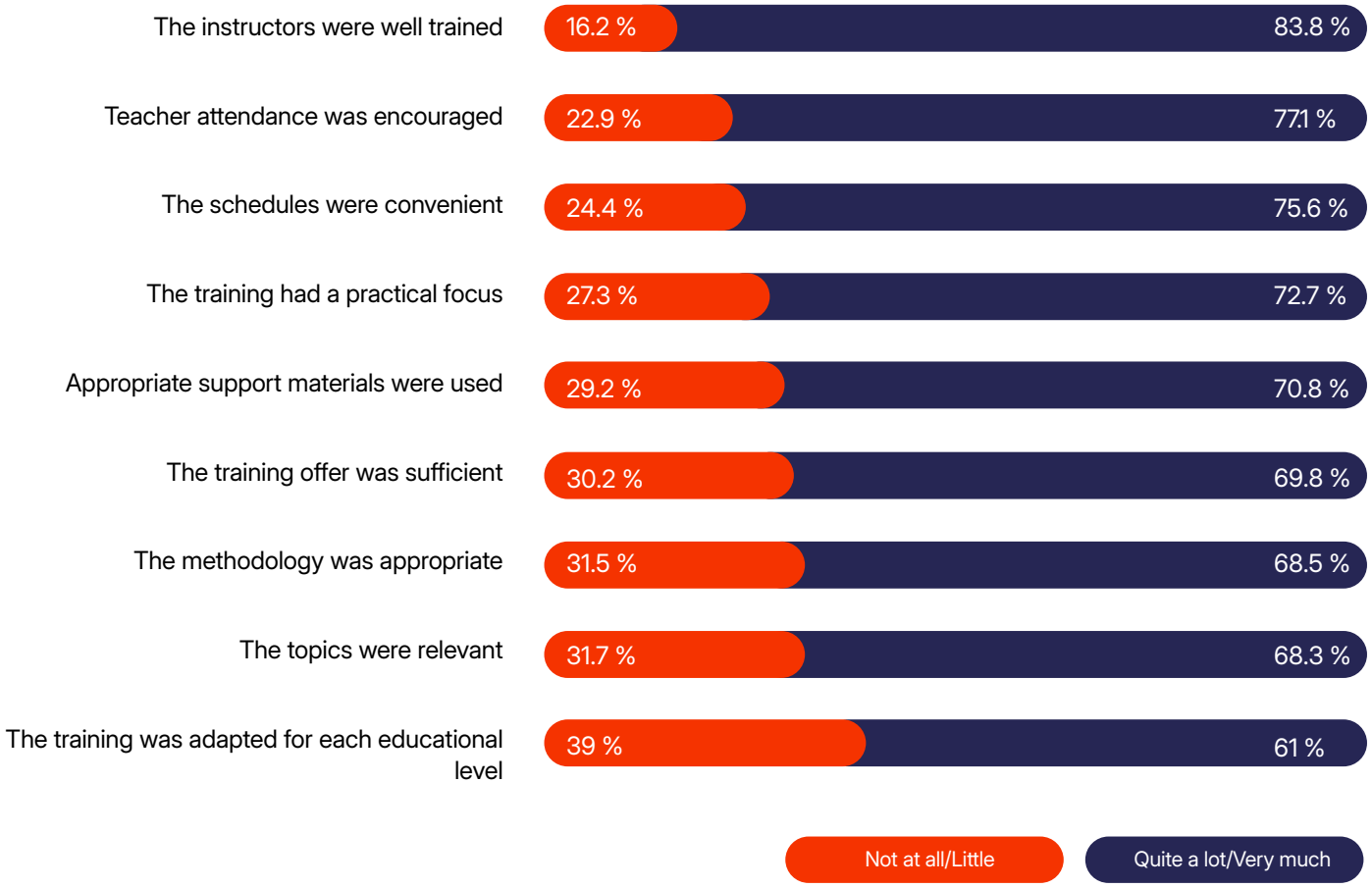
08 Teacher training

86.9% of teachers report that the Ministry of Education of their Autonomous Community offers training activities on Teachers' Digital Competencies.

87.6% believe that training in Teachers' Digital Competencies should be included in teachers' curricula.

64% of teachers received some type of training on Digital Competencies during the 2023–2024 academic year

FIGURE 18
Evaluation of training activities on Teachers' Digital Competences



Teachers who participated in training activities on Teachers' Digital Competences give a positive evaluation of them, with the instructors, the measures to encourage attendance, the schedules, and the practical focus being the most highly rated aspects.

Although the evaluation of the current training offer in teachers' digital competencis is positive, there is considerable room for improvement

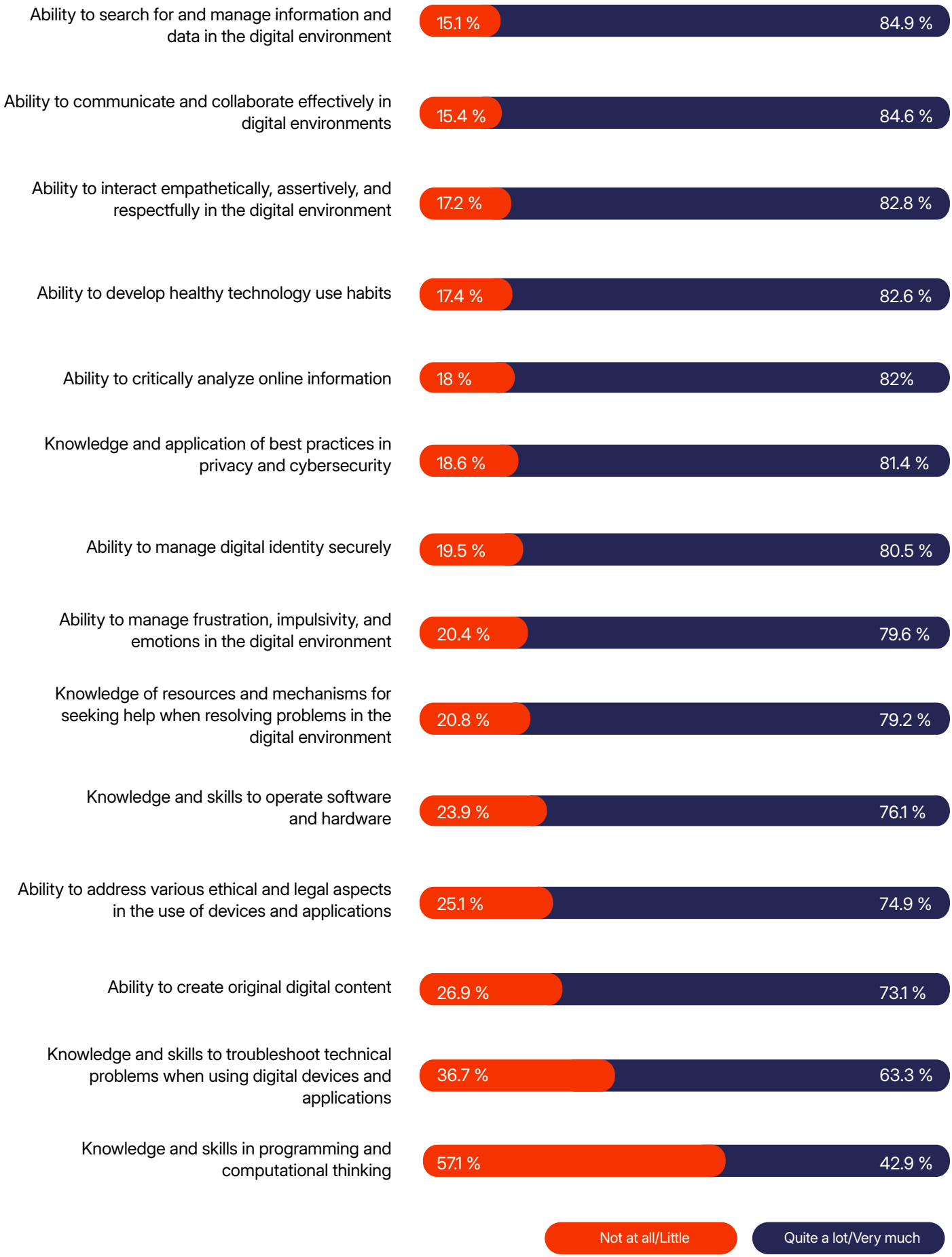
09 Promoting students' digital competencies

Teachers also bear the responsibility of promoting students' digital competences, working in coordination with families and the education system

When promoting their students' digital competences, teachers consider it especially important to work on five aspects: (1) the ability to search for and manage information in the digital environment, (2) the skill to communicate and collaborate effectively in digital settings, (3) the ability to interact empathetically, assertively, and respectfully online, (4) the capacity to develop healthy technology use habits, and (5) the ability to critically analyze information.

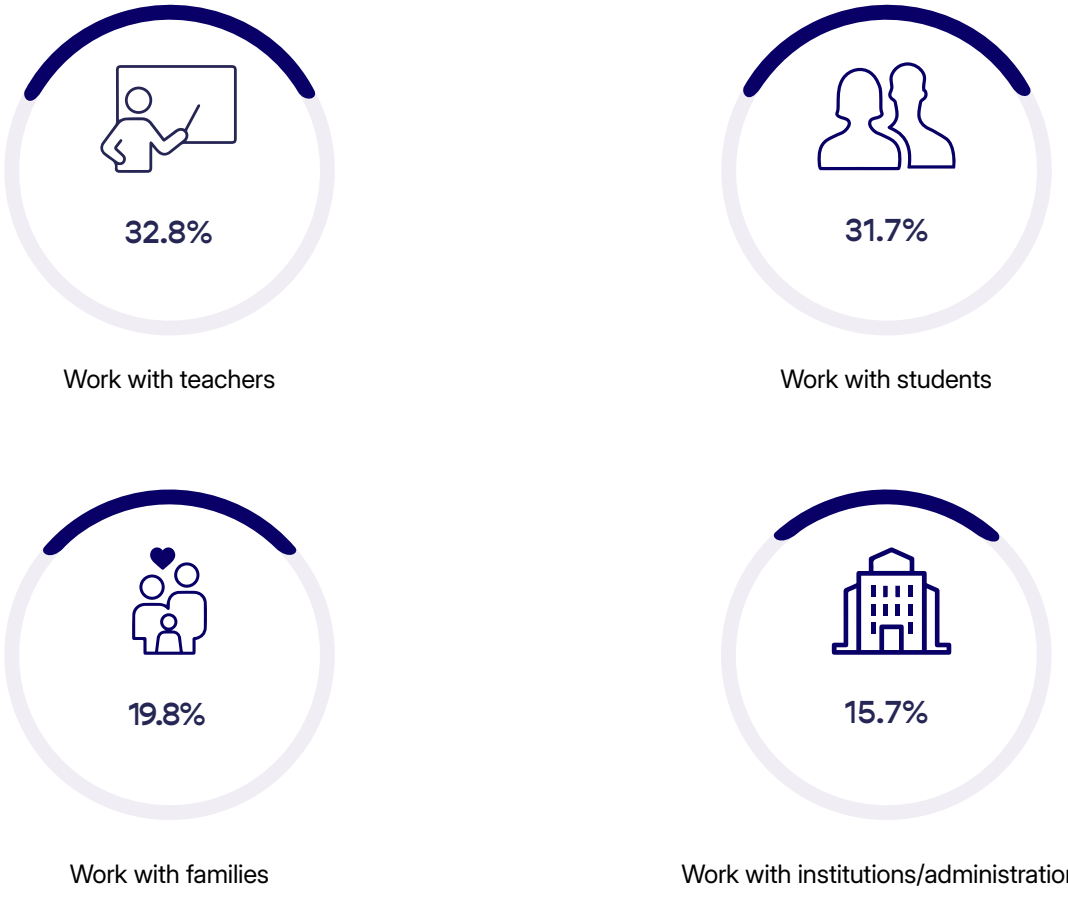
Issues such as knowledge and skills to operate software and hardware or the ability to solve technical problems are considered far less important by teachers.

FIGURE 19
Key aspects for fostering strong digital competences among students



Finally, 32.8% of participants believe that achieving responsible use of digital devices among children and adolescents requires primarily working with teachers; 31.7% prioritize working with students; 19.8% with families; and the remaining 15.7% with the administration and institutions. Opinions are distributed, reflecting that the effort must necessarily involve the entire educational community, with special emphasis on teachers and students.

FIGURE 20
Priority of each area of work to achieve responsible use of technology



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10 Conclusions

This study has revealed the concern currently expressed by Spanish teachers regarding the impact that the use of digital devices may have on the health of children and adolescents. There is broad consensus about the potential consequences for sleep hygiene, mental health, social relationships, perception of reality, and the ability to self-manage time and daily routines. There is no doubt about the interfering effect that the misuse of technology can have on different vital areas during childhood and adolescence.

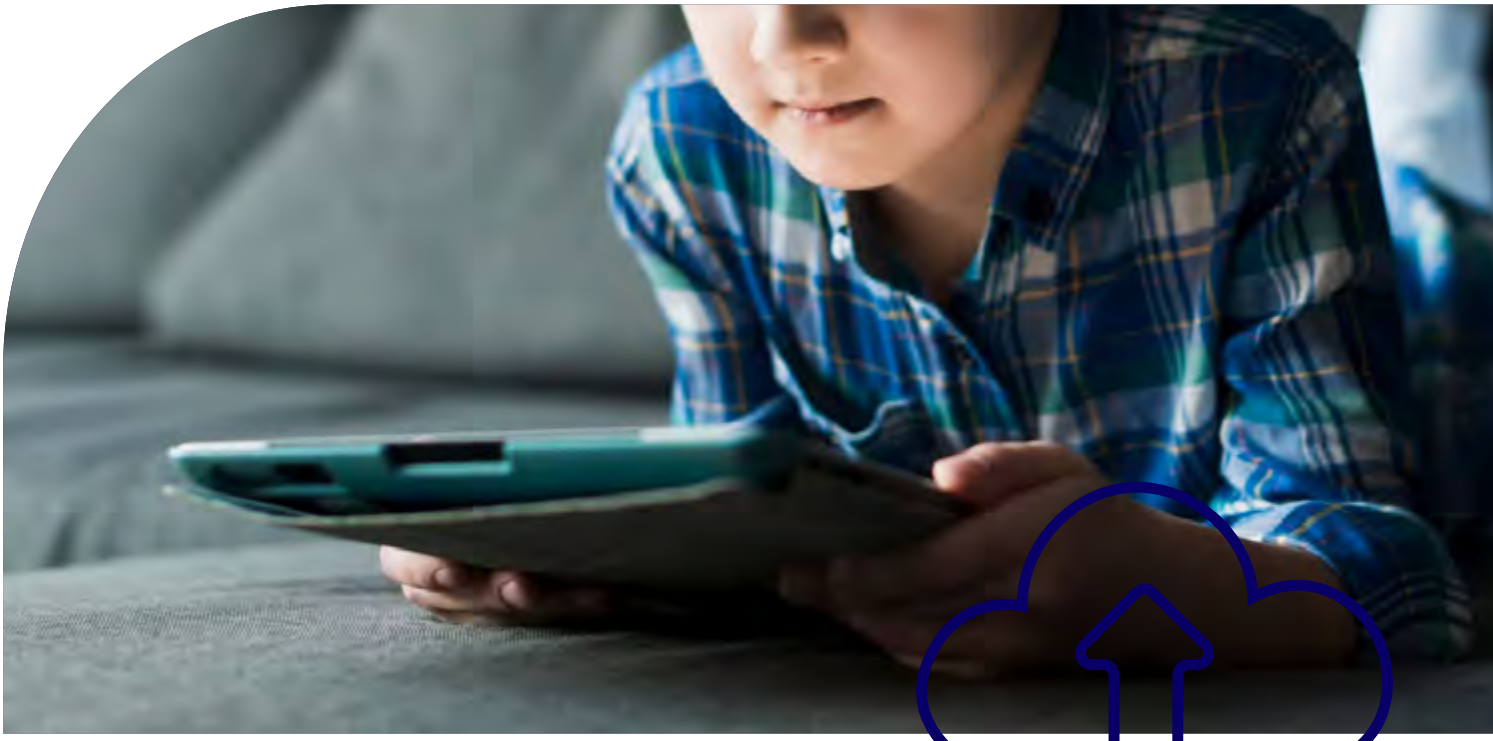
Teachers are aware of the impact that the digital environment has on the development of children and adolescents, as well as of the role that education must play

As a result, the impact of technology on health and coexistence should, in their view, be considered a priority issue; one that must be addressed not only within the educational sphere, but also by society.

Cyberbullying, online risk behaviors, and the use of Social Media are some of the issues that generate the greatest concern, although they do not overlook the effects of screens on cognition and learning, privacy problems, pornography use, or gender-based violence in the digital environment all of which call for deeper, more serious reflection and demand greater involvement from everyone.

Spanish teachers are not detached from technology. A total of 86.7% regularly use some type of technological element, device, or software in their interactions with students. In general, this tends to involve basic software for teaching or academic management. However, 73.2% use interactive whiteboards, 69.5% use interactive educational applications, and 27.7% use AI tools.

For 8 out of 10 teachers, technology is used in a balanced way for teaching in their school. However, 44.8% do believe that students' use of mobile phones is creating a coexistence problem; not only among students, but also among families, teachers... ultimately affecting the entire educational community.



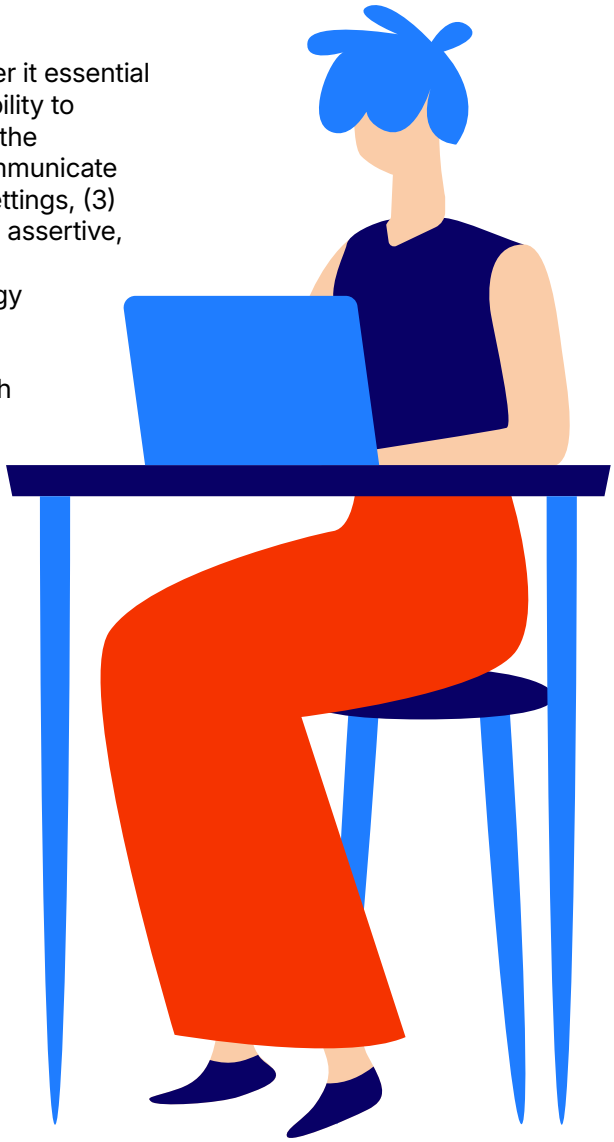
Although more than 98% of teachers report that their school has some type of restriction on students' use of mobile phones (either by prohibiting them or limiting their use)a significant proportion suggests that an even higher level of restriction is needed. On the other hand, compliance with the established guidelines is relatively low in 1 out of every 4 schools.

Regarding prevention, 76% of teachers report that during the 2023–2024 academic year their school carried out some type of activity to promote the responsible use of technology among children and adolescents. This means that in 1 out of every 4 schools, no action is being taken in this regard. Moreover, very few Spanish schools (28.2%) have a specific program aimed at promoting the responsible use of technology among their students, which shows that there is considerable room for improvement in terms of school-based prevention.

49.5% consider their own digital competence to be High or Very High. The application of the assessment standards of the European Framework for the Digital Competence of Educators ('DigCompEdu') supports this positive result: 38.1% would fall into an intermediate competence level, or B1 (Integrator), and 34.5% into B2 (Expert) or higher. This means that 2 out of every 3 teachers in our country would have a medium or medium-high level of digital competence. Comparatively, better performance is observed in areas such as Professional Engagement or the use of Digital Resources, while more shortcomings appear in empowering students and in promoting students' digital competences.

Regarding training, the vast majority (86.9%) report that their Autonomous Community offers teacher training activities on Digital Competences, and 2 out of 3 say they attended at least one during the 2023–2024 academic year. Furthermore, 9 out of 10 believe that training in Digital Competences should be included in teacher curricula. Teachers who had the opportunity to participate in such training evaluate it positively, with the instructors, the support provided to encourage attendance, the schedules, and the practical approach being the most highly valued aspects.

When it comes to promoting students' digital competences, teachers consider it essential to focus on five key aspects: (1) the ability to search for and manage information in the digital environment, (2) the skill to communicate and collaborate effectively in digital settings, (3) the ability to interact in an empathetic, assertive, and respectful manner online, (4) the capacity to develop healthy technology use habits, and (5) the ability to critically analyze information. These, consequently, are the pillars on which digital competences should be built.



Finally, for the teachers participating in the study, achieving a responsible use of digital devices among children and adolescents requires working not only with students, but also with teachers and families, while involving the Administration and relevant institutions.

To educate today is also to educate in the digital environment. The need to build Digital Competences on the foundation of Human Competences should be seen as an opportunity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