

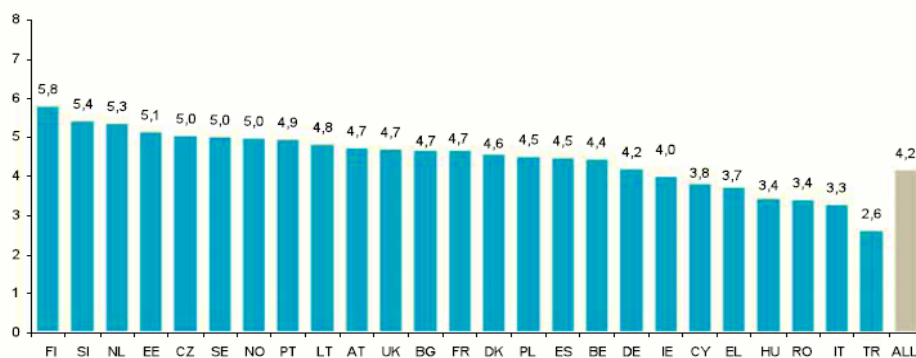
DIGITAL MEDIA LITERACY

8 BASIC DIGITAL COMPETENCIES OR LITERACY SKILLS: EU KIDS ONLINE

The EU Kids Online project identified 8 digital literacy skills in 2010 and asked children and young people if they were able to do these things. The results showed that there is still a lot of work to be done. The ranking below shows which countries were best at these very basic skills. It is important to note that even in Finland (which achieved the best score) young people still only have an average of 5.8 skills out of the possible 8.

% who say they can...	11-12 year old		13-16 year old		All
	Boys	Girls	Boys	Girls	
Bookmark a website	52	45	72	70	64
Block messages from someone you don't want to hear from	45	46	72	72	64
Find information on how to use the internet safely	51	43	71	69	63
Change privacy settings on a social networking profile	34	35	65	66	56
Compare different websites to decide if information is true	43	37	64	62	56
Delete the record of which sites you have visited	37	29	63	59	52
Block unwanted adverts or junk mail/spam	36	32	61	56	51
Change filter preferences	15	12	41	29	28

Figure 14: Children's digital literacy and safety skills, by country (age 11+)



How did your country rank?

The EU Digital Competences Project

Schools need to ensure that they cover all of the essential skills that children and young people will need to live their lives in a digital world. The EU Digital Competences Project identified 5 areas of knowledge, skills and attitudes namely: Information; Communication; Content Creation; Safety and Problem Solving that are the key components for Lifelong Learning. They suggest 3 levels of proficiency for each area:

- A. Foundation
- B. Intermediate
- C. Advanced

Netsafe in New Zealand has produced a helpful guide¹ showing a suggested progression in which pupils move through four levels:

1. Beginner
2. Apprentice
3. Practitioner
4. Master

Each level has three strands:

- A. Connected – understanding the impact and the potential of ICT use for individuals and society
- B. Safe – applying sound personal cybersafety strategies which promote personal safety.
- C. Responsible – understanding, following and promoting cybersafety guidelines which support community safety and wellbeing

	Beginner		Apprentice		Practitioner		Master
	ECE	Year 0-2	Year 3-4	Year 5-6	Year 7-8	Year 9-10	Year 11-13
CONNECTED Understand the impact and potential of ICT use for individuals and society	Identifying ICT devices → read more	Sharing ideas about how ICT is used → read more	ICT in personal and professional lives → read more	Positive and negative impacts of ICT → read more	Integrity in the use of ICT. → read more	Relationships and perceptions online → read more	Trust, integrity, and confidence. → read more
SAFE Apply sound personal cybersafety strategies which promote personal safety	Getting help when using ICT → read more	Maintaining personal safety when using ICT. → read more	Identifying risks and using safe practices → read more	Making safe choices when using ICT. → read more	Strategies for managing cybersafety risks → read more	Society and media influence on personal safety → read more	Contemporary cybercitizenship issues. → read more
RESPONSIBLE Understand, follow and promote cybersafety guidelines which support community safety and wellbeing	Family and group guidelines for using ICT. → read more	Guidelines for responsible use of ICT. → read more	Promoting socially healthy use of ICT. → read more	Encouraging cybersafety with peers and family. → read more	Cybersafety practices within peer groups. → read more	The rights and responsibilities of users of ICT. → read more	Action which enhances cybercitizenship. → read more

¹ Netsafe [online] (URL <http://www.netsafe.org.nz/>)

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