

coliblite

# COLIBLITE national report The Netherlands

Intellectual Output 1

By Staff of Mira Media:



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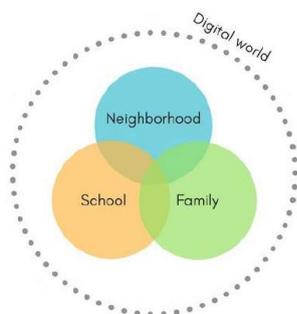
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## COLIBLITE

The world around us is digitizing very quickly, the online world is more and more integrated in the offline world. This has impact on all aspects of our lives: how we communicate; how we obtain our news and information; how we make appointments with municipalities and medical services; how we pay our taxes and other bills; how we order our products; how we spent our leisure time; and how we work in our professional working places. This digitalization concerns us all today and has tremendous influence on the future of our children (and society) as the digitalization becomes increasingly important. However, while digital competence is increasingly becoming indispensable, an alarmingly high number of people still lack a basic level of digital competence<sup>1</sup>, putting them at risk of unemployment and social exclusion. This can contribute to creating a 'digital divide', which can lead to social and economic inequalities and which poses a clear challenge to our education and training systems. Therefore, governments are promoting 21<sup>st</sup> century skills in schools (and society) to prepare children (and citizens) for future labor markets and digital citizenship.

With children engaging with internet and digital technology on a regular basis, parents and educators are showing natural concern over young people's online opportunities and risks. Many parents do not know where to access help and information, moreover, migrant families are at a further disadvantage because of limited access to information and language barriers. MLF<sup>2</sup> adults and children alike do of course use mobile devices and computers. However, they often have limited knowledge and skills to make full use of these devices and are often not fully aware of the possible dangers in and while using them. Therefore, large segments of MLF children and youngsters are in danger to miss out on obtaining necessary basic ICT skills, digital information- and critical thinking skills, which are essential to follow proper education, to find a future place in the labor market and to participate as equal (digital) citizens in society. The lack of digital citizenship skills also makes them more vulnerable to the negative elements of the digitization of society like grooming, sexting, bullying, radicalization and polarization.



Organisations like community centres, libraries, schools, NGO's and media education providers are increasingly dedicated to offering specific services to families on digital education but do not necessarily have structurally integrated these elements in their activities yet. Also schoolcurricula and library services do often not pay enough attention to elementary digital citizenship skills and teachers, youth workers and librarians often do not have the right (intercultural and digital) competences to support and coach MLF children, youngsters and their parents.

COLIBLITE promotes a horizontal neighbourhood approach to teaching (MLF) children and young people basic digital skills and digital citizenship. This approach encourages new working and cooperation methods between local actors and promotes the acquisition of digital skills and competences by teachers, librarians, youth workers and their institutions in order to provide them with the necessary skills to teach (MLF) children the necessary basic ICT skills, digital information- and critical thinking skills.

COLIBLITE is firmly built on the conclusions on developing media literacy and critical thinking through education and training which the Council of European Union adopted 30 and 31 May 2016 at its 3471st meeting<sup>3</sup>

<sup>1</sup> In the EU, 40% of citizens have no or low digital skills, whereas around 90% of jobs are estimated to need at least some level of digital skills in the EU. Acquiring those skills is thus rapidly becoming a precondition for workers to become and remain employable.

<sup>2</sup> MLF: Migrant- and Low educated Families

<sup>3</sup> See: Appendix 1

## Key Messages<sup>4</sup> of the Council of the European Union

1. Learning content and approaches	•Media literacy and critical thinking should be developed in a proactive manner through curriculum development and innovative teaching approaches relevant to all learners
2. Assessment and evaluation	•Effective methods of assessment and evaluation are essential to measure progress in terms of learning outcomes in the development of media literacy and critical thinking
3. Democratic school culture	•Media literacy can be fostered by a democratic school culture that actively engages all members of the school community within a socially safe learning environment, where diversity is encouraged, recognised and respected
4. Teachers, educators and school leaders	•Defining and fostering competences for teaching media literacy and critical thinking is crucial in both initial teacher education and continuous professional development
5. Cooperation, partnerships and synergies	•As media literacy skills are often developed outside school, synergies between formal, non-formal and informal learning provide powerful leverage for the effective development of media literacy and critical thinking
6. Evidence and knowledge	•Developing the competence to be critical towards propaganda should be promoted as part of building resilience to extremist communication
7. Media organisations	•Concerted initiatives with media professionals and media organisations can provide opportunities to develop media literacy skills
8. Governance	•A sustainable approach to developing media literacy and critical thinking requires comprehensive national/regional strategies and effective implementation tools underpinned by the necessary resources

<sup>4</sup> Key messages from the PLA, The Hague, 20-22 April 2016, and conclusions of the European Council on developing media literacy and critical thinking through education and training, as adopted by the Council at its 3471st meeting on 30 and 31 May 2016.

## THIS REPORT

COLIBLITE is a horizontal project in which all transnational partners have “to speak the same language” and aim to use the same sets of digital citizenship competences and skills. In each country, each field: libraries, schools and youth work are depending on different policy inputs, developments and requirements. Therefore, it is important to collect and assemble this information nationally, before starting the further development and execution of the local projects. This preface is important for the final implementation and sustainability of the project results, as the implementation activities must also take into consideration national citizenship policies and nationally agreed educational 21<sup>st</sup> century skill frameworks.

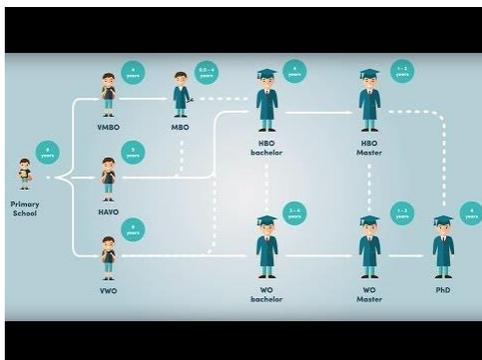
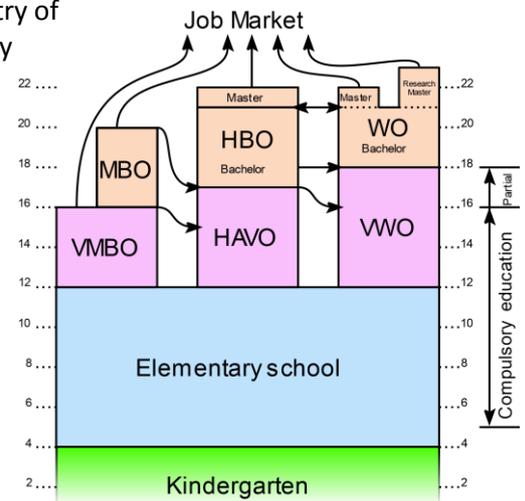
The Dutch report describes how digital citizenship competences and skills are being introduced and integrated in present local Primary- and Secondary school curricula, youth work and library programs. Special attention is given to the “vertical” perspective on digital competence development. The report also offers an inventory of existing other (local) (intercultural) activities and initiatives concerning 21st century skills and digital citizenship skills for children and youngsters. In addition, an oversight is given of similar local neighborhood partnership initiatives to COLIBLITE in the Netherlands.

# PART 1: State of the art of digital citizenship and 21st century skills of youth in The Netherlands

## 1. Reference frameworks

### 1.1. Dutch educational system

Educational policy in the Netherlands is coordinated by the Dutch Ministry of Education, Culture and Science with municipal governments. Compulsory education (*leerplicht*) in the Netherlands starts at the age of five, although in practice, most schools accept children from the age of four. From the age of sixteen there is a partial compulsory education (*partiële leerplicht*), meaning a pupil must attend some form of education for at least two days a week. Compulsory education ends for pupils aged eighteen and up or when they get a diploma on the VWO, HAVO or MBO level. Public, special (religious), and general-special (neutral) schools are government-financed, receiving equal financial support from the government if certain criteria are met. Although they are officially free of charge, these schools may ask for a parental contribution (*ouderbijdrage*). Private schools rely on their own funds, but they are highly uncommon in the Netherlands. Special schools are controlled by a school board and are typically based on a religion; those that assume equality between religions are known as general-special schools. These differences are present in all levels of education.



The Dutch educational system comprises of a centralized framework which provides core objectives and broad attainment targets with a decentralized administration and school management. Each municipality is responsible for educational budgets, quality of schools as well as supervision. This means that within the country there is a rich variety of schools, all of whom are highly autonomous on matters such as resource allocation, curriculum and assessment. As a result, the way that education is delivered to students can vary from school to school.

### 1.2. Definition of media literacy by European Council of Ministers <sup>5</sup>

Media literacy is "all the technical, cognitive, social, civic and creative capacities that allow us to access and have a critical understanding of and interact with both traditional and new forms of media (...). It is closely related to active engagement in democratic life, to citizenship and the ability to exercise judgment critically and independently as well as to reflect on one's own actions and can thereby enhance young people's resilience in the face of extremist messages and disinformation"

Media literacy is related to several key competences <sup>6</sup>: 'digital competence', which requires a critical and reflective attitude towards available information and a responsible use of the interactive media; 'social and civic competences' which include the ability to understand different viewpoints and a readiness to respect the values of others; and 'cultural awareness and expression' which encompasses a sense of identity as the basis for an open attitude towards and respect for diversity.

<sup>5</sup> Council conclusions on developing media literacy and critical thinking through education and training, 30 May 2016.

<sup>6</sup> The Recommendation of the European Parliament and the Council of 18 December 2006 on key competences for lifelong learning

### 1.3. Dutch national definition of media wisdom.

The most conventionally-used term for 'media-literacy' in the Netherlands is 'media wisdom' which incorporates all forms of literacy. This term was introduced in 2005 by the Dutch Council for Culture, which by its "unrequested" recommendations has largely framed Dutch governmental policy. Media wisdom is defined by the Dutch Council for Culture as *"the knowledge, skills and mentality with which citizens consciously, critically and actively engage in a complex, changing and fundamentally mediated world"*.<sup>7</sup> Media wisdom therefore has a broader meaning than media education; it is not only education, but much more. Since media wisdom encompasses not only minors but every citizen in society and not only education but also other groups in society, the word does not mean the same thing for everyone in every context.

### 1.4. Definition of digital citizenship in the Netherlands

The definition of digital citizenship is all-embracing: digital citizenship is part of general citizenship and means that students learn to deal with social media consciously and responsibly. When using the Internet, mobile phones and other media, they should be a good and responsible citizen (Mediawijsheid.nl, 2017). The digital component of the elements in the formulation of citizenship are provided in the handbook *'Handboek mediawijsheid op school'* and are as follows (Zwanenberg & Pardoën, 2010):

- Digital democracy: Digital democracy refers to the ability to think critically in online situations and to take on different roles and perspectives when processing online information.
- Digital participation: Digital participation means that children can make a meaningful and active contribution to the digital society, for example by participating in digital networks where, among other things, they make their voices heard and cooperate.
- Digital identity: Digital identity means who you are online, how you profile yourself and how others see you. Children should be educated in, among other things, critically considering their own identity and behaviour and their position towards the environment, both online and offline.

### 1.5. Definition of digital citizenship by Mira Media

Mira Media defines digital citizenship as follows: *'Digital citizenship in the context of education and upbringing is an integral part of democratic citizenship. Digital citizenship can be defined as the willingness and ability of children and youngsters to participate actively and democratically in the online environment. Not only do they acquire knowledge, but they also learn to develop skills and attitudes that enable them to be an active part of society, both offline and online. Democracy, participation and identity are important elements in the formulation of citizenship, but they also have a digital component (Zwanenberg & Pardoën, 2010). Citizenship, and hence digital citizenship, thus becomes a moving concept that is attuned to the resources and (technical) developments in society.'*

### 1.6. Definition of 21<sup>st</sup> century skills in the Netherlands

Kennisnet and SLO have collaborated to provide a new model of 21<sup>st</sup> century digital skills which has been accepted by all Dutch ministries and major support networks. This model includes 11 skills that students will need in future. These skills include four digital literacy skills: media literacy, ICT basic skills, computational thinking and information skills (Kennisnet, 2017a). Both SLO and Kennisnet are translating these skills into materials and resources that schools can use in practice.

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<sup>7</sup> Raad voor Cultuur 2005, p. 18.



### 1.7. Media wisdom competences

The Dutch Council for Culture proposed in 1996 and 2008 a detailed set of eleven key concepts with matching competences. These concepts and competences distinguish between different components of media education. However, these competences have not been adopted by the Dutch government as policy. Since then, however, no new competences have been put forward in policy, but *Mediawijzer.net* does offer sets of competences, for children, teachers and teacher training as guidance to schools and teachers. SLO translated these competences in curricula elements and modules for lessons, also as guidance and in support to schools and teachers

<https://www.mediawijsheid.nl/competentiemodel/>

<https://cdn.mediawijzer.net/wp-content/uploads/sites/6/2013/09/Competentieniveaus.pdf>

[Http://curriculumvandetoekomst.slo.nl/projecten/digitale-geletterdheid](http://curriculumvandetoekomst.slo.nl/projecten/digitale-geletterdheid)

### 1.8. SLO Digital Literacy framework vs DigComp

The European Digital Competence Framework, also known as DigComp, offers a tool to improve citizen's digital competence. Today, being digitally competent means that people need to have competences in all areas of DigComp. The DigComp framework can be used to plan and design education and training. It is used by the COLIBLITE partners to find common ground in definitions and development of methodologies.

As the Netherlands is not using the DigiComp framework, the SLO Digital Literacy framework is compared to DigiComp in the following overview:

<b>SLO Digital Literacy framework</b>	<b>DigComp - Digital competence framework for all citizens</b>
<p><b>ICT basic skills</b> functioning of computers and networks, ... deal with word processors, spreadsheet programs and presentation software ... work with the Internet (browsers, e-mail) and handle security and data protection. privacy aspects</p>	<p><b>3. Content creation</b> 3.1 Developing content 3.2 Integrating and re-elaborating 3.3 Copyright and licences</p> <p><b>4. Safety</b> 4.1 Protecting devices 4.2 Protecting personal data and privacy 4.3 Protecting health and well-being 4.4 Protecting the environment</p>
<p><b>Information skills</b> ... formulate and analyze information, critical and systematic search, selection, processing, ... assessment and evaluation of usefulness and reliability</p>	<p><b>1. Information and data processing</b> Identify, locate, retrieve, store, organise and analyse digital information, judging its relevance and purpose</p>
<p><b>Media literacy/wisdom</b> "The whole of knowledge, skills and mentality with which citizens can move consciously, critically and actively in a complex, changeable and fundamentally mediocre world" ... finding a job, ... maintaining social contacts</p>	<p><b>2. Communication</b> 2.1 Interacting through digital technologies 2.2 Sharing info and content through digital technologies 2.3 Engaging in citizenship through digital technologies 2.4 Collaborating through digital technologies 2.5 Netiquette 2.6 Managing digital identity</p>
<p><b>Computational thinking</b> Computational thinking is the process (re) formulation of problems in such a way that it becomes possible to solve the problem with computer technology</p>	<p><b>5. Problem solving</b> 5.1 Solving technical problems 5.2 Identifying needs and technological responses 5.3 Creatively using digital technologies + 3.4 Programming</p>

### 1.9. Curriculum development in the Netherlands

In the Netherlands for the basic education curriculum (primary and junior secondary education), attainment targets are centrally described by the government, which are rather broad in nature. For upper secondary education, exam programs are more thoroughly described. In general, focus has been on attainment of the mother tongue language and numeracy and math, but the wish for a broader view on what is important has been developing gradually in recent years.

The following division into five segments has proved to be very useful to understand the different levels to which curriculum products may apply in the Netherlands (cf. van den Akker, 2003, 2006).

Level	Description	Examples
SUPRA	International	<ul style="list-style-type: none"> <li>• Common European Framework of References for Languages</li> </ul>
MACRO	System, national	<ul style="list-style-type: none"> <li>• Core objectives, attainment levels</li> <li>• Examination programmes</li> </ul>
MESO	School, institute	<ul style="list-style-type: none"> <li>• School programme</li> <li>• Educational programme</li> </ul>
MICRO	Classroom, teacher	<ul style="list-style-type: none"> <li>• Teaching plan, instructional materials</li> <li>• Module, course</li> <li>• Textbooks</li> </ul>
NANO	Pupil, individual	<ul style="list-style-type: none"> <li>• Personal plan for learning</li> <li>• Individual course of learning</li> </ul>

Table 1: Curriculum levels and curriculum products

The ‘higher’ curriculum levels will affect the ‘lower’ ones, especially if they have a mandatory status that limits the room to maneuver for large target groups. The relationships from macro via meso to micro are looser. Curriculum products, including those at micro level, may vary strongly in their scope and scale, ranging from generic, e.g. publishers’ methods, to very site-specific, such as a teaching plan designed by a teacher for use in his own practice.

## 2. Governmental policies

Dutch governmental policies reflect the description in the paragraph on curriculum development. The government tends to exercise restraint in stipulating content, and allows schools, teachers and pupils a relatively large amount of curricular freedom. National reforms of the education curriculum are established in partnership with teachers, pupils, parents, further education and the world of work, often represented by national representative organisations. Local municipalities are operating in a similar way in cooperation with the local schoolboards. This often means that schools, teachers and pupils are not involved in the policymaking and will often, because of their relatively large amount of curricular freedom, not abide by these policies.

*National Dutch policies on media wisdom, digital literacy, media literacy, digital citizenship.*

In 2005 the Council for Culture <sup>8</sup> issued a recommendation called *Mediawijsheid: de ontwikkeling van nieuwe burgerschap* (media wisdom: the development of new citizenship). This 2005 Recommendation has been very important in framing Dutch media education policies. The Council recommended that, media education should be adopted in the school curriculum and that media education competences should be introduced for primary and secondary education. Other recommendations were to introduce media education into teacher training and that institutions operating in the field of media, such as public libraries, should be aware of and incorporate the Council’s perspective on media wisdom. Finally, the Council stated that the development of a media wisdom policy requires input from different governmental departments. It therefore recommended that the direct responsibility for media wisdom should lie with the Minister of Education, Culture and Science, which should ensure co-operation between that department and other

<sup>8</sup> The Council for Culture is the legal independent advisory body of the Ministry of Education, Culture and Science. The Council gives advice, requested or unrequested, to the Ministry. Even though the recommendations of the Council are very influential, they are not binding and are therefore not formally-speaking governmental policy.

departments within the government. Finally, the Council found it important to share knowledge about media wisdom. It recommended the creation of a central knowledge and expertise center to prevent any further fragmentation by connecting every project and organization in the field of media wisdom.

The response of the Ministry of Education, Culture and Science acknowledged the importance of media wisdom and addressed, one by one, the recommendations made by the Council for Culture. Taking the recommendations into account, the Ministry responded by outlining the current media wisdom initiatives and policies. Unfortunately, a long-term policy on media wisdom was not specified in the report.

- The Council recommended that the government should feel responsible for media wisdom and that the direct responsibility should lie with the Ministry of Education, Culture and Science. The Ministry stated that since there are a lot of initiatives in media wisdom already carried out in different departments (the Ministry of Health, Welfare and Sports and the Ministry of Security and Justice), it was not necessary to develop an interdepartmental structure, with the Ministry of Education, Culture and Science as the coordinator.
- The Ministry reiterated that it chooses to give schools room to include media wisdom in their curriculum, without making it mandatory to do so. Schools are legally obliged to teach children about active citizenship and social integration, and media wisdom could be a part of this, but it is up to the schools whether and how they do this.
- Also, the Ministry did not consider that there was any reason to stimulate the appointment of Media Coaches to help embed media wisdom in the school curriculum. Although the Ministry was not against educating and hiring Media Coaches, it believed personnel is the school's own responsibility. It is up to individual schools whether to hire a Media Coach.
- The Ministry announced the creation of an expertise center

#### *Government vision on media wisdom, 2008*

In 2008 the Ministry of Education, Culture and Science sent a letter to the Parliament outlining its plans for the establishment of a network organization and expertise center. The letter also addressed the roles of parents, the government and media organizations, stating that these parties have a certain social responsibility to promote the positive effects of (new) media and prevent negative effects. The government believed its own tasks in media wisdom were the following:

- Supporting citizens to be aware and critical in their use of media, with help from the expertise center, *Mediawijzer.net*;
- Ensuring quality and variety in media content that is available for everyone, to be implemented by, *inter alia*, public service broadcasting;
- Encouraging self-regulation by media organizations;
- Stimulating research on the role and influence of the media.

### **2.1. Present national policies**

In the Netherlands, several Dutch ministries are concerned with digital literacy and skills in different ways:

- The digital agenda, one of the seven pillars of the EU 2020 strategy, aims to exploit the potential of ICT to foster innovation, economic growth and progress. Within the Netherlands, the Ministry of Economic Affairs and Climate is responsible for disseminating this agenda amongst other ministries for instance; Ministry of Education, Culture and Science, Ministry of Security and Justice, Ministry of the Interior and Kingdom relations and the Ministry of Public Health, Welfare and Sport. 'The Digital Agenda' highlights actions for the further digitisation of the Dutch economy. In the 2016/2017 publication the agenda emphasised the educational system as an essential agent in training students in 21st century skills (Digital agenda, 2016). The Ministry of Education, Culture and Science is following this digital transition and investigating the effect on education as well as examining larger issues such as infrastructure requirements and the exchange of knowledge and data.

- There is no national strategy on media literacy and safe use of new media, but the Ministry of Education, Culture and Science is responsible for national policy on media. Although schools are not obliged to have media literacy and online safety education in their curriculum, they are strongly advised to do so. To deliver digital literacy to the population, the Government's approach has been to facilitate entrepreneurship and stimulate decentralised media literacy efforts. As result there are many organisations that collaborate and network with the aim of contributing to the advancement of media literacy in the country (EACEA National Policies Platform, 2018).
- Within the Ministry of Justice and Security, the National Coordinator for Security and Counterterrorism (NCTV) coordinates the efforts of all parties in the Netherlands that have a role in counterterrorism. In combatting the current threat of jihadist terrorism (violent extremism), the NCTV coordinates the implementation of the Netherlands comprehensive action programme to combat jihadism (Nctv.nl, 2018). Because digital resources are becoming ever more widely used, exerting a greater influence on both the jihadist movement and other forms of extremism, recruitment, propaganda and incitement are increasingly happening online. The traditional role of civil society as the voice of specific minority groups is continuing to diminish. The NCTV continues to monitor all the ways, old and new, in which extremists and terrorists use digital resources like social media, the dark web and encryption. As social media are frequently used to radicalize and influence (especially Islamic) youngsters, media awareness and media literacy are preventative measures (Nctv.nl, 2018).

### **2.1.1. Future national policies and developments**

The Ministry of Education, Culture and Science is planning reforms of the education curriculum, in partnership with teachers, pupils, parents, further education and the world of work. These reforms will be enshrined in law in 2019, making compulsory education in subjects such as Dutch and mathematics more future-proof, and increasing the focus on digital literacy and practical skills. The attainment targets for technology, citizenship and sexual diversity will be made more specific. In order to continue to develop the digital skills of the Dutch population, Platform onderwijs 2032, a Dutch government advisory body on education, proposes that a core component of the curriculum should include computer literacy and citizenship (Platform Onderwijs 2032, 2016). From 2018, a development team of teachers and school leaders, Curriculum.nu, works on headline targets and digital literacy attainment targets. This will lead to a report at the beginning of 2019, in which these headline targets and attainment targets will be described. Based on this report the Parliament will decide on the content of the curriculum changes.

### **2.1.2. Conclusions**

Media wisdom has prominently featured in the Netherlands, especially regarding the recommendations from the Council for Culture. However, media wisdom has not been integrated in the school curriculum despite the Council recommending this twice. Also, no new policies were issued on media wisdom since 2008. With technology ever-changing, the 2008 policy is now long outdated.

Although the 2005 recommendations of the Council for Culture are still relevant and highly needed, there are no signs of a policy change from the government and its Ministries. Unfortunately, digital citizenship and digital literacy are still no real issues in the educational public and political debate. No political party mentions digital citizenship in their political program. Only when something dramatic happens to youngsters or children online there is a short moment of political attention.

## **2.2. Local policies**

Each municipality is responsible for educational budgets, quality of schoolfacilities like buildings and personel as well as supervision. The municipalities have no influence on the contents and form of the curricula and the content of educational programs. Their role is limited to facilitating and supporting schools to maintain the quality of their education. For this, municipalities have regular meetings with school boards and have financial support structures in place for additional activities, like cultural activities, homework support, local information platforms for parents. Each municipality can choose the way on how they define and execute their supporting and supervising duties.

### 2.2.1. Utrecht - present

- The municipality of Utrecht created the Platform Utrecht Education Agenda “Het platform Utrechtse Onderwijs Agenda (UOA)”. In UOA all educational levels (including the University) in Utrecht are represented, as is the municipality itself. The UOA formulates every four years a joint agenda for the educational sector in Utrecht. Important principle of the agenda is: learning is not only taking place in schools. Neighbourhoods, cultural- and social organisations and youthwork are all part of the development of talents with children and youngsters.

The UOA stated in its action program 2014 – 2018: *The speed in which digital- and economic developments and changes are pushing our society forward, ask for more than cognitive skills alone. We are able to obtain knowledge and information in an increasing number of ways and the number of information resources is still growing. These development influences social interaction, but also the educational processes, the ideas about learning, the way we assemble and analyse information and the importance of analytical thinking. In order to stay “tuned in” we need to be well prepared for what the future society requires: stimulation of creativity and of innovation and the intensification of cooperation between educational partners, bussinessworld and local government. In order to achieve this, a broad formal and informal educational offer will become available for all children and youngsters in Utrecht which stimulates social skills, art and culture, sports and movement, science and technique and which connects to the need of advanced skills.*

- Based on the UOA action program, the municipality of Utrecht supports innovative projects in schools and in neighbourhoods with various subsidies. Amongst which projects concerning digital citizenship.
- The municipality of Utrecht also makes use of national funds, like the NCTV fund to facilitate youthwork and local school programmes and projects aimed to prevent online radicalization, as social media are frequently used to radicalize and influence (especially Islamic) youngsters, media awareness and media literacy are preventative measures.
- Local organisations and institutions in Utrecht are being encouraged by the municipality to take own initiatives and to work in partnership to introduce digital citizenship in all aspects of society. As one of the results the Platform Intercultural Media Education (PIM) was established by Mira Media, Stichting Al Amal, Stichting Vreedzaam and Utrecht Public Library. Together, they collaborate and focus on an integrated approach to intercultural media education in Utrecht and provide intercultural media literacy and education for schools, teachers, parents and children (Bibliotheek utrecht.nl, 2018).

### 2.2.2. Future policies and developments in Utrecht

At present the municipality of Utrecht formulates in cooperation with UOA the action program 2019 – 2022. Efforts are being made by several parties to put “ digital citizenship” more explicitly on the action program. Apart from the present urgency in schools, schools also have to be prepared for the curriculum changes which will be introduced nationally in 2020 – 2021 in all schools. This means that the curricula will have to include four digital literacy skills: media literacy, ICT basic skills, computational thinking and information skills. The UOA action plan can support the schools in the preparation for these changes.

### 2.3. Impact national and local governmental policies on education (primary and secondary schools)

In the Netherlands, with its tradition of freedom of educational organization, the government tends to exercise restraint in stipulating content, and allows schools, teachers and pupils a relatively large amount of curricular freedom. All Dutch schools are obliged by law to pay attention to citizenship. However, there is no national interpretation of what citizenship is. Schools are free to choose how they teach children and youngsters in civic education. Citizenship education is mainly about “offline” democracy, participation and identity. At present, digital citizenship is not part of the school curriculum for both primary and secondary education. Meaning the attention is ad hoc and up to the interests of the individual teacher.

The major commercial educational publishers which provide school programs and materials for schools, do not yet offer materials on digital literacy. They are waiting for the new governmental guidelines concerning the upcoming curriculum change in 2020 / 2021. The ‘Curriculum for the future’ for primary and secondary

education will include digital literacy, which includes competences like media wisdom, ICT basic skills, computational thinking and information skills. To implement this new curriculum in all schools in their own way, many things still must be done and changed.

Research<sup>9</sup> shows, that teachers in primary- and secondary school feel that many things still must be improved to be able to offer a better digital education to their pupils and students.

The number of dedicated educational hours during a schoolyear. Situation now (2017):

*Tabel 3.6 – Hoeveel klokuren per schooljaar besteedt u in uw lessen ongeveer aan mediawijsheid (in uw groep in het basisonderwijs / per klas in het voortgezet onderwijs)? (2017)*

	Primair onderwijs	Voortgezet onderwijs
0 uur	11%	8%
1 uur	6%	13%
2-5 uur	23%	39%
6-10 uur	23%	18%
11-20 uur	15%	11%
> 20 uur	21%	10%

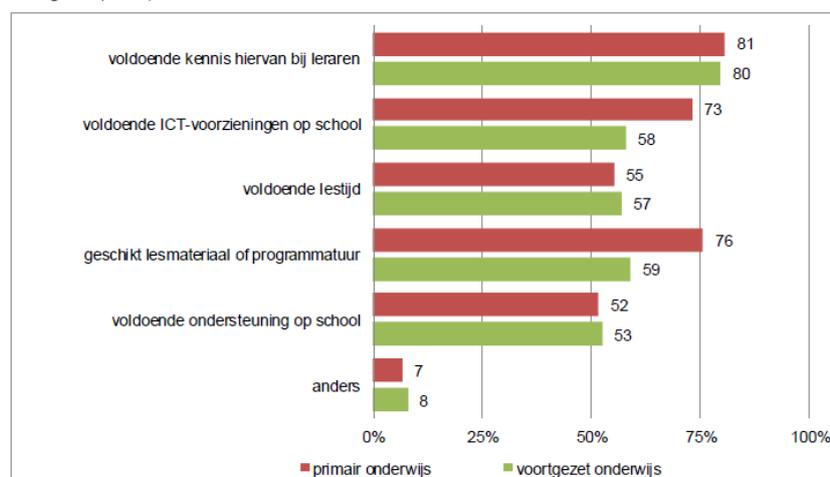
The present use of digital appliances in the classroom is still minimal:

*Tabel 3.1 – Gebruik van computers / ICT-hulpmiddelen in de les door leerlingen (2010 en 2017)*

	Primair onderwijs		Voortgezet onderwijs	
	2010	2017	2010	2017
Nooit	1%	4%	6%	4%
Af en toe	21%	31%	47%	43%
Tamelijk vaak	33%	28%	24%	24%
Vaak	30%	25%	14%	16%
Heel vaak	14%	12%	10%	14%

To create a more optimal teaching environment, teachers find the following elements essential:

*Figuur 3.12 – Wat is er volgens u voor leraren nodig om kinderen/jongeren mediawijsheid bij te brengen? (2017)*



Digital skills with teachers (1), good ICT infrastructure (2), enough dedicated teaching hours (3), good teaching materials and software (4), enough support for teachers and children at school (5).

<sup>9</sup> Onderzoek Mediawijsheid, *Onderzoek bij leraren in het primair en voortgezet onderwijs*, KBA Nijmegen, 2017

## 2.6. Conclusions

Schools are, concerning the introduction of digital literacy and digital citizenship, completely on their own. There is no guidance from the government and no obligations to pay attention to digital citizenship in the school programs. This leaves teachers without training and support and children in many schools without support and coaching on how to deal with the digital environment. This situation will hopefully change after 2021 with the national curriculum change in 2020 - 2021. However, most schools are ill prepared to abide with the new rules.

Although the UOA action program 2014 – 2018 in Utrecht refers to the speed in which digital- and economic developments and changes are pushing our society forward. It did not result in a strategy to introduce digital citizenship in the Utrecht schools. The municipality takes no initiatives, but follows and sometimes supports individual local initiatives. Schoolboards did not list digital literacy as a priority for their schools. As a result many schools in Utrecht are struggling. Fortunately an increasing number of local organisations are integrating aspects of digital citizenship in their mission statements and are developing horizontal cooperation in neighbourhood in order to offer support to children, youngsters, parents and schools. The COLIBLITE model will be and is being used to establish these changes.

## 3. Support structures

### 3.1. National

As mentioned earlier, the Dutch government tends to exercise restraint in stipulating content, and allows schools, teachers and pupils a relatively large amount of curricular freedom. To give schools, institutions and educational professionals support in using these freedoms several independent support institutes are being created and financed. Not only for schools, also for local libraries, welfare organisations and youthwork organizations national support structures are in place.

#### 3.1.1. Mediawijzer.net

Mediawijzer.net is the Dutch center of expertise for media literacy. This network organization aims to increase media literacy among citizens and organizations. Mediawijzer.net was established in 2008 at the initiative of the government. Mediawijzer.net links the activities of various media literacy-related organizations and promotes cooperation between them. Mediawijzer.net has 5 core partners and 1100+ network partners. The core partners are:

- Netherlands Institute for Sound and Vision, NIBG;
- ECP, an information society platform;
- Koninklijke Bibliotheek National Library of the Netherlands Institute for the Public Libraries Sector;
- Kennisnet, an expertise center for ICT in education;
- NPO, a Public Broadcasting Company.

These organizations all cover a specific area within the media literacy playing field. Additionally, Mediawijzer.net works with a growing number of (local) network partners. Since 2008, more than 1.100 organizations have registered as network partners. Among the latter are libraries, schools, media producers, museums, research institutes, publishing companies and more. The free network membership enables these organizations to meet each other, exchange expertise and develop new initiatives.

#### 3.1.2. SLO

SLO is an independent knowledge institute and national expertise center for curriculum development in The Netherlands. They focus on primary, secondary and special education and provide services to different partners in policy and practice (Slo.nl, 2018). They also provide information and support to the government. Both Kennisnet and SLO have collaborated together to produce a model for 21st century skills

as well as a handbook on digital literacy. Kennisnet and SLO however are not directly involved in the practical implementation of the model.

### **3.1.3. Kennisnet**

The Dutch organization Kennisnet, also financed by the Ministry of Education, Culture and Science, provides national ICT infrastructures, advises councils and shares expertise with primary, secondary and secondary vocational education (MBO) (Kennisnet.nl, 2018). A digital literacy manual 2017/2018 has been developed by Kennisnet and aimed particularly at schools across the Netherlands. It addresses how educators can promote and develop a digital educational vision within the school, and the practical steps needed in order to integrate it within the curriculum. It includes lesson tips, project ideas and checklists. The terminology used within the toolkits are consistent with the models that have been developed.

### **3.1.4. Commercial educational publishers**

Commercial educational publishers are very influential in Dutch education, as many schools and teachers trust and depend on their publications, methodologies and materials. These are based on the nationally agreed core objectives and attainment targets. Until now digital literacy, which includes competences like media wisdom, ICT basic skills, computational thinking and information skills, were not included in their school materials.

The challenge for professional curriculum developers who operate on different levels is to anticipate the upcoming curriculum change in 2020 / 2021, not only concerning the product characteristics, but also regarding the change strategy. Free open teaching materials and students who are online 24/7, ask for different product requirements. The big publishers, ThiemeMeulenhoff, Edu'Actief and Malmberg, focus therefore on digitizing their teaching methods.

<https://www.scienceguide.nl/2017/05/commercie-remt-ict-in-het-onderwijs/>

### **3.1.5. National Library**

The National Library (Koninklijke Bibliotheek, 2016) plays a coordinating role in the network of public libraries. The library system's goal is to ensure that all citizens have access to a pluralistic offer of reliable information as a basis for reading (reading and literature), learning (education and development) and information (knowledge and information). The KB has set their ambitions and targets for media literacy for the period 2016-2018, as part of the National Innovation Agenda. They believe that having enough media literacy skills is an important precondition for people to fully participate in society. The KB creates preconditions on a national level whilst the local library is ultimately the place where the services are provided. However, as the local libraries have their own responsibilities they can choose whether to use the materials from the KB.

Whilst digital citizenship is not mentioned, the KB mentions in their vision 'media literacy 2016-2018' that they want to focus specifically on the target group of young people aged 12 and over. The KB will make extra efforts to apply programmes on subjects such as digital bullying, unwanted online sexual and radicalisation. These programmes take place inside and outside secondary education. Based on the results of several pilot projects, service concepts are made available to libraries, expertise training is developed and shared (Koninklijke Bibliotheek, 2016). In addition to the term media literacy, various terms that stem from SLO and Kennisnet are used in this context, such as digital literacy, 21<sup>st</sup> century skills, e-skills, computational thinking, media literacy and information skills.

### **3.1.6. Dutch Youth Institute (NJI)**

The Netherlands Youth Institute is the Dutch national institute for compiling, verifying and disseminating knowledge on children, parenting and families. It's main aim is to improve the physical, cognitive, mental and social development of children and young. In order to do this the NJI supports municipalities in making the local youth care organisations work together more coherently with the implementation of a youth and family centre and with the development of active interventions.

### **3.2. Regional**

The Netherlands has three governmental levels: national, regional and local authorities. Each with own (educational) policies and budgets. Several regional governments are supporting regional support institutes for libraries and schools. These regional institutes, like Cubiss in Noord Brabant – Limburg tends to work more hands on compared to the national structures. Cubiss organises regional trainings and offer in some cases on the spot coaching to schools and teachers.

### **3.3. Local**

In the past municipalities also had local educational support institutes. However, these institutions disappeared many years ago. Some of the local school boards now offer support to their schools and organize workshops and conferences for their members. School boards are also responsible for preparing their schools and teachers for the new curriculum changes. However, until now digital literacy and digital citizenship are not high on their policy agenda's.

### **3.4. Conclusions**

As part of their overall mission to prepare young people for society and the labour market, as well as to support them in achieving personal fulfilment, organisations like community centres, libraries, schools, NGO's and media education providers, have an important role to play in helping children and youngsters to become media literate and responsible citizens of the future. To remain relevant, it is crucial that their professional staff members at all levels keep pace with these rapid developments and provide learners with the competences - knowledge, skills and attitudes – and values needed to access, interpret, produce and use information and other media content, notably in the context of the internet and social media, in a safe and responsible manner. Comprehensive "whole school" approaches involving the entire school community as well as other relevant stakeholders can be of great importance, since learning to use the internet and social media responsibly often takes place outside the classroom in non-formal and informal settings.

In the Netherlands several national, regional and local support structures deal with different of aspects digital citizenship. Each has its own responsibility and there is not one comprehensive vision and/or mission on digital citizenship. Schools and other local organizations are not obliged to obtain the services or advises from the existing structures. This makes it sometimes unclear for local professional workers/teachers 'what' is digital citizenship, who "owns it". This contradicts and obstructs the local development of comprehensive "whole school" approaches involving the entire school community as well as other relevant stakeholders.

## **4. Present skills of children, youngsters, parents and educational professionals concerning digital 21st century skills**

The fact that the world is digitizing more and more does not mean that everyone automatically has digital skills. In the EU, 40% of citizens have no or low digital skills, whereas around 90% of jobs are estimated to need at least some level of digital skills in the EU. Acquiring those skills is thus rapidly becoming a precondition for workers to become and remain employable. Large segments of MLF children and youngsters are in danger to miss out on obtaining necessary basic ICT skills, digital information- and critical thinking skills, which are essential to follow proper education, to find a future place in the labor market and to participate as equal (digital) citizens in society. The lack of digital citizenship skills also makes them more vulnerable to the negative elements of the digitization of society like grooming, sexting, bullying, radicalization and polarization.

However, parents and other parenting professionals tend to assume too easily that children and young people automatically have enough digital skills, because they were born in this technological era. Dutch

research from Kennisnet <sup>10</sup> shows that children and youngsters also rate themselves high in digital skills. The same research shows that skills tests show that their skills are a lot lower.

#### 4.1.1. Self-efficacy of digital skills of children and youngsters

Information taken from the monitor 'Jeugd en Media 2017' from Kennisnet highlights the way in which children and young people (from 10 to 18 years old) use media for school and leisure. More specifically, they focus on the way in which their media ownership and use relates to learning, homework and maintaining social contacts. (Kennisnet, 2017b).<sup>11</sup>

In accordance with the model of digital literacy of SLO and Kennisnet, there are 4 types of digital skills:

- Media literacy, i.e. the knowledge, skills and mentality needed to deal with the media in a conscious, critical and active way.
- ICT basic skills: ability to handle hardware and the most common software at a basic level.
- Information skills, i.e. the ability to identify and analyse an information need and to search, select, process and present information by analogue and digital means
- Computational thinking, in other words: the ability to (re)formulate problems in such a way that they can be solved with computer technology.

Of all 4 of the digital literacy skills children and youngsters estimate themselves most often as 'good (8)'. A very small group (1-2%) sometimes gives itself an insufficient (5 or lower)'.<sup>1</sup>

For the averages, see: Table 1.

Tabel 1 - Zelfinschatting digitale vaardigheden

	ict-basis-vaardigheden	computational thinking	mediawijsheid	informatievaardigheden	totaal
allen	7,6	7,3	7,5	7,4	7,4
meisjes	7,5	7,3	7,5	7,4	7,4
jongens	7,6	7,4	7,5	7,5	7,5
10-12 jaar	7,4	7,1	7,4	7,2	7,3
13-15 jaar	7,6	7,3	7,5	7,4	7,5
16-18 jaar	7,7	7,5	7,5	7,6	7,6
vmbo 3-4	7,6	7,3	7,4	7,4	7,4
havo-vwo	7,7	7,6	7,6	7,6	7,6
lj3+					
mbo-hbo-wo	7,8	7,6	7,6	7,7	7,7

Differences by gender: Boys rate themselves slightly higher than girls on all fronts, except for media literacy, where there was no difference between sexes. The findings, although statistically different, are so small that little substantive value can be attached to them.

Differences by age: The older children become, the higher they estimate their skills. 16-18-year olds estimate their skills slightly higher than 13-15-year olds, and those higher than 10-12-year olds. However, the differences are not large, or at least not as great as they will be. The explanation for this is that respondents often measure themselves against their own reference group; by their own peers.

<sup>10</sup> 'Jeugd en Media 2017', Kennisnet

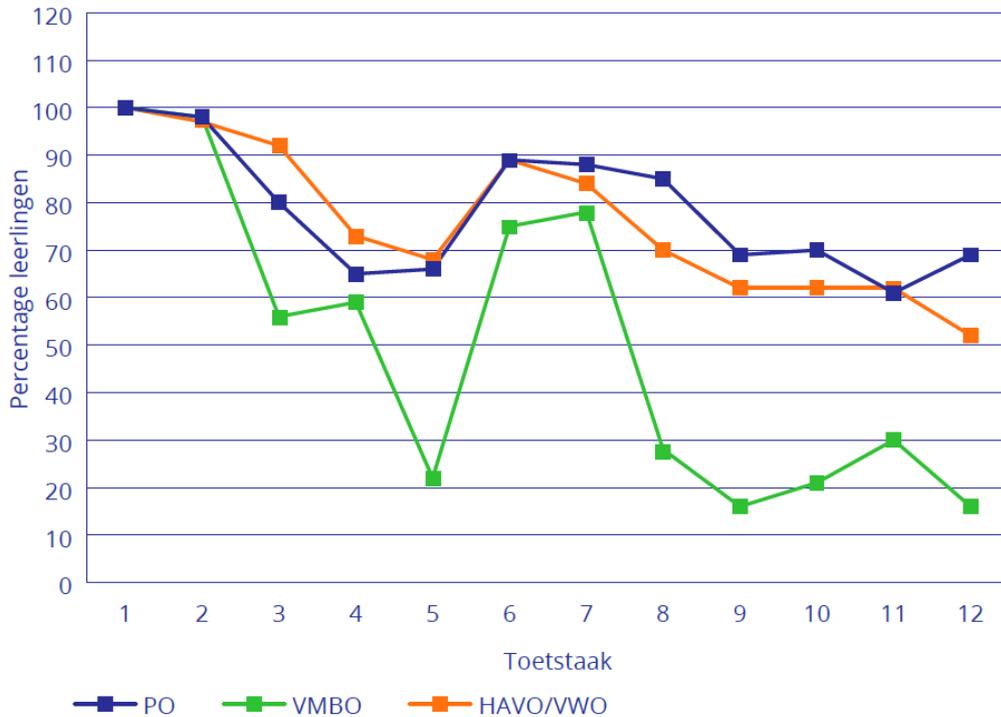
<sup>11</sup> It should be noted that this monitor only provides a general picture of media use in children and young people and does not consider the social composition of neighborhoods and schools. Most available publications and materials on these topics do not reflect the target group of the COLIBLITE project

#### 4.1.2. Measured digital skills

The test focused primarily on digital information skills: collection of information, assessment of information, processing of information and presentation of information (Kennisnet, 2017b).

This report classified children and youngsters by educational level, not by age.

**Figuur 27: Toetsvoortgang per onderwijsniveau**



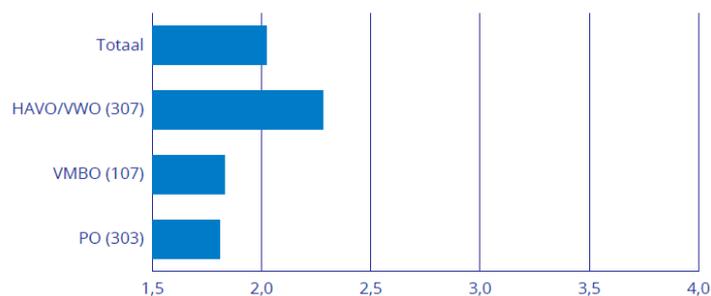
- Figure 27 "Progress check per education level"

PO: primary education, VMBO: lower secondary education, HAVO/VWO: higher secondary education.

In this graph, lower secondary students perform less well than students in primary and higher secondary education. Most VMBO students were able to complete the first seven test tasks, however most came no further than completing assignments that had to do with 'gathering information'. One explanation for this may be that weaker scores on other skills such as reading skills, leaves them lagging in digital literacy compared to students at other educational levels (Kennisnet, 2017b).

Collection of information. Figure 3 28 "Average scores on gathering information per education level"

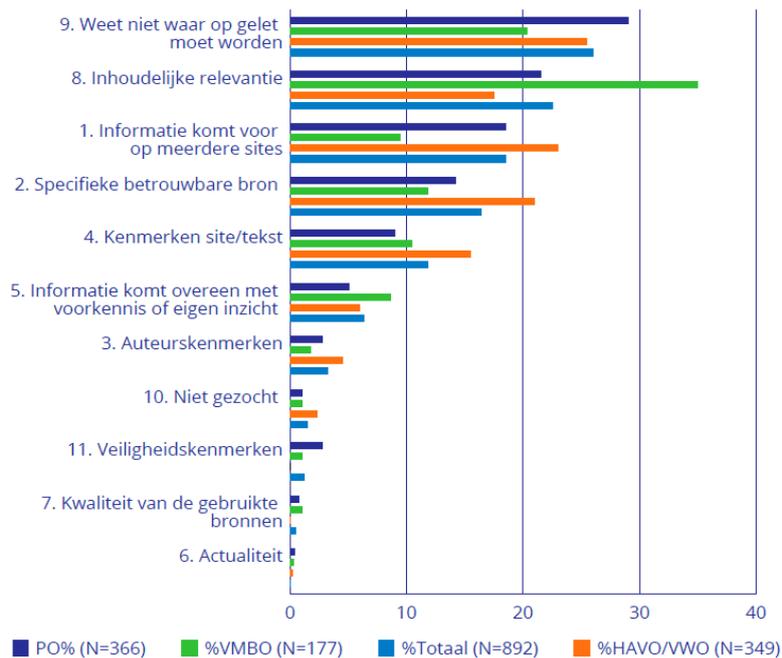
**Figuur 28: Gemiddelde scores op de deelcompetentie 'verzamelen van informatie' per onderwijsniveau**



PO: primary education, VMBO: lower secondary education, HAVO/VWO: higher secondary education

Data shows that Higher secondary (HAVO-VWO) students are more competent in gathering information than students at a lower educational level. Moreover, the analysis of children and youngsters search behaviour provides a more detailed picture about the way they collect information. What is noticeable is that they often change their search query to a similar query with slightly different formulation, however, these adjustments often do not lead to finding other results. This behaviour is especially noticeable for children in primary education (Kennisnet, 2017b). It therefore seems sensible to pay already a lot of attention in primary schools to reflect on the search process and search strategies that children and youngsters can use.

**Figuur 29: Resultaten van beoordelen van informatiebronnen per onderwijsniveau**



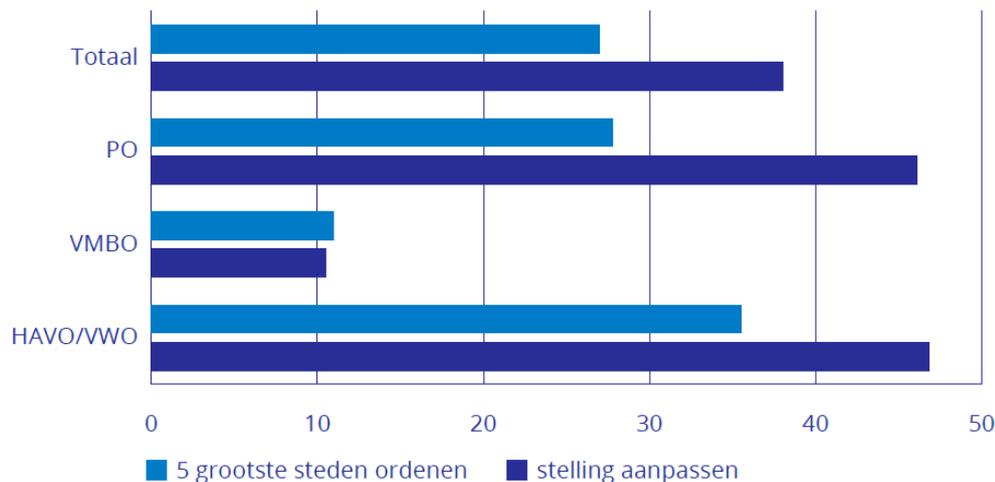
Assessment of information: Figure 29

(1. Information occurs on multiple sites 2. Specific reliable source 3. Author's attributes 4. Site features 5. Information corresponding to prior knowledge 6. Topicality 7. Quality of the sources used 8. Substantive relevance 9. Do not know what to pay attention to 10. Not wanted 11. Security features)

When assessing the information that students selected when answering test tasks, they gave 11 different reasons as highlighted above. From these results one can see that relatively few children and young people pay attention to the author of the information, the topic of the information as well as the quality of sources in which the information is based. Students pay more attention to the relevance of the information if it answers the test task and not so much the reliability. Furthermore, information was believed to be trustworthy if the same information was featured on multiple websites.

At the educational level, it is noticeable that VMBO students more often pay attention to the relevance of the information when answering the test question than students from the other educational levels. They also rely more often on their own insight/feelings when assessing information. When evaluating information, HAVO/VWO students pay more attention than other levels to whether information is available on several websites, whether the source is reliable and what the external characteristics of the website are. It is striking that it was mainly primary school children who indicated that they did not know what they had to pay attention to when assessing information.

**Figuur 30: Percentage leerlingen dat de vragen binnen de deelcompetentie 'informatie verwerken' correct beantwoordde**



PO: primary education, VMBO: lower secondary education, HAVO/VWO: higher secondary education.

Less than half of the children and youngsters demonstrated that they could process information they collected from the Internet for a specific purpose. Combining information from different sources to adapt an existing text also succeeded in less than half of the children and youngsters. The same applies to the skills involved in presenting information. Unfortunately, too few children and youngsters have given answers to this section to draw good conclusions about it (Kennisnet, 2017b).

- Presentation of information:

33% of all students could displaying a list clearly using bullets. Most HAVO/VMO students did so correctly (37% compared to 6.7% from VMBO and 17% from PO).

#### 4.1.3. Where do the differences in digital skills come from?

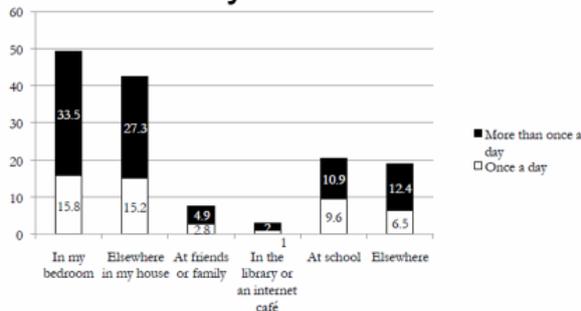
Efforts have been made to predict digital skills based on 3 groups: personal traits, free time/social network and parental environment (Kennisnet, 2017b).

- The amount of *leisure time* and *family income* stands out as predictors. More leisure time and a higher income level lead to more digital skills.
- For 10 to 12-year olds, the *extent to which parents help* with installing and using digital media has a positive impact on digital literacy. From the age of 13, when young people become more independent, this effect is no longer present.
- In the case of 13-15-year olds, both their *own level of education* and the *educational level of parents* have a positive effect on digital skills. This is only the case for this age group. It could indicate that it is precisely in this phase of life that digital skills are growing and that higher education (of the pupils themselves and their parents) temporarily leads to a head start. The - temporary - disadvantage of vmbo students and young people with low educated parents will be made good again later.
- In the case of 13- to 15-year-olds, we also see that the *circle of friends of parents* has a positive effect on the children's digital skills.
- In the case of 16-18-year-olds we see that gender has an influence: girls feel less digitally proficient than boys.
- For 16-18-year olds we also see a somewhat curious effect of the labour market position of the father. If the father has paid work, the children are less digitally skilled.

- Age appears to play a role: the older the respondents, the higher they experience their digital skills. Even though they compare themselves mainly with their peers.

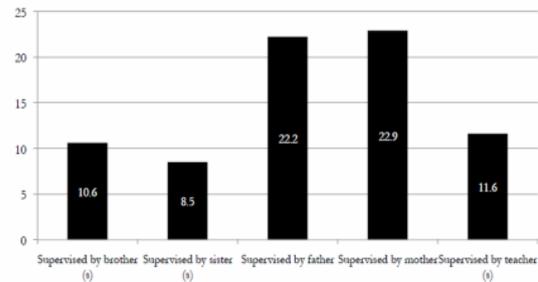
#### 4.2. Media use by migrant children and youngsters

##### Where do you use internet?



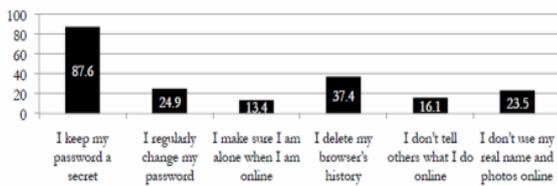
Youngsters use internet in their own room. Migrant youth is using internet more outside than “Dutch” youngsters.

##### Who is supervising?



Mother: most important for “Dutch” children  
Brothers and sisters : most important for migrant children

##### Privacy



Migrant youngsters protect their privacy more than Dutch youngsters. They use more fake names and upload less photos of themselves.

##### Learning processes

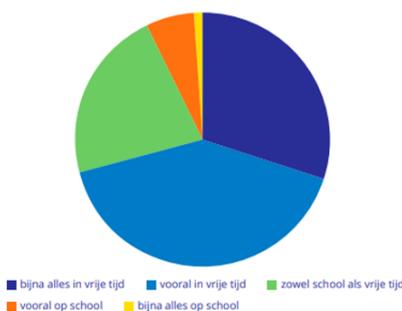
	I don't look for information about this	Book, newspaper, or a magazine	My parents or teachers	Offline, among friends	Online, among friends	I search for this information myself, on the internet
Homework	10.5 (12.0)	10.7 (43.4)	38.8 (13.8)	12.4 (19.0)	17.0 (46.7)	41.6
Things that happen in your neighborhood	22.1 (20.9)	16.3 (17.0)	13.8 (39.2)	29.8 (20.3)	15.8 (20.3)	23.4
Music, celebrities, and movie stars	14.6 (21.1)	18.9 (4.5)	3.8 (4.5)	13.7 (16.1)	18.6 (18.3)	34.3
Literature, art, theatre and science	43.6 (26.4)	14.9 (18.1)	10.2 (11.6)	6.5 (12.0)	6.7 (53.8)	30.3
Religion	38.4 (18.0)	11.1 (41.8)	25.8 (11.1)	6.5 (10.1)	6.3 (45.7)	28.2
Buying things	27.6 (16.0)	11.6 (17.2)	12.4 (16.1)	13.1 (12.5)	9.0 (57.0)	41.3
Making money	38.3 (14.0)	8.7 (21.0)	13.4 (18.3)	11.2 (13.2)	8.2 (52.0)	32.1
Health	33.0 (17.0)	11.8 (37.6)	25.2 (11.8)	7.9 (9.3)	6.3 (32.0)	34.8
Total	28.5	12.9	17.9	12.7	10.6	35.8

Migrant youngsters use more social knowledges sources - online and offline – and traditional media than Dutch youngsters who point out that they are more often looking for information on internet by themselves.

#### 4.3. Parents

Most parents consider internet skills very important for their children and there is a growing awareness among parents about the “online dangers and challenges” children en youngsters face in using the internet. However, despite concerns, quite some adults don’t educate children or youngsters about the use of internet and do not talk about it. Parents and educators feel inhibited to act. They don’t act or are reticent to talk about the digital developments and digital media because they themselves do not feel digitally skilled enough. Adults seem not to know what the digital world for children and youngsters means, are not

Figuur 35 – Herkomst digitale vaardigheden



aware of the recent digital trends and developments and fear unwanted consequences or to make ‘mistakes’. Therefore, the dialogue about the problems and the opportunities digital media can cause is avoided by adults.

Many parents think it is a responsibility of school to coach and teach children and youngsters about how to use the internet. However, according to research only 7% of the children/ youngsters say that they learned all digital skills in school. Only 22% says that they learned their skill partly at school, while 71% learned all digital skills from friends and internet outside the school hours.

Media-education is, according to most educators, a joint responsibility of school and parents (79 and 71% respectively).

Table 3.9 - In your opinion, who is responsible for media education (2010 and 2017)

	Primair onderwijs		Voortgezet onderwijs	
	2010	2017	2010	2017
Vooraf bij ouders	18%	20%	22%	28%
Vooraf bij school	2%	1%	4%	1%
Bij school en ouders samen	81%	79%	75%	71%

#### 4.3.1. Educational approaches by parents using media

Tabel 5 - Voorspellen van digitale vaardigheden met achtergrondkenmerken

	10-12 jaar	13-15 jaar	16-18 jaar
<b>persoonskenmerken</b>			
geslacht: vrouw			-
gevolgde opleiding		+	
etniciteit			
<b>vrije tijd/sociaal netwerk</b>			
aantal goede vrienden			
hoeveelheid vrije tijd	+	+	+
aantal verenigingen waarvan lid			
<b>ouderlijk milieu</b>			
opleidingsniveau ouders*		+	
huishoudinkomen	+		+
moeder heeft betaald werk			
vader heeft betaald werk			-
aantal goede vrienden ouders		+	
hulp bij digitale media door ouders	+		
% variantie in digitale vaardigheden verklaard	10,4	7,5	7,4
<b>digitale vaardigheden (geschatte gemiddelde cijfers; zelfinschatting)</b>			
ict-basisvaardigheden	6,1	6,6	7,4
mediawijsheid	6,3	6,6	7,2
computational thinking	5,8	6,3	7,1
informatievaardigheid	6,1	6,5	7,3

Multigroup-analyse in R met Lavaan (Rosseeel 2012).

Fit:  $\chi^2 = 207,6$ ,  $df = 131$ ,  $p = 0,000$ ;  $cfi = 0,978$ ,  $nffi = 0,971$ ;  $rmsea = 0,034$ ;  $rnr = 0,020$ .

\* Hoogste opleidingsniveaus van moeder en vader

There is a clear trend in the educational level of parents: the higher the level of education of parents, the more often they assist their children (Kennisnet, 2017b).

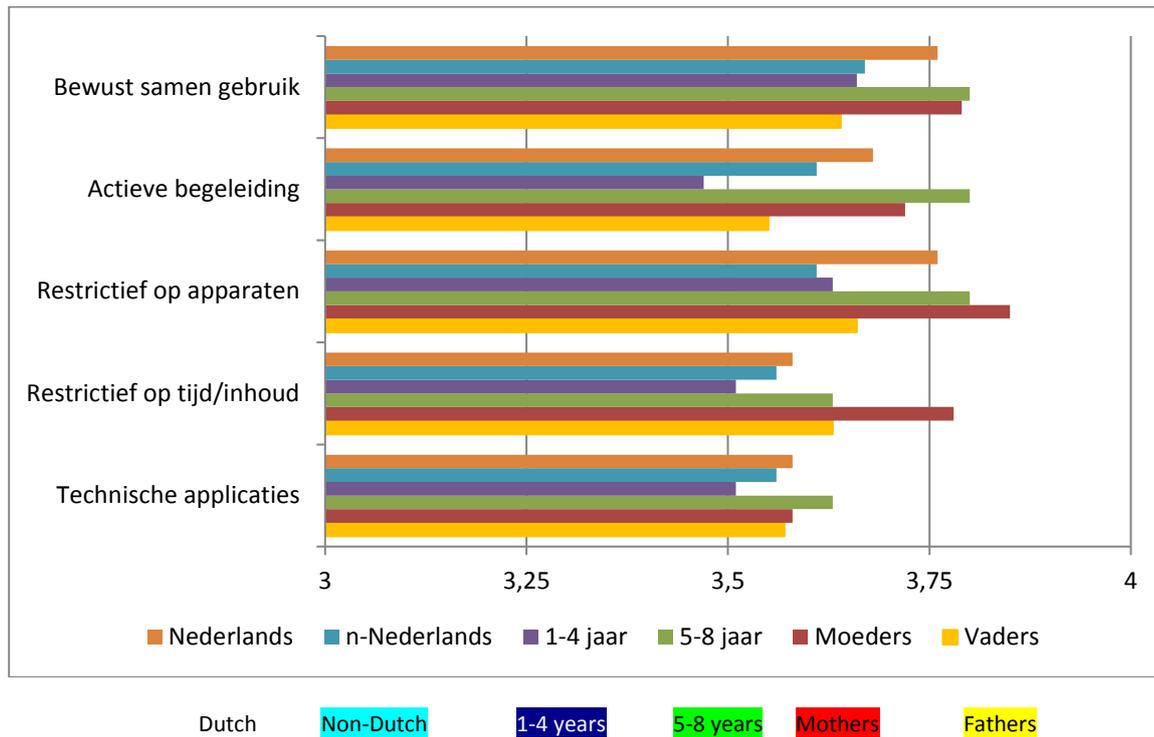
It has been known for some time that the educational level of the parents plays a role, but it is not easy to explain this. Highly educated parents may be more digitally skilled and therefore assist more often. But it is also conceivable, however, that they might be monitoring their children's media use more intensively.

Research by the National Academy for Media and Society shows that children and youngsters feel ignored by their fanatical smartphone parents. A third of young people between the ages of 13 and 18 ask their parents to stop staring at the phone. Over forty percent of youngsters are worried about the telephone use of the parents. Only 14% of Dutch parents think their own smartphone behavior is a problem for their child (ren).

Fanatical smartphone parents can be low- and highly educated. They often do not realize that it is difficult to tell children to behave according to certain rules, while they themselves are giving the opposite example.

The parental educational approaches and methods can be clustered in five unique educational strategies: *Intentional joint use of media* (i.e. playing games together and reading stories to children), *Active media support* (like talking with children about media, supporting or coaching in their use, and explaining), *Restrictive support with media-appliances* (i.e. decisions about having or not having a television in bedroom, or yes or no an own tablet), *Restrictive support of time and content* (i.e. to be clear about which games are allowed, or putting of the television when the child has watched enough), and finally the use of technical applications, like filters or parental controls on media appliances.

Table 1. Extent to which parents find it difficult to use 5 educational was to support their children in using the internet



Deliberate joint use - Active support - Restrictive on devises - Restrictive on time/content - Technical applications

Some significant and systematic differences:

- Parents with a Dutch cultural background finds both restrictive methods easier to perform than parents with non-Dutch background.
- Mothers are more comfortable in using most support methodologies than fathers.
- Concerning the use of technical applications like parental controls and filters there is hardly any difference.
- All 5 methods are easier to use with younger children.

#### 4.4. General and specific problems and concerns of parents

- *School results* (right balance, concentration, focus etc.)
- *Health* (sleeping rhythm, radiation, arousal, screen eyes, physical movement etc.)
- *Social emotional development* (self-presentation, self-image, age classifications games, appropriate media content)
- *Privacy* (oversharing examples and consequences, protection online, passwords, privacy-configurations, choices etc.)
- *Privacy* (Oversharing examples within the family and consequences, passwords bank accounts, DGID, school matters, etc.)
- *Communication* (social media attractiveness, explanation and examples, games, identity, sexting, cursing etc.)
- *Undesired contacts* (grooming, lover boys, chat roulette, chatting in games)
- *Cyberbullying* (difference offline and online bullying, different way of bullying, legislation, consequences, prevention, role of school and parents)
- *Radicalization and recruitment by extremists;*
- *Cybercrime:* (hacking, phishing, identity theft);

- *Positive aspects of internet* (friendships, profiling, educational aspects, future chance on labour market, etc.)
- *Importance of media coaching*
- *Privacy* – privacy configurations, little knowledge on the right computer configurations, antivirus but also Facebook configurations etc.
- *Bullying* – happens very often in schools, many concerns with parents and schools, requests to have support arrive often after incidents. Involves already very young children.
- *Filters* – to bloc undesired content. Many parents consider blocking as the solution to all problems. Parents do often not have enough skills to install filters or to explain children about the dangers.
- *Undesired contacts* – worries about paedophiles who are active on internet.
- *Undesired content* – especially naked bodies/porno/violence/radicalisation
- *Too much time spent on internet/social media /games*. Often no addiction but worries and trouble to set rules with children and to reduce time spent on internet.

#### 4.5. Digital skills (professional) educators

The overall quality of the teachers in the Netherlands is decreasing. While the teacher is an important key to increase the quality of education, research shows, for example, that on average one in five lessons in secondary education is given by an unauthorized teacher (Regional Plan, 2013 in [Four in Balance Monitor 2013, Kennisnet \(pdf\)](#)). The skills of teachers are also at stake. In one in six teachers in primary education, the inspectorate assesses at least one of the basic skills as insufficient. It is also increasingly complex for teachers to offer quality education. There are considerable cutbacks resulting in growing numbers of children in classes. This means that it is difficult to give each pupil the right education he or she needs. Teachers therefore find it particularly challenging to personally tailor the teaching materials to their pupils.

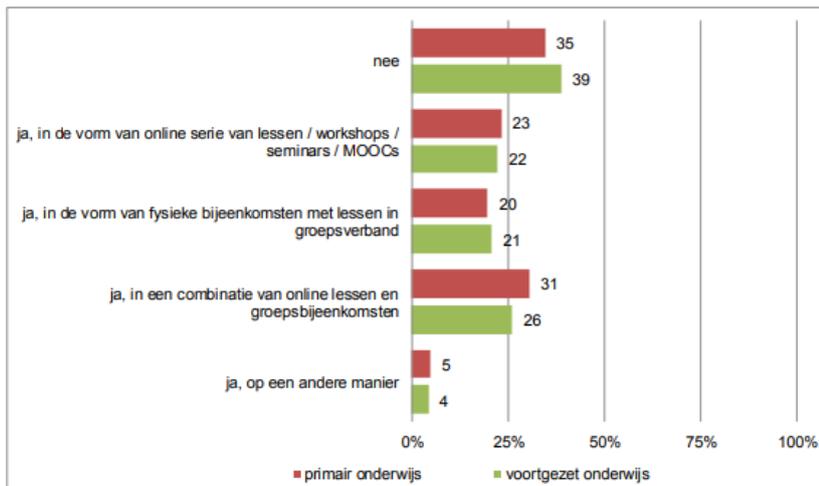
Kennisnet identifies four areas in which a teacher can be competent (digital literacy, learning situation, professionalism and organisation) Furthermore these competence areas are strongly interconnected. KBA research<sup>12</sup> and interviews done by Mira Media show that teachers themselves indicate that they do not have enough skills and competences to teach and coach children and youngsters all elements of digital literacy. Quite some of the teachers feel an incapacity to discuss sensible subjects concerning internet use and content with youngsters and intercultural groups of students. Among teachers in one school there is also a big variety in available digital literacy skills and competences of teachers. The lack of skills can be age related in some cases, while in other cases teachers are simply not motivated to learn new skills and to “discover” new digital environments.

Figure 3.18. Do you, as a teacher, need further training or retraining in the field of media literacy? (2017) concerns the teachers' need for further training in the field of media literacy. In primary education, 35% of respondents do not need further training or retraining in the field of media literacy; in secondary education this is 39%. For those who do need training, there is a slight preference for a combination of online classes and group meetings (31% in primary education and 26% in secondary education). There is less interest for an online series of lessons, workshops, seminars or MOOCs (respectively 23 and 22%) and for physical meetings with group lessons (20 and 21% respectively).

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<sup>12</sup> 'Mediawijsheid (2017). Onderzoek bij leraren PO en VO' van Ed Smeets / KBA Nijmegen

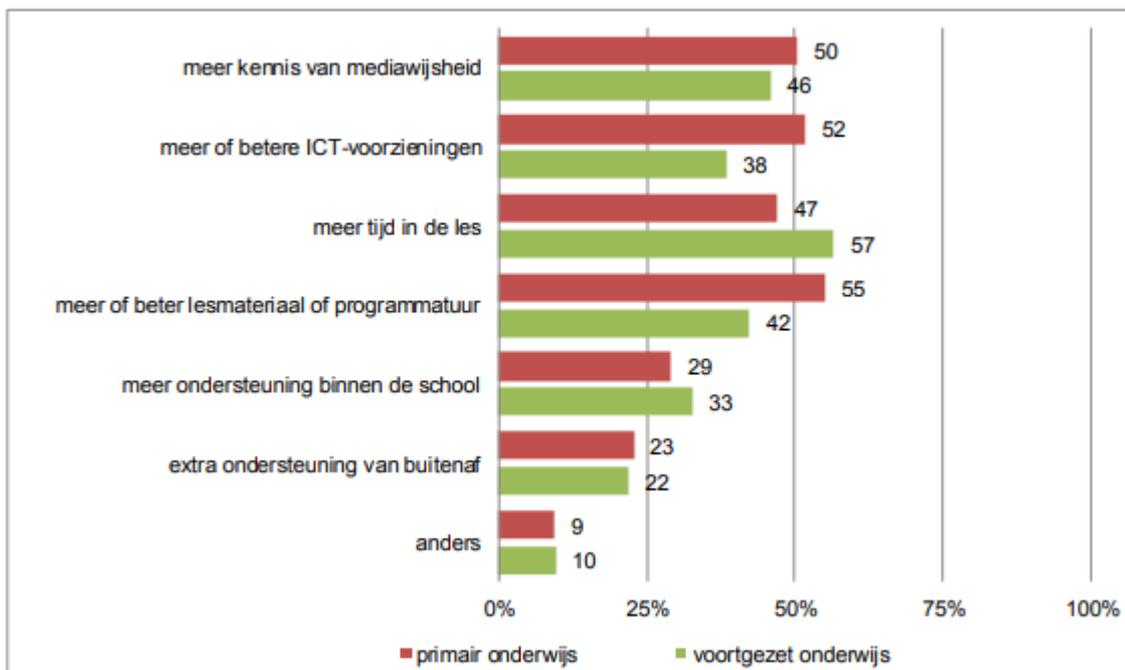
**Figuur 3.18 – Heeft u als leraar behoefte aan na- of bijscholing op het gebied van mediawijsheid? (2017)**



**Figure 3.13 - What do you need as a teacher yourself to pay more attention in your lesson to media literacy? (2017)**

Four out of five teachers find sufficient knowledge of media literacy among teachers the most important precondition for teaching pupils at school media literacy. Secondly, suitable teaching material or software and sufficient ICT facilities should be available at school, both mentioned significantly more often in primary education than in secondary education. Half of the teachers mention sufficient class time and sufficient support at school as an important precondition.

**Figuur 3.13 – Wat heeft u zelf als leraar nodig om meer aandacht in uw les te kunnen besteden aan mediawijsheid? (2017)**



#### 4.6. Conclusions

Children and youngsters estimate their own digital skills much higher than they are. They indicate that they learn their digital skills mostly out of school.

Schools are not well equipped to teach and coach pupils and students towards a full digital citizenship. Teachers are in need of sufficient knowledge of media literacy, suitable teaching material or software and sufficient ICT facilities at school. Half of the teachers mention sufficient class time and sufficient support at school as an important precondition.

Parents have an important role in media education. Degree of media education varies between parents due to educational level, etc.

There are big differences between parents, between librarians, between youth workers and between teachers concerning individual motivation and their level and possession of digital literacy skills and competences.

## **PART 2, Initiatives by broad domains/actors from the national to local level**

### **5. Initiatives in education and schools**

As mentioned before, schools, teachers and pupils have a relatively large amount of curricular freedom. They can choose or develop their own methodologies and build, if needed, their own local partnerships. To support the schools, teachers and pupils in their efforts, national, regional and local support institutes develop support materials and do regular research. However, much more and different kind of support is needed and demanded, like training of media coaches and speakers for school parent meetings. This leads to a situation that besides actors that are established and/or funded by the government, numerous private sector actors are very active in media wisdom. They mostly provide training or resources, either for children, young people, their parents or teachers.

This chapter offers a limited overview of support initiatives provided by the support institutes and several independent (commercial) initiatives (national, regional and local).

#### **5.1. National level**

##### **5.1.1. Mediawijzer.net**

Mediawijzer exists more than 10 years. It offers a national website with information and examples of good practice: [www.mediawijzer.nl](http://www.mediawijzer.nl). The website offers dossiers for parents as well as for schools on a wide variety of issues, like: social media; safe internet; 21<sup>st</sup> century skills; media literacy, etc. Schools can find materials for their media literacy lessons, short videos on specific media literacy subjects. Mediawijzer regularly organises regional and national workshops and conferences and developed a competence scheme on media literacy for schools. To involve as many schools and children, Mediawijzer organises the yearly national week of media literacy (last week of November). A growing number of schools participate in the (online) activities and campaigns. Finally, Mediawijzer has a limited budget to offer yearly a financial support to a limited number of innovative projects. Mediawijzer has children and youngsters (0 – 16) as their main target group, with special attention for children and youngsters with disabilities.

##### **5.1.2. NOMC**

The National Academy for Media & Society (*de Nationale Academie voor Media & Maatschappij*) is a private initiative which developed the curriculum for the National Media Coach Training Programme (*Nationale Opleiding MediaCoach*). Since 2008 it offers a 3-month MediaCoach training for teachers, librarians, youth workers, social workers, police, etc. Today, there are over 1500 certified National Media Coaches.

### 5.1.3. Bureau Jeugd en Media

Bureau Jeugd en Media is a national private initiative of several media wisdom experts. They offer training workshops to schools and speakers for parent information meetings in schools.

<https://www.bureaujeugdenmedia.nl/>

### 5.1.4. Commercial educational publishers

Several educational publishers (small and big) start offering several online and offline programs for schools, like “the media driving licence” and the “social media driving licence”. Some of the programs focus on ICT – basic skills, while others include other digital skills and competences. These programs are often meant for primary schools.

### 5.1.5. Kennisnet

- The Dutch organisation Kennisnet published a digital literacy manual (Kennisnet, 2017a). They explain that links with citizenship on the one hand and digital literacy on the other hand are very simple to make; the three domains of SLO (democracy, participation and identity) are easy to translate to the online world. They appeal for the teaching of digital citizenship both within and outside the classroom. The manual provides examples of how schools can achieve this (Kennisnet, 2017a). In the case of digital citizenship, the so called ‘circle of influence’ is very large. In fact, the whole society is participating in this learning process. Such as: parents, residents, companies in the neighbourhood, library staff, volunteer’s childcare and the pupils themselves, of course. You do it together. Citizenship is changing from an abstract notion here in to something concrete.
- Kennisnet developed for every 21st century skill a description, sample materials and an exemplary learning framework (SLO, 2017). For the skills of digital literacy, concept curricula have been developed. The learning pathways are an elaboration of general learning objectives into concrete goals, which describe what children and youngsters need to know and can do in the digital domain.

### 5.1.6. ZIGGO/VODAFONE

Apart from the government funded and numerous private sector actors, also large media companies like ZIGGO/VODAFONE and banks like ING and RABO are offering support- and educational programs for schools.

## 5.2. Regional level

### *Cubiss*

Cubis is a regional support institute in the regions Noord Brabant and Zuid Limburg. Cubiss counsel schools on how to position digital literacy in their educational vision and policies. They also support schools in their curriculum development. In addition, Cubiss facilitates a regional knowledge network “Mediapakt” of educational- and library professionals.

## 5.3. Local level – Utrecht

On a local level, in Utrecht, developments take place regarding digital citizenship in primary and secondary education. These developments also include 21<sup>st</sup> century skills.

### *Primary education*

Digital citizenship education in Utrecht builds on existing pedagogical frameworks. In Utrecht, 75% of the school’s, in all Utrecht neighbourhoods, work with the citizenship programme the Peaceful School (De Vreedzame School). This is a citizenship program for primary schools on “offline” social competences and democratic citizenship. There is a similar approach at neighbourhood level: The Peaceful Neighbourhood (De Vreedzame Wijk). The Peaceful Neighbourhood focuses more on the parents and residents to devote more attention to the educational climate at home and in the public space. As the offline and online world of children are intertwined and because citizenship competences in both environments should be similar, Mira Media developed, in collaboration with local (Vreedzame school and Neighbourhood) partners, an integrated neighbourhood-oriented approach to promote digital citizenship by children (and their parents)

aged 6-12. This approach aims at the cooperation of schools, libraries, neighbourhood organisations and parents. This approach involves inside- and outside school activities for children, meetings with parents and counselling of schools and professionals concerning the inclusion of digital citizenship in the educational and organisational mission and vision and the training of the educational professionals. The six Cylinder Model of Intercultural Media Education is the base of all these activities.

*To make neighbourhood organisations and educational institutions aware of the importance and range of media and digital education and to encourage them to adopt an integrated and sustainable approach, Mira Media developed the Six-Cylinder Model. In the same way, a car cannot run without its six cylinders of the engine running in alignment, the six cylinders of intercultural media education are all crucial for achieving an efficient and integrated approach.*

**GOOD PRACTICE TOOL # 1**

## The 6 Cylinder Model of Intercultural Media Education



### VISION AND POLICY

Think carefully about this issue: why is it important, what is our job, what do we want to achieve, what do the different definitions (media literacy, media education, digital citizenship, parent involvement, etc.) mean to us, which part do we give priority to?

### PARENTAL INVOLVEMENT

For many educational organisations, active cooperation with parents is still a complex issue: Parents may come to professionals with their questions. In communicating with parents, professionals should be aware of the parents' digital skills and identify for example those parents who are unable to read an email from school, who cannot log into the online pupil tracking system.

### PROFESSIONALS

The extent to which a professional is dedicated to media education often depends on their own knowledge, skills and affinity with the topics. In order to carry out digital citizenship activities properly, staff should be convinced of the usefulness of the plan; have enough knowledge and skills to perform their new tasks and feel that their own input and vision is taken seriously.

### COOPERATION IN THE NEIGHBOURHOOD

It is very important to see where cooperation in the neighbourhood is possible. What is everyone's approach, expertise and interest and how can organisations cooperate in such a way that all elements of media education are covered and provided, without too much overlap. In this way, it can become clear for both parents and professionals to whom they can go with their questions or requests.

### MEDIA EDUCATION

Enables children and young people to operate and participate consciously and critically in a complex and changing world. It also includes the production of media, understanding the use of media and how to involve media to make your voice heard. The aim of this cylinder is to integrate both media and digital citizenship competencies in school curricula or program of activities.

### DIGITAL CITIZENSHIP

Digital citizenship mostly concerns the online interaction and the desired participation in the online society. Attention for "digital citizenship" is important as the threshold to use offensive and discriminatory language online is much lower than in the offline environment. How do we ensure that we create a positive social climate in the digital environment of young people?

### Secondary education

Six secondary education (vmbo) in Utrecht take part in 3-year (2017 - 2019) digital citizenship experiment (proeftuin). The experiment is financed with subsidies from the municipality of Utrecht and NCTV. The aim introduces digital citizenship in the school organisations and school programs, in preparation of the curriculum change in 2020 / 2021. The experiment enables the schools to define the role and importance of digital citizenship within the school, with the involvement of the management, teachers, youngsters, parents and external partners. This will lead to a segmented plan to make digital citizenship an integral part

of the pedagogical vision and school curriculum. The experiments are being executed by Mira Media in cooperation with the public library and several other digital citizenships related local partners. The digital citizenship experiment is also based on the six Cylinder Model of Intercultural Media Education.

## 6. Initiatives in libraries

### 6.1. General

#### The Library at school

Libraries, high schools and municipalities work together in the project *De Bibliotheek op school*. The goal is to create demonstrable improvement of quality in education. More specifically, it involves improving student outcomes in literacy, language proficiency and media wisdom. The project consists of a reading and media plan. This plan includes a strategic plan to help rebuild the school into the ideal reading and media environment for students.

'The Library at school' (Bibliotheek op School), collaborates with schools and municipalities to promote media literacy in education. In the basics of primary school, the focus is on learning to read. In secondary education, more attention is paid to information and media skills. In 2016, 1,605 primary schools and 64 secondary schools participated (Debibliotheekopschool.nl, 2018).

In the field of media literacy, libraries provide the following in education:

- The 'Library at school' offers a teaching material guide on information skills. It introduces children in primary education to Geheim Agent A. A. P. (he is a secret agent monkey) and affords children the opportunity to learn about information skills in a fun and educational way.
- The 'Do the Library at School' (Doe de bieb op school) has a learning pathway digital literacy with activities, divided by groups in primary education.
- 'Web-detective' teaches children to look critically at information.
- All libraries can use MediaMasters to bring other library services aimed at information skills and media literacy to the attention of the public. MediaMasters is for children from group 7 and 8 in primary education.
- Movietrader Mediawijsheid is used by the library for young people in secondary education. The programme teaches pupils to surf the Internet more consciously and safely.

The Library at school Monitor is part of the Dutch national Library at school program. The monitor is described as a multi-purpose instrument for practical, policy and research purposes. Examples of data collected in primary and secondary schools are presented and discussed.

Specific attention is given to the role that public library staff can play in using the monitor to optimise collaboration with schools.

#### My Life Story

This project is developed to enhance the media wisdom among young high school students (age 12-13). It is a lesson plan in which the lives of the students are the central theme. The lessons are about knowledge, ability and reflection on information and media. The goals of My Life Story are to enable the students to learn to search for and select information and to stimulate their informed, critical and efficient use of media.<sup>168</sup>

#### Other initiatives

- Special lessons on media literacy for primary and secondary education, including programming and information skills.
- Educational escaperoom about 21st century skills
- Special online platform for youngsters to search for information
- Sharing information among library professionals on the digital platform 'biebtobieb'

## 6.2. Local level

Local libraries have also developed independent initiatives:

- The Rijn & Venen Library developed an app to solve historical crimes.
- The Brabant Library has developed special lessons on media literacy for primary and secondary education.
- The Zuidoost-Fryslân Library has designed several lessons, including programming and information skills.
- The Amsterdam Library has designed media literacy courses for children in primary education groups 6, 7 and 8. The courses focus on learning to search in a good and reliable way and to develop 21<sup>st</sup> century skills.
- Schools can find innovative projects and initiatives in the field of media literacy on the website 'Innovationbiebiebieb.nl'.

### 6.2.1. Utrecht

In Utrecht developments take place regarding digital citizenship and 21<sup>st</sup> century skills. Platform Intercultural Media Education (PIM) has been established by Mira Media, Stichting Al Amal, Stichting Vreedzaam and Utrecht Library. Together, they collaborate and focus on an integrated approach to intercultural media education in Utrecht and provide intercultural media literacy and education for schools, teachers, parents and children (Bibliotheekutrecht.nl, 2018).

The mission of Utrecht Public Library is helping people to read the world. In all languages, also digital. The Vision of the Library on Digital Culture is published in 2017 and is leading in the next years for all services. Media literacy and Digital Citizenship is an important part of the vision. Cooperation with other organisations in Utrecht is the main condition to create support and good results.

The Utrecht Public Library has a long tradition in working with schools. Supporting schools with activities and books.

Pre-school: contributing on language and reading development. To improve the reading environment at the preschool and at home. Informing parents about media literacy and media education.

Primary school: there are lessons about several subjects:

- Increase the pleasure in reading
- Book promotion
- Information skills
- Media literacy for children, professionals and parents

Find your way in the Library is a program for children to learn how to find information in books and on the worldwide web in a smart way.

Secondary school: there are lessons about several subjects:

- Increase the pleasure in reading
- Book promotion
- Information skills
- Media literacy for youngsters, professionals and parents

Bieb escape is a playful program where working together leads to the right solution, searching and finding all kinds of information in books and online.

Factcheck dubbelcheck: geloof jij alles wat je leest?; don't believe everything you read or see, what is the difference between fact and fiction. And how about social media?

To support informal learning the Utrecht Public Library programs activities, like:

#### Digital Laboratory

De Utrecht Public Library offers children in the Digital Laboratory a place to create, invent, share and develop knowledge.

There is a Laboratory in Central Library. In the future there will also be Laboratories travelling around the city to libraries and schools.

In the Laboratory children and their parents can work with electronics, software, robots, laser cutters and 3D printers.

#### Skoolzone

The skoolzone is a place in the Library where children have daily access to digital information in combination with books to make a presentation or a paper for school. There is always a librarian available for assistance.

## 7. Initiatives in youth work

### **7.1. National level**

The NJI has developed the media education toolbox for the Ministry of Health, Welfare and Sport. This provides information for professionals and parents and include 'tipsheets' for different age groups ranging from 0-2 years old up to 17-18. This is inclusive of a comprehensive overview of the media use of children in their specific age phase, their development phase and the possible advantages and disadvantages of media use on the development of the child. They also provide factsheets which include issues such as media in the family, risks of internet use as well as a glossary of terms used in media education.

In cooperation with Ouders Online, Mijn Kind Online, Mediawijzer.net and stichting Opvoeden.nl, *Deltaplan Media education* was established in 2014 by the Dutch Youth Institute (NJI). This provides an online platform where parents and professionals can ask questions to experts about media and media use of children. They not only provide answers but ensure that the information in the answers are available for everyone to view on the website.

### **7.2. Local level – Utrecht**

In Utrecht developments take place regarding digital citizenship, 21<sup>st</sup> century skills and youth workers. They support digital citizenship and 21<sup>st</sup> century skills in the activities in primary and secondary education in Utrecht. In Utrecht, Mira Media collaborates with: Stichting JoU, Pretty Woman, TMI, Artikel 1 and Al Amal.

#### **7.2.1. Utrecht youth work organization JoU**

In 2017 -2018, the JoU foundation has adapted its policy to the changing (digital) working environment. The experiment Digital Citizenship focused on various components in social media:

- Working with young people: contacting and maintaining, recruiting / reaching, knowledge of the living environment and pedagogical work (signaling, stimulating healthy media use).
- Communication tool with parents / externals / internal
- Safe and professional media use (privacy, naming, workload, etc.)
- JoU (as an organization) visible on social media
- Pilot media literacy 10-14-year olds (2 groups of teenagers, 6 meetings per group).

Within the organization, youth workers were already active online, but to varying degrees and knowledge level. In two meetings, youth workers thought about the "new way of working". A draft policy plan has been formulated and that has been discussed with the entire organization. Conclusion: the pedagogical approach in the online world is no different than in the offline world. The online and offline world are connected to each other.

JoU is based on a pedagogical approach where children are addressed, matters are discussed, and parents can become involved. This pedagogical approach will continue to be based on the Peaceful methodology based on values such as diversity and dealing respectfully with each other: these values also apply online. In 2018 JoU researched whether a learning line for social media could be developed for 10 to 14-year olds through a pilot project. Furthermore, a chat function on the website Jong030.nl is being considered where young people can address their questions or problems. Not all youth staff members are still digital. The intention is for the digital youth workers to transfer their knowledge and to learn from the young people.

### **7.2.2. Pretty Woman**

Pretty Woman offers individual and group help to girls and boys (11-23 years old) who have been forced to work in prostitution or who are at risk of becoming victims of an abusive relationship. That is why they are not only talking about loverboy-practices, but also about sexually transgressive behaviour. Questions such as, how you guard your own wishes and boundaries and respect the other's wishes and limits are addressed. Since the advent of social media, webcams and their excesses, these questions have become even more important (Prettywoman-utrecht.nl, 2018).

### **7.2.3. TMI**

Too Much Information (TMI), is the news platform for young people. With videos and articles that bring context and interpretation to the news of today, yesterday and tomorrow. They give workshops to youngsters about fake news.

### **7.2.4. Art. 1 Midden Nederland**

Artikel 1 Midden Nederland is actively involved in the prevention and combating of discrimination and the social processes that underlie it. They see unequal treatment not as incidental and individual, but as a structural social phenomenon. All the activities carried out by Art. 1 MN contribute to an inclusive society in which everyone has equal opportunities (Art1middennederland.nl, 2018). They provide guest lessons to primary and secondary schools and engage with older children on the topic of cyberbullying. With the aid of videos, students begin to identify what cyberbullying is, what are the possible effects as well as what to do if it is happening to themselves or a friend.

### **7.2.5. Al Amal**

Al Amal is an independent organisation that wants to promote the participation of families, mothers, women and youth within the Moroccan Dutch community. It focuses on those who may struggle to find their way in Dutch society on works on their own strengths. This organisation works according to the principles of the peaceful neighbourhood (Al-amal.nl, 2018). Regarding digital skills, the Al Amal Foundation offers three training programmes in the field of media literacy.

- Social media. The focus is on parents and how they can deal with the social media use of their children. In collaboration with them, ways to give social media a place in education are discussed.
- Dealing with world news. Discussions on the impact of world news and how parents can deal with this, the influence that this has on their children and how parents can play a role in guiding this process
- Blood link light. Training that focuses on young people aged 12+ and their parents. It aims to raise awareness about sexting and grooming. Pretty Woman and Stichting JoU also work to deliver this message.

## **8. Initiatives in social work**

### **8.1. Utrecht: Social Broker Organization**

Me'kaar is the "social broker organization" (Sociaal Makelaar Organisatie) in Utrecht North West. Me'kaar supports if needed elderly and vulnerable people in the Utrecht NW area to active participation in the local society. It also strengthened local networks around MLF children, parents and professional educators in the area. Me'kaar collects and shares knowledge and expertise, connects social parties in the area and builds social networks. Me'kaar also supports local citizens in developing the personal skills. Me'kaar has a special

by the municipality delegated task to support the schools and coordinate the cooperation between them. (Bredeschool coordinatie). In this role is closely corporates with the municipality, schools, external professionals, MLF parents and with Mira Media. Mira Media is a formal alliance partner of Me'kaar. They cooperate to introduce and implement digital citizenship in all aspects of Utrecht NW in cooperation with schools, health institutions, MLF communities, churches, mosques, etc. Me'kaar also has a Shared Service Centrum through which it facilitates schools with professional support concerning cultural and media literacy activities in and outside school hours.

## 9. Conclusions

- Digital competence is increasingly becoming indispensable, an alarmingly high number of people however still lack a basic level of digital competence<sup>13</sup>, putting them at risk of unemployment and social exclusion. This can contribute to creating a 'digital divide', which can lead to social and economic inequalities and which poses a clear challenge to our education and training systems.
- Children and youngsters estimate their own digital skills much higher than they are. They also indicate that they learn their digital skills mostly out of school. There are big differences concerning digital literacy competences and skills between parents, between librarians, between youth workers and between teachers concerning individual motivation and their level and possession of digital literacy skills and competences.
- Media wisdom has prominently featured in the Netherlands since 2008, especially regarding the recommendations from the Council for Culture. However, media wisdom has not been integrated in the school curriculum despite the Council recommending this twice. The Dutch government planned a curriculum change in 2020 – 2021 which will finally introduce digital literacy in the national school objectives and attainment targets. This will have a major effect on the Dutch school programmes in primary- and secondary education.
- Even though working on digital citizenship is not compulsory, there are various (ad hoc) initiatives that work locally on digital citizenship/digital literacy in the neighborhoods and schools. These initiatives show that Dutch schools at present are not well equipped to teach and coach pupils and students towards a full digital citizenship. There is also no feeling of urgency concerning the upcoming curriculum change in 2020-2021. Teachers are in need of sufficient knowledge of media literacy, suitable teaching material or software and sufficient ICT facilities at school. Half of the teachers mention sufficient class time and support at school as an important precondition.
- In the Netherlands several national, regional and local support structures deal with different aspects of digital citizenship. However, each has its own responsibility and there is no national comprehensive vision and/or mission on digital citizenship. Schools and other local organizations are not obliged to obtain the services or advice from the existing structures. This makes it unclear for local professional workers/teachers 'what' is digital citizenship, who "owns it". This contradicts and obstructs the local development of comprehensive "whole school" approaches involving the entire school community as well as other relevant stakeholders.
- In Utrecht local organizations have made substantial efforts to create a promising joint local infrastructure to support schools, parents and children/youngsters. This joint venture is still project based and not supported yet by municipal policies and policies of the school boards. Efforts are being made, in light with the upcoming curriculum change, to change this situation. The COLIBLITE project is anticipating on these developments by realizing a neighborhood approach based on the eight principles of the Council of the European Union.

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<sup>13</sup> In the EU, 40% of citizens have no or low digital skills, whereas around 90% of jobs are estimated to need at least some level of digital skills in the EU. Acquiring those skills is thus rapidly becoming a precondition for workers to become and remain employable.

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## APPENDIX I

### Conclusions on developing media literacy and critical thinking through education and training as adopted by the Council of European Union at its 3471st meeting on 30 and 31 May 2016.

Media literacy - that is, all the technical, cognitive, social, civic and creative capacities that allow us to access and have a critical understanding of and interact with both traditional and new forms of media<sup>10</sup> - is of increasing importance. It is closely related to active engagement in democratic life, to citizenship and the ability to exercise judgment critically and independently as well as to reflect on one's own actions and can thereby enhance young people's resilience in the face of extremist messages and disinformation.

Digital competence, which encompasses the confident, creative and critical use of ICT, is a crucial component of media literacy. A low level of digital competence can leave a person at a disadvantage, not just on the labour market where almost all jobs require some level of digital competence, but also in society at large. As such, there is a clear link between enhancing digital competence and efforts to create more inclusive and cohesive societies.

Media literacy - linked to literacy and communication skills in general - also involves other key competences, notably *social and civic competences* which have a clear link to critical thinking, ensuring that people can value diversity and respect the views and values of others, but also *cultural awareness and expression* which are underpinned by the ability to relate one's own way of expressing points of view to those of others, including those with different cultural backgrounds.

While digital competence is increasingly becoming indispensable, an alarmingly high number of people still lack a basic level of digital competence<sup>14</sup>, putting them at risk of unemployment and social exclusion. This can contribute to creating a 'digital divide', which can lead to social and economic inequalities and which poses a clear challenge to our education and training systems.

As well as the many benefits and opportunities which they can bring, the internet and social media also present potential threats and dangers, most notably by making available online content that is inappropriate or even harmful for children and young people, including hate speech and content that trivialises violence. Other unwelcome phenomena include online grooming and cyber-bullying, which can significantly affect the well-being and development of children, as well as have a negative impact on their educational performance.

The recent terrorist attacks in Europe and other incidents of violent extremism have raised concerns about the unparalleled possibilities that the internet and social media provide for extremist groups of all kinds to spread hatred and violence-inciting messages freely and to find an audience among disaffected youth. Radicalisation of the kind leading to violence often has a transnational dimension, whereby networks of extremists engage with vulnerable youth, regardless of borders. While it is unlikely that increasing educational attainment would stop all forms of violent extremism, education and training can and should contribute to preventing radicalisation.

#### AGREES THAT

As part of their overall mission to prepare young people for society and the labour market, as well as to support them in achieving personal fulfilment, education and training have an important role to play in helping young people to become media literate and responsible citizens of the future.

One key element of education and training's mission is to instill in young people fundamental values such as those enshrined in the Treaty on European Union and to develop and maintain an open and inquiring

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<sup>14</sup> In the EU, 40% of citizens have no or low digital skills, whereas around 90% of jobs are estimated to need at least some level of digital skills in the EU. Acquiring those skills is thus rapidly becoming a precondition for workers to become and remain employable.

mindset, while being able to think independently and critically, to exercise sound judgment using fact-based knowledge and to resist and counter extremist messages, indoctrination and disinformation.

To remain relevant, it is crucial that education and training staff at all levels keep pace with these rapid developments and provide learners with the competences - knowledge, skills and attitudes – and values needed to access, interpret, produce and use information and other media content, notably in the context of the internet and social media, in a safe and responsible manner.

Comprehensive "whole school" approaches involving the entire school community as well as other relevant stakeholders can be of great importance, since learning to use the internet and social media responsibly often takes place outside the classroom in non-formal and informal settings.

INVITES THE MEMBER STATES, WITH DUE REGARD FOR SUBSIDIARITY, TO

1. Encourage enough attention to be paid to developing media literacy and critical thinking in education and training at all levels, including through citizenship and media education.
2. Seek to increase digital competence levels among learners of all ages, in a lifelong learning perspective, as an important precondition for strengthening their ability to participate actively in the democratic life of our modern societies as well as for enhancing their employability.
3. Consider using, alongside national frameworks and tools, the European Digital Competence Framework for Citizens, the Council of Europe's Framework of Competences of Democratic Culture and the UNESCO Global Media and Information Literacy Assessment Framework.
4. Encourage socially safe learning environments, both online and offline, in which controversial issues can be openly discussed and freedom of speech preserved and empower teaching staff to initiate and moderate such discussions.
5. Support teaching staff and school leaders at all levels of education and training in developing through initial training and continuous professional development their own digital competence, as well as the pedagogical skills needed to use new technologies and open educational resources in their teaching and to address the issues of media literacy and critical thinking in an effective manner with learners of all ages and backgrounds.
6. Engage with parents and other stakeholders in society at large, with a view to reducing the digital gap between generations and fostering a shared culture of dialogue and mutual understanding.
7. Reinforce dialogue, cooperation and partnerships between the education and training sector and the media sector – including journalists - as well as all other relevant stakeholders, including civil society and youth organisations, given that the effective development of media literacy and critical thinking calls for a multi-disciplinary approach and recalling the important role that non-formal and informal learning can play in this regard.
8. Encourage innovative, creative and participative ways of developing media literacy and critical thinking in education and training, for instance by carrying out research and by exploring the potential that culture and arts, intercultural approaches and school media production can offer, as a means of strengthening openness towards other cultures and active citizenship.

INVITES THE MEMBER STATES AND THE COMMISSION, WITHIN THEIR RESPECTIVE COMPETENCES, TO

1. In the context of the ET2020 strategic framework, continue to promote peer learning, including through the collection and dissemination of good practices in the field of media literacy and critical thinking, while paying special attention to effectively reaching out to disadvantaged learners and those at risk of marginalisation.
2. Ensure policy coherence at EU level in media literacy, so that the expert work being carried out in the various relevant policy areas, such as education, youth, culture and audio-visual policy, as well as in counter-terrorism, is complementary, while considering the specificities of the education and training sector.

3. Support efforts to equip teaching staff with the skills and tools needed to address the issues of media literacy and critical thinking in an effective manner with learners of all ages and backgrounds, *inter alia* by using the School Education Gateway and by promoting peer-to-peer learning via the e-Twinning platform.
4. Continue to cooperate with, and consider the work done by, other multilateral fora, such as the Council of Europe<sup>12</sup>, UNESCO and the OECD, since the challenges cross borders and affect countries both inside and outside the European Union.
5. Encourage use of the funding opportunities offered by all relevant EU funds and programmes - notably Erasmus+, the Connecting Europe Facility, the European Structural and Investment Funds, Horizon 2020, Creative Europe and Europe for Citizens - to support these efforts.

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<sup>i</sup> Notably in the context of the Strategy for the Rights of the Child 2016-2021, as adopted on 2 March 2016 by the Committee of Ministers, which addresses the issue of protecting and promoting the rights of the child in the digital environment.