Media and information literacy of schoolchildren in Kazakhstan
INTRODUCTION

Assessment of media literacy level of schoolchildren in Kazakhstan

Country-based online survey of 9-year students of public secondary schools
Coverage: 5922

- 13 years old: 0.8
- 14 years old: 52.8
- 15 years old: 44.8
- 16 years old: 1.6

City: 33.2%
Village: 66.8%

Male: 54.0%
Female: 46.0%
Practices of using Internet resources by schoolchildren
What device do you use to access the Internet?

92.1% use mobile devices, of which 97.2% are male and 86.2% female.

6.7% use desktop computers, of which 2.0% are male and 11.3% female.

90.8% access the Internet from their homes, of which 7.3% are male and 4.2% female.

94.8% access the Internet from their offices, of which 7.3% are male and 4.2% female.

* General data are presented, as well as data by gender and area of residence.
How much time a day do you spend on average on the Internet and social networks including messengers?

*General data are presented, as well as data by gender and area of residence*
Types of activities on the Internet and social networks

- Chatting in messengers or chats with friends, relatives or acquaintances
  - Every Day: 91
  - Never: 2

- Viewing the feed in social networks (TikTok, Instagram, VK and etc.)
  - Every Day: 91
  - Never: 3

- Watching videos on YouTube
  - Every Day: 80
  - Never: 4

- Searching for information on studies or for doing homework
  - Every Day: 79
  - Never: 5

- Searching for information (hobbies and etc.)
  - Every Day: 71
  - Never: 6

- Using educational platforms (Bilimland and etc.)
  - Every Day: 57
  - Never: 15

- Playing online or network games
  - Every Day: 55
  - Never: 23

- Searching for additional information on current events in the country and world
  - Every Day: 49
  - Never: 18

- Watching feature film, series
  - Every Day: 48
  - Never: 8

- Viewing news sites / news aggregators about events in the country and the world
  - Every Day: 47
  - Never: 21

- Shopping online, providing online payments for services or goods
  - Every Day: 29
  - Never: 45
Skills for using information on the Internet
Online searching skills

I always know in which sources I can find the necessary information: Agree 82, Disagree 11, Find it difficult to answer 7.

I don't spend a lot of time searching for information on the Internet: Agree 68, Disagree 27, Find it difficult to answer 5.

I can choose keywords for the Internet search query accuracy: Agree 63, Disagree 27, Find it difficult to answer 10.

I use special characters (quotes, plus, dot, minus) / commands (site, allinex) for the search query: Agree 48, Disagree 42, Find it difficult to answer 10.

I often turn to adults to find the right information: Agree 34, Disagree 57, Find it difficult to answer 8.

I use additional filters/Settings for an internet search query: Agree 31, Disagree 55, Find it difficult to answer 14.

I trust the first results of a search query. I rarely go to the second page of search results: Agree 28, Disagree 61, Find it difficult to answer 11.
### Skills to comply with the principles of security and protection of information on the Internet

<table>
<thead>
<tr>
<th>Activity</th>
<th>Agree</th>
<th>Disagree</th>
<th>Find it difficult to answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>I try to use two different identification methods when entering mail, accounts (for example, a password and an SMS code)</td>
<td>69</td>
<td>21</td>
<td>10</td>
</tr>
<tr>
<td>I limit the ability of unknown people to send me messages on social networks</td>
<td>68</td>
<td>25</td>
<td>7</td>
</tr>
<tr>
<td>I use different passwords for different social networks and services</td>
<td>66</td>
<td>28</td>
<td>7</td>
</tr>
<tr>
<td>I do not consider it necessary to change my passwords in the Internet services that I use. Only if I can't remember them</td>
<td>62</td>
<td>31</td>
<td>7</td>
</tr>
<tr>
<td>I use antivirus programs to check files and messages on my computer/phone</td>
<td>55</td>
<td>35</td>
<td>10</td>
</tr>
<tr>
<td>I have nothing to hide on the internet, so I don't bother with various security and protection rules</td>
<td>46</td>
<td>42</td>
<td>12</td>
</tr>
<tr>
<td>There is no information on the Internet that can harm</td>
<td>40</td>
<td>50</td>
<td>10</td>
</tr>
<tr>
<td>My parents have access to my social media accounts</td>
<td>30</td>
<td>62</td>
<td>8</td>
</tr>
<tr>
<td>I usually open links and messages sent from unknown addresses/contacts</td>
<td>16</td>
<td>77</td>
<td>7</td>
</tr>
</tbody>
</table>
Skills of fact-checking and disseminating information on the Internet

- I always check the information (original source, publication date) before forwarding it to another person: 72 agree, 20 disagree, 8 find it difficult to answer.
- I am aware that there is a legal liability for reposting fake information on the Internet: 68 agree, 22 disagree, 10 find it difficult to answer.
- I often doubt the information I receive in messengers and social networks: 61 agree, 25 disagree, 14 find it difficult to answer.
- If I doubt the veracity of the information, then I turn to adults/parents: 55 agree, 38 disagree, 7 find it difficult to answer.
- I usually specify the source of information when reposting/using the material: 46 agree, 39 disagree, 15 find it difficult to answer.
- I complain about the author on social networks if he or she spreads dubious and dangerous information: 45 agree, 41 disagree, 14 find it difficult to answer.
- I had to use the fact-checking services: 29 agree, 60 disagree, 11 find it difficult to answer.
- It’s hard for me to distinguish truth from fake: 21 agree, 70 disagree, 9 find it difficult to answer.
Skills of critical perception of information on the Internet

<table>
<thead>
<tr>
<th>Skill</th>
<th>Agree</th>
<th>Disagree</th>
<th>Find it difficult to answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>I sometimes clean my subscriptions and contacts on social networks</td>
<td>70</td>
<td>23</td>
<td>7</td>
</tr>
<tr>
<td>and messengers, delete unnecessary chats and subscriptions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I try to use different sources of information and listen to different</td>
<td>69</td>
<td>21</td>
<td>10</td>
</tr>
<tr>
<td>opinions on the same topic.</td>
<td></td>
<td></td>
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<tr>
<td>I have a list of experts/bloggers/sites that I trust</td>
<td>47</td>
<td>41</td>
<td>12</td>
</tr>
<tr>
<td>I notice that I can change my attitude to the event after watching</td>
<td>44</td>
<td>42</td>
<td>14</td>
</tr>
<tr>
<td>just one news</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I notice that only the same type of information comes across in my</td>
<td>38</td>
<td>48</td>
<td>14</td>
</tr>
<tr>
<td>news feed</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>I use services that block tracking systems for my activity on the</td>
<td>36</td>
<td>49</td>
<td>15</td>
</tr>
<tr>
<td>Internet, and also eliminate ads</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I often switch to ads and news that pop up in additional windows on</td>
<td>24</td>
<td>68</td>
<td>8</td>
</tr>
<tr>
<td>news and entertainment sites.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It’s hard for me to distinguish propaganda from the actual</td>
<td>19</td>
<td>64</td>
<td>17</td>
</tr>
<tr>
<td>information</td>
<td></td>
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</tbody>
</table>
Media literacy course at school
Does your school have special or additional classes or other activities dedicated to the ability to use the Internet correctly and safely?*

22.7%  
14.2%  
63.1%

In your opinion, do schools need classes on finding and verifying information, protecting personal data and safety on the Internet?

20.5%  
22.9%  
56.6%

General data are presented, as well as data by gender and area of residence.
Conclusion
Mobile Internet is in trend

The vast majority of students (92.1%) most often access the Internet from mobile phones or smartphones, which indicates the availability and provision of technical and telecommunication capabilities, regardless of the area of residence.

The main activity on the Internet is communication

9 out of 10 students use the Internet every day to communicate in messengers and social networks.
8 out of 10 use YouTube every day.
8 out of 10 use the Internet resources for educational purposes every day.
Only 5 out of 10 use the Internet every day to view news and search for information on current events in the country and the world.

Media literacy classes are in demand

Schoolchildren from rural schools and schools with the Kazakh language of instruction indicate that they speak about the topic of using Internet resources safely more often than schoolchildren from urban schools and schools with Russian and other languages of instruction.

Every second survey participant (56.6%) believes that media literacy lessons are needed in the school curriculum.
The Internet is not dangerous, but privacy is important

Students are not inclined to perceive the Internet as a source of threats. Almost every second respondent explains their inattention to online security issues by the fact that they have nothing to hide on the Internet. At the same time, most do not accept parental access to their accounts.

Most students adhere to basic Internet safety rules

The basic skills of protecting information on the Internet for the majority of survey participants are the following: using two methods of identification, limiting contacts with unknown people on social networks and ignoring messages from unknown addresses, using different passwords for different services.

The skill of simple information search is widespread, not advanced

When searching for information on the Internet, students do not have difficulty identifying sources of information and formulating a search query, so the search in most cases does not take much time. Students are not limited to viewing query results only on the first page. They prefer to search on their own, without the help of more experienced people.

Queries are most often formulated linearly, without the use of additional filters and special characters.
**Critical perception of information is associated with the number of sources of information used, and not with their quality**

Survey participants periodically clean up their subscriptions and contacts in social networks, but do not pay enough attention to tracking their activity on the network and the appearance of the same type of information in the feed. Critical perception skills are manifested in ignoring pop-ups and recommendations, as well as in using different sources of information and comparing different points of view. At the same time, the practice of compiling a list of reference sources of information is not sustainable.

**There is a widespread belief in the ability to distinguish between fake information**

The majority of students are confident that they can distinguish true information from fake. Sustainability has such reactions as treating with a certain degree of doubt the information received through social networks and instant messengers, and double-checking information in other sources before disseminating it. At the same time, the skill of using special fact-checking services is not widespread.