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# Media and information literacy of schoolchildren in Kazakhstan

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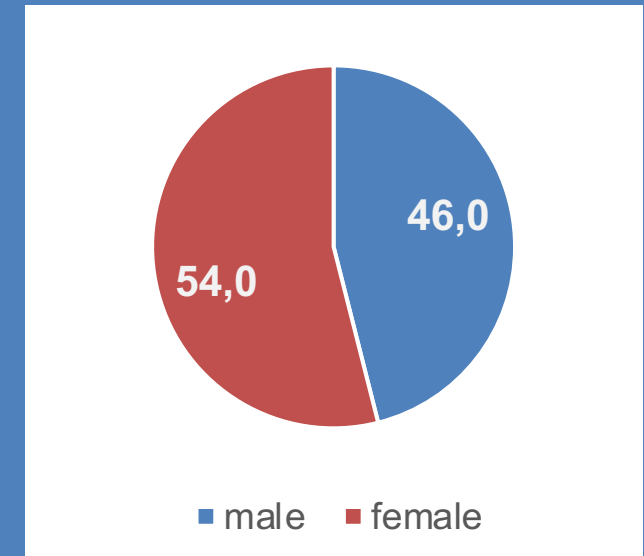
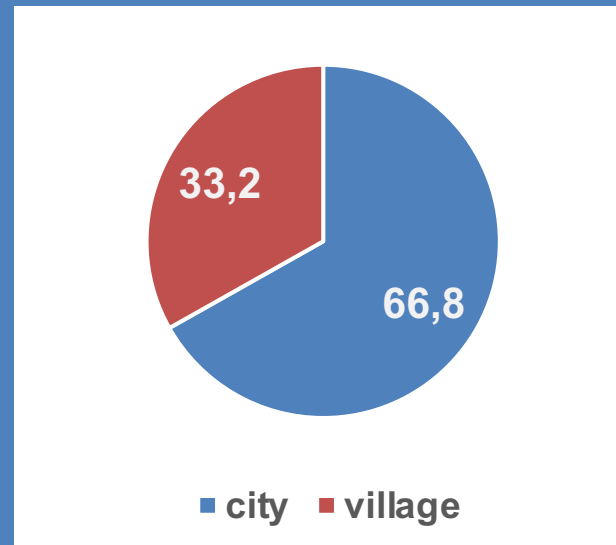
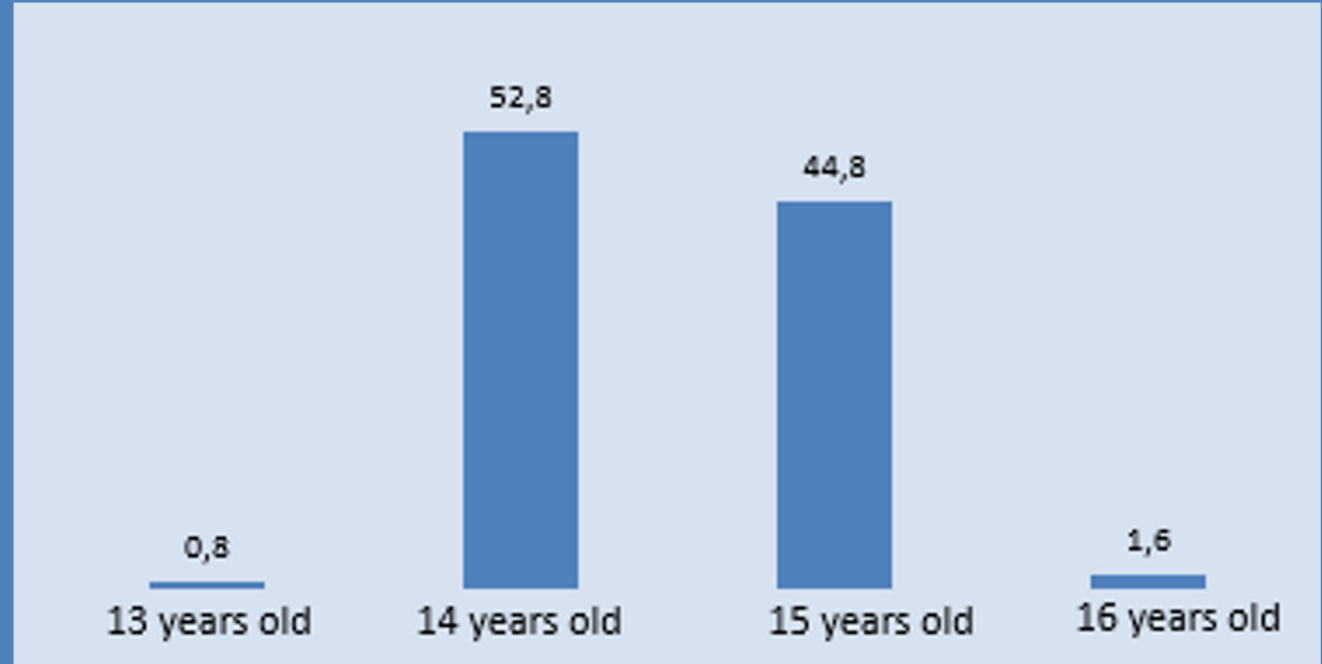
# 01 INTRODUCTION



Assessment of media literacy level of schoolchildren in Kazakhstan

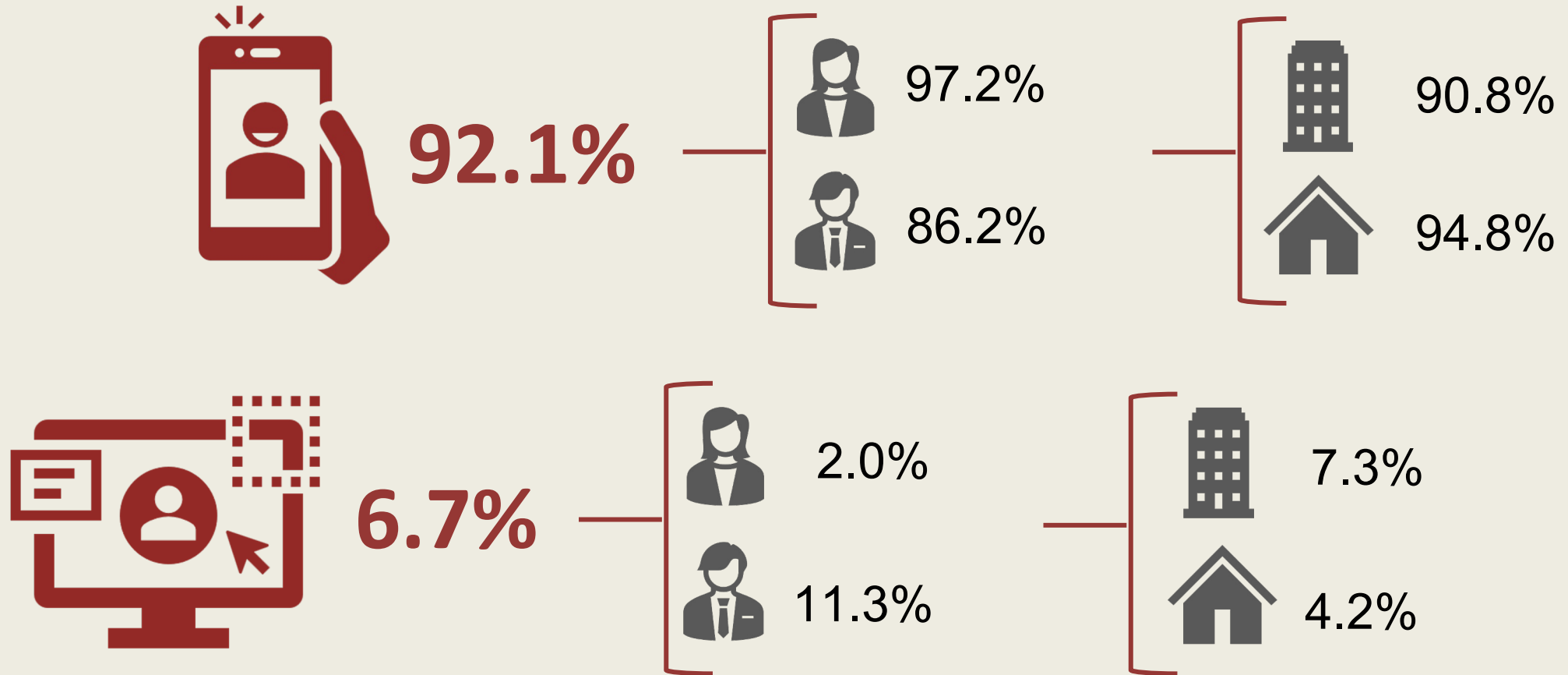


Country-based online survey of 9-year students of public secondary schools  
Coverage: 5922



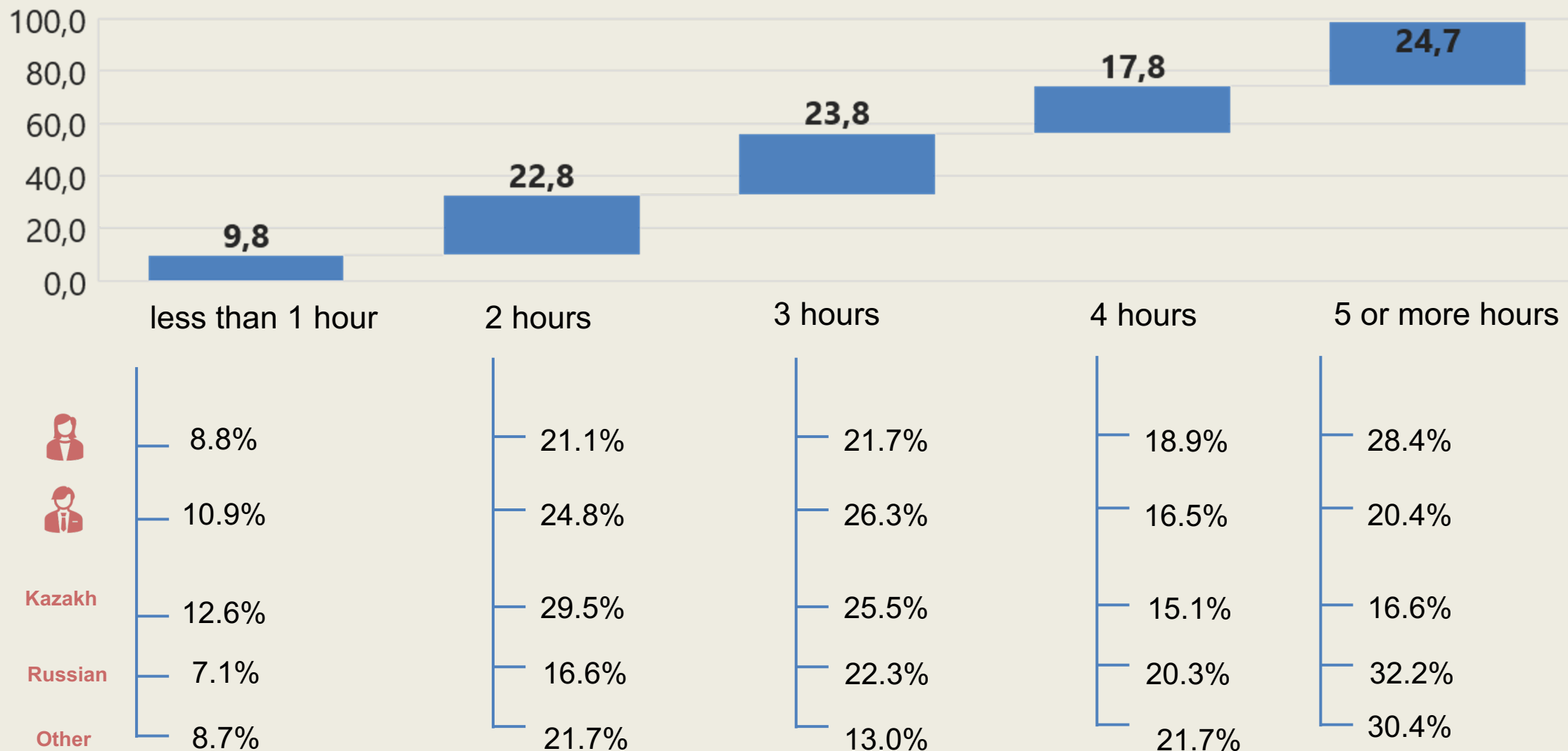
# 02 Practices of using Internet resources by schoolchildren

# What device do you use to access the Internet?

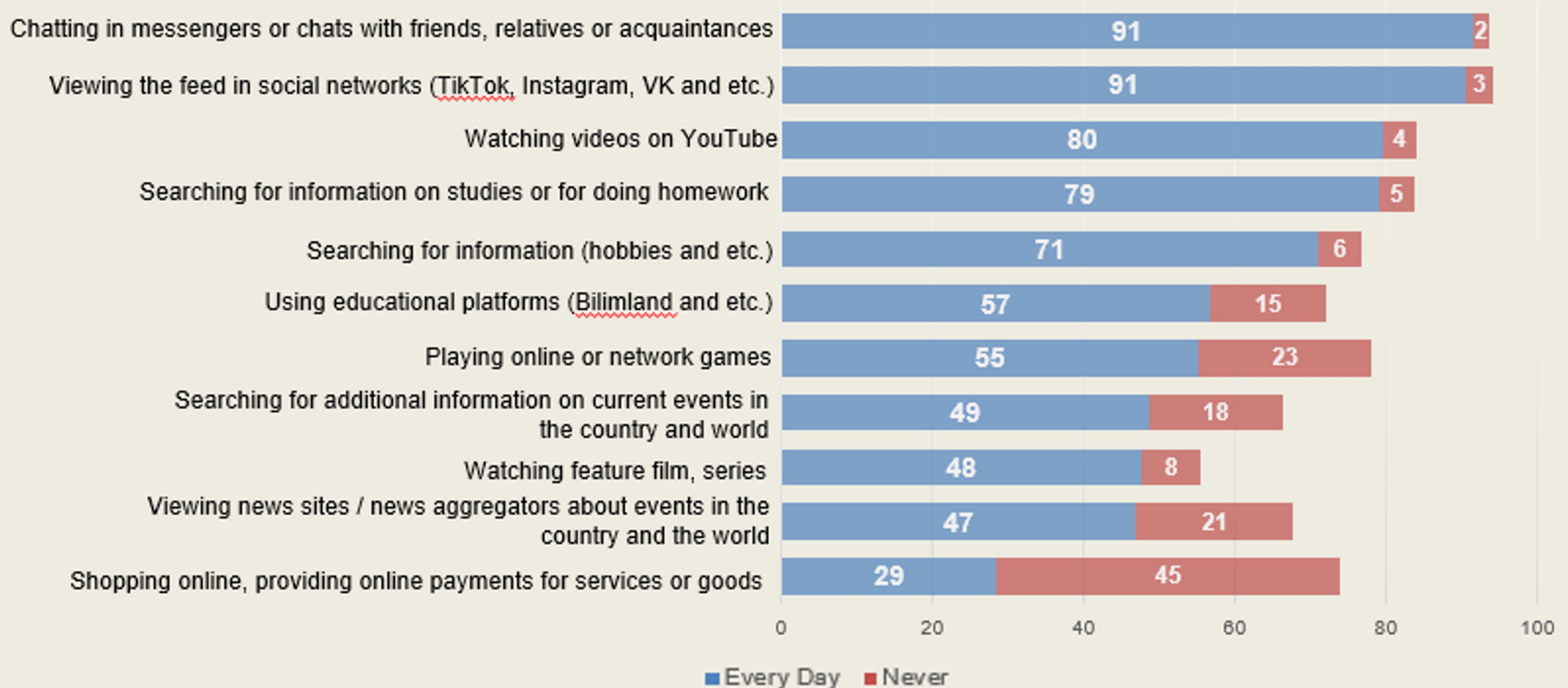


\* General data are presented, as well as data by gender and area of residence

# How much time a day do you spend on average on the Internet and social networks including messengers?

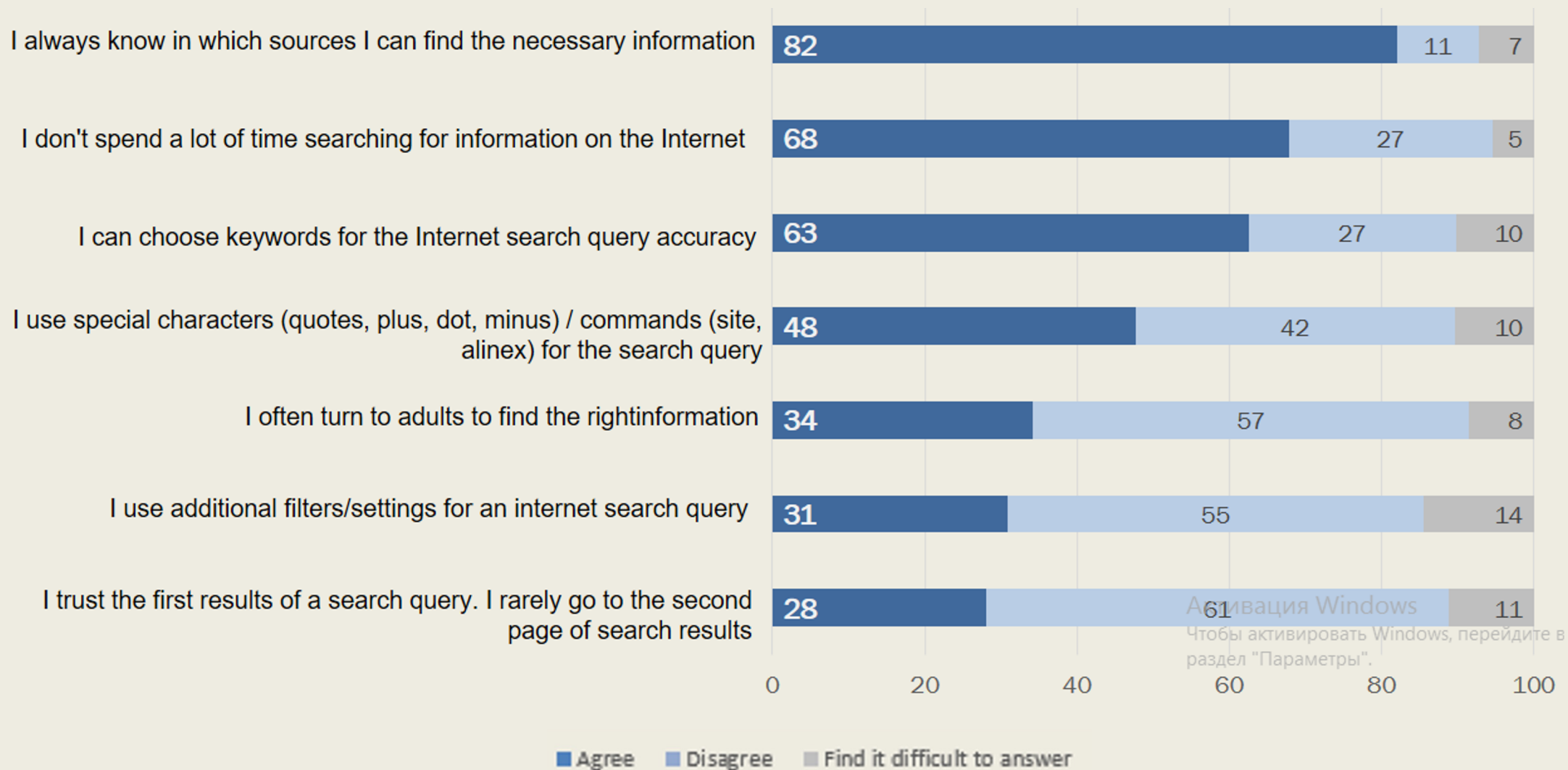


## Types of activities on the Internet and social networks



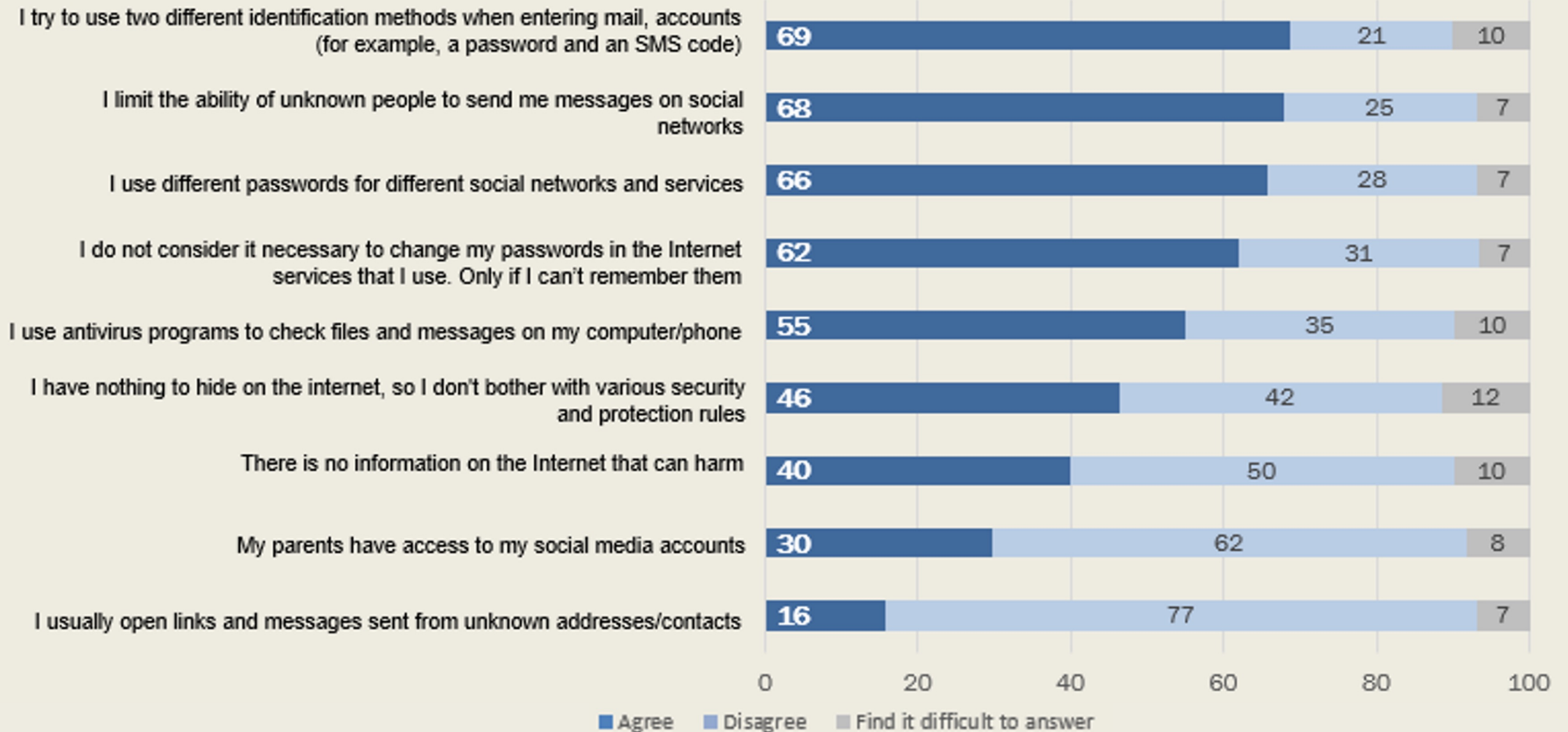
# 03 Skills for using information on the Internet

# Online searching skills

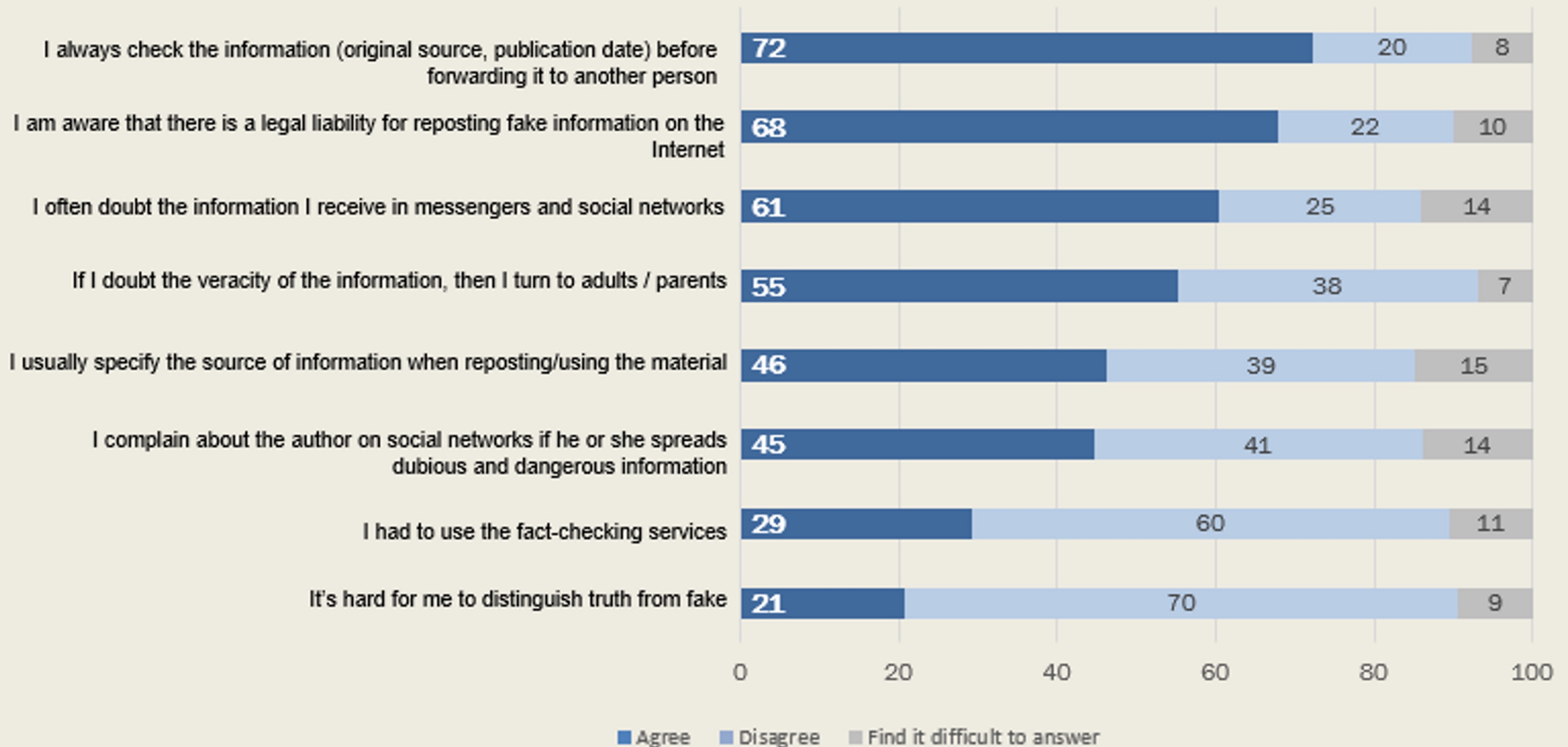




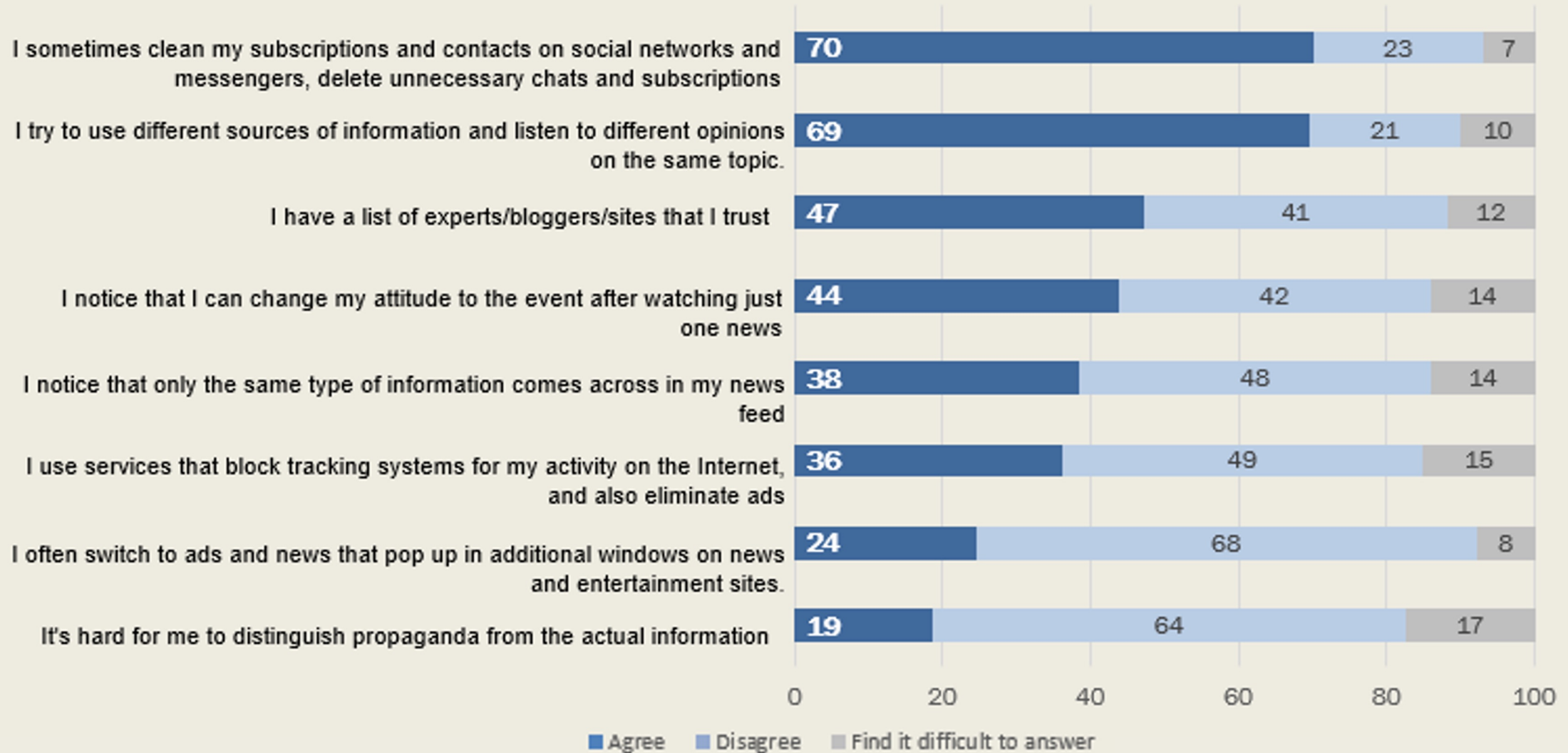
# Skills to comply with the principles of security and protection of information on the Internet



# Skills of fact-checking and disseminating information on the Internet

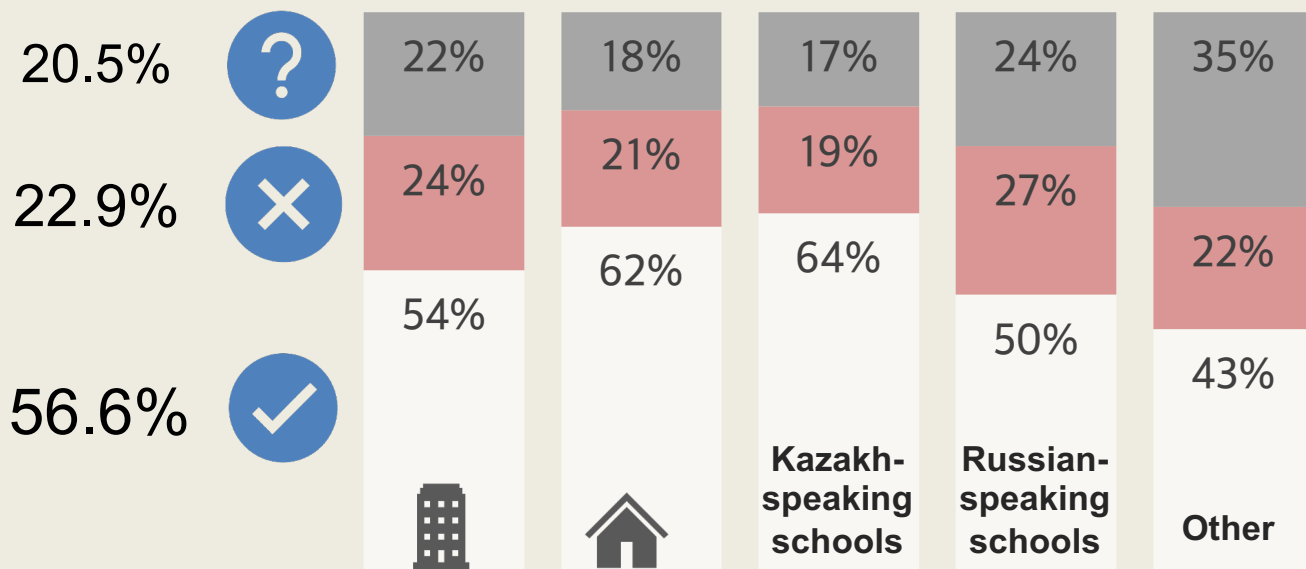
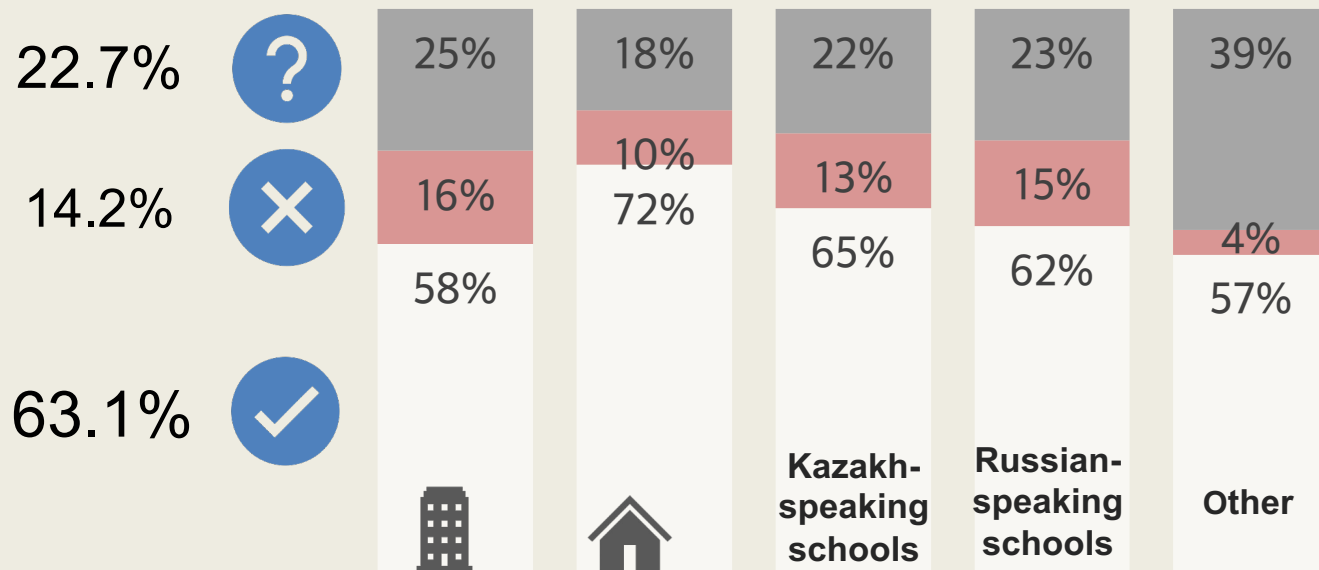


# Skills of critical perception of information on the Internet



# 04 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?\*



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

# 05

## 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.