

# El mundo de Internet para niñ@s y jóvenes

Propuesta de mesa de debate

# ¿Qué dijimos en Eurodig 2010?

## **Opportunities**

- ICTs provide children with an unprecedented possibility of having their voice heard and in participating in the public discourse of society.
- Technologically savvy children and young people can use the Internet to advance positive changes in society.

## **Risks**

- Children are not always aware of all the positive opportunities of the Internet or of the threats to their rights and security online.
- Children are excluded from discussions on Internet governance.
- Digital generation gap: parents and teachers are often not fully informed about technological developments in order to teach children about using the Internet.
- Many parents are not always available to teach their children about using the Internet.
- Young people who are most at risk from online harm are those who are most at risk from offline harm.
- Protectionist educational approaches to the use of Internet often produce negative results. They do not allow young people to apply the principles of autonomy and critical reflection to negative messages nor do they let them develop selfdefence communication against politically incor-

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## Rules (what needs to be taught and how?)

### *What?*

- Media literacy should be considered as one of the priority issues of Internet Governance.
- Measures to increase child participation through the use of ICTs should be increased – this includes child participation in discussions on Internet governance.
- New pedagogies of communication should help children to develop social and technological skills that allow them in their online as well as offline lives.
- Digital literacy programmes should also be provided for parents and teachers.

### *How?*

- Media literacy means to develop the skills needed to read and produce thoughtful, creative and critical “online prosumers” (producers and consumers) in different media and languages.
- Media literacy needs to be improved, for example through educommunication, i.e. teaching children a thoughtful and critical use of the Internet making them not passive consumers but also active producers of media content.
- Minimum competencies to be Internet literate includes knowing and understanding the convergence of media and languages, to analyse levels and patterns of interactivity and navigation, understanding and applying the criteria of usability and accessibility in a context of collaborative and participative learning.

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## **Responsibilities** (who needs to act?)

- The implementation of media literacy programmes has been delayed for too long: much more effort needs to be made now to make children truly media literate.
- Parents and teachers must not be left alone with this task - the industry, as well as the education system and governments and NGOs, have to contribute.
- The key responsibility may lie with the industry and law enforcement bodies.



## Stakeholders

2011

## Continuar y actualizar el debate

- Escuchando los puntos de vistas de los grupos de interés:
  - sector TIC,
  - niñ@s y jóvenes,
  - colegios,
  - padres y madres,
  - Administración
- Equilibrando los análisis de oportunidades y de riesgos.
- Buscando modelos para los niños

## Expertos

2011

- Coordinada por Alejandro Arranz.
- Posibles participantes:
  - Alejandro Arranz (AAPP)
  - Luis Martín (Microsoft)
  - Fundación Telefónica
  - Representante mesa Niñ@s
  - Ana Moreno (APA)
  - Generación Internet
  - Representante de colegio
- Moderadora: Ana Moreno

## Niños y jóvenes

- Coordinada por Ana Moreno
- Participantes:
  - 5 Niños, niñas y jóvenes elegidos de un grupo de debate celebrado la semana anterior y guiado por Luis Martín
  - Los asistentes al grupo previo de debate serán niños y jóvenes provenientes de colegios con los que se ha trabajado, voluntarios del entorno cercano y Consejo de Juventus de España.
- Moderador: Luis Martín