



Further reading

The following offer useful background reading.

Policy

The UK Government's views of the digital skills adults need to safely benefit from, participate in and contribute to the digital world are set out in the [essential digital skills framework](#). The National Curriculum for England in [Computing](#) includes the statutory requirements for maintained schools in England. These are explored more fully at the NCCE [Blog](#) which links to a substantial [report](#) produced by the Raspberry Pi Foundation.

The wider policy context in Scotland is set out in [A changing nation: how Scotland will thrive in a digital world](#). The [Welsh Digital Competency Framework](#) sets out the essential digital competencies that are mandatory within Curriculum for Wales.

An international perspective is provided by the [DIGCOMP](#) framework for developing and understanding digital competence in Europe and [UNESCO's](#) report on digital competencies.

Academic background

Publications by academics aiming to widen the debate beyond user skills to include wider critical thinking include:

Buckingham, D., 2006. Defining digital literacy—What do young people need to know about digital media?. *Nordic Journal of Digital Literacy*, 1(4), pp.263-277

Selwyn, N., 2009, July. The digital native—myth and reality. In *Aslib proceedings*. Emerald Group Publishing Limited

Sefton-Green, J., Nixon, H. and Erstad, O., 2009. Reviewing approaches and perspectives on “digital literacy”. *Pedagogies: An International Journal*, 4(2), pp.107-125.

Digital literacy in the population as a whole

[The Lloyds Bank. \(2021\). Essential Digital Skills Report 2021: Third Edition](#) surveys the general population's ability to carry out a number of basic digital tasks that are important in modern life.