Chapter I

Approaches – existing and possible – to media literacy

The opinions expressed in this study are those of the authors and do not necessarily reflect the views of the European Commission.

The objective of the European Union is to become the world's most advanced information society by the year 2010. At the same time, it aspires to a period of economic growth, full employment, with improved quality of life, and increased equality and social cohesion. These aspirations are threatened by the growing global environmental crisis, the increasing gap between rich and poor, and the potential instability of global finance.

Europe' aspirations for information society leadership must also take account of the growth of India and China as significant players in the global marketplace for both information and material goods, and of the critical situation of African populations with scarce access to the quality of life enjoyed by most European citizens .

In this context, Europe's unique offer to an increasingly interdependent global society is its enormously rich and distinctive cultural heritage and its traditions of democracy, intellectual freedom, religious tolerance, uncensored publication and open debate.

The new digital technologies present unprecedented opportunities for far wider participation in the continuing development of Europe's cultural heritage and civil traditions in a global context. At the same time however, these technologies offer profitable opportunities for misinformation, unwanted surveillance, abuse of the vulnerable and infantilization of public discourse.

The rapid development of digital technologies has thus made more urgent an issue that has been pressing for some time: the need for European citizens to fully understand the means by which information, ideas and opinions are now created, circulated and shared in modern societies: in other words, for a media literate population. "Today, media literacy is as central to active and full citizenship as literacy was at the beginning of 19th century, "DG INFSO Commissioner Viviane Reding (Press release IP/06/1326, Brussels, 6 October 2006).

Only if Europeans have the capacity for access to, and production and participation in the new media environment, acting as active and critical citizens, will Europe be able to take advantage of the opportunities in progress and innovation that ICT generates in the information society.

*The key to ICT Access and the new communication environment is media literacy. Promoting it among European citizens has become a **strategic and integrationist objective** for the whole of Europe.*

A fundamental requirement for the promotion of this new capacity is to have a suitable model for media literacy, and to know all its dimensions, its strategic value and the specific benefits that it can bring to the development of information society in Europe.

The question facing the European Commission, therefore, is what can be offered at Commission level that will add value and encouragement to National efforts, diverse as these are.

Using this model, we will describe the existing and possible approaches to media literacy and their implications for a policy of promotion and support.

Our final objective is an operational working framework.

Dynamic history of literacy

The concept of literacy was traditionally linked to an alphabet or a language code, that is, through reading, writing and understanding and linked with print media. However, today, the term literacy has been extended to cover the skills and competencies involved in finding, selecting, analysing, evaluating and storing information, in its treatment and its use, independently of the codes or techniques involved.

From an historical point of view each stage of the development of communications – in terms of codes, techniques and mediums- correspond to a specific development of the ***communicative and cultural competences*** *and in consequence a different literacy model. Seen in a different way, they have always initiated new power struggles over access to the means of creating and disseminating information.*

The model that is related to the new communicative environment is known as ***media literacy***.

In this section, we will outline the most important milestones in the development of literacy throughout the course of history, in order to give a precise definition of the ***scope and limits of media literacy***.

The acquisition of media literacy from the end of the 20th century to the beginning of the 21st, is the fruit of a continued and significant historical advance of very distant origin, which has been at times, sinuous, and always subjected to the pressure and tensions deriving from conflicts of interest and power. In fact these conflicts have meant that in all of the historical stages of their development, literacy processes have always been influenced and sometimes *interrupted* by inequality in every sphere: economic, social, sexual, ethnic, geographical, etc. On the contrary, it has been these factors and their self-interested use which have made literacy a privilege of the few.

The first great milestone in this continued development was the appearance of **alphabetical writing.** Throughout the history of humanity, the knowledge and command of alphabetical code – that is, what we can call literacy of reading, writing and understanding – was, in fact, the driving force behind a huge intellectual and social advancement. It constituted, in fact, a qualitative leap in the cultural history of humanity and marked the start of a continued path of progress - always affected however by social, economic and every other kind of inequality - from the classical era to the present day. Both the Renaissance and Humanism in their day aided the expansion of writing, which with it brought printing. Similarly, the industrial revolution was accompanied by the progressive expansion of reading and writing, which in turn led to the introduction of obligatory literacy. However, inequality which has existed through the ages and still exists means that literacy has been and still is a privilege of the few. Literacy depends mainly on access to education and one of the greatest obstacles has been and continues to be today the economic factor. Neither should we forget the limitations and constrictions that

come from the concentration of political power, from the negligible development of democratic freedom that exists on a large part of the planet and the difficulties inherent to the acquisition – both individual and social – of competences and skills.

Media literacy, meanwhile, is a part of the important process of humanity's communicative development, which started with the introduction of the classical written alphabet, and which has extended to the development of electronic media and digitalised information.

The table below highlights the most important phases of this evolution.

Historical era	Communicative environment	New skills	Socio-cultural outcomes
Classical era	Oral and gestural communication +[1] Development of alphabetical writing	Command of oral and gestural language + Alphabetical skills	+ Systematization and conservation of knowledge + Origin of philosophy and scientific exploration
Renaissance – and first industrial revolution	+ Develop of printing, of books and the press	+ Amplification and expansion of literacy	+ Advances in empirical philological sciences
Second industrial revolution	+ Appearance of electronic media: telephone, film, radio and television	+ Audiovisual literacy	+ Media and consumer societies
Information society	+ Digital media and Internet	+ Digital literacy + Media literacy (in a climate of media convergence)	+ Globalisation of information + Explosion of knowledge + Knowledge society

The most important recent milestones in this communicative and technological development are: a) **the appearance of electronic media** (telephone, film, radio and television) paving the way for mass communication – dominant since the 1950s – and the later emergence of **digital media**, the paradigm of which is the **Internet** – since the 1980s.

The emergence of digital media, which have expanded at a speed and an extent never seen before in history, has led to, in the context of the information society, a

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[1] The sign + indicates an innovation introduced during the corresponding period.

new intellectual, semiotic, communicative and cultural climate, which has had a marked effect on both personal, work-related and social development.

This new climate has led to a qualitative leap, and to a certain extent a rupture, in the systems of **mass communication** that dominated almost the whole of the second half of the 20th century.

Nevertheless, mass media has not been replaced by multimedia and digital media, at least not yet[2]. This means that within the information society, the systems of mass communication and the new digital multimedia environment currently exist side by side. It is important that the survival of the literacy framework built up over the centuries with regard to reading and writing is not ignored; as it still forms the basis of a large part of personal and social activities, the system of mass communication and the system of multimedia and digital communication.

Each of these communicative models corresponds to a different literacy model. Each has its own specific characteristics, and between them they fill the communicative spaces of the information society. Although both models exist together and share some skills, spaces and media.

The table below compares the principal characteristics of the two dominant paradigms; that of **mass communication** and that of **digital media**, or **multimedia communication**.

Paradigm of mass communication (electronic media)	Paradigm of multimedia communication (digital media)
Autonomy of each form of media	Media convergence
Centralised circulation	Communication-network
Passive consumption	Interactive consumption
Centralised professional production	Decentralised social production
Languages separated by media	Multimedia languages
Static broadcast-consumption	Mobile broadcast-consumption
Creation of extensive audiences	Creation of communities
National circulation	Global circulation

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[2] Nor is it likely to happen for some time. Generally speaking, a communicative system can exist simultaneously with various subsystems of communication.

With mass communication, each type of media is generally autonomous; although there are some instances of crossovers, such as the way television has gradually absorbed film.

Meanwhile, with multimedia society, there has been a **media convergence**. This has led to an increase in communication platforms made up of various media, for example computers, which can also receive TV and radio; and content crossover, such as that of the press and the Internet.

The concept of WEB 2.0 clearly represents radical changes, which are currently being made in the field of communications. The changes which have been made, and are being made include opportunities in self-editing, publication, access to sources, interaction, searches, etc. Net users have within their reach a complete system of appropriation in a new informative and creative environment: *blog* and video *blog* networks, RSS and related services, *podcasting* systems, news sources in which users participate in their classification and circulation, specialised search engines and alert systems for information published on the Internet, *wicki* systems, new image and audiovisual banks, professional networks, social networks, homepages and personalised desktops, social makers, etc. All of these features favour a new kind of media production, a social kind of production in which citizens cooperate with each other to create and distribute a new fabric of information and knowledge. To be exact, "citizens" here means those citizens in the world today who have access and competences to enjoy these new opportunities. They are unfortunately few at the moment but this number is growing progressively and exponentially, much more rapidly than at other times in history.

Along these lines, Pier Cesare Rivoltella[3] has highlighted the features that the new media have brought into the new communicative environment: a) Multimediality in reception and multimodality in production; b) Portability and connectivity – which promote the autonomy of users in relation to the media, make the consumption and use of new technologies more transversal and layered, and promotes multi-tasking.

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[3] Cf. *Screen Generation. Gli adolescenti e le prospettive dell'educazione nell'età dei media digitali.* Milano, Vita en pensiero, 2006.

The table below illustrates these characteristics[4]:

Old media	New media
Multimediality of contents	Multimediality of contents and instruments
Linked to localisation	Portability
Low connectivity	High connectivity
Unimediality of consumption	Multimediality of consumption
Low interactivity	Interactitivity

Media literacy must respond to these new challenges in the communicative environment, which require new creative and critical approaches and which highlight the need for media appropriation by individuals, groups and society as a whole.

Recent studies carried out in several European countries have demonstrated that it is mainly young people who combine the use of *old* and *new* media in true convergence, who have developed multimedia skills, and who have, therefore, entered fully into the new media environment, of convergence and social production.

A comparative study in Europe[5] refers to the *appropriation* of new media by young people, and another Italian study even talked about *bambini multimedia* (multimedia children)[6].

So there is little doubt regarding the need for learning new skills and competencies in the access, use, evaluation, analysis and creation of new languages, messages and media; skills that unite previous forms of literacy, and those of the new media environment and place them in the context of convergence.

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[4] Cf. Pier Cesare Rivoltella: *Screen Generation. Gli adolescenti e le prospettive dell'educazione nell'età dei media digitali.* Milano, Vita en pensiero, 2006, p. 242.
[5] Mediappro: *The appropriation of new media by the youth*, CLEMI, 2006 (http://www.mediappro.org/publications/finalreport.pdf). Cf. also "Cuaderno central: La televisión y la infancia", *Telos*, nº 73, 2007.
[6] Marina D'Amato (dir.), *Bambini Multimediale*, Fireze, Instituto degli Innocenti, 2006, (http://www.minori.it/pubblicazioni/quaderni/pdf/quad_38.pdf)

To understand fully the nature of this new media literacy, one should bear in mind the historical milestones in the literacy process:

Classic literacy (**reading-writing-understanding**) was dominant for centuries and corresponded to the process of reading and writing, and in which primary schooling has played an essential role.

Audiovisual literacy, which relates to **electronic media** such as film and television, focuses on image, and sequential images. It is the beginning of different educational initiatives early engaged but not sufficiently supported by a real policy.

Digital literacy or **information literacy** stems from **computer and digital media**, which brought about the necessity to learn new skills. This is a very recent concept, and is often used synonymously to refer to the technical skills required for modern digital tools.

Media literacy, which is needed as a result of the **media convergence** – that is the merging of electronic media (mass communication) and digital media (multimedia communication) which occurs in the advanced stages of development of information society. This media literacy includes the command of previous forms of literacy: reading and writing (from understanding to creative skills), audiovisual, digital and the new skills required in a climate of media convergence.

The need to tackle the new media literacy has been recognised by numerous experts and researchers [7] and has been described with clarity by Sonia Livingstone: "Because, as media and information technologies converge and pose new problems and challenges for citizens in their everyday understanding of those technologies, two particular traditions are converging. One, broadly, we could call *media literacy*, the other comes from *information literacy*, and people here may be more or less familiar with those different traditions. But of course, as technologies converge, skills converge as well, and so we need a convergent notion of literacy."[8]

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[7] Cf. David Buckingham, Media Education: Literacy, Learning and Contemporary Culture (Cambridge: Polity Press, 2003) y David Buckingham et al. "The Media Literacy of Children and Young People: A Review of the Academic Research" (London: Ofcom, 2005) http://www.ofcom.org.uk/advice/media_literacy/medlitpub/medlitpubrss/ml_children.pdf);   Pier Cesare Rivoltella, J.M.Pérez Tornero

[8] Sonia Livingstone, "What is media literacy?" Media@else, (http://www.lse.ac.uk/collections/media@lse/pdf/What_is_media_literacy.doc)

In fact, this concept of media literacy is recent. One of the most significant milestones was the declaration on media education, made at the 1982 by UNESCO conference in Grunwald. But there have been calls for attention to be paid to media education[9] from different sides and a certain consensus is being formed on its scope and dimensions. The following section serves as a guide giving a precise description of media literacy.

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[9] "Media education" is a process and "media literacy" is the result of this process.

The conceptualisation of media literacy

> ***Media Literacy*** *is the term that describes the skills and competences required to develop, with autonomy and awareness, in the new communicative environment - digital, global and multimedia – of the information society. Media literacy is considered the result of the process of media education.*
>
> *However, the concept is polysemous and competes with other terms such as audiovisual literacy, digital literacy, and others. So it is therefore pertinent to give a clear definition and, more importantly, to consider the different approaches to media literacy according to different policies.*
>
> *In this section we will see how, from the UNESCO and EU definitions of media literacy, as well as other European initiatives, a conceptualisation can be formed, which aside from outlining the field of media literacy, illustrates its different areas and aspects.*
>
> *It is an advance towards a general understanding.*

Media education and *Media literacy,* -as result of this process of education- has been described and defined in an international context by UNESCO, in an initiative that began in 1982 with the conference in **Grunwald (1982)**[10]**,** and continued with conferences in **Toulouse (1990)**[11], **Vienna (1999)**[12] and **Seville (2002)[13]-.**

UNESCO's work focuses on what is known as media education, which is the immediate predecessor of the broadest definition of media literacy.

In Europe, at the beginning of 21st century, **the use of media education was accompanied with media literacy**, undoubtedly in order to include and expand digital literacy, which has been a big part of movements to promote the development of information society and to combat the digital divide.

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[10] International Symposium on Media Education at Grunwald, Federal Republic of Germany. http://www.unesco.org/education/nfsunesco/pdf/MEDIA_S.PDF

[11] 'New Directions in Media Education" UNESCO International Media Literacy Conference in Toulouse http://portal.unesco.org/ci/en/ev.php-URL_ID=5680&URL_DO=DO_TOPIC&URL_SECTION=201.html

[12] "Educating for the Media and the Digital Age" 18-20 April 1999 Http://www.nordicom.gu.se/clearinghouse.php?portal=linkdb&main=reconedu.php&

[13] Youth Media Education Seville, 15-16 February 2002 http://portal.unesco.org/ci/en/ev.php-URL_ID=5680&URL_DO=DO_TOPIC&URL_SECTION=201.html

This work has been carried out with the support of the **Council of Europe**[14] and the **European Commission** – which for the years 2006 and 2007 has supported a **Group of Experts** in the field and has launched a **Public Consultation** on the subject[15]. The work has also been supported by the *European Media Charter[16]* and a number of public media regulation institutions, such as the United Kingdom's **OFCOM**[17].

Using all of these proposals, and in particular following the advances of the UNESCO and European Commission on the topic, we will draw up an integral concept map.

There were four stages to UNESCO's formalisation of the concept of media education.

The first, represented by the **Grunwald declaration of 1982**, was the creation of the field of media education, which brought attention to the impact of the media on training and education.

The second, represented by the **1990 Toulouse Conference** was the systematisation and more precise definition of the field.

Thirdly, the **1999 conference in Vienna,**[18] took a new look at media education in the context of digital advances and the new communicative era that came about as a result.

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[14] Cf. http://ec.europa.eu/avpolicy/media_literacy/docs/coe_fr.pdf

[15] Cf. http://ec.europa.eu/avpolicy/media_literacy/index_en.htm

[16] Cf. http://www.euromedialiteracy.eu/

[17] Cf. http://www.ofcom.org.uk/consult/condocs/strategymedialit/strategymedialit/

[18] "Media Education

- deals with all communication media and includes the printed word and graphics, the sound, the still as well as the moving image, delivered on any kind of technology;
- enables people to gain understanding of the communication media used in their society and the way they operate and to acquire skills in using these media to communicate with others;
- ensures that people learn how to:
  - Analyze, critically reflect upon and create media texts.
  - Identify the sources of media texts, their political, social, commercial and/or cultural
  - Interests and their contexts.
  - Interpret the messages and values offered by the media.
  - Select appropriate media for communicating their own messages or stories and for reaching their intended audience.
  - Gain, or demand access to media for both reception and production.

Media Education is part of the basic entitlement of every citizen, in every country in the world, to freedom of expression and the right to information and is instrumental in building and sustaining democracy. While recognizing the disparities in the nature and development of Media Education in different countries, the participants of the conference "Educating for the Media and the Digital Age" recommend that Media Education should be introduced wherever possible within national curricula as well as in tertiary, non-formal and lifelong education.

Finally, the fourth, the UNESCO seminar in **Seville in 2002**[19], which adopted the definition of the field made in the Vienna conference, highlighted the need for action through active promotion policies in five areas: 1) Investigation; 2) Training; 3) Cooperation between schools, the media, NGOs, private businesses and public institutions; 4) Consolidation and promotion of the public sphere of society and its relationship with the media.

We will now look at European contributions.

The most basic definition of media literacy is provided by **OFCOM**, which states that media literacy consists of 'the ability to access, understand and create communications in a variety of contexts'[20].

According to the ***European Charter of Media Literacy***[21], there are seven *areas of competences* (or uses) related to media literacy:

Use media technologies effectively to **access, store, retrieve and share** content to meet their individual and community needs and interests;

Gain access to, and make **informed choices** about, a wide range of media forms and content from different cultural and institutional sources;

Understand how and why media content is produced;

Analyse critically the techniques, languages and conventions used by the media, and the messages they convey;

Use media creatively to express and communicate ideas, information and opinions;

Identify, and avoid or challenge, media content and services that may be unsolicited, offensive or harmful;

Make effective use of media in the exercise of their **democratic rights** and **civil responsibilities**.

• Media Education addresses a wide range of texts in all media (print, still image, audio and moving image) which provide people with rich and diverse cultural experiences.

• In countries moving towards the introduction of new technologies, Media Education can assist citizens to recognize the potential of the media to represent/misrepresent their culture and traditions.

• In situations where access to electronic or digital technologies is limited or non existent, Media Education can be based on available media texts in that context.

• Media Education should be aimed at empowering all citizens in every society and should ensure that people with special needs and those socially and economically disadvantaged have access to it.

• Media Education also has a critical role to play in, and should be responsive to, situations of social and political conflicts, war, natural disaster, ecological catastrophe, etc".

[19] Sevilla SeminarCf.
http://portal.unesco.org/ci/en/files/5680/10346121330Seville_Recommendations.rtf/Seville+Recommendations.rtf.
[20] Cf. http://www.ofcom.org.uk/advice/media_literacy/of_med_lit/whatis/
[21] Cf. http://www.euromedialiteracy.eu/index.php?Pg=charter

Meanwhile, according to the **European Commission**, media literacy represents a variety of skills and competences related to the media, its images, languages and messages: "Media Literacy may be defined as the ability to **access**, **analyse** and **evaluate** the power of images, sounds and messages which we are now being confronted with on a daily basis and which are an important part of our contemporary culture; as well as to **communicate competently** using media available, on a personal basis. Media literacy relates to all media, including television and film, radio and recorded music, print media, the Internet and other new digital communication technologies". This definition is complemented with a series of broader considerations, which we will look at below[22].

On the one hand, the concept of *media* (with its corresponding *messages* and *languages*) refers to all those that form part of daily life and incorporate contemporary culture, independently of their specific nature (image, sound, written word…)[23].

On the other hand, the skills related to media literacy can be summarised in four areas of ability: ***access***, ***analysis***, ***evaluation*** *and* ***creative production***[24]. All of these skills boost aspects of personal development: ***consciousness***, ***critical thinking***[25] and ***problem-solving abilities***.

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[22] The aim of Media Literacy is to increase awareness of the many forms of media messages encountered in their everyday lives. It should help citizens to recognize how the media filter their perceptions and beliefs, shape popular culture and influence personal choices. It should empower them with the critical thinking and creative problem-solving skills to make them judicious consumers and producers of information. Media Education is part of the basic entitlement of every citizen, in every country in the world, to freedom of expression and the right to information and it is instrumental in building and sustaining democracy. Today Media Literacy is indeed one of the key pre-requisites for active and full citizenship and is one of the contexts in which intercultural dialogue needs to be promoted. Also, media education is a fundamental tool to raise awareness on IPR issues among media users and consumers.

[23] The European definition is inspired by the so-called UNESCO Grunwald declaration on the subject, according to which media education covered each and every media.

[24] There was an emphasis on creative production, as in UNESCO documents, in the European Union's public consultation on media literacy: "The most commonly expressed concern among the respondents was the importance of adding to the definition the ability to **create and communicate messages**, as this aspect of media literacy is viewed as fundamental in empowering people to become active and informed consumers of media. Moreover, the communicative aspect of media literacy is considered essential for enabling people to make effective use of media in the exercise of their democratic rights and civic responsibilities".

[25] The concept of "evaluation" can be enriched – and in fact was something called for by several experts in the European Union's public consultation on media literacy – with the idea of "critical literacy": Several respondents also stressed the importance of including **critical literacy** as part of the definition. Again, this aspect of media literacy is regarded as crucial in the creation of an active and discerning citizen. "We would also stress the importance of critical literacy as part of the evaluation component of the definition, for accessing and analysing media messages are not effective if one cannot also critically evaluate those messages, distinguishing the honest from the deceptive, the public interest from commercial persuasion, the objective and trustworthy from the

When considering other elements that help to define the field of media literacy conceptually and thematically, one must remember that it is the result of a process of learning (and teaching) in any given context, but particularly in formal, informal, social, family and media settings. This multi-contextual process leads to the acquisition of specific abilities and competences, in addition to attitudes and values. This process is known as **media education**[26].

Media literacy should not be treated as an isolated or independent skill. On the contrary, it is a skill that involves and encompasses other skills and forms of literacy: **reading and writing literacy**, **audiovisual literacy** (often referred to as image or visual literacy) and **digital or information literacy**[27].

Furthermore, media literacy is a necessary part of **active citizenship**[28] and is key to the full development of **freedom of expression** and the **right to information**. It is therefore an essential part of **participative democracy** [29] and **intercultural dialogue**. "Today, media literacy is as central to active and full citizenship as

biased or partisan". (Sonia Livingstone, London School of Economics, and Andrea Millwood Hargrave, UK Media literacy Task force. Also: "There exist many definitions of media literacy around the world. More and more often they include the ability 1) to access the media, 2) to understand/critically evaluate different aspects of the media and media contents, and 3) to create media contents/participate in the production process. It is not unusual that the definitions also include aspects of learning to use the media in order to participate in the process for social change, for development, towards increased democracy." (Cecilia Von Feilitzen, The International Clearinghouse on Children Youth and Media, Nordicom, Göteborg University).

[26] According to John Pungente, media education "is concerned with helping students develop an informed and critical understanding of the nature of the mass media, the techniques used by them, and the impact of these techniques. More specifically, it is education that aims to increase students' understanding and enjoyment of how the media work, how they produce meaning, how they are organized, and how they construct reality. Media literacy also aims to provide students with the ability to create media products." We see media education as a process and media literacy as the result of this process.

[27] Digital literacy is a natural consequence of the spread of digital technologies and the promotion of information society. For a definition of digital literacy Cf.Pérez Tornero, José Manuel: *Promoting Digital Literacy*, European Commission.
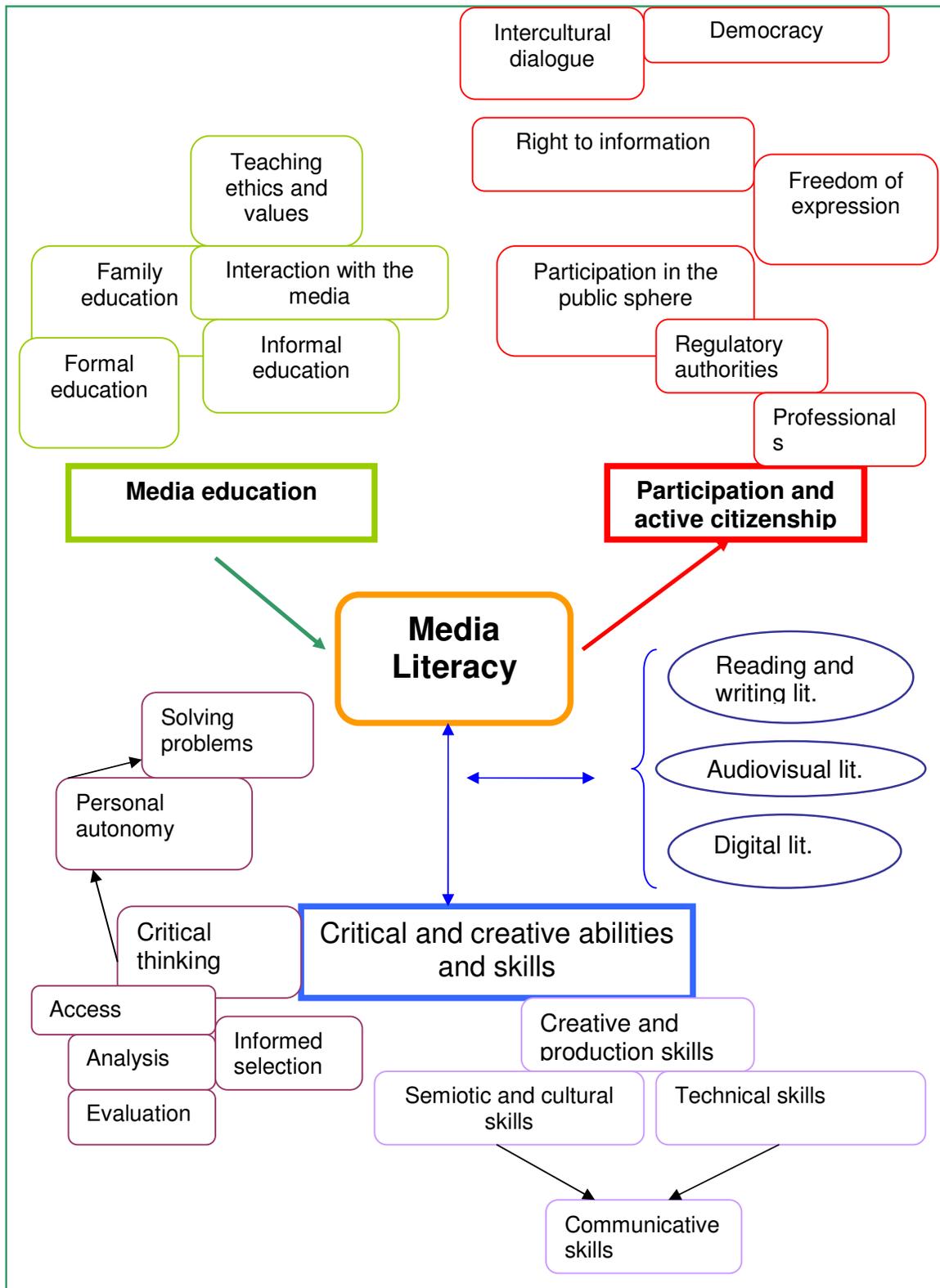
[28] "Media literacy, like print literacy before it, should be recognized as a key means, even a right, by which citizens participate in society and by which the state regulates the manner and purposes of citizens' participation" (Sonia Livingstone, "What is media literacy?" *Media@else*, (http://www.lse.ac.uk/collections/media@lse/pdf/What_is_media_literacy.doc)

[29] "Media education is a part of the fundamental right of each and every citizen of any country in the world to freedom of expression and the right to information, and is a tool for building and maintaining democracy". UNESCO: ibid. According to Sonia Livingstone, "Indeed, literacy is a concept grounded in a centuries-old struggle between enlightenment and critical scholarship, setting those who see literacy as democratising, empowering of ordinary people against those who see it as elitist, divisive, a source of inequality. Debates over literacy are, in short, debates about the manner and purposes of public participation in society. Cf., "What is media literacy?" *Media@else*, (http://www.lse.ac.uk/collections/media@lse/pdf/What_is_media_literacy.doc)

literacy was at the beginning of 19th century," DG INFSO Commissioner Viviane Reding (Press release IP/06/1326, Brussels, 6 October 2006).

These concepts can be linked to and complemented by different terms and areas involved in media literacy.

The chart on the next page is a concept map, which provides a visual representation of the relationships between these concepts.

Intercultural dialogue

Democracy

Right to information

Freedom of expression

Teaching ethics and values

Family education

Interaction with the media

Participation in the public sphere

Formal education

Informal education

Regulatory authorities

Professionals

Media education

Participation and active citizenship

Media Literacy

Reading and writing lit.

Audiovisual lit.

Digital lit.

Solving problems

Personal autonomy

Critical thinking

Critical and creative abilities and skills

Access

Analysis

Informed selection

Creative and production skills

Evaluation

Semiotic and cultural skills

Technical skills

Communicative skills

In the centre, media literacy appears as the result of a process, "media education" which is described, through different concepts at the upper left side of the chart.

Concepts related to "participation and active citizenship" are located on the upper right hand side.

In the lower part, elements that make up media literacy are divided into two main areas, one related to critical thinking, and another related to creation and production skills.

Finally, the three types of literacy that make up media literacy: reading and writing, audiovisual and digital literacy, are positioned to the right of media literacy.

The aim of the chart is none other than to illustrate the different concepts related to media literacy and show how they are linked to each other.

Areas of media literacy

For a complete definition of an operative model of media literacy, it is important to consider the areas of competences into which the necessary skills are divided.

Using the European Commission's definition, the following areas can be identified:

Access: This refers to the opportunities for using media. We will make a distinction between a) physical access to the media and to the contents of the media; and b) the **ability – both cognitive and practical – to use these media** properly[30]. To include both of these aspects, we will talk about **conditions of access**.

In this way it will be possible to consider different conditions of access that exist among individuals, groups divided according to sex and age, social and cultural groups, and according to geographical contexts, and disabilities. A distinction can also be made between different conditions of access to electronic media (film, radio, television, and telephone) and digital media, such as Internet. Access conditions will obviously vary according to the **material availability** of instruments and tools, the **social and institutional rules and regulations** applied to the use of media and the different kinds of capacities or disabilities.

Analysis and evaluation: This refers to a) the ability to **read** [31], **understand** [32] and **evaluate** [33] media content [34] and, b) the capacity for comprehension and awareness of the conditions and possibilities of the media as tools.

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[30] "Access has two dimensions. It is, firstly, about physical access to equipment, in a setting where it is possible to use it in an unrestricted way. However, it is also a matter of the ability to manipulate technology (and related software tools) in order to locate the content or information that one requires" David Buckingham et al. "The Media Literacy of Children and Young People: A Review of the Academic Research" (London: Ofcom, 2005)

[31] By "reading" we understand the ability to decode a message with relation to a specific code and a particular communicative situation.

[32] By "comprehension" we understand the ability to link a meaning – which has been previously decoded - to a specific personal context. Comprehension implies meaningfulness, which is the ability to add meaning to the knowledge and interests of the person decoding the message.

[33] By "evaluation", we understand the process of classification and categorisation of the contents of a message in relation to previous scales of value.

[34] There are several traditions related to this subject which have enriched the concept of media literacy. In Europe, the most influential have been, and continue to be, in the first place, the tradition of semiotic analysis, with an important presence in France and Italy, thanks to authors such as Barthes, Morin, Metz, Greimas, Umberto Eco and Fabbri; and in the second place, the tradition of British cultural studies by R. Hoggart, Raymond Williams, and Stuart Hall (gathered and distributed within the field of media education by Len Masterman, A. Hart and others.

There are several sub-areas to reading, comprehension and evaluation: 1) the ability of the individual to explore, locate and select information to suit their individual needs; 2) the individual ability to evaluate the information used according to parameters such as truthfulness, honesty, interests of the broadcaster, etc.

The area of analysis and evaluation refers to the most sophisticated abilities and skills such as **critical thinking** and **personal autonomy**.

> **Communicative competence:** The skills that allow individuals to create messages, from different codes – and to produce and distribute them using the different media available. It therefore includes creative skills, technical skills, semiotic skills, and social skills.

Communicative competence has a long theoretical history. It originally referred to the ability of speakers to use their linguistic abilities adequately, according to the target group and the context (Noam Chomsky[35]). In other words, it is a pragmatic skill. Jügern Habermas[36] redefined it as a universal pragmatic skill that allows interaction between people, and which is based on rules. It is this skill, which should be widespread, that allows citizens to be active and participative in the public sphere. It is precisely in this perspective that it should be seen as a skill for civil communication.

New media have led to huge advances in skills for creating and producing messages, and have meant a qualitative leap ahead from the previous model of mass communication. Media literacy is related particularly closely to this new context and introduces a new framework for the development of communicative skills.

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[35] Cf. Noam Chomsky *Aspectos de la teoría de la sintaxis*, Barcelona, Gedisa, 1999.
[36] Cf. Jürgen Habermas, *Teoría de la acción comunicativa*: I. Racionalidad de la acción y racionalidad social, II. Crítica de la razón funcionalista, Madrid, Ed. Taurus, 1981.

Elements of media literacy

> *Using the concept map in this previous section, advances can be made in the design of a general conceptualisation for the analysis of the process of media literacy, highlighting the contexts and the role of all the different actors.*
>
> *We will show the distinction between contexts, players, competences and areas.*
>
> *Our objective is to interconnect the theoretical models with empirical policies aimed at promoting and driving literacy.*

In order to create an operational chart on media literacy, the following essential elements must be highlighted:

Contexts: Physical and institutional spaces in which determined players interact in order to achieve a functional objective. A distinction is made between the **personal context** – which relates to the individual activity of a person as part of his or her private and personal life; **family context**, at the heart of family relationships, and generally in a family setting; **educational context**, corresponding to institutional spaces, schools, and formal teaching activity; **media context**, space created by the interaction of individuals with the media, its messages and its uses; and **civil context,** in which citizens exercise their public activities according to their rights, duties and responsibilities. Each context determines specific conditions of access and use, and occasionally, regulation, of the media.

Actors: People, groups, institutions with a precise status and specific role in a given context. These players are defined by different parameters: the nature of the person, the roles, the situation and institutional characters and their social function.

Competences: Set of skills and abilities, which allow appointed actors to carry out a specific function. There are specific skills for each actor and for each area.

Processes: Activities linked to all of the previous elements.

Areas: Areas of activity and processes, which, in a given context, bring together different actors with specific aims.

The table below illustrates how all of these elements relate to each other:

Contexts	Actors	Competences	Conditions and processes
Personal	Adults	Personal training and skills	Conditions of access and use Self learning Tutoring and accompaniment Media production activities
	Children and young people		
Family	Parents and tutors	Skills of parents and tutors in media education and media literacy	Conditions of access, use and accompaniment of media and ICT in the home
	Children and young people	Media skills of children and young people	Family media education activities Media production activities
Educational	Authorities	Skills in media education policies	Conditions of access, use and accompaniment of media and ICT in educational centres
	Teachers and educators	Skills in media education of teachers, parents and tutors	Curriculum: Objectives, contents and activities related to media and ICT
	Parents and tutors		Media education and ICT-related activities in the curriculum
	Students	Students' media literacy skills	Media production activities
Media	Authorities[37]	Skills in media literacy policies	Conditions of regulation and media participation Media literacy activity of regulatory authorities
	Businesses	Skills in media literacy	Media literacy activity of the media Media literacy activity in businesses
	Professionals	Training and skills in media literacy policies	Media literacy activity of professionals
	Audiences	Media literacy	Audience training, skills and participation
Civil	Associations[38]	Skills in media literacy	Conditions of media regulation and participation by citizens Media literacy activity of public authorities
	Communities[39]	Skills in media literacy	Media literacy activity of associations Media literacy activity of communities Training, skills and participation of individuals

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[37] Government or public institutions involved in the intervention, regulation or control of the media system.
[38] Formal grouping of citizens with recognised legal entity.
[39] Active grouping of individuals with functional objectives, with no legal status and with informal regulation.

Possible approaches

This general model shows the principal variables that can define approaches to media literacy.

According to the different needs and demands, there are projects and activities which require different contexts, actors and skills, with particular emphasis on specific areas.

Although there are several opportunities for combining different elements, we will link and define some of the most important possible approaches to the field of media literacy considering European context:

Government (or related) policy activities: Those developed by government and institutional authorities aimed at promoting media literacy. They include investment, subsidies, support, rulings, control, vigilance, etc.

The objective of these actions is normally to establish methods and to improve conditions to facilitate action from other citizens' groups aimed at meeting specific objectives.

Some examples: Actions carried out by the Ministries of Education of various European countries to establish an educational curriculum related to media literacy; the actions of centres such as CNICE (Spain); the Bundesprüfstelle für jugendgefährdende Medien: BPjM (Federal Department for Media Harmful to Young Persons) in Germany; the Ministero delle Comunicazioni, from Italy; or the Landesbildstellen in Austria; Clemi in France and Conseil de l'éducation aux médias in Belgium, etc.

F*amily activities*: Its principal actors are family members – both on an individual basis and acting as a group – although in these processes other entities are often involved to provide stimuli and references. They generally aim to promote exchanges, actions and cooperative tasks to encourage the use of and access to communications, promoting family and personal use of the media.

The objective of many of these is to promote dialogue between family members, establish objectives and rules and guidance for media use, and promote individual autonomy and group consensus in a family setting.

Some examples: APTE. Les écrans, les médias et nous in France ; Collectif interassociatif Enfance et Media (CIEM) ; the Family Friend Festival in the United Kingdom; Movimiento Italiano Genitori (MOIGE) in Italy; etc.

Civil participation activities: Consists of the participation of citizens in activities related to media literacy involving different authorities in the media (generally, public media) domain. That is to say, participation in consultative or debating forums; in spaces provided by the media for response or discussion; in spaces for evaluation and criticism of media contents; and in spheres that have been set up by law in various countries for the active participation of citizens.

Some examples: *R .A.P (Association Résistance à l'agression publicitaire) and Casseurs de pub in France ; CMA (Community Media Association) and Community TV Trust (CTVT) in the United Kingdom; Media Hungaria Konferenciairoda in Hungary; Agrupación de Telespectadores y Radioyentes (ATR) in Spain; Associazione Spettatori Onlus (AIART) ŠKUC in Slovenia.*

Educational and training activities: Based on the promotion of teaching and learning processes. They can take place in educational, school, formal or informal settings; can be aimed at children, young people or adults; and can involve education and lifelong training, media or other professionals.

The objective of these activities is the acquisition of new contents, attitudes or skills. They require the establishment of a basic curriculum, specific resources and certain institutional conditions.

Some examples: *Centre de Liaison de l'Enseignement et des Médias d'Information (CLEMI) and Agence des Usages TICE in France Délégation aux usages de l'Internet; The Hiiripiiri Project in Finlandia ; CNICE and Grupo Comunicar in Spain; Media Education (MED) in Italia, etc.*

Campaigns: Consist of the orchestration of various actors, media and resources to achieve specific objectives. They are generally intensive and take place over a short space of time. Media literacy campaigns can be aimed at promoting specific information, changes in attitude or public awareness.

Some examples: La semaine de la Presse dans l'Ecole (Press Week in Schools) and La semaine sans 100 telés in France; "First Writes" in the United Kingdom, etc.

Media activities: The media, through its contents, activities and suggestions, promote the acquisition of new skills and competences. Simple user guides or the distribution of programming and content guides are already, in themselves, instruments for the promotion of new uses and skills, and provide opportunities for the promotion of media literacy to a certain extent. But the media could perform much more systematic and sustained actions with a marked impact on this promotion.

Some examples: BBC Learning Resources and Channel 4 Learning. Online educational products in the United Kingdom; El Pais del estudiante in Spain; France 5 and ARPEJ in France, etc.

Mediation activities: These are carried out thanks to stable links between different players involved in a given process. In the case of media literacy, mediatory activities generally involve producers and consumers; the media and users; citizens and authorities, etc. Entities involved in readers' rights that own publications or citizens' forums that establish independent media regulatory organizations are examples of this type of mediation.

Some examples: Oficina del Defensor del Telespectador y del Radioyente de RTVE and the Oficina del Telespectador de Antena 3 in Spain; the Consiglio Nazionali per l'Utenti in Italy; the Foro de Entidades de Personas Usuarias del Audiovisual (Users' entities Forum) in Catalonia,(Spain); etc.

Regulatory activities: These are aimed at promoting standards of conduct, formal and informal, obligatory or optional, etc., for the use and enjoyment of media and technologies. These codes can be established for different contexts (personal, family, educational, civil, legislatorial, etc.) and can be organised and set out in codes of conduct, standards, guidelines, etc.

Some examples: OFCOM in the United Kingdom; the Conseil supérieur de l'audiovisuel (C.S.A.) in France; the Autorità per la garanzie nelle comunicazioni (AGCOM) in Italy; the Consell Audiovisual de Catalunya in Spain; etc.

Professional and business activities: These are media literacy initiatives which are organised, conducted and carried out by businesses or professional sectors. The activities are inspired by industrial or professional criteria.

Some examples: Media Smart and MindTrek Media Week in the United Kingdom; Internationales Zentralinstitut für das Jugend - und Bildungsfernsehen beim Bayerischen Rundfunk (IZI) in Germany; etc.

Production skills activities: Production skills activities aimed at critical acquisition of media literacy and available to the general public. They can take place in different settings: schools, museums, cultural centres, Internet, etc. They combine educational and development activities with activities in expression and communication.

Some examples: First Light Movies, Film Education, London Children's Film Festival and Showcomotion in the United Kingdom; Association Régions Presse-Enseignement Jeunesse (ARPEJ) in France Idea Video Exchange Network (IVEN) in Hungary, etc.

Orientation and reference activities: Those aimed at providing resources and criteria for the development of activities related to media literacy. They include the creation and distribution of material resources, systems of assistance and consulting; guidance and consulting for specific actions and subjects; launch of codes of conduct and standards, etc.
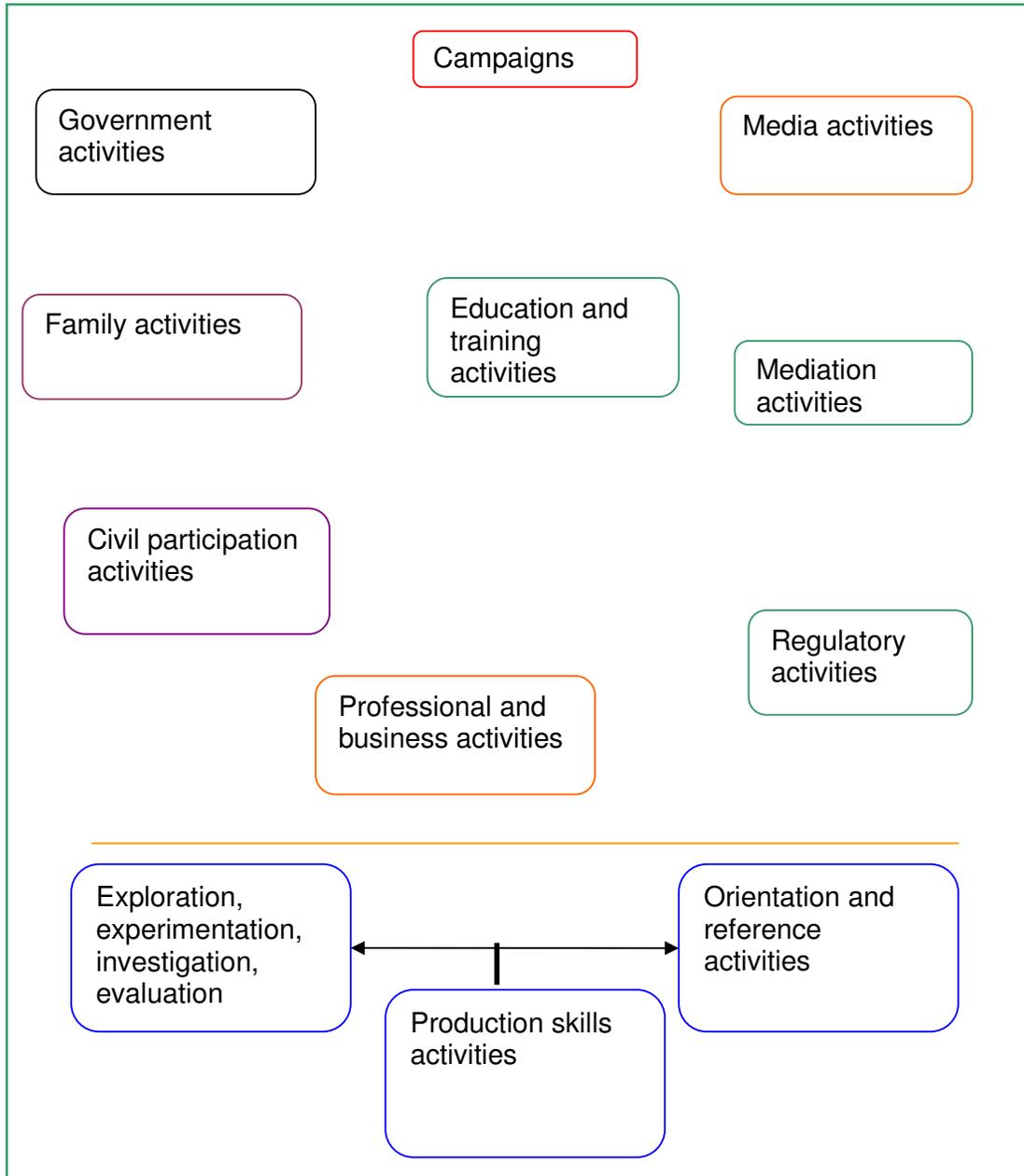
The objective of these activities is to help, guide, advise, support and reinforce different actions undertaken in the area of media literacy.

Some examples: Mediamanual.at in Austria; Informationssystem Medienpädagogik ISM in Germany; OMERO in Italy; Éducaunet in France; Hungarian Moving Image und Media Education Association in Hungary; etc.

Exploratory, experimental, investigatory and evaluation activities: These activities are aimed at opening new avenues for the development of media literacy through the experimentation and investigation of new models and uses, and the evaluation of the experiences.
They contribute to innovation, change, the search for precise objectives and the evaluation of specific policies.

Some examples: Éducnet in France; Institut für Medienpädagogik in Forschung und Praxis JFF in Germany; Hans-Bredow-Institut für Medienforschung HBI (Institute for media research); Observatorio de la sociedad de la inforamción (de Red.es) and the Gabinete de Comunicación y educación de la UAB in Spain; Centre for the Study of Children, Youth and Media in the United Kingdom; L'Osservatorio sui Diritti dei Minori and EURISPES in Italy; etc.

The possible links and complementarity between these activities are illustrated in the chart below.

Campaigns

Government activities

Media activities

Family activities

Education and training activities

Mediation activities

Civil participation activities

Regulatory activities

Professional and business activities

Exploration, experimentation, investigation, evaluation

Orientation and reference activities

Production skills activities

The balance and complementarity between all of these activities ensures efficient functioning of media literacy and makes it possible to create optimum conditions for them to be carried out.

The absence of developments in some of these aspects or the imbalance existing between them creates an obstacle for the setting up of favourable conditions for the development of media literacy.

However, obstacles and barriers to the development of media literacy does exist, which come not so much from the absence of developments as from the presence of opposing factors. This is not the place to describe them at length, but the following are some of the main ones:

Inflexible educational systems when it comes to using the media and ITC

Massive communication systems which do not encourage and may even hamper critical sense and the growth of awareness.
Authorities that hinder the right to information and participation.
The existent of economic, cultural or other kinds of barriers which impede effective use of new technologies.
A commercial communication model that is basically focused on persuasion and leaves information to one side.
Limitations on public debate and the creation of areas for debate and public deliberation.

Media literacy can only be developed in opposition to this type of barriers and limitations.

Chapter II

Emerging trends and good practices in the development of media literacy in Europe

The opinions expressed in this study are those of the authors and do not necessarily reflect the views of the European Commission.

Recent evolution of media education and media literacy

In this section, we will look at the recent evolution of media literacy in Europe, its basic orientation and its relationship with other related fields, such as media education and digital literacy. We will then go on to explore the emerging trends of the current situation: innovations, changes, crisis points, alternatives, etc. All of these aspects form a panorama of the experiences gained, of projects and of the paths followed. We have used document analysis, case studies and the analysis of media literacy in representative countries.

Our goal is to identify the key aspects of the situation, in other words, the areas and issues in which changes are being made and new trends are emerging.
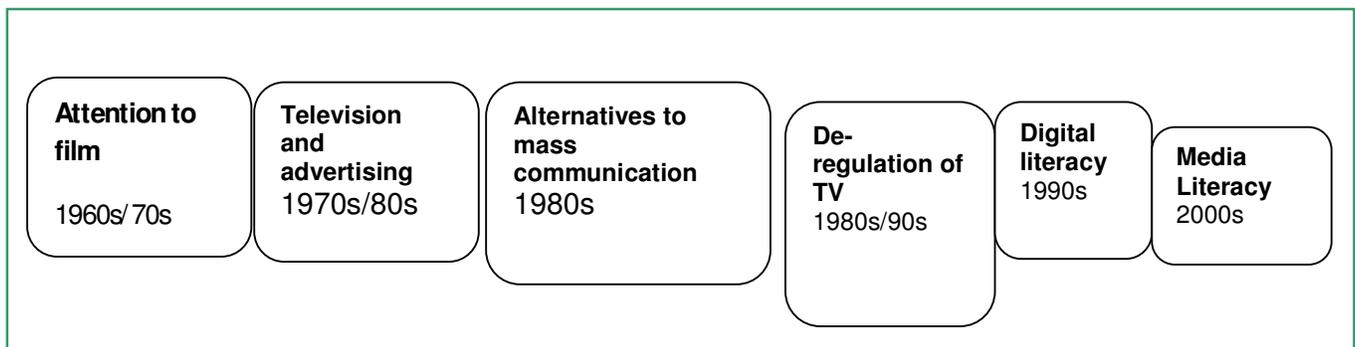
To conclude, we will give a diagnosis, which is effectively a prelude to the recommendations made in chapter III.

Stages of media literacy in Europe

Educational interest in the media, which has centred on *media education*, or *media literacy*, has had different stages or origins which we will describe below.

It should be noted that the phases being presented are evolutionary, and often correspond to specific focuses and models of media literacy models and which, therefore, can coexist at the same time and in the same setting. We will still, however, present the phases in stages to facilitate comprehension and to explain the dynamic orientation of the phenomenon.

The table below illustrates this evolution.

Attention to film 1960s/70s	Television and advertising 1970s/80s	Alternatives to mass communication 1980s	De-regulation of TV 1980s/90s	Digital literacy 1990s	Media Literacy 2000s

During the 1960s and a large part of the 1970s, film captured the attention of European teachers. Its rising influence and the emergence of new aesthetic and cultural trends boosted the interest in bringing film into schools. In France, this orientation coincided with the promotion of the *nouvelle vague,* a trend in which film makers themselves became concerned with theoretical discussion, pedagogy and the spread of aesthetics; in the United Kingdom with the *free cinema,* although the creation of the *British Film Institute* had done a lot for media education since 1933; in Italia, with the appearance of cinematographic neo-realism; and in Germany and Poland, in relation to the cinematographic trends of the time.

Film club activities, education in film image and evaluation of the aesthetic and linguistic opportunities in film were all parts of the model approach to media studies. Initiatives were few and far between and on a voluntary basis, but they did succeed in promoting a group of teachers who were dedicated to the field and who became influential.

During the 1970s and the beginning of the 1980s, interest was focused on television, discussion about the emerging consumer society and in particular, criticism of advertising. Media education became more critical and took advantage of the critical experience of French semiology (based on Barthes and the magazine *Communications*), as well as the suggestions of critical ideology derived from the movements of May 1968 - in particular those related to criticism of the consumer society – and proposals made in British cultural research (Hoggart, Williams, Stuart Hall).

During the 1980s, media education was enriched by the trend for seeking alternatives to mass communication. It was during this time that the video appeared - and with it many types of popular video – and the development of local or close communication began. This trend was particularly strong in France, Italy, Spain, etc.

The end of the 1980s the beginning of the 1990s saw the appearance of private television channels due to de-regulation – the end of the monopoly of public television channels – and media education and media literacy turned to the debate on the impact of the media and its contents. Concerns were raised about violence, the influence on young people, consumerism, the influence of advertising on values, etc. Discussions and debates began on public communication services [40] and independent regulatory authorities started to appear[41], regulation and self-regulation codes were proposed and citizens were invited to participate in the configuration of the new electronic media services. The unprecedented strength of electronic media and the need to connect schools with current information led to the first systematic links being formed between schools and the media[42].

During the mid-1990s, the arrival of digital media had a huge impact on communicative systems, in particular Internet and the WEB[43]. The need for digital literacy became very apparent. The novelty of these new media, and the need for digitalisation that they brought, changed the focus of literacy to the need to acquire instrumental skills, and above all to combat the digital divide, which developed into serious levels of inequality in access to new media.

As a result of all these factors, the beginnings of digital literacy in Europe were distanced from the focus and style that media literacy had had until then. A very European tradition, based on critique, was thus abandoned, and all eyes turned to the United States, which presented itself as an exemplary model for the introduction of an information society, and which accentuated instrumental focus.

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[40] Reforms to BBC, RAI and French public television, among others.

[41] *Conseil Supèrieure de l'audiovisuel* (1989) in France; in 1991 in the United Kingdom the Independent Television Commission (ITC), took over from the *Independent Broadcasting Authority set up in* 1972, and acquired new powers related to new television distribution systems, etc.

[42] CLEMI was founded in France to boost the relationship between the press and education. At around the same time Spain started the *Programa Prensa y Escuela* campaign (1983); and other initiatives began to appear across Europe.

[43] 1991 marked the appearance of the World Wide Web and the globalisation of the Internet began.

At the beginning of the 2000s, the media convergence began with force, and calls began for a synthesis of digital literacy and the tradition of audiovisual literacy (media education), which began to be known as media literacy. During the first few years of the 21st century, the barriers between conventional and electronic media and digital media began to disappear. Firstly, this was because all media started to be affected by digitalisation in some or all of their processes[44]. Secondly, because new media, the new communication platforms develop and promote media convergence and multimedia language; convergence and multimedialisation based on digitalisation and the development of new mobile communication technologies.

The skills required for success in the new media environment must, therefore, include old skills related to conventional media, as well as those related to digital technologies.

However, the convergence between policies that promote audiovisual and digital literacy is not moving as quickly as that of the media themselves. The same can be said for the convergence of the theoretical, pedagogical and methodological focuses of media education and digital literacy.

In fact, the call for a new media literacy, which corresponds to the new media environment, is relatively recent, and is based on several research initiatives[45], both academic and institutional[46].

Basic trends

Aside from these stages or focuses, since the 1970s some basic trends have been identified, which have had a profound effect on the evolution of the models, which we will look at below.

It is important to note that, in many cases, the focuses and models are different, but work in conjunction, and one does not replace the other. We must therefore discard the idea that some models are dominant in relation with others.

The most important basic trends are as follows:

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[44] The traditional press is taking giant steps towards cyber-journalism, which is circulated on the Internet. The television is also part of digitalisation, not only in production, but also in its broadcast via communication satellite, cable or terrestrial broadcast (including ADSL). Radio is also going digital. Even film is fast approaching its own forms of digitalisation in production and circulation.

[45] Cf. Mediappro: *The appropriation of new media by the youth*, CLEMI, 2006 (http://www.mediappro.org/publications/finalreport.pdf), Marina D'Amato (dir.), *Bambini Multimediale*, Fireze, Instituto degli Innocenti, 2006, (http://www.minori.it/pubblicazioni/quaderni/pdf/quad_38.pdf)

[46] At the 1998 UNESCO conference in Vienna and the 2000 Seville conference, calls were made for an extension of the concept of media education to include any media, whether digital or not. The European Commission announced an invitation to tender for media literacy projects at the start of the decade.

Since the 1970s, the focus of media education has developed **from a perspective centred basically on the educational context, using pedagogical methods, to another focused on the civic context**.

In its early stages of development, media education seemed to be the exclusive responsibility of the educational system and of teachers. This responsibility has progressively been extended to reach families (parents), teachers in general, media, public institutions, professionals, associations, etc.

> The concept itself of "media education", which since 1982 has mobilised institutions such as UNESCO and the Council of Europe, gives credit to an educational focus. This educational focus seemed to mean, furthermore, that media education was a task aimed above all at protecting children and young people. It is important to note that the first European institutions to be involved in promoting media education were linked to Ministries of Education, such as CLEMI in France, Landesbildstellen in Austria, the CNICE in Spain, etc. In addition, most of the associations involved in media education in almost all European countries have brought teachers together, such as Grupo Comunicar in Spain, or the MEA in Germany.

The involvement of other bodies, associations or actors in the field of media education has a dual origin: firstly it ties in with the movement to extend education, with the focus on *learning for the length and breadth of life* and which has been acclaimed by both UNESCO and the European Commission.

The current formal educational focus and civic educational focus can be viewed as separate or complementary elements. Therefore, even if the focus that centres on citizenship is the most novel and recent, the focus that centres on formal education is dominant in Europe and is the referential model.

Towards the working objective of a mass media and digital media convergence: Initially, media education was focused on the mass media (press, radio, film and television). With the development of ICT, interest moved on to digital media. In recent times, interest has been shared between **mass media and digital media and is based around concern for the new digital environment, including both digital and new media.**

Nevertheless, in Europe it is still the norm to separate skills related to media education and digital skills. The former has a more critical component, and the latter, a more instrumental component.

There are few curriculums, formal or for lifelong learning, based on the convergence between media education and digital literacy. If, despite everything, the convergence takes place, it is more down to changes in technology and an integration of the media in a new communicative environment, than a theoretical discussion or disciplinary change.

From protection to promotion: Three basic models stand out. One of them is dominated by the objective of **protection** against possible harm from the media, a model in which mistrust and suspicion of the media are evident. In the second model, **promotion**, mistrust and suspicion are replaced by the objective of taking advantage of the benefits offered by new media. Finally, the third model is more eclectic, combining **protection** and **promotion**, and adding **creative production**.

So the idea of the need for protection was associated with theoretical models associated with the theory of the effects of the media and its power, while the idea of promotion was associated with models that concentrated on how the user utilises the media, and his or her ability to search, select and evaluate.

Within the protection stage, a distinction can be made between **moral** protection, characterised by the ethical, rejection of the media and their excesses, and the need to protect the population, particularly children and young people, against them. **Ideological** protectionism stems from an ideological-political commitment and criticised and condemned messages and media opposed to this commitment.

It must be said, however, that the apparent dialectic between the model of protection and that of promotion is more apparent than real. It is very difficult in practice to find a case in which there is not an element of each concept. So a significant percentage of European initiatives display elements of both protection and promotion, and only occasionally is one concept strategically accentuated.

Changes to action plans. Three models can be distinguished:

- o a) **Critical reading**: related to semiotics and critique, and with cultural studies;

- o b) **Creative production**: related to active pedagogy, alternative communication theories and the establishment of communication policies; finally,

- o c) **Cooperative production:** this model is related to policies promoting information society and communication theories in cooperative and community work.

The chart below illustrates all of these models, linking them to each other. The actors, premises, (or starting points), objectives and priorities of each focus are also indicated.

	Focuses	Technology	Privileged actors	Premises	Objetives	Priorities
Protection	**Moral protectionism**	Big media MASS MEDIA	Tutors and educators	The media represent a risk to the moral development of children and young people	Condemnation of abuses Protection of children and young people	Creation of control mechanisms
	Ideological Protectionism		Social activists	The media have the power of manipulation and ideological control	Acts of resistance, suggestions for alternative reading	Social debate: condemnation and criticism
Promotion (awareness and appropriation)	**Proposal of critical reading**	Small and social" media INTERACTIVE MEDIA	Educators Education authorities Regulatory authorities	Different ways of reading media messages can be developed	Critical reading awareness	Critical thinking Media education in the curriculum Regulation / self-regulation
	Production proposal		Education authorities Industry Professionals	New media facilitate the liberty to produce messages	Autonomy and personal initiative Creation of standards Innovative production	Individual appropriation of the media Improvement of production quality
	Cooperative action proposal	WEB 2.0 (Youtube/ Myspace)	Communities and associations Industry teamwork	Network communication boosts cooperative media	Mediation between citizens/media Social appropriation of media	Active citizenship Participation Cooperative production *Co-regulation* Corporate responsibility

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In view of this chart, it should be said that the separation between models of media literacy, as between technology, actors, etc., is basically theoretical. In practice and in real life many of them are related or even mixed up and there are many hybrid and complex situations. For instance, the borders between big media and small and interactive media tend to merge together. To give an example, many of the large newspapers on the Internet are promoting enormous constellations of readers' blogs which make up an essential message in their online strategies. In the same way, we can find media literacy strategies which combine protectionism with the promotions of production or which aim at building protectionist attitudes by promoting strategies of creation. We must then be very clear that these are descriptive concepts of trends and not cartographies of a reality which is never totally identifiable with clear-cut theoretical models.

We must stress that when carrying out specific actions or studying the circumstances that favour media literacy, none of the proposals outlined above will be found in isolation. On the contrary, they often complement each other. This means that priorities, focuses, proposals and actions are inter-linked.

Keys to the different models for promoting media literacy

The countries in Europe promoting media literacy, and within them, the different actors working in the area, all agree on certain aspects and differ on others. Between the end of the 20th century and the beginning of the 21st some areas of common ground have been promoted, and areas of basic differences have been developed.

The coincidences and convergences are more decisive than the differences, but it was worth noting some.

There are **convergences** in the following areas:

Noteworthy attention to digital literacy:

There is a high level of consensus about the need for public policy to give special attention to the promotion of media literacy. This fact is clear in two aspects:

a) the effort that has been made (with varying results) to introduce ICT skills into the education system, which, to a greater or lesser extent, has meant a boost of media education and media literacy;

b) all of these countries have appointed a specific department (ministerial department, pubic company or other) to promote skills related to ICT among citizens, and have launched campaigns and initiatives aimed at promoting media literacy. Previously, priority was given to the development of skills for merely using ICT.

The following countries have recently modified their curriculums to include digital and media skills: the United Kingdom, Spain47, France48, Finland49, Italy50 and Portugal.

Only in certain countries, is the promotion of skills related to digital literacy extended to the mass media and general communication, that is, to media literacy. Such countries include Germany and Finland.

Nevertheless, the dominant trend is that there is no complete convergence between the digital and media curriculum, meaning that problems that could be resolved with an integrated framework still remain without solution.

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[47] The Royal Decree 1513/2006, of 7 December.
[48] Media literacy was included in the curriculum in 2003.
[49] Cf. The Ministry of Education's expert report on media literacy, 2007.
[50] http://www.indire.it/lucabas/lkmw_file/eurydice//2006_DNIT_EN.pdf

Economy and citizenship:

There is a general consensus that there are two dimensions to the promotion of digital literacy and media literacy: that related to the economy and to citizenship. On the one hand, promoting the expansion of Information Society, with beneficial consequences for the economy and industrial development and furthering the development of active and participative citizenship.

However, this consensus is mainly true among political authorities and in entities responsible for information society. It is not as evident in the teaching profession, or among educators. There are differences between what we could call a technical focus to digital literacy and a humanist and cultural focus to media literacy. This means that the problem has not yet been resolved, which to a large extent is due to a lack of bridges between educational systems and the working system, and the lack of consideration given to the value of education in relation to employability and the ability to affect production.

It often seems as if development of active citizenship does not affect the economy and vice-versa.

Cooperative effort:

There are coincidences in that the promotion of media literacy stems not only from the education system, but involves all of the main actors in the field: families, professional and civic associations and the media itself. The model that is emerging is one of co-responsibility. However, calls for such a model do not translate into effective actions.

For the most part, it is only the education system that is concerned with media literacy, and sometimes only partially, while families have little to do with it, or neglect it. Meanwhile, the media often neglects it, appealing for the freedom of the viewer or user and the industrial and commercial character of the media.

So a cooperative effort in media literacy is more than anything a theoretical proposal and a process that technology is beginning to favour: digital TV, WEB 2.0, etc.

Innovation or transformation of the system:

There are coincidences in recognizing that the new communicative skills mean the acquisition of a media literacy that will end up transforming the education system and the public sphere of civic communication.

However, there is no consensus on the methods, or on whether this transformation will be positive or not.

Rather, the actors involved in media literacy find themselves divided between a certain sense of fear or reserve about technological development and a real hope that the new media will help to resolve some of today's pressing problems.

In this context, the marked drive towards information society that can be seen in community and government policies favours a certain sense of optimism, and offers advantages to those who lean towards innovation. Nevertheless, if one feature is prevalent, it is the ambivalence of the situation.

Emerging trends

While media literacy has evolved, as described in the previous section, since the 1970s some European trends have been identified, which have had a profound effect on the development of media literacy models. We will look at these trends below.

It is important to note that, in many cases, these are emerging trends, which although not dominant, are significant. Looked at together, they allow us to paint a complete picture of the situation.

Emerging Trends	Orientation
1. Media convergence: new research, new experiences.	The media convergence is becoming a key aspect of media literacy. The youth of today are the first to live in an environment of multimedia convergence and can pass easily from one screen to the next: television, computer, games console, etc. This is opening the way for new research focused on the media environment of young people.
2. Shift from focus on protection to focus on promotion: shared responsibilities (emissary and receptor)	From policies of protection against certain contents and effects of the media, in almost the whole of Europe, policies that promote action among users are appearing. The objective is the empowerment, autonomy and participation of citizens.
3. Growing sensitivity of citizens to commercial communication	Citizens are becoming increasingly sensitive to the effects of commercial communication, its methods and its influence. This is leading to criticism, debates, condemnation of abuses, etc. At the same time self-regulation initiatives promoting responsibility and awareness in the area are becoming more common. This is causing ml to consider whether commercial communication is a worthy area to base studies and activities.
4. Increasing presence of media literacy in the compulsory education curriculum	Now the need for the acquisition of ICT skills has been established in almost all European curriculums, media literacy is appearing as a broader objective which is related to the phenomenon of increasing communications and media convergence.
5. School media: media production skills	ICT and its use in schools is bringing about a rise in educational media aimed at schools, and their close surroundings, helping students to develop communicative skills.
6. Media industry more attentive to media literacy	The media industry is showing more and more interest in the development of media literacy. Newspaper editors promote press-education ties and online journalism in schools, there are an increasing number of film festivals that include media education activities; the same is happening in TV channels (especially public channels) and hard and software companies.
7. New active participation by stakeholders	1. *European* institutions (EC, EP, CoE, UNESCO,…) 2. Regulatory authorities 3. Civil society (citizens, consumers, families) 4. Media industry
8. Involvement of authorities in regulation	There is an increase in interest among regulatory authorities in participating in and promoting media literacy.

1. Media convergence: new research, new experiences

The media convergence and multiplication of media screens and platforms is creating a new multimedia environment in which citizens are going about their lives.

This is particularly true for young people, who can switch easily from their television screens to their games consoles or computers.

As a result, aside from these experiences, there are a rising number of research projects in Europe looking into the effects and consequences of this new environment.

Media literacy, as a result of these experiences and studies is tending to focus and pay particular attention to the new media environment.

Traditional media literacy used to deal separately with existing media: film, television, radio, etc. Now the trend in all European countries is to deal globally with all media in an integrated way, considering, first and foremost, the new characteristics of interaction and interactivity presented by the new context. For example, several recent studies looking into the relationship between young people and the new digital environment have been highlighted.

For example, the Mediappro project[51] has described the relationship between digital media and young Europeans and has held the opinion that there is a trend among them of appropriation of new digital media, via interactivity and interaction. The study describes the existing difference between the conditions of the new media environment and those of the mass media: "The Internet (and following technologies) is a new media, specifically characterised by interactivity (human to machine) and interaction (human to human), which put the (young) user into an active place. The comparison becomes clear if we consider other electronic media, like radio and television, and in a certain way, games, where all the contents are previously put by editors".

One of the conclusions of the study highlights that Internet, in these times of media convergence, is becoming "the first public medium of expression by and for young people". This medium still has limitations and restrictions, but it constitutes an advance in what may be the new media environment in which citizens can become appropriated.

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[51] http://www.mediappro.org/

It is precisely this experience of appropriation which is turning into a central theme of media literacy, and which has been the subject of various recent studies[52]. Many of these studies describe the new multimedia environment, and when faced with the question of media literacy, support the encouragement of the critical abilities of communication users, and their abilities of appropriation in the new environment.

This is an emerging orientation in recent studies on media literacy in Europe.

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[52] Cf. among others: Jouet, J.D., Pasquier, D.1999 *« Les jeunes et la culture de l'écran »*, in «Reseaux», n. 92-93, 1999 ; Sonia Livingstone Livingstone, Sonia. 'Youthful experts? A critical appraisal of children's emerging Internet literacy.' In *The Oxford Handbook of Information and Communication Technologies*. Edited by Mansell, R.; Avgerou, C.; Quah, D.; Silverstone, R. Oxford University Press, 2007, pp. 494-513., David Buckingham Andrew Burn and Gareth Schott (2006) Computer Games: Text, Narrative and Play, Polity Press; Ferran Casas, Piercesare Rivoltella,*Screen Generation: gli adolescenti e le prospettive dell'educazione nell'età dei media digitali*, Milano, Vita e Pensiero, 2007.

2. Shift from a focus on protection to a focus on promotion: sharing responsibilities (emissary and receptor)

> *One of the emerging features of media literacy in Europe is the emphasis on promotion and an increase in the media skills of citizens. This is leading to a gradual reduction in the attention paid to policies focused exclusively on protection.*
>
> *It is becoming more evident that activities aimed at protection (particularly those involving children and young people) are being compensated with strategies of empowerment and promotion.*

Generally speaking, there are three main models of media literacy.

One of them is dominated by the objective of **protection** against possible harm from the media, a model in which mistrust and suspicion of the media are evident.

In the second model, **promotion**, mistrust and suspicion are replaced by the objective of taking advantage of the benefits offered by new media.

Finally, the third model is more eclectic, combining **protection** and **promotion**, and adding **creative production**.

Currently in Europe, the second and third models are becoming the most dominant.

So the idea of the need for protection was associated with theoretical models associated with the theory of the effects of the media and its power[53], while the idea of promotion was associated with models that concentrated on how the user utilises the media, and his or her ability to search, select and evaluate.[54]

Within the protection stage, a distinction can be made between **moral** protection, characterised by the ethical, rejection of the media and their excesses, and the need to protect the population, particularly children and young people, against them. Different directions are linked here, some clearly conservative – which aim to consecrate a form type of ethics (religious or civil) and use media education as an indirect vehicle for the promotion and defence of these ethics. Others are directed towards social change, linking it to a necessary change in values. In the latter approach, media education is used for the criticism of the dominant values in a society.

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[53] Within the field of research on communication, these studies have referred to "impact" or "effects".

[54] Here we are closer to the models linked to the paradigms of "uses and gratifications" and, above all, of the new models of social appropriation of the media.

Ideological protectionism stems from an ideological-political commitment and criticises and condemns messages and media opposed to this commitment. It could, in fact, be combined with moral protectionism, but in reality, it is closer to specific political ideas.

It must be said, however, that the apparent dialectic between the model of protection and that of promotion is more apparent than real. It is very difficult in practice to find a case in Europe in which there is not an element of each concept. On the contrary, generally speaking, most initiatives in Europe display elements of both protection and promotion, and only occasionally is one concept strategically accentuated.

3. Growing sensitivity of citizens to commercial communication

Advertising and commercial communication have changed a great deal in recent years, adapting themselves to the new media environment. They have become more intense, more precise, have explored new techniques and, at times, have become more aggressive.

This has led, on occasions, to excesses, saturation and the transgression of certain limits or standards which until now have been the norm.

The reaction has been double-sided. On the part of citizens, it has led to criticism, protests and condemnation. Meanwhile, advertisers and publicity, marketing and communication companies have looked for new ways to demonstrate commitment to their audiences, with systems of self-control, self-regulation, codes of conduct, etc, reinforcing the legitimacy of the activities among citizens.

In this context, new strategies of media literacy are emerging in Europe, which seek not only to provide citizens with critical attitudes and new skills in interpretation, but also which promote joint initiatives between citizens and advertising or communication companies, aimed at fostering shared responsibilities and self-control.

In recent times there has been much debate in Europe on the methods, strategies, rules and limits of advertising.

The cause, aside from specific cases, can be found in the rise of advertising and communicative activity which has accompanied the deregulation of the media, the appearance of new media and the increase in choice of contents. All of this has made advertising discourse more intense and insistent, more aggressive and on the look out for new strategies by which to continue crossing certain limits.

With this in mind, the over-riding feeling in Europe is that any self-regulation or standardisation strategy must be accompanied by an increase in the critical skills of citizens who must be able to select, adequately interpret and appropriate the contents of commercial communication. In order to achieve this, there can be no doubt that the role of media literacy must be strengthened.

To this end, educators, families and many citizens' associations are taking part in workshops, seminars, and debates on advertising. And many of these activities demand an active commitment from advertisers and communication and publicity companies.

Meanwhile, some advertising companies and associations[55], conscious that they must maintain the trust of citizens for their messages to be effective, are trying out strategies in which self-regulation plays a fundamental role[56].

In this way, the addition of criticism on advertising, public debate on commercial communication and self-regulation by businesses are creating a new context for media education and for media literacy in this area.

The emerging trends of the situation are, therefore, increased sensitivity among citizens and businesses to the area, higher levels of public participation and a need for new media literacy schemes in the areas of marketing and advertising, and the new types of commercial communication.

Good examples

The Finnish **MediaKompassi** has material on the Internet, TV programmes (TV series for adults based on questions posed by teachers and adults about children as media users, and TV series for children about understanding media and developing media skills). There is also a media bus, which brings current media education to schools and educational institutions. http://mediakompassi.yle.fi/

In Spain, Canal Comunica (CC) www.canalcomunica.com/index.php - is a project run by the Government in conjunction with educational institutions and the communication sector which combines elements of training and the reinforcement of critical awareness with commercial discourse. However, its impact is limited to the educational world.

Funded by corporate sponsors from the advertising industry and partner organisations, **Media Smart** has a website to help children to develop the ability to understand and interpret advertising effectively (e.g. it contains adverts, smart quizzes, tips and games). It also makes ML programmes for use in the classroom and at home using audiovisual and print materials. www.mediasmart.org.uk

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[55] It should be said however that the phenomenon is just emerging and opening up new ground. It is not a dominant feature of the situation we are describing.
[56] Consider advertising self-regulation codes applied in almost the whole Europe.

4. Increasing presence of media literacy in the compulsory education curriculum

European educational reforms have tended to include the introduction of new ways of dealing with media education and media literacy in the curriculum. Attention to the mass media and ICT is present in the new curriculums that have been introduced following reforms of recent years.

Initially, media education in the curriculum was focused on mass media (press, radio, film and television). With the development of ICT, interest was redirected from mass media to digital media.

More recently, a balance has been established between mass media and digital media and there has been more educational interest in the new digital environment which includes new and old media. This is a rising phenomenon in Europe.

There is no doubt that the inclusion of the media in the curriculum has risen with the educational reforms of the 1990s and 2000s.

Until then, the media was rarely and unsystematically approached via different subjects, but the situation seems to have changed over the last decade.

Many countries have included the acquisition of media and digital skills as among the final objectives of their curriculum (Finland, Slovenia, France, Spain); and some have linked these skills to civic education and active citizenship (France, Spain).

Some have created optional subjects (Some in Spain and France) on the media. Others have established evaluation systems for such skills (France).

In general, there is a clear trend for linking skills related to new digital media with critical and creative skills related to mass media (film, radio, television and press).

Technological evolution has an important effect on this evolution, though it does not wholly determine it. Cultural and political attitudes are also huge influences.

When examined functionally, in fact, computer literacy constitutes an instrumental field of knowledge that allows the implementation of new tasks in the information society. But media literacy is something more than an instrumental, practical education. It involves acquiring awareness; it allows the construction of meaning, and in this way it guides the operative abilities that information society requires.

Socio-political and market demands are quickly encouraging computer literacy, but becoming computer literate does not complete media literacy. The former belongs to the paradigm of technological needs, in the sense that computer technologies require users to have certain technical competencies. The latter one lies in the knowledge paradigm, improving civic and human consciousness.

Reducing media education to mere computer literacy would be technocratic reductionism, while including computer literacy within the media education paradigm would lead to a broadest and most meaningful realm of learning. In other words, it would involve including technological knowledge in the broadest realm of acquiring consciousness and meaning.

At any rate, media education must now take advantage of the enormous potential for change in perspective that obligatory computer literacy is imposing as the ideal means to acquire an appropriate critical consciousness. Critical thinking can be more easily developed when the established rules are beginning to be questioned and ways of doing things are subject to brusque changes. And this is precisely what is happening now.

In this context, media literacy is starting to take note of the evolution related to the appearance of the so-called WEB 2.0.

The paradigm of WEB 2.0 is not one of criticism of mass communication, nor of resignation to the technological determinism of the first digital literacy. The underlying political proposal of WEB 2.0 and the one which corresponds to the recent technological environment is of media appropriation by individuals and groups and of participation in collective or social media production. In fact all of the WEB 2.0's significant tools promote net collaboration and productive activity.

These aspects of the recent technological evolution are directly connected with creativity and production supported by media literacy and media education.

However, and despite everything – probably due to the inertia of previous situations – the trend in Europe is to separate skills related to media education and to digital skills. In the former with a more critical emphasis, the latter with a more instrumental emphasis.

There are few curriculums – either formal or of lifelong learning – that propose a convergence between media education and digital literacy. If, despite everything, the convergence is taking place, it is more down to technological changes and the integration of all media in a new communicational environment, than to a theoretical discussion or a disciplinary change.

But everything seems to suggest that the most likely evolution is a convergence of models, which would allow for a combination of active participation in media production, with critical thinking, that is, the conjunction of the values of traditional media education (centred on mass media) and the current direction of media literacy (centred on production in the new digital environment) of the WEB 2.0.

Examples

Finland: Media education and digital literacy have been central in the Finnish educational approach to dealing with new technologies and communication skills in the 21st century. In early 1996, the Finnish Ministry for Education published a report by a small committee on cultural and media literacy. It emphasized the importance of the new civil and professional skills and competence in the use of the media and net. The report, among other things, pointed out that the field of the media is integrating and becoming interactive while audio-visual communication becomes a central issue. This cultural change requires transforming traditional literacy into media literacy or in broader terms into cultural literacy where it is of central importance to understanding how images and meaning are created.

Germany: There is no general curriculum for Germany's educational system – the curriculum depends on the Federal States, in which media education is not a specific subject, and in which media literacy is not yet explicitly included as a compulsory school subject. However, the inclusion of ICT is closely related to media literacy through the concept of **media competence**. Furthermore, there are a lot of different activities in the German Laender to raise awareness on the importance of media literacy and to integrate media education into the different curriculums. It can therefore be assumed that the Federal States do include media education in curricular frameworks.

United Kingdom: Media literacy isn't a specific subject, although there are many options related to ICT, which can be part of an integral approach to media literacy.[57] However in the school curriculum[58] in all four UK nations there are some requirements for learning about the media as part of mother tongue (i.e. English, Welsh or Irish) learning and as part of Citizenship. Media Studies and other media-related subjects are offered as options for students in the 14-18 age range in some schools and further education colleges: these are taken by about 7% of this age-group.

Slovenia: Since 1996, media education has been an official and formal part of the Slovenian educational curriculum. Media education is defined as a process of

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[57] For example, one can consider the conceptualisation of ICT skills offered by the English curriculum. The chart relating to the English curriculum on ICT is significant in that it includes concepts of the media and the types of intellectual operations related to them.

The following types of media are considered: a) e-mail; b) Internet, c) websites, d) CD-ROM, e) multimedia, e) audio, f) video, g) screens and print. In general, anything related with new technologies is included, while the media of mass communication is forgotten: television, radio, press, film, etc. As regards intellectual operations related to ICT, processes related to the analysis and evaluation of information (search, investigation, classification, synthesis, etc.), are included, but few related to the creation and production are. This indicates that ICTs are considered as operative instruments, rather than instruments of communication. Nevertheless, aside from the void on mass communication, the model presented is relatively comprehensive.

[58] www.nc.uk.net

teaching about and with the media. By attempting to develop and create a critical understanding and active participation in classrooms, media literacy is seen as a final result of media education. "Media education provides the ability to critically analyse media messages, and the recognition of the active roles that audiences play in making meaning from media messages" (Curriculum for Media education, 1997: 2).

Hungary: In 1996 the **"Moving Image Programme"** was accepted by the Hungarian Government to aid the introduction of a new subject entitled "Culture of the Moving Image and Media Education", into the new National Curriculum. The new subject became part of the Curriculum between 1998 and 1999. Teacher training programmes started in 1994. Now there are more initiatives in progress all over the country. Media Education is a compulsory subject either on its own or as an integrated part of other curricular areas, such as Information Technology, Art, etc. There are textbooks with different aspects of media work, readers, manuals, CDs, videos and more.

In the Hungarian curriculum, information and communication culture means finding, capturing, understanding, selecting, analysing, evaluating, using, transmitting and creating information developing cognition, orientation, learning, knowledge, human relations, co-operation and social interaction. Key objectives include the development of cognitive skills, in particular the skills of observation, decoding, interpreting, justification and verification, as these skills are an organic part of the information and communication culture.

France: The new law of 23 April 2005 set out the basic skills and objectives in education, among which media studies was established as part of the compulsory education curriculum. It was introduced in subjects dealing with the development of children's abilities of analysis and skills required for living in a free society where technology plays a fundamental role, so as to learn how the technological system works, the laws that govern its operations, and the way technological advances affect their environment. Since October 2006, media education has been a specific objective in the teaching of general skills related with social and civic participation, and is aimed at developing a critical approach to the media. It is important to point out the existence of IT and Internet Certificates, known as B2i, granted to elementary school students who demonstrate competence in ICT.

Spain: Regarding the Spanish Educational System, the compulsory school curriculum (Primary and Secondary) contains digital literacy (and media literacy), as a part of the skills that students must attain but currently there are no specific subjects, teaching Media as information sources or tools for learning.

Ireland: Currently, media education seems widespread and vibrant within the school curriculum, particularly at primary level. Therefore, its implementation is open to interpretation by individual teachers, head teachers and boards of management. Currently, media studies are 'stranded' into subjects such as English, rather than as a 'stand-alone' subject.

A new primary curriculum was launched in September 2000 and completed its first review phase in 2003/2004. This review assessed teacher and student experience of the English, Visual Arts and Mathematics curricula and a second review phase is ongoing and will address the Irish language, Science and Social Personal and Health (SPHE) provisions. Media education is specifically provided for in SPHE which consists of three strands – 'Myself', 'Myself and Others' and 'Myself and the Wider World'. The third strand defines two themes – 'Developing Citizenship' and 'Media Education' with dual emphasis on protection and empowerment.

Austria: Media literacy is one of the integrated principles in Austrian education[59]. It is specified in the media education policy decree of the Ministry for Education, Science and Culture (Erlass des Bundesministeriums für Bildung, Wissenschaft und Kultur GZ 48.223/14 -Präs.10/01, Rundschreiben Nr.64/01)[60]

Media education, as a part of media pedagogy, has been an educational principle since 1973. At the end of 2001, the new Fundamental Decree on Media Education was announced by the Federal Minister of Education, Science and Culture. The new decree aims at critically and analytically integrating into education both the traditional mass media and the new media, particularly the Internet.

Less attention in the following countries:

Italy: The Italian educational system - which has recently gone through a period of reform – has been through different phases related with media: during the fifties and the sixties, the educational system focused on film, during the seventies, mainly on TV and finally in the eighties and nineties mainly on computer science education, multimedia and new technologies. In any case there have been no official and systematic policies created by the Ministry of Education, and development in media education and its application has only been provided by some scholars in the universities and by teachers in the schools. ICT skills were included as a primary goal in the National Plan for New Technologies in the School (1995), but only from an instrumental, non-critical perspective, with little reference to mass media. In other words, ICT and media education are still not included as a compulsory part of the curriculum, despite the fact that the use of media and the analysis of the mass media has long been normal practice for Italian teachers. The mass media and technology are also considered important support tools for the development of other subjects, such as Italian (language), history, music or art and image.

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[59] http://www.mediamanual.at/mediamanual/leitfaden/medienerziehung/grundsatzerlass/index.php
[60] Available (only in German) at http://www.mediawien.at/mep/download/erlass.pdf

Portugal: Although Media literacy is present in the Portuguese education system, it has only a discrete presence in the curriculum. There are some references to media studies. ICT is seen as an important subject and a skill to be acquired by all students. In the "Orientações do Ministério da Educação para a Disciplina de TIC" it is said that ICT is undoubtedly embedded in the national curriculum and that the subject should not be considered part of IT, but as a subject where skills in informatics are linked with those specific of other areas of learning.

ICT is a core subject for the 8th, 9th and 10th years and is also present in the national curriculum as a basic cross-curricular subject, related to general skills, specific methodologies and acquiring general and specific competences (in handling information, working methods, communication, etc.)

5. School media production

> *ICT offers new resources to educational centres. Some technologies pave the way for new teaching and learning methods. Others create opportunities for establishing and developing local media aimed at audiences from the educational community and the public close to it. These can be local radio stations, television produced and broadcast via Internet, local hertzian transmitted television channels, etc.*
>
> *All of these allow students to learn skills in media production and to take part in the social life of their immediate surroundings. This is a new phenomenon in the field of media literacy.*

Digital technologies facilitate the access, production and circulation of contents. These technologies are being gradually introduced into European educational centres, and are not only leading to innovations in teaching and learning methods, but are also facilitating the creation of local media

As a result of these new opportunities, an infinity of school media produced in education centres are appearing, and are being circulated beyond the limits of the centres themselves.

By "school media" we mean the media that arise within the context of the school and which are produced by the students themselves: newspapers and magazines, websites, school radio and television stations, etc.

These media emerge from school or after school activities and involve the students in practical experiences and productions that in some way resemble the jobs of media professionals. However, their audience is the school community, and they generally deal with issues that are relevant to this audience. Many of them serve as true experiments in media learning in that they help the students become familiar with production processes and involve them in the channels of dissemination and consumption. They provide the students with true experiences of mediated communication, thus bringing them closer to the logic of the major media.

Until very recently, the dissemination of school media was restricted, and their range of influence was mainly local spaces and nearby communities. This restricted range has been overcome with Internet and it is now potentially planet-wide. This is paving the way for relationships and contacts among students from all over the world with different languages and cultures who can nevertheless share similar experiences. It is setting the stage for the appearance of virtual communities that enrich educational processes and provide the youth with new perspectives, giving them a sense of plurality and international integration that until

now was difficult to inculcate. Obviously, these processes enrich education while simultaneously fostering media education.

On the whole, school media can constitute new ways of projecting the school within its immediate – and distant – environment, and can be transformed into platforms for interaction and contact that require (and, consequently, foster) media education skills. It is possible that the systematic promotion of these media by educational authorities, along with the new possibilities brought about by new technologies – which are becoming lighter and more accessible – may make school media one of the best tools in education media within the near future.

In all cases the result is the appearance of educational media and the participation of students and young people in the creation, production and broadcasting of these media. Nearly all provide the opportunity for the development of creative, production and communication skills, and in doing so, provide a boost for media literacy.

This situation is beginning to emerge throughout Europe, but with unequal development, and tends to increase the scope and impact of activities in the educational community. Above all, it provides a good platform for the development of skills related to media literacy.

Examples

In the UK**, Filmschool** is an initiative for introducing poor children and adults in Media education and cinema.

(www.mediaedwales.org.uk/pagesEnglish/activities/projects/FfilmschoolEng.htm)

European Youth Press, an Independent structure helping at differents levels young people making media. (http://www.youthpress.org/)

In Austria, the **Mediamanual.at** project is an interactive platform for integrative media work in schools and offers pupils, students and teachers material for practical media education. It contains basic knowledge in the form of lectures and workshops in which practical courses are offered on subjects such as film, radio and video. (www.mediamanual.at)

6. Media Industry more attentive to media literacy

From editors of books and newspapers to hardware and software producers, and broadcasters and producers of film and television, all, it seems, are paying more attention to media literacy.

As a result, throughout almost the whole of Europe, there are a rising number of initiatives linked to press-school ties, the promotion and analysis of film, and knowledge about it from an educational perspective, as well as many others aimed at promoting the acquisition of creative and production skills in the field of audiovisuals and multimedia.

Newspaper editors launch International and National initiatives promoting the introduction of the press into schools. Obviously, the medium-term objective is the consolidation of a reading public related to the press. But the short-term objective is to increase skills and abilities in reading media and the development of critical abilities. Therefore, these initiatives are directly involved in the development of media literacy.

So all over Europe, agreements have been made between educational authorities and press editors. There are also many alliances between education and industrial sectors for the launch of campaigns and projects related to reading and the promotion of books.

Activities promoting ties between film and education are becoming common. Authorities and businesses finance festivals and fairs aimed at bringing young people closer to the world of film and encouraging new attitudes towards the audiovisual heritage. Film is also the subject of workshops, seminars or activities that take place in education centres. So there are many campaigns, pedagogical programmes and other initiatives which link audiovisual and media professionals with children, young people and students.

To a lesser extent, it is also common for the world of television, especially public television, to launch initiatives related to media literacy in the areas of audiovisuals, television itself, and more frequently, new media.

The same is occurring among companies involved with digital media. In Europe, there are a rising number of initiatives aimed at extending the media skills of young people.

There is also an increase in contents and audiovisual programmes aimed at media education in Europe: television programmes that analyse advertising or that discuss the content of television programmes themselves, which explain the key aspects of information production or that provide information on new technologies or video games.

It is becoming ever more evident that the media themselves are turning into a platform and a vehicle for media literacy.

Looked at from a global perspective, this phenomenon, more than just having a qualitative impact, is a significant development. Many media providers consider that it is part of their mission – as public media –or in their interests – as private media – to encourage a certain pedagogical rapprochement to the media. And thus, they are promoting a certain reflection on their own language and themselves.

In France, in Italy, in the United Kingdom, Spain and many other countries in the European Union, there are examples of television or radio programmes on media contents. Generally speaking, they are aimed at young audiences and encourage debates, analysis, or simply provide information on the essential issues in media literacy. Other programmes are aimed at promoting the use of digital media and at demonstrating their advantages among specific groups.

The possible connection between this type of programme and curricular objectives in the field can be taken great advantage of in the future.

Examples

In Spain, the newspaper El País, with the initiative "**El País de los Estudiantes**" offers the chance to students to create a newspaper (www.estudiantes.elpais.es)

Cap Canal, a private French TV channel which produces programmes aimed at children, teenagers, parents, teachers, university students and for adult education, to educate on image and with image. The CC website offers free videos on media literacy (children and advertising, TV and multimedia in primary schools, making a film, etc.)(www.capcanal.com/capcanal)

The European Children's Film Association (**ECFA**) promotes cooperation within Europe with regards to festivals, and the distribution, exhibition and production of high quality films for children. Its initiatives include Children's Film Festivals, conferences, reports and proposals for the international distribution of films for children. (http://www.ecfaweb.org/index.htm)

RAI Educational produces programmes promoting media literacy among the general public, from reading and writing to audiovisual language and ICT (e.g. TV Talk, a magazine that analyses the panorama of Italian television; or "Off Hollywood 2004", a magazine that analyses international culture and show business, and its impact in Italy). (www.educational.rai.it/)

Through initiatives as the World Forum on Children's Television (WFCT) and the Barcelona International Television Festival (BIFT), the European Observatory on Children's Television (OETI) works towards ensuring that children's television programmes are educational, informative and entertaining. (http://www.oeti.org/flash.html)

7. New active participation by stakeholders

The introduction of new actors into the field of media literacy is a reality: civic and professional associations, NGOs focused on helping groups with special needs, local governments, libraries, etc.

Formal education is complemented by civic activity, which in turn encourages participation and active citizenship.

The "third social sector" called civil society, which is not the State and does not intervene in the market, must play a fundamental role in media education. In fact, it already does. Throughout Europe there is a growing presence of professional educators' associations, and associations of parents, professionals, political and religious movements, and young people that protest media related risk situations and encourage the raising of awareness on the media and education. In general, each of these associations has its own style and tends to focus on different aspects, but together they manage to constitute an increasing systematic and comprehensive network of concerns and attitudes toward the media.

These associations are increasing their influence over the media. They are beginning to form a kind of lobby on specific topics (education, violent content, sexism, etc.) and are gradually becoming more powerful. Lately, there has been a noticeable trend towards creating platforms for interaction among these groups and to participate when given the opportunity in any instance of guidance or regulation. It is obvious that their ability to denounce risks or abuses, to initiate debates and controversies, and to present proposals and suggestions for action is contributing in this process to the creation in public opinion of a type of media education curriculum. Despite the fact that they are not yet very well known, their participation, documents and declarations are undoubtedly going to represent one of the areas of greatest activity in media education in the very near future.

In its early stages of development, media education seemed to be the exclusive responsibility of the educational system and of teachers [61]. This responsibility has progressively been extended to reach families (parents), teachers in general, media, public institutions, professionals, associations, etc.

The concept itself of "media education", which since 1982 has mobilised institutions such as UNESCO and the Council of Europe, gives credit to an educational focus. This educational focus seemed to mean, furthermore, that media education was a task aimed above all at protecting children and young people. It is important to note that the first European institutions to be involved in promoting media education were linked to ministries of education, such as CLEMI

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[61]

in France, *Landesbildstellen* in Austria, the CNICE in Spain, etc. In addition, most of the associations involved in media education in almost all European countries have brought teachers together, such as *Grupo Comunicar* in Spain, or the MEA in Germany.

Over time, however, there has been an increase in the involvement of other bodies, associations or actors in the field of media literacy. This phenomenon has a dual origin: a) firstly, it corresponds to the movement to extend educational responsibilities brought about by the focus on lifelong learning, which has been called for by both UNESCO and the European Commission; b) secondly, it is related to the de-regulation of communication and the subsequent communicative explosion that took place in Europe during the 1980s and 1990s: a certain sense of unease and distance to some media content led to the appearance of various associations and collectives which tend to, in the first place, display their concern and condemn abuses, and in the second, suggest strategies and specific actions.

In any case, in the Europe of today, it can be said that the participation of civil society in media literacy is at a parallel to the rise in media literacy as part of formal education. Although the focus on citizenship is the most recent, the focus that centres on formal education is dominant in Europe and constitutes the model of reference.

It is important to mention here the rising participation in the field of family and children's associations.

Family education not only precedes school education, but it almost always goes along with the influence of school. Habits, ways and styles of media consumption at home are decisive in forging children's attitudes toward the media, and almost any effort at media education in the schools will be in vain if it is not compatible with the home environment. The role of parents seems to be here fundamental.

Recent studies carried out in many European countries (see the model by Sonia Livingston[62]) demonstrate that in homes with ever more access to the media, parents tend to ignore their children's media consumption, intervening little in the selection of programmes, and they tend to spend less time with their children in media consumption.

With computers, interactive games and above all Internet, teens and young people are increasing media consumption and the use of some Internet services as individuals, separating themselves from common areas and leading to an increasingly solitary, intensive consumption. In all these cases, media education at home seems to be absent.

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[62] Other studies: "Libro blanco", C.A.C (Spain); Mediapro.

Children and teens prefer to decide for themselves how to use the media. They do not like their parents to control them, and they find few opportunities for dialogue and consultation with their parents, especially in relation to new technologies[63]. On the other hand, the time spent consuming music, Internet, television and computer games, is consistently on the rise. Moreover, if we add to this the trend toward personal and domestic privatisation of media – it is becoming more and more frequent for children to have their own complete media set up in their bedrooms – it is obvious that we are looking at a new model of household. Little has been written and experienced on how media education and general education should proceed given this context.

Parents thus seem to feel disconcerted and do not find opportunities for dialogue with their children. In addition, as daily living conditions become more difficult, with more time spent at work and less time spent at home, parents have fewer possibilities to enter into the conflicts with their children that are an inevitable part of child rearing, and tend to entrust their children's education and upbringing to the media. Once again, media education seems to disappear and we paradoxically find ourselves facing an undeniable trend: voluntarily or involuntarily, parents tend to delegate their children's upbringing to the media; instead of media education we tend to find mediated education.

However, it is this very lack of action on a domestic level that is paradoxically leading to increased sensitivity by family and parents' associations. This is an emerging trend in the majority of European countries.

Examples

Italy A good example of the existence of associative movements of all types (teachers, experts, citizens, mixed, parents, families, etc.) which are directly or indirectly involved in promoting media literacy.

Media Education (MED) www.medmediaeducation.it/ The Italian association for education in media and communication (MED).

Associazione Spettatori Onlus (AIART) www.aiart.org/ Cultural and volunteer association specialising in the field of social communication, accredited for training in critique of the media. It supports vigilance for the respect of dignity, and the rights of people, the family and youth.

Centro Zaffiria www.zaffiria.it Involved in training teachers and parents. As a resource centre, it offers books, audiovisual materials, advice for teachers and a training centre. Not-for-profit cultural centre for Media Education.

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[63] Study from Ferran Casas, 2007, CAC (Spain) .

Associazione Culturale MediaEducation.bo (aME.bo)

http://mediaeducation.blog.tiscali.it/ Not-for-profit cultural association working in the field of media education to train both teachers and students on the media.

Associação Portuguesa dos Consumidores dos Media (ACMedia) www.acmedia.pt, la Associazione Spettatori Onlus (AIART) www.aiart.org/, and the Grupo Comunicar www.uhu.es/comunicar; in Portugal, Italy and Spain, respectively.

There is also the Hungarian Women's Media Lobby Association http://www.noimedia.hu/en/index.php, which runs programs for young women, media literacy and minorities); or MindTrek Media Week www.tmc.tampere.fi/, a non-profit umbrella organization for societies working in the fields of digital media and information society in Finland), and Community Media Association (CMA) www.commedia.org.uk/, which promotes the use of media and new media in local communities, and Media Education Wales www.mediaedwales.org.uk, which supports media and moving image education.

8. Involvement of regulatory authorities

In recent years, regulatory authorities from the world of communication in Europe – which tend to separate themselves from government influence to become independent authorities – have launched, although unsystematically, initiatives related to increasing the autonomy and critical abilities of citizens. At the same time, they have on occasions used different mechanisms to promote civic participation in some of the decisions and standards that affect the communication sector.

Nevertheless, only a few of these authorities, such as OFCOM, have systematically supported the promotion of media literacy. It is not however, an isolated case. On the contrary, its example has spread and many authorities now promote media literacy or are beginning to recommend its promotion as a result of the research and investigations that they have carried out.

Nowadays almost every European country has some form of body or authority in charge of supervising the implementation of broadcasting or telecommunication legislation. Broadcasting regulation usually encompasses the power to license broadcasters, to monitor whether broadcasters are fulfilling their legal obligations, to impose sanctions if they fail to carry out those obligations and to protect the audience. Broadcasting regulation may be exercised in different ways, but the most common organization form in Europe is that of the independent regulatory authority which is characterized by the fact that it is not part of the actual structure of governmental administration, and that it has apparatus which does not serve any other body at its disposal.

In Hungary there are hardly any regulatory authorities. Slovenia has an authority in the field of telecommunications and electronic communications.

In Spain, Austria, Finland and Ireland some regulatory authorities exist. In Spain, there is no single independent regulatory authority in the field of media communication, but they do exist in the autonomous regions (CAC, Consell de l'Audiovisual de Catalunya, Consejo Audiovisual Andaluz and Consejo audiovisual de Navarra).

On the other hand, in Germany, France, the United Kingdom and Italy, regulatory authorities deal systematically with media literacy

United Kingdom, Germany, Italy, France and the Conseil del Audiovisual de Cataunya (Spain) are directly involved in Media literacy.

The United Kingdom's regulatory authority, OFCOM, is continually and systematically involved in media literacy, and it boosts Parliamentary, institutional and civic participation as well as evaluating the progress of Media Literacy.

A statement from Section 11 of the Communications Act of December 29th, 2003, gave the British Office of Communications the statutory duty to promote Media Literacy. Concretely this duty consists of monitoring the status of media literacy among citizens through an annual survey, researching the best way to create media literate individuals, and finally, connecting, partnering and signposting media literacy clearly on the agenda of all stakeholders. That is to say that OFCOM is accountable for the implementation of media literacy projects in the UK, and serves as a mediator among all social actors, involving them in a common project.

In Germany the DLM, Association of State Media Authorities in the Federal Republic of Germany (Direktorenkonferenz der Landesmedienanstalten), created the Joint Commission on Programming, Advertising and Media Literacy (GSPWM) to coordinate the exchange of information between the State Media Authorities on the promotion of media literacy and projects on an interstate level, and to develop guidelines for common scientific research.

In Italy, the local communications authority, the "Autoritá per le garanzie nelle comunicazioni", recognizes as one of its duties the literacy of citizens for information society, moreover, through the "Consiglio nazionale degli utenti" (National Audience Council) it offers an Audience Desk that gives people the opportunity to actively participate. The principle that stands behind the creation of this service is that in order to guarantee people's freedom, they need to be informed and literate.

According to the *Autorità per la garanzie nelle comunicazioni* (AGCOM), its "expansion into media education is coherent with the objectives and programmed lines of its specific project, because it allows it to work on improving the relationship between young people and the media. In this way it overcomes the perspective of it as purely a regulator, linked to its mechanisms and standards, and the experience of associations that have strengthened media education such as the MED are valued".

In France some research and studies promoted by the Conseil Superieure de l'Audiovisuel recommend promoting media literacy as a way of safeguarding the children against violent contents and other risks.

Catalonia's CAC works with schools to promote media literacy, fostering research in this field, and has created a civic forum to promote the participation of citizens in the process of media literacy.

Almost all of these authorities recognise the safeguarding of plurality and the protection of audiences as fundamental tasks. Promoting media literacy should be among the duties of these institutions along these lines: the development and preservation of independent, pluralistic and responsibly minded media requires citizens to be aware and to support this process, as well as being actively involved. Only media literate people will be able to exercise informed choices, understand the nature of content and services, be able to take advantage of the full range of opportunities offered by new communications technologies and be better able to protect themselves and their families from harmful or offensive materials. It seem that a emerging trend in the system of communication in Europe is for regulatory authorities to participate in the field of media literacy and advance the development of media literacy in all sections of society, as well as conducting regular research to monitor it.

This has been of crucial importance in the field of protection of minors. Protection of minors does not only imply that children and young people must be protected against potentially harmful contents which might impair their development, but also aims at providing them, as well as those in charge of their education, with guidance and support so that they learn to use the media with a critical eye. The promotion of media skills or enhancing media literacy, thus, should represent just one component of an overall strategy for the protection of minors in the media: on the one hand, protection, on the other, enhancing media literacy.

The new strategy of some independent regulatory authorities embraces:

- **Monitoring**
  Just as these institutions are in charge of monitoring the status of the communications market, they should monitor the status of the public's understanding and interaction with the media.

- **Research**
  Finding the best ways to introduce people to information society, to find opportunities and to be aware of risks

- **Active promotion and partnership**
  Active promotion does not only mean promoting campaigns, but also to act as **mediator** among all the stakeholders, that is to say, to encourage dialogue and co-operation among all public and private actors.

Tension and dynamics

The different European countries promoting media literacy, and within them the different actors working in the field – agree on some aspects and differ on others. During the end of the twentieth century and the beginning of the twenty-first certain areas of agreement have been promoted, and some basic areas of disagreement have been developed, which on occasions reflect the existence of conflicts or tension, but which nevertheless give us an indication of the dynamics of the situation:

- **Digital literacy / Media education**

There are, on the one hand, those who maintain that the most important literacy is the so-called computer or digital literacy. According to this view, it includes the acquisition of technical and instrumental skills, and to a lesser extent the consideration of the cultural, communicative dimension of this type of literacy. On the other hand, supporters of media or mass media education – tend to approach media literacy more as a process of raising awareness and of development of critical abilities. This leads to tensions and conflicts in some projects.

Nevertheless, the emerging trend is to look for a balance and a way for both focuses to complement each other.

- **Interpretative (critical thinking) / Productive (media production skills)**

Tensions exist between projects that mainly emphasize the critical and interpretative aspects of communications, and those that promote the creation and development of production skills.

The dominant trend in Europe, however, is to combine both perspectives in integrated focuses.

- *Formal / informal*

Within education systems, there is a clear preference for formal media education. There are those, however, who prefer non-formal or informal strategies. There is much debate on the issue, although strategies of convergence are continually put to the test.

- **Economic / political**

An economic focus of media literacy considers media skills as a condition for employability and media literacy as a way to develop and increase productive skills in society.

A more political focus sees media literacy as a key aspect achieving objective of active citizenship.

These views are often presented as opposing and even contradictory.

- **Mass media/ Digital media**

These are two focuses of media literacy, one centred on mass media, the other on new digital media.

Global attention on the new multimedia environment is opening a hopeful path to reconciliation between sometimes opposing positions.

- **Civil actors / educational actors**

Is media education a mission for educators and educational authorities or, conversely, is it the exclusive responsibility of civil associations, to avoid the risk of protectionism by the authorities?

The controversy can at times seem impossible to resolve, but more often than not, complementary and convergent paths are accepted.

Factors that contribute to media literacy

Up to here we have seen the trends, orientations and tensions that occur in the development of media literacy in Europe. But we can analyse the phenomenon from a new viewpoint, not just considering the factors of change, but also the stabilising elements, i.e. identifying the elements which help to promote media literacy, whatever the theoretical and practical theories and developed policies may be.

The comparative study of the situation in various European countries has allowed us to identify the elements that help in the development of media literacy.

They are as follows:

1. **The treatment of media literacy in the educational curriculum of each country:** The compulsory educational curriculum is key to the development of any kind of competences. Thus, if a country deals with media competences within its compulsory curriculum in whatever way, or if on the other hand it ignores them, we will be at a decisive moment when it comes to discussing conditions favourable to media literacy.

2. **The policy of training teachers on the subject:** In the same way as with the curriculum, if a country adopts a policy favourable to the training of teachers in the media education and media literacy, development conditions of media competences in the population in general change radically.

3. **The policy of assessing media literacy.** We consider here the effort of a country to assess and measure the degree of development of its citizens in the subject of media competences. The mere fact of considering the need for assessment contributes to the development of media literacy.

4. **The existence of teaching material on the subject**: These materials, their access, availability, quantity and quality contribute to improving policies of promoting media literacy.

5. **The existence of systems of assistance and orientation in the field**: We refer to accessible, permanent and stable orientation and assistance systems on the subject of media literacy.

6. **The existence of public campaigns of media literacy:** The existence, regularity and impact of these campaigns create favourable conditions in the development of the media literacy.

7. **The existence of stable public departments of media literacy promotion.** They contribute to and catalyse the existence of policies, resources, campaigns, etc.

8. **The activity of civic associations in the sector :** In the same way citizens, participating through civic associations with specific media literacy aims, make up a positive element for policy development.

9. **The activity of regulatory activities in the sector:** If you have competences in the promotion and assessment of media literacy, this is a key element in its development.

10. **Participation of the media in media literacy activities: specific contents and programmes:** These play a decisive role. It is important that the subject is dealt with and also how it is dealt with.

11. **Participation of the media industry in the sector:** Here we refer to actions, not by a specific medium but by the media industry in general, that can launch programmes to specifically help media literacy.

12. **Visibility in questions related to media literacy in the public sphere**: The public sphere and its debates generally express the degree of intensity with which a society approaches certain problems. An active presence of media education in the debate of citizens' public sphere, without doubt contributes to promoting media literacy.

13. **Existence of incentives and promotion policies for media production by citizens:** When citizens take an active part in media production, their degree of development in terms of media literacy increases. Therefore, if the authorities and private initiatives assist indirectly in production, they are helping with literacy.

14. **Media literacy research:** This means the acquisition of new knowledge on the subject of media literacy. If it is suitable, it will contribute to media literacy development.

15. **Participation in networks of international co-operation:** The exchange of different experiences increases the degree of awareness and the possibilities of doing things. Policies relating to media literacy are therefore improved.

16. **Family participation:** The educational and formative role of families is essential in the development of media competence in children and young people. Therefore if families take part in strategies for developing media literacy, the competences of citizens, especially those of children and young people, increase considerably.

17. **Initiatives in media literacy in relation to commercial communication:** The predominance of commercial communication nowadays brings significant strength to many aspects, one of them being media literacy.

69

Gaps, barriers and deficiencies

Considering the dynamic aspects and trends, as well as factors that favour the development of media literacy policies from a European point of view, our study has identified various factors that make it difficult to achieve a wider and deeper development.

- **Lack of shared vision: objectives, concepts, methods, resources, research, results evaluation, etc.**
  We still do not dispose of a shared common framework to work with. This makes it more difficult for exchanges, comparisons, joint strategies and in general any state or European policy.

- **Cultural barriers to innovation**
  Barriers can be due to lack of technological knowledge, lack of critical analysis, or lack of specific culture in the field. Beyond the difficulties of a material and technological nature, it is the institutional inertia and routine that cause problems and slow down the development of innovation that media literacy policies bring with them.

- **European visibility of national, regional and local initiatives**
  Very often initiatives in the field do not achieve a proper media visibility.
  There are many good and successful examples

- **Lack of European networks**
  There is no European network dedicated to this field: that leads to a lack of co-operation and interchange of information among different actors.

- **Dispersion and lack of coordination among stakeholders**
  Stakeholders who are active in the field are disperse, that is to say most initiatives remain unique and unknown. There is scarce co-operation among actors.

MEDIA**LITERACY**

Chapter III

Recommendations on measures to be implemented at EC level to help foster and increase the level of media literacy in Europe

Introduction to the recommendations

The general objective of these recommendations is to promote media literacy, and ensure favourable and stable conditions for its development. The recommendations refer to initiatives involving different actors, contexts and processes.

We have divided the recommendations into five categories: policy, technological innovation, creativity, active citizenship in European public sphere and research and education. A certain number of proposed actions depend on each of these categories.

Many of the recommendations that we propose can be placed simultaneously in different categories. We recognize that these categories are all defined conventionally and boundaries are not always fixed. It is also true that it is difficult to come up with initiatives that concentrate on just one area.

Meanwhile, the categories that we have used to classify the recommendations are not exactly the same as those we have used to study the development of media literacy. This is neither strange nor an anomaly. The categories into which we classify the cases, and which divide the initiatives highlighted in the country reports are useful because of the way they can be adjusted to coincide with current developments. However, the recommendations point to a diverse future, which to a certain extent coincides with the spirit of study.

Complementary, systems and field of application

Many of the actions presented here only make sense in relation to others that accompany them and that give them a context. Therefore, many of them need a joint focus, to take advantage of the synergies and the improvements in efficiency that can strengthen this complementary relationship.

In order to understand the system that we propose, a distinction must be made between:

- *Title*: Simple and to the point. Provides the theme of the recommendation.
- *Justification*: Explains the reason for the recommendation. Identifies an obstacle or opportunity.
- *Recommendation*: Explains the task to be carried out.
- *Action*: Specific measures that help in the development of the recommendation put forward. They are not exhaustive, but indicative.

The series of actions is aimed at creating a system in which literacy initiatives can find suitable ground to be developed on a Europe-wide scale.

They are recommendations that can be applied by many of the actors involved, and recommendations that the European Commission can use to support, promote and encourage determined actions by the actors involved.

Often, without the support of national policies or without a determined combination of factors, some in particular countries, others affecting various countries or Europe as a whole, possible actions would be certain to fail. Nevertheless, an attempt has been made to make recommendations that can be developed by the Commission without interfering in areas of the sovereignty of each country, with objectives and goals for them all.

We can also say that various types of recommendations have been made, some general, others with more specific purposes; some aimed at all audiences and actors; others that only affect certain groups. However, together they create an ordered, coherent and complete system.

The timescale of these recommendations varies. Some are long-term, others medium-term and others short-term. But all are related and linked to each other. For example, although media literacy in schools is a slow and far-reaching process, it can be perfectly compatible with the launch of short-term campaigns and initiatives. It will be, in any case, the strategy of the actions undertaken which will determine the timescale.

One final consideration on the good examples provided for some of the recommendations: they are all precedents or cases that are similar to the initiative that we propose. They do not, however, necessarily coincide fully with the recommendation. It would be more apt to consider them as points of reference.

Recommendations

The recommendations we propose are essentially aimed at creating conditions for the development of media literacy in the European space. The focus of these recommendations is therefore a cross-sectional and co-operative European action that is both useful for the global development of the Union in this field and also helpful to the aims of each State on this matter.

Our recommendations have been developed in four areas, which are described as follows:

1. Policy: refers to all of the recommendations that can allow or contribute to planned, coordinated and **effective action in the field of European media literacy**. They can make the work of decision-makers on the subject easier, so therefore these are recommendations that first and foremost involve public organizations and authorities.

   In this area the aim is to advance in the attainment of practical and conceptual instruments for the design, construction and development of effective policies for promoting media literacy.

   Consequently, we propose making advances in the search for reliable indicators that can assess individual and collective progress in the acquisition of media competences, and which therefore allow the development of medium and long-term research and assessment policies. With the same aim in mind, we propose that these indicators and this assessment be carried out with the aid of independent regulatory authorities in communications and associations of European actors.

2. Technological innovation: this category includes all actions which have an **effect on economic aspects, and that can be linked to technological innovation**. These recommendations, therefore, refer to the actors involved in this field, such as businesses, content producers, consumers, etc.

   We propose that media literacy should be actively and directly linked to technological innovation. This means that technical innovation is spread and so is acquired as knowledge and competences by citizens. In the same way the awareness acquired by citizens as they become familiar with media competences should act positively in the generation of new requirements for research and innovation.

   We therefore consider it a priority to spread technical innovations, through campaigns and all kinds of action, produce quality contents related to media literacy (innovation being included as a priority) and extend these contents

and these innovations by studying and debating new educational licences for digital products which favour experimentation in the educational (*learning)* sector; in this way education and with it children and young people can become key factors for innovation in the sector. Finally, all this activity will be enriched if consumer associations in the field of ICTs and the media are promoted.

3. Creativity: in this category, there is an emphasis on aspects related to the **development of creative production skills by citizens** and organizations. In some recommendations, we have taken the specific type of public into account; others, however, are more general in character.

   The development of new communication services is based essentially on the social production of contents and on social networks. If these do not exist, media development is adversely affected. What we propose is to give an incentive to this social production and these networks by favouring creativity and innovation especially in children and young people, who are most committed to new technology and who represent a decisive factor of change in the medium and long term.

   We therefore suggest the creation of activities and the launching of initiatives to encourage creative production in young people. For this we believe it is essential to provide them with good resource centres for both training and creation, and in these centres of education create scenarios and platforms for the development and communication of the creativity which we aim to encourage.

4. Active citizenship and the European public sphere: The public sphere is a space for general communication, in which issues affecting the population as a whole are debated. Meanwhile, active citizenship refers to ways citizens participate and act in relation to the opportunities for participation offered by democracy. Media literacy linked with public sphere and active citizenship means empowerment of people to participate beyond media communication on democracy and public debate. At the same time, this section includes recommendations that relate to participation in European values, or that help to strengthen the European public sphere.

   We propose to launch campaigns to raise people's awareness, promote platforms in which citizens can debate on the functions and the role of the media in society. We also propose boosting the role of regulatory authorities in the encouragement of civic participation; they will thus be able to promote forums for debate aimed at creating a source of suggestions and reactions by citizens which can later be taken into account when it comes to regulating communication.

All this will improve if there are the proper conditions for debating and promoting codes of conduct and self-regulating and co-regulating systems on the subject of media.

5. <u>Research and education</u>: Finally, we have placed recommendations which have a **direct effect on the formulation of actions related to teaching, learning or training** in this section.

In this field we propose to increase research, to promote the training of teachers and educators in the subject, to encourage the media to deal with this matter and to help media literacy to become an essential subject in life long learning.

The following chart shows these proposals graphically and organizes them together:

Area (5)	Strategic goal (5)	Priority 1 (14)	Priority 2 (9)
1. Policy	**1.** Develop media literacy **policy**	1.1. Indicators 1.2. Research and monitoring	1.3. Quality standards 1.4. Regulatory authorities 1.5. European media literacy networks
2. Technological innovation	2. Link media literacy with **technological and economic innovation**	2.1. Spread of technological innovations 2.2. Creation of quality content 2.3. Debate on educational licenses	2.4. Consumers' associations for media and communications services
3. Creativity	Boost **creativity** as an essential part of media literacy	3.1. Children and young media production initiatives 3.2 Media literacy resources centres	3.3. Create media in educational settings
4. Active Citizenship	**3.** Promote media literacy as an instrument of **Active citizenship in the European public sphere**	4.1. Public awareness campaigns 4.2. Forums on media literacy 4.3. Media literacy and Promotion of Europe's audiovisual heritage 4.4. Analysis and debate on commercial communication	4.5 Mediation between media and citizenships 4.6. Codes of conduct 4.7. Regulation, self-regulation and co-regulation
5. Education	4. Reinforce Research and Education in Media literacy	5.1. Training teachers and trainers in media literacy 5.2. Media literacy in the media 5.3. Media literacy in the curriculum	5.4. Media literacy in lifelong learning

We would be able to present these same proposals from another point of view: one as the type of activity that impulse them, although each one of them answers to a different strategic objective and affects diverse actors. The chart assumes this point of view:

Activities	Areas
1. European media literacy networks	• Encourage the creation of National and European media literacy networks and provide assistance to those already in existence • Encourage networking in the media literacy activities of the different National and European audiovisual and communication regulatory authorities • Consumers' associations for media and communications services • Support the networking and cooperation of resource centres specializing in media literacy across Europe • Mediation between media and citizenships • Regulation, self-regulation and co-regulation
2. Communication campaigns and debate	• Spread of technological innovations • Production of high-quality contents • Debate on educational licenses • Civil participation forums on media literacy • Public awareness campaigns • Analysis and debate on commercial communication • Media literacy in the media • Codes of conduct
3. Research and education	• Indicators • Research and monitoring • Quality standards for media products and services • Initiatives on Media production skills for children and young people • Promotion of Europe's audiovisual and communication heritage • Training teachers and trainers in media literacy • Media literacy in the curriculum • Media literacy in the education system and lifelong learning • Create media in educational settings • Media literacy in lifelong learning

1. Policy

Through incentives of exchange and networking, to establish the key elements that allows the development of a European policy of cooperation in the field of media literacy.

Strategic Goal
Develop a Media Literacy framework

Indicators

Research and monitoring

Exchanges

Quality standards

Networking

Regulatory authorities

Priority 1

1. Indicators
2. Research and monitoring

Priority 2

3. Quality standards
4. Regulatory authorities
5. European Media Literacy networks

1.0. Strategic goal: Develop a Media Literacy Framework

European media literacy policy loses efficiency because its development lacks conceptual and methodological focus: there is a lack of dialogue between specific and apparently successful projects working in similar kinds of activities, which could benefit from exchanging models, content, approaches and evaluation techniques.

In order to overcome this barrier, it is vital to come to a basic conceptual agreement and to share objectives between all the different actors.

To work to a **Common Framework**, as an overall strategic goal, this would allow for exchanges and cooperation at a European level.

This framework will contribute to create a European work consensus on the essential aspects of media literacy, such as: objectives, basic concepts, types of theoretical focuses and practices, methods of analysis and action, ways of cooperation and exchange of experiences.

Ways:

- Form a **European *task-force*** whose mission would be to draw up a Common European Framework on media literacy. This group should be stable and have links to existing entities with similar objectives, promoting exchanges, dialogues and interaction.
- Hold periodical and **regular European events** aimed at promoting the aforementioned framework.
- Ensure the maintenance of a continually **updated interactive website** to give visibility to National and regional activities.
- **Networking**, and **exchanges** and **dissemination**.

Examples of
Framework for Media Literacy in Europe

European Commission´s Public Consultation
(http://ec.europa.eu/avpolicy/media_literacy)

UNESCO's definition and seminars
(http://portal.unesco.org)

Grünwald declaration (http://www.unesco.org/education/nfsunesco/pdf/MEDIA_S.PDF)

European Charter of Media Literacy's definition   (www.euromedialiteracy.eu)

EMECE –Media Education for European Citizenship (http://emece.proformar.org)

1.1. Media literacy indicators

Justification

As a result of the current lack of conceptual and methodological focus, no reference systems have been developed for evaluating degrees of media literacy development. This creates marked difficulties for policies in the area. There is not enough evidence, grounded on qualitative studies, about the real learning outcomes of media literacy initiatives.

Recommendation

Provide incentives for the formulation and fixation of qualitative and quantitative empirical indicators that would facilitate the evaluation of progress of media literacy and to describe the factors that contribute to its development.

Action:

- Promote systematic research in order to formulate indicators.
- Encourage the use of indicators in an experimental pilot phase.
- Finally, propose the extension and general use of these indicators for the development of action policies.
- Application of the indicators for project evaluations, in order to accumulate comparable data for the development of new policies.

Examples of
Media literacy indicators

OFCOM -The Media Literacy Audit (http://www.ofcom.org.uk/advice/media_literacy)

B2i - ICT and Internet Certificate in France
(http://www2.educnet.education.fr/formation/certification/b2i/)

CAC (Spain) has developed *Competences on audiovisual communication: a proposal of dimensions and indicators*. (http://www.cac.cat/web/recerca/estudis/llistat.jsp)

1.2. Media literacy research and monitoring

Justification

There is relevant research at a national level, but results are not circulated enough and there is not enough research at a European level.

Recommendation

Promote systematic European and regular observation research and its dissemination on the different aspects and dimensions of Media Literacy.

Action

- Encourage the development of research programmes and projects at a European level.
- Encourage the establishment of stable research centres and observatories which can be coordinated at a European level.
- Create a network of European Media Literacy Centres whose mission is to promote, coordinate and carry out research, and that ensures translation and dissemination of high quality research and initiatives.
- Build up a framework for research, encouraging a number of institutions in different countries to use similar methodologies and research questions in order to produce comparable results.

Examples of Media literacy research and monitoring

Mediappro research (http://www.mediappro.org/workplan.htm)

EMECE research *Eduquer aux médias pour un espace civique européen* http://www.emece.proformar.org

OFCOM publications and research (www.ofcom.com

1.3. Quality standards for media products and services

Justification

The question of quality is important in the information society. Quality can be understood as the criteria of adaptation of products and services to suit the needs of users. Standards of quality are reference systems of these adaptations. In contrast to different areas of production and consumption, few quality standards exist in the area of communication and its related services. Therefore, the critical awareness of users and citizens –a key aspect of media literacy- has no reliable reference systems that are required for contrast and evaluation.

Recommendation

Develop European quality standards for communication services which evaluate the adaptation of products and services to meet the needs of consumers and users, involving media industries, professionals, citizens, and authorities.

Action

- Promote quality standards on a Europe-wide scale.
- Boost the visibility of said standards.
- Promote continuous social dialogue on the development and use of the quality standards between different actors.

Examples of
Quality standards for media products and services

IQC, Internet Quality Certificate (http://www.iqcert.com)

Institute for Accountable and Transparent Multi-stakeholder Internet Governance proposes international coordination of Internet Quality Labels. http://atmig.org/.

The **Federation of German Consumer Organizations** aims to establish minimum standards for the protection of minors with the **KINDERCAMPAGNE** project. (http://themen.kinderkampagne.de)

RED.es publishes a three-monthly report on the quality of Internet access, mobile phones and landlines in Spain, so that users can choose the best options for their technological needs. (www.red.es)

IQUA (Quality Internet Agency) (Spain) provides internet quality standards specially related to the protection of the minors.

The primary task of the Danish **Media Council for Children and Young People** is to classify films and DVDs for children aged between 11 and 15 years old.

1.4. Media literacy in the scope of communications regulatory authorities

Justification

In Europe few audiovisual or telecommunications regulatory authorities carry out work on media literacy. This fact means that a key aspect that could help to boost equilibrium and vitality in the media system, media literacy, is neglected.

Recommendation

Encourage networking in media literacy activities of the different national and European audiovisual and communication regulatory authorities.

Action

- Encourage a Europe-wide agreement on the subject in which the different regulatory authorities participate.
- Promote coordination between parties in the field of media literacy.

Examples of
Media literacy in the scope of communications regulatory authorities

In the United Kingdom**, OFCOM** has the duty to promote media literacy. (www.ofcom.com)

DLM, Direktorenkonferenz der Landesmedienanstalten (Association of State Media Authorities) is responsible for coordinating media literacy initiatives in all of Germany's states. (www.alm.de)

Italy's **Autoritá per le granzie nelle comunicazioni** created the Audience Council, (**Consiglio Nazionale degli Utenti**), which works for the safeguarding of citizens' rights. (http://www.agcom.it/cnu/)

In Portugal, the **Entidade Reguladora para a Comunicaçào Social** is a watchdog to guarantee respect for and protection of the public, particularly the young, to safeguard individual rights and freedom. (www.erc.pt)

In Catalonia (Spain), **CAC** has developed the **"*Libro Blanco sobre la educación del entorno audiovisual*", researches and Media Literacy projects in the schools.** (http://www.cac.cat/web/recerca/estudis/llistat.jsp)

1.5. European media literacy networks

Justification

Many of the initiatives in the area of media literacy are spread over different European contexts. The formation of networks of cooperation would encourage development and task coordination in the field.

Recommendation

Encourage the creation of national and European media literacy networks and provide assistance to those already in existence.
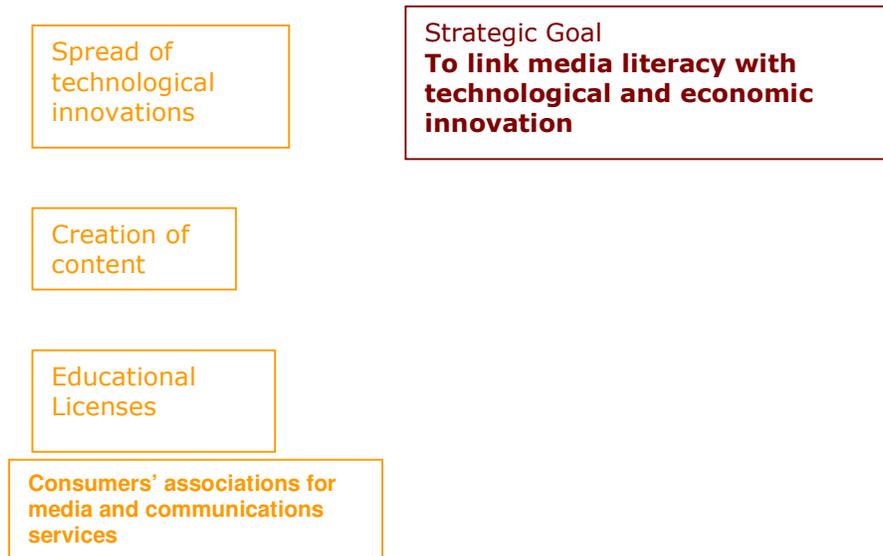

Action

- Provide financial support for meetings, research projects organized by existing networks, create new specific networks.
- Create and distribute services that assist in the formation of networks.
- Increase the visibility of the work and activities of entities already in existence in Europe.

Examples of
European media literacy networks

European Charter of Media Literacy's definition. (www.euromedialiteracy.eu)

European Children Network is active in children's rights within the EU. (http://www.europeanchildrensnetwork.org)

In Mediterranean and European countries, **MENTOR** is a network for lifelong learning. (http://www.mentor.mec.es)

In Germany the **Joint Commission on Programming, Advertising and Media Literacy** (GSPWM) coordinates the exchange of information between the State Media Authorities on the promotion of media literacy, promotes and coordinates media literacy projects on an interstate level and develops guidelines for common scientific research. (http://www.internet-abc.de/daten/html/index.php; http://www.flimmo.de and http://www.klicksafe.de/)

2. Technological innovation

For the full and fair development of the information society, it is essential that media literacy includes elements of awareness and seeks equity in relation to technological and cultural innovations.

Spread of technological innovations

Strategic Goal
To link media literacy with technological and economic innovation

Creation of content

Educational Licenses

Consumers' associations for media and communications services

Priority 1

1. Spread of technological innovations
2. Creation of content
3. Educational licenses

Priority 2

4. Consumers' associations for media and communications services

2. 0. Strategic goal: To link media literacy with technological and economic innovation

Technological innovation is a basic element in the development of an information society. It brings improvements in the productive system, public services and increases social wellbeing. In a globally competitive world, the most innovative societies are those that will find the best solutions to their problems.

Innovation in the area of communication depends on the speed with which social use and new demands are updated and consolidated. An active society and a dynamic market help innovation in production, development of research and improvements to the economic system.

If media literacy consists of raising the awareness of citizens on new media and if it allows citizens to take advantage of technological benefits, social progress is assured.

The aim in linking media literacy to technological innovation is to foster social appropriation of technologies, guarantee and increase a better use of them and make a contribution to economic growth. This does not just mean assimilating innovation, but also increasing critical abilities and the autonomy of citizens in the face of these changes.

Ways:

Ensure that technological innovations in communication are accompanied by comprehensive and critical discourse, which encourages appropriation among citizens.

Promote ties between industry and research into media education.

2.1. Spread of technological innovations with media literacy initiatives

Justification

The spread of technological innovations in the field of communications –such as high definition TV, digital TV, Wi-Fi, 3G mobile phones, etc. - often relies exclusively on commercial communication. This can cause problems in four areas: a) delay in the social implementation of the advantages of the innovations, b) delay in the progress of competitiveness, c) little advantage is taken of the potential of the innovations, and d) use can sometimes lack awareness and criticism.

Recommendation

Launch media literacy campaigns at European level related to innovations in communication technologies.

Action

- Promote the organization of public campaigns related to innovations in the area of communication technologies, and at the same time encourage citizens to use and appropriate these innovations with awareness and critical thinking.
- Collaboration of all actors involved in the organization of these campaigns: research centres, industry, education system, media system, as well as institutions and associations representing citizens.

Examples of
Spread of technological innovations with media literacy initiatives

Free WiFi is a pan-European project which promotes the expansion of free Wi-Fi areas. (www.wififreenet.com)

Free software national campaigns

2.2. Creation and production of high-quality contents related to media literacy

Justification

The task of developing media literacy content on any level – individual, family, educational, or civil - is made more difficult by the scarcity of high-quality materials on the subject.

Recommendation

Promote the on European cooperation production of high-quality contents related to media literacy, of any type and in any language.

Action

- Create European production consortia and network between the media, both public and private, industry and other actors, including researchers.
- Boost the demand and use of these contents on a Europe-wide scale.
- Ensure the visibility and access at European level to available contents.

Examples of Creation and production of good content related to media literacy

BRITISH FILM INSTITUTE delivers teaching resources and guides designed to help professors to study moving image in the classrooms, BFI produces contents related to Media Literacy. It also publishes books, magazines and reports and provides online resources especially on the history of film and TV. (www.bfi.org.uk/publications.htm)

Through different publications, **Grupo Comunicar** offers material related to Media Literacy in TV, radio or advertising. (www.uhu.es/comunicar/index.html)

KINOFESTER develops and provides materials such as films and books to reach their objectives in understanding and critical thinking about cinema. (www.kinofenster.de)

BBC offers the general public many different online resources for getting involved with Media Literacy and media production skills. (www.bbc.co.uk/learning/subjects/media_studies.shtmll)

CNICE´s "Internet en el Aula" (Internet in the classroom), offers students and professors online resources to improve their abilities in this area. It encourages the design, diffusion and use of digital didactic material related to Media Literacy. (www.cnice.mec.es)

RAI Educational produces programmes promoting media literacy among the general public, from reading and writing to audiovisual language and ICT (e.g. TV Talk, a magazine that analyses the panorama of Italian television; or "Off Hollywood 2004", a magazine that analyses international culture and show business, and its impact in Italy). (www.educational.rai.it/)

2.3. Debate specific educational licenses for the use of audiovisual and multimedia materials in Media Literacy

Justification

A system of intellectual property or reproduction rights (intellectual property / copyright / reproduction rights) which focuses solely on the commercial exploitation of materials means that it is difficult to use these materials in media education and in the production of new materials. This fact is creating barriers for the creative production in not commercial contexts as in a part of the educational sector.

Recommendation

Seek formulas –at a European level- to stimulated debate over licensing and take advantage of audiovisual and multimedia materials in media education and media literacy. This would encourage new uses and would even help to create a complementary market accessible to teachers and students.

Action

- Incentive for European research into new formulas for the development of intellectual property / copyright / reproduction rights audiovisual and multimedia production, for educational purposes.
- Run pilot projects in the European scale.
- Promote collaboration with industry, the education system and other European actors involved in experimentation with these new formulas.

2.4. Consumer Associations for media and communications services

Justification

Communication Consumers' and Users' Associations encourage increased civil awareness on the development of media literacy.

Recommendation

Promote and support the creation of media and communications services Consumer Associations and give more power to the Viewer Associations within media administrative authorities as a path to promoting citizens' rights and their participation in the public sphere in relation to the media.

Action

- Creation of Associations on a Europe-wide scale.
- Encourage the creation of platforms for coordination between different existing Associations.
- Encourage cross-fertilization and extension of activities of existing and well-established consumer associations, to expand their interests to media and media content.
- Support the access of Associations to and participation with European institutions.

Examples of
Consumers' Associations for media and communications services

EAVI is an independent, not-for-profit International Association based in Brussels. Its primary aim is to represent and advance the interests of the European television viewers. (www.eavi.com)

In Spain the "**Agrupacion de telespectadores y radioyentes**" is a not-for--profit association created by private citizens to protect their own interests (http://www.atr.org.es/)

Portuguese "**Associação Portuguesa de Consumidores dos Media**" aims to protect citizens from all media abuse. (http://www.acmedia.pt)

In Italy "**MOIGE**", *Movimento Italiano Genitori*, is a parental association active in the protection of minors in the media. (www.genitori.it)

3. Creativity

Media literacy must boost the skills of media expression, production and communication, in order to encourage creativity in all social and economic activities, and increase innovation, cultural diversity and social dialogue.

Strategic Goal
Boost creativity as an essential part of media literacy

Children and young media Production initiatives

Media Literacy Resource centres

Create media in Educational settings

Priority 1

1. Media production initiatives for children and young people
2. Media literacy resources centres

Priority 2

3. Create media in educational settings

3.0. Strategic goal: Boost creativity as an essential part of media literacy

Media literacy can not be considered complete without the acquisition of creative media production skills. Moreover, the increasing interactivity of the media and, above all, the development of a participative WEB (wikis, blogs, etc.) increase the need to extend media and digital production skills among all citizens.

Promoting the acquisition of media production skills is an essential part of formal education and lifelong learning.

Ways:

Make media production courses accessible to citizens in educational centres, the workplace, libraries, museums, etc.
Teachers training in media production skills.
Support and increase production-related events and activities for the public in order to make software more easily understandable.
Encourage the participation of industry, the education system and other actors in the development of lifelong learning activities in the area of production.

Examples of
Media production skills among citizens

Community Media Network (Ireland) Promotes community development and empowerment, using video, radio, photography, print and Internet as resource tools. (www.cmn.ie)

MEDEA (Austria) A platform for art and media praxis with a focus on migrant people. (www.servus.at/medea/)

FILM-X is the Danish Film Institute's computer based, interactive film studio for children and adolescents. It gives children, young people and adults a chance to experience film production, helps them to learn different ways to communicate through film. (http://www.dfi.dk/filmx)

3.1. Initiatives on media production skills for children and young people

Justification

Encouraging media production by children and young people boosts their production skills. Recognizing the importance of these activities within schools, increases awareness and critical thinking and prepares them for democracy.

Recommendation

Increase Europe-wide initiatives promoting production by children and young people, exchanging the experiences and the results.

Action

- Identify, and increase visibility of existing activity in the field in Europe.
- Create European support mechanisms for (good) production
- Recognise, award and promote productions by children and young people on a Europe-wide scale (including an evaluation concerning media literacy results).
- Boost the creation of fairs, festivals and other public displays related to productions by children and young people.

Examples of
Media production skills for children and young people

First Light Movies (UK) programme achieved that 9,000 children and young people have made more than 600 short films. (www.firstlightmovies.com/)

SchuleRadio Bayern (DE) offers opportunities for many children to produce school radio programs and to broadcast their contributions on the Internet. (www.schulradio-bayern.de)

Thessaloniki International Film Festival Educational Programmes (GR) implemented a nationwide media literacy programme on audiovisual projects and production skills in Greek schools. (http://www.filmfestival.gr/educational_programmes/uk/info.htm)

The **VER** programme of the **Portuguese Cinema Institute** is bringing young people closer to film and multimedia, familiarising them with the language. (www.icam.pt)

spinxx.de (DE) offers a platform for children between 10 and 15 years old, where they can take an active part in the discussion of current television and cinema productions, writing and exchanging their own critiques online or through local editorials. (www.spinxx.de)

Web Detective of the Week (Sweden) offers a simple, cheap and effective tool for children to practice their research capabilities on the Internet and acquire a critical approach to information found on the Web

Mediabox (UK) Grants money for media productions by 13-19 year olds, allowing them to produce films, TV shows, press, radio or Web sites. (www.media-box.co.uk)

Ffilmschool (UK) Initiative for introducing children and adults with low-incomes to Media education and cinema. (www.mediaedwales.org.uk/pagesEnglish/activities/projects/FfilmschoolEng.htm)

European Youth Press, Independent structure helping young people to produce media at different levels. (http://www.youthpress.org/)

3.2. Foster educational resource centres dedicated to media literacy

Justification

Increasing levels of media literacy among citizens requires making educational resources accessible in different environments.

Recommendation

Support the networking and cooperation of resource centres specializing in media literacy across Europe.

Action

- Promote cooperation and coordination of existing centres.
- Stimulate the creation of networks of cooperation on the subject.
- Publicize the existence of such centres for all their uses.

Examples of
educational resource centres dedicated to media literacy

ISM The function of the Information System Media Education (ISM) is to promote media literacy through the most extensive digital reference database in this field. **(**http://www.ism-info.de**)**

Childnet International develops many projects in different areas and countries, providing tools for children or adults to acquire in-depth knowledge about useful and entertaining materials that can be found can find on the Internet, such as music sharing programmes, films production and safe use of cell phones or practical Internet guides for parents. (www.childnet-int.org/projects/)

Mannerheim League for Child Welfare Youth Net in collaboration with **TUNNE** has developed a self-help website aimed at young people and adults in Finland. The project provides a portal with an internet awareness section, offering information on potential risks but also on the positive possibilities of the web. It publishes different types of printed materials: leaflets for maternity clinics, day-care centres, schools and parents, discussion material for parental groups and a handbook on media education. (http://www.nuortennetti.fi)

CNICE provides open, free and Internet-based adult education, with courses focused on working online, e-commerce, audio-visual media and new technologies National Centre Technology. (www.cnice.mec.es)

Mediamanual.at (Austria) project is an interactive platform for integrated media work in schools and offers pupils, students and teachers materials for practical media education. It contains basic information in the form of lectures and workshops, in which practical courses are offered on subjects such as film, radio and video. (www.mediamanual.at)

3.3. Create media in educational settings

Justification

ICT and media can be used not only as instruments and objects for study in schools, but also for creating media to communicate with the school and their immediate surroundings. This in turn creates conditions that are conducive to the acquisition of production and communication skills.

Recommendation

Support the creation of educational media on a Europe-wide scale: television and radio via IP, electronic press, etc. as a way to develop Media Literacy. The aim is to reinforce the diversity and activities of local communities.

Action

- Establish a system of assistance to help European schools take part in the creation of media based on new technologies, increasing the acquisition of media skills.
- Creation of an orientation system for the creation of media: guides, courses, consulting systems, best-practices and their results, etc.
- Create platforms between the media industry and educational centres for the creation of such media.

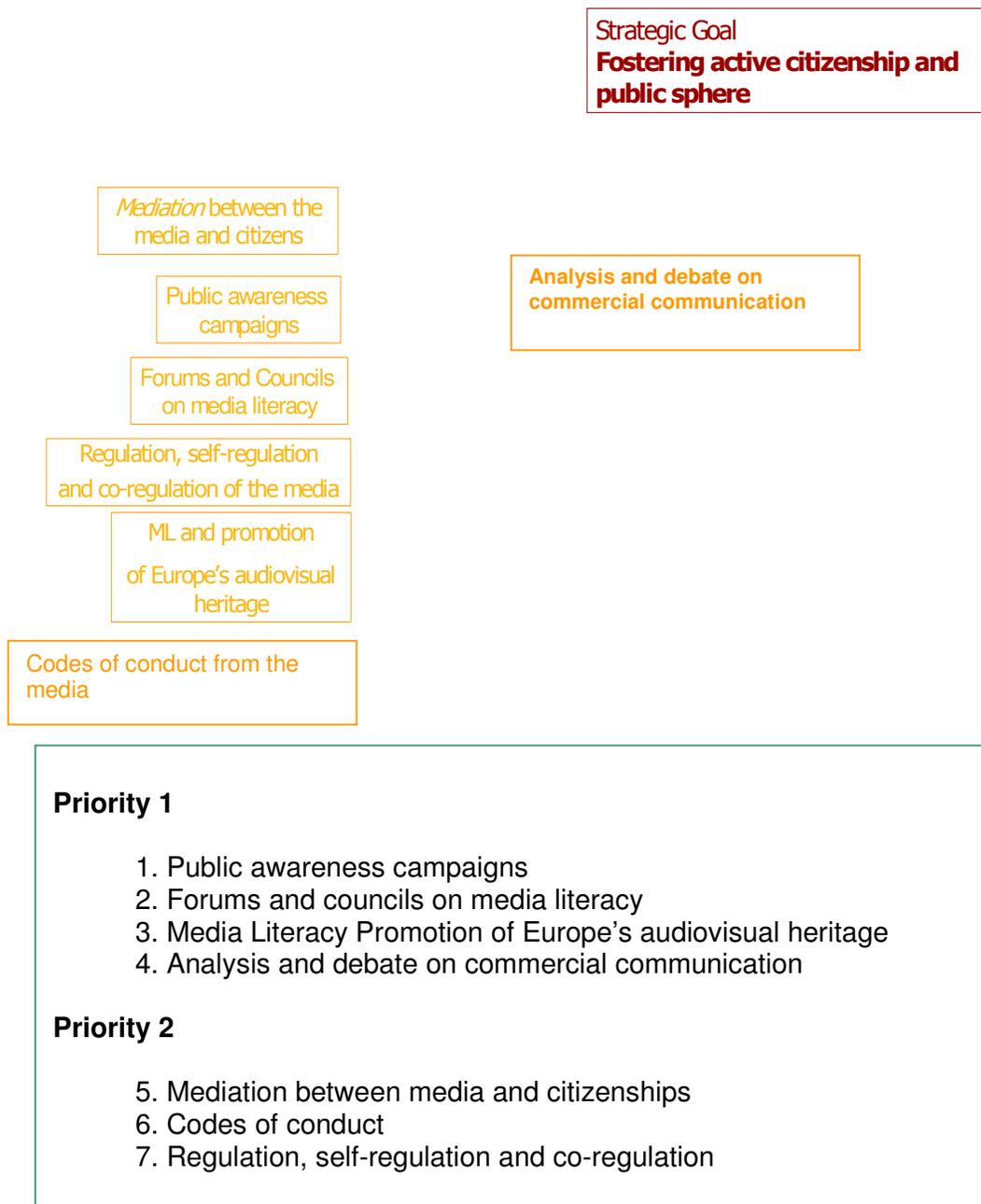
Examples of
Creating media in educational settings

Cyberfax! Initiatives to create a worldwide publication written by young people (www.clemi.org/fax/clcyberfax.html)

SchuleRadio Bayern (DE) offers many children the opportunity to produce school radio programs and to broadcast their contributions on the Internet. (www.schulradio-bayern.de)

TV Giovani (IT) TV online project is designed to serve as an introduction to the world of multimedia, allowing students to find out about the language of television and film and TV production techniques. It focuses on educational aspects, to increase critical sense. (www.tvgiovani.it/index.asp)

Publico na escola is an initiative that links the media and schools, encouraging the use of media in education, as well as using the media as a tool for learning to become responsible citizens. The project also includes the production of support materials for

primary and secondary education. (www.publico.clix.pt/homepage/projectos/pubnaesc/default.asp)

Film In Schools (IE) initiative is designed to introduce the medium of film as a support to the Revised Primary School Curriculum, targeting pupils, who will have the opportunity to create their own film. (www.fis.ie)

4. Active citizenship and European public sphere

To promote media literacy as a path towards active citizenship and as a key dimension in the vitality of the European public sphere and its cultural diversity.

Strategic Goal
Fostering active citizenship and public sphere

Mediation between the media and citizens

Public awareness campaigns

Analysis and debate on commercial communication

Forums and Councils on media literacy

Regulation, self-regulation and co-regulation of the media

ML and promotion of Europe's audiovisual heritage

Codes of conduct from the media

Priority 1

1. Public awareness campaigns
2. Forums and councils on media literacy
3. Media Literacy Promotion of Europe's audiovisual heritage
4. Analysis and debate on commercial communication

Priority 2

5. Mediation between media and citizenships
6. Codes of conduct
7. Regulation, self-regulation and co-regulation

4.0. Strategic goal: Strengthen the public sphere and active citizenship in relation with the media

Public debate and participation on the controversial issues related to audiovisuals and communications boosts public awareness and helps increase the visibility and spread of media literacy.

The objective is to stimulate public debate and active citizenship on media issues.

Ways:

- Publish reports and research on media literacy, encouraging public debate.
- Organize congresses, seminars and symposiums on issues related to media literacy.
- Increase visibility of issues related with media literacy in different European countries that until now have only been discussed as part of public opinion in each country.
- Encourage participation contexts in the media system.

Examples of
Strengthen the public sphere and active citizenship in relation with the media

The "**Kino macht schüle**" Congress of 2003 brought together different social actors attracting media attention and endorsing public debate in Germany. (http://www.bpb.de/veranstaltungen/VTDZTQ,0,Kino_macht_Schule.html)

Grupo Comunicar's publication "Luces en el laberinto audiovisual" inside the *Congreso Iberoamericano de Comunicación y Educación*, that took place in Huelva in 2003 (http://www.uhu.es/comunicar/colecciones_textos/prensa-educacion-07.htm)

4.1. Public awareness campaigns

Justification

Informed public opinion favours the development of media literacy.

Recommendation

Boost public campaigns using wide-reaching media – through advertising, informative campaigns or events.

Action

- Provide incentives so that different actors organize or participate in these campaigns.
- Aim for current initiatives related to the field that are organized in some countries to be extended across all European countries.
- Provide campaign materials which can be used in different countries.
- Set up days, weeks or events that promote the organization of such campaigns on specific days.

Examples of
Public awareness campaigns

Semaine de la Presse et des médias dans l'école, organised by CLEMI in France. (http://www.clemi.org/spe1.html)

National Schools Film Week (UK) is the biggest event of its kind in Europe and last year took more than a quarter of a million children to see 1,500 films in over 500 locations throughout the UK. (http://www.nsfw.org)

The *"I Feel Closer to the World"* event, produced by **Pannon Press Association** and supported by the Ministry of Children, Youth and Sport in Hungary offers students the chance to write for newspapers. (http://www.plt.hu)

Safer Internet day (Tietoturvapäivä) is a project to help children, parents and teachers understand media and Internet practices. It provides materials on the Internet for children, adults and small companies to build up their Internet safety skills. (www.tietoturvaopas.fi, www.tietoturvakoulu.fi)

4.2 Civil participation forums on media literacy

Justification

Here we refer to participatory forums and councils that are formal entities, and in which issues related to communication are debated. In this way, debate and civil participation in the field of communications encourage critical activity and the use of media by citizens, key issues in the development of media literacy.

Recommendation

Encourage the formal creation of citizens' forums on communication across Europe.

Action

- Encourage the creation of cooperation networks in the field across Europe.
- Announce and publicize the existence of such initiatives in their different contexts.
- Strengthen existing forums and councils and support the creation of new ones.

Examples of
Civil participation forums and councils on media literacy

Italian ***Consiglio nazionale degli utenti*** has a forum were people can express their opinion and debate about different communication issues. (www.agicom.it/cnu)

Catalonian **Consell de l'Audiovisual de Catalunya** has a forum for audiovisual users. (www.cac.cat)

4.3. Media Literacy and promotion of Europe's audiovisual and communication heritage

Justification

Key elements for a media literacy that is adapted to the needs of Europe can be found in the Region's rich, extensive and diverse audiovisual heritage. However, the two areas are rarely linked, which has a negative effect on the development of both fields. Furthermore, this heritage is a vital element for the defence of identity and cultural diversity –both values associated with media literacy.

Recommendation

Coordinate media literacy initiatives with the distribution and development of Europe's audiovisual and media heritage. This is particularly important in the areas of film and television.

Action

- Create programmes and materials for teaching audiovisual literacy which use European contents.
- Link training and learning on audiovisual literacy to the appreciation and evaluation of European audiovisual production for its contribution to cultural diversity and the defence of identity.
- Link creators of audiovisuals with the task of developing media literacy.

Examples of
ML and promotion of Europe's audiovisual and communication heritage

The **European Children's Film Association** is an initiative that offers a communication panel promoting new ways of co-operation within Europe in the fields of production, festivals, distribution, exhibition and film education. (www.ecfaweb.org)

"**Let´s cinema**" is one of the educational programmes of the Greek Thessaloniki International Film Festival in order to offer courses on art and cultural activities at school on a national level. (http://www.filmfestival.gr)

Giffoni Film Festival, in Italy to promote and allow cinema for young people to develop, elevating it from a niche and marginal position to a respectful, competitive and quality genre. (www.giffoni.it)

Enfants de Cinema (France). (http://lesenfantsducinema.free.fr/)

4.4. Analysis and debate on commercial communication

Justification

The need for quality and credibility in this type of communication, as well as the need to safeguard the rights of consumers, requires the development of media literacy in commercial communication. Nevertheless, there are few European campaigns in the critical analysis of commercial communication.

Recommendation

Promote Europe-wide activities related to the analysis of commercial communication by citizens' associations involved in Media Literacy and media consumer associations.

Action

- Promote activities and events related to the critical analysis of commercial communication involving industry and citizens.
- Identify and circulate codes of self-regulation and good practice in the sector of commercial communication, as part of the promotion of media literacy. Standards are typical self-regulation tools.
- Encourage the creation of platforms to link all of those interested in commercial communication and media literacy.

Examples of
Analysis and debate on commercial communication

The Finnish **MediaKompassi** has material on the Internet, TV programmes (TV series for adults based on questions, which teachers and adults have about children as media users, and TV-series for children about understanding media and developing media skills). It also has a media bus, which brings current media education to schools and educational institutions. (http://mediakompassi.yle.fi/)

The German **Kinderkampagne** is a national campaign to strengthen the advertising skills of children and young people. (www.themen.kinderkampagne.de)

Spinxx, in Germany, is an online platform for young people to discuss and criticise current television and cinema productions. Young people can write and submit their critiques on the website's online magazine. (www.sphinx.de)

Funded by corporate sponsors from the advertising industry and partner organisations,

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Media Smart has a website to help children develop the ability to understand and interpret advertising effectively (e.g. contains adverts, smart quizzes, tips and games). Also makes ML programmes for classroom and home using audiovisual and print materials. ([www.mediasmart.org.uk)](www.mediasmart.org.uk)

Casseurs de Pub, a not for profit association organizes the "no-shopping day" and the "no-TV week". ([www.casseursdepub.com)](www.casseursdepub.com)

4.5. *Mediation* between media and citizens

Justification

Mediators refer to person or entities working for the defence of readers and TV viewers, and others that allow citizens to communicate with the media, with suggestions, complaints and justifications, as well as to receive information about how the media work. The very existence of these mediators, and the publication of their reports or results, lead to increased public awareness and advances in media literacy.

Recommendation

Encourage mediation activity (civil and media) and promote its visibility.

Action

- Boost the visibility of existing national and European mediation activities, spread of good practices, publication of reports, etc.
- Increase Europe-wide coordination of mediation authorities.
- Develop action lines, protocols, and codes for mediation activities.
- Promote programmes presenting viewers point of view or questions on the media.

Examples of
Mediation between the media and citizens

French *"L'hebdo du mediateur de France2",* specific broadcast dedicated to the different questions or opinions expressed by the audience during the week. (http://relations.france2.fr/mediateur_emissions.php)

Spanish *Oficina del Defensor del Telespectador* has the duty to protect viewers against TV abuses or incorrectness. (http://www.rtve.es/RTVE_Defensor/index_defensor.htm)

Portuguese **Associação Portuguesa de Consumidores dos Media** (http://www.acmedia.pt/)

ORF Publikumsrat is the public council of the Austrian public broadcast made of different social representatives aiming at giving recommendations and protecting the audience. (www.publikumsrat.orf.at)

The **Guardian** newspaper offers an Ombudsman service to its readers. (http://www.guardian.co.uk/)

4.6. Codes of conduct from media

Justification

Codes of deontology, style books and guides in the area of communications encourage increased awareness among the public on communication, the creation of reference systems and civil participation in the area.

Recommendation

Promote media literacy based on existing and possible codes of conduct for communications.

Action

- Circulate and increase visibility of existing codes of conduct and recommendations for the field across Europe, and especially of media institutions working with the education sector.
- Promote media literacy based on national and European codes.
- Encourage the publication of periodical reports on the development and evaluation of these codes with relation to media literacy.

Examples of
Codes of conduct for the media

World Press Association recommendations. (www.wan-press.org)

European Federation of Journalists' conduct code. (http://www.ifj-europe.org/)

4.7. Towards citizenship participation in regulation, self-regulation and co-regulation of the media.

Justification

Legal regulation, self-regulation and co-regulation are three dimensions of the relationship between the media and citizens. They are important in order to promote media education and media literacy. They encourage public awareness of the rules that must be respected. They also establish a framework of reference encouraging critical examination by citizens and boosting participation and active citizenship in the area of communication.

In this context, it is important to develop activities related to these fields: a) knowledge of law and regulations; b) the acceptance of certain rules of action by the different actors involved in the process; c) the determination and acceptance of an entity that has been made responsible for supervising and ensuring that these rules are respected.

Recommendation

Boost dialogue and cooperation between the different actors regarding media regulation, self-regulation and co-regulation as a means of promoting media literacy.

Action

- Publish and distribute the current media regulations. Spread good practices.
- Encourage the acceptance of action agendas for media self-regulation and co-regulation.
- Promote the participations of different actors (citizens, media industry, regulators, etc.) in the creation of self-regulation and co-regulation networks

Examples
Civil participation in regulation, self-regulation and co-regulation of the media.

Italy has a self--regulation code on **TV and Minors.** *TV e minori: Nuovo codice di autoregolamentazione*, *Ministero delle Comunicazioni*. (www.comunicazioni.it)

The German **Association of State Media Authorities** in the Federal Republic of Germany has the duty to co-ordinate stakeholders and local authorities' interaction. (www.alm.de)

Conséil Supérieur de l'Audiovisuel (CSA) in Belgium promotes co-regulation between different stakeholders. (www.csa.be)

The **Consell Audiovisual de Catalunya** (CAC) promotes platforms of dialogue to establish codes of self and co-regulation. (http://www.cac.cat/)

5. Education

Education and training in media literacy for all citizens is a key element of a united and diverse Europe. Every European citizen should have the opportunity to acquire basic skills in media literacy, in order to be able to participate actively and freely in society.

Strategic Goal
Fostering education and training

Media Literacy in the educational curriculum

Media literacy in lifelong learning

Training teachers and trainers in media literacy

Media Literacy in the media

Priority 1

1. Training teachers and trainers in media literacy
2. Media literacy in the media
3. Media Literacy in the curriculum

Priority 2

4. Media Literacy in lifelong learning

5.1. Training teachers and trainers in media literacy

Justification

Teachers and trainers are essential in the development of media literacy. In Europe tasks in this field are widely dispersed, and there is not enough development.

Recommendation

Promote and coordinate Europe-wide efforts on teacher training in media literacy.

Action

- Create a curriculum for teacher training
- Didactic material development for teacher training
- Promote the coordination among the media literacy teachers and trainers.
- Coordinate and create cooperation networks between training centres.

Examples of
Training teachers and trainers in media literacy

EMECE, Media Education for a European Citizenship, is a network of researchers, teachers and institutions analysing media education practices and their purposes in 8 countries. (www.emece.proformar.org/)

CNICE, in Spain, wants to be a vehicle for the exchange of information and communication for educative community. (http://www.cnice.mec.es/)

ISM (Information System Media Education), in Germany, promotes Media Education and Media Literacy skills through the most extensive and free digital reference tool on Media literacy in the German-speaking world.(http://www.bildungsserver.de/)

Comunicar, in Spain, a not for profit professional association of teachers and journalists, dedicated to research, and teacher/communicator training. (http://www.uhu.es/comunicar/)

5.2. Media literacy in the media

Justification

The media aimed at children and young people has an important impact on the formation of media consumption habits and media awareness. This represents an opportunity for the development of media literacy from an early age. Therefore, the diffusion of subjects related to media literacy in programmes for children and young people would represent a considerable advance.

Recommendation

Promote programmes (and media contents) related to media literacy, especially for children and young people, on a Europe-wide scale.

Action

- Identify and increase the visibility of existing activities in the field across Europe.
- Provide incentives for positive initiatives.
- Coordinate and create cooperation networks between existing initiatives.

Examples of
Media literacy in media

Cap Canal, a private French TV channel which produces programmes aimed at children, teenagers, parents, teachers, university students and for adult education, to educate on image and with image. The CC website offers free videos on media literacy (children and advertising, TV and multimedia in primary schools, making a film, etc.)(www.capcanal.com/capcanal)

The European Children's Film Association (**ECFA**) promotes cooperation within Europe with regards to festivals, and the distribution, exhibition and production of high quality films for children. Its initiatives include Children's Film Festivals, conferences, reports and proposals for the international distribution of films for children. (http://www.ecfaweb.org/index.htm)

RAI Educational produces programmes promoting media literacy among the general public, from reading and writing to audiovisual language and ICT (e.g. TV Talk, a magazine that analyses the panorama of Italian television; or "Off Hollywood 2004", a magazine that analyses international culture and show business, and its impact in Italy). (www.educational.rai.it/)

Through initiatives as the World Forum on Children's Television (WFCT) and the Barcelona International Television Festival (BIFT), the European Observatory on Children's Television (**OETI**) works towards ensuring that children's television programmes are educational, informative and entertaining. (http://www.oeti.org/flash.html)

5.3. Media literacy in the education curriculum

Justification

Media literacy requires development that begins at the first stages of compulsory primary education, and which is adapted to suit the needs of each age group.

Recommendation

Encourage, on a Europe-wide scale, the inclusion of media literacy in the official education curriculum.

Action

- Identify, compare and publicise existing initiatives in the area.
- Encourage European coordination in the sector.
- Create cooperation mechanisms between the different actors.

Examples of
Media literacy in the education curriculum

In the **Irish** curriculum, media literacy is included in Social, Personal and Health Education (SPHE). It consists of three strands: "Myself", "Myself and others" and "Myself and the wider world", in which the following themes are defined "Developing Citizenship" and "Media Education". (http://82.195.132.34/index.asp?locID=12&docID=-1)

In **Austria**: There is a department specialising in media education, educational media and media services at the Ministry of Education, Science and Art (BMUKK Medienpädagogik, Bildungsmedien, Medienservice). This department provides advice, material, support and information on media literacy. At the end of 2001 **the New Fundamental Decree on Media Education** was announced by the **Federal Ministry of Education, Science and Culture**. This decree was aimed at the critical and analytical integration of both traditional mass media and new media, particularly the Internet into education. (www.bmbwk.gv.at)

In the **United Kingdom** ICT options exist in the curriculum, which can included as part of an approach to media literacy, as they include concepts such as intellectual operations related to ICT (the analysis and evaluation of information: search, research, classification, synthesis, etc.). There are, however, no similar options in the area of mass media: television, radio, press or film.

In **Finland**, a committee of experts has put together a "*Proposal for an action*

115

programme for developing media skills and knowledge as part of the promotion of civil and knowledge society". This action plan or ML programme, which is planned to run between 2008 and 2011, includes: encouraging innovative methods of work; the creation of local learning centres and the promotion of local cooperation; the creation of a website linking those working in media literacy and providing support for teachers; support for schools in acquiring up-to date technical equipment. (http://www.minedu.fi/OPM/Julkaisut/2007/Ehdotus_toimenpideohjelmaksi_mediataitoje n_ja_-osaamisen_kehittamiseksi.html?lang=en)

In **France,** media literacy was already present in different subject areas, but since 2006 it has formed part of the minimum requirements of education in the area dedicated to developing social and civil skills. In another approach, a diploma –the **B2i,** is awarded to primary and secondary school students who demonstrate competence in ICT. (www.cndp.fr/archivage/valid/70271/70271-11302-16592.pdf)

In **Catalonia** (Spain), a pilot of a pedagogical programme on media literacy is being developed in the schools, carried out by Conselleria d'Educació and CAC.

5.4. Media literacy in the education system and lifelong learning

Justification

All citizens: children and young people, parents and adults, the elderly, educators and teachers, professionals, people with special needs; need training in the area of media literacy in order to participate in the information society.

Recommendation

Assure education and training in media literacy as an important part of basic citizenship skills, basic education and lifelong learning, as much in the formal as in the informal sector.

Action

- Identify, and increase the visibility of existing work in the sector in Europe.
- Provide financial and social support for activities in the sector.
- Coordinate and create cooperation networks between existing initiatives.
- Promote the debate and research of the results coming from the different possible models of inclusion in the educational field.

**Examples of
Media literacy in the education system and lifelong learning**

The work of the community organisation **Eiri Corca Baiscinn** (Ireland) includes training courses for adults who want to improve their skills in order to improve employment prospects; basic literacy and personal development courses; and certified training courses in areas like computing. In addition, Radio Corca Baiscinn, a Community Radio Station, provides skills training to groups such as people with disabilities, early school leavers, older people, smallholders and women's groups. (www.eiri.org/)

Near FM 90.3's online training scheme, a not for profit project run by a Dublin-based cooperative, North East Educative, is a lifelong learning programme, focused on empowerment and team-building, and with a section on media literacy in programmes. It offers guidelines on programme preparation, interviewing skills, helpful hints to community media and volunteering, training in writing, reporting, presenting and production, management, administration and the legal framework of broadcasting). (www.rte.ie/about/audiencecouncil.html)

The "**Cibernàrium**" centre for digital training develops educational projects aimed at increasing access to new technologies. There are workshops aimed at helping the over-16s to get started with ICT and digital resources, and video clips with testimonials and

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success stories about the importance of new technologies for learning and improved working. (http://www.cibernarium.com/)

Finnish **KenGuru** (Kangaroo) is a web-based material for teachers' ongoing training in ICT in education and in media literacy. It is used in the national ongoing training process for 40,000 Finnish teachers working in primary and secondary schools, in high schools and in institutes of adult education. (http://www2.edu.fi/kenguru/fi/)

Awareness Node Denmark 2 –project administered by the Media Council for Children and Young people (Denmark). It focuses on the training of trainers in media education and raising awareness among the general public about children's use of new media and safety issues. (http://medieraadet.dk)

Recommendations summary:

Area (5)	Strategic goal (5)	Recommendation (23)	Action
1. Policy	**1.** Develop media literacy **policy**	**1.1. Indicators[64]*:** Provide incentives for the formulation and fixation of qualitative and quantitative empirical indicators that would facilitate the evaluation of progress of media literacy and to describe the factors that contribute to its development.	• Promote systematic research in order to formulate indicators. • Encourage the use of indicators in an experimental pilot phase. • Propose the extension and general use of these indicators for the development of action policies. • Application of the indicators for project evaluations, in order to accumulate comparable data for the development of new policies.
		1.2. Research and monitoring*: Promote systematic European and regular observation research and its dissemination on the different aspects and dimensions of media literacy.	• Encourage the development of research programmes and projects at a European level. • Encourage the establishment of stable research centres and observatories which can be coordinated at a European level. • Create a network of European Media Literacy Centres whose mission is to promote, coordinate and carry out research, and that ensures translation and dissemination of high quality research and initiatives. • Build up a framework for research, encouraging a number of institutions in different countries to use similar methodologies and research questions in order to produce comparable results.
		1.3. Quality standards[65]**: Develop European quality standards for communication services which evaluate the adaptation of products and services to meet the needs of consumers and users, involving media industries, professionals, citizens, and authorities.	• Promote quality standards on a Europe-wide scale. • Boost the visibility of said standards. • Promote continuous social dialogue on the development and use of the quality standards between different actors.
		1.4. Regulatory authorities**: Encourage networking in media literacy	• Encourage a Europe-wide agreement on the subject in which the different regulatory

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[64] * Priority 1
[65] ** Priority 2

		activities of the different national and European audiovisual and communication regulatory authorities.	authorities participate. • Promote coordination between parties in the field of media literacy
		1.5. European media literacy networks **: Encourage the creation of national and European media literacy networks and provide assistance to those already in existence.	• Provide financial support for meetings, research projects organized by existing networks, create new specific networks. • Create and distribute services that assist in the formation of networks. • Increase the visibility of the work and activities of entities already in existence in Europe.
2. Technological innovation	2. Link media literacy with **technological and economic innovation**	**2.1. Spread of technological innovations:** Launch media literacy campaigns at European level related to innovations in communication technologies.	• Promote the organization of public campaigns related to innovations in the area of communication technologies, and at the same time encourage citizens to use and appropriate these innovations with awareness and critical thinking. • Collaboration of all actors involved in the organization of these campaigns: research centres, industry, education system, media system, as well as institutions and associations representing citizens.
		2.2. Creation of quality content: Promote the on European cooperation production of high-quality contents related to media literacy, of any type and in any language.	• Create European production consortia and network between the media, both public and private, industry and other actors, including researchers. • Boost the demand and use of these contents on a Europe-wide scale. • Ensure the visibility and access at European level to available contents.
		2.3. Debate on educational licenses: Seek formulas –at a European level- to stimulated debate over licensing and take advantage of audiovisual and multimedia materials in media education and media literacy. This would encourage new uses and would even help to create a complementary market	• Incentive for European research into new formulas for the development of intellectual property / copyright / reproduction rights audiovisual and multimedia production, for educational purposes. • Run pilot projects in the European scale. • Promote collaboration with industry, the education system and other European

		accessible to teachers and students.	actors involved in experimentation with these new formulas.
		2.4. Consumer associations for media and communications services: Promote and support the creation of media and communications services Consumer Associations and give more power to the Viewer Associations within media administrative authorities as a path to promoting citizens' rights and their participation in the public sphere in relation to the media.	• Creation of Associations on a Europe-wide scale. • Encourage the creation of platforms for coordination between different existing Associations. • Encourage cross-fertilization and extension of activities of existing and well-established consumer associations, to expand their interests to media and media content. • Support the access of Associations to and participation with European institutions.
3. Creativity	3. Boost **creativity** as an essential part of media literacy	**Children and young media production initiatives:** Increase Europe-wide initiatives promoting production by children and young people, exchanging the experiences and the results.	• Identify, and increase visibility of existing activity in the field in Europe. • Create European support mechanisms for (good) production • Recognise, award and promote productions by children and young people on a Europe-wide scale (including an evaluation concerning media literacy results). • Boost the creation of fairs, festivals and other public displays related to productions by children and young people.
		3.2 Media literacy resources centres: Support the networking and cooperation of resource centres specializing in media literacy across Europe.	• Promote cooperation and coordination of existing centres. • Stimulate the creation of networks of cooperation on the subject. • Publicize the existence of such centres for all their uses.
		3.3. Create media in educational settings: Support the creation of educational media on a Europe-wide scale: television and radio via IP, electronic press, etc. as a way to develop Media Literacy. The aim is to reinforce the diversity and	• Establish a system of assistance to help European schools take part in the creation of media based on new technologies, increasing the acquisition of media skills. • Creation of an orientation system for the creation of media: guides, courses, consulting systems, best-

		activities of local communities.	practices and their results, etc. • Create platforms between the media industry and educational centres for the creation of such media.
4. Active Citizenship	4. Promote media literacy as an instrument of **Active citizenship in the European public sphere**	**4.1. Public awareness campaigns:** Boost public campaigns using wide-reaching media – through advertising, informative campaigns or events.	• Provide incentives so that different actors organize or participate in these campaigns. • Aim for current initiatives related to the field that are organized in some countries to be extended across all European countries. • Provide campaign materials which can be used in different countries. • Set up days, weeks or events that promote the organization of such campaigns on specific days.
		4.2. Forums on media literacy: Encourage the formal creation of citizens' forums on communication across Europe.	• Encourage the creation of cooperation networks in the field across Europe. • Announce and publicize the existence of such initiatives in their different contexts. • Strengthen existing forums and councils and support the creation of new ones.
		4.3. Media literacy promotion of Europe's audiovisual heritage: Coordinate media literacy initiatives with the distribution and development of Europe's audiovisual and media heritage. This is particularly important in the areas of film and television.	• Create programmes and materials for teaching audiovisual literacy which use European contents. • Link training and learning on audiovisual literacy to the appreciation and evaluation of European audiovisual production for its contribution to cultural diversity and the defence of identity. • Link creators of audiovisuals with the task of developing media literacy.
		4.4. Analysis and debate on commercial communication: Promote Europe-wide activities related to the analysis of commercial communication by citizens' associations involved in Media literacy and media consumer associations.	• Promote activities and events related to the critical analysis of commercial communication involving industry and citizens. • Identify and circulate codes of self-regulation and good practice in the sector of commercial communication, as part of the promotion of media literacy. Standards are

			typical self-regulation tools. • Encourage the creation of platforms to link all of those interested in commercial communication and media literacy.
		4.5 Mediation between media and citizenships: Encourage mediation activity (civil and media) and promote its visibility.	• Boost the visibility of existing national and European mediation activities, spread of good practices, publication of reports, etc. • Increase Europe-wide coordination of mediation authorities. • Develop action lines, protocols, and codes for mediation activities. • Promote programmes presenting viewers point of view or questions on the media.
		4.6. Codes of conduct: Promote media literacy based on existing and possible codes of conduct for communications.	• Circulate and increase visibility of existing codes of conduct and recommendations for the field across Europe, and especially of media institutions working with the education sector. • Promote media literacy based on national and European codes. • Encourage the publication of periodical reports on the development and evaluation of these codes with relation to media literacy.
		4.7. Regulation, self-regulation and co-regulation: Boost dialogue and cooperation between the different actors regarding media regulation, self-regulation and co-regulation as a means of promoting media literacy.	• Publish and distribute the current media regulations. Spread good practices. • Encourage the acceptance of action agendas for media self-regulation and co-regulation. • Promote the participations of different actors (citizens, media industry, regulators, etc.) in the creation of self-regulation and co-regulation networks

123

5. Education	5. Reinforce **Research and Education** in Media literacy	**5.1. Training teachers and trainers in media literacy:** Promote and coordinate Europe-wide efforts on teacher training in media literacy.	• Create a curriculum for teacher training • Didactic material development for teacher training • Promote the coordination among the media literacy teachers and trainers. • Coordinate and create cooperation networks between training centres.
		5.2. Media literacy in the media: Promote programmes (and media contents) related to media literacy, especially for children and young people, on a Europe-wide scale.	• Identify and increase the visibility of existing activities in the field across Europe. • Provide incentives for positive initiatives. • Coordinate and create cooperation networks between existing initiatives.
		5.3. Media literacy in the curriculum: Encourage, on a Europe-wide scale, the inclusion of media literacy in the official education curriculum.	• Identify, compare and publicise existing initiatives in the area. • Encourage European coordination in the sector. • Create cooperation mechanisms between the different actors.
		5.4. Media literacy in lifelong learning: Assure education and training in media literacy as an important part of basic citizenship skills, basic education and lifelong learning, as much in the formal as in the informal sector.	• Identify, and increase the visibility of existing work in the sector in Europe. • Provide financial and social support for activities in the sector. • Coordinate and create cooperation networks between existing initiatives. • Promote the debate and research of the results coming from the different possible models of inclusion in the educational field.

Chapter IV

Possible economic and social impact of an European Union intervention in this field

The opinions expressed in this study are those of the authors and do not necessarily reflect the views of the European Commission.

Media literacy is a cross-cutting subject that affects many areas of economical, social, cultural, educational and political life.

As already stated in previous chapters Media Literacy affects both different contexts (personal, familiar, educational and civil) and actors with their competences.

In this chapter we introduce some of the possible impacts of the proposed recommendations

Nevertheless it's necessary to underline that the extent of generalisation is the one required by the Commission and the same is for the analysis in depth.

Undertaking the impact assessment

Evaluating the socio-economical impact of EU intervention aiming to foster and increase the level of media literacy in Europe, must take into account a number of aspects directly affecting the development of different actions or initiatives.

a) Complementary and subsidiary principles

a.1 Compatibility with state competencies.

Some of the basic context for Media Literacy depends on Local Governments.
That's why, for example, some member States already have included media literacy in the national *curricula*, although not fully implemented. Those States (e.g. France, UK and Germany) have created specific institutions for the development and application of media literacy.

Our recommendations propose further cooperation between States in order to exchange knowledge and effective practices for the implementation of media literacy in all member States.

a.2 Compatibility with EU policies.

Such a wide and multifaceted subject will be greatly supported by a European approach in order for member States to become aware of its importance for the achievement of the goals set in the Lisbon 2010 Strategy.

For instance, although the EC cannot define educational *curricula*, it can provide recommendations for the educational sector and promote policies for the participation of the industrial sector in media literacy initiatives.
The same as for regulatory authorities: EC cannot directly define their objectives, but it can promote the creation of a European Network coordinating activities.

b) Context and opportunity

The actual socioeconomic and technological situation in the European Union makes of media literacy a strategic factor in the development of the information society, innovation and development of competitiveness for Industry.

This is an opportunity for the European institutions to take a step forward in the progress of media literacy and information society, as much for its necessity as for the positive visibility it can guarantee.

b.1 Geographical area

Due to the gap in media literacy development among the different States, the diversity of approach, initiatives and policies, it is of great importance that the proposed recommendations are to be implemented in the whole European Union's territory. By doing so, citizens in all the States of the European Union can have, in accordance with the traditional European aims, equal opportunities towards the achieving of the necessary skills required in an effective information society. That means that every citizen is entitled to actively participate in his/her own society.
The new communication paradigm, generated by media convergence, has no National borders.
That's why it is so important for the EC to endorse the creation of sinergies and to serve as a global coherence provider among all the activities led, in a very disperse way, by different Countries and different actors.

With the implementation of Internet, digital television and mobile television in the near future, the industry will have the possibility of easily reach consumers virtually anywhere.

b.2 Institutional area

Many different institutions are involved in the Media Literacy project. A common shared framework and some visibility of their initiatives may lead to the improvement in effectiveness and the impact of their actions.

A European policy for the establishment of such Institutions in the scope of regulatory authorities has a critical importance for a future equity of member States in matters of media literacy and it would ensure a formal action by every Member State to develop Media Literacy.
Coordination and interchange of experience, moreover, would help to maintain a balance among these Institutions and in the end it would endorse the developing of Media Literacy in all of Europe.

The existence of institutions, such as OFCOM, that have the duty to promote media literacy in the UK, the French CLEMI which is the body responsible for promoting media education in France, or the Conseil Supérieur d'Education aux Medias from Belgium, create a promising space for the correct development of media literacy.

Even though some countries like Greece, Spain (some regions) or Portugal dispose of Institutions that could carry out such work, so far only the larger States have concretely developed strong bodies for the implementation of media literacy in society.

b.3 Public opinion

Public opinion will be reinforced in the process.

A media literate individual is able to actively and critically participate in society communicating and producing contents. This means ensuring freedom of expression and the right of information.

In a certain way, media literacy should be also seen as a tool of self-defence of the citizens, *vis-à-vis* media conglomerates and the related risks from their excessive power.

b.4 Institutional consensus

Working on a common framework Europe-wide, cooperation between institutions will be clear-cut and more effective.

With European support for the extrapolation and exchange of good institutional practices, the European institutions could function as a valuable middleman for the achievement of equity in the levels and competencies of the National institutions.

c) Resilience and support

Many countries, especially the most advanced in this field, could prefer to develop their own policies, as by doing otherwise will slow down the work already achieved in this field. It is important however that all parties accept that media literacy is not only a National challenge, as an advance in this field on a European level would mutually benefit all sectors in all countries.

The leading actors could take the responsibility of sharing and exchanging good practices in order to support the implementation of media literacy in other member states.

c.1 Presence of local initiatives

As it can be seen in the country reports, the case-studies and the recommendations, many local initiatives present good and extendable practices on all levels of media literacy.

There is a variety of initiatives, but often they are dispersed and with scarce continuity. There are very few cases where a local activity has been extended to all the nations or outside national borders.

Initiatives such as festivals, digital reference tools, press in schools, web research techniques, research networks, training of media production skills, etc. are only some of the local initiatives that we found of great interest to be promoted on a European scale.

c.2 Ease or difficulty in finding stakeholders related to the ML field.

The study has demonstrated a clear emergence of new active participation by European and National stakeholders.

European institutions like the European Commission, the European Parliament, the Council of Europe or international ones such as UNESCO, are taking and active role in the development of the media literacy field.
These actors are decisive for the future of media literacy.

On the other hand, depending on the country, a number of regulatory authorities are emerging in relation to media literacy.

Actors from civil society also are emerging on the social aspects of media literacy. A large number of initiatives were found to be related to media literacy. Several of these initiatives are directly related to training actions and support to families.

In the educational sector, Media Literacy is starting to gain more presence in activities related to teachers training and it is starting to be introduced in the Universities.

The media industry is progressively increasing activities directed towards media literacy. However, it seems that this is not yet a marked trend as it has been difficult to find clear cut relations to media literacy within the media industry.

However it's important to underline that Professional Associations are becoming more and more interested in Media Literacy activities.

d) Timing and urgency of the measures

As stated in the recommendations, there is some urgency in the elaboration and application of some measures in order to reach an effective and long-lasting media literate Europe.
Recommendations are organized according to two priorities: Priority 1: Short term activities. Priority 2: Middle term activities.

d.1 Priority 1 y 2: Short, medium or long term measures

Recommendations underline strategic goals, meaning long term action, while concrete measures and activities have been ordered considering short and middle term.

d.2 Temporary or long lasting effects

Media literacy as such is a lifelong skill, with effects reaching on most levels of societal development. The recommendations mostly present ways to establish long lasting effects on a European scale.

Likewise, promoting the exchange, networking, and the creation of a framework with common indicators aims to create more effective initiatives.

They are based on principles of equity between Member States and will help the acceleration of the media convergence process.

d.3 Sustainability

Media literacy is a skill and a necessary tool for correct use of traditional media and ICT in the information society. The implementation of the recommendations is thought of on the basis of sustainability.

National, fragmented and short term initiatives have the risk that they are usually more exposed to non-viability. The initiatives may

go contrary to important local interests and, therefore, would be exposed to pressures.
Therefore it is important to analyse results and to give orientation to local activities from a global European point of view.

European initiatives or guidelines, well chosen and implemented, if really endorsed by the Member States have the advantage that they can create momentum (and, probably, "markets") for a continuation of the relevant actions/activities.

e) Costs and economic benefits

Due to the lack of evaluation indicators on media literacy, it is difficult to quantitatively assess the economic impacts of such a policy. A further study should be carried out in the future on the extended impact assessment of a European action in this field.

e.1 Public budgets

European initiative would create the seed money for further events and activities and to promote the exchanging and networking across Europe. Thus Member States may be more willing if EU works with them.

On the other hand, a media literate citizenship will be able to use all the new set of services (e-Government policies) provided by public institutions, promoting more participation to public life

e.2 Institutional budgets

Educational institutions, cultural institutions, authorities and public media could include a further part of their budget for the development of the media literacy.

e.3 Family budgets

A better informed consumer/citizen can make better and wiser economic choices. The literacy of people provides citizens with better tools to cope with the challenge.

e.4 Impact on consumption

On a medium and long term, with an effective media literacy policy, media and cultural consumption will change because the citizens will become much more selective and demanding, in their choices and more actives in relation to technological innovation.

Although this can be seen as a positive impact on a social level, it will definitely affect the financial situation of many media.

Probably, selective consumption and niche markets will gain more importance, thus helping the defragmentation of the audiovisual and ICT markets.

f) Communication and diffusion

The implementation of a European policy would be insufficient if it is not diffused correctly on a European scale.

f.1 Singular effect or multiplier effect

Obviously European initiatives have more potential for creation of an avalanche of activities and initiatives: they are addressed to broader constituencies, with higher probability of opportunities to be seen by the citizens/businessmen/societal associations.

European activities should deal with a multiplication of initiatives in the Media Literacy field.

f.2 Noteworthiness and visibility

Most initiatives highlighted by our study do not have European stardom, that is to say they are only known at a local level, or even then they are only known in a very specific context.

European solutions, especially if they are for the advantage of citizens are always seen as more important and powerful than nationally fragmented initiatives.

Social and economic impact assessment

**a) Impact on the media and ICT industry*, producers and professionals.*

The media industry is without doubt the sector that faces most risks, but that also has most to gain from an effective media literacy policy. The technological changes we are facing need such policy to be applied on a European level in order not only to accelerate the media convergence process but also help in the defragmentation of the National and Global markets.

Additionally, the active participation of the industry in media literacy initiatives will help to promote the co-responsibility of the media in societal matters.

Increase in the demand of ICT and communication: As the media literacy of citizens/consumers becomes wider and stronger, the demand for services and products in maters of information and communication will also become more important. This rise will generate in the medium-term an expansion of the ICT industry, of its technical, human and financial resources. To understand the importance of this phenomenon, it has to be stressed that the progress of the information society is based on the progressive expansion of the ICT market and this depends on the intensity, and quality of demand. The demand will only grow if the Market is able to take advantage of new opportunities given by media.

Increased demand of quality in communications resulting in the improvement of competition: Media literate citizens, possessing more skills and critical awareness, will demand higher quality in the services and the products related to communication. This demand for quality will affect the industries related to media and ICTs, which in turn will find itself obliged to respond by improving the functionality and efficiency of their services and products. This will in turn ensure the conditions for a constant existence of a spirit of improvement and progress that will result to the improvement of competition in the European industry of ICTs and communications on a Global scale.

Improvement of commercial communication: The current level of audience saturation towards commercial and advertising communications cause a loss of attention and confidence that is a loss in the effectiveness of advertising messages.

134

To respond to this phenomenon, it is necessary to improve the quality of communication and to regain audience confidence. Media literacy may help in this task.

Media literacy may provide the commercial discourse with an improvement in standards of reliability, in the meanwhile providing people with critical thinking.

In this way Media Literacy should work in promoting areas of consensus between people and advertisers. Improving citizens' critical skills and the following improvement in the demand for quality information are essential to an economy based on the dissemination of extensive and generalized consumption.

On the other hand, as greater demands are made on the media, Media Literacy tends to generate a demand for more innovative and more sophisticated products which involve constant research. This then generates a circle which increases the quality of products and services and forces industry to carry out research and make constant improvements to adapt to public demand. If in Europe there is a situation in which there is a constant demand for quality requirements, European firms can stand at the head of innovation and experimentation, which in the long run will favour their competitiveness in a global market and this will gradually become more demanding and favour flexibility and adaptability.

Taken from another angle, if the quality of services and products is considered as the property that they have of adapting with precision to the demands of consumers and users, if media literacy makes the general public demand more, the work of firms will be more intense and beneficial in the search for quality. This will make them more progressive and competitive in the global communications market.

In short, if Europe wants to be a competitive society it must start from the need for quality: Media Literacy gives people the criteria to measure quality that should lead to the sort of market auto-regulation made of quality offerings and guarantees.

Rhythm acceleration in the application and integration of the technological and communicational innovations in everyday life: On many occasions, the technological innovations, although efficient and practical, stumble at the time of their commercialisation to consumers. The barriers are produced by the lack of knowledge and specific skills of the potential consumers and beneficiaries. However, the promotion of media literacy will improve the implementation and extension cycles of

135

the innovations in society and the market, and will give ways to take better advantage of the opportunities. This will permit an improvement and acceleration in the cycle of investment-research-development and amortization.

Increase in diversified and specific demands: The extension of the web and its flexibility to generate the aggregation of specific demands that the mass media could not consider will create, on medium term, very specific, diverse and strong niche markets. Media literacy will strengthen this phenomenon by permitting the creation of specific communities related to such niches. Thus new business opportunities will be generated and public communication will improve.. This circumstance will be suitable for the creation of new companies with a large capacity for innovation and will also strengthen the development of small and medium sized companies that are highly adaptable to new contexts and niches.

Increase in electronic commerce: The improvement of media skills will help in overcoming people's fears of the Internet and the risks they envisage, leading to a rise in the confidence of electronic commerce. With the understanding of data protection and intellectual property principles, the way will be open to a more efficient application of e-learning and Video on Demand or any future innovation affecting the market.

b) Impact on the regulatory system: legislation, standards and other regulations.

- *Common Framework, indicators, standards.* Once a common framework is set up, investigative and political work can be developed more efficiently. This framework however will be complicated to reach as some countries (France, UK, Finland, etc) and international institutions (EC, UNESCO, etc) already have decided on their own definitions and goals for media literacy.

  With research and the introduction of indicators for evaluations of media literacy levels, greater understanding of the global situation and progress can be reached. Better and more efficient policies can thereby be attained.

  The elaboration of quality standards on media literacy services can only be done once the above terms are met. Standards created at national level, might have some potential to promote Media Literacy.

136

However, they would be more beneficial if they are rapidly adopted at a European or International level.

The comparison among development level of different countries may indicate effective guidelines to be used as a model for other countries, so that every member State could be able to benefit from the others.

c) Impact on institutions: *Changes in institutions fieldwork, institutional measures.*

Beneficial factors:
Institutions (public or private) tend to follow the rhythm of the slowest members of their constituency. This creates the need to keep on using old fashioned tools and means of communication and procedures. This adds cost and time to relevant procedures. The improvement of media literacy will permit acceleration of change and reduction of costs imposed by the need for "dual systems".

Improvement of e-government conditions: Media literacy will improve the relationship between rulers and citizens, as well as improving the implementation of electronic administrative services. Additionally, the increase in critical awareness of citizens will generate a wider transparency and efficiency in political actions and its impact on citizens.

Constraining factors:
Media literacy is a positive phenomenon in all aspects. However, the creation of a European policy in a field related as much to the media and ICT industry as to the educational systems will generate problems in relation to the competence and organization from an institutional point of view.

d) Impact on social life

Active citizenship
A European policy will affect social life in the sense that it will improve democracy through better and more informed citizens, enhancing thus the conditions for a better European integration.

Expansion of horizontal social Communication: Promoting better access conditions to new media and improving media literacy among people, it is possible to create more horizontal Communications flows in different social contexts. That is to say improving the quality of social relations, by strengthening thinking autonomy and mutual understanding.

Increase in the quality of the public sphere*:* Competent, conscious and critically aware media literate citizens will be able to revitalise the public sphere. *The deliberation on public matters, social dialogue, the harmonisation of diverging interests and in general civil participation on political decisions will be enhanced widely if media literacy policy are efficient on a European level.*

Increased participation in the challenge of globalisation and internationalisation of Communications: Media literate citizens will be more active and participative in the ambits of global communications and consequently will give way to a rise in the weight of Europe at a world scale.

Additionally, media literacy will promote intra-European participation that will enhance a better understanding of the European construction and the integration process via the exchange and understanding of our differences and similarities (national, historical, political, social and cultural).

Expansion of social and participative media: Mass media were based on the existence of a single strong centralized issuer, while the main feature of new media is that both content production and interaction come from a great variety of different sources.

Therefore nowadays successful media are able to provide a flexible and effective platform endorsing horizontal participation of users and consumers; these can produce contents by themselves.

That is why the existence of media literate citizens – able to actively interact with new media- is fundamental for the development of new Communications and the industry of the new information society.

This may constitute the birth of active communities and new media based on participation.

Media Literacy is both a way to reach social inclusion and a tool to avoid a digital gap.

Multiplication of social knowledge production: Information society needs and is based on a constant and increasing production of information and knowledge. Therefore, it is of crucial importance to enlarge – with the participation of ICT´s and new media – the social basis and participation of the greatest number of individuals and communities possible in this process. Therefore, the more that creativity, and information and knowledge production skills are spread among the population, the greater their contribution will be to the social production of knowledge. In this way, the information society will find its driving force in media literacy.

e) Cultural impact: genre, social cohesion, critical awareness, healthy media consumption.

Encourage the diffusion of European audiovisual heritage.
Media Literacy promotion must be connected to a better knowledge and appreciation of the European cultural Heritage with its diversity, values and features. A higher level of appreciation of European cultural patrimony directly enhances the demand for new contents, products and services, increasing the consumption of European production.

Active participation of citizens impulses creativity and promotes exchange among people and institutions of different countries, improving mutual understanding.

- **_Increase in values._** An important aspect of media literacy applied on a European level is definitely the recognition of moral, cultural, personal and social values presented through media messages. With knowledge of the functions of these messages, their production and the industry behind them, it is clear that European citizens will gain important personal skills and criteria that will considerably help diminish the areas of discrimination and prejudice towards minority groups as media literate people will be better able to identify them and maintain their own criteria. Media literacy is therefore one of the best ways to diminish social prejudice.

- **_Increase in diversity and creativity._** Media literacy widens the social basis of creativity and diversity in Europe. In the information society – with constant technological innovations, messages and contents – creativity is sine qua non for the continuity of the system and for its improvement and innovation. In order for this to occur, if media literate citizens widen and improve their capabilities for intervening and participating actively and critically in the creation processes of new ideas, then it will ensure a strong and firm support of update and innovation. This will bring an irrevocable rise in the quality of contents.

Furthermore, if creative participation is extended and not reserved to an elite group, the potential of cultural and aesthetic diversity will be ensured and promoted. The benefits of this impact will reach all levels, but especially affect the rise of a culture industry based on the diversity of proposals.

f) Impact on the educational system Curriculum, teacher training and resources.

Beneficial factors:
The beneficial factors lie on the potential for a better and more adequate education in consideration of the needs of the information society.
To be media literate is one of the fundamental features for the new generations because this means responsible use of media, a critical and intelligent consumption and the development of new contents. Moreover young people that have not developed these skills may fall into groups at risk, in terms of social exclusion.

Likewise it is important to take care of teacher training and provide them with tools to give a better education.

Industry, even if not directly involved in the field, should be involved from many points.

ML would encourage new uses and would even help to create a complementary market accessible to teachers and students.
Therefore it would promote job creation and better training of teachers, reducing their fear of using media in classrooms.

Improvement of the conditions of protection in the development of children and young people. The promotion of media literacy for children and young people will serve as an effective preventive system towards the potential risks, excesses or abuses from the use of traditional media or ICTs. Meanwhile, it will bring about the full development of children and young people in the multimedia context. In general, media literacy will create a positive and confident environment to families and educators in relation with ICTs.

- **Improvement in teaching processes.** Promoting media literacy among teacher trainers and teachers will improve their abilities to take advantage of the opportunities given by the new technologies and the new contents.
The improvement affects ordinary teaching practice, giving teachers new tools, and avoiding the risk of an increasing digital gap between teachers and students.

Improvement of e-learning conditions*:* A media literate population will certainly facilitate opportunities in education, learning and training that are available through the multimedia environment. (Additionally, a wider conscious use of the possibilities offered will lead to the improvement of e-learning systems that still do not use the full potential available from technology).

Constraining factors:
The inclusion of media literacy in the official education curriculum and its implementation in the educative practice of all Member States will be a complex and costly task.
The saturation of the educational sector and the fear that some teachers still show towards media use in class are the main difficulties for the implementation of such recommendations.

The development of educational material and the elaboration and implementation of adequate training for teachers Europe-wide, will be difficult and costly to coordinate. The use of good existing material is probably the most adequate strategy to follow.