

Annex A

European Regulatory Framework

The EU Institutions and regulation

EU policies that are relevant to media literacy are numerous and interrelated and fall within the scope of a wide spectrum of activities. International Treaties refer sometimes to general notions still assimilable to media literacy concepts¹ and in an increasing number of documents and acts, media literacy has been recently explicitly addressed. Here follows extracts from selected examples of legislative acts which refer to media literacy and that have been adopted at European Union level.

Media Literacy in the Digital Environment for a more Competitive Audiovisual and Content Industry and an Inclusive Knowledge Society²

A Recommendation from the Commission of the European Communities dated 20 August 2009.

This Recommendation follows from all other Communications and Recommendations previous provided by the Commission. Firstly it reiterates the importance of media literacy for citizens to practice active citizenship, and then notes that there are varying degrees of media literacy throughout Europe, and the barriers that hinder a pan-European approach to improving levels of media literacy, such as a lack of shared vision and an uncoordinated approach.

The Commission recommends the following:

1. Develop and implement co-regulatory measures so that all interested bodies and stakeholders coordinate their approach with regional and national authorities to improve levels of media literacy.
2. Promote systematic research in the area of Media Literacy.
3. Promote debate to include media literacy in the Key Competences for Lifelong Learning.
4. Promote national and European audiovisual heritage.
5. Raise awareness of educational activities and within educational institutions relating to media literacy programmes.

And that the media industry itself should:

6. Produce and disseminate materials providing context and explanation of how media works.
7. Produce user-friendly information packs and awareness campaigns relating to marketing and content of media.
8. Provide information for young people relating to how personal information is used by the media.
9. Organising information days of how the creative industries work.

The Recommendation states that Europe would benefit from a media literate population of both citizens and consumer.

¹ Article 10 of the European Convention of Human Rights, Article 11 of the Charter of Fundamental Rights of the European Union, et al.

² Brussels, 20.8.2009, C(2009) 6464 final http://ec.europa.eu/avpolicy/media_literacy/docs/recom/c_2009_6464_en.pdf

A European approach to Media Literacy in the digital environment³

Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions, 20 December 2007.

This Communication is the first policy document on media literacy at the EU level. It responds to calls from the European Parliament and the media and ICT industries. It supplements the ongoing EU initiative on media pluralism, the modernisation of the regulatory frameworks for audiovisual media services and for electronic communications, the strategic initiatives on mobile television and on creative content online and the forthcoming initiative on e-Inclusion. It focuses on three areas:

1. Media literacy for commercial communication to:
 - 1.1. give young audiences critical approach to commercial communication enabling them to make informed choices;
 - 1.2. raise awareness and knowledge among all interested parties about self - co-regulatory measures and mechanisms and about the development and implementation of codes of conduct; and
 - 1.3. encourage public/private financing in this area with adequate transparency.

2. Media literacy for audiovisual works to:
 - 2.1. provide, notably to young European audiences, better awareness and knowledge about our film heritage and increasing interest in these films and in recent European films;
 - 2.2. promote the acquisition of audiovisual media production and creativity skills;
 - 2.3. understand the importance of copyright, from the perspective of both consumers and creators of content.

3. Media literacy online to:
 - 3.1. empower users with tools to critically assess online content;
 - 3.2. extend digital creativity and production skills and encouraging awareness of copyright issues;
 - 3.3. ensure that the benefits of the information society can be enjoyed by everyone, including people who are disadvantaged due to limited resources or education, age, gender, ethnicity, people with disabilities (e-Accessibility) as well as those living in less favoured areas (all these are encompassed under eInclusion);
 - 3.4. raise awareness about how search engines work (prioritisation of answers, etc.) and learn to better use search engine.

In the Communication, media literacy is defined as the ability to access the media, to understand and to critically evaluate different aspects of the media and media contents and to create communications in a variety of contexts.

A European approach to media literacy should relate to all media. The various levels of media literacy include:

- a critical approach to media as regards both quality and accuracy of content (for example, being able to assess information, dealing with advertising on various media, using search engines intelligently);

³ COM(2007) 833 final

- a creative use of media, as the evolution of media technologies and the increasing presence of the Internet as a distribution channel allow an ever growing number of Europeans to create and disseminate images, information and content;
- awareness of copyright issues which are essential for a "culture of legality", especially for the younger generation in its double capacity of consumers and producers of content.

This Communication represents an important step towards a European policy on Media Literacy and it adds a further building block to European audiovisual policy under the overall i2010 initiative. Its main objective is to highlight and promote good practices in media literacy at European level and to propose possible actions in the field.

The Communication is the result of the analysis of a public consultation, launched in November 2006 and by the outcomes run by the EC Media Literacy Expert Group, established in 2006, with the objective to analyse and define media literacy objectives and trends, to highlight and promote good practices at European level and to propose actions in the field.

From the analysis of the replies, it emerged that analysing, highlighting and spreading local and national good practices in this field throughout the European Union is the right answer to speed up progress in media literacy. It also emerged that criteria or standards for assessing media literacy are lacking and that good practices are not available for all aspects of media literacy. Accordingly, the Commission saw an urgent need for larger-scale, longer-term research into developing both new assessment criteria and new good practices.

The Commission actively promotes the development and exchange of good practice on media literacy in the digital environment through existing programmes and initiatives, and will adopt if necessary a set of recommendations in the future.

Finally, the Commission calls on Member States to encourage their regulatory authorities to become more involved and to cooperate further in improving people's level of media literacy. It also aims to develop and implement codes of conduct and co-regulation frameworks with all interested parties at national level.

Communication on Creative Content Online in the Single Market⁴

Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions

With the emergence of new devices, networks and services, these challenges have to be addressed by content and network operators, right holders, consumers, governments and independent regulators. Successful responses will be the key to growth, jobs and innovation in Europe.

The Commission has identified as "creative content distributed online": content and services such as audiovisual media online (film, television, music and radio), games online, online publishing, educational content as well as user-generated content.

Media Literacy in a digital world⁵. European Parliament, Committee on Culture and Education. Rapporteur: Christa Prets

The media offer opportunities to engage in worldwide communication, adopt cosmopolitan attitudes, impart knowledge, and advance the development of democracy. However, they also entail a danger of greater manipulation. To that extent they can constitute a challenge as well as a chance.

⁴ {SEC(2007) 1710}

⁵ (2008/2129(INI))

In the era of globalisation, and at a time when the information and communications sector (ICT) is developing at breakneck speed, innovative technologies and mass media are both impinging more and more strongly on every walk of life. More than ever, society has to keep pace with this rapid technological change and learn to cope with a flood of information.

Furthermore, media plays the role of gatekeeper when people decide which issues to treat as relevant: to that extent, they serve to set the agenda for politics and everyday life. This selection, however, is made from an individual perspective and therefore is not wholly objective. The purpose of media literacy is to help people respond to these challenges and turn them into self-confident media users⁶.

The European Parliament:

- Welcomes the Commission communication, but believes that there is room for improvement to the extent that the European approach intended to foster media literacy needs to be more clear cut, especially as regards the inclusion of traditional media and recognition of the importance of media education;
- Welcomes the conclusions on the above subjects issued by the ‘Education, Youth and Culture’ Council following its meeting of 21 and 22 May 2008; looks to the Member States to do their utmost to promote media literacy and proposes that the Member States’ contact committee, as provided for in the Audiovisual Media Services Directive, be strengthened through the recruitment of education experts;
- Urges the Commission to expand its policy to promote media literacy, working together with all EU bodies and with local and regional authorities, and to intensify cooperation with UNESCO and the Council of Europe.

Aims and target groups

- Notes that the purpose of media literacy is to enable people to use media and their content in skilled and creative ways, critically analyse media products, understand how the media industry works, and produce media content by their own efforts;
- Recommends that media education should also shed light on copyright aspects of media use and, as far as the Internet is concerned, on data security and the right of self-determination in terms of information.

Media education in schools and as a component of teacher training

- Maintains that media education should be an element of formal education to which all children should have access and which should form part and parcel of the curriculum at every stage of schooling;
- Recommends that media education should, as far as possible, be geared to practical work and linked to economic, political, literary, social, artistic, and IT-related subjects, and suggests that the way forward lies in an interdisciplinary approach combined with out-of school projects.

Media education for older people

- Maintains that media work with older people has to be done at the places where they are to be found, such as societies, old people’s and nursing homes, assisted living facilities, recreational and enthusiasts’ clubs, action committees, or senior citizens’ groups;

⁶ Media literacy denotes the ability to use the media, to understand, and bring critical assessment to bear on, the various aspects of media as such and media content, and to communicate, regardless of the context. In addition to educational considerations, equipment and access to new technologies are of crucial importance. That being the case, media literacy in the broader sense can be understood to mean access to new information technologies and a discerning attitude to the content that they transmit.

- Notes that digital networks enable older people in particular to share in everyday life by communicating and to remain independent for as long as possible.

The Audiovisual Media Services Directive (2007)⁷ – Directive of the European Parliament and of the Council

In the regulatory sphere, one of the main measures regulating the sector is the new Audiovisual Media Services Directive which should enter into force by the end of 2007, offering a legal framework for audiovisual media services in Europe. The Directive safeguards certain public interests, including media literacy:

Recitals (26a) Media literacy refers to skills, knowledge and understanding that allow consumers to use media effectively and safely. Media literate people will be able to exercise informed choices, understand the nature of content and services and take advantage of the full range of opportunities offered by new communications technologies. They will be better able to protect themselves and their families from harmful or offensive material. Therefore development of media literacy in all sections of society should be promoted and monitored.

Article 26 [...] the Commission shall submit to the European Parliament, the Council and the Economic and Social Committee a report on the application of this Directive as amended. This report shall describe the general level of compliance with the Directive [...]. If necessary, the Commission should make further proposals to adapt it to developments in the field of audiovisual media services, in particular in light of recent technological developments, the competitiveness of the sector and levels of media literacy in all Member States.

European Parliament resolution on Community participation in the European Audiovisual Observatory (2009)⁸:

The European Parliament, having regard to:

- Decision No 1718/2006/EC of the European Parliament and of the Council of 15 November 2006 concerning the implementation of a programme of support for the European audiovisual sector (MEDIA 2007) and the report of the Committee on Culture and Education (A6-0000/2008),
- Calls on the Observatory in this respect to extend its activities to cover more specifically the latest challenges that are created by media convergence and new developments, giving particular attention to the analysis of the impact of digitalisation on the film and audiovisual industry in general and the analysis of online audiovisual services, mobile TV and video games;
- Stresses the importance of contact and co-ordination with national regulators and stakeholders in the audiovisual media sector in order to guarantee added value;
- Recognises the cultural differences between Member States which may result in different ways of dealing with harmful or offensive audiovisual material, especially vis-à-vis minors, while taking into account the minimum harmonisation in the field of protection of minors laid down in the Audiovisual Media Services Directive and the actions taken under the Safer Internet Plus programme which aims to promote safer use of the internet and new online technologies, particularly for children, and to combat illegal content and content not wanted by the end-user;
- Recognises that whilst some specific areas, such as media literacy, are not currently within the field of activity of the Observatory, exploration of such issues should be envisaged.

⁷ 2007/65/EC, 11 December 2007

⁸ (2008/2179(INI))

Preparing Europe’s digital future – Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions-i2010-Annual Information Society Report 2008⁹.

The communication illustrates the fast changing digital landscape where the i2010 initiative operates. A call for action and references are made to advance the debate on media pluralism and media literacy and to assess policy needs for media literacy.

One of the first major i2010 initiatives was the proposal to modernise the TV Without Frontiers Directive. The new Audiovisual Media Services Directive has now been adopted by the Council and the European Parliament and is going to become law in 2009. The directive modernises the rules for Europe’s audiovisual industry and provides a comprehensive legal framework covering all audiovisual media services — now including on-demand services.

Recommendation of the European Parliament and of the Council on the protection of minors in relation to the competitiveness of the European audiovisual and on-line information services industry (2006)¹⁰

The Recommendation builds upon the previous Recommendation 98/560/EC and extends its scope so as to cover media education:

“[...] The Council and the European Parliament recommend that the Member States take the necessary measures to the protection of minors and human dignity in all audiovisual and online information services by:

Promoting in close cooperation with the parties concerned:

- (a) action to enable minors to make responsible use of audiovisual and online information services, notably by improving the level of awareness among parents, teachers and trainers of the potential of the new services and of the means whereby they may be made safe for minors in particular through media literacy or media education programmes and, for instance, by continuous training within school education;
- (b) action to facilitate, where appropriate and necessary, the identification of, and access to, quality content and services for minors, including through the provision of means of access in educational establishments and public places;
- (c) action to inform citizens more about the possibilities offered by the Internet.

Promoting a responsible attitude on the part of professionals, intermediaries and users of new communication media such as the Internet [...] and [...] the audiovisual and on-line information services industry and other parties concerned are called upon to: [...] develop positive measures for the benefit of minors, including initiatives to facilitate their wider access to audiovisual and on-line information services, while avoiding potentially harmful content [...].”

Examples of possible actions concerning media literacy are outlined in Annex II of the Recommendation:

⁹ {COM(2008) 199 final}

¹⁰ COD/2004/0117 Flown from the report on the proposal for a recommendation of the European Parliament and of the Council of 20 December 2006 on the protection of minors and human dignity and the right of reply in relation to the competitiveness of the European audiovisual and information services industry (2006/952/EC), Marielle De Sarnez, 19th July 2005.

<http://www.europarl.europa.eu/sidesSearch/search.do?type=REPORT&term=6&author=4335&language=EN&startValue=0>

- (a) continuing education of teachers and trainers, in liaison with child protection associations, on using the Internet in the context of school education so as to maintain awareness of the possible risks of the Internet with particular regard to chat rooms and fora;
- (b) introduction of specific Internet training aimed at children from a very early age, including sessions open to parents;
- (c) an integrated educational approach forming part of school curricula and media literacy programmes, so as to provide information on using the Internet responsibly;
- (d) organisation of national campaigns aimed at citizens, involving all communications media, to provide information on using the Internet responsibly; [...]

Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning¹¹ (2006)

[...] Recommends that Member States develop the provision of key competences for all as part of their lifelong learning strategies, including their strategies for achieving universal literacy [...]

Recommendation of the European Parliament and of the Council on film heritage and the competitiveness of related industrial activities (2005)¹²

It includes recommendations to Member States to promote the use of film heritage in education and generally foster visual education, film studies and media literacy in education and in professional training and European programmes.

Committee of the Regions - Media Literacy and Creative Content Online¹³

Reference documents: Communication from the Commission to the Council, the European Parliament, the European Economic and Social Committee and the Committee of the Regions: A European approach to media literacy in the digital environment¹⁴

Communication from the Commission to the Council, the European Parliament, the European Economic and Social Committee and the Committee of the Regions: Creative content online in the Single Market¹⁵ includes:

- Promotion of media literacy at EU level;
- Promoting media literacy at national, regional and local level;
- Media literacy in commercial communication (advertising);
- Media literacy in relation to audiovisual works and internet content;
- Creative content online in the single market;
- Creative content online and cultural diversity.

Amendments suggested:

- supporting active and creative use of media by citizens, especially by younger people in their dual roles as consumers and producers of creative content and developing and maintaining media literacy among older people and people of working age;

¹¹ (2006/962/EC), Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning

¹² (2005/865/CE), Recommendation of the European Parliament and of the Council of 16 November 2005 on film heritage and the competitiveness of related industrial activities

¹³ 8-9 October 2008, EDUC IV-023

¹⁴ COM(2007) 833 final

¹⁵ COM(2007) 836 final

- supporting a critical approach towards all media on the part of the general public;
- promoting plurality in the media;
- contributing to the debate about commercial advertising and issues of respect for and protection of private life;
- promoting active involvement of citizens, bearing in mind that the media plays a decisive role in framing Europe's audiovisual heritage, local and regional identity, intercultural dialogue and democracy;
- promoting social inclusion;
- ensuring equal access to new media and technologies, given that telecommunications and the media are acquiring an increasingly crucial role in almost all spheres of life.

Commission for Education, Culture and Research on SAFER INTERNET PROGRAMME (2009-2013)¹⁶

Committee of the Regions: general remarks on the programme.

- agrees that among the most serious risks to children related to online technologies are: cases where they are harmed directly, as victims of sexual abuse, which is documented through photographs, films or audio files and then transmitted online; direct contact by people who befriend them in order to commit sexual abuse ("grooming"), or when they become victims of bullying in the online environment ("cyber-bullying");
- takes note of the findings of the final evaluation of the Safer Internet Action Plan;
- values EU programmes for a safer internet as the only pan-European initiatives addressing child protection in the online environment.

Amendments: To stimulate the involvement of children and young people in creating a safer online environment. Actions will aim to involve children and young people with the aim of better understanding their views and experiences concerning the use of online technologies and on how to promote a safer online environment for children.

- Actions should further include the creation of teaching materials in information technology and media skills to cover safe online environments and the dangers of illegal content and harmful conduct.
- To encourage enhancement of efficient and cost effective awareness-raising methods and tools. Actions will be aimed at improving relevant awareness-raising methods and tools with a view to making them more efficient and cost-effective in a long-term perspective.
- Requiring awareness-raising centres to follow defined strategies in approaching children, parents and teachers.

EDUC - Commission for Culture, Education and Research

The EDUC commission focuses on the key role of education and training in carrying forward the Lisbon agenda. In this respect, EDUC works on initiatives and proposals in the field of education and training, research and innovation as well as the information society. The EDUC 2009 work programme has been drawn up in accordance with the political objectives of the Committee of the Regions 2008-2010 and the European Commission's Legislative and Work Programme 2009¹⁷.

The competences of the Education, Culture and Research Commission are the following: Lifelong learning, education and training; Culture and cultural diversity, promotion of minority languages; Information Society and trans-European telecommunication networks; Communications, audiovisual industry and media technologies and markets:

¹⁶ COM(2008) 106 final. CdR 174/2008

¹⁷ COM(2008) 712/2 final.

The audiovisual and media sector is undergoing substantial changes with the move towards full digitalisation and emerging new services. EDUC will continue to comment both on the new opportunities offered in this regard in terms of growth, competitiveness and jobs within the creative industry, as well as on the challenges for ensuring and promoting media pluralism, regional and local cultural diversity and European social values. In times of globalisation it looks forward to the *Decision on the Establishment of Media Mundus*, which will enable the audiovisual sector to confront the profound changes it faces due to globalisation and changing viewing habits resulting there from.

Provisional EDUC 2009 Research Programme – Youth, sport and active citizenship

In accordance with the EDUC Commission's key priorities of youth policy and promoting a socially inclusive information society, the Members of the EDUC Commission have an option to submit to the Bureau one proposed study on "Media Literacy education" or on the "Mobility of Young Volunteers across Europe"¹⁸. The first proposal addresses the need to include media education in schools in order to increase media literacy in the digital age. Participation in the information society is a right that every European citizen should have.

The Council of Europe

Founded in 1949, the Council of Europe seeks to develop throughout Europe common and democratic principles based on the European Convention on Human Rights and other reference texts on the protection of individuals.

CoE has a genuine pan-European dimension, since it gathers 47 member countries. Moreover there are 5 observer countries: the Holy See, the United States, Canada, Japan and Mexico.

CoE aims at protecting human rights, pluralist democracy and the rule of law; promoting awareness and encourages the development of Europe's cultural identity and diversity; finding common solutions to the challenges facing European society: such as discrimination against minorities, xenophobia, intolerance, bioethics and cloning, terrorism, trafficking in human beings, organised crime and corruption, cybercrime, violence against children; consolidating democratic stability in Europe by backing political, legislative and constitutional reform.

Recommendation 1855 (2009). The regulation of audio-visual media services¹⁹.

Referring to the European Convention on Transfrontier Television (ECTT), the Assembly notes that technological progress of electronic audio-visual media requires the revision of ECTT and has led to legislative changes at national level, as well as to the new Audiovisual Media Service Directive for the member states of the European Union (AVMS Directive).

Instruct the competent steering committee to analyse future challenges to the enforceability of existing broadcasting regulation in the increasingly converging audio-visual media sector and develop policy guidelines for new means of content control, including through media self and co-regulation, content search and filtering tools for users, media literacy of users, public support for content of cultural quality, and international cooperation against illegal content, for instance in the framework of and through consideration of a possible protocol to, the Council of Europe Convention on Cybercrime.

¹⁸ Pending endorsement of the EDUC work programme 2009.

¹⁹ Assembly debate on 29 January 2009, (3rd sitting) (see Doc. 11775, report on the Committee on Culture, Science and Education, rapporteur: Mr McIntosh).

Council conclusions of 20 November 2008 on the development of legal offers of online cultural and creative content and the prevention and combating of piracy in the digital environment²⁰.

Invites Member States to:

- encourage, where appropriate and in accordance with their legal traditions, the parties concerned to review the periods within which films may be made available (media timescale covered by Article 3d of Directive 2007/65/EC) in order to encourage the diversity and attractiveness of legal offer of films online,
- contribute actively to the promotion of European audiovisual and film offer by linear and non-linear audiovisual media services in the context of the transposition of the Directive relating to audiovisual media services, notably through exchange of best practice.

Invites the Commission to:

- to contribute to improving knowledge, in close cooperation with the Member States and with the professionals concerned, particularly through the development and pooling of statistical data, of the digital cultural economy in all its diversity, in particular of legal online offer, and of piracy: its scale, its causes and its consequences for the economy of creation and cultural diversity,
- to examine how to increase the digitalisation and online distribution of cinematographic and audiovisual works in the framework of the implementation of Community programmes, notably the MEDIA programme.

The Council of Europe Recommendation on empowering children in the new information and communications environment (2006)²¹

Recalling the adopted texts of the 7th European Ministerial Conference on Mass Media Policy held in Kyiv in 2005, and the Action Plan adopted at the Third Summit of the Heads of State and Government of the Council of Europe held in Warsaw in 2005, regarding the need to support steps to promote, at all stages of education and as part of ongoing learning, media literacy which involves active and critical use of all media as well as the promotion by Member States of the adoption of an adequate level of protection for children against harmful content.

The Council of Europe recommends that Member States develop a coherent information literacy and training strategy which is conducive to empowering children and their educators in order for them to make the best possible use of information and communication services and technologies. Member States should have regard to the desirability of pursuing a multi-stakeholder approach in partnership with governments and the private sector, civil society actors, as key catalysts in promoting the human rights dimension of the Information Society. The media should be encouraged to be attentive to their role as a vital source of information and reference for children and their educators in the new information and communications environment, with particular regard to fundamental rights.

Media literacy initiatives

The Council of Europe plays an authoritative political role addressing recommendations to its Member States. Within its activities, it is concerned with policies concerning media and education. In particular, the CoE considers citizens interests in the media and media education sectors related to policies concerning

²⁰ (2008/C 319/06)

²¹ Recommendation of the Committee of Ministers to member states on empowering children in the new information and communications environment (Adopted on 27 September 2006)

human rights, democracy, the right of information and freedom of expression. Initiatives and studies have been carried out and official texts have been adopted. Here follow selected examples:

Recommendations of the European Parliament and of the Council on the Establishment of a European Quality Assurance reference framework for vocational education and training²².

Conclusions of the Council and of the Representatives of the Governments of the Member States, meeting within the Council of 21 November 2008 on preparing young people for the 21st century.

Conclusions of the Council and the Representatives of the Governments of the Member States, meeting within the Council, of 12 May 2009 on enhancing partnerships between education and training institutions and social partners, in particular employers, in the context of lifelong learning²³.

Recommendation 1466 Media education (2000)²⁴

The Parliamentary Assembly of the CoE called its Committee of Ministers and Governments Member States to promote media education practices and instruments in many related fields.

Pan-European Forum “Human Rights in the Information Society: Responsible Behavior by Key Actors” (2005)²⁵

One of the main issues discussed during the Forum was the increased provision of media literacy initiatives to minimise the risk of harm from online and related offline activities (intimately linked with Member State responsibilities to protect and promote human rights under the European Convention on Human Rights), coupled with better use of civil society and the media to develop clear systems of evaluation of the efficacy of educational initiatives.

Pan-European Forum on “Human Rights in the Information Society: Empowering children and young people (2006)²⁶

Organised by the Council of Europe in cooperation with the Ministry of Foreign Affairs of Armenia and the Information Technologies Foundation of Armenia and held in the Governmental Reception House in Yerevan, Armenia, on 5 and 6 October 2006. The Forum aims to encourage and facilitate multi-stakeholder dialogue and action in the field of media education, in particular with regard to common educational standards, best practices and human rights awareness.

Educational policies concerning media (2007)²⁷

The text recalls the following points:

- Media education in a democratic society (Free expression and information right and Professional education and training of journalists);
- A life long education (Adult education - for example *The internet literacy handbook*²⁸ and Training of Young People);
- Role and responsibility of the educational systems (School’s programs and equipment, Training of Teachers and Valuation of Competences;
- Training and Research and

²² PE-CO_S 3746/08

²³ 2941th Education, youth and culture Council meeting - Brussels, 12 May 2009

²⁴ Text adopted by the Assembly on 27 June 2000

[http://www.coe.int/t/e/human_rights/media/links/events/1Recommendation1466\(2000\)_en.pdf](http://www.coe.int/t/e/human_rights/media/links/events/1Recommendation1466(2000)_en.pdf)

²⁵ http://www.coe.int/t/e/human_rights/media/links/events/1ForumStbgSept2005Report_en.asp#TopOfPage

²⁶ http://www.coe.int/t/e/human_rights/media/

²⁷ Les recommandations du Conseil de l'Europe en matière de politiques éducatives relatives aux medias - http://ec.europa.eu/avpolicy/media_literacy/docs/coe_fr.pdf

²⁸ http://www.coe.int/T/E/Human_Rights/Media/hbk_en.htmmedia Literacy

- Production of pedagogic supports for teachers (Participation of media experts and Publications of the CoE).

United Nations Educational, Scientific and Cultural Organization (UNESCO)

UNESCO promotes international co-operation among its 192 Member States and six Associate Members in the fields of education, science, culture and communication. It functions as a laboratory of ideas and a standard-setter to forge universal agreements on emerging ethical issues.

Media literacy International Exchanges

It is acknowledged that over the years, UNESCO has played an important role in the development of media literacy. UNESCO's role was most typically concerned with facilitating International networks and exchanges on media literacy.

Since 1982, a conference in Grunwald (1982)²⁹ originated the Grunwald Declaration³⁰, followed by conferences in Toulouse (1990)³¹, Vienna (1998)³² and Seville (2000)³³.

The 'Commission Française pour l'UNESCO'³⁴ also organised seminars in Paris: *L'éducation aux médias: enjeu des sociétés du savoir* (2005)³⁵ and - *L'éducation aux médias: avancées, obstacles, orientations, nouvelles depuis Grunwald: vers un changement d'échelle?* (2007)³⁶. This event produced the Paris Agenda, with 12 recommendations for scaling up media literacy worldwide. It is being submitted to the agreement of the October 2007 General Conference.

In addition, since the seminar in 2005, and following the Geneva works, the debate on media education has been brought by UNESCO to the World Summit on the Information Society (WSIS)³⁷. Since 2007, UNESCO has become the official moderator of the priority action line C9 "media", and has included media education as one of its sub themes. It produces annual reports to ECOSOC on the state of the world and research on such subjects as domain names.

Media Literacy related activities

In this context, UNESCO mainly focuses on providing people with the skills and abilities for critical reception, assessment and use of information in their professional and personal lives through information literacy programmes. UNESCO also focuses on training and lifelong learning for media and information specialists, especially in developing countries. Selected examples of initiatives include the following:

Network Building

²⁹International Symposium on Media Education at Grunwald, Germany.

http://www.unesco.org/education/nfsunesco/pdf/MEDIA_S.PDF

³⁰ Grunwald Declaration, http://www.unesco.org/education/pdf/MEDIA_E.PDF

³¹ '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.htmmedia Literacy

³² "Educating for the Media and the Digital Age" - 18-20 April 1999

<http://www.nordicom.gu.se/clearinghouse.php?portal=linkdb&main=reconedu.php&>

³³ 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.htmmedia Literacy

³⁴ The UNESCO National Commissions are national cooperating bodies set up by the Member States for the purpose of associating their governmental and non-governmental bodies with the work of the Organisation.

³⁵ 26-10-2005 (Paris) - <http://portal.unesco.org/ci/fr/ev.php>

[URL_ID=20477&URL_DO=DO_TOPIC&URL_SECTION=201.htm](http://portal.unesco.org/ci/fr/ev.php-URL_ID=20477&URL_DO=DO_TOPIC&URL_SECTION=201.htm)media Literacy

³⁶ 21- 06 2007 (Paris) - http://www.diplomatie.gouv.fr/fr/actions-france_830/commission-francaise-pour-unesco_3962/les-activites-commission_11372/communication_11377/education-aux-medias_54028.htmmedia Literacy

³⁷ A two-phased Summit dealing with the challenges that the Information Society poses from a local to a global perspective. The first phase was held end 2003 in Geneva, the second phase in Tunis 2005.

- UNESCO Literacy Portal³⁸: The Literacy Portal aims to enhance UNESCO's capacity in coordinating the United Nations Literacy Decade (UNLD) and the Literacy Initiative for Empowerment (LIFE) a 10-year global strategic framework for achieving the decade's goals. The portal offers news, link to online services such as events, publications, downloading and international frameworks. Particularly it provides information and links³⁹ about the International Literacy Day, held since 1987.
- UNESCO, through its Communication and Information Sector, is actively assisting young people to produce information themselves by supporting youth media, by facilitating the creation of youth information and communication networks and by providing appropriate technologies to youth organisations. An important initiative for UNESCO is *Infoyouth*, a worldwide information network of government authorities, relevant agencies and youth organisations on youth-related issues.
- International Programme for the Development of Communication (IPDC): The IPDC is a multilateral forum in the UN system designed to promote media development in developing countries. The fields covered include the promotion of media independence and pluralism, development of community media, radio and television organisations, modernisation of national and regional news agencies, and training of media professionals.
- Information for All Programme (IFAP): the Information for All Programme works in three specific priority areas to focus actions and discussions and to allocate project funding: Information Literacy; Ethical, Legal and societal implications of ICTs; Preservation of Information.
- The Media Education Programme, still within the Communication and Information Sector, it promotes research into, and an understanding of, the role and the effects of the media upon society. It seeks new ways in which people can enhance their participation in the political and cultural life of the general community through the media.

Media Literacy related Research activities and Publications

A number of researches and surveys have also been commissioned by UNESCO. Recommendations to UNESCO for actions have typically followed these works. In turn UNESCO has addressed recommendations⁴⁰ to its Member States. To mention a few: **Media Education a Global Strategy for Development (2001)**⁴¹. This study focuses on media education for young people. It lays out broad guidelines to media education, an appraisal of its application around the world and proposes a strategy for its future development. It concludes by proposing some ways in which UNESCO might support these initiatives at local, national and international levels.

Youth Media Education Survey (2001)⁴²

³⁸ UNESCO Literacy Portal:

http://portal.unesco.org/education/en/ev.php_URL_ID=40338&URL_DO=DO_TOPIC&URL_SECTION=201.htmmedia Literacy

³⁹ International Literacy Day:

http://portal.unesco.org/education/en/ev.php-URL_ID=48712&URL_DO=DO_TOPIC&URL_SECTION=201.htmmedia Literacy The International Literacy Day for 2007 was held in Paris on 8th September. It placed special focus on the vital relationship between literacy and health, for more information:

http://portal.unesco.org/education/en/ev.php-URL_ID=53838&URL_DO=DO_TOPIC&URL_SECTION=201.htmmedia Literacy

⁴⁰ Recommendation addressed to UNESCO - Youth Media Education, Seville, 15-16 February 2002.

http://portal.unesco.org/ci/en/files/5680/10346121330Seville_Recommendations.rtf/Seville%2BRecommendations.rtf

⁴¹ Media Education-a Global strategy for Development, London University, march 2001.

http://portal.unesco.org/ci/en/files/5681/10346129690Policy_paper_by_Pr_David_Buckingham.rtf/Policy%2Bpaper%2Bby%2BPr%2BDavid%2BBuckingham.rtf

⁴² Youth Media Education Survey, London University, November 2001.

http://portal.unesco.org/ci/en/files/5682/10346133310Survey_Report__by_Kate_Domaille.rtf/Survey%2BReport%2B%2Bby%2BKate%2BDomaille.rtf

This report presents the results of a worldwide survey of Media Education, mainly in formal education. It summarises the responses from participants in 35 countries, and presents a summary of existing documentation on the subject. Several respondents acknowledged that UNESCO had played a crucial role in the development of media education at various stages in its history. Most recognised that UNESCO's role was most appropriately concerned with facilitating international networks and exchanges, and with influencing policy.

Public Service Broadcasting: A best practices sourcebook (2005)⁴³

This publication is a sample of debates, conferences and seminars that have taken place in recent years about the role and future of the public service broadcasting. The main dash for this publication comes from the Information and Communication sector of UNESCO that has established the terms of the mandate of this work.

Principles of awareness-raising for information literacy: a case study (2006)⁴⁴

A handbook providing guidelines for developing process of awareness-raising. Theories, principles and techniques are offered in this manual based on the experiences of those who have developed practices that were successful and that met certain expectations.

Using ICT to Develop Literacy (2006)⁴⁵

A booklet that describes how ICT can develop literacy skills. It focuses on five areas where ICT can be utilised in education: enhancing learning; raising access to literacy education; training teachers; localising content; creating a literacy-conducive environment.

Initiating and Managing SchoolNets (2007)⁴⁶

It provides an overall summary of the lessons learned during the implementation of the UNESCO SchoolNets project. The publication takes into consideration numerous educational contexts making it an international guide. Moreover it discusses the UN Literacy Decade, includes literacy facts and figures and, provides case studies and a memorandum for policy makers.

⁴³ "Public Service Broadcasting: A best practices sourcebook <http://unesdoc.unesco.org/images/0014/001415/141584e.pdf>

⁴⁴ Principles of awareness-raising for information literacy: a case study
<http://unesdoc.unesco.org/images/0014/001476/147637e.pdf>

⁴⁵ Using ICT to Develop Literacy :

http://portal.unesco.org/ci/en/ev.php-URL_ID=22536&URL_DO=DO_TOPIC&URL_SECTION=201.htmmedia Literacy

⁴⁶ Initiating and Managing SchoolNets: http://www2.unescobkk.org/elib/publications/111/Schoolnet_LLVol.3.pdf