Media Literacy Study
The Framework

1. Introduction

This document is a framework for the EC commissioned study on Media Literacy. The purpose of the study is to provide an understanding of what it is to have a media literate society, and to identify the media literacy of a Member state. The purpose of this framework is to provide those experts and members of the consortium with a working document which gives an overview of the criteria and indicators which will be used to measure media literacy levels in Member States.

Increasingly, new media and advancing digital technologies remove many of the barriers that prevent citizens' access to financial, cultural and societal prospects that previous eluded them. The widespread availability of these technologies drives digital media markets; the byproduct of this economic enhancement is an empowered and enabled citizenship. Therefore, media literacy, in any of its many forms, benefits not only individuals, and their communities, but has a far-reaching potential benefit for wider populations and, ultimately, the European Union.

It is for that reason that this report was commissioned by the European Commission, the brief of which asked that it provide:

- A set of assessment criteria for media literacy levels of a general adult population;
- An assessment of (current) media literacy levels in the Member States;
- Consideration of the social and economic impact of media literacy initiatives both on individual Member States and at a European level; and
- Those specific measures for enhancing media literacy should be suggested.

The EC is increasingly aware of the importance of the relationship citizens have with media, and this study aims to provide it with a set of criteria and measurement tools in order to measure it. It is for this reason that a definition of Media Literacy is provided only in passing, and according to a pre-existing EC definition.

This study does not focus on individual abilities but on the aggregated abilities or indicators of skills that are available in Member States, on the basis that individuals within a society possessing a good range of competencies and skills lead to the social, cultural and economic betterment of that society.

2. The European Union Perspective

The starting point for this framework is the concept of media literacy as developed by international organisations such as UNESCO (among others) as well as the EU. A special emphasis is given therefore in this study to the themes that have emerged from the Communication on Media Literacy from the EC[1] and related reports (including the report on media literacy in a digital world from the European Parliament[2]).

From the analysis of these documents, the justification for the decisions that have been made regarding the development of this study to facilitate this study should be clear. This study has drawn primarily on the definition of Media Literacy adopted by the EC:

> "*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 are an important part of our contemporary culture, as well as to communicate competently in 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.*" [3]

In addition, the study has also relied on the concepts of Media Literacy introduced by the Directive of Audiovisual Media Services[4], and the concepts and objectives developed by other works and initiatives of the European Commission.

The recognition of the importance of media literacy is manifested also in the commissioning of this study, the EC has further identified its application and its objectives in this field. This is the capacity or ability of individuals, which allows them to live their daily lives in the context of the knowledge society, and that they are able to access the media, evaluate the received messages, and create and communicate in a competent way. It is applicable to all media, including TV, radio, printed media, internet, cinema and new media.

The objectives of the EC initiative are to promote critical thought, problem-solving capacity and citizen awareness, with the general objective of promoting freedom of speech, the right to information, democratic sustainability and participation in order to achieve active citizenship, intercultural dialogue and skills and awareness as users and consumers.

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[1] http://ec.europa.eu/avpolicy/media_literacy/docs/com/en.pdf. (Consulted 2nd May 2009)

[2] http://www.europarl.europa.eu/sides/getDoc.do?type=REPORT&reference=A6-2008-0461&language=EN&mode=XML

[3] Cf. http://ec.europa.eu/avpolicy/media_literacy/index_en.htm (Consulted 2nd May 2009).

[4] Directive 2007/65/CE from the European Parliament and the Council 11th December 2007. Cf.: http://eur-ex.europa.eu/LexUriServ/LexUriServ.do?uri=CONSLEG:1989L0552:20071219:EN:PDF (Consulted 2nd May 2009).

3. Conceptual Map

Using the EC definition as a basis, the study integrates different concepts of media literacy in a systemic way in order to highlight explicitly the skills for media literacy that should be acquired and measured, where possible, at both individual and country levels.

By reason of the complexity of the subject, it is impossible to quantify a single measure to assess media literacy. Media literacy is a complex phenomenon observable but mainly not directly quantifiable. It is for this reason that a conceptual map has been compiled and synthesized. The criteria of individual skills and key environmental factors which enable a clearer understanding of media literacy have been further elaborated by the conceptual map.

The media literacy criteria that are presented here have been converted into social indicators to provide a multi-layered instrument which involves different indicators being pulled together to form an overall picture and matrix of a population's media literacy.

Therefore the Study distinguishes between two fundamental dimensions:

1. **Individual compenteces:**
   A personal, individual ability to exercise certain skills (access, use, analyse, understand and create). These skills are found within a broader set of abilities that allow for increasing levels of awareness, the capacity for critical analysis, a creative, problem-solving capacity and the ability to create and communicate content inter alia participating to public life;

2. **Environmental factors:**
   A set of contextual factors that affects individuals and relate to media education, media policy, cultural environment, citizens' rights, the roles that the media industry and civil society play, etc.

This map enables the further elaboration of media literacy criteria and the key environmental factors, which hamper or facilitate the development of media literacy in the EU countries.

DIMENSIONS	CRITERIA	OBJECTIVES
INDIVIDUAL COMPETENCES	o Use skills (technical) o Critical Understand, competences; o Communicative Abilities;	o To increase awareness about how media messages influence perceptions, popular culture and personal choices; o To provide the skill for critical analysis; o To provide the creative skill to solve problems; o To develop the capacity of production; o To consolidate communicative rights; o To develop intercultural dialogue; o To consolidate democracy; and o To develop active and participatory citizenship. (Amongst others)
ENVIRONMENTAL FACTORS	MEDIA AVAILABILITY Supply of media MEDIA LITERACY CONTEXT Media Education as a process to develop media literacy capacities Media literacy policies and regulatory authorities Media industry role and activity in relation to media literacy Civil society role and activity in relation to media literacy	

4. Methodology

This study has assessed factors and measurement tools that are both robust and relevant in order to specify levels of media literacy. This has mainly comprised statistical data from common measurement tools (usually surveys), which have been applied across Member States. The EU has a number of these datasets, most which concentrate on data usage and do not look further at skills, such as evaluation of content or its manipulation, creation or participation, characteristics which are instead the focus of this study.

Regardless of the relative inadequacies of existing data, it remains methodologically appropriate to seek common datasets across the EU Member States. Accordingly, the study integrates various concepts systemically in order to make explicit the competences that should be acquired and measured. In order to assess media literacy, the criteria have been converted into social indicators to provide a multi-layered instrument. This involves the collation of different indicators that may be assembled to form an overview of a general adult population's media literacy competence.

The development of media literacy is by no means static; technologies and platforms evolve and are mutated by users to become new entities, entirely novel from their original purpose. Therefore, this report will advise the EC that the indicators and measurement tool remain flexible in order to be constantly revised and adapted as and when new technologies and platforms are developed and become important. It is a recommendation of this study that such revisions be made at regular intervals. This will ensure not only that the tool remains pertinent and accurate, but also will provide vital evaluative and trend data.

5. Individual Competences and Environmental Factors

Thus this study has delineated two elements that contribute to media literacy: one based on an individual's abilities, the other on contextual and environmental factors. It then breaks these down further into four skillets, which are measured by 'indicators' of skills sets; technical, cognitive, participative and creative, and the key environmental factors which help or hinder them. Within this there are a further set of variables which relate to the level of development of these skills and this in turn is applied, via a statistically validated instrument, to assess a Member State's media literacy levels.

The environmental factors include the economic wealth of a country, the affluence of its citizens, the legislative and regulatory structures that support the digital media and the advancement of them and, crucially, the governmental support afforded to them, in terms of educational policy, subsidy etc. Media literacy does not exist in a bubble, but is affected by a variety of dynamic factors and facilitates interdependent skills and competencies to allow individuals the fullest participation in the new digital world.

Individual Competences

Any individual skill – understood as the *capacity to operate* - is developed along the three dimensions of doing (operative ability; practical use), knowing critically (or cognitive competence), and the objective that the skills set should meet; in this case, communication, social relationships, participation (in the public sphere) and creation.

Within the individual skills relating to media literacy, the following components have been identified:

1. Use skills (Technical);
Skills related to media use.
The Use component is centred on the relationship between the individual and the media (as a platform); it in this sense the Study refers to it as a technical dimension.

2. Critical Understanding competences;
Aspects related to critical comprehension and evaluation about contents and media.
The Understanding component is centred on the relationship between the individual and the content (information –attribute of the message; or comprehension –attribute of the individual), that is, a cognitive dimension.

3. Communicative abilities;
Including,
   3.1. Social relations;
   3.2. Citizen participation;
   3.3. Content creation

The Communicative component implies the relationship that individuals build with other individuals by using the media.

Each of these elements may be defined more precisely:

1. USE. SKILLS (Technical)

These are the instrumental and operative abilities required to access and effectively use media communication tools. They specifically refer to a set of devices and tools available in a certain context or environment.

In relation to these skills we may distinguish between:
- Access
  The individual can gain access to the media. Access affects the relationship between the context and the individual;
- Use
  The individual use the media to act.

Therefore, technical skills are a prerequisite to the use of media. These technical skills may be further developed by the individual to adapt to specific users and their needs.

By their nature, technical abilities include aspects related to certain decoding capacities (especially of interfaces) and the ability to use specific functionalities that media tools may possess. From this perspective, technical skills may, to some extent, overlap with cognitive ability. However, this study will consider these more sophisticated competences as belonging to a more advanced level of technical skills.

2. CRITICAL UNDERSTANDING. COMPETENCES

These are semiotic and linguistic capabilities related to media content and the media system.

The media content (or message) is transmitted through media (platforms), then received, appropriated and used by the audience. The user, in order to understand (and consequently, operate) this content, applies decoding capacities to make sense of the message. That means that the user knows the code (or codes), uses them to decode the message and then produces sense. It can be said that the user obtains or produces a new sense (content). All of these processes are cognitive in that they correspond with cognitive or knowledge-related operations.

Therefore, there are four components to media literacy in relation to the critical understanding competences.

1) The first one relates to the ability to read or decode media content; the capacity of the user to fully understand, read, or make sense of the meaning or the media message

– be it audiovisual or interactive or not. This ability implies a sequential cognitive process in which the individual uses a code (or codes) in relation to a text.

2)   The second relates to the ability to classify the text (or the global meaning of the text), in the context of existing types of texts. In so doing, the user not only makes sense of the content (operation 1) but also attributes this content to a specific use or frame- for instance, distinguishing between real or fictional content in the text. As we know, new forms of media texts tend to obliterate the borders between the real and fiction, real and virtual, communication strategies and information, advertisings and information (cf. reality shows, infotainment…). The act of classifying allows the individual to make a correct use of the messages in order to adequately appropriate the media and its content.

This component is crucial – not only does the user have to be able to understand the content, but also the form that it has taken. If it is an advertisement, it is intended to sell a product, to persuade the user of a point of view or a specific behaviour, etc. The ability of the user to distinguish between information and opinion, for example, is fundamental to allow him to understand further elements of it, and also to know how to respond to it. From the sociological point of view we have to remember that the difference between knowledge and opinion is not always very clear. As the sociologist Robert Merton has pointed out ostensible knowledge may degenerate into an opinion only while a well-grounded opinion may become knowledge.

There is an increasing danger that fictional rumours may be spread as facts by the new media with damaging consequential. A classic example is from 1938 when Orson Wells read The War of the Worlds on CBS radio in the United States. Some listeners understood the message as news and were unable to recognize the sense of fiction, hence mass hysteria ensued until the radio authorities were quick to reassure listeners that they were not listening to fact or information. It is a perfect example of the fundamental requirement of listeners to be able to understand what type of text or message they are using (reading, listening or watching) before they are able to understand why, what for the information is transmitted and hence what to do with it.

Each media text can be classified into different categories according to its content, genre… These typologies are not homogeneous and result from different approaches. It is necessary for media users to be able to characterize the media texts they encounter, and at the same time, to be aware of the relative nature of any classification, and subsequently to be able to create their own categories when needed.

3)   The third component is the individual capacity to evaluate the media content. This aspect is related to the values that the user may attribute to the content. Is it this content to be trusted or not? Is this content legitimate or not? Is this content legal or not? Is this content up to date or not? Is it of quality or not (sources, forms, aesthetic…)?, etc. This recognizes that the media offers a flow of content that individuals, in order to operate it, need to evaluate and validate. That means that it is not only the single content that should be understood but also the function and the role that this content plays in relation to the values, attitudes and opinions of people. It is a key part of media literacy to have the ability to evaluate this content. The capacity to evaluate implies a certain distance of the user from the overwhelming influx of contents (and values) transmitted by various kinds of media (screen televisions, computers, game consoles, etc.).

There can be several degrees of complexity in the practice of judgment. A first approach considers the evaluation judgment as a binary classification (true/false; legal/illegal; trustworthy/not trustworthy; good/bad). In many formalized media systems, this is the ordinary type of judgment ("Is this bank note authentic, or fake? Is this editor owner of the copyright of this media text, or not?"). However, in many everyday media practices, the evaluation judgment obeys to fuzzy logic ("If I order this item on this website, may I be certain to receive it in the mail?"). Hence, the evaluation becomes a matter of risk management. Each media content must be evaluated as a construct combining representation, information and intention, and must be situated vis-à-vis other concurrent media contents, to result in a complex judgment that can neither be 100% false nor true, 100% trustworthy or not, 100% up-to-date or outdated, 100% good or bad, etc.

Even in its guise as a simple consumer of goods and services, the citizen has to be capable of, amongst others, evaluating the value of the messages and, consequently, making informed choices, being able to evaluate the offers, to orientate him/herself within all the options and to distinguish among the various forms of persuasive discourse (advertising, publicity, commercial promoting, including communication strategies in all spheres: political, economical… etc.). In other words, the person who is able to properly evaluate the media content has the opportunity to adopt different behaviours considering several aims:

- To obtain high quality information,
- To make balanced judgments,
- To construct his/her own opinion,
- To make appropriate decisions,
- To promote their own interests and safeguard their rights,
- To put oneself to the service of a given cause or people they are attached to.

4) The fourth component is the individual critical skill to evaluate the media context (or media set). This ability allows the user to evaluate the whole media system and their function in relation to the individual's aims and objectives. This stage includes the user's knowledge of convention, rules or norms that implicitly or explicitly impact on media system; laws, regulatory authorities, user's knowledge of the players, etc.

We assume media literate people do not have to be media experts in every domain, however we consider that users should be equipped with a basic understanding of the context in which media operates, the nature of the mass media, the status of every media – for instance, if it is a private broadcast, it operates in order to acquire audiences and to resell the audience to advertisers in exchange of money and it does so within certain parameters.

These parameters may be in relation with strict regulation in the form of legislation, by way of more informal regulation (self or co-regulations) or under more general guidelines. These guidelines may take the form of an informal "taste and decency" rule, which advertisers, for instance, adhere to, or rules relating to defamation and libel – i.e., the news must be able to account for its sources in order to be reliable.

All these dimensions influence the critical understanding of media and media contents and consequently affect individual behavior (this can be separated from cognitive factors). In any case, there are some cases of behavior that evidence the existence of understanding skills: for instance, the critical search for information, the ability of the user to discriminate as to what is appropriate to respond to in the media sphere, and how to respond, to assess their legal position in terms of user behavior, i.e., online downloading, copyright and intellectual property, etc.

3. COMMUNICATIVE ABILITIES

Communicative and participative abilities are partly related with technical and cognitive abilities. They may be appropriate in different fields; social relations, creation and production of content and civic and social participation, which involve personal responsibility.

These abilities allow for processes that range from a simple contact to the creation of complex cooperation and collaboration strategies that use media tools as their base. The main fields of application of both the communicative and participative skills are the following:

1. Social relations
   These relate to the capacity of being in contact with others, cooperating with them and establishing different kinds of networks and communities.

   Social relations also embrace communicative skills, at their most basic level in terms of the user's ability to understand basic media messages, as well as to create messages of their own, the users ability to present oneself on an appropriate profile and platform and the to maintain contact with others.

2. Citizen participation
   These refer to citizen participation in public life (e-government institutions and to engage in the civic field). Communication and civic participation range from simple relationships between individuals and governmental institutions to more complex and sophisticated cooperative actions.

3. Content creation
   These are related to the individual and collective capacity to create new media content and produce media text. The abilities used to create and produce allow the implementation and manifestation of a meaning or understanding of information through media messages and texts.

   They include the ability to conceptualise and develop this (new) meaning, and to produce media content. The capacity to create requires different grades of complexity, ranging from the most basic grades of creation to more sophisticated and innovative ones.

The following table contextualises again each of the above mentioned aspects.

CRITERIA	INDIVIDUAL DIMENSIONS	OBJECTIVE
TECHNICAL	**USE SKILLS TECHNICAL** Media operational skills required for the effective use of media tools	OPERATING MEDIA Use
COGNITIVE	**CRITICAL UNDERSTANDING COMPETENCE** Capacities related to critical knowledge and semiotic operations: encoding/decoding, interpreting, evaluating and creating media text	EVALUATING MEDIA AND CONTENT Awareness and quality evaluation
COMMUNICATIVE	**COMMUNICATIVE ABILITIES** Capacity to interact with others and maintain networks	SOCIAL RELATIONS Media networking CITIZENS' PARTICIPATION Active citizenship CONTENT CREATION Media creation

Environmental Factors

The environmental factors are factors which hamper or facilitate the establishment of media literacy in a country, rather than the individual skills required for media literacy.

This Study identifies two main environmental factors:

1. Media availability, its supply and accessibility in a given context. Here, the following types of media have been selected:
    a. Mobile phone
    b. Internet
    c. Television
    d. Radio
    e. Newspaper
    f. Cinema

2. Media Literacy context, namely, the actions carried out in a systematic way by social actors and institutions. In this category are:
    a. Media Education, both in general education and life-long learning;
    b. Media literacy policy related to legal obligations, regulations, actions, etc;
    c. Media industry actions related to Media Literacy; campaigns, user participation organisations, etc; and
    d. Civic society actions related to Media Literacy: associations, communities, initiatives, etc.

It may be expected that, if these environmental factors are favourable and are considered important in terms of policy, media literacy levels will be higher. This relationship can be demonstrated in a statistical and general method. This does not exclude the possibility that, in certain environments largely hostile to the development of media literacy or without the economic capacity to foster access to and availability of media systems, exceptional cases of individual development may be found. However, these are most likely be an exception and not the rule.

6. Framework

Following the identification of the essential components of media literacy, it is possible to collate this data in order to construct a conceptual framework. This allows for the compilation of a complete picture of the field of study. Each of the elements are further defined by the level of the development of the skills or key environmental factors. There are three levels of skills; basic, medium and advanced. The attributes of each level are set out in the following table:

LEVEL	DEFINITION
BASIC	INDIVIDUAL: The individual has a set of abilities that allows basic use of the media. There is a limited use of media. The user knows its basic function, deciphers its basic codes and uses it for specific ends and to determine the tool. The user's capacity to critically analyse the information received is limited. Its communicative capability through media is also limited.
	ENVIRONMENT: It does not provide stimuli to the development of media literacy.
MEDIUM	INDIVIDUAL: The individual is fluent in media use, knowing their functions and able to carry out certain, more complex operations. The use of media is extended. The user knows how to obtain and assess the information he/she requires, as well as evaluating (and improving) the information search strategies.
	ENVIRONMENT: It provides some stimuli to the development of media literacy, but they are irregular and inconsistent.
ADVANCED	INDIVIDUAL: The individual is very active in media use, being aware of and interested in the legal conditions that affect its use. The user has an in-depth knowledge of the techniques and languages and can analyse (and, eventually) transform the conditions affecting his/her communicative relations and the creation of messages. In the social sphere, the user is capable of activating cooperation groups that allow him/her to solve problems.
	ENVIRONMENT: It provides systemic stimuli to the development of media literacy with coordinated actions. There are good environmental factors to foster and improve media literacy.

7. Levels and Indicators

7.1. Individual Skills - Personal Competences

7.1.1. Use. Technical Indicators

Table 8.1.1.1. Technical skills: operations and criteria

LEVEL	SPECIFIC CHARACTERISTICS OF LEVEL	OUTCOME
BASIC	The individual has a set of abilities that allow a basic and sample use of media. The user knows its basic function, deciphers its basic codes and uses it for specific ends and to determine the tool.	Basic use of media. Using and understanding simple technical functions of media tools. Understanding and decoding interfaces and basic codes of media tools.
MEDIUM	The individual is fluent user of media use, knowing in depth their functions and being able to carry out complex operations.	Improving use of media. Using and understanding more complex technical functions of media tools. Adapting and personalising interfaces of media tools to own conditions and interests. Ability to search, evaluate and choose technical information of media devices.
ADVANCED	The user has an in-depth knowledge of the media tools (technology and uses) and he/she can analyse and (eventually) transform the media conditions of use.	Actively using media tools in everyday life. Ability to improve the searching information strategies about media tools. Critical awareness of technical issues. Ability to transform the conditions of use.

Table 7.1.2. Use. Technical Indicators

COMPONENTS	INDICATORS
1- COMPUTER AND INTERNET SKILLS	1.1. Computer skills Individuals´ level of computer skills (percentage of the total number of individuals aged 16 to 74). 1.2. Internet skills Individuals' level of Internet skills - percentage of individuals who have carried out 1 or 2 of the Internet related activities (Percentage of the total number of individuals aged 16 to 74).
2- BALANCED AND ACTIVE USE OF MEDIA Feeling comfortable with all existing media from newspapers to virtual communities. Skills, knowledge and understanding that allow consumers to use media effectively. Actively using media, through, inter alia, interactive television, use of Internet search engines or participation in virtual communities.	2.1. Internet use Individuals regularly using the Internet, by gender and type of connection; all Individuals (percentage of individuals aged 16 to 74). 2.2. Newspaper circulation Circulation of top 10 paid-for newspaper daily titles, compared with total population. Paid for dailies: number of titles/adult population (titles per million). 2.3. Going to the cinema Percentage of people who went to the cinema last year. How many times in the last twelve months have you been to the cinema? 2.4. Reading books Percentage of people who read a book last year. How many times in the last twelve months have you read a book? 2.5. Mobile phone subscriptions Mobile phone subscriptions (per 100 inhabitants). This indicator shows the number of subscriptions to public mobile telecommunication systems using cellular technology related to the population.
3- ADVANCED INTERNET USE Using media as the evolution of media technologies and the increasing presence of the Internet as a distribution channel (that allow an ever growing number of Europeans to create and disseminate images, information and content).	3.1. Buying by Internet Individuals having ordered/bought goods or services for private use over the Internet in the last three months. 3.2. Reading news by internet Internet use by online activities. Reading, listening or watching the news on the Internet. 3.3. Internet Banking In which of the following Internet-related activities have for already carry out? (in a range of activities, we have just selected online banking.

7.2. The Critical Understanding Indicators

How can indicators show the individual ability to understand media content and the media system?

In trying to answer this question - and taking into account that our study refers to people aged 16-74- an important problem is encountered. Given the cognitive nature of the critical understanding skills, linked to the capacity of decoding and to evaluating the sense and the media system, it is not possible to observe a behavior that is directly linked with these abilities on a large scale within the constrained schedule of this study. Because of that, we must assume that –unlike in the use or communicative skills- the behavior emerging from this kind of skills is not directly evident, and we can only deduce the existence of these skills by considering certain kinds of knowledge or attitudes that individuals have in relation to certain domains.

It would be necessary to launch a qualitative and quantitative survey at European level to identify some indicators more clearly.

The following table introduces the relationship among the characteristics of the selected skills, the levels of these skills and the criteria to define them.

Table 7.2.1. Critical Understanding Competences: Levels, Characteristics and Operations

LEVEL	SPECIFIC CHARACTERISTICS OF LEVELS	OUTCOME
BASIC	The individual has the capacity to obtain, summarise and synthesise information. The user's capacity at this level is linked to the capacity to decode meaning.	<u>Understanding</u> media content and its function: • Reading Media Text • Distinguishing Content
MEDIUM	The user knows how to evaluate the information he/she requires (techniques and languages; in relation with journalists' deontology; in relation with minors' protection; In relation with civic rights; In relation with media rights; In relation with honour, offences, injuries and human dignity; In relation with intellectual property rights), as well as using and improving the information search strategies. It involves the competence to evaluate the principles underlying a responsible use of media communication and content creation.	<u>Evaluating</u> media content: • User Behaviour • Critical search of information • Quality of sources, of the reporting • Quality of the form • Privacy • Watershed • Copyright • Minors
ADVANCED	The user has knowledge about the media system and has the ability to evaluate it (and, eventually, to try to transform the conditions affecting his/her communicative relations and the creation of messages) and also to interfere in this field as a social actor.	Awareness in regard with media context and media regulation: • Knowledge about media ownership • Knowledge about media funding • Knowledge about media regulation • Media Authorities

Table 7.2.2. Critical Understanding Indicators

COMPONENTS	INDICATORS	
1. UNDERSTANDING MEDIA CONTENT AND ITS FUNCTIONING	1.1 Reading texts "An individual's capacity to understand, use and reflect on written texts, in order to achieve one's goals, to develop one's knowledge and potential and to participate in society." (Source: PISA 2006)	It shows the capacity to understand and summarise texts of different types (including reading graphs and tables). It allows hence presupposing the basic decoding skills of written texts in the mother tongue of each individual.
	1.2 Classifying written and audiovisual texts (Distinguishing content) Use some of the categories below to describe the following texts (introduce different texts): A. All media: o Fiction (imaginary, unreal) /Realistic (referential) o Opinion (predominance of judgement)/Information (referential) o Descriptive (being) / narrative (action) /Argumentative (persuasive) A. It measures the individual ability to identify and recognise the type of content (texts of all kinds). The question consists of assigning basic textual categories to certain texts, which is crucial not just for its correct comprehension but also for its appropriation by the individual. B. Applied to newspapers: o Editorial o News o Opinion article o Advertising	A. It consists mainly of the capacity to distinguish among texts predominantly oriented towards description or representation of reality and those which introduce either, judgements, arguments or fictional elements which separate it from reality. B. It measures the capacity to distinguish among the main formats and genres of journalistic communication, which allows to check, apart from the users' skills with this type of discourse, the capacity to distinguish among texts of descriptive, referential character and others with a contentious, value-judgement or persuasive character.
	1.3 Distinguishing media content (all media) Mention at least three characteristics of the information listed below: o Advertising o Consumer information o Product placement o Political communication	It serves to measure the capacity to distinguish the different types of commercial information. The question is based upon audio or audiovisual texts.

	1.4 When you consider your trust in the information, how much does it matter for you: The publication/television/radio/where it is broadcasted; the website' owner/holder, administrator? The author of the information? The information as such (they correspond or not with you already know)? Answer: Very much / Much / Little / Very little	It measures the capacity of questioning reliability of information and to be aware.
	1.5 Classifying websites Apply some of the categories below to the following examples o Search engines o Newspaper media o Blog o Encyclopaedias o Social networks o Games o Others	It measures the capacity to identify and recognise different types of content. It will pay special attention to interactive websites.
	1.6 Classifying media platforms and interaction systems Mention at least three characteristics of each kind of media device listed below: o I-pod o e-phone o Television (satellite, TDT, cable, adsl) o Radio (digital or not) o Computer (PC) o Game console o PDA Relationship of each kind of platform with the following attributes: o Allows communication between people. o Allows only diffusion, not interactivity. o Allows registering, processing and operating information. o Others…- Don't Know	It measures the capacity to distinguish and identify different platforms, their function, content and preferred use/s.

2. KNOWLEDGE ABOUT MEDIA AND MEDIA REGULATION	2.1 Media concentration Some communication media belong to multimedia companies and business groups. Do you know which business groups each of the following media belong to? o 5 first national newspapers o 5 TV national channels o 5 national Radio stations o 3/5 telephone companies o Corporations or conglomerates (public and private) Kind of answer: Correct or Incorrect	It measures the level of knowledge about the distribution of property and control over the main media conglomerates of each country. This knowledge is a sine qua non condition for the individual to assign some type of editorial line to each of the indicated media types. The political dimension is also very important in this case.
	2.2 Knowledge and opinion regarding the media regulation subject Which are the main two financing sources for the programs of some channels like ProTV, Antena 1, Realitatea TV, Prima TV? (list of national channels) First Source /Second Source - The tax in public radio and TV services - The sales of their own productions - The government/from state budget - Advertising - Private sponsorship - Others (mention it) Source: "Evaluation of Media Literacy Level in Romania", Media Monitoring Agency, Annexes, June 2008, p. 89.	It measures the extent to which the individual identifies the type of funding of media. Taking into account the type of funding is an element which somehow conditions the function and content of media. This indicator allows us to consider the digression capacity of individuals in this respect.
	2.3 Do you know which institution sanctions possible violations of the law operated by TV stations? (To be adapted to every country. - The National Audiovisual Council /National Media Council (depending on the country…) - The Government - The Parliament - The national Television - The TV channels themselves - No one - Other (mention it) Source: "Evaluation of Media Literacy Level in Romania", Media Monitoring Agency, Annexes, June 2008, p. 91.	It measures the knowledge of citizens about the instances that intervene in the regulation or functioning of the communication media.

	2.4 Do you know the authorized national institution to turn to when you noticed something insulting, injurious or offending on TV, radio or Internet? If the answer is yes, named it)? (Depending on the country).	It measures the knowledge of citizens about the instances to which the citizen can resort to in case of alleged rights violation.
	2.5 Which of the next rules and rights is applicable to media content addressed to: o Children o Adults - Watershed limitation (adults// Children // Both them) - Limitation of advertising content - Constriction to injury content - Constriction in relation with privacy and intimacy - Constriction to the violence content - Constriction to sexual content - Constriction advertising on alcoholic brewages and tobacco on TV Kind of answer: Correct or Incorrect	It measures the knowledge of citizens about the special limitations and rules that affect children and adults.
	2.6 Perceptions of the watershed Is there a time of day after which programmes on the main TV channels/ radio programmes that are considered unsuitable for children can be shown/ broadcast? What time is this? (Yes - 9pm / Yes - other time / Yes - unsure of time / No / Don't know) Source: Ofcom research, fieldwork carried out by Saville Rossiter-Base in October-December 2007, p. 54	It measures the knowledge of citizens about the special limitations and rules that affect the television emissions addressed to children.
	2.7 Knowledge about regulation on internet Which, if any, of the following content do you think are regulated in terms of what can be shown on the internet? Contents /clips shown on broadcasters' own website Contents /clips on sites like you Tube Content addressed to children Any of these Don't know Kind of answer: Correct or Incorrect Source: Media Literacy Audit, OFCO, May 2008	It measures the level of knowledge about the kind of regulation or code–if any- exist on Internet to guarantee the protection of user, especially minors.

	2.8 Author / Use right Link the type of right with the definition about the use of media content - Copyright - Intellectual property rights - Copyleft - Creative Commons - Open source Kind of answer: Correct or Incorrect	It measures the level of knowledge about the modalities of existing authorship and intellectual rights. It reveals the degree of awareness of key issues on the Internet.	

3. USER BEHAVIOUR	3.1 Exploring information and critical search of information
	Question: Usually, or concerning topics important to you, what relationship do you have to information and communication media?
	
	     o I have enough with my usual information media
	     o I use my usual types of media, but try to look for information in other media that I consider reliable
	     o I look for information from different sources and compare them until I build my own opinion
		It shows the attitude towards information sources. The bigger the search, exploration and contrast, the greater the possibilities for the development of critical capacity.	

	3.2 Checks made when visiting new websites Thinking about new websites you visit, which, if any, of these things would you check? Source: Media Literacy Audit (Adults) 2008. Ofcom research, fieldwork carried out by Saville Rossiter-Base in October to December 2007, p. 61	It shows the attitude towards information sources. The bigger the search, exploration and contrast, the greater the possibilities for the development of critical capacity.	
	3.3 Judgements made about a website before entering personal details Could you tell me whether you would make a judgement about a website before entering these types of details? (credit/ debit card details, home/ mobile number, home/ e-mail address) Base: Adults aged 16+ who use the internet at home or elsewhere 1468 in 2005, 1723 in 2007) Source: Ofcom research, fieldwork carried out by Saville Rossiter-Base in October to December 2007 - Professional signs - Personal instinct - Peer Signs - Would not trust any site - Would not make a judgement	3.3 It measures the attitude of the individual when facing some of the risks of privacy loss presented by the internet.	

7.3. Individual Skills – Social Competences

7.3.1. Communicative abilities

Table 7.3.1.1. Communicative and participative skills: Levels, Characteristics and Operations

LEVEL	CHARACTERISTICS OF LEVELS	ELEMENTS OR OUTCOME
BASIC	The user's capacity to make and maintain contact with others.	Making and maintaining contact with others through individual and social media.
MEDIUM	The individual has a good level of understanding his needs and rights as user and consumer (on consumers' rights and individual rights). The user has an active participation in specific media groups, is an active content creator and participates socially. Economic participation?	Making conscious selection of media groups and maintaining one's participation to a group that shares common objectives and models. Using social media to manage (strategically) contacts with others through pragmatic adequate acts: • Managing the different aspects of one's identity in different contexts through appropriate presentations of self (avatars and profiles). • Interacting with multiple institutions (as a citizen, as a tax payer, as a parent, as a citizenship) with relevant conducts. Ability to share media common creation devices. Ability to use e-government media.
ADVANCED	The user has an in-depth knowledge of the media communication conditions and can analyse and (eventually) transform these conditions affecting his/her communicative relations and the creation of messages. In the social sphere, the user is capable of activating cooperation groups that allow him/her to solve personal and collective problems.	Ability to propose and foster active collaborative work and cooperation through media. Ability to solve problems trough active media cooperation and collaboration. Raising awareness and knowledge among all interested parties about self- and co-regulatory measures and mechanisms and about the development and implementation of good practices. Encouraging transparency on media sphere (public/private financing in media; power and media control, etc.). Participating actively on the media sphere. Using e-media government on civic participation.

Table 7.3.2 Communicative and Participative Indicators

COMPONENTS	INDICATORS
1. SOCIAL RELATIONS	1.1 User-created content Item: Post messages to chat rooms, news grouping and forums. User-created content in the EU as a % of the number of Internet users, 2005. 1.2 Networking web page. Creating a profile or sending a message in a social networking website.
2. CITIZEN PARTICIPATION	2.1. Internet for cooperation Ability to propose and foster active collaborative work and cooperation through media Do you use Internet to keep any kind of cooperation for social or cultural activities with a specific citizen group? No/ Yes, barely / Yes, frequently (To be developed). 2.2. "User Centricity" on online public services The composite new "User centricity" Indicator is based on four sub-indicators, and piloted in 2007. These explore (personal) data security, administrative burden, channel choice and access, and accessibility standards. 2.3. Citizen Participation activities ever done Can you tell me whether you have ever done any of the following[5]? 2.4. E-government usage by the individuals Percentage of individuals aged 16 to 74 who have used the Internet, in the last 3 months, for interaction with public authorities.

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[5] Complete list available in: "Citizens' Digital Participation"
http://ofcom.org.uk/advice/media_literacy/medlitpub/medlitpubrss/cdp/main.pdf

3. CONTENT CREATION	3.1. Media Production skills Individuals regularly using the media to produce media, by age (To be developed). 3.2. Experience of creativity media Question: I'd like to read out a number of things people might do using the types of technologies we've been talking about. For each one, could you please tell me if you've done it, or you'd be interested in doing it, or you're not interested in doing it? - Uploading photos to the internet; - Setting up a personal profile on a social networking website; - Contributing comments to someone else's blog; - Setting up a website or blog; - Making a short video and uploading it to the internet; and - Contributing to a wiki. (Source: OFCOM). 3.3. User created content (created web pages) Percentage of media that is user generated.

8. Environmental Factors

8.1. Availability

Table 8.1.1 Availability aspects and characteristics

LEVELS	ASPECTS AND CHARACTERISTICS
BASIC	Media context in the country is centralized and monopolized by one or some interest groups. Citizens can access to the media services, but is difficult for them to do it. There is no incentive to push them to access and use the media, surpassing the receptor role. The country is focused in analogical media and does not impulse the self creation of new media. The media offer is reduced and there are few options to be selected by the users. The country is unbalanced in one or two kinds of media (television, radio, newspapers) and neglects the other available media resources.

MEDIUM	Media context is not centralized but can not be considered pluralist. The media system has progressed in quality. There are different ideologies represented in the media system but the same system discriminates different ideological postures. Citizens can accesses media services. The balance between analogical and digital media is closer and there are small stimuli for the use of new technologies for communication process. There are an important number of channels and options for the users. Citizens start to create their own media system based on new technology.
ADVANCED	The national media context response to plurality and quality. Variety of media representing different ideologies and social, economical and political tendencies. Citizens can easily access the media services. The country has an adequate balance between analogical and digital media and shows a tendency to increase the use of electronic and digital devices to the communication process. There is an adequate number of channels and free options to be selected by the users. The country promotes the creation of self-media by the citizens.

Table 8.1.2 Availability Indicators

COMPONENTS	INDICATORS
1. MOBILE PHONE	1.1. Mobile phones per 100 inhabitants
2. INTERNET	2.1. Broadband penetration rate
3. TELEVISION	3.1. Population and household equipment
4. RADIO	4.1. Radio sets per 1000 inhabitants
5. NEWSPAPERS	5.1. Newspaper circulation
6. CINEMA	6.1. Screens per country

8.2. Media Literacy Context

8.2.1. Media Education

Table 8.2.1.1 Media Education characteristics

LEVELS	ASPECTS AND CHARACTERISTICS
BASIC	Scarce presence in of media literacy in the curriculum. Barely existing specialised governmental departments. Low activity index/number of hours dedicated to teacher training in media literacy. Activities are scarce and dispersed, low number of students involved. Barely existing didactic resources. Low capacity to read and understand electronic texts. Few formal educational institution, few training courses and adult education centres on own initiative, few training courses and adult education centres on demand of employer.
MEDIUM	Medium presence of media literacy in the curriculum, with special emphasis on technical aspects. It exists, but is not very important. Government departments exist but with moderate activity index. Medium number of hours /year dedicated to media education by each teacher, non-specific training objectives, Mainly focused on technical aspects. Activity index is medium, training objectives mainly focused on technical aspects, only involving education centres. Didactic resources exist but are scarce; quality of documents is not high.
ADVANCED	High presence of media education, with a special emphasis on technical aspects. Systematic development and analysis of legal regulations. Government departments exist and are important. Advanced activity index, large number of hours/year dedicated to ME by each teacher, mainly focused on technical, cognitive and creative aspects. Involved education centres, families and the media Diverse and well equipped resource centres (on-line and off line).

Table 8.2.1.2 Media Education Indicators

COMPONENT'S CATEGORIES	INDICATORS
1. RULES AND ORGANIZATION	1.1. Presence of media literacy in the curriculum • Is there any reference to media education in the national, regional or local compulsory curriculum? • Is media literacy part of the key competences in the educational system? • Is there any core course on media literacy in the curriculum? • Core course on media literacy • Is there any specific optional course on media literacy in the curriculum? • Is media literacy a cross-curricular topic? • Is there an ad hoc department in the academic system in charge of media education? • Is there any evaluation of media literacy (official certificate) in the country?
2. ACTIONS	2.1. Teacher's training • Are official teachers training on media literacy offered? • Is an official system of tutoring for teachers' training on media literacy present? 2.2. Educational activities • Are there specific actions at national or regional level directly linked to media literacy in school? • Please mention the main events (conference, seminars, etc.) on media education or media literacy that took place at national level in the last three years. • Are there specific actions at national or regional level directly linked to media literacy in school?
3. RESOURCES	3.1 Resources • Please mention the main resources offered to develop media literacy at national or regional level. • Please mention the main studies/publications on the topic of media literacy in your country.

8.3. Media Literacy Policy

Table 8.3.1 Media Literacy Policy. Characteristics

LEVELS	CHARACTERISTICS	INDICATORS
BASIC	There are few media education strategies for the sector.	
MEDIUM	There is a media education strategy and policy in place. There are some campaigns on media literacy (especially in the publicly available media). Some media education in cooperation with the education system. There are some didactic resources on media literacy.	Organization of the authority: Importance placed on media literacy by the authority (resources and employees). Legal mission: Media Literacy competences legally assigned to the regulation authorities. None / Monitoring obligation / Monitoring and Promotion obligation
ADVANCED	There is a strong media education strategy and policy in place (Media literacy is a remit within the regulatory authorities). The regulatory authorities integrate civic participation to foster media literacy. Systematic and strong campaigns on media literacy. Fostering ML for economic growth and development. There are stable media education activities in cooperation with the education system. Good educational resources on media literacy (rich an up-dated) promoted by regulatory authorities.	Activity level of the regulation authorities on Media Literacy: • Number of activities per year • Impact and outreach • Institutions involved • Research and monitoring systems • Quantity, quality and regularity of the research carried out by the ML regulation authorities. Level of civic participation in Media Literacy activities carried out by the regulation authorities Non existent / Sporadically / Regular and systematic

Table 8.3.2 Media Literacy Policy Indicators

COMPONENT'S CATEGORIES	INDICATORS
1. ORGANISATION	1.1 Existence of regulatory activities / Importance of the authorities • Which are the most relevant pieces of legislation on media literacy adopted in your country? • Is any legislative initiative currently discussed for future adoption? • Which is the most relevant national or regional regulatory authority in the Telecommunications system in your country? • Does this authority have any specific duty to develop media education, digital literacy or media literacy?

8.4. Media Industry

Table 8.4.1 Media Industry Characteristics

LEVELS	CHARACTERISTICS
BASIC	There are few media literacy strategies in the sector. Media barely raise media literacy programmes and initiatives. Media don't disseminate didactic resources on media literacy.
MEDIUM	There is a media education strategy and policy in place. There are some campaigns on media literacy (especially in publicly available media). Some media education in cooperation with the education system exists. Media spread some didactic resources on media literacy.
ADVANCED	There is a strong media literacy strategy and policy in place. Systematic and strong campaigns on media literacy effort by media. Media keep systematic connection with services for the defence of consumers. There are stable media literacy activities in cooperation with education system. Good educational resources on media literacy (rich and up-dated).

Table 8.4.2 Media Industry Indicators

COMPONENT'S CATEGORIES	INDICATORS
1. ORGANISATIONS	1.1. Newspapers • Please, indicate the role of newspaper on media literacy. 1.1. Television channels • Please indicate the main television channels (distinguishing between private and public televisions), indicating whether they produce or broadcast any programme contributing to increase the levels of media literacy. 1.1. Cinema festivals • Mention the main cinema festivals in the country, identifying the media literacy activities promoted by them. 1.1. Telephone companies • Mention the main telephone companies in the country, identifying the media literacy activities promoted by them. 1.2. Internet provider • Mention the main Internet providers and other stakeholders in the country, identifying the ML activities promoted by them. 1.3. Other organisations • Are you aware of any other media initiative relevant for media literacy (i.e a videogame? A facebook campaign? An advertising related initiative? Maybe a radio or a newspaper one?)

8.5 Civil society role

Table 8.5.1 Civil Society Characteristics

LEVELS	CHARACTERISTICS OF LEVEL
BASIC	There are few media literacy strategies in the sector. There is sporadic and incoherent visibility and public debate on media literacy. There is scare cooperation between NGOs and social networks with the education system on media literacy programs. Society barely raises media literacy programmes and initiatives. No social networking disseminates didactic resources.
MEDIUM	There is a media literacy strategy and policy in the sector. There are some campaigns on media literacy. Some NGO and social networks cooperate with the education system on media literacy programs. Society raises sporadic media literacy programmes and initiatives. Some social networks disseminate sporadic didactic resources.
ADVANCED	There is a permanent and strong media literacy strategy and policy in the sector. Events and fairs promote by active involvement citizens take place on a regular basis. NGO and social networks cooperate and participate in media literacy policy. Systematic and strong campaigns on media literacy are promoted by NGOs or social networks. There are stable cooperation between civil associations and the education system with regard to media literacy. Good educational resources on media literacy (rich and up-dated) are promoted by civil associations.

Table 8.5.2. Civil society Indicators

COMPONENT'S CATEGORIES	INDICATORS
1. ORGANISATIONS	1.1. Organisations active in Media Literacy • Please indicate the most relevant organisations or associations active in your country in the media literacy field.
2. ACTIVITIES	1.2 Activities on ML developed by civil associations • Do they conduct any media literacy initiative (training, campaigns, publications, etc.)? 1.3 Coordination/cooperation between civil associations • Is there any coordination amongst these associations/initiatives?