# ABC… Media Literacy White Paper

## European Media Literacy: Selected Texts from Studies

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## *INTRODUCTION*

Nowadays, the dynamic and evolutionary concept of media literacy is an essential part of the process of society's communicative development. As a key competence of the 21st century, a keen understanding of it is necessary in order to be applied to the new demands and concerns of today's digitized culture.

A journey through media literacy lets observe a history marked by relevant initiatives led by international organisations. Notable that most of them have become into frameworks for action for specific policies, especially in Europe. In response to this scenario, this continued and significant historical advance produced a giant leap thanks to the enactment of the European Audiovisual Services Directive, adopted in December 2007.

As a result of this international media literacy movement, where technological development is greater and moves faster, the goal of this document is to afford to the European Commission with a selected texts of previous work on European media literacy, aimed at promoting and driving media literacy.

To accomplish this, the methodology used includes an extensive documentary research of key documents in order to provide a comprehensive survey: identify the main conceptual and structural approaches established by different institutions concerned about media literacy, its views and directions within the European Union, as well as the background, aims and scopes. With this in mind, for the preparation of this book, we have employed – basically – three official publications and references. The text sources are indicated clearly by way of footnotes.

José Manuel Pérez Tornero

Barcelona, 2013

## *PART I – FROM DIGITAL LITERACY TO MEDIA LITERACY*

The origin of media literacy was triggered by – to put it simply – the advancement of the information society, the development of citizens' skills as to the use of information and communication technologies (ICT) and the widespread use of the media by the entire spectrum of our society.

In this first part of this publication and by way of the chapters to follow, an insight will be afforded into the different relevant factors on a European level related to literacy, the information society and the media.

This first part is composed of excerpts from the *Promoting Digital Literacy Study*, led by Professor José Manuel Pérez Tornero, from the Autonomous University of Barcelona (UAB), with the support of the European Commission.

### *About the study "Promoting Digital Literacy"*

This research study was published in 2004 in response to the call for a project that would assist the European Commission to promote digital literacy within the framework of the eLearning Programme. This comprehensive report identified and conducted a SWOT analysis of a limited number of successful digital literacy experiences, and drew up recommendations to enhance its promotion within the eLearning Programme.

It will be taken into account the first step undertaken on a European level as regards media literacy and steps related to so-called digital literacy. Thus, the aspects that must be borne in mind in order to develop adequate digital literacy will be described.

Finally, it will be outlined various dimensions that are directly associated with a series of recommendations proposed to develop digital literacy.

The key ideas taken into consideration for the research *Promoting Digital Literacy* are related to capacity-building and skills development so that citizens can operate independently in the knowledge society, including both those who are daily ICT users and those that fall within the category of the so-called "digital divide".

Therefore, different parts of said publication have been selected and quoted in order to generation knowledge on the subject.

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*In Part I, Luciana Gastaldi collaborated with "Literacy promotion in European experiences" (pages 18-25).*

*Patricia Castillo collaborated with "Europe faces information society challenges" (pages 26-39).*

## *1 DIGITAL LITERACY*

The concepts upon which discussions on digital and media literacy are based reveal different analytical reference points. The second part of the study *Promoting Digital Literacy* presents an overview that draws upon the main conceptual and structural approaches established by different institutions concerned about media literacy.

The summary provides a general picture of the conceptualisation of media literacy, which shall primarily act to lay the foundations for the structure of the aspects that must be considered when discussing digital or media literacy.

This information is incorporated here by way of two sections: essential elements and issues to consider.

The text sources are indicated clearly by way of footnotes.

### 1.1 Essential elements to understand

#### *1.1.1 Definition*

Digital literacy is a concept that is repeated time and time again in most of the studies and action plans related to the information and knowledge society. The argumentative context in which this expression tends to appear is as follows:[1]

a) The development of the information society is based on information and communication technologies. As a result, the accelerated appearance of such technologies is crucial if indeed the aim is that a particular society assumes a competitive position now and in the future. Note how this argument is set out in an official document:[2]

> ICTs are an important enabler of growth through efficiency gains and increased productivity, in particular by small and medium sized enterprises (SMEs). In this regard, the development of the Information Society is important for broadly-based economic growth in both developed and developing economies. ICT-supported productivity gains and applied innovations across economic sectors should be fostered. (Declaration of Principles of the world summit on the information society, Geneva, 2003).

b)  In order to bring about this implementation, certain requirements must be met, such as public investment, the setting up of infrastructures, technological advances, etc. Yet what really stands out from these is the ability of the people to successfully assume these new technologies. Therefore, this ability together with the process of teaching the people is called "digital literacy".[3]

Various expressions are used that transmit the same idea with slight differences in meaning: "information literacy", "literacy in information and communication technologies (ICT)", "media literacy", "network literacy", "media education", "education in communication" to name but a few. It would take too long to discuss the meaning of

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[1]  PÉREZ TORNERO: 2004, page 39.
[2]  PÉREZ TORNERO: 2004, page 39.
[3]  PÉREZ TORNERO: 2004, page 39.

each one of these terms here. We shall therefore concentrate solely on the essential aspects.[4]

Without a doubt, the most all-embracing concept out of those used is "education in communication". This expression contains both educational and communicative dimensions. The latter turns out to be an extremely broad concept that could refer to any kind of communication, technological or not. It does not specifically imply the singularity of modern-age technologies (those that can be called ICT or digital technologies).[5]

The term "digital literacy" concentrates on two aspects; one educational and the other technological. With regard to the educational aspect, "literacy" is more precise and specific than the word "education". It refers – in what we understand to be a metaphorical way – to the concept of "literacy" (reading and writing). Thereby it indicates both the importance of the learning process for digital matters – as important as classical literacy – and the process' linguistic nature: it deals with learning the skills necessary to master a particular language.[6]

"Digital", on the other hand, brings us closer to the core of ICT: that is, its binary and information-related nature.[7]

To sum up, "digital literacy" is an expression that suggests that the abilities required to use the new technologies are similar in some respects to those required for reading and writing. At the same time, it quite emphatically places more importance on the new ICT advances (perhaps placing the more classical means of communication on the back burner).[8]

If the aim is to obtain a complete perspective of the phenomena we are trying to describe, the best idea would be to have a broad conceptual model that explicitly sets out the required abilities and knowledge in the knowledge society.[9]

This model will afford us a deeper understanding of digital literacy, of media education and of the complex process that other similar expressions try to describe.[10]

At any rate and as a strategic decision, in as far as the terminological aspect is concerned; we will use digital literacy and media education without distinction, almost as if they were synonyms. We will refer both terms to a wider concept; that of digital culture, aspects of which we will deal with below.[11]

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[4] PÉREZ TORNERO: 2004, page 40.
[5] PÉREZ TORNERO: 2004, page 40.
[6] PÉREZ TORNERO: 2004, page 40.
[7] PÉREZ TORNERO: 2004, page 40.
[8] PÉREZ TORNERO: 2004, page 41.
[9] PÉREZ TORNERO: 2004, page 42.
[10] PÉREZ TORNERO: 2004, page 42.
[11] PÉREZ TORNERO: 2004, page 42.

### *1.1.2   Media education*

UNESCO understands media education as meaning "Deals with all communication media and includes the word and graphics, the sound, the still as well as the moving image, delivered on any kind of technology. Its aim consists of enabling people to gain understanding of the communication media used in their society and the way they operate and to acquire skills in using these media to communicate with others".[12]

UNESCO maintains that media education forms part of the basic training of all citizens, in all the countries of the world, and that it upholds freedom of expression and the right to information, at the same time as representing a basic cornerstone of democracy.[13]

In 2000, the Association of College and Research Libraries and the American Association for Higher Education adopted a standard called Information Literacy Standards. According to these institutions, this standard concerns the competence to identify and determine the nature of required information. This is associated with the other competences that are necessary to access, evaluate and integrate this information with any previous knowledge the person may possess.[14]

The ETS, in turn, understands literacy in ICT as meaning "digital technology, communications tools, and/or networks to access, manage, integrate, evaluate and create information in order to function in a knowledge society".[15]

The basic differences between these proposals are as follows:[16]

- **Scope**: The ACRL proposal refers to information in general, regardless of the means through which it may be accessed; UNESCO refers to means of communication in a broad sense; and ETS confines itself to digital means.[17]

- **Framework of applicability**: UNESCO makes its proposal within a framework of democratic society, and therefore within a collective context; the ACRL and the ETS make theirs within the framework of individual competence, which is cognitive and technological.[18]

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[12]  PÉREZ TORNERO: 2004, page 44.
[13]  PÉREZ TORNERO: 2004, page 45.
[14]  PÉREZ TORNERO: 2004, page 45.
[15]  PÉREZ TORNERO: 2004, page 45.
[16]  PÉREZ TORNERO: 2004, page 45.
[17]  PÉREZ TORNERO: 2004, page 45.
[18]  PÉREZ TORNERO: 2004, page 45.

Nevertheless, when we consider the conceptual architecture and the description of the dimensions of the process, the differences are not important; in fact, there exists a quite marked conceptual similarity.[19]

**Figure 1. Table: UNESCO Media Education.**

| Processes | ETS Framework | UNESCO Media Education | Association of College and Research Libraries |
|---|---|---|---|
| Selection | | Ability to select | Recognise and determine the extent of the information that is needed |
| Access | Access: be familiar with way of gathering information | Access: real possibility of accessing the media and producing with them | Efficient access to the information required |
| Integration/ Evaluation | Integrate/ Evaluate | Interpretation: of the messages and their values Analysis: critical abilities towards the media Identification: of the sources to understand intentions and objectives | Evaluate the information and its sources Incorporate the selected information into the base of knowledge |
| Management | Manage by applying a classification diagram | | Use the information effectively on the basis of an established objective Classify, store, manipulate any information gathered or generated |
| Creation/ Production | Create: generate information | Access to production using the media | Restructure and generate information |

Source: PÉREZ TORNERO: 2004.

## 1.2   Issues to consider

All matters considered, literacy (media, digital, information) is presented as a complex process into which are involved abilities referring to selection, access, evaluation/integration, management and creation of information and communication.[20]

We can find the expression "digital literacy" in a wide range of texts and contexts, placing the emphasis on the following core dimensions.[21]

**Figure 2. Table: Contexts of digital literacy.**



| Contexts of projection | Individual | Collective |
| | Technical | Technological |
| | Instrumental | Cultural |
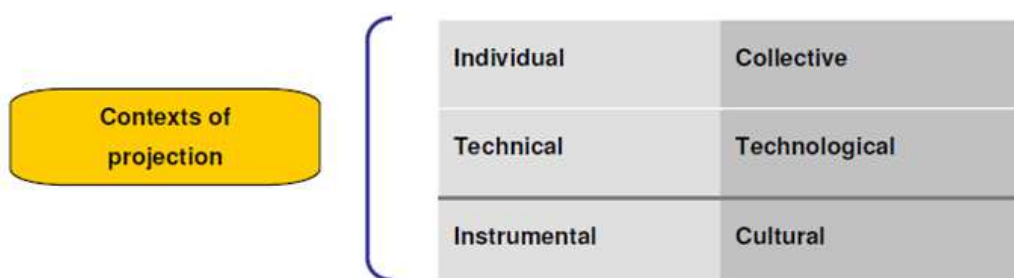
Source: PÉREZ TORNERO: 2004.

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[19]  PÉREZ TORNERO: 2004, page 45.
[20]  PÉREZ TORNERO: 2004, page 45.
[21]  PÉREZ TORNERO: 2004, page 45.

Individual / collective indicates the personal or social aspect of the knowledge.[22]

Technical / technological refers to the kind of knowledge. The former is specialised knowledge limited to a group of instruments; technological is knowledge capable of taking in certain instruments and of creating new instruments.[23]

Instrumental / cultural refers to the kind of knowledge: instrumental if it concerns knowledge whose validity resides in applying it to an instrument; cultural if the depth and complexity of the knowledge in question turns it into a basic element within a more complex knowledge structure.[24]

The most common combinations of these elements may give rise to various meanings of digital literacy:

**Figure 3. Table: Meanings of digital literacy.**

| Contexts of projection | Focus of digital literacy |
|---|---|
| Individual Instrumental Technical | DL as personal and instrumental knowledge (of use) referring to ICTs. |
| Individual Instrumental Technological | DL as specialised knowledge (reflexive and analytical) on the technical aspects of ICT. |
| Collective Instrumental Technical | DL as generalised diffusion (shared and socially sustained) of the skills needed to use ICTs |
| Collective Cultural Technological | DL as integrated, complex and creative knowledge (individual and social, as well as sustained institutionally) on ICTs |

Source: PÉREZ TORNERO: 2004.

From our point of view, if we select just one of these meanings of digital literacy, we run the risk of losing sight of the complexity and range of the process we are dealing with and may end up proposing only incomplete strategies. Therefore it would be a good idea to construct a model that allows us to integrate all these different meanings within one broad concept of digital literacy and, at the same time, to distinguish the importance of each one of these dimensions in its own right.[25]

### 1.2.1 Beyond digital literacy

Digital literacy – in its three dimensional state of personal, technological and social processes – is not the result of adding a simple piece of operating and instrumental knowledge, but rather, the combined technical knowledge that human beings may have acquired over the course of their life. What we must recognise with the term digital literacy is the complex process of acquiring (by the individual, humanity as a whole,

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[22] PÉREZ TORNERO: 2004, page 45.
[23] PÉREZ TORNERO: 2004, page 45.
[24] PÉREZ TORNERO: 2004, page 45.
[25] PÉREZ TORNERO: 2004, page 47.

and institutions), abilities and skills that are intellectual (perceptive, cognitive and even emotive), practical (physiological and motor), and organisational (institutions); and that correspond to the intellectual, technological and social transformation of the latter part of the twentieth century. In other words, they are a result of the technological changes brought about by the appearance of the information society and the advances made by the knowledge society.[26]

The assimilation of ICTs into our society must be viewed essentially as a complex process that consists of acquiring a new *tekhné* in the Greek sense of the word; namely, relating to skill, to art, and to know-how of individuals and of humanity. Obviously, we must entertain the integration of new instruments and techniques.[27]

As stated by Logan, this process includes:[28]

> "The physical tools used to organize the material world, the conceptual and cognitive tools used to organize information, and socio-economic tools or institutions used to structure or organize society" (Logan, 1995: 126).

If we view ICTs as an expression of the technological and environmental change that corresponds to the knowledge society, we must understand that we are not dealing solely with the assimilation of some technical-material instruments (hardware), but also rather with programming and languages (software), signs and symbols, interactive systems, communication devices and containers for information.[29]

The assimilation of ICTs as a whole entails the appropriation of complex technical and intellectual mechanisms that have a profound effect on human consciousness. These mechanisms articulate the range of human faculties in a different way to other technical devices: sensations, perceptions, memory, intelligence, language, the manipulation of reality, etc. They therefore entail a change in the way people relate to their surroundings.[30]

So, any considerations on digital literacy pay heed to this new relationship between individuals and their surroundings.[31]

The technological transformation brought about by the information society has been rapid and of great importance. Robin and Webster (1991:1) have pointed out that the intensity and extent of the technological change we are currently talking about is unprecedented. It is a sudden, accelerated and intense process. We are, most probably, witnessing the most extensive transformation of the *tekhné* ever seen by humanity over the course of history and it is all taking place within a remarkably short period of time. Let's look at the dimensions of this change.[32]

What is changing is the environment, in which our senses are extended, our intelligence is broadened, and our arms are lengthened (namely, our ability to

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[26] PÉREZ TORNERO: 2004, page 48.
[27] PÉREZ TORNERO: 2004, page 48.
[28] PÉREZ TORNERO: 2004, page 49.
[29] PÉREZ TORNERO: 2004, page 49.
[30] PÉREZ TORNERO: 2004, page 49.
[31] PÉREZ TORNERO: 2004, page 49.
[32] PÉREZ TORNERO: 2004, page 49.

manipulate objects).[33]

This means that we are facing cognitive and operative changes. We are therefore witnessing a process that goes far beyond the straightforward individual acquisition of abilities or skills. We are witnessing a change that has a profound effect on mentality and society.[34]

Consequentially, if we want to approach digital literacy as a process orientated towards education, we must think of it, in a certain sense, as a new enculturation process. In other words, it is a process relating to the acquisition and internalisation (by individuals and collectives) of a new system of both individual and collective criteria for organising conduct and ways of thinking.[35]

Thus digital literacy should be viewed as a complex system of mental changes and knowledge that can basically be related to four dimensions:[36]

1. <u>Technical and technological</u>: new systems of instruments and machines. Computers and telecommunications are a fundamental part of these.[37]

2. <u>Semiotic and communicative</u>: complex languages and new communication systems.[38]

3. <u>Ideological</u>: related to the set of knowledge and ideas specific to our age.[39]

4. <u>Socio-institutional</u>: i.e. social relations and the institutions that organize these relations.[40]

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[33] PÉREZ TORNERO: 2004, page 50.
[34] PÉREZ TORNERO: 2004, page 50.
[35] PÉREZ TORNERO: 2004, page 50.
[36] PÉREZ TORNERO: 2004, page 50.
[37] PÉREZ TORNERO: 2004, page 51.
[38] PÉREZ TORNERO: 2004, page 51.
[39] PÉREZ TORNERO: 2004, page 51.
[40] PÉREZ TORNERO: 2004, page 51.

The following table indicates the major changes that are taking place and their lines of force:[41]

**Figure 4. Table: Beyond digital literacy.**

| Dimension | Modern Societies | Knowledge society |
|---|---|---|
| Technical | Printing and the book | Computers, telematics |
| Semiotic | Linear alphabetic writing | Interactive hypermedia systems |
| Ideological | Modern thought. Industrial capitalism | Post modernity. Advanced capitali... |
| Socio-institutional | Families, towns, and nations | Global societies, cyberspace. |

**Source: PÉREZ TORNERO: 2004.**

To do justice to the scale of the change underway in the knowledge society, we should really speak in terms of cultural change. Our environment is experiencing a full-scale cultural change; digital literacy forms part of this.[42]

The cultural transformations that are taking place in the information society reflect the

**Figure 5. Table: Lines of force in the information society.**

elements and force lines outlined in the table below:[43]

| Dimension | Information Society Elements | Lines of Force |
|---|---|---|
| Technical/technological | ICT | Computerization and "mediatization" |
| Semiotic | Audiovisual and programming languages | Visualization and virtualisation |
| Ideological | Science and technological knowledge | Strengthening control systems and planning for the nature and the society |
| Socio-institutional | New institutions and trans-national agents: Multinational companies and international government institutions. | Globalisation and promotion of cyberspace. |

**Source: PÉREZ TORNERO: 2004.**

What type of literacy does this new digital culture require?[44]

This question can be answered in computing terms: the new digital culture is built on a

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[41] PÉREZ TORNERO: 2004, page 51.
[42] PÉREZ TORNERO: 2004, page 51.
[43] PÉREZ TORNERO: 2004, page 51.
[44] PÉREZ TORNERO: 2004, page 52.

foundation of layers or levels that are superimposed on each other and integrated into a complex system.[45]

The first layer of this digital culture is related to the individual's basic competences:[46]

**Figure 6. Table: Competences of digital culture.**

| Basic competence | Alphabetic competence | Digital competence |
|---|---|---|
| Basic operating competences: sensory-motor and basic manipulations | Basic operating competences related to textual mediums | Basic operating competences related to monitors and computers |
| Cognitive and logical/deductive competences: perception, memory, discernment | Psycho-cognitive competences related to alphabetical signs | Psycho-cognitive competences associated with computer signs |
| Movement and oral competence | Basic reading-writing (including the numerical system) | Basic computing competence |
| Local media competence | Textual communicative competence | Interactive media and network competence |
| Primary socio-communicative competences: relationships with the family and those in close proximity | Socio-communicative competence associated with texts | Overall socio-communicative competence associated with cyberspace |

Source: PÉREZ TORNERO: 2004.

### 1.2.2 New ways

This list is useful to see the new ways to develop the digital literacy:[47]

- Neuro-developmental learning systems and competences[48]
- A new way of approaching knowledge
    1. Up-close
    2. Participative
    3. Reflective and critical[49]
- A different way of acting[50]
- The collective and global dimension[51]
- The historical dimension[52]
- An opportunity for a new kind of humanism[53]
- Recipients and types of digital and media education[54]

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[45] PÉREZ TORNERO: 2004, page 52.
[46] PÉREZ TORNERO: 2004, page 52.
[47] PÉREZ TORNERO: 2004, page 52.
[48] PÉREZ TORNERO: 2004, page 54.
[49] PÉREZ TORNERO: 2004, page 56.
[50] PÉREZ TORNERO: 2004, page 56.
[51] PÉREZ TORNERO: 2004, page 56.
[52] PÉREZ TORNERO: 2004, page 57.
[53] PÉREZ TORNERO: 2004, page 57.
[54] PÉREZ TORNERO: 2004, page 58.

- Adapting digital literacy to different contexts of learning and needs[55]

Subsequently, we can now outline the fundamental variables linked to digital and media literacy:[56]

- The groups and collectives involved[57]
- The areas concerned: education, business, society, NGO's, etc.[58]
- The mode: education, creation of networks[59]
- The aims[60]
- The methods[61]
- The technologies involved[62]

**Figure 7. Table: Fundamental variables linked to digital and media literacy.**

| Aspect of literacy | Description | Variables |
|---|---|---|
| **Dimensions** | Technical Semiotic Ideological Socio-institutional | Access Analysis Interpretation and criticism Selection capacity Rights and duties |
| **Agents** | People and collectives who are the recipients of digital education | School age children and young people Young people looking for work Employees Adults in post-work situations Populations not integrated into the work arena Populations with specific needs |
| **Types of literacy** | According to its nature and scope | Basic digital literacy Digital literacy for work Life-long literacy |
| **Areas** | Place and socio-cultural space in which digital education is applied | Formal education systems Companies and institutions Public services Families and communities Communication means Spaces for participation |

Source: PÉREZ TORNERO: 2004.

All of this, therefore, brings us closer to a new concept of digital literacy, whose characteristics are summarised in the words below:[63]

- **Cultural**: as it affects the intellectual dimension of our era's material development.[64]
- **Comprehensive and complex**: as it reorganises, combines and systematizes previous competences.[65]

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[55] PÉREZ TORNERO: 2004, page 59.
[56] PÉREZ TORNERO: 2004, page 61.
[57] PÉREZ TORNERO: 2004, page 61.
[58] PÉREZ TORNERO: 2004, page 61.
[59] PÉREZ TORNERO: 2004, page 61.
[60] PÉREZ TORNERO: 2004, page 61.
[61] PÉREZ TORNERO: 2004, page 61.
[62] PÉREZ TORNERO: 2004, page 61.
[63] PÉREZ TORNERO: 2004, page 63.
[64] PÉREZ TORNERO: 2004, page 63.

- **Linked to the citizens**: as it can be guided collectively.[66]
- **Humanistic**: as it gives us the opportunity to recover and re-appropriate our human cultural heritage, situating it in the new context of the democratisation of knowledge.[67]

## *2 EUROPEAN EXPERIENCES*

The first part of the research study *Promoting Digital Literacy* conducts an analysis of experiences and a Delphi study in the field of knowledge related to "literacy".

Thus, the different key aspects of the experiences studied, which aimed at promoting literacy (Target, Innovation, Promoters, and Recommendations)[68], are compiled and presented here.

In addition, factors related to the different influences brought about by the information society and new media in domains such as lifelong learning and culture are outlined.

The text sources are indicated clearly by way of footnotes.

### 2.1 Key factors of literacy

#### *2.1.1 Sociodemographic factors*

It could be said that there is a clear inclination in the experiences to solve the digital divide when we take into account the projects that have been selected as good practices for our analysis. This tendency is very clear in most projects dedicated to groups who have a more intense need of digital literacy promotion, for instance in the case of, immigrants, marginal groups or disabled people, or people in rural zones.[69]

Diverse strategies are shown in the experiences, according to the groups being addressed. In the case of disabled people, the experiences offer a common tactic for developing tools adapted to specific needs. This demonstrates an inclusion capacity for groups with special or difficult needs.[70]

The projects that focus on these specific publics, marginal groups, immigrants, and people in rural zones, have opted for changeable training itineraries offered in learning platforms, as a digital literacy proposal.[71]

Another target group that is involved in the digital divide is that of women. The strategy, using and producing in the media, among others, has been used for promoting digital literacy with this target group.[72]

Continuing with projects that are dedicated to a particular target, we find experiences

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[65] PÉREZ TORNERO: 2004, page 63.
[66] PÉREZ TORNERO: 2004, page 63.
[67] PÉREZ TORNERO: 2004, page 63.
[68] PÉREZ TORNERO: 2004, pages 18-25.
[69] PÉREZ TORNERO: 2004, page 18.
[70] PÉREZ TORNERO: 2004, page 18.
[71] PÉREZ TORNERO: 2004, page 18.
[72] PÉREZ TORNERO: 2004, page 19.

that propose specific publics determined by different variables. Those variables worth mentioning are territorial reach, income, and age.[73]

Despite the fact that not many projects have been found which considers formal education, one of the few that does, promotes digital literacy to groups that are hardly ever thought about preschool aged children. The strategy takes teachers into account so that they can be guides for incorporating children into the world of ICT. It has provided us with guidelines for these stages of formal education with regard to making curriculums; follow up strategies; learning models; and creating favourable environments for learning ICT competences.[74]

Another highlighted variable is territorial reach. This category was hardly present at all in the sample of our analysis. The only projects studied were those that highlight patent information for the entire European Union, as well as a project that targeted the Mediterranean region. These examples show the importance of establishing, in the future, which geographic regions have to be the focus of the subject of the digital culture, and remember to emphasize on the European dimension.[75]

The first guideline refers to the experiences dedicated to specific target groups, which were affected by the digital divide; they take on the need to reduce the technological differences between different social groups. We see that it is important to form a cooperative environment of solidarity between the sectors that are involved in the information society. This demand for complementing the most developed places, in terms of digital literacy with the least developed is justified when we talk about the promoters, especially when referring to countries. The projects have shown how the partners from the most developed countries know how to complement the least developed in order to spread digital literacy promotion strategies.[76]

Besides specifying a public, taking into account factors like income level, age, or territorial reach should be considered when defining political actions or digital literacy projects. Regarding income level, it should start to become a variable that up until now is not present in our sample of experiences; regarding age, it should not neglect the other elements that make up the digital divide like the exclusion of older people; regarding territorial reach, it should try to establish, in the future, what geographic areas should focus on the subject of the digital culture, while keeping in mind a special emphasis on the European dimension, and promoting well defined geographical contexts which are central elements for promoting digital literacy:[77]

The possibility of reinforcing tool creation adapted to specific needs, like connecting digital inclusion actions with actions for promoting employment and social equality was shown in the analysis of the cited targets.[78]

The project analysis indicates that promoting for a specific public is not enough; but rather there is a need for a more general digital literacy strategy directed at a wider

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[73] PÉREZ TORNERO: 2004, page 19.
[74] PÉREZ TORNERO: 2004, page 20.
[75] PÉREZ TORNERO: 2004, page 20.
[76] PÉREZ TORNERO: 2004, page 24.
[77] PÉREZ TORNERO: 2004, page 24.
[78] PÉREZ TORNERO: 2004, page 25.

public. A recommendation is to pay more attention to the general public beyond the sectors directly related to education and training or training linked to work.[79]

### 2.1.2    Innovation factor

The analysis of the pre-selected experiences showed us that innovative strategies are other key ways for promoting digital literacy; however they are hardly ever used for this type of promotion. This is why it is important to emphasize enjoyment strategies for projects; they are considered to be successful features of experiences related to ICT and intuitive learning strategies.[80]

We can see how videogames appear to be on the front line for ICT learning26 amongst the analyzed projects that correspond to this category. Interactive games are becoming a motivating tool for a principally young audience; this public could be seduced by videogames to use new technologies and incorporate themselves into the digital world through a more entertaining way. This can be considered an attempt to make digital teaching methods more flexible.[81]

However the idea of teaching digital literacy through games becomes much more innovative when it also incorporates strategies for promoting the use of a new medium; this means, the development of a medium that is less well-known in traditional strategies of e-learning development.[82]

This is the case in some of the experiences that have proposed the possibility of using the mobile telephone for digital literacy, through virtual games or simple digital resources and content. Both strategies have distinctive characteristics so the person using these innovative technologies can personalize content, and select resources, which allow them to adapt the technology to the needs of those being taught.[83]

Amongst all of the strategies that involve a new medium or medium promotion, it is also important to think about the development of parallel literacy strategies for technological phenomena, such as: the spread of more modern telephone systems; development of interactive digital television; and the convergence of audiovisual media and the Internet.[84]

The innovative tactics for the promotion of digital literacy are other proposals taken into account after concluding the research analysis, especially "enjoyment strategies", they are successful experiences embodied in a video game, encouraging ICT intuitive learning. Another innovative strategy for promotion is the use of a new medium. This refers to the development of a medium that is less well-known in traditional strategies of e-learning; in this case, the most modern mobile telephones; the development of interactive digital television; and the convergence of audiovisual media and the

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[79]  PÉREZ TORNERO: 2004, page 25.
[80]  PÉREZ TORNERO: 2004, page 21.
[81]  PÉREZ TORNERO: 2004, page 21.
[82]  PÉREZ TORNERO: 2004, page 21.
[83]  PÉREZ TORNERO: 2004, page 22.
[84]  PÉREZ TORNERO: 2004, page 22.

Internet.[85]

### 2.1.3 Promoters role

During the study of experiences, an analysis about the partners who participated in the projects that promoted digital literacy was carried out. This analysis permitted us to infer the involvement of the information society participants in the promotion of digital literacy.[86]

The main promoters of analyzed digital literacy promotion projects have been private companies, followed very closely by universities. It should be noted that governments also have a leading role in most projects that were recommended by the experts who participated in the DELPHI process. The government's actions due fundamentally to Ministry of Education initiatives, but also to the action strategies developed in government plan frameworks.[87]

When it is time to work with other social participants, a preference has been noted in regard to the joint participation of promoters; companies prefer to work with universities, and governments prefer to work with companies, here we can see the balance of the public and private sectors. There is not one sector that is strongly dominating participation, but a balance between the 3 groups is observed. However their strong presence highlights the weak presence of other organizations related to specific publics (especially society), and with groups connected to the professional world; for example, trade unions. For this reason, concerns arise when encouraging projects where the nature of the digital literacy promoters should be complementary and diverse.[88]

Finally, regarding the social participants involved in the promotion of digital literacy, what must be kept in mind is that we need to encourage projects when the nature of the promoters is complementary and diverse. Thus, we refer to groups that are not limited to private companies, governments and universities, but rather encourage open participation of social actors that are mainly related to society, like: NGOs, trade unions, etc. The complementary and joint work should achieve a certain balance of promotional tasks, like those projects which show that they have obtained participation from public and private sectors.[89]

## 2.2 Information society and new media

### 2.2.1 Lifelong learning

The Lisbon European Council, held in March 2000, came to the agreement that by the year 2010, Europe must become "the most competitive and dynamic knowledge-based economy in the world, capable of maintaining an economic growth with more and better jobs, and more social cohesion". Today, considerations related to information society development in Europe are cautiously made. Significant changes in the IS panorama

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[85] PÉREZ TORNERO: 2004, page 25.
[86] PÉREZ TORNERO: 2004, page 22.
[87] PÉREZ TORNERO: 2004, page 23.
[88] PÉREZ TORNERO: 2004, page 23.
[89] PÉREZ TORNERO: 2004, page 25.

are expected to take place in the medium or long term, in most cases, after 2010. Especially when referring to the use of ICT in lifelong education, for exercising citizens' rights and complete individual development within a culture that is becoming more digital every day.[90]

The experts' answers show evidence of a recurrent preoccupation: technological development is greater, and moves faster, than citizens' abilities to adapt and understand them. There are technological innovations that will introduce significant improvements in quality, and provide interactive possibilities in virtual and distance education just around the corner. Little by little, within a time frame that according to the experts will not exceed 2007, users will substitute dial-up Internet connections for broadband or cable connections for accessing distance education audiovisual content. Just as well, the experts believe that between 2006 and 2008, satellite television, cable and enhanced TV, will make their way into homes, so that in 2010 interactive digital television will be users' most preferred technology.[91]

It is hoped that by 2010 most businesses will use virtual learning spaces on the Internet for training employees. If this happens, the business sector would contribute to significantly increasing the adult proportion of Internet users of online training. This contribution, added to the efforts from the public arena – including education systems – allow experts to think that by 2010, at least three quarters of the adult European population will use the Internet to obtain lifelong learning.[92]

As we saw above, expectations about Internet usage and other technologies for educational objectives are especially optimistic in undergraduate university and higher degree training contexts.[93]

ICT or eLearning platforms are not, by themselves, guarantees for improving the quality of learning. Online learning or distance learning is a dynamic and evolutional concept that stems from the concept of traditional learning education, adapted to the specifics of the environment in which the process develops. Therefore, eLearning requires a paradigm change, a model, content, and method transformation that are, all in all, what allow resources and online services, as well as collaboration and long distance exchanges, be a real added value in the educational process.[94]

E-learning perspectives in every EU country depend on a wide range of variables, like the cost of accessing high-speed networks. When a scenario in which most European homes could access the Internet through DSL connection was proposed, the experts believed that the first main use for educational purposes would be distance education, distance training for employees, followed by higher education graduate distance studies, and support for people with special needs. It is foreseeable, that most audiovisual content for educational purposes will be accessed through eLearning platforms, followed significantly lower down by Web TVs and video-on-demand

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[90] PÉREZ TORNERO: 2004, page 26.
[91] PÉREZ TORNERO: 2004, page 26.
[92] PÉREZ TORNERO: 2004, page 27.
[93] PÉREZ TORNERO: 2004, page 28.
[94] PÉREZ TORNERO: 2004, page 28.

recorders.[95] E-learning underpins the greatest hopes for permanent training and lifelong learning. However, it also demands prior knowledge that allows users to take advantage of technologies for educational purposes.[96]

### *2.2.2 New digital culture*

A starting point for an understanding of digital literacy is: "the acquisition of the technical competence for using information and communication technologies, understood in a broad sense, in addition to the acquisition of the basic practical and intellectual capacities for individuals to completely develop themselves in the Information Society.[97]

As other specialists from the panel suggest, introduces the capacity for producing and creating in new media. This is a concept that requires advanced technical competences, and could exclude, and continue to exclude, those that already feel intimidated by the current technological tools.[98]

The information society, as an ecosystem, makes social, economic, and political life possible with ICT intermediation. Active citizenship, exercising rights, lifelong education and training, amongst many others, are practices that in their online versions are only available to those Europeans who have escaped the digital divide. This implies the need to raise awareness about the correct uses of ICT for personal or group benefits, and to stimulate active participation and expressions in new media, such as producing new content and / or creating new tools.[99]

Digital literacy merges capacities: purely technical aspects, intellectual competences and also competences related to responsible citizenship. They all allow an individual to develop him or herself completely in the information society. Dissemination actions and specific training should be oriented with these aspects in mind when promoting digital literacy.[100]

In general, according to the experts, digital literacy is a process that is a result of the massive, systematic, and transversal incorporation of ICT in formal education. The responsibility for promoting digital literacy in the present European context falls on the institutions of the educational system with support from the EU and the governments. The application of strategies of combined action with other European institutions, national or local governments, and the business sector, are considered to be success factors.[101]

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[95] PÉREZ TORNERO: 2004, page 29.
[96] PÉREZ TORNERO: 2004, page 29.
[97] PÉREZ TORNERO: 2004, page 29.
[98] PÉREZ TORNERO: 2004, page 30.
[99] PÉREZ TORNERO: 2004, page 31.
[100] PÉREZ TORNERO: 2004, page 31.
[101] PÉREZ TORNERO: 2004, page 31.

### *2.2.3 New media role*

In recent years, technological innovations have happened very rapidly and without interruption. The appearance of interactive television and more sophisticated tools that make access to audiovisual materials on the Internet much more possible, allows us to foresee a substantial improvement in the online and distance education fields.[102]

Given a scenario where most of the population can equally afford the Internet and interactive television, experts lean towards the Internet as being the technology of choice amongst users of virtual learning spaces and open and distance training. The arguments in favour of the Internet are: individual use, content personalization, guidance and online tutoring systems, storage capacity, and quantity of available content, many of which are independent initiatives. Of course, today Internet usage is much greater.[103]

In favour of interactive television, the experts highlight the universal penetration of common television. One of the experts noted that, today, most of the population has at least one television set at home; and eventually, homes will start acquiring interactive television compatible devices which will be updated in the same way as mobile telephone technologies.[104]

Likewise, some of the main features that interactive television brings to online and distance education are familiarity of access, which is useful for the older population and groups without education; for example, image and sound quality, stories (facilitating identification and empathy), and finally, the possible implication of a familiar area in the education process. On the other hand, against interactive television, the experts pointed out that the traditional concept of television is for leisure and entertainment, and there is a lack of available content and high production costs.[105]

Although these commentaries are isolated, the idea of a possible media convergence does not escape the notion of most experts. The relationship between the concepts of media literacy and digital literacy is not only close, but also inclusive: media literacy includes the concept of digital literacy.[106]

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[102] PÉREZ TORNERO: 2004, page 33.
[103] PÉREZ TORNERO: 2004, page 33.
[104] PÉREZ TORNERO: 2004, page 34.
[105] PÉREZ TORNERO: 2004, page 34.
[106] PÉREZ TORNERO: 2004, page 34.

## *3   RECOMMENDATIONS*

An analysis of the main conceptual and structural approaches to digital literacy is undertaken. The study *Promoting Digital Literacy* presents a series of recommendations which endeavour to bring together the main elements that comprise the all-embracing concept of digital literacy.

The main recommendations, organised in models, dimensions and actions, are outlined below.[107]

### 3.1   Model

The following elements are fundamental in overcoming the obstacles that prevent the full development of a digital culture.[108]

**Figure 8. Graph: Digital culture progress scale.**
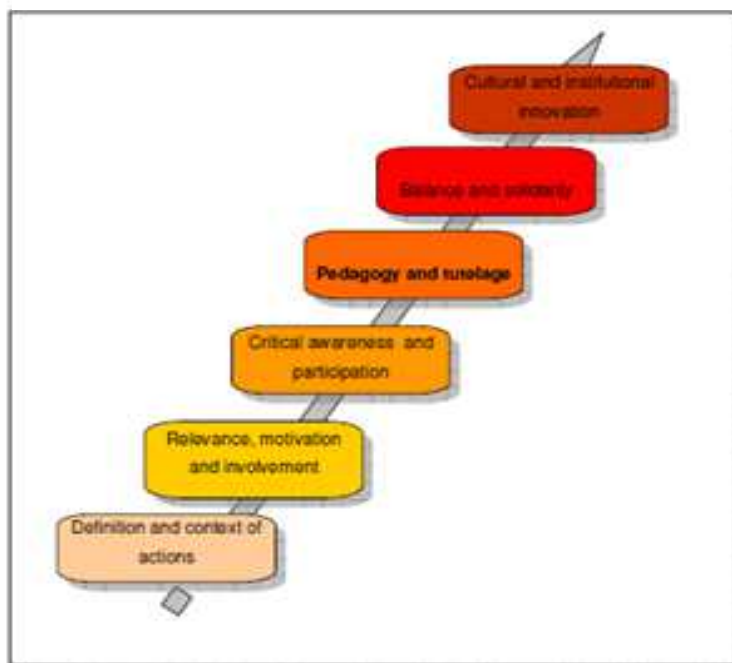


**Source: PÉREZ TORNERO: 2004.**

At the base of the scale, concrete policies are presented; they require definition and need to be placed in context. These actions must respond to specific needs and objectives. This base of the model corresponds to conceptual and projection stages, in which aspirations and purposes are formulated.[109]

On the second step, the public is involved; this is reflected through strategies that increase relevance and trigger positive motivation.[110]

On the third step, policies are introduced; they are related to public participation and

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107  The text sources are indicated by way of footnotes.
108  PÉREZ TORNERO: 2004, page 66.
109  PÉREZ TORNERO: 2004, page 67.
110  PÉREZ TORNERO: 2004, page 67.

acquisition of critical awareness, with regard to the objectives pursued.[111]

On the fourth step, once a reasonable degree of participation has been attained, actions must be tutored and accompanied by pedagogical strategies to insure that the expertise of the partaker is up-to-date, and also complies with the objectives pursued.[112]

On the fifth step, the key dimension of digital promotion appears; it is understood as the fight against a possible digital divide. Taking into account the precise criteria for social justice and solidarity (social cohesion) must make up any action taken for digital cultural development.[113]

Finally, any particular action consolidated over these different stages must conclude in institutional and general acceptance of the organizational and standards of action that will lead to genuine social innovation.[114]

The model's different stages indicate that a policy of digital culture promotion is progressive and should fulfil certain conditions before an authentic socio-institutional innovation step can be made.[115]

## 3.2   Dimensions

### a.  Definition and context[116]

**Objective**: To guarantee that projects as well as policies referring to the promotion of digital literacy can count on a precise, systematic and contextual understanding of the scope of digital culture and its social effects. By definition it is understood that projects are to be defined adequately and should correspond to a satisfactory concept of the digital culture. On the other hand, the term context refers to the relationship between projects and their social and geographical environments.[117]

### b.  Relevance and motivation

**Objective**: To introduce issues to the public sphere through incentive actions related to the digital culture, which could encourage a favourable environment. Also, that digital literacy projects and objectives attain the relevance and scope they require.[118]

### c.  Critical awareness and participation

**Objective**: To generate an independent and critical awareness in which social responsibility is a priority of ICT development, by creating participation and  co responsibility platforms between the citizenship and the ICT industrial production system. Creating critical awareness is a necessary component in every activity related

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[111]  PÉREZ TORNERO: 2004, page 67.
[112]  PÉREZ TORNERO: 2004, page 67.
[113]  PÉREZ TORNERO: 2004, page 67.
[114]  PÉREZ TORNERO: 2004, page 67.
[115]  PÉREZ TORNERO: 2004, page 67.
[116]  PÉREZ TORNERO: 2004, page 68.
[117]  PÉREZ TORNERO: 2004, page 68.
[118]  PÉREZ TORNERO: 2004, page 68.

to the promotion of digital literacy.[119]

### d. Pedagogy and tutelage

**Objective**: To promote ICT related pedagogic and tutorial activities, bringing about a secure and confident atmosphere.[120]

### e. Balance and solidarity

**Objective**: To undertake actions destined to reduce differences among the various sectors of society by creating an environment of solidarity and cooperation among diverse sectors that participate in the ICT deployment.

### f. Institutional innovation

**Objective**: To involve institutions so that they support ICT development and, at the same time, change and renew themselves by taking advantage of technological changes.[121]

## 3.3 Actions

a. **Promotion of specific, defined projects within a particular context** according to a specific methodology that corresponds to the nature of the fight against the digital divide and in favour of inclusion policies. Generally applicable criteria should be established for all subsidized projects.[122]

b. **Promotion of joint action frameworks based on proven models and references**[123] as well as on other shared elements. So in addition to the required diversity, common reference centres, models and obligatory meetings should be encouraged in order to promote exchange and share the progresses made.

c. **A larger incorporation of national policies and projects on the Net**. Since national policies can effectively approach citizens, these are indispensable for the promotion of digital literacy. Nevertheless, achieving a European dimension through this action is necessary for increasing effectiveness and exchanging experiences.[124]

d. **Connecting digital inclusion actions with equal employment opportunity and the promotion of social justice**. This is the only way to stimulate people and different groups; they need to feel involved in the new learning methods required by the digital culture.[125]

e. **Mass media implication. Taking into account that mass media reaches**

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119 PÉREZ TORNERO: 2004, page 69.
120 PÉREZ TORNERO: 2004, page 70.
121 PÉREZ TORNERO: 2004, page 71.
122 PÉREZ TORNERO: 2004, page 71.
123 PÉREZ TORNERO: 2004, page 72.
124 PÉREZ TORNERO: 2004, page 72.
125 PÉREZ TORNERO: 2004, page 72.

**most** of the population and that in order to improve the promotion of digital culture it should be massive, it is necessary to trigger the media's involvement in encouraging digital literacy.[126]

### 3.3.1 Definition and context

### a. Beyond technical simplification. Adopting a cultural focus

- Promote the creation of a European Framework for the development of digital literacy and digital culture in lifelong learning.[127]
- Determine, through an operative concept of digital literacy, a common methodology for project development, which meets digital literacy needs: public specification; social, demographic and cultural characterization of such public; creation of a common knowledge and its diffusion; multiplier effects, etc.[128]
- Create a European digital culture data and tool bank.[129]
- Promote the insertion of a transversal curricular area Technology and Humanities studies in higher education, both in technological and humanistic academic plans.[130]

### b. Improving indicators related to the information society

- Design specific indicators for digital culture development adapted to countries, regions, educational centres, social structures and labour.[131]
- Boost the creation of observatory networks that share such indicators and develop a quantitative and qualitative methodology.[132]

### 3.3.2 Relevance, motivation and implication

### a. Reaching the public at large

- Promote a European Digital Curriculum, a large audiovisual resource bank for eLearning and the promotion of digital literacy for public and private institutions and companies to participate.[133]
- Create and launch the Media/ICT program: educational campaigns for ICT development products resulting from cooperation between educational systems and the mass media.[134]
- Foster the creation of Public Internet Access Points (PIAPs) that relate training, job hunting, financial initiatives, community life and integration with local cultures.[135]

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[126] PÉREZ TORNERO: 2004, page 73.
[127] PÉREZ TORNERO: 2004, page 74.
[128] PÉREZ TORNERO: 2004, page 75.
[129] PÉREZ TORNERO: 2004, page 75.
[130] PÉREZ TORNERO: 2004, page 75.
[131] PÉREZ TORNERO: 2004, page 76.
[132] PÉREZ TORNERO: 2004, page 76.
[133] PÉREZ TORNERO: 2004, page 77.
[134] PÉREZ TORNERO: 2004, page 77.
[135] PÉREZ TORNERO: 2004, page 78.

### 3.3.3  Critical awareness and participation

**a.  Promoting critical awareness for the digital culture**

- Promote codes of good conduct based on self-regulation and shared responsibilities.[136]
- Develop educational strategies aimed at encouraging media education and critical reception.[137]
- Stimulate knowledge about citizen and consumer rights and obligations regarding new media and active participation in their community.[138]

**b.  Sponsoring structures for participation**

- Activate the creation of a European network of consumer associations related to ICT and the media.[139]
- Promote the creation of a forum for citizen and ICT industry representatives to meet.[140]
- Create and make more widespread best practice guides related to ICT development.[141]

### 3.3.4  Pedagogy and tutelage

**a.  Accompany the learning process and social extension of digital literacy**

- Develop a digital literacy curriculum appropriate for every context and learning need.[142]
- Create adult intensive ICT programs with follow up strategies.[143]

### 3.3.5  Balance and solidarity

**a.  Specific actions for specific publics**

- Design strategies for specific publics: School dropouts, Women at risk, Elderly citizens, Rural populations and those in and isolated areas[144], The poor and groups at risk, Middle aged adults looking for employment, Foreigners and immigrants, People with disabilities, Special situation groups: the hospitalized, those in jail, the permanently unemployed, etc.[145]
- Establish methods that make way for cooperation between more and less advanced groups regarding digital culture.[146]
- Promote the elaboration of simple and accessible didactic material.[147]

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[136] PÉREZ TORNERO: 2004, page 79.
[137] PÉREZ TORNERO: 2004, page 79.
[138] PÉREZ TORNERO: 2004, page 79.
[139] PÉREZ TORNERO: 2004, page 80.
[140] PÉREZ TORNERO: 2004, page 80.
[141] PÉREZ TORNERO: 2004, page 80.
[142] PÉREZ TORNERO: 2004, page 82.
[143] PÉREZ TORNERO: 2004, page 82.
[144] PÉREZ TORNERO: 2004, page 84.
[145] PÉREZ TORNERO: 2004, page 83.
[146] PÉREZ TORNERO: 2004, page 85.
[147] PÉREZ TORNERO: 2004, page 85.

- Reinforce the production of interfaces and programs adapted to specific publics.[148]
- Develop content and services for specific publics.[149]
- Create consultant and auxiliary services.[150]
- Encourage specific networks regarding ICT and special needs.[151]
- Invest in special interface development projects for specific publics.[152]

### 3.3.6  Institutional innovation

#### a.  Publication and access to public cultural assets

- Make States' cultural assets available to the public: video libraries, libraries, museums, archives, audiovisual archives, etc.[153]
- Implementing access and user systems for citizens.[154]

#### b.  Educational centres

- Promote a new task for academic centres to act as catalysts and stimulators in their environment by educating through the ICT use.[155]
- Study methods to develop digital training among all sectors of the academic community, especially for parents.[156]
- Develop platforms for cooperation through ICT among academic centres and the institutions related to them.[157]
- Consolidate specific curriculums for ICT training in school programs by designing transversal and vertical strategies, always ensuring integral training[158]: taking into account technical, cognitive, and socio-cultural aspects.[159]
- Contribute and support content and service creations that provide ICT training and monitoring.[160]
- Build networks for centres about innovative ICT project development.[161]
- Stimulate the development of pedagogical projects with shared ICT content and resources.[162]

#### c.  Civic Centres and ICT

- Create and promote cultural and civic centres where ICT make up an essential part.[163]

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[148]  PÉREZ TORNERO: 2004, page 85.
[149]  PÉREZ TORNERO: 2004, page 85.
[150]  PÉREZ TORNERO: 2004, page 85.
[151]  PÉREZ TORNERO: 2004, page 85.
[152]  PÉREZ TORNERO: 2004, page 85.
[153]  PÉREZ TORNERO: 2004, page 87.
[154]  PÉREZ TORNERO: 2004, page 87.
[155]  PÉREZ TORNERO: 2004, page 87.
[156]  PÉREZ TORNERO: 2004, page 87.
[157]  PÉREZ TORNERO: 2004, page 87.
[158]  PÉREZ TORNERO: 2004, page 88.
[159]  PÉREZ TORNERO: 2004, page 87.
[160]  PÉREZ TORNERO: 2004, page 87.
[161]  PÉREZ TORNERO: 2004, page 87.
[162]  PÉREZ TORNERO: 2004, page 87.
[163]  PÉREZ TORNERO: 2004, page 87.

- Promote the digitalization of archives and library services as well as ICT diffusion and training.[164]
- Strengthen these centres' role as a new way for training and employing people who have been excluded from the traditional education system.[165]
- Develop networks between these centres and school systems.[166]

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[164] PÉREZ TORNERO: 2004, page 89.
[165] PÉREZ TORNERO: 2004, page 89.
[166] PÉREZ TORNERO: 2004, page 89.

## *PART II – MEDIA LITERACY APPROACHES*

## *ABOUT "CURRENT TRENDS AND APPROACHES TO MEDIA LITERACY IN EUROPE" STUDY*

The *Study Current Trends and Approaches to Media Literacy in Europe*[167], conducted by EAVI and UAB for the European Commission, set out a vision of media literacy in Europe, establishing the main trends to develop media literacy (although in some places it was digital literacy more than media literacy). The study results confirm the findings of the public consultation, launched a year earlier by the EC. At the end, some recommendation for increase the levels of media literacy of citizens in Europe were made. The study also indicated the possible social and economic impact of EU intervention in this area.

The objectives of the study were:

- Identify existing and possible approaches to media literacy.

- Provide a description of emerging trends in this field throughout Europe.

- Provide recommendations on measures to be implemented at EC level to help foster and increase the level of media literacy in Europe.

- Outline the possible economic and social impact of European Union intervention in this field.

The methodology included:

1. Documentary research of key documents in order to identify theoretical media literacy approaches: searching for, gathering and compiling documents, research, reports, and studies.

2. Gathering information by developing 11 country-reports to know the actors and actions on ML in every country. Doing a systemic analysis of 11 countries, identifying the key elements and studying their relations and how they work together; defining unified contexts: and by studying 30 (of 316) case studies of successful initiatives in ML through exploration and in-depth, qualitative analysis of projects, initiatives and phenomena. Also, checking information with the stakeholders involved.

3. Consultation with experts, who answered questionnaires or in-depth interviews about the experience of ML in their countries.

4. Socio-Economic analysis: It was made a consideration of the social and economic impact that some initiatives might have.

5. Analysis result, conclusions and recommendations: Finally, the findings were analysed and base on them, some recommendations was made for the main areas.

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[167] PÉREZ TORNERO, J.M.; CELOT, P.; VARIS, T. (2007). *Study on the Current Trends and Approaches to Media Literacy in Europe.* Brussels: European Commission.

## *"Study Current Trends and Approaches to Media Literacy in Europe"*

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## *1   TRENDS IN EUROPE*

The study showed similarities and differences between Member States. Some of them consider media literacy into the core curriculum of the education system whilst others only consider it in lifelong learning programs.

As part of the research, a search of institutions dealing with the media education was made and as result, different patterns of action were identified in each country.

Next lines recover the findings about how and who deal with media literacy in some countries in Europe.[168]

### 1.1   Media literacy definition

The first part of the chapter presents a historical overview that describes the evolution of information and communication technologies, and their direct association with growing interest in the educational factors of the media. The section, taken from the *Study on the Current Trends and Approaches to Media Literacy in Europe*, sets the historic trends and various approaches to the scientific study of the use of media as educational resources in context.

As before in Part 1, the text sources are indicated by way of the corresponding footnotes.

Educational interest in the media, which has centred on media education, or media literacy, has had different stages or origins which we will describe below. The phases here presented are evolutionary, and often correspond to specific focuses and models of media literacy models and which, therefore, can coexist at the same time and in the same setting. We will still, however, present the phases in stages to facilitate comprehension and to explain the dynamic orientation of the phenomenon.[169]

The table below illustrates this evolution.[170]

**Figure 9. Table: Historical overview of information and communication technologies.**



Source: **PÉREZ TORNERO, CELOT and VARIS: 2007.**

During the 1960s and a large part of the 1970s, film captured the attention of European teachers. Its rising influence and the emergence of new aesthetic and cultural trends boosted the interest in bringing film into schools. In France, this orientation coincided with the promotion of the *nouvelle vague*, a trend in which film makers themselves

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[168] Footnotes provide information about the exact origin of selections.
[169] PÉREZ TORNERO, CELOT and VARIS: 2007, page 30.
[170] PÉREZ TORNERO, CELOT and VARIS: 2007, page 30.

became concerned with theoretical discussion, pedagogy and the spread of aesthetics; in the United Kingdom with the free cinema, although the creation of the British Film Institute had done a lot for media education since 1933; in Italia, with the appearance of cinematographic neo-realism; and in Germany and Poland, in relation to the cinematographic trends of the time.[171]

Film club activities, education in film image and evaluation of the aesthetic and linguistic opportunities in film were all parts of the model approach to media studies. Initiatives were few and far between and on a voluntary basis, but they did succeed in promoting a group of teachers who were dedicated to the field and who became influential.[172]

During the 1970s and the beginning of the 1980s, interest was focused on television, discussion about the emerging consumer society and in particular, criticism of advertising. Media education became more critical and took advantage of the critical experience of French semiology (based on Barthes and the magazine Communications), as well as the suggestions of critical ideology derived from the movements of May 1968 – in particular those related to criticism of the consumer society – and proposals made in British cultural research (Hoggart, Williams, Stuart Hall).[173]

During the 1980s, media education was enriched by the trend for seeking alternatives to mass communication. It was during this time that the video appeared – and with it many types of popular video – and the development of local or close communication began. This trend was particularly strong in France, Italy, Spain, etc.[174]

The end of the 1980s the beginning of the 1990s saw the appearance of private television channels due to de-regulation – the end of the monopoly of public television channels – and media education and media literacy turned to the debate on the impact of the media and its contents. Concerns were raised about violence, the influence on young people, consumerism, the influence of advertising on values, etc. Discussions and debates began on public communication services and independent regulatory authorities started to appear, regulation and self-regulation codes were proposed and citizens were invited to participate in the configuration of the new electronic media services. The unprecedented strength of electronic media and the need to connect schools with current information led to the first systematic links being formed between schools and the media.[175]

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

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[171] PÉREZ TORNERO, CELOT and VARIS: 2007, page 30.
[172] PÉREZ TORNERO, CELOT and VARIS: 2007, page 30.
[173] PÉREZ TORNERO, CELOT and VARIS: 2007, page 31.
[174] PÉREZ TORNERO, CELOT and VARIS: 2007, page 31.
[175] PÉREZ TORNERO, CELOT and VARIS: 2007, page 31.

in access to new media.[176]

As a result of all these factors, the beginnings of digital literacy in Europe were distanced from the focus and style that media literacy had had until then. A very European tradition, based on critique, was thus abandoned, and all eyes turned to the United States, which presented itself as an exemplary model for the introduction of an information society, and which accentuated instrumental focus.[177]

At the beginning of the 2000s, the media convergence began with force, and calls began for a synthesis of digital literacy and the tradition of audiovisual literacy (media education), which began to be known as media literacy. During the first few years of the 21st century, the barriers between conventional and electronic media and digital media began to disappear. Firstly, this was because all media started to be affected by digitalisation in some or all of their processes. Secondly, because new media, the new communication platforms develop and promote media convergence and multimedia language; convergence and multimedialisation based on digitalisation and the development of new mobile communication technologies. The skills required for success in the new media environment must, therefore, include old skills related to conventional media, as well as those related to digital technologies.[178]

However, the convergence between policies that promote audiovisual and digital literacy is not moving as quickly as that of the media themselves. The same can be said for the convergence of the theoretical, pedagogical and methodological focuses of media education and digital literacy. In fact, the call for a new media literacy, which corresponds to the new media environment, is relatively recent, and is based on several research initiatives, both academic and institutional.[179]


## 1.2 Evolution

Initially, media education was focused on the mass media (press, radio, film and television). With the development of ICT, interest moved on to digital media. In recent times, interest has been shared between mass media and digital media and is based around concern for the new digital environment, including both digital and new media.[180]

Nevertheless, in Europe it is still the norm to separate skills related to media education and digital skills. The former has a more critical component, and the latter, a more instrumental component. There are few curriculums, formal or for lifelong learning, based on the convergence between media education and digital literacy. If, despite everything, the convergence takes place, it is more down to changes in technology and an integration of the media in a new communicative environment, than a theoretical discussion or disciplinary change.[181]

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[176]  PÉREZ TORNERO, CELOT and VARIS: 2007, page 31.
[177]  PÉREZ TORNERO, CELOT and VARIS: 2007, page 31.
[178]  PÉREZ TORNERO, CELOT and VARIS: 2007, page 32.
[179]  PÉREZ TORNERO, CELOT and VARIS: 2007, page 32.
[180]  PÉREZ TORNERO, CELOT and VARIS: 2007, page 33.
[181]  PÉREZ TORNERO, CELOT and VARIS: 2007, page 33.

From protection to promotion: Three basic models stand out. One of them is dominated by the objective of protection against possible harm from the media, a model in which mistrust and suspicion of the media are evident. In the second model, promotion, mistrust and suspicion are replaced by the objective of taking advantage of the benefits offered by new media. Finally, the third model is more eclectic, combining protection and promotion, and adding creative production.[182]

So the idea of the need for protection was associated with theoretical models associated with the theory of the effects of the media and its power, while the idea of promotion was associated with models that concentrated on how the user utilises the media, and his or her ability to search, select and evaluate.[183]

Within the protection stage, a distinction can be made between moral protection, characterised by the ethical, rejection of the media and their excesses, and the need to protect the population, particularly children and young people, against them. Ideological protectionism stems from an ideological-political commitment and criticised and condemned messages and media opposed to this commitment.[184]

It must be said, however, that the apparent dialectic between the model of protection and that of promotion is more apparent than real. It is very difficult in practice to find a case in which there is not an element of each concept. So a significant percentage of European initiatives display elements of both protection and promotion, and only occasionally is one concept strategically accentuated.[185]

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[182]  PÉREZ TORNERO, CELOT and VARIS: 2007, page 34.
[183]  PÉREZ TORNERO, CELOT and VARIS: 2007, page 34.
[184]  PÉREZ TORNERO, CELOT and VARIS: 2007, page 34.
[185]  PÉREZ TORNERO, CELOT and VARIS: 2007, page 34.

**Figure 10. Table: Models of media literacy.**

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

Source: PÉREZ TORNERO, CELOT and VARIS: 2007.

In view of this chart, it should be said that the separation between models of media literacy, as between technology, actors, etc., is basically theoretical. In practice and in real life many of them are related or even mixed up and there are many hybrid and complex situations. For instance, the borders between big media and small and interactive media tend to merge together. To give an example, many of the large newspapers on the Internet are promoting enormous constellations of readers' blogs which make up an essential message in their online strategies. In the same way, we can find media literacy strategies which combine protectionism with the promotions of production or which aim at building protectionist attitudes by promoting strategies of creation. We must then be very clear that these are descriptive concepts of trends and not cartographies of a reality which is never totally identifiable with clear-cut theoretical models.[186]

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

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[186] PÉREZ TORNERO, CELOT and VARIS: 2007, page 36.

priorities, focuses, proposals and actions are inter-linked.[187]

## 1.3 Countries situation

### 1.3.1 *Development of the factors favouring media literacy*

Media literacy indicates the capacity that an individual or a group has of adapting to the new communicative environment – digital and multimedia – and of using the tools that this provides for personal and social development. For this reason media literacy can only be evaluated by taking people's skills into consideration as much as group skills.[188]

In this investigation we have identified 17 key aspects for the creation of favourable socio-cultural conditions to develop media literacy. It is important to point out that these are neither closed nor quantifiable factors – and therefore can in no way be considered quantitative evaluations – but fields of action that are in constant development, so that by recognising their current status we can get closer to the way in which different countries have dealt with media literacy.[189]

The factors have been organised into a chart within each country profile in order to observe as a whole the emphasis that countries have given to the development of certain factors that favour media literacy; as well as recognising those areas that show less development and therefore need to be reinforced to create the ideal conditions to raise the levels of media literacy.[190]

The next picture is a comparative chart that permits to approach the different ways in which the countries – sample of the present investigation –, responded to the challenge of media literacy. It is important to let know that the only purpose of the picture is to show the factors more prompted in each one of the countries and does not means or intends to be evaluative.[191]

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[187] PÉREZ TORNERO, CELOT and VARIS: 2007, page 36.
[188] PÉREZ TORNERO, CELOT and VARIS: 2007, page 1, Development of the factors favouring media literacy.
[189] PÉREZ TORNERO, CELOT and VARIS: 2007, page 1, Development of the factors favouring media literacy.
[190] PÉREZ TORNERO, CELOT and VARIS: 2007, page 1, Development of the factors favouring media literacy.
[191] PÉREZ TORNERO, CELOT and VARIS: 2007, page 10, Development of the factors favouring media literacy.

**Figure 11. Table: Countries situation; development of the factors favouring media literacy.**

| | GERMANY | FRANCE | UK | ITALY | SPAIN | PORTUGAL | HUNGARY | AUSTRIA | SLOVENIA | FINLAND | IRELAND |
|---|---|---|---|---|---|---|---|---|---|---|---|
| ML skills in the educational curriculum | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 |
| Teacher training | 3 | 4 | 3 | 3 | 3 | 2 | 2 | 3 | 2 | 3 | 2 |
| ML Evaluation systems | 2 | 3 | 3 | 2 | 2 | 2 | 1 | 2 | 2 | 3 | 2 |
| Access and production of educational resources | 4 | 3 | 4 | 3 | 2 | 1 | 1 | 2 | 1 | 3 | 3 |
| Systems guidance and orientation | 4 | 2 | 3 | 3 | 2 | 1 | 1 | 2 | 2 | 2 | 3 |
| Existence of stable programmes and campaigns | 3 | 3 | 3 | 2 | 2 | 2 | 1 | 2 | 2 | 2 | 3 |
| Specialised government or public departments | 3 | 3 | 3 | 2 | 2 | 3 | 1 | 2 | 2 | 2 | 3 |
| Involvement of associations | 4 | 2 | 3 | 3 | 2 | 1 | 2 | 3 | 1 | 4 | 3 |
| Active regulatory bodies in the area | 4 | 3 | 4 | 3 | 2 | 2 | 1 | 2 | 2 | 2 | 2 |
| ML programmes and initiatives launched by public media | 3 | 3 | 4 | 3 | 2 | 2 | 1 | 2 | 1 | 3 | 2 |
| Media industry's mediation towards citizens | 3 | 2 | 3 | 2 | 2 | 2 | 1 | 1 | 1 | 1 | 3 |
| Visibility and public debate on ML | 3 | 3 | 3 | 3 | 3 | 1 | 2 | 3 | 2 | 2 | 2 |
| Incentives for creative production by citizens | 2 | 2 | 4 | 3 | 1 | 2 | 2 | 2 | 1 | 1 | 4 |
| Research | 4 | 3 | 3 | 3 | 2 | 2 | 1 | 2 | 1 | 2 | 2 |
| International cooperation initiatives | 4 | 4 | 4 | 3 | 2 | 2 | 2 | 2 | 1 | 3 | 4 |
| Participation of families | 2 | 2 | 2 | 3 | 1 | 2 | 1 | 1 | 1 | 1 | 2 |
| Commercial communication ML initiatives | 3 | 3 | 2 | 3 | 1 | 1 | 1 | 1 | 1 | 1 | 2 |

Source: PÉREZ TORNERO, CELOT and VARIS: 2007.

### 1.3.2 Austria[192]

## Overview

**Figure 12. Table: Overview about Austria's situation.**

| MEDIA LITERACY DEVELOPMENT | | | | | |
|---|---|---|---|---|---|
| Little consideration is given to the ML skills in the educational curriculum and life-long learning | | | ■ | | Media skills development is a core objective and is dealt with systematically in the curriculum. Adequate resources are available. Evaluation takes place both within and outside of the education system. |
| Hardly any basic teacher training given | | | ■ | | ML forms part of basic and further teacher training. Both, technical and critical awareness are included. Systematic ML training for parents and teachers. |
| Non existent ML evaluation systems | | ■ | | | ML is evaluated not only in an educational context, but as a basic life skill. |
| Scarce access to and production of didactic resources | | ■ | | | Didactic resources aimed at teachers, parents and professionals exist. There are centres with up-to-date resources that are well organised and produced on a regular basis. |
| Systems for guidance and orientation on ML doesn't exist. | | ■ | | | Important centres for ML guidance and orientation exist. Good systems for coordinating and uniting efforts. |
| Stable ML campaigns doesn't exist. | | ■ | | | There are important, large-scale and far-reaching ML initiatives and events |
| Specialised government or public departments on ML doesn't exist. | | ■ | | | Organised centres exist that bring together different areas of public administration |
| Almost none Involvement of civil associations with ML | | | ■ | | There are important and influential associations involved with ML which unite different entities and promote relations between different institutions. |
| They are hardly any regulatory authorities involved in the area of ML | | ■ | | | Regulatory authorities are constant and systematic in the area of ML. They endorse parliamentary, institutional and civic participation. They evaluate the progress of media literacy. |
| Media barely broaches ML programmes and initiatives. | | ■ | | | Systematic and regular ML projects launched by public media take place, in conjunction with other institutions and entities. |
| Media industry's mediation towards citizens is not well developed | ■ | | | | Systematic and coherent mediation. Particular attention paid to plans for media literacy. In connection with services for the defence of consumers. |
| Very sporadic and incoherent visibility and public debate on ML | | | ■ | | Important events and fairs take place on a regular basis. Support of public institutions. Emphasis on media literacy. Active involvement of citizens. |
| Incentives for creative production by citizens hardly exist. | | ■ | | | Good promotion in all contexts. There are prizes, support mechanisms and grants. There are also festivals and fairs specifically aimed at children and young people. |
| Research rarely deals with ML subjects. | | ■ | | | There are specific institutions for research, Permanent Observatories and regular and continuous studies. High level of participation in international networks. |
| Rare participation in international cooperation initiatives | | ■ | | | Leadership and international reference. Centres with international links. |
| Participation of families | ■ | | | | Good level of association and dedication to the theme. There is cooperation and unity between institutions. Good participation at an international level. |
| Few Commercial communication initiatives | ■ | | | | Specific centres and initiatives |

Source: PÉREZ TORNERO, CELOT and VARIS: 2007.

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[192] PÉREZ TORNERO, CELOT and VARIS: 2007, page 4, Austria.

### 1.3.3 Finland[193]

## Overview

**Figure 13. Table: Overview about Finland's situation.**

| MEDIA LITERACY DEVELOPMENT | | | | | | |
|---|---|---|---|---|---|---|
| Little consideration is given to the ML skills in the educational curriculum and life-long learning. | | | | ■ | | Media skills development is a core objective and is dealt with systematically in the curriculum. Adequate resources are available. Evaluation takes place both within and outside of the education system. |
| Hardly any basic teacher training given. | | | | ■ | | ML forms part of basic and further teacher training. Both, technical and critical awareness are included. Systematic ML training for parents and teachers. |
| Non existent ML evaluation systems. | | | | ■ | | ML is evaluated not only in an educational context, but as a basic life skill. |
| Scarce access to and production of didactic resources. | | | | ■ | | Didactic resources aimed at teachers, parents and professionals exist. There are centres with up-to-date resources that are well organised and produced on a regular basis. |
| Systems for guidance and orientation on ML doesn't exist. | | | ■ | | | Important centres for ML guidance and orientation exist. Good systems for coordinating and uniting efforts. |
| Stable ML campaigns doesn't exist. | | | ■ | | | There are important, large-scale and far-reaching ML initiatives and events |
| Specialised government or public departments on ML doesn't exist. | | | ■ | | | Organised centres exist that bring together different areas of public administration |
| Almost none Involvement of civil associations with ML. | | | | | ■ | There are important and influential associations involved with ML which unite different entities and promote relations between different institutions. |
| They are hardly any regulatory authorities involved in the area of ML. | | | ■ | | | Regulatory authorities are constant and systematic in the area of ML. They endorse parliamentary, institutional and civic participation. They evaluate the progress of media literacy. |
| Media barely broaches ML programmes and initiatives. | | | | ■ | | Systematic and regular ML projects launched by public media take place, in conjunction with other institutions and entities. |
| Media industry's mediation towards citizens is not well developed | | ■ | | | | Systematic and coherent mediation. Particular attention paid to plans for media literacy. In connection with services for the defence of consumers. |
| Very sporadic and incoherent visibility and public debate on ML | | | ■ | | | Important events and fairs take place on a regular basis. Support of public institutions. Emphasis on media literacy. Active involvement of citizens. |
| Incentives for creative production by citizens hardly exist. | | ■ | | | | Good promotion in all contexts. There are prizes, support mechanisms and grants. There are also festivals and fairs specifically aimed at children and young people. |
| Research rarely deals with ML subjects. | | | ■ | | | There are specific institutions for research, Permanent Observatories and regular and continuous studies. High level of participation in international networks. |
| Rare partcipation in international cooperation initiatives. | | | | ■ | | Leadership and international reference. Centres with international links. |
| Participation of families. | | ■ | | | | Good level of association and dedication to the theme. There is cooperation and unity between institutions. Good participation at an international level. |
| Few Commercial communication initiatives. | | ■ | | | | Specific centres and initiatives. |

**Source: PÉREZ TORNERO, CELOT and VARIS: 2007.**

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[193] PÉREZ TORNERO, CELOT and VARIS: 2007, pages 4-6, Finland.

### 1.3.4    France[194]

## Overview

**Figure 14. Table: Overview about France's situation.**

| MEDIA LITERACY DEVELOPMENT | | | | | |
|---|---|---|---|---|---|
| Little consideration is given to the ML skills in the educational curriculum and life-long learning | | | ■ | | Media skills development is a core objective and is dealt with systematically in the curriculum. Adequate resources are available. Evaluation takes place both within and outside of the education system. |
| Hardly any basic teacher training given | | | | ■ | ML forms part of basic and further teacher training. Both, technical and critical awareness are included. Systematic ML training for parents and teachers. |
| Non existent ML evaluation systems | | | ■ | | ML is evaluated not only in an educational context, but as a basic life skill. |
| Scarce access to and production of didactic resources | | | ■ | | Didactic resources aimed at teachers, parents and professionals exist. There are centres with up-to-date resources that are well organised and produced on a regular basis. |
| Systems for guidance and orientation on ML doesn't exist. | | ■ | | | Important centres for ML guidance and orientation exist. Good systems for coordinating and uniting efforts. |
| Stable ML campaigns doesn't exist. | | | ■ | | There are important, large-scale and far-reaching ML initiatives and events |
| Specialised government or public departments on ML doesn't exist. | | | ■ | | Organised centres exist that bring together different areas of public administration |
| Almost none Involvement of civil associations with ML | | ■ | | | There are important and influential associations involved with ML which unite different entities and promote relations between different institutions. |
| They are hardly any regulatory authorities involved in the area of ML | | | ■ | | Regulatory authorities are constant and systematic in the area of ML. They endorse parliamentary, institutional and civic participation. They evaluate the progress of media literacy. |
| Media barely broaches ML programmes and initiatives. | | | ■ | | Systematic and regular ML projects launched by public media take place, in conjunction with other institutions and entities. |
| Media industry's mediation towards citizens is not well developed | | ■ | | | Systematic and coherent mediation. Particular attention paid to plans for media literacy. In connection with services for the defence of consumers. |
| Very sporadic and incoherent visibility and public debate on ML | | | ■ | | Important events and fairs take place on a regular basis. Support of public institutions. Emphasis on media literacy. Active involvement of citizens. |
| Incentives for creative production by citizens hardly exist. | | ■ | | | Good promotion in all contexts. There are prizes, support mechanisms and grants. There are also festivals and fairs specifically aimed at children and young people. |
| Research rarely deals with ML subjects. | | | ■ | | There are specific institutions for research, Permanent Observatories and regular and continuous studies. High level of participation in international networks. |
| Rare partcipation in international cooperation initiatives | | | | ■ | Leadership and international reference. Centres with international links. |
| Participation of families | | ■ | | | Good level of association and dedication to the theme. There is cooperation and unity between institutions. Good participation at an international level. |
| Few Commercial communication initiatives | | | ■ | | Specific centres and initiatives |

**Source: PÉREZ TORNERO, CELOT and VARIS: 2007.**

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[194]  PÉREZ TORNERO, CELOT and VARIS: 2007, pages 4-6, France.

### 1.3.5 Germany[195]

## Overview

**Figure 15. Table: Overview about Germany's situation.**

| MEDIA LITERACY DEVELOPMENT | | | | | | |
|---|---|---|---|---|---|---|
| Little consideration is given to the ML skills in the educational curriculum and life-long learning | | | ■ | | | Media skills development is a core objective and is dealt with systematically in the curriculum. Adequate resources are available. Evaluation takes place both within and outside of the education system. |
| Hardly any basic teacher training given | | | ■ | | | ML forms part of basic and further teacher training. Both, technical and critical awareness are included. Systematic ML training for parents and teachers. |
| Non existent ML evaluation systems | | ■ | | | | ML is evaluated not only in an educational context, but as a basic life skill. |
| Scarce access to and production of didactic resources | | | | ■ | | Didactic resources aimed at teachers, parents and professionals exist. There are centres with up-to-date resources that are well organised and produced on a regular basis. |
| Systems for guidance and orientation on ML doesn't exist. | | | | ■ | | Important centres for ML guidance and orientation exist. Good systems for coordinating and uniting efforts. |
| Stable ML campaigns doesn't exist. | | | ■ | | | There are important, large-scale and far-reaching ML initiatives and events |
| Specialised government or public departments on ML doesn't exist. | | | ■ | | | Organised centres exist that bring together different areas of public administration |
| Almost none involvement of civil associations with ML | | | | ■ | | There are important and influential associations involved with ML which unite different entities and promote relations between different institutions. |
| They are hardly any regulatory authorities involved in the area of ML | | | | ■ | | Regulatory authorities are constant and systematic in the area of ML. They endorse parliamentary, institutional and civic participation. They evaluate the progress of media literacy. |
| Media barely broaches ML programmes and initiatives. | | | ■ | | | Systematic and regular ML projects launched by public media take place, in conjunction with other institutions and entities. |
| Media industry's mediation towards citizens is not well developed | | | ■ | | | Systematic and coherent mediation. Particular attention paid to plans for media literacy. In connection with services for the defence of consumers. |
| Very sporadic and incoherent visibility and public debate on ML | | | ■ | | | Important events and fairs take place on a regular basis. Support of public institutions. Emphasis on media literacy. Active involvement of citizens. |
| Incentives for creative production by citizens hardly exist. | | ■ | | | | Good promotion in all contexts. There are prizes, support mechanisms and grants. There are also festivals and fairs specifically aimed at children and young people. |
| Research rarely deals with ML subjects. | | | | ■ | | There are specific institutions for research, Permanent Observatories and regular and continuous studies. High level of participation in international networks. |
| Rare partcipation in international cooperation initiatives | | | | ■ | | Leadership and international reference. Centres with international links. |
| Participation of families | | ■ | | | | Good level of association and dedication to the theme. There is cooperation and unity between institutions. Good participation at an international level. |
| Few Commercial communication initiatives | | | ■ | | | Specific centres and initiatives |

**Source: PÉREZ TORNERO, CELOT and VARIS: 2007.**

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[195] PÉREZ TORNERO, CELOT and VARIS: 2007, pages 4-5, Germany.

### *1.3.6    Hungary*[196]

## Overview

**Figure 16. Table: Overview about Hungary's situation.**

| MEDIA LITERACY DEVELOPMENT | | | | | |
|---|---|---|---|---|---|
| Little consideration is given to the ML skills in the educational curriculum and life-long learning | | | | ■ | Media skills development is a core objective and is dealt with systematically in the curriculum. Adequate resources are available. Evaluation takes place both within and outside of the education system. |
| Hardly any basic teacher training given | | | ■ | | ML forms part of basic and further teacher training. Both, technical and critical awareness are included. Systematic ML training for parents and teachers. |
| Non existent ML evaluation systems | | ■ | | | ML is evaluated not only in an educational context, but as a basic life skill. |
| Scarce access to and production of didactic resources | | ■ | | | Didactic resources aimed at teachers, parents and professionals exist. There are centres with up-to-date resources that are well organised and produced on a regular basis. |
| Systems for guidance and orientation on ML doesn't exist. | | ■ | | | Important  centres for ML guidance and orientation exist. Good systems for coordinating and uniting efforts. |
| Stable  ML campaigns doesn't exist. | | ■ | | | There are important, large-scale and far-reaching ML initiatives and events |
| Specialised government or public departments on ML doesn't exist. | | ■ | | | Organised centres exist that bring together different areas of public administration |
| Almost none Involvement of civil associations with ML | | | ■ | | There are important and influential associations involved with ML which unite different entities and promote relations between different institutions. |
| They are hardly any regulatory authorities involved in the area of ML | | ■ | | | Regulatory authorities are constant and systematic in the area of ML. They endorse parliamentary, institutional and civic participation. They evaluate the progress of media literacy. |
| Media barely broaches ML programmes and initiatives. | | ■ | | | Systematic and regular ML projects launched by public media take place, in conjunction with other institutions and entities. |
| Media industry's mediation towards citizens is not well developed | | ■ | | | Systematic and coherent mediation. Particular attention paid to plans for media literacy. In connection with services for the defence of consumers. |
| Very sporadic and incoherent visibility and public debate on ML | | | ■ | | Important events and fairs take place on a regular basis. Support of public institutions. Emphasis on media literacy. Active involvement of citizens. |
| Incentives for creative production by citizens hardly exist. | | | ■ | | Good promotion in all contexts. There are prizes, support mechanisms and grants. There are also festivals and fairs specifically aimed at children and young people. |
| Research rarely deals with ML subjects. | | ■ | | | There are specific institutions for research, Permanent Observatories and regular and continuous studies. High level of participation in international networks. |
| Rare partcipation in international cooperation initiatives | | | ■ | | Leadership and international reference. Centres with international links. |
| Participation of families | | ■ | | | Good level of association and dedication to the theme. There is cooperation and unity between institutions. Good participation at an international level. |
| Few Commercial communication initiatives | | ■ | | | Specific centres and initiatives |

**Source: PÉREZ TORNERO, CELOT and VARIS: 2007.**

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[196]  PÉREZ TORNERO, CELOT and VARIS: 2007, page 4, Hungary.

### 1.3.7    Ireland[197]

## Overview

**Figure 17. Table: Overview about Ireland's situation.**

| MEDIA LITERACY DEVELOPMENT | | | | | |
|---|:-:|:-:|:-:|:-:|---|
| Little consideration is given to the ML skills in the educational curriculum and life-long learning. | | ■ | | | Media skills development is a core objective and is dealt with systematically in the curriculum. Adequate resources are available. Evaluation takes place both within and outside of the education system. |
| Hardly any basic teacher training given. | | ■ | | | ML forms part of basic and further teacher training. Both, technical and critical awareness are included. Systematic ML training for parents and teachers. |
| Non existent ML evaluation systems. | | ■ | | | ML is evaluated not only in an educational context, but as a basic life skill. |
| Scarce access to and production of didactic resources. | | | ■ | | Didactic resources aimed at teachers, parents and professionals exist. There are centres with up-to-date resources that are well organised and produced on a regular basis. |
| Systems for guidance and orientation on ML doesn't exist. | | | ■ | | Important centres for ML guidance and orientation exist. Good systems for coordinating and uniting efforts. |
| Stable ML campaigns doesn't exist. | | | ■ | | There are important, large-scale and far-reaching ML initiatives and events |
| Specialised government or public departments on ML doesn't exist. | | | ■ | | Organised centres exist that bring together different areas of public administration |
| Almost none Involvement of civil associations with ML. | | | ■ | | There are important and influential associations involved with ML which unite different entities and promote relations between different institutions. |
| They are hardly any regulatory authorities involved in the area of ML. | ■ | | | | Regulatory authorities are constant and systematic in the area of ML. They endorse parliamentary, institutional and civic participation. They evaluate the progress of media literacy. |
| Media barely broaches ML programmes and initiatives. | | ■ | | | Systematic and regular ML projects launched by public media take place, in conjunction with other institutions and entities. |
| Media industry's mediation towards citizens is not well developed | | | ■ | | Systematic and coherent mediation. Particular attention paid to plans for media literacy. In connection with services for consumer protection |
| Very sporadic and incoherent visibility and public debate on ML | | ■ | | | Important events and fairs take place on a regular basis. Support of public institutions. Emphasis on media literacy. Active involvement of citizens. |
| Incentives for creative production by citizens hardly exist. | | | | ■ | Good promotion in all contexts. There are prizes, support mechanisms and grants. There are also festivals and fairs specifically aimed at children and young people. |
| Research rarely deals with ML subjects. | | ■ | | | There are specific institutions for research, Permanent Observatories and regular and continuous studies. High level of participation in international networks. |
| Rare participation in international cooperation initiatives. | | | | ■ | Leadership and international reference. Centres with international links. |
| Participation of families. | | ■ | | | Good level of association and dedication to the theme. There is cooperation and unity between institutions. Good participation at an international level. |
| Few Commercial communication initiatives. | | ■ | | | Specific centres and initiatives. |

**Source: PÉREZ TORNERO, CELOT and VARIS: 2007.**

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### 1.3.8 Italy[198]

## Overview

**Figure 18. Table: Overview about Italy's situation.**



**Source: PÉREZ TORNERO, CELOT and VARIS: 2007.**

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### 1.3.9 Portugal[199]

## Overview

**Figure 19. Table: Overview about Portugal's situation.**

| MEDIA LITERACY DEVELOPMENT | |
|---|---|
| Little consideration is given to the ML skills in the educational curriculum and life-long learning | Media skills development is a core objective and is dealt with systematically in the curriculum. Adequate resources are available. Evaluation takes place both within and outside of the education system. |
| Hardly any basic teacher training given | ML forms part of basic and further teacher training. Both, technical and critical awareness are included. Systematic ML training for parents and teachers. |
| Non existent ML evaluation systems | ML is evaluated not only in an educational context, but as a basic life skill. |
| Scarce access to and production of didactic resources | Didactic resources aimed at teachers, parents and professionals exist. There are centres with up-to-date resources that are well organised and produced on a regular basis. |
| Systems for guidance and orientation on ML doesn't exist. | Important centres for ML guidance and orientation exist. Good systems for coordinating and uniting efforts. |
| Stable ML campaigns doesn't exist. | There are important, large-scale and far-reaching ML initiatives and events |
| Specialised government or public departments on ML doesn't exist. | Organised centres exist that bring together different areas of public administration |
| Almost none Involvement of civil associations with ML | There are important and influential associations involved with ML which unite different entities and promote relations between different institutions. |
| They are hardly any regulatory authorities involved in the area of ML | Regulatory authorities are constant and systematic in the area of ML. They endorse parliamentary, institutional and civic participation. They evaluate the progress of media literacy. |
| Media barely broaches ML programmes and initiatives. | Systematic and regular ML projects launched by public media take place, in conjunction with other institutions and entities. |
| Media industry's mediation towards citizens is not well developed | Systematic and coherent mediation. Particular attention paid to plans for media literacy. In connection with services for the defence of consumers. |
| Very sporadic and incoherent visibility and public debate on ML | Important events and fairs take place on a regular basis. Support of public institutions. Emphasis on media literacy. Active involvement of citizens. |
| Incentives for creative production by citizens hardly exist. | Good promotion in all contexts. There are prizes, support mechanisms and grants. There are also festivals and fairs specifically aimed at children and young people. |
| Research rarely deals with ML subjects. | There are specific institutions for research, Permanent Observatories and regular and continuous studies. High level of participation in international networks. |
| Rare participation in international cooperation initiatives | Leadership and international reference. Centres with international links. |
| Participation of families | Good level of association and dedication to the theme. There is cooperation and unity between institutions. Good participation at an international level. |
| Few Commercial communication initiatives | Specific centres and initiatives |

**Source: PÉREZ TORNERO, CELOT and VARIS: 2007.**

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[199] PÉREZ TORNERO, CELOT and VARIS: 2007, pages 4-5, Portugal.

### 1.3.10   Slovenia[200]

## Overview

**Figure 20. Table: Overview about Slovenia's situation.**

| | C1 | C2 | C3 | C4 | C5 | |
|---|---|---|---|---|---|---|
| Little consideration is given to the ML skills in the educational curriculum and life-long learning | | | | ■ | | Media skills development is a core objective and is dealt with systematically in the curriculum. Adequate resources are available. Evaluation takes place both within and outside of the education system. |
| Hardly any basic teacher training given | | | ■ | | | ML forms part of basic and further teacher training. Both, technical and critical awareness are included. Systematic ML training for parents and teachers. |
| Non existent ML evaluation systems | | ■ | | | | ML is evaluated not only in an educational context, but as a basic life skill. |
| Scarce access to and production of didactic resources | ■ | | | | | Didactic resources aimed at teachers, parents and professionals exist. There are centres with up-to-date resources that are well organised and produced on a regular basis. |
| Systems for guidance and orientation on ML doesn't exist. | | ■ | | | | Important centres for ML guidance and orientation exist. Good systems for coordinating and uniting efforts. |
| Stable ML campaigns doesn't exist. | | ■ | | | | There are important, large-scale and far-reaching ML initiatives and events |
| Specialised government or public departments on ML doesn't exist. | | ■ | | | | Organised centres exist that bring together different areas of public administration |
| Almost none Involvement of civil associations with ML | ■ | | | | | There are important and influential associations involved with ML which unite different entities and promote relations between different institutions. |
| They are hardly any regulatory authorities involved in the area of ML | | ■ | | | | Regulatory authorities are constant and systematic in the area of ML. They endorse parliamentary, institutional and civic participation. They evaluate the progress of media literacy. |
| Media barely broaches ML programmes and initiatives. | ■ | | | | | Systematic and regular ML projects launched by public media take place, in conjunction with other institutions and entities. |
| Media industry's mediation towards citizens is not well developed | ■ | | | | | Systematic and coherent mediation. Particular attention paid to plans for media literacy. In connection with services for the defence of consumers. |
| Very sporadic and incoherent visibility and public debate on ML | | | ■ | | | Important events and fairs take place on a regular basis. Support of public institutions. Emphasis on media literacy. Active involvement of citizens. |
| Incentives for creative production by citizens hardly exist. | ■ | | | | | Good promotion in all contexts. There are prizes, support mechanisms and grants. There are also festivals and fairs specifically aimed at children and young people. |
| Research rarely deals with ML subjects. | ■ | | | | | There are specific institutions for research, Permanent Observatories and regular and continuous studies. High level of participation in international networks. |
| Rare participation in international cooperation initiatives | ■ | | | | | Leadership and international reference. Centres with international links. |
| Participation of families | ■ | | | | | Good level of association and dedication to the theme. There is cooperation and unity between institutions. Good participation at an international level. |
| Few Commercial communication initiatives | ■ | | | | | Specific centres and initiatives |
| **MEDIA LITERACY DEVELOPMENT** | | | | | | |

**Source: PÉREZ TORNERO, CELOT and VARIS: 2007.**

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[200]  PÉREZ TORNERO, CELOT and VARIS: 2007, page 4, Slovenia.

### 1.3.11 Spain[201]

## Overview

**Figure 21. Table: Overview about Spain's situation.**



| MEDIA LITERACY DEVELOPMENT | | | | | |
|---|---|---|---|---|---|
| Little consideration is given to the ML skills in the educational curriculum and life-long learning | | | ■ | | Media skills development is a core objective and is dealt with systematically in the curriculum. Adequate resources are available. Evaluation takes place both within and outside of the education system. |
| Hardly any basic teacher training given | | | | ■ | ML forms part of basic and further teacher training. Both, technical and critical awareness are included. Systematic ML training for parents and teachers. |
| Non existent ML evaluation systems | | ■ | | | ML is evaluated not only in an educational context, but as a basic life skill. |
| Scarce access to and production of didactic resources | | ■ | | | Didactic resources aimed at teachers, parents and professionals exist. There are centres with up-to-date resources that are well organised and produced on a regular basis. |
| Systems for guidance and orientation on ML doesn't exist. | | ■ | | | Important centres for ML guidance and orientation exist. Good systems for coordinating and uniting efforts. |
| Stable ML campaigns doesn't exist. | | ■ | | | There are important, large-scale and far-reaching ML initiatives and events |
| Specialised government or public departments on ML doesn't exist. | | ■ | | | Organised centres exist that bring together different areas of public administration |
| Almost none Involvement of civil associations with ML | | ■ | | | There are important and influential associations involved with ML which unite different entities and promote relations between different institutions. |
| They are hardly any regulatory authorities involved in the area of ML | | ■ | | | Regulatory authorities are constant and systematic in the area of ML. They endorse parliamentary, institutional and civic participation. They evaluate the progress of media literacy. |
| Media barely broaches ML programmes and initiatives. | | ■ | | | Systematic and regular ML projects launched by public media take place, in conjunction with other institutions and entities. |
| Media industry's mediation towards citizens is not well developed | | ■ | | | Systematic and coherent mediation. Particular attention paid to plans for media literacy. In connection with services for the defence of consumers. |
| Very sporadic and incoherent visibility and public debate on ML | | | ■ | | Important events and fairs take place on a regular basis. Support of public institutions. Emphasis on media literacy. Active involvement of citizens. |
| Incentives for creative production by citizens hardly exist. | ■ | | | | Good promotion in all contexts. There are prizes, support mechanisms and grants. There are also festivals and fairs specifically aimed at children and young people. |
| Research rarely deals with ML subjects. | | ■ | | | There are specific institutions for research, Permanent Observatories and regular and continuous studies. High level of participation in international networks. |
| Rare participation in international cooperation initiatives | | ■ | | | Leadership and international reference. Centres with international links. |
| Participation of families | ■ | | | | Good level of association and dedication to the theme. There is cooperation and unity between institutions. Good participation at an international level. |
| Few Commercial communication initiatives | ■ | | | | Specific centres and initiatives |

**Source: PÉREZ TORNERO, CELOT and VARIS: 2007.**

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[201]  PÉREZ TORNERO, CELOT and VARIS: 2007, page 4, Spain.

### 1.3.12  *United Kingdom*[202]

## Overview

**Figure 22. Table: Overview about United Kingdom's situation.**

| MEDIA LITERACY DEVELOPMENT | | | | | |
|---|---|---|---|---|---|
| Little consideration is given to the ML skills in the educational curriculum and life-long learning | | | ■ | | Media skills development is a core objective and is dealt with systematically in the curriculum. Adequate resources are available. Evaluation takes place both within and outside of the education system. |
| Hardly any basic teacher training given | | | ■ | | ML forms part of basic and further teacher training. Both, technical and critical awareness are included. Systematic ML training for parents and teachers. |
| Non existent ML evaluation systems | | | ■ | | ML is evaluated not only in an educational context, but as a basic life skill. |
| Scarce access to and production of didactic resources | | | | ■ | Didactic resources aimed at teachers, parents and professionals exist. **There are centres with up-to-date resources** that are well organised and produced on a regular basis. |
| Systems for guidance and orientation on ML doesn't exist. | | | ■ | | Important centres for ML guidance and orientation exist. Good systems for coordinating and uniting efforts. |
| Stable ML campaigns doesn't exist. | | | ■ | | There are important, large-scale and far-reaching ML initiatives and events |
| Specialised government or public departments on ML doesn't exist. | | | ■ | | Organised centres exist that bring together different areas of public administration |
| Almost none Involvement of civil associations with ML | | | ■ | | There are important and influential associations involved with ML which unite different entities and promote relations between different institutions. |
| They are hardly any regulatory authorities involved in the area of ML | | | | ■ | Regulatory authorities are constant and systematic in the area of ML. They endorse parliamentary, institutional and civic participation. They evaluate the progress of media literacy. |
| Media barely broaches ML programmes and initiatives. | | | | ■ | Systematic and regular ML projects launched by public media take place, in conjunction with other institutions and entities. |
| Media industry's mediation towards citizens is not well developed | | | ■ | | Systematic and coherent mediation. Particular attention paid to plans for media literacy. In connection with services for the defence of consumers. |
| Very sporadic and incoherent visibility and public debate on ML | | | ■ | | Important events and fairs take place on a regular basis. Support of public institutions. Emphasis on media literacy. Active involvement of citizens. |
| Incentives for creative production by citizens hardly exist. | | | | ■ | Good promotion in all contexts. There are prizes, support mechanisms and grants. There are also festivals and fairs specifically aimed at children and young people. |
| Research rarely deals with ML subjects. | | | ■ | | There are specific institutions for research, Permanent Observatories and regular and continuous studies. High level of participation in international networks. |
| Rare partcipation in international cooperation initiatives | | | | ■ | Leadership and international reference. Centres with international links. |
| Participation of families | | ■ | | | Good level of association and dedication to the theme. There is cooperation and unity between institutions. Good participation at an international level. |
| Few Commercial communication initiatives | | ■ | | | Specific centres and initiatives |

Source: **PÉREZ TORNERO, CELOT and VARIS: 2007.**

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[202] PÉREZ TORNERO, CELOT and VARIS: 2007, pages 4-5, United Kingdom. More information, see ANNEX: Ofcom *Media Literacy Audit: report on media literacy amongst children synthesis*.

## 1.4   Models

After carry out the country reports (Austria, Hungary, Slovenia, Finland, Ireland, Spain, France, Italy, United Kingdom, Germany and Portugal), the current trends could be established.

### *1.4.1   Keys to the different models for promoting media literacy*

The countries in Europe promoting media literacy, and within them, the different actors working in the area, all agree on certain aspects and differ on others.  Between the end of the 20th century and the beginning of the 21st some areas of common ground have been promoted, and areas of basic differences have been developed. The coincidences and convergences are more decisive than the differences, but it was worth noting some. There are convergences in the following areas:[203]

Noteworthy attention to digital literacy:[204]

There is a high level of consensus about the need for public policy to give special attention to the promotion of media literacy. This fact is clear in two aspects:[205]

- the effort that has been made (with varying results) to introduce ICT skills into the education system, which, to a greater or lesser extent, has meant a boost of media education and media literacy;[206]
- all of these countries have appointed a specific department (ministerial department, pubic company or other) to promote skills related to ICT among citizens, and have launched campaigns and initiatives aimed at promoting media literacy. Previously, priority was given to the development of skills for merely using ICT.[207]

The following countries have recently modified their curriculums to include digital and media skills: the United Kingdom, Spain, France, Finland, Italy and Portugal.[208]

Only in certain countries, is the promotion of skills related to digital literacy extended to the mass media and general communication, that is, to media literacy.  Such countries include Germany and Finland.[209]

Nevertheless, the dominant trend is that there is no complete convergence between the digital and media curriculum, meaning that problems that could be resolved with an integrated framework still remain without solution".[210]

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[203]  PÉREZ TORNERO, CELOT and VARIS: 2007, page 37.
[204]  PÉREZ TORNERO, CELOT and VARIS: 2007, page 37.
[205]  PÉREZ TORNERO, CELOT and VARIS: 2007, page 37.
[206]  PÉREZ TORNERO, CELOT and VARIS: 2007, page 37.
[207]  PÉREZ TORNERO, CELOT and VARIS: 2007, page 37.
[208]  PÉREZ TORNERO, CELOT and VARIS: 2007, page 37.
[209]  PÉREZ TORNERO, CELOT and VARIS: 2007, page 37.
[210]  PÉREZ TORNERO, CELOT and VARIS: 2007, page 37.

### *1.4.2   Models*

The first stage of the European Commission's policy in relation to the information society shows the existence of a double line of force:[211]

1) The emphasis on providing infrastructure and social diffusion;[212]

2) Investment in improvements to allow better capabilities of people, especially youth, through the formal education system, and workers with the objective of extending training throughout life.[213]

However, they will gradually reinforce the priorities for action assuming it is fundamental to increase awareness and empowerment of individuals in relation to ICT. This requires focus on issues such as quality and safety of usage, awareness of the protection and promotion of the personal rights and dignity in the technological environment (especially in regard to the protection of minors) and the critical capacity of citizens to ICT.[214]

It has been identified four strategies for action in promoting media literacy in the last decade.[215]

- Model focuses on achieving total connectivity and access;[216]
- Model focused on promoting the development basic skills for using computers and Internet;[217]
- Model that promotes developing the basic skill of specific groups;[218]
- Model that seeks to increase the quality of use of digital technologies.[219]

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[211] PÉREZ TORNERO, J.M.; PAREDES, O.; BAENA, G.; GIRALDO, S.; TEJEDOR, S.; and FERNÁNDEZ, N. (2010). Trends and models of Media literacy in Europe: Between digital competence and critical understanding. *Anàlisi*, 40.
[212] PÉREZ TORNERO, PAREDES, BAENA, GIRALDO, TEJEDOR and FERNÁNDEZ: 2010, page 87.
[213] PÉREZ TORNERO, PAREDES, BAENA, GIRALDO, TEJEDOR and FERNÁNDEZ: 2010, page 88.
[214] PÉREZ TORNERO, PAREDES, BAENA, GIRALDO, TEJEDOR and FERNÁNDEZ: 2010, page 88.
[215] PÉREZ TORNERO, PAREDES, BAENA, GIRALDO, TEJEDOR and FERNÁNDEZ: 2010, page 93.
[216] PÉREZ TORNERO, PAREDES, BAENA, GIRALDO, TEJEDOR and FERNÁNDEZ: 2010, page 93.
[217] PÉREZ TORNERO, PAREDES, BAENA, GIRALDO, TEJEDOR and FERNÁNDEZ: 2010, page 93.
[218] PÉREZ TORNERO, PAREDES, BAENA, GIRALDO, TEJEDOR and FERNÁNDEZ: 2010, page 93.
[219] PÉREZ TORNERO, PAREDES, BAENA, GIRALDO, TEJEDOR and FERNÁNDEZ: 2010, page 93.

## Media literacy promotion models[220]

**Figure 23. Graph: Media literacy promotion models.**



**Source: PÉREZ TORNERO, PAREDES, BAENA, GIRALDO, TEJEDOR and FERNÁNDEZ: 2010.**

### a. Model focuses on achieving total connectivity and access

In the context of an insufficient extension of ICT, this model focuses primarily on the provision of infrastructure devices that allow both access to technology and the acquisition of the minimum standards.[221]

Initiatives focus on provide and ensure infrastructure and establishment of spaces or access to ICTs Priority is given, therefore, expenditure on providing computers and technological devices to schools and citizens, and make them available to users free or at low cost and the success is determined by the amount of people using ICTs.[222]

There are two main areas:

- Policies designed to facilitate individual citizens and households access to ICTs, which entailed investments in infrastructure, incentives for operating companies, actions to lower the purchase price and access.[223]

- The support and promotion of the provision of educational and public access to ICTs.[224]

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[220] PÉREZ TORNERO, PAREDES, BAENA, GIRALDO, TEJEDOR and FERNÁNDEZ: 2010, page 94.
[221] PÉREZ TORNERO, PAREDES, BAENA, GIRALDO, TEJEDOR and FERNÁNDEZ: 2010, page 94.
[222] PÉREZ TORNERO, PAREDES, BAENA, GIRALDO, TEJEDOR and FERNÁNDEZ: 2010, page 94.
[223] PÉREZ TORNERO, PAREDES, BAENA, GIRALDO, TEJEDOR and FERNÁNDEZ: 2010, page 94.
[224] PÉREZ TORNERO, PAREDES, BAENA, GIRALDO, TEJEDOR and FERNÁNDEZ: 2010, page 94.

**Figure 24. Table: Model focuses on achieving total connectivity and access.**

| Strength | • The **increased connectivity** as a result of strong public investment to equip schools evaluated in terms of ratio of per pupil and teacher availability of computers; and in homes as a result of aids for purchasing computers, incentives to cut prices, public campaigns for the dissemination of ICTs, etc. |
|---|---|
| Weakness[225] | • **Some exclusion digital zones don't have been eradicated** because of the lack of interest or needs.<br>• Financial resources and skills to use technology and because does not ensure the culture change in institutions and endemic problems of some administration, educational government and health systems persist.<br>• ICTs helped to provide new systems on the control of processes, but few real transformation practices and improving the overall efficiency of the institutions. |

Source: PÉREZ TORNERO, PAREDES, BAENA, GIRALDO, TEJEDOR and FERNÁNDEZ: 2010.

Some results of this model are reflected both in the actions undertaken by European countries in the framework of eEurope, and the results of its benchmarking exercise carried out to track the progress of the Information Society in Member States, and that, in terms of internet use, concludes the spread of digital technology is advancing rapidly and the number of users is multiplying. However, not exploited the full potential offered by these technologies.[226]

### b. Model focused on promoting the development basic skills for using computers and Internet [227]

The model is focused on promoting training in the basic use or the initial level use. Was aimed at all audiences, but have recently been establishing differences between types of consumers or users. Its priority is given to public internet access in areas "depressed and marginalized and have trainers or coaches to guide users during their approach to the use of ICT in a reliable space".[228]

**Figure 25. Table: Model focused on promoting skills for using computers and Internet.**

| Strength | • Bringing exclude people to ICT, the creation of local public centres with training that enables access.<br>• Include digital competences as part of the compulsory education with technological equipment in schools.[229] |
|---|---|
| Weakness | • In one hand, the model is motivating just for some persons; a gap still exists between users. In promoting basic use of technology, users do not recognize the opportunities for taking advantage in their everyday lives because the increased of services from e-government, e-business, which are not understood.[230]<br>• In the other hand, the model does not distinguish specific |

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[225] PÉREZ TORNERO, PAREDES, BAENA, GIRALDO, TEJEDOR and FERNÁNDEZ: 2010, page 95.
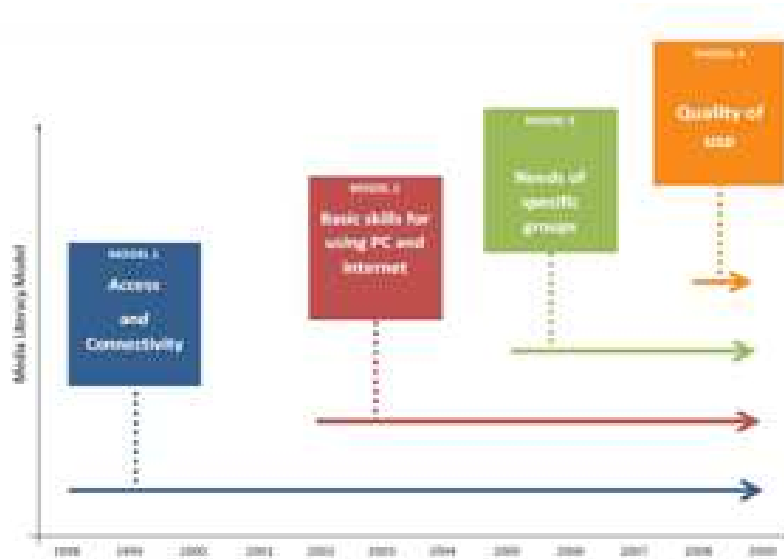[226] PÉREZ TORNERO, PAREDES, BAENA, GIRALDO, TEJEDOR and FERNÁNDEZ: 2010, page 95.
[227] PÉREZ TORNERO, PAREDES, BAENA, GIRALDO, TEJEDOR and FERNÁNDEZ: 2010, page 95.
[228] PÉREZ TORNERO, PAREDES, BAENA, GIRALDO, TEJEDOR and FERNÁNDEZ: 2010, page 95.
[229] PÉREZ TORNERO, PAREDES, BAENA, GIRALDO, TEJEDOR and FERNÁNDEZ: 2010, page 95.
[230] PÉREZ TORNERO, PAREDES, BAENA, GIRALDO, TEJEDOR and FERNÁNDEZ: 2010, page 95

| | groups. The curriculum of media literacy programs is too general and abstract; the courses and the digital literacy centres are designed for mainstream audiences, so there is a gap between people who want to participate and those who does not, causing disadvantages in terms of opportunities to extract benefits. In schools if media literacy exists, is as an independent subject or is assumed as digital literacy, so it depends of the teacher's possibilities (and decision) to promote it.[231] <br>• In addition, in this model, the access does not cover all the regions, so, the internet access centres do not guarantee the possibility of use to those who live far from them or, in many cases, don't guarantee the access to people with disabilities. As result, there are remaining people excluded from the benefits of the network.[232] |
|---|---|

Source: PÉREZ TORNERO, PAREDES, BAENA, GIRALDO, TEJEDOR and FERNÁNDEZ: 2010.

## c. Model that promotes developing the basic skill of specific groups

Model focus on users, responding to their specific needs, especially those factors that lead to exclusion (poor employment status, gender barriers, income barriers, etc.). In pursuit of total connectivity, there are elements that lead to strategic change: instead of target a general public, distinction is drawn by user profiles. Digital literacy becomes to media literacy, focusing increasingly on the developed of the user's abilities and the need to develop critical thinking and active participation of individuals in order to address the growing ICT offers.[233]

Figure 26. Table: Model that promotes developing the basic skill of specific groups.

| | |
|---|---|
| Strength | • Digital and media education are directed toward specific and defined audiences, giving more importance to users production. Develop curricula that meet specific needs of particular groups and increase didactic resources that allow students to develop communication skills. Media literacy has presence in the curriculum of compulsory education. Digital literacy is present in almost all educational curricular models in Europe in order to face the growing phenomenon of converging media and the increase in communications.[234] <br>• Media literacy is being established as a larger educational goal to achieve. Moreover, there is a new conception of literacy, focus not only in the protection issue but in promoting media literacy skills of individuals and shared responsibilities among stakeholders. The goal is to strengthen the autonomy and empower the public participation. The whole process is based on social sectors and the involvement of the media industry. European institutions, regulatory authorities and civil society groups (citizens, consumers and parents) are more involved in media literacy campaigns and the media industry are more interested in the development of media literacy (and media education), especially the newspapers in school, film festivals.[235] |

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[231] PÉREZ TORNERO, PAREDES, BAENA, GIRALDO, TEJEDOR and FERNÁNDEZ: 2010, page 96.
[232] PÉREZ TORNERO, PAREDES, BAENA, GIRALDO, TEJEDOR and FERNÁNDEZ: 2010, page 96.
[233] PÉREZ TORNERO, PAREDES, BAENA, GIRALDO, TEJEDOR and FERNÁNDEZ: 2010, page 96.
[234] PÉREZ TORNERO, PAREDES, BAENA, GIRALDO, TEJEDOR and FERNÁNDEZ: 2010, page 96.
[235] PÉREZ TORNERO, PAREDES, BAENA, GIRALDO, TEJEDOR and FERNÁNDEZ: 2010, page 96.

| | |
|---|---|
| Weakness | • The lack of networks and dissipation of governmental effort and poor coordination among stakeholders; despite promoting actions, the different sectors act independently without synergies or continuity. Impact of projects it's not as expected. That lack of shared vision to enhance media literacy also affects a new curriculum conceptualization.[236] |

Source: PÉREZ TORNERO, PAREDES, BAENA, GIRALDO, TEJEDOR and FERNÁNDEZ: 2010.

### d. Model that seeks to increase the quality of use of digital technologies

Model focused on the quality of use of ICT and media use to satisfy the needs of the users, which mean an improvement over those models that prioritized the quantity and the provision of technological devices.[237]

This implies an enhanced frame for skills and more complex strategies that involve more critical reading of media and strong interactivity when using ICT. In this sense, an important element of the model is to develop a critical and awareness in faced the contents and functions of media and technologies with a view to establishing a conscious and responsible attitude toward the use of new technological possibilities.[238]

Figure 27. Table: Model focused on the quality of use of ICT and media use.

| | |
|---|---|
| Strength | • Model focus in strengthens the users' confidence of as a result of awareness campaigns that promote the safe use of technology and action initiatives and laws for the protection of minors from the media. On that basis, the implementation of the media literacy as a part of the curriculum as a subject and as a matter of continuing education throughout life its being considered and starts to be a part of teacher training programs.[239]
• This model emphasize on developing the skills related to new media and new platforms where conventional media converge, and the need to promote creativity in non professional audiovisuals and online productions. It promotes citizen participation (e-democracy) and production, creation and dissemination of didactic materials and content, taking into account not only individual conditions, but the environment and educational one.[240]
• The model encourages teamwork and creation of networks for participation, i.e. promoting a responsible participation in forums, social networks, and digital community spaces to participate in the social life of the community.[241]
• Finally, in order to assure the success of the model or reinforce it, the progress of the digital and media literacy is evaluated constantly, applying initiatives for improvement, promoting the assessment levels of media literacy, especially in regard to access and confidence in their use. Tests are conducted to evaluate not only access and consume of ICT and media, but the quality of use of media and communication technologies.[242] |

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[236] PÉREZ TORNERO, PAREDES, BAENA, GIRALDO, TEJEDOR and FERNÁNDEZ: 2010, page 97.
[237] PÉREZ TORNERO, PAREDES, BAENA, GIRALDO, TEJEDOR and FERNÁNDEZ: 2010, page 97.
[238] PÉREZ TORNERO, PAREDES, BAENA, GIRALDO, TEJEDOR and FERNÁNDEZ: 2010, page 97.
[239] PÉREZ TORNERO, PAREDES, BAENA, GIRALDO, TEJEDOR and FERNÁNDEZ: 2010, page 97.
[240] PÉREZ TORNERO, PAREDES, BAENA, GIRALDO, TEJEDOR and FERNÁNDEZ: 2010, page 97.
[241] PÉREZ TORNERO, PAREDES, BAENA, GIRALDO, TEJEDOR and FERNÁNDEZ: 2010, page 97.
[242] PÉREZ TORNERO, PAREDES, BAENA, GIRALDO, TEJEDOR and FERNÁNDEZ: 2010, page 97.

| Weakness | • Historically marginalized groups (the elderly, unemployed, cultural minorities, etc.) continue to be, without access to benefits of technology. This model can be effort establishing higher levels of creation and guaranteeing dissemination as result of synergy between different sectors: government, industry, schools and not allow further progress in the creation of content by users.[243] |
|---|---|

Source: PÉREZ TORNERO, PAREDES, BAENA, GIRALDO, TEJEDOR and FERNÁNDEZ: 2010.

## 1.5   Trends

The report entitled *Study of the Current Trends and Approaches on Media Literacy in Europe* (2007) maps current practices in implementing media literacy in Europe and recommends measures to be implemented in Europe to increase the level of media literacy.

The study identified that, although digital literacy (understood as the ability to use new technologies instrumentally) was being widely recognised both in formal education and in non-formal education and integrated at least transversally into the curricula of basic education, this is not happening with the same degree of success in the case of media literacy.

Emerging trends:

- Media convergence: new research, new experiences[244]

- Shift from a focus on protection to a focus on promotion: sharing responsibilities (emissary and receptor)[245]

- Growing sensitivity of citizens to commercial communication[246]

- Increasing presence of media literacy in the compulsory education curriculum[247]

- School media production[248]

- Media Industry more attentive to media literacy[249]

- New active participation by stakeholders[250]

- Involvement of regulatory authorities[251]

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[243] PÉREZ TORNERO, PAREDES, BAENA, GIRALDO, TEJEDOR and FERNÁNDEZ: 2010, page 98.
[244] PÉREZ TORNERO, CELOT and VARIS: 2007, page 41.
[245] PÉREZ TORNERO, CELOT and VARIS: 2007, page 41.
[246] PÉREZ TORNERO, CELOT and VARIS: 2007, page 41.
[247] PÉREZ TORNERO, CELOT and VARIS: 2007, page 41.
[248] PÉREZ TORNERO, CELOT and VARIS: 2007, page 41.
[249] PÉREZ TORNERO, CELOT and VARIS: 2007, page 41.
[250] PÉREZ TORNERO, CELOT and VARIS: 2007, page 41.
[251] PÉREZ TORNERO, CELOT and VARIS: 2007, page 41.

### 1.5.1    Media convergent: new research, new experiences[252]

Media convergence and multiplication of media platforms is creating a new multimedia environment in which citizens live.[253]

This is particularly true for young people, able to easily switch from their television screens to their games consoles or computers.[254]

As a result, besides these experiences, there are a rising number of research projects in Europe looking into the effects and consequences of this new environment.[255]

Media literacy, as a result of these experiences and studies is tending to focus and pay particular attention to the new media environment.[256]

Many of these studies describe the new multimedia environment, and when faced with the question of media literacy, support the encouragement of the critical abilities of communication users, and their abilities of appropriation in the new environment.[257]

### 1.5.2    Shift from a focus on protection to a focus on promotion: sharing responsibilities (emissary and receptor)[258]

The idea of the need for protection was associated with theoretical models within the theory of the effects of the media and its power, while the idea of promotion was associated with models that concentrated on how the user uses the media, and his or her ability to search, select and evaluate.[259]

One of the emerging features of media literacy in Europe is the emphasis on promotion and an increase in the media skills of citizens. This is leading to a gradual reduction in the attention paid to policies focused exclusively on protection.[260]

It is becoming more evident that activities aimed at protection (particularly those involving children and young people) are being compensated with strategies of empowerment and promotion.[261]

### 1.5.3    Growing sensitivity of citizens to commercial communication

Advertising and commercial communication have changed a great deal in recent years, adapting themselves to the new media environment. They have become more intense, more precise, have explored new techniques and, at times, have become more aggressive.[262]

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[252] PÉREZ TORNERO, CELOT and VARIS: 2007, page 42.
[253] PÉREZ TORNERO, CELOT and VARIS: 2007, page 41.
[254] PÉREZ TORNERO, CELOT and VARIS: 2007, page 41.
[255] PÉREZ TORNERO, CELOT and VARIS: 2007, page 41.
[256] PÉREZ TORNERO, CELOT and VARIS: 2007, page 41.
[257] PÉREZ TORNERO, CELOT and VARIS: 2007, page 43.
[258] PÉREZ TORNERO, CELOT and VARIS: 2007, page 44.
[259] PÉREZ TORNERO, CELOT and VARIS: 2007, page 43.
[260] PÉREZ TORNERO, CELOT and VARIS: 2007, page 43.
[261] PÉREZ TORNERO, CELOT and VARIS: 2007, page 43.
[262] PÉREZ TORNERO, CELOT and VARIS: 2007, page 46.

This has led, on occasions, to excesses, saturation and the transgression of certain limits or standards, which until now have been the norm.[263]

With this in mind, the over-riding feeling in Europe is that any self-regulation or standardisation strategy must be accompanied by an increase in the critical skills of citizens who must be able to select, adequately interpret and appropriate the contents of commercial communication.[264]

To this end, educators, families and many citizens' associations are taking part in workshops, seminars, and debates on advertising. And many of these activities demand an active commitment from advertisers and communication and publicity companies.[265]

Meanwhile, some advertising companies and associations, aware that they must maintain the trust of citizens for their messages to be effective, are trying out strategies in which self-regulation plays a fundamental role.[266]

The addition of criticism on advertising, public debate on commercial communication and self-regulation by businesses are creating a new context for media education and for media literacy in this area.[267]

### 1.5.4    Increasing presence of media literacy in the curriculum

European educational reforms have tended to include the introduction of new ways of dealing with media education and media literacy in the curriculum. Attention to the mass media and ICT is present in the new curriculums that have been introduced following reforms of recent years.[268]

Initially, media education in the curriculum was focused on mass media (press, radio, film and television). With the development of ICT, interest was redirected from mass media to digital media.[269]

More recently, a balance has been established between mass media and digital media and there has been more educational interest in the new digital environment which includes new and old media. This is a rising phenomenon in Europe.[270]

The inclusion of the media in the curriculum has risen with the educational reforms of the 1990s and 2000s.[271]

Until then, the media was rarely and unsystematically approached via different

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[263] PÉREZ TORNERO, CELOT and VARIS: 2007, page 46.
[264] PÉREZ TORNERO, CELOT and VARIS: 2007, page 46.
[265] PÉREZ TORNERO, CELOT and VARIS: 2007, page 46.
[266] PÉREZ TORNERO, CELOT and VARIS: 2007, page 47.
[267] PÉREZ TORNERO, CELOT and VARIS: 2007, page 47.
[268] PÉREZ TORNERO, CELOT and VARIS: 2007, page 48.
[269] PÉREZ TORNERO, CELOT and VARIS: 2007, page 48.
[270] PÉREZ TORNERO, CELOT and VARIS: 2007, page 48.
[271] PÉREZ TORNERO, CELOT and VARIS: 2007, page 48.

subjects, but the situation seems to have changed over the last decade.[272]

Many countries have included the acquisition of media and digital skills as among the final objectives of their curriculum (Finland, Slovenia, France, Spain); and some have linked these skills to civic education and active citizenship (France, Spain).[273]

Some have created optional subjects (some in Spain and France) on the media. Others have established evaluation systems for such skills (France).[274]

In general, there is a clear trend for linking skills related to new digital media with critical and creative skills related to mass media.[275]

Technological evolution has an important effect on this evolution, though it does not wholly determine it. Cultural and political attitudes are also huge influences.[276]

But everything seems to suggest that the most likely evolution is a convergence of models, which would allow for a combination of active participation in media production, with critical thinking, that is, the conjunction of the values of traditional media education, centred on mass media, and the current direction of media literacy, centred on production in the new digital environment.[277]

### 1.5.5 School media production skills

Digital technologies facilitate the access, production and circulation of contents. These technologies are being gradually introduced into European educational centres, and are not only leading to innovations in teaching and learning methods, but are also facilitating the creation of local media.[278]

As a result of these new opportunities, an infinity of school media produced in education centres are appearing, and are being circulated beyond the limits of the centres themselves.[279]

By "school media" we mean the media that arise within the context of the school and which are produced by the students themselves: newspapers and magazines, websites, school radio and television stations, etc.[280]

They provide the students with true experiences of mediated communication, thus bringing them closer to the logic of the major media and to take part in the social life of their immediate surroundings.[281]

On the whole, school media can constitute new ways of projecting the school within its

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[272] PÉREZ TORNERO, CELOT and VARIS: 2007, page 48.
[273] PÉREZ TORNERO, CELOT and VARIS: 2007, page 48.
[274] PÉREZ TORNERO, CELOT and VARIS: 2007, page 48.
[275] PÉREZ TORNERO, CELOT and VARIS: 2007, page 48.
[276] PÉREZ TORNERO, CELOT and VARIS: 2007, page 48.
[277] PÉREZ TORNERO, CELOT and VARIS: 2007, page 49.
[278] PÉREZ TORNERO, CELOT and VARIS: 2007, page 54.
[279] PÉREZ TORNERO, CELOT and VARIS: 2007, page 54.
[280] PÉREZ TORNERO, CELOT and VARIS: 2007, page 54.
[281] PÉREZ TORNERO, CELOT and VARIS: 2007, page 54.

immediate – and distant – environment, and can be transformed into platforms for interaction and contact that require (and, consequently, foster) media education skills. It is possible that the systematic promotion of these media by educational authorities, along with the new possibilities brought about by new technologies – which are becoming lighter and more accessible – may make school media one of the best tools in education media within the near future.[282]

### 1.5.6    *Media industry more participative*

Newspaper editors launch International and National initiatives promoting the introduction of the press into schools. The medium-term objective is the consolidation of a reading public related to the press, but the short-term objective is to increase skills and abilities in reading media and the development of critical abilities. Therefore, these initiatives are directly involved in the development of media literacy.[283]

So all over Europe, agreements have been made between educational authorities and press editors. There are also many alliances between education and industrial sectors for the launch of campaigns and projects related to reading and the promotion of books.[284]

In regard to cinema, activities promoting ties between film and education are becoming common. Authorities and businesses finance festivals and fairs aimed at bringing young people closer to the world of film and encouraging new attitudes towards the audiovisual heritage. Film is also the subject of workshops, seminars or activities that take place in education centres. So there are many campaigns, pedagogical programmes and other initiatives which link audiovisual and media professionals with children, young people and students.[285]

To a lesser extent, it is also common for the world of television, especially public television, to launch initiatives related to media literacy in the areas of audiovisuals, television itself, and more frequently, new media.[286]

The same is occurring among companies involved with digital media. In Europe, there are a rising number of initiatives aimed at extending the media skills of young people.[287]

There is also an increase in contents and audiovisual programmes aimed at media education in Europe: television programmes that analyse advertising or that discuss the content of television programmes themselves, which explain the key aspects of information production or that provide information on new technologies.[288]

The possible connection between this type of programme and curricular objectives in

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[282] PÉREZ TORNERO, CELOT and VARIS: 2007, page 55.
[283] PÉREZ TORNERO, CELOT and VARIS: 2007, page 56.
[284] PÉREZ TORNERO, CELOT and VARIS: 2007, page 56.
[285] PÉREZ TORNERO, CELOT and VARIS: 2007, page 56.
[286] PÉREZ TORNERO, CELOT and VARIS: 2007, page 56.
[287] PÉREZ TORNERO, CELOT and VARIS: 2007, page 56.
[288] PÉREZ TORNERO, CELOT and VARIS: 2007, page 56.

the field can be taken great advantage of in the future.[289]

### 1.5.7    New active participation by stakeholders

In the early stages of development, media education seemed to be the exclusive responsibility of the educational system and of teachers. This responsibility has progressively been extended to reach families (parents), teachers in general, media, public institutions, professionals, associations, etc.[290]

The "third social sector" called civil society, which is not the State and does not intervene in the market, has played a fundamental role in media education. Throughout Europe there is a growing presence of professional educators' associations, and associations of parents, professionals, political and religious movements, and young people that protest media related risk situations and encourage the raising of awareness on the media and education. In general, each of these associations has its own style and tends to focus on different aspects, but together they manage to constitute an increasing systematic and comprehensive network of concerns and attitudes toward the media.[291]

These associations are increasing their influence over the media. They are beginning to form a kind of lobby on specific topics (education, violent content, sexism, etc.) and are gradually becoming more powerful. Lately, there has been a noticeable trend towards creating platforms for interaction among these groups and to participate when given the opportunity in any instance of guidance or regulation. It is obvious that their ability to denounce risks or abuses, to initiate debates and controversies, and to present proposals and suggestions for action is contributing in this process to the creation in public opinion of a type of media education curriculum. Despite the fact that they are not yet very well known, their participation, documents and declarations are undoubtedly going to represent one of the areas of greatest activity in media education in the very near future.[292]

It is important to mention here the rising participation in the field of family and children's associations.[293]

Recent studies carried out in many European countries (see the model by Sonia Livingstone demonstrate that in homes with ever more access to the media, parents tend to ignore their children's media consumption, intervening little in the selection of programmes, and they tend to spend less time with their children in media consumption.[294]

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

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[289]  PÉREZ TORNERO, CELOT and VARIS: 2007, page 57.
[290]  PÉREZ TORNERO, CELOT and VARIS: 2007, page 59.
[291]  PÉREZ TORNERO, CELOT and VARIS: 2007, page 59.
[292]  PÉREZ TORNERO, CELOT and VARIS: 2007, page 59.
[293]  PÉREZ TORNERO, CELOT and VARIS: 2007, page 60.
[294]  PÉREZ TORNERO, CELOT and VARIS: 2007, page 60.

the majority of European countries.[295]

### 1.5.8    Involvement of regulatory authorities

In recent years, regulatory authorities from the world of communication in Europe – which tend to separate themselves from government influence to become independent authorities – have launched, although unsystematically, initiatives related to increasing the autonomy and critical abilities of citizens. At the same time, they have on occasions used different mechanisms to promote civic participation in some of the decisions and standards that affect the communication sector.[296]

Nevertheless, only a few of these authorities, such as OFCOM, have systematically supported the promotion of media literacy. It is not however, an isolated case. On the contrary, its example has spread and many authorities now promote media literacy or are beginning to recommend its promotion as a result of the research and investigations that they have carried out.[297]

Nowadays almost every European country has some form of body or authority in charge of supervising the implementation of broadcasting or telecommunication legislation. Broadcasting regulation usually encompasses the power to license broadcasters, to monitor whether broadcasters are fulfilling their legal obligations, to impose sanctions if they fail to carry out those obligations and to protect the audience.[298]

Almost all of these authorities recognise the safeguarding of plurality and the protection of audiences as fundamental tasks. Promoting media literacy should be among the duties of these institutions along these lines: the development and preservation of independent, pluralistic and responsibly minded media requires citizens to be aware and to support this process, as well as being actively involved. Only media literate people will be able to exercise informed choices, understand the nature of content and services, be able to take advantage of the full range of opportunities offered by new communications technologies and be better able to protect themselves and their families from harmful or offensive materials.[299]

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[295] PÉREZ TORNERO, CELOT and VARIS: 2007, page 61.
[296] PÉREZ TORNERO, CELOT and VARIS: 2007, page 63.
[297] PÉREZ TORNERO, CELOT and VARIS: 2007, page 63.
[298] PÉREZ TORNERO, CELOT and VARIS: 2007, page 63.
[299] PÉREZ TORNERO, CELOT and VARIS: 2007, page 65.

## 2 RECOMMENDATIONS

After defining the general trends in the promotion of media literacy, was able to establish the areas at which it was underdeveloped. That is, it was possible to locate some key conflict that should be addressed to enable the development of media literacy.

Basis on this, a series of recommendations were proposed for different areas: policy, technological innovation, creativity, citizenship and education.[300]

### 2.1  Tension and dynamics

The different European countries promoting media literacy, and within them the different actors working in the field – agree on some aspects and differ on others. During the end of the twentieth century and the beginning of the twenty – first certain areas of agreement have been promoted, and some basic areas of disagreement have been developed, which on occasions reflect the existence of conflicts or tension, but which nevertheless give us an indication of the dynamics of the situation:[301]

#### 2.1.1  Digital literacy / Media education

There are, on the one hand, those who maintain that the most important literacy is the so-called computer or digital literacy. According to this view, it includes the acquisition of technical and instrumental skills, and to a lesser extent the consideration of the cultural, communicative dimension of this type of literacy. On the other hand, supporters of media or mass media education tend to approach media literacy more as a process of raising awareness and of development of critical abilities. This leads to tensions and conflicts in some projects. Nevertheless, the emerging trend is to look for a balance and a way for both focuses to complement each other.[302]

#### 2.1.2  Interpretative (critical thinking) / Productive (media production skills)

Tensions exist between projects that mainly emphasize the critical and interpretative aspects of communications, and those that promote the creation and development of production skills. The dominant trend in Europe, however, is to combine both perspectives in integrated focuses.[303]

#### 2.1.3  Formal / informal

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

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[300]  Footnotes provide information about the exact origin of selections.
[301]  PÉREZ TORNERO, CELOT and VARIS: 2007, page 66.
[302]  PÉREZ TORNERO, CELOT and VARIS: 2007, page 66.
[303]  PÉREZ TORNERO, CELOT and VARIS: 2007, page 66.

test.[304]

### 2.1.4   Economic / political

An economic focus of media literacy considers media skills as a condition for employability and media literacy as a way to develop and increase productive skills in society.[305]

A more political focus sees media literacy as a key aspect achieving objective of active citizenship.[306]

These views are often presented as opposing and even contradictory.[307]

### 2.1.5   Mass media / Digital media

These are two focuses of media literacy, one centred on mass media, the other on new digital media. Global attention on the new multimedia environment is opening a hopeful path to reconciliation between sometimes opposing positions.[308]

### 2.1.6   Civil actors / educational actors

Is media education a mission for educators and educational authorities or, conversely, is it the exclusive responsibility of civil associations, to avoid the risk of protectionism by the authorities? The controversy can at times seem impossible to resolve, but more often than not, complementary and convergent paths are accepted.[309]

## 2.2   Five areas

### 2.2.1   Policy

Policy: refers to all of the recommendations that can allow or contribute to planned, coordinated and **effective action in the field of European media literacy**. They can make the work of decision-makers on the subject easier, so therefore these are recommendations that first and foremost involve public organizations and authorities.[310]

In this area the aim is to advance in the attainment of practical and conceptual instruments for the design, construction and development of effective policies for promoting media literacy.[311]

Consequently, we propose making advances in the search for reliable indicators that can assess individual and collective progress in the acquisition of media competences,

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[304]  PÉREZ TORNERO, CELOT and VARIS: 2007, page 66.
[305]  PÉREZ TORNERO, CELOT and VARIS: 2007, page 67.
[306]  PÉREZ TORNERO, CELOT and VARIS: 2007, page 67.
[307]  PÉREZ TORNERO, CELOT and VARIS: 2007, page 67.
[308]  PÉREZ TORNERO, CELOT and VARIS: 2007, page 67.
[309]  PÉREZ TORNERO, CELOT and VARIS: 2007, page 67.
[310]  PÉREZ TORNERO, CELOT and VARIS: 2007, page 74.
[311]  PÉREZ TORNERO, CELOT and VARIS: 2007, page 74.

and which therefore allow the development of medium and long-term research and assessment policies. With the same aim in mind, we propose that these indicators and this assessment be carried out with the aid of independent regulatory authorities in communications and associations of European actors.[312]

### 2.2.2    Technological innovation

Technological innovation: this category includes all actions which have an effect on economic aspects, and that can be linked to technological **innovation**. These recommendations, therefore, refer to the actors involved in this field, such as businesses, content producers, consumers, etc.[313]

We propose that media literacy should be actively and directly linked to technological innovation. This means that technical innovation is spread and so is acquired as knowledge and competences by citizens. In the same way the awareness acquired by citizens as they become familiar with media competences should act positively in the generation of new requirements for research and innovation.[314]

We therefore consider it a priority to spread technical innovations, through campaigns and all kinds of action, produce quality contents related to media literacy (innovation being included as a priority) and extend these contents and these innovations by studying and debating new educational licences for digital products which favour experimentation in the educational (learning) sector; in this way education and with it children and young people can become key factors for innovation in the sector. Finally, all this activity will be enriched if consumer associations in the field of ICTs and the media are promoted.[315]

### 2.2.3    Creativity

Creativity: in this category, there is an emphasis on aspects related to the **development of creative production skills by citizens** and organizations. In some recommendations, we have taken the specific type of public into account; others, however, are more general in character.[316]

The development of new communication services is based essentially on the social production of contents and on social networks. If these do not exist, media development is adversely affected. What we propose is to give an incentive to this social production and these networks by favouring creativity and innovation especially in children and young people, who are most committed to new technology and who represent a decisive factor of change in the medium and long term.[317]

We therefore suggest the creation of activities and the launching of initiatives to

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[312] PÉREZ TORNERO, CELOT and VARIS: 2007, page 74.
[313] PÉREZ TORNERO, CELOT and VARIS: 2007, page 74.
[314] PÉREZ TORNERO, CELOT and VARIS: 2007, page 74.
[315] PÉREZ TORNERO, CELOT and VARIS: 2007, page 74.
[316] PÉREZ TORNERO, CELOT and VARIS: 2007, page 75.
[317] PÉREZ TORNERO, CELOT and VARIS: 2007, page 75.

encourage creative production in young people. For this we believe it is essential to provide them with good resource centres for both training and creation, and in these centres of education create scenarios and platforms for the development and communication of the creativity, which we aim to encourage.[318]

### 2.2.4 Active citizenship and the European public sphere

Active citizenship and the European public sphere: The public sphere is a space for general communication, in which issues affecting the population as a whole are debated. Meanwhile, active citizenship refers to ways citizens participate and act in relation to the opportunities for participation offered by democracy. Media literacy linked with public sphere and active citizenship means empowerment of people to participate beyond media communication on democracy and public debate. At the same time, this section includes recommendations that relate to participation in European values, or that help to strengthen the European public sphere.[319]

We propose to launch campaigns to raise people's awareness, promote platforms in which citizens can debate on the functions and the role of the media in society. We also propose boosting the role of regulatory authorities in the encouragement of civic participation; they will thus be able to promote forums for debate aimed at creating a source of suggestions and reactions by citizens which can later be taken into account when it comes to regulating communication.[320]

All this will improve if there are the proper conditions for debating and promoting codes of conduct and self-regulating and co-regulating systems on the subject of media.[321]

### 2.2.5 Research and education

Research and education: Finally, we have placed recommendations which have a **direct effect on the formulation of actions related to teaching, learning or training** in this section.[322]

In this field we propose to increase research, to promote the training of teachers and educators in the subject, to encourage the media to deal with this matter and to help media literacy to become an essential subject in lifelong learning.[323]

The following chart shows these proposals graphically and organizes them together:[324]

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[318] PÉREZ TORNERO, CELOT and VARIS: 2007, page 75.
[319] PÉREZ TORNERO, CELOT and VARIS: 2007, page 75.
[320] PÉREZ TORNERO, CELOT and VARIS: 2007, page 75.
[321] PÉREZ TORNERO, CELOT and VARIS: 2007, page 76.
[322] PÉREZ TORNERO, CELOT and VARIS: 2007, page 76.
[323] PÉREZ TORNERO, CELOT and VARIS: 2007, page 76.
[324] PÉREZ TORNERO, CELOT and VARIS: 2007, page 76.

**Figure 28. Table: Proposals of research and education.**

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

**Source: PÉREZ TORNERO, CELOT and VARIS: 2007.**

We would be able to present these same proposals from another point of view: one as the type of activity that impulse them, although each one of them answers to a different strategic objective and affects diverse actors. The chart assumes this point of view:[325]

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[325] PÉREZ TORNERO, CELOT and VARIS: 2007, page 77.

**Figure 29. Table: Proposals about the type of activity that impulse them.**

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

**Source: PÉREZ TORNERO, CELOT and VARIS: 2007.**

## 3   ECONOMIC AND SOCIAL IMPACT

The change in society model generated by the introduction of information as a driving force behind productive exchanges, poses new challenges and new needs to citizens.

The impact on individuals and on a particular context of media literacy can significantly determine social and economic relations.

Media literacy skills prepare citizens to tackle new challenges: the challenges of the information and knowledge society.

The last section of this chapter presents general conclusions on the economic and social impact of media literacy presented in the *Study on the Current Trends and Approaches to Media Literacy in Europe*.[326]

### 3.1   Key dimensions

#### 3.1.1   Economy and citizenship

There are two dimensions to the promotion of digital literacy and media literacy: that related to the economy and to citizenship. On the one hand, promoting the expansion of Information Society, with beneficial consequences for the economy and industrial development and furthering the development of active and participative citizenship.[327]

However, this consensus is mainly true among political authorities and in entities responsible for information society. It is not as evident in the teaching profession, or among educators. There are differences between what we could call a technical focus to digital literacy and a humanist and cultural focus to media literacy. This means that the problem has not yet been resolved, which to a large extent is due to a lack of bridges between educational systems and the working system, and the lack of consideration given to the value of education in relation to employability and the ability to affect production.[328]

It often seems as if development of active citizenship does not affect the economy and vice-versa.[329]

#### 3.1.2   Cooperative effort

There are coincidences in that the promotion of media literacy stems not only from the education system, but involves all of the main actors in the field: families, professional and civic associations and the media itself. The model that is emerging is one of co-responsibility. However, calls for such a model do not translate into effective actions.[330]

For the most part, it is only the education system that is concerned with media literacy, and sometimes only partially, while families have little to do with it, or neglect it.

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[326] The footnotes indicate the specific bibliographical reference for the texts used.
[327] PÉREZ TORNERO, CELOT and VARIS: 2007, page 38.
[328] PÉREZ TORNERO, CELOT and VARIS: 2007, page 38.
[329] PÉREZ TORNERO, CELOT and VARIS: 2007, page 38.
[330] PÉREZ TORNERO, CELOT and VARIS: 2007, page 38.

Meanwhile, the media often neglects it, appealing for the freedom of the viewer or user and the industrial and commercial character of the media.

So a cooperative effort in media literacy is more than anything a theoretical proposal and a process that technology is beginning to favour: digital TV, Web 2.0, etc.[331]

### 3.1.3    Innovation or transformation of the system[332]

There are coincidences in recognizing that the new communicative skills mean the acquisition of a media literacy that will end up transforming the education system and the public sphere of civic communication.[333]

However, there is no consensus on the methods or on whether this transformation will be positive or not.[334]

Rather, the actors involved in media literacy find themselves divided between a certain sense of fear or reserve about technological development and a real hope that the new media will help to resolve some of today's pressing problems.[335]

In this context, the marked drive towards information society that can be seen in community and government policies favours a certain sense of optimism, and offers advantages to those who lean towards innovation. Nevertheless, if on feature is prevalent, it is the ambivalence of the situation.[336]

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[331] PÉREZ TORNERO, CELOT and VARIS: 2007, page 38.
[332] PÉREZ TORNERO, CELOT and VARIS: 2007, page 39.
[333] PÉREZ TORNERO, CELOT and VARIS: 2007, page 38.
[334] PÉREZ TORNERO, CELOT and VARIS: 2007, page 38.
[335] PÉREZ TORNERO, CELOT and VARIS: 2007, page 38.
[336] PÉREZ TORNERO, CELOT and VARIS: 2007, page 38.

## PART III – MEDIA LITERACY MEASUREMENT

On the basis of the previous studies, media literacy takes on paramount importance in the management policies of audiovisual media in Europe, and becomes one of the master keys for individuals to access the information and knowledge society.

Efforts to make digital and media literacy a key factor in developing the information society in Europe concluded with the enactment of the European Audiovisual Services Directive in December 2007, which was to be incorporated into legislation in all EU Member States by December 2009, and which for the first time included the need to promote media literacy in the regulation of the media industry.

The directive underlines the general public's creative and critical abilities with regard to the media: media-literate people are able to make informed choices, to understand the nature of content and services offered, to take advantage of the full range of opportunities offered by ICT, and to better protect themselves and their families against harmful or offensive media content (Audiovisual Media Services European Directive 2007).

The change in approach towards media literacy from protection to promotion in order to foster citizen capacity-building and participation, the change in perspective from mass media towards the new technologies and digital media, and growing awareness of the general public and the media industry with regard to media literacy have made measuring levels of media literacy in each of the EU Member States essential.

Moreover, the fact that the United Nations international human development indicators begin to consider the number of Internet users as a measure of progress[337] – in addition to the surveys conducted by the same organisation on electronic governance, which include the electronic participation index[338] –, demonstrate a trend towards considering digital and media literacy as a vital resource for strengthening an environment in which people can develop their full potential, and lead a productive and creative life in harmony with their needs and interests (UN, 2011).

## ABOUT "ASSESSMENT CRITERIA FOR MEDIA LITERACY LEVELS" STUDY

The development of the *Study on Assessment Criteria for Media Literacy Levels*[339], prepared for the European Commission by the EAVI (European Association for Viewers Interests) Consortium, the Ministère de l'Education Nationale Française (CLEMI), the Universitat Autònoma de Barcelona (UAB), the Université Catholique de Louvain (UCL) and the University of Tampere (UTA), presents the first conceptual

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[337] Human Development Reports (HDR). United Nations Development Programme (UNDP). Retrieved from: http://hdr.undp.org/en/data/build/

[338] UN E-Government Surveys. United Nations Public Administration Network (UNPAN). Retrieved from: http://www.unpan.org/egovkb/global_reports/08report.htm The surveys on electronic governance have been developed by the United Nations since 2003, and its subsequent reports were published in 2004, 2005, 2008 and 2010.

[339] CELOT, P.; PÉREZ TORNERO, J.M. (2009). *Study on Assessment Criteria for Media Literacy Levels.* Brussels: European Commission.

framework for assessing levels of media literacy in Europe, and develops the fundamental criteria upon which not only a study may be conducted that takes into consideration the state of media literacy in each country but also allows challenges, good practices and comparisons to be established between the Member States.

The part delineated in the third section of this publication is based above all on the final documents of the study entitled *Assessment Criteria for Media Literacy Levels*, led by Paolo Celot, Secretary General of EAVI, and José Manuel Pérez Tornero, Director of the Communications and Education Research Group of the Autonomous University of Barcelona, and published in October 2009.

The study was undertaken within the framework of the Media and Media Literacy Unit of the European Commission's Information Society and Media Directorate General.

The research study's main thrust lies in the drawing up of a framework that includes the individual capacities and skills required by citizens and environmental factors in order to tackle the main challenges of the digital divide and media treatment: the basic problems of accessing the new technologies; the difficulty of assimilating, selecting and filtering enormous amounts of information; the need for critical understanding of the messages received from the different media; and the shaping of active citizens that, by means of technological tools can guarantee their rights to participation in democratic societies.

## *"Study on Assessment Criteria for Media Literacy Levels"*

*Project coordinator and editor: Paolo Celot*

*Scientific coordinator: José Manuel Pérez Tornero*

*Sub Editors: Lucía González López, Naomi Thompson*

*Scientific Assistants: Santiago Giraldo Luque, Oralia Paredes*

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*Thibault Philippette (UCL)*

*Baptiste Campion (UCL)*

*Hans Martens (UCL)*

*Petri Lounaskorpi (UTA)*

*The Study received key contributions and advice from ENPA - the European Newspapers Publisher Association and from their members. National experts have contributed directly to the work carried out for their respective countries.[340] Furthermore they received formal contributions advice.[341]*

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[340] • *Andriopoulou Erini – Hellenic Audiovisual Centre, Greece;* • *Colombo Fausto – OSCOM, Osservatorio sulla Comunicazione, Italy;* • *Danielsson Helena, Indipendent, Sweden;* • *Doherty Helen – IADT National Film School, Ireland;* • *Fotiade Elisabeth Nicoleta – Media Monitoring Agency, Romania;* • *Hartai Lazlo – Hungarian Moving Picture and Media Education Association, Hungary;* • *Hasselbalch Gry – Media Council for Children and Young People, Denmark;* • *Jirak Jan – Charles University, Czech Republic;* • *Juraite Kristina – Magnus Vytautas University, Lithuania;* • *Krucsay Susanne – Ministry of Education Science and Culture, Austria;* • *Maassen Gabriel – Dutch Institute for Film Education, Netherland;* • *Millwood Hargrave Andrea – Media Literacy Task Force, UK;* • *Pinto Manuel – Universidade do Minho, Portugal;* • *Ricceri Marco – Eurispes, Italy;* • *Rivoltella Pier Cesare, CREMIT, Italy;* • *Wojtac Jacek – The Chamber of Press Publishers, Poland.*

[341] • *Bazalgette Cary, UK; Borgomeo Luca, AIART – Associazione Spettatori Onlus, Italy;* • *Brecka Samuel, Slovakia;* • *Borgomeo Luca, AIART – Associazione Spettatori Onlus, Italy;* • *Ferrigni Nicola, Eurispes;* • *Feyles Giuseppe, Mediaset, Italy;* • *Gamaleri Gianpiero, Università degli Studi Roma 3, Italy;* • *Lennox Fiona, Ofcom, UK;* • *Lobe Bojana, University of Kubjiana, Slovenia;* • *Many Media Desks in EU, including significant contributions from Denmark, Spain, Stric Vladimir, Slovakia, Nisell Ulrika, Sweden, UK.;* • *McCausland Hannah, ENPA, European Newspapers Publisher Association;* • *Monge Maddalena, Italy;* • *Pashentsev Evgeny N., University of Moscow, Russia;* • *Raymondaud Helene, Centre National de*

*la Cinématographie, Fran; • Rega Rossella, Università La Sapienza, Italy; • Reia Vítor, Universidade do Algarve, Portugal; • Puro Pirjo-Riitta, Young Readers and Newspaper in Education, Finland.*

# 1 A NEW THEORETICAL FRAMEWORK FOR MEDIA LITERACY AS AN INCLUSIVE CONCEPT [342]

In their book *Media Literacy and New Humanism*, José Manuel Pérez Tornero and Tapio Varis point out the importance of establishing a specific framework for media literacy as a navigational instrument for the design, implementation and evaluation of public polices that strengthen technical, cognitive, critical and communicative skills of citizens in the context of the information society.

The first part of this chapter outlines the justification, basic criteria and levels defined by the framework proposed in the project funded by the European Commission, the *Study on Assessment Criteria for Media Literacy Levels*.

As before, the footnotes indicate the specific bibliographical references of the texts selected.

No matter how dispersed and diverse it has been, the international media literacy movement has always shared the idea, formulated more or less explicitly, that it is necessary to reach a new media awareness. This media awareness would help us to achieve two key goals: a) ascertaining the importance and influence of the media system in our everyday life and b) developing the competences needed to use the communication technologies bearing human goals and values in mind.[343]

In this way, media awareness would serve to foster access to technologies and the appropriation of the instruments, codes and languages that enable information to be received, created and disseminated and that empower people to actively participate in society. In essence, it would be one way in which competences, freedoms and responsibilities would be balanced to respond to the demands of the new communication scenario. It is also acknowledged that this media awareness should be critical. This is both because it should provide systems for evaluating and selecting information, and because, from a broader standpoint, it should be critical of technological development. However, it must also be purposeful and active, meaning that it should give rise to two kinds of criticism: criticism of media messages and criticism of their technological context. Thus, media awareness must in turn foster citizens' free expression with the goal of strengthening social communication and their right to take decisions autonomously.[344]

Finally, this media awareness should foster exchange and mutual understanding among cultures and it should stimulate the attainment of universal rights and the acceptance of universal responsibilities.[345]

So how do we arrive at this media awareness? The answer is by promoting media literacy.[346]

Countless experts, researchers, governments and international institutions believe that

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[342] PÉREZ TORNERO, J.M. and VARIS, T. (2010). *Media Literacy and New Humanism*. UNESCO Institute for Information Technologies in Education.
[343] PÉREZ TORNERO and VARIS: 2010, page 55.
[344] PÉREZ TORNERO and VARIS: 2010, page 55.
[345] PÉREZ TORNERO and VARIS: 2010, page 55.
[346] PÉREZ TORNERO and VARIS: 2010, page 55.

only the spread of new media competences and a high enough degree of the new skills required among the population – that is, until they achieve a proper level of media education – is going to move humanity forward in its path toward achieving the media awareness that it needs.[347]

However, problems arise when we consider the dispersion and diversity of perspectives within which the media literacy movement has unfolded up to this point. The objectives, styles and forms of action have been so diverse that their effectiveness has often suffered and the coordination of the diverse actors has been quite sub-par.[348]

Therefore, it seems clear that in order to move toward the new media awareness, the first thing needed is to develop a certain consensus, as broad as possible, around the basic concepts that define and organise media awareness and media education.[349]

Therefore the goal, to the extent possible, is to develop a shared conceptual framework that is capable of integrating all of the different perspectives into a single horizon.[350]

## 1.1   The framework

The framework aims to provide a rough definition of what it means to be a media literate society and to identify the media literacy levels of a Member State. Increasingly, the media and the advancement of digital technologies remove the barriers which blocked free and citizen access to the financial, social and cultural prospects that are now present in internet.[351]

The wide range of technologies and new user possibilities have opened up markets to all sectors of society and this inclusion, though it is slow, is covering many of the social strata of European society. One of the consequences of the prices reduction of the access to new technologies is the possibility of having a connected and empowered citizen. Media literacy, in any form, benefits not only individuals and their communities, but also it has a long-range potential benefit for the whole European society.[352]

As pointed out by the European Commission, there is a fundamental importance in the relationship between citizens and the media. The framework presented here, tries to bring the scientific measurement of this relationship, proposing a very broad definition of media literacy and based on the above criteria of the European institutions. For this reason, the framework does not focus exclusively on individual skills but makes an important reference to the added responsibilities or skills indicators available in each

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[347]  PÉREZ TORNERO and VARIS: 2010, page 55.
[348]  PÉREZ TORNERO and VARIS: 2010, page 55.
[349]  PÉREZ TORNERO and VARIS: 2010, page 55.
[350]  PÉREZ TORNERO and VARIS: 2010, page 55.
[351]  PÉREZ TORNERO, J. M.; SIMELIO, N.; PAREDES, O. and GIRALDO, S. (July, 2010). "A new model for measuring media literacy skills: the European perspective". Communication held at the 28º International Congress of AERI. University of Minho. Braga, Portugal.
[352]  PÉREZ TORNERO, J. M.; SIMELIO, N.; PAREDES, O. and GIRALDO, S. (July, 2010). "A new model for measuring media literacy skills: the European perspective". Communication held at the 28º International Congress of AERI. University of Minho. Braga, Portugal.

State.[353]

The starting point of the framework is the concept of media literacy developed by international organizations like UNESCO and the EU. Emphasis is placed on the themes that emerge from the latest communications and recommendations of the European Commission (Communication on Media Literacy, EC1, Report on Media Literacy in a Digital World). Thus, according to the studies and with the definition adopted by the European Commission:[354]

> 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.[355]

The recognition of the importance of media literacy is also evident in the studies promoted by the Commission to identify the topic and its application within their objectives and scope: the capacity and skills of individuals, who day by day manage on the scenario of the knowledge society and have direct access to the media, to evaluate the messages they receive and to create and communicate competently. All this becomes part of European Commission's principles.[356]

### 1.1.1 Conceptual map

Using the EC definition as a basis, the framework 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.[357]

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.[358]

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.[359]

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[353] PÉREZ TORNERO, J. M.; SIMELIO, N.; PAREDES, O. and GIRALDO, S. (July, 2010). "A new model for measuring media literacy skills: the European perspective". Communication held at the 28º International Congress of AERI. University of Minho. Braga, Portugal.

[354] CELOT and PÉREZ TORNERO: 2009, page 3, Annex B – Framework Media Literacy Study.

[355] European Commission. Audiovisual and Media Policies. Media Literacy. Retrieved from: http://collection.europarchive.org/dnb/20070702132253/ec.europa.eu/avpolicy/media_literacy/index_en.htm

[356] CELOT and PÉREZ TORNERO: 2009, page 3, Annex B – Framework Media Literacy Study.

[357] CELOT and PÉREZ TORNERO: 2009, page 4, Annex B – Framework Media Literacy Study.

[358] CELOT and PÉREZ TORNERO: 2009, page 4, Annex B – Framework Media Literacy Study.

[359] CELOT and PÉREZ TORNERO: 2009, page 4, Annex B – Framework Media Literacy Study.

Therefore the framework distinguishes between two fundamental dimensions:[360]

### 1.1.2 Individual competences

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.[361]

### 1.1.3 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.[362]

The conceptual 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.[363]

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[360] CELOT and PÉREZ TORNERO: 2009, page 4, Annex B – Framework Media Literacy Study.
[361] CELOT and PÉREZ TORNERO: 2009, page 4, Annex B – Framework Media Literacy Study.
[362] CELOT and PÉREZ TORNERO: 2009, page 4, Annex B – Framework Media Literacy Study.
[363] CELOT and PÉREZ TORNERO: 2009, page 4, Annex B – Framework Media Literacy Study.

**Figure 30. Table: Framework basic criteria to assess media literacy levels.**

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

**Source: CELOT and PÉREZ TORNERO: 2009.**

## 1.2 Individual competences and Environmental factors

The framework 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; Use, Critical Understanding and Communicative, 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.[364]

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.[365]

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[364] CELOT and PÉREZ TORNERO: 2009, page 7, Annex B – Framework Media Literacy Study.
[365] CELOT and PÉREZ TORNERO: 2009, page 7, Annex B – Framework Media Literacy Study.

### *1.2.1 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.[366]

Within the individual skills relating to media literacy, the following components have been identified:[367]

#### a. 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): as a technical dimension. 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: access and use.[368]

#### b. Critical Understanding competences;

Aspects related to critical comprehension and evaluation about contents and media.[369]

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.[370]

#### c. 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.[371]

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.[372]

The main fields of application of both the communicative and participative skills are the following:[373]

- Social relations: These relate to the capacity of being in contact with others, cooperating with them and establishing different kinds of networks and communities.[374]
- Citizen participation: These refer to citizen participation in public life (e-government institutions and to engage in the civic field).[375]

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[366] CELOT and PÉREZ TORNERO: 2009, page 7, Annex B – Framework Media Literacy Study.
[367] CELOT and PÉREZ TORNERO: 2009, page 7, Annex B – Framework Media Literacy Study.
[368] CELOT and PÉREZ TORNERO: 2009, page 7, Annex B – Framework Media Literacy Study.
[369] CELOT and PÉREZ TORNERO: 2009, page 7, Annex B – Framework Media Literacy Study.
[370] CELOT and PÉREZ TORNERO: 2009, page 7, Annex B – Framework Media Literacy Study.
[371] CELOT and PÉREZ TORNERO: 2009, page 11, Annex B – Framework Media Literacy Study.
[372] CELOT and PÉREZ TORNERO: 2009, page 11, Annex B – Framework Media Literacy Study.
[373] CELOT and PÉREZ TORNERO: 2009, page 11, Annex B – Framework Media Literacy Study.
[374] CELOT and PÉREZ TORNERO: 2009, page 11, Annex B – Framework Media Literacy Study.
[375] CELOT and PÉREZ TORNERO: 2009, page 11, Annex B – Framework Media Literacy Study.

- 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.[376]

### 1.2.2   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.[377]

The basic proposals of media literacy identify two main environmental factors:

### a.  Media availability

Media availability, its supply and accessibility in a given context. Here, the following types of media have been selected:[378]

- Mobile phone
- Internet
- Television
- Radio
- Newspaper
- Cinema[379]

### b.  Media literacy context

Media literacy context, namely, the actions carried out in a systematic way by social actors and institutions. In this category are:[380]

- Media education, both in general education and lifelong learning;[381]
- Media literacy policy related to legal obligations, regulations, actions, etc;[382]
- Media industry actions related to media literacy; campaigns, user participation organizations, etc; and
- Civic society actions related to media literacy: associations, communities, initiatives, etc.[383]

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,

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[376] CELOT and PÉREZ TORNERO: 2009, page 11, Annex B – Framework Media Literacy Study.
[377] CELOT and PÉREZ TORNERO: 2009, page 13, Annex B – Framework Media Literacy Study.
[378] CELOT and PÉREZ TORNERO: 2009, page 13, Annex B – Framework Media Literacy Study.
[379] CELOT and PÉREZ TORNERO: 2009, page 13, Annex B – Framework Media Literacy Study.
[380] CELOT and PÉREZ TORNERO: 2009, page 13, Annex B – Framework Media Literacy Study.
[381] CELOT and PÉREZ TORNERO: 2009, page 13, Annex B – Framework Media Literacy Study.
[382] CELOT and PÉREZ TORNERO: 2009, page 13, Annex B – Framework Media Literacy Study.
[383] CELOT and PÉREZ TORNERO: 2009, page 13, Annex B – Framework Media Literacy Study.

these are most likely being an exception and not the rule.[384]

## 1.3 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 is 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:[385]

**Figure 31. Table: Levels of skills on the media literacy assess.**

| 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. |

Source: CELOT and PÉREZ TORNERO: 2009.

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[384] CELOT and PÉREZ TORNERO: 2009, page 13, Annex B – Framework Media Literacy Study.
[385] CELOT and PÉREZ TORNERO: 2009, page 14, Annex B – Framework Media Literacy Study.

## *2   DIMENSIONS OF ANALYSIS AND ASSESSMENT CRITERIA*

The second part of the chapter presents an overview of the dimensions and criteria comprising the assessment components of the levels of media literacy.

It is presented in accordance with the graphs proposed in the *Study on Assessment Criteria for Media Literacy Levels*, providing a description featuring two characteristics: on the one hand, the basic concepts are delineated which define the dimensions and criteria of the study on the levels of media literacy as a whole, and on the other hand, a general outline is given of the fundamental parts of the proposed framework.[386]

The two Dimensions of media literacy were identified as Individual Competences and Environmental factors, on the basis that the symptoms of media literacy are manifested in the capabilities of the individual, and the Environmental Factors which may encourage them or hamper them.[387]

These Dimensions were then broken down into Criteria. Individual Competences are indicated by Use, Critical Understanding and Communicative Abilities. Environmental Factors are manifested in Media Policy, Media Education, Media Industry and the actions of Civil Society. This is all on the foundation of availability. The selection of indicators was based on the relevance of the data to indicate the component, and in a small part on the availability of existing data. The following diagram illustrates the conceptual map.[388]

It takes the form of a pyramid in order to represent the various Criteria of media literacy and the ways that they are reliant on each other; it is to state the obvious that the higher steps cannot exist without the lower ones. The base of the pyramid illustrates the pre-conditions of the Individual Competences: Media Availability, which is the availability of media technology or services; and Media Literacy Context, which are the activities and initiatives of institutions and organizations in order to foster media literacy capacities. Without these two Criteria, media literacy development is either precluded or unsupported. They share a level because, although they are autonomous components, they are, to a degree, interrelated; media literacy policy is carried out in the context of availability and certain aspects of availability are conditioned or influenced by context.[389]

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[386]  The footnotes indicate the specific bibliographical reference of the original text.
[387]  CELOT and PÉREZ TORNERO: 2009, page 31.
[388]  CELOT and PÉREZ TORNERO: 2009, page 31.
[389]  CELOT and PÉREZ TORNERO: 2009, page 31.

**Figure 32. Graph: Structure of the media literacy assessment criteria.**
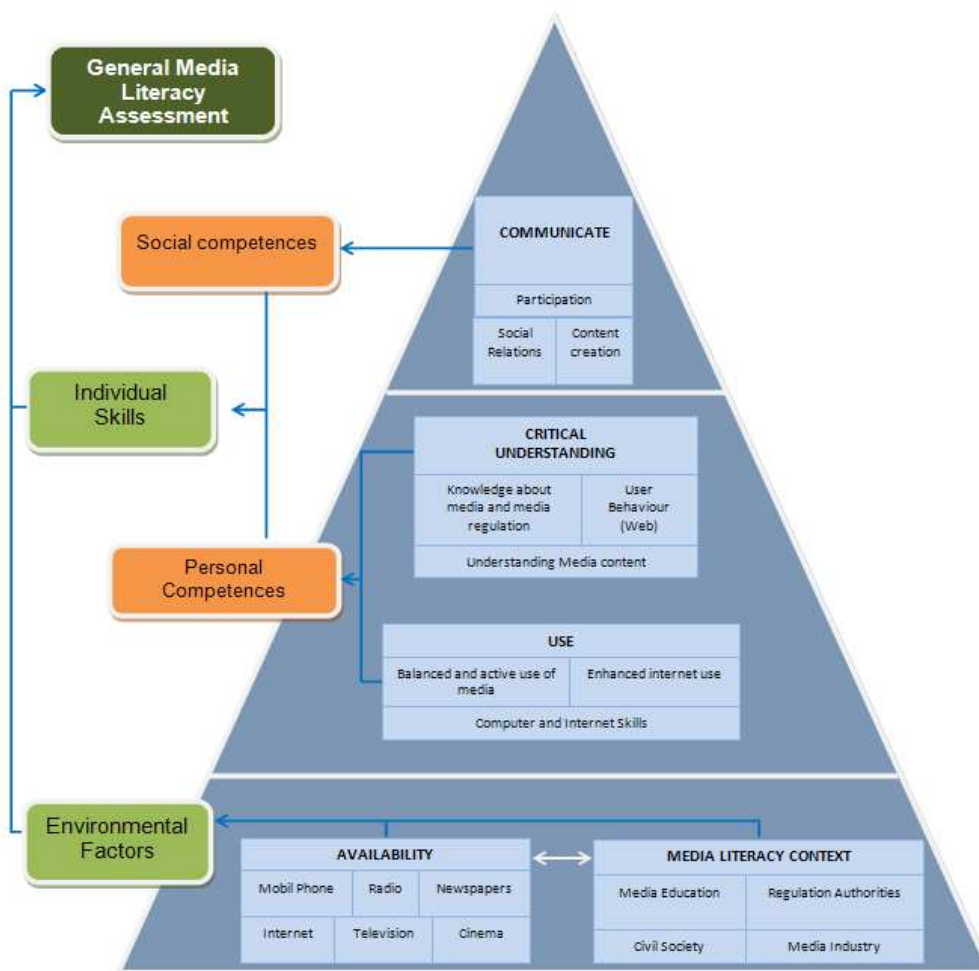
The Individual Competences are illustrated by the second level of the pyramid, which begins with Use, a secondary pre-requisite of media literacy development. Use is the intersection between availability and operational skills. They are practical skills with a low degree of self-conscious awareness.[390]

There follows Critical Understanding, which is the knowledge, behaviour and understanding of media context and content, and how it manifests itself in behaviour. It includes all the cognitive processes that influence the user's practices (effectiveness of actions, degree of freedom or restriction, regulation and norms, etc.). Use requires knowledge; this factor requires meta-knowledge (knowledge about knowledge). This allows the user to evaluate aspects of the media, by way of comparing different types and sources of information, arriving to conclusions about its veracity and appropriateness, and making informed choices.[391]

The apex of the pyramid represents Communicative Abilities, which are the manifestation of media literacy levels, and the quality of which rests on the success or failure of the lower levels. These are skills that manifest themselves in communication

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[390] CELOT and PÉREZ TORNERO: 2009, page 32.
[391] CELOT and PÉREZ TORNERO: 2009, page 33.

and participation with social groups via the media, and content creation. This is the highest degree of media literacy.[392]

Media literacy is the result of dynamic processes between the base (Availability and Context) and the apex (Communicative Abilities). The route from the base to the peak is individual media competence (Media Use and Critical Understanding).[393]

**Figure 33. Graph: Dimension 1. Individual Skills.**

| Criteria | Component | Indicators |
|---|---|---|
| **USE. Technical skills** | Computer and Internet skills | • Computer skills<br>• Internet skills |
| | Balanced and active use of media | • Internet use<br>• Newspaper circulation<br>• Going to the Cinema<br>• Reading books<br>• Mobile phone subscriptions |
| | Enhanced Internet use | • Buying by Internet<br>• Reading news by Internet<br>• Internet banking |
| **CRITICAL UNDERSTANDING. Cognitive and critical skills** | Understanding Media content and its Functioning | • Reading text<br>• Classifying written and audiovisual texts<br>• Distinguishing media content (all media)<br>• Elements to which the user attaches importance to rely on the information<br>• Classifying websites<br>• Classifying media platforms and interaction systems |
| | Knowledge about media and media regulation | • Media concentration<br>• Knowledge and opinion regarding the media regulation subject<br>• Do you know which institution sanctions possible violations of the law operated by TV stations?<br>• Do you know the authorized institution to turn to when you noticed something insulting, injurious or offending on TV, radio or Internet? If the answer is yes, named it)?<br>• Rules and rights is applicable to media content<br>• Perceptions of the watershed<br>• Knowledge about regulation on internet<br>• Author / Use right |
| | User behavior | • Exploring information and critical search of information<br>• Checks made when visiting new websites<br>• Judgments made about a website before entering personal details |
| **COMMUNICATE. Communicative and participative skills** | Social relations | • User-created content (post messages)<br>• Networking website |
| | Participation | • Internet for cooperation<br>• "User centricity" on online public services<br>• Citizen participation activities ever done<br>• E-government usage by individuals |
| | Content Creation | • Media production skills<br>• Experience of creativity media<br>• User-created content (create web pages) |

**Source: CELOT and PÉREZ TORNERO: 2009.**

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[392] CELOT and PÉREZ TORNERO: 2009, page 33.
[393] CELOT and PÉREZ TORNERO: 2009, page 33.

## 3 A LOOK AT THE ASSESSMENT INDICATORS

Once the general dimensions and criteria of the media literacy framework are outlined, the third chapter of this part describes each of the criteria and their constituent components in detail.

The assessment categories are presented by way of conceptual maps, taken from the specific files drawn up for each of the criteria and components in the *Study on Assessment Criteria for Media Literacy Levels*, which endeavour to articulate and organise different elements of the framework in their respective areas of development.

The footnotes indicate the specific text sources.

### 3.1 Individual competences

Any individual skill or operation is developed along three criteria: doing (operative ability and practical use); knowing critically (or Critical Understanding); and their relation to the objective that the skill or operation should meet. In this case they should enable creation, communication, social relationships and participation in the public sphere (Graph 2).[394]

#### 3.1.1 Use: Technical skills

These are the operative abilities required to access and effectively use media communication tools. They specifically refer to devices and tools available in a certain context or environment. The Use Criteria rely on the individual's ability to use media platforms.[395]

In order to further define these concepts of the use criterion we have proposed the following items: Understanding simple technical functions; decoding interfaces; understanding complex technical functions; adapting and personalizing interfaces; ability to search and choose technical information, devices and configurations; ability to convert informal procedural knowledge into deductive, formal and declarative knowledge (tutorials, guides, etc.); and critical awareness of technical issues.[396]

In relation to these Criteria, there may be distinguished the following Components (Graph 3):[397]

- Computer and Internet Skills: Digital media is increasingly the primary source of media for many individuals. The ubiquity of computers and the use of the Internet make the skills associated with their use reliable indicators for the use of media.[398]

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[394] CELOT and PÉREZ TORNERO: 2009, page 34.
[395] CELOT and PÉREZ TORNERO: 2009, page 36.
[396] CELOT and PÉREZ TORNERO: 2009, page 36.
[397] CELOT and PÉREZ TORNERO: 2009, page 37.
[398] CELOT and PÉREZ TORNERO: 2009, page 37.

- Balanced and active use of media: The use of media by the individual in everyday life, with reference to the functions and type of media (newspapers, cinema, books, mobile telephones, etc.) are manifestations of use and therefore a reliable indicator for this Component.[399]

- Advanced Internet Use: Advanced use of the Internet demonstrates a sophisticated level of media use. Activities such as internet banking, e-government and buying by internet are reliable indicators of the individual's use of the media.[400]

**Figure 34. Graph: Use Criteria.**
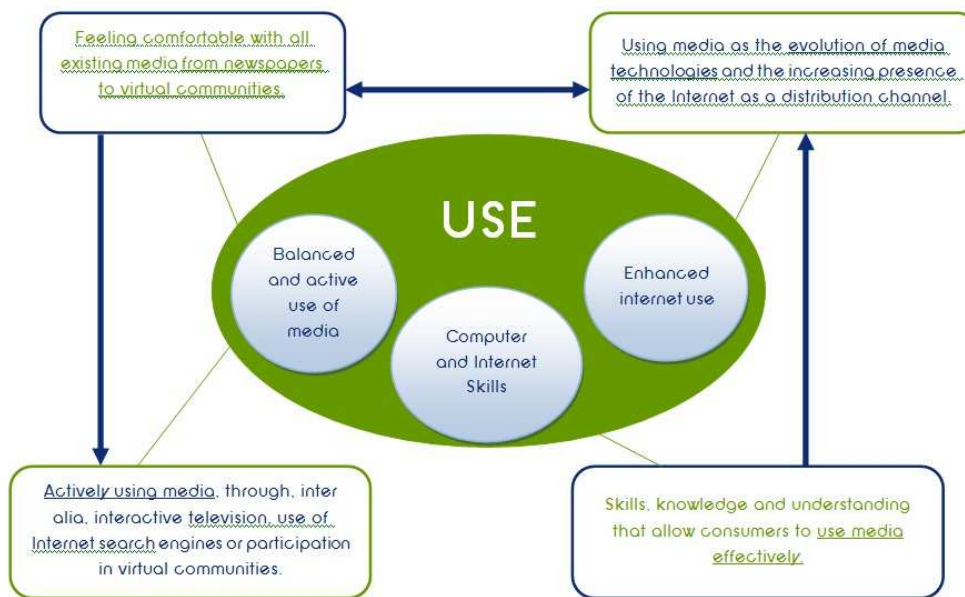


**Source: CELOT and PÉREZ TORNERO: 2009.**

### 3.1.2   Critical understanding

Critical Understanding is the most important aspect of the relationship between the individual and the media. How the individual interacts with the media is dictated by their Critical Understanding of both the content and its context. In order to understand and utilise the content, the user decodes it to make sense of its message. These processes are cognitive insofar as they rely on or correspond with cognitive or knowledge-related operations.[401]

The following three Components of Critical Understanding are developed:[402]

- *Understanding Media Content and Function*: This Component indicates the ability to read and make sense of media messages, be they audiovisual or text, interactive or passive. It implies a sequential cognitive process by which the individual recognises a code (or codes) in the text, to classify it and establish its global meaning in the context of previously acquired information. In so doing,

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[399] CELOT and PÉREZ TORNERO: 2009, page 37.
[400] CELOT and PÉREZ TORNERO: 2009, page 37.
[401] CELOT and PÉREZ TORNERO: 2009, page 38.
[402] CELOT and PÉREZ TORNERO: 2009, page 38.

the user classifies the information to make correct and appropriate use of it, and to appropriately respond to it.

Therefore, this criterion includes the following general abilities: Coding and decoding; competence to critically evaluate, compare and contrast information and media text; exploring and searching information actively; summarising; to synthesise, and ability to remix and recycle media content".[403]

- *Uknowledge of Media and Media Regulation*[404]: This ability allows the user to evaluate the media system and its function in relation to the user's aims and objectives. It includes knowledge of the conventions, rules and norms that impact on the media, and the laws, regulatory authorities, knowledge of the stakeholders, etc.

  In detail, these skills include: Critical evaluation of opportunity and restriction, pluralism conditions, regulations, laws, rules and rights of media production, and appreciation of conceptual frameworks provided by media studies.[405]

- *User Behaviour (Internet)*: The Critical Understanding of media messages consequently affects, and is evidenced by, user behaviour. The skills are based in semiotic and linguistic capabilities, and allow the user to explore, obtain and use information, to contextualise it, to evaluate it, analyse it and be aware of its validity and utility in relation to set objectives.[406]

  In detail, these skills include: The ability to develop Critical Understanding relating to strategies of information use.[407]

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[403] CELOT and PÉREZ TORNERO: 2009, page 38.
[404] CELOT and PÉREZ TORNERO: 2009, page 40.
[405] CELOT and PÉREZ TORNERO: 2009, page 40.
[406] CELOT and PÉREZ TORNERO: 2009, page 40.
[407] CELOT and PÉREZ TORNERO: 2009, page 40.

**Figure 35. Graph: Critical Understanding Criteria.**



**Source: CELOT and PÉREZ TORNERO: 2009.**

### 3.1.3    *Communicative and participative skills*

This criterion implies the capacity of individuals to make and maintain contact with others via the media. This includes basic communication, such as e-government services, to participation with online groups in collaborative work towards a common objective.[408]

This framework subdivides Communicative Abilities into different Components:

- *Social Relations*: Socialising via the media is a novel concept; MySpace, which was among the first of the social networking sites to enter the public consciousness, was founded in 2003. Facebook (2004), Bebo (2005) and Twitter (2006) have also proved immensely popular and have provided individuals with the opportunity to present themselves remotely, to have relationships and socially active lives online.

  These social lives demonstrate the capacity of a user to contact other individuals, to work in cooperation with them and to establish different networks and communities. They necessarily include communicative skills; receiving and producing messages, maintaining contact, and presenting the user's identity via profiles and platforms.[409]

- *Participation in the Public Sphere*: Participation in public life via new media falls into one of two categories: 1) use of e-government (government services provided on the internet, such as library services or passport applications,

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[408]  CELOT and PÉREZ TORNERO: 2009, page 42.
[409]  CELOT and PÉREZ TORNERO: 2009, page 42.

which are simple activities and the performance of traditional tasks by way of new technology); and 2) participation in public life in the political sense (using the media to engage and communicate with governments and other individuals with the aim of shaping policy)[410]. Both of these activities refer to civic participation in public life, which can take the form of simple relationships between individuals and government institutions to more complex and sophisticated cooperative actions, such as the formation or membership of political parties or the organization of protest groups.[411]

- *Content Creation Abilities*[412]: Creative abilities manifest themselves, in the main part, on the Internet. It acts not only as a tool by which information in the strictest sense (for example, the population of Belgium) may be shared, but also one by which facets of a user's identity may be transmitted by way of blogs, social networking sites or websites. The creation may be as simple as writing an email, to extremely sophisticated creation of an online identity, and may also be technically complex (for example, creating a videogame).

  These abilities are related to the individual capacity to create new content and produce original media messages. They are the manifestation of the user's ability to use, identify and understand information in media messages, and to respond appropriately to them. The capacity to create has different grades of complexity, ranging from the most basic grades of creation to more sophisticated and innovative ones.[413]

**Figure 36. Graph: Communication Criteria.**
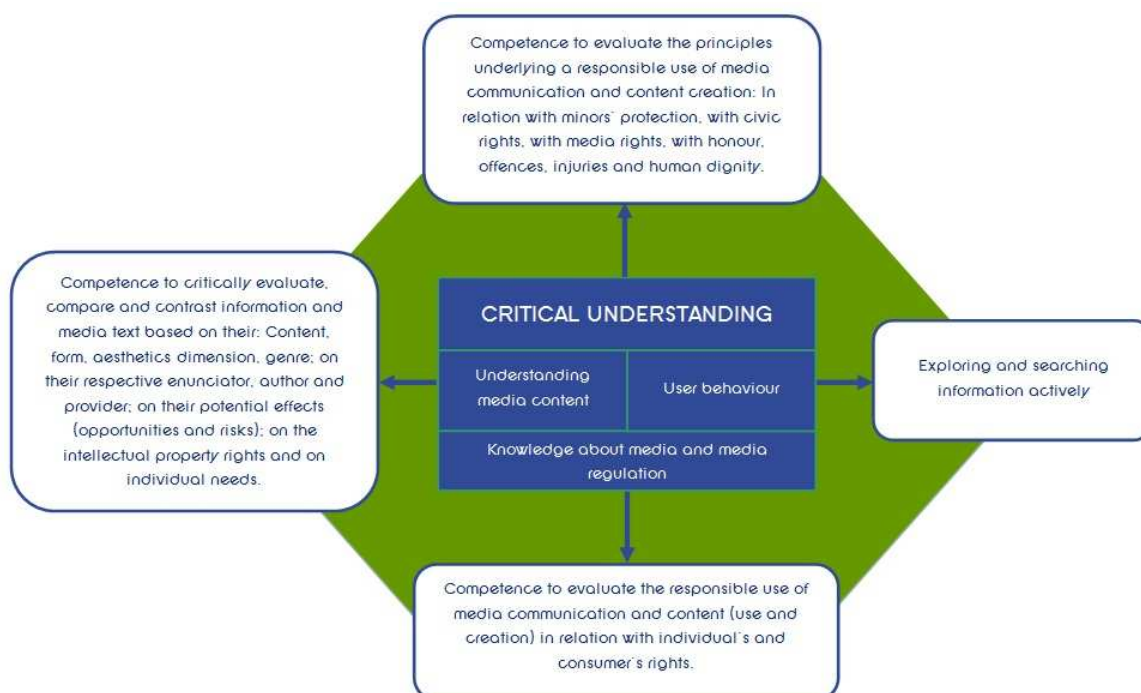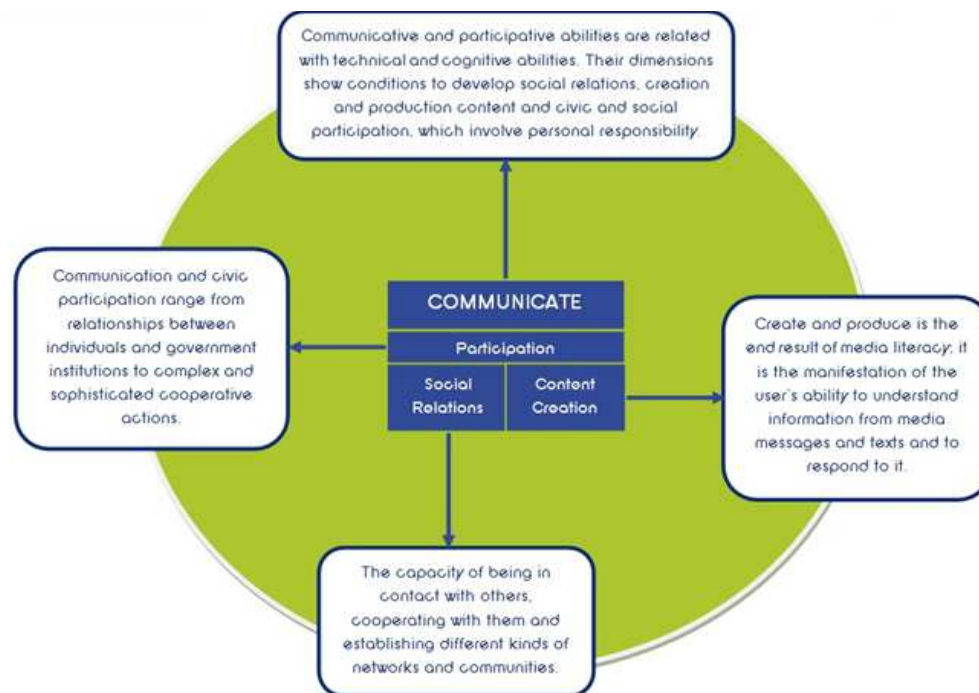


**Source: CELOT and PÉREZ TORNERO: 2009.**

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[410] CELOT and PÉREZ TORNERO: 2009, page 42.
[411] CELOT and PÉREZ TORNERO: 2009, page 42.
[412] CELOT and PÉREZ TORNERO: 2009, page 43.
[413] CELOT and PÉREZ TORNERO: 2009, page 43.

## 3.2   Environmental factors

The media does not exist in a bubble, and media literacy very rarely develops in isolation to its environment. Even basic availability of media and technical devices are affected by the attitude of authorities, the existence of non-governmental bodies and their activities, and the initiatives of the media itself in contributing towards the creation of a media literate audience.[414]

Environmental factors contextualise the facilitation of media literacy development, and therefore include those factors that engender or endanger individual skills. The graph 6 illustrates the criteria for the Environmental factors.[415]

**Figure 37. Graph: Environmental factors.**



Source: CELOT and PÉREZ TORNERO: 2009.

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[414]  CELOT and PÉREZ TORNERO: 2009, page 45.
[415]  CELOT and PÉREZ TORNERO: 2009, page 45.

### *3.2.1    Media availability*

Availability refers to the type of media and tools an individual can access in any given context and how they are socially distributed. The assessment requires a description of the Media Availability situation in every country.[416]

**Figure 38. Graph: Media Availability Criteria.**
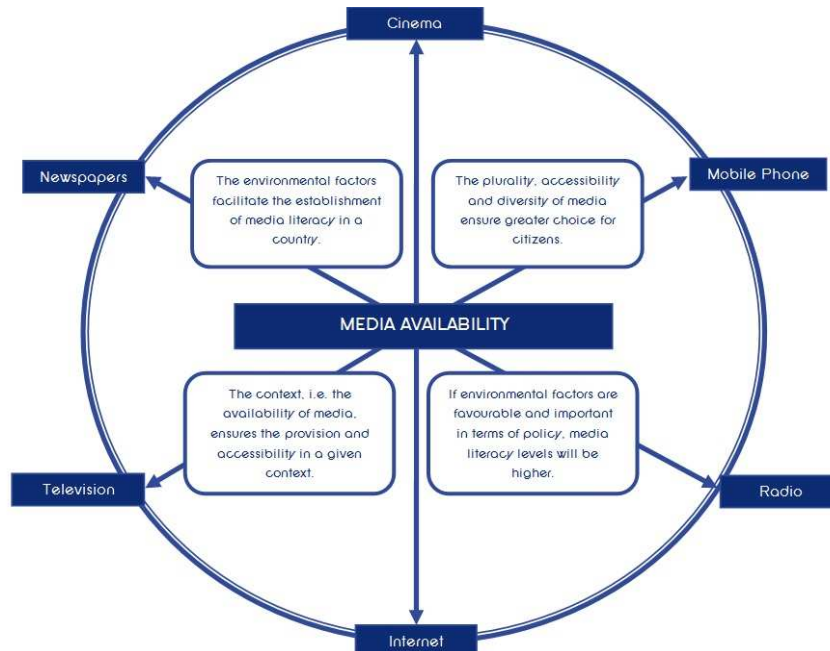


**Source: CELOT and PÉREZ TORNERO: 2009.**

### *3.2.2    Media literacy context*

Environmental Factors provide an insight into the media literacy environment. If the factors are favourable, and media literacy has an important and considered position in national policy, it follows that media literacy levels will be high. This relationship can be demonstrated statistically, and does not exclude the possibility that, in environments largely hostile or neutral to the development of media literacy, or without the economic capacity to foster access, exceptional cases of individual development may be isolated. However, these are likely to be an exception, and not the norm.

The Environmental Factors are based on qualitative data which is then converted into quantitative data. The Criteria is conformed by the following Components:

- *Media Education*[417]: Media literacy may be is isolated as an explicit competence or exists in its component parts in the curricula of general education and life-long learning. The prominence of media literacy in the national curricula, and resources for teacher training and didactic material has a profound effect on media literacy development. Special attention is paid to school curricula and the capacity of teaching staff, based on their training levels and the system within which they operate.

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[416]  CELOT and PÉREZ TORNERO: 2009, page 47.
[417]  CELOT and PÉREZ TORNERO: 2009, page 49.

- *Media Literacy Policy*: The level of engagement a public or authoritative body has with the media, the more literate that society may be said to be. The role of public bodies is fundamental to the identification of the general viewing public's media literacy, particularly if the body exists to protect viewers' interests, and promotes and protect users' rights to freedom of expression.[418]

- *Media Industry (role on media literacy)*[419]: The media is, first and foremost, an industry. It demands a uniquely high level of interactivity and involvement from its subscribers. Although public service broadcasters have a remit to act for the common good, rather than (purely) profit margins and shareholder interests, they must still justify their existence by retaining audiences. Some parts of the industry invest heavily in the civic lives of their audiences, the press (known also as the Fourth Estate, after the executive, the legislature and the judiciary), provide an essential public service, and often conduct activities to encourage the media literacy development of their audiences. Industry initiatives, compounded by the work of non-governmental organizations, have had a significant impact on the literacy of their subscribers. It is for this reason that they occupy a position among the key indicators.

- *Civil Society (role in media literacy)*: Civil society organisations and initiatives stimulate the environmental support that increases levels of media literacy. The number of associations, their activities and their quality illustrate the impact of civil society. They do not exist in isolation, however, and their ability to promote citizen participation rests on the cooperation of authoritative bodies and with links to media education.[420]

**Figure 39. Graph: Media Literacy Context Criteria.**
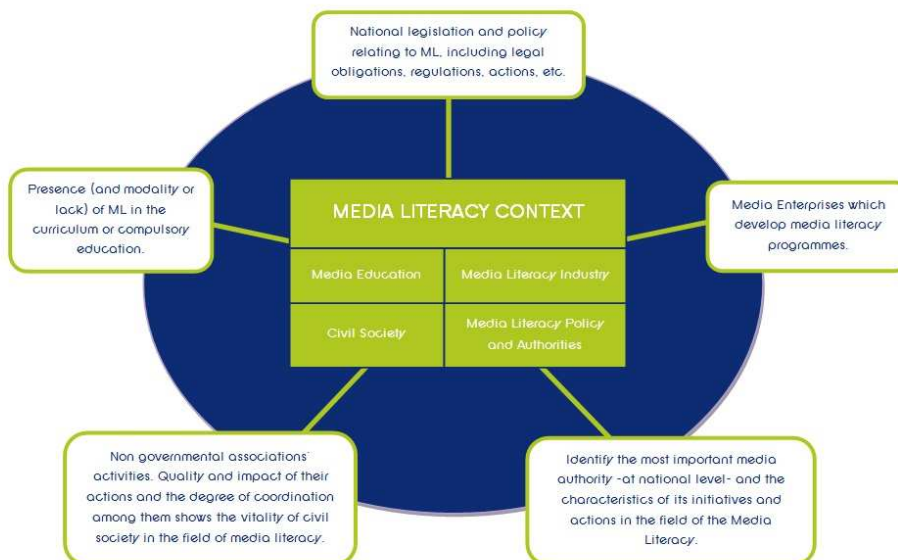


**Source: CELOT and PÉREZ TORNERO: 2009.**

[418] CELOT and PÉREZ TORNERO: 2009, page 49.
[419] CELOT and PÉREZ TORNERO: 2009, page 50.
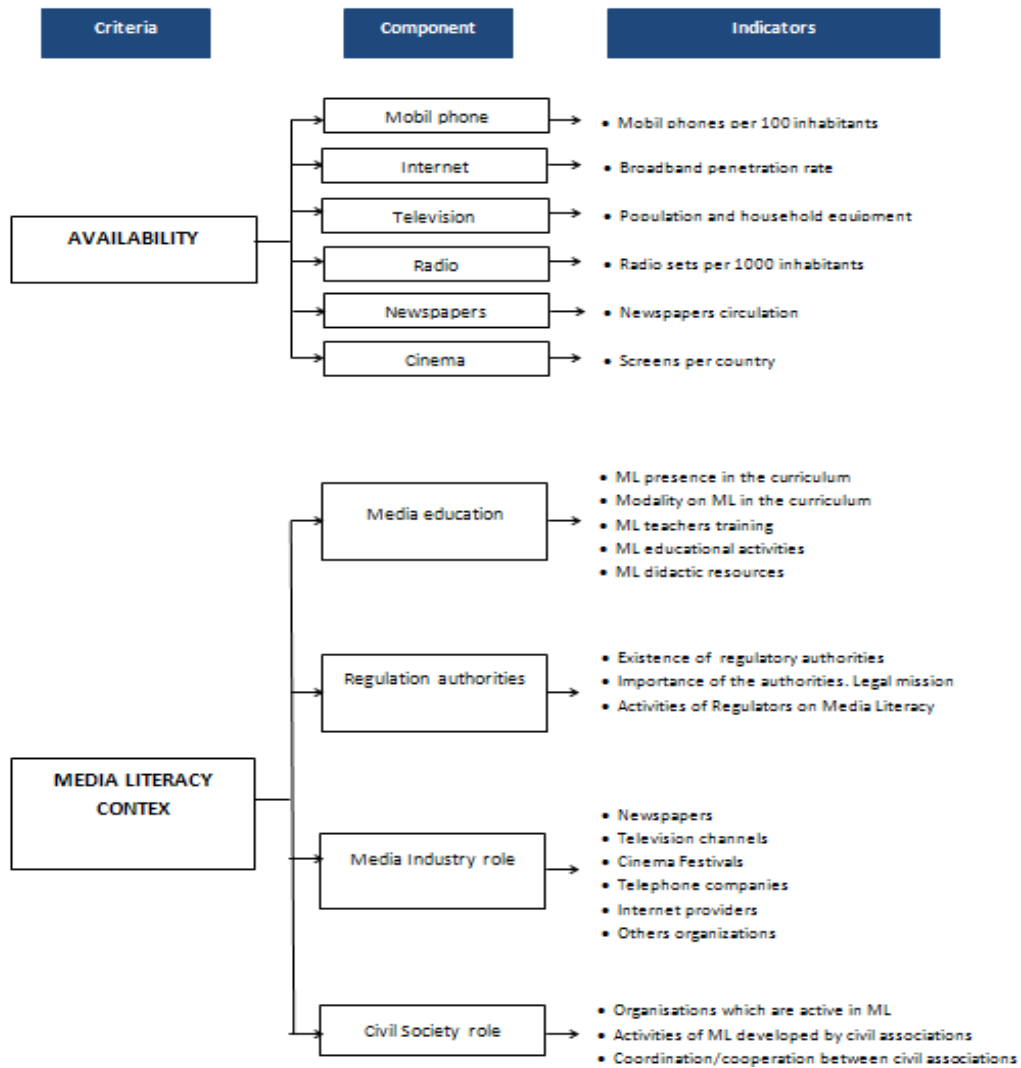[420] CELOT and PÉREZ TORNERO: 2009, page 50.

# 4   RECOMMENDATIONS ON THE ASSESSMENT CRITERIA FOR MEDIA LITERACY LEVELS

On the basis of the criteria outlined in the framework, and having undertaken the first applications of the assessment model proposed with the available indicators[421], the *Study on Assessment Criteria for Media Literacy Levels* proposes a series of general and specific recommendations, on the one hand, to raise the awareness of the European community of the importance of promoting media literacy as a concept in which many social actors must be involved, and on the other hand, to undertake an optimum assessment process of the levels of media literacy in a certain context.

The fourth part of the chapter presents the main recommendations outlined in the study mentioned. As before, the footnotes indicate the sources of the texts selected.

## 4.1   General recommendations

The multi- and international nature of media requires multi- and international response. This book encourages EU action on the basis that there should be as much coordination as possible in order to avoid creating zones of lawlessness, overlap, or facture. A European approach would require Member States to involve themselves in the development of national media literacy levels, it would provide a platform for coordination, and also provide a best practice example for federal countries such as the United States and Russia, and to continents to form a coordinated response.[422]

The implementation of the Audiovisual Media Service Directive at a national level would stimulate the promotion, evaluation and assessment of media literacy in conjunction with other Member States. In order to do so, the following points are essential to be considered:[423]

1. To identify Critical Understanding as the key factor in the development of policies for promoting media literacy. This would encompass policies aimed to increase understanding of media content and function, to increase knowledge about media context and regulation and to enable the adoption of appropriate user behaviour.[424]

2. To promote citizen engagement as an essential component of full and active European citizenship. This entails supporting citizen communication, social engagement, citizen participation in civic life, and individual content creation, including the stimulus to creativity, innovation and social relations.[425]

3. To encourage national governments and media regulatory authorities to include in their remits the monitoring and enhancement of media literacy; to promote intra- and international exchange of good practice.[426]

4. To facilitate and extend access to ICT, with specific focus on the Internet. Policies in

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[421]  CELOT and PÉREZ TORNERO: 2009, pages 68-79.
[422]  CELOT and PÉREZ TORNERO: 2009, page 80.
[423]  CELOT and PÉREZ TORNERO: 2009, page 80.
[424]  CELOT and PÉREZ TORNERO: 2009, page 80.
[425]  CELOT and PÉREZ TORNERO: 2009, page 80.
[426]  CELOT and PÉREZ TORNERO: 2009, page 80.

this field must as a priority encourage social inclusion and combat the digital divide; media literacy concerns all forms of media and it should be targeted at all citizens, regardless of gender and age. Particular attention should be given to empowering children and minors to use media appropriately and safely, with an emphasis on videogames.[427]

5. To promote public debate and awareness of media literacy. European, national and local information campaigns should be considered. Politicians and decision makers at large should be provided with the necessary relevant information.[428]

6. To encourage the integration of media education in educational curricula both as specific goals and cross-curricular subjects. Special attention must be given to the promotion of teachers-training in media literacy and to the development of creative and participative skills among students. Likewise, the introduction of media literacy as a key competence in the long life learning activities is essential and must involve mature and elderly people. The creation and use of trans-European sources for didactical resources in media literacy and the development of pedagogical methods should be encouraged.[429]

7. To sustain the role of civil society organizations and related media literacy initiatives in order to foster a democratic culture and shared values. This would facilitate a more effective participation in the public sphere, allowing for activities by the representatives of citizens' national institutions.[430]

8. To encourage an active involvement by the media industry, especially audiovisual media, by way of developing media literacy initiatives, following the activities of newspapers already active in this field.[431]

To implement these recommendations and ensure effective results, it is recommended that European Institutions and National governments promote media literacy by way of a balanced use of coercive and self-regulation instruments. The reluctance to legislate in concrete terms, rather than by way of self-regulation and co-regulation, represents the international and national approach to audiovisual policies.[432]

## 4.2 Specific recommendations

In order to translate the above-mentioned overview into specific actions and promote media literacy in Europe, this book makes the following policy recommendations.[433]

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[427] CELOT and PÉREZ TORNERO: 2009, page 81.
[428] CELOT and PÉREZ TORNERO: 2009, page 81.
[429] CELOT and PÉREZ TORNERO: 2009, page 81.
[430] CELOT and PÉREZ TORNERO: 2009, page 81.
[431] CELOT and PÉREZ TORNERO: 2009, page 81.
[432] CELOT and PÉREZ TORNERO: 2009, page 81.
[433] CELOT and PÉREZ TORNERO: 2009, page 83.

### *4.2.1    Media availability and content use*

A prerequisite to media literacy is the availability of technologies and media platforms. However, use does not automatically translate into skill development, other conditions, such as the development of the ergonomics of media devices and guidance in using the media device, are important.[434]

Young people who are digital natives have developed learning systems through use, horizontal learning and network cooperation. This is not so true among adults and particularly among the elderly, who, despite having possibly a greater experience of information and communication management, and traditional media, such as television and print, have inadequate experience of new media.[435]

Discussions on pluralism and freedom of press refer not only to the rights and responsibilities of the press and journalists, but also the right of the public to receive fair and reliable information. If citizens have access to reliable information from a variety of sources and on various platforms, they are better equipped to form their own opinion. Media education and the promotion of awareness issues are essential to effectively preserve these rights and to grant public interest.[436]

Recommendations:

- Authorities should foster the availability of communication networks and digital services for everyone;[437]

- The supply of, and access to, a plurality of sources of information at all levels (local, regional, national, European and international) should be pursued actively;[438]

- Public authorities should promote policies that ensure media content diversity and plurality, with particular emphasis on the preservation of media content with a public benefit;[439]

- Authorities should promote policies both to enable participation in global communication networks, and to foster local cultural diversity in form and content; and

- Public authorities should protect intellectual property rights while at the same time respecting the need for fair educational applications.[440]

### *4.2.2    Platforms for cooperation*

The European Community will benefit from a more homogeneous approach to the challenges of the Lisbon Agenda. This does not dictate the adoption of coincident modalities across Europe; neither does it require that equivalent resources and

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434  CELOT and PÉREZ TORNERO: 2009, page 83.
435  CELOT and PÉREZ TORNERO: 2009, page 83.
436  CELOT and PÉREZ TORNERO: 2009, page 83.
437  CELOT and PÉREZ TORNERO: 2009, page 83.
438  CELOT and PÉREZ TORNERO: 2009, page 83.
439  CELOT and PÉREZ TORNERO: 2009, page 83.
440  CELOT and PÉREZ TORNERO: 2009, page 83.

organizations be applied generically. It does, however, oblige Member States to advance media literacy with a commitment that is supportive of diversity, and global in perspective. Individual Member States engaging in good practice can by their conduct help launch or reinforce policies and practices. Platforms for cooperation should be created, developed and maintained among the different actors related to regulation and media literacy.[441]

Any truly impactful development of media literacy requires the mobilization of civil society and media industry. Policy recommendations concerning the necessity of integrating and coordinating different sectors should be addressed to the EC both at European and national level, specifically the education sector (schools and lifelong learning), civil sector, the media sector and the regulatory sector.[442]

The plurality of sectors requires a broad and inclusive approach, the demands of which may best be served by the creation of two formal European bodies:[443]

Recommendations:[444]

- European institutions should cooperate with international organisations, such as the Council of Europe and UNESCO, to disseminate activities and so define better strategies for promoting media literacy; and

- The following bodies should be established at the EU level:

    1. The European Federation of Agents in Media Literacy: a formal institutional advisory body to coordinate and facilitate communication between stakeholders and Member States in the implementation of policies and initiatives supporting the growth of media literacy;[445]

    2. The European Observatory of Media Literacy: a monitoring centre for the production of reports on practice, media literacy levels, regulations, and other issues flowing from international debate; and

    3. These, and every other relevant and engaged authority, should promote public (offline and online) spaces so that debate about the values, benefits and risks of media can be debated.[446]

### *4.2.3    The Collaboration of European Institutions and Stakeholders*

The investment of media and cultural industries in the development of activities relating to media literacy is necessary at the national and European level. By providing devices, services and content, the media industry implicitly fixes the level of skills required for citizens to exist fully in a media-dependent environment. The industry should contribute to ensure that users have the technical skills required to operate their devices, and the competences to receive their services and content while developing products and

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[441]  CELOT and PÉREZ TORNERO: 2009, page 84.
[442]  CELOT and PÉREZ TORNERO: 2009, page 84.
[443]  CELOT and PÉREZ TORNERO: 2009, page 84.
[444]  CELOT and PÉREZ TORNERO: 2009, page 84.
[445]  CELOT and PÉREZ TORNERO: 2009, page 84.
[446]  CELOT and PÉREZ TORNERO: 2009, page 84.

services, and the user skills required for their operation. More generally, the industry will need to cooperate across the civil and public landscape to develop media literacy.[447]

Recommendations:

- Authorities should subsidise and encourage the production and distribution of content and programmes which further the development, and promote the impact, of media literacy. Public service media in particular should promote citizen engagement and empowerment.[448]

### 4.2.4    Media education

The growing integration of Information Communication Technology (ITC) in education programs enable the development of interactive educational resources, distance learning and collaborative online platforms as educational tools. The growing role of the media environment in young and adult education is an important reason to stimulate and promote media literacy. The goal, therefore, of media education is to encourage each individual to access (without exception or exclusion, and regardless of age, gender, status and culture) all media types as potential tools for understanding the world, and for participating democratically in public life. Critical thinking and active citizenship depend, in no small part, on the media literacy development.[449]

Recommendations:

- Authorities should introduce dedicated curricula to develop media literacy competences both as specific goals and cross-curricular subjects. As a consequence, education authorities must implement student assessments of media competence;[450]

- Authorities should dedicate resources to the training of educators in media literacy; and consequently to promote the evaluation of their media competence;[451]

- General evaluation measures and a new system of accreditation in media literacy competence are needed at all levels; and

- Vocational and occupational training should include media training and media education".[452]

### 4.2.5   Research

The media landscape is constantly shifting, and requires ongoing and insightful observation and research in order to provide not only a snapshot of the media situation at any given moment, but also to provide trend data over time in order to ensure that

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[447] CELOT and PÉREZ TORNERO: 2009, page 85.
[448] CELOT and PÉREZ TORNERO: 2009, page 85.
[449] CELOT and PÉREZ TORNERO: 2009, page 85.
[450] CELOT and PÉREZ TORNERO: 2009, page 85.
[451] CELOT and PÉREZ TORNERO: 2009, page 85.
[452] CELOT and PÉREZ TORNERO: 2009, page 85.

authorities are armed with the most relevant, accurate and up-to-date information when creating media policy.[453]

Such monitoring need not necessarily be centralized to a dedicated institution, but may take the form of an integrated, multi-national network of research institutions, taking a multidisciplinary approach. These disciplines take into account not only issues specific to each Member state, but may also consider the various and evolving uses of media and media platforms, legal aspects, economics, social sciences, cultural studies, information and communication, psychology, ICT, etc.[454]

Recommendations:

- Authorities should develop more systematic and freely available research on media literacy;[455]

- Authorities should stimulate the development of studies and research on national educational systems and their effectiveness;[456]

- The implementation of new technology must be accompanied by research into media literacy. The quality of innovation will depend upon it.[457]

### 4.2.6   The general public

Network technologies construct interactive and collective entities through which the actions of the most powerful institutions intersect with those of the citizens. Media literacy must enable citizens to correctly situate the status of agents with whom they communicate. A general and specific approach to different sections of the public is required, which distinguish between the needs of youth and adult population. Citizens may be separated into two groups in relation to media literacy: 1) children, young people and their families, and 2) the remainder of the adult population.[458]

The first group is more enthusiastic in its adoption of new digital media, and tends to be autodidactic in relation to its use, which covers many areas of life, including communication, gaming, socialising, studying and working. Although in this respect they could be considered to be more media literate, they often lack critical capacities.[459]

The remainder of the adult population, however, is less receptive to media and technological innovation, responding later than the first group. Depending on their social origin and educational level, they are a group who tend to be more resistant to innovation.[460]

Therefore, strategies must be specifically tailored for each type of public in order to

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[453]  CELOT and PÉREZ TORNERO: 2009, page 86.
[454]  CELOT and PÉREZ TORNERO: 2009, page 86.
[455]  CELOT and PÉREZ TORNERO: 2009, page 86.
[456]  CELOT and PÉREZ TORNERO: 2009, page 86.
[457]  CELOT and PÉREZ TORNERO: 2009, page 86.
[458]  CELOT and PÉREZ TORNERO: 2009, page 86.
[459]  CELOT and PÉREZ TORNERO: 2009, page 86.
[460]  CELOT and PÉREZ TORNERO: 2009, page 87.

better adapt to its singular context.[461]

Recommendations:

- Where children, young people and their families are concerned, media literacy policy should focus on fostering awareness of the safe and appropriate use of media and ICT and the opportunities offered. In this sense, media literacy strategies should be specifically tailored for each segment of the public to better serve its particular needs;[462]

- Concerning the remainder of the adult population, media literacy policies should encourage a diverse use of media, promoting socialisation (especially among the vulnerable and the elderly) and civic participation;[463]

- Authorities, the media industry and civil society organisation should promote media literacy to encourage the creation of quality media services and content. This is especially important in relation to the young and adolescent;[464]

- A special effort should be made when addressing the barriers and obstacles creating inequality and exclusion. Specific action must be taken to ensure that vulnerable sections of the population are not excluded by inequality of resources, race, age, gender, sexuality or geography.[465]

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[461] CELOT and PÉREZ TORNERO: 2009, page 87.
[462] CELOT and PÉREZ TORNERO: 2009, page 87.
[463] CELOT and PÉREZ TORNERO: 2009, page 87.
[464] CELOT and PÉREZ TORNERO: 2009, page 87.
[465] CELOT and PÉREZ TORNERO: 2009, page 87.

## 5    NEW HORIZONS, NEW CHALLENGES[466]

The last part of the chapter brings together a series of reflections on the framework – taken from different scientific articles published by the authors of this research in conjunction with other researchers, mainly from NORDICOM – referring to the new tasks and challenges posed by the processes of promotion, implementation (mainly educational) and assessment of the media literacy criteria.

The final considerations also refer to the last report prepared for the European Commission on a proposal for indicators which, taking up the framework of the *Study on Assessment Criteria for Media Literacy Levels* again, would act as a basis for measuring media literacy levels in Europe.

The footnotes indicate the exact bibliographical reference of the selected texts included in this publication.

Referring to the contextual factors, the above-mentioned study *Current Trends…* has identified the emerging orientations related to the role of actors in the field of media literacy, namely:[467]

  a.  media convergence as a pervasive reality in Europe;[468]
  b.  the growing concern for the protection of users, mainly children;[469]
  c.  the general public's critical awareness;[470]
  d.  the growing presence of media literacy in curricula;[471]
  e.  a more attentive and responsive media industry;[472]
  f.  the active participation of civil associations (of parents and teachers);[473]
  g.  the participation of European institutions and the emergence of regulatory authorities.[474]

The study also focused on the importance of the basic participation of active stakeholders – European institutions (EC, EP, CoE, UNESCO), regulatory authorities, educational systems, civil society (citizens, consumers, families) as well as the media industry – for the development of media literacy, and discerned the following aspects:[475]

  •  sharing responsibilities (emissary and receptor)
  •  shift from protection to promotion focus
  •  combining interpretative (critical thinking) and productive elements (media production skills)
  •  combining formal and informal education

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[466] PÉREZ TORNERO, J.M. and PI, MIREIA. (2011) *A New Horizon. Media Literacy Assessment and Children in Europe.* In CARLSSON, ULLA (ed.) (2011). *New Questions, New Insights, New Approaches. Contributions to the Research Forum at the World Summit on Media for Children and Youth 2010.* NORDICOM. University of Gothenburg.
[467] PÉREZ TORNERO and PI: 2011, page 77.
[468] PÉREZ TORNERO and PI: 2011, page 77.
[469] PÉREZ TORNERO and PI: 2011, page 77.
[470] PÉREZ TORNERO and PI: 2011, page 77.
[471] PÉREZ TORNERO and PI: 2011, page 77.
[472] PÉREZ TORNERO and PI: 2011, page 77.
[473] PÉREZ TORNERO and PI: 2011, page 77.
[474] PÉREZ TORNERO and PI: 2011, page 77.
[475] PÉREZ TORNERO and PI: 2011, page 77.

- combining civil actors and educational actors[476]

On the other hand, one of the conclusions of the *Study on Assessment Criteria for Medial Literacy Levels* was that it is not possible to build a purely mathematical model to measure the exact media literacy level of every country, because there is a partial lack of information of the context or the individual (attitudinal) relations to the media. Some components are more difficult to measure than others, and media literacy needs to be approached as a dynamic phenomenon.[477]

It should be clarified that, considered individually, the indicators can highlight no more than the sum of their data, but when considered holistically, the results generate an aggregate measure that allows us to draw workable conclusions.[478]

In 2010, the Danish Institute of Technology (DIT) and the Oxford Institute of Technology have become responsible for testing and refining the development of these indicators.[479] This assures an emergent paradigm of research, namely:

- It will be necessary to transfer the principles and system of indicators to micro-collective situations, institutions, etc.[480]

- On the other hand, it is necessary to develop more qualitative and precise indicators with the objective of applying them to specific individuals and at different stages of development.[481]

- Finally, these indicators must be improved to be applied to measuring development in relation to children and the media environment.[482]

We are therefore facing a new horizon of research, the perspectives of which can be very helpful in the following respects:[483]

- The study of cognitive abilities of children in relation to the media (and the conditions of sociability that the media open), analysing the development from purely technical and operational capabilities to higher capabilities that contain a certain degree of consciousness and critical sense.[484]

- Analyses of how these indicators can help to promote the child's own psychological development and the educational stimuli that s/he receives.

- The specific analysis of the media conditions conducive to the development and environment of children.[485]

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[476] PÉREZ TORNERO and PI: 2011, page 77.
[477] PÉREZ TORNERO and PI: 2011, page 78.
[478] PÉREZ TORNERO and PI: 2011, page 78.
[479] EC requested the Study Testing and refining criteria to assess media literacy levels in all Member States (2010).
[480] PÉREZ TORNERO and PI: 2011, page 78.
[481] PÉREZ TORNERO and PI: 2011, page 78.
[482] PÉREZ TORNERO and PI: 2011, page 78.
[483] PÉREZ TORNERO and PI: 2011, page 78.
[484] PÉREZ TORNERO and PI: 2011, page 78.
[485] PÉREZ TORNERO and PI: 2011, page 78.

## 5.1 More research for practical objectives

Thus, there is a need to develop new indicators for achieving the following practical objectives:[486]

- Available forms of assessment and diagnosis of the impact and consequences of certain cultural settings, media, social and institutional development of skills and communicative behaviours, and the need to compare them.[487]

- To establish and evaluate frameworks for the development of media education programmes and target special audiences with both general – to increase the basic media literacy – and specific "how to" purposes, such as the dissolution of cultural barriers.[488]

- Establish guidelines to promote the creation of content and media sharing situations conducive to the development of children's media literacy skills.[489]

In summary, the on-going *Study Assessment Criteria for Media Literacy Levels* opens a new horizon of opportunities in relation to children and media and for building a new style of media education based on new competences, critical understanding, creativity and participation. It is a long road that must be developed during the next decade.[490]

## 5.2 New paradigm

It is no exaggeration to say that we find that the new paradigm of research, from the framework developed, gives us the opportunity to establish policies for international cooperation in the field.[491]

This will require strong and renewed efforts of interdisciplinary groups and different cultures and nationalities, who will share the idea that in science, measuring instruments, diagnostics and evaluation are necessary. They are in the base of the development of appropriate policies.[492]

## 5.3 Elements of media literacy[493]

The concept map from the previous section, can serve to improve the design of a general conceptualisation for the analysis of the process of media literacy, highlighting the contexts and the role of all the different players.[494]

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[486] PÉREZ TORNERO and PI: 2011, page 79.
[487] PÉREZ TORNERO and PI: 2011, page 79.
[488] PÉREZ TORNERO and PI: 2011, page 79.
[489] PÉREZ TORNERO and PI: 2011, page 79.
[490] PÉREZ TORNERO and PI: 2011, page 79.
[491] PÉREZ TORNERO and PI: 2011, page 79.
[492] PÉREZ TORNERO and PI: 2011, page 79.
[493] PÉREZ TORNERO, J.M. (2008). *Media Literacy. New Conceptualisation, New Approach*. In CARLSSON, U.; TAYIE, S.; JACQUINOT-DELAUNAY, G.; and PÉREZ TORNERO, J.M. (Eds.) (2008). *Empowerment through media education. An intercultural dialogue*. The International Clearinghouse on Children, Youth and Media in co-operation with UNESCO, Dar Graphit and the Mentor Association. Nordicom. Göteborg University.
[494] PÉREZ TORNERO: 2008, page 108.

We shall evince the distinction between contexts, players, competences, and areas.[495]

Our objective is to interconnect the theoretical models with empirical policies aimed at promoting and driving literacy.[496]

To create an operational chart on media literacy, the following essential elements must be highlighted:[497]

a. **Contexts**: Physical and institutional spaces in which certain players interact in order to achieve a functional objective. A distinction is made between the *personal context*, which relates to the individual activity of a person as part of his/her private and personal life; *family context*, at the heart of family relationships, and generally in a family setting; *educational context*, corresponding to institutional spaces, schools, and formal teaching; *media context*, a space created by the interaction of individuals with the media, its messages and its uses; and *civil context,* in which citizens perform their public activities in accordance with their rights, duties, and responsibilities. Each context determines specific conditions of access and use, and occasionally, regulation, of the media.[498]

b. **Players**: People, groups, institutions with a particular status and specific role in a given context. These players are defined by different parameters: the attributes of the person, roles, situation and institutional characters and their social function.[499]

c. **Competences**[500]: Set of skills and abilities that enable particular players to perform a specific function. There are specific skills for each player and area.

d. *Processes:* Activities linked to all the above elements.[501]

e. **Areas:** Areas of activity and processes that, in a given context, bring together different actors with specific aims.[502]

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[495] PÉREZ TORNERO: 2008, page 108.
[496] PÉREZ TORNERO: 2008, page 108.
[497] PÉREZ TORNERO: 2008, page 108.
[498] PÉREZ TORNERO: 2008, page 108.
[499] PÉREZ TORNERO: 2008, page 108.
[500] PÉREZ TORNERO: 2008, page 109.
[501] PÉREZ TORNERO: 2008, page 109.
[502] PÉREZ TORNERO: 2008, page 109.

The table below illustrates how all these elements interrelate:

**Figure 40. Table: Elements of media literacy.**

| Contexts | Actors | Competences | Conditions and processes |
|---|---|---|---|
| Personal | Adults | Personal training and skills | • Conditions of access and use<br>• Self learning<br>• Tutoring and accompaniment<br>• Media production activities |
| | Children and young people | | |
| Family | Parents and tutors | Skills of parents and tutors in media education and media literacy | • Conditions of access, use and accompaniment of media and ICT in the home |
| | Children and young people | Media skills of children and young people | • Family media education activities<br>• Media production activities |
| Educational Media Civil | Authorities | Skills in media education policies | • Conditions of access, use and accompaniment of media and ICT in educational centres<br><br>• Curriculum: Objectives, contents and activities related to media and ICT<br>• Media education and ICT-related activities in the curriculum<br>• Media production activities |
| | Teachers and educators | Skills in media education of teachers, parents and tutors | |
| | Parents and tutors | | |
| | Students | Students' media literacy skills | |
| | Authorities[30] | Skills in media literacy policies | • Conditions of regulation and media participation<br>• Media literacy activity of regulatory authorities<br>• Media literacy activity of the media<br>• Media literacy activity in businesses<br>• Media literacy activity of professionals<br>• Audience training, skills and participation |
| | Businesses | Skills in media literacy | |
| | Professionals | Training and skills in media literacy policies | |
| | Audiences | Media literacy | |
| | Associations[31] | Skills in media literacy | • Conditions of media regulation and participation by citizens<br>• Media literacy activity of public authorities<br>• Media literacy activity of associations<br>• Media literacy activity of communities<br>• Training, skills and participation of individuals |
| | Communities[32] | Skills in media literacy | |

Source: PÉREZ TORNERO: 2008.

## *PART IV – CONCLUSIONS*

A holistic approach to these chapters offers a number of conclusions that can be drawn from the case studies and research contained in this report, giving an interesting diagnosis about the current situation of the European media literacy.

In a rapidly developing technological environment, there are significant challenges that remain for all those concerned about this phenomenon, in order to take the media literacy's agenda forwards.

Considering European context in a deeper way, the new values on media literacy open new horizons in the information and knowledge society, such as: from digital literacy to media literacy; from protection to promotion; from productive (digital skills) to interpretative (critical thinking); from economic to cultural scenario; and from formal education to lifelong learning.

In spite of the inequalities about the media literacy levels between European countries, there are emerging in Europe new strategies of empowerment and promotion from the framework developed. Strategies focus specially on media convergence as a new multimedia environment. Another emerging feature of media literacy in Europe is the emphasis on promotion and an increase in the media skills of citizens.

In addition, it becomes necessary a measurement on data related with media literacy and its development, and for the European countries. These data will help you learn how to understand this important issue of human knowledge, and they will allow a better management of their development-oriented actions.

José Manuel Pérez Tornero

Barcelona, 2013

## *ADDENDUM – TIMELINE IN MEDIA LITERACY DEVELOPMENT*

The structuring of media literacy as a fundamental element for human development, in a context teeming with information and communication technologies, has been a slow process in which its need has gradually been acknowledged as a tool to navigate through the information society and as a key to access the knowledge society.

The history of consolidating media literacy as the new literacy of the 21$^{st}$ century is marked by certain milestones which, having been led by international organisations, have become frameworks for action for specific policies especially in Europe.

This section describes this timeline of milestones.

## *1   EUROPEAN COMMISSION OFFICIAL DOCUMENTS*

Recognition of media literacy in the European audiovisual legislation is the result of a long process in which organizations such as European Commission (EC), Council of Europe and the UNESCO have played an important role in the development of the public recognition of media literacy, as well as the acceptance of the relevance of media education on the public agenda.

The next chapter deals with the most relevant initiatives launched by those institutions in order to encourage the media literacy.

### 1.1   Table

Figure 41. Table: Timeline of European Commission Official Documents.

| Timeline of Media Literacy Development European Commission Official Documents | | | |
|---|---|---|---|
| Year | Date | Author | Title |
| 1982 | Jan, 1982 | UNESCO | Grünwald Declaration on Media Education[503] |
| 1989 | Oct, 1989 | European Union | Television Without Frontiers Directive (TVWF)[504] |
| | Oct, Nov 1989 | UNESCO | General Actes[505] |
| 1990 | Jul, 1990 | UNESCO | New Directions in Media Education, Toulouse Colloqy[506] |
| 1991 | Jul, 1991 | European Commission | MEDIA Programme[507] |

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[503]   Grünwald Declaration on Media Education. Retrieved from: http://www.unesco.org/education/nfsunesco/pdf/MEDIA_S.PDF
[504]   Television without Frontiers Directive 89/552/EEC. Retrieved from: http://europa.eu/legislation_summaries/audiovisual_and_media/l24101_en.htm
[505]   General acts. Retrieved from: http://unesdoc.unesco.org/images/0008/000846/084696s.pdf
[506]   An International Conference: *New Directions in Media Education.* Retrieved from: www.mediagram.ru/netcat_files/106/104/h_7fe56ea22e436049bf54427065a06679
[507]   MEDIA Programme. Retrieved from: http://ec.europa.eu/culture/media/index_en.htm

| Timeline of Media Literacy Development<br>European Commission Official Documents | | | |
|---|---|---|---|
| Year | Date | Author | Title |
| 1999 | Jan, 1999 | European Commission | Safer Internet Programme[508] |
| | April, 1999 | UNESCO | Congress in Vienna "Educating for the Media and the Digital Age"[509] |
| 2000 | March, 2000 | European Commission | Lisbon European Council[510] |
| | May, 2000 | European Commission | eLearning Programme. Designing tomorrow's education[511] |
| | Jun, 2000 | European Council | Recommendation 1466 (2000) of Media Education from the Parliamentary Assembly, Council of Europe[512] |
| 2002 | Feb, 2002 | UNESCO | "Youth Media Education Seminar in Seville"[513] |
| | Nov, 2002 | European Commission | Proposal for a decision of the European Parliament and of the Council adopting a multi-annual programme (2004-2006) for the effective integration of Information and Communication Technologies (ICT) in education and training systems in Europe (eLearning Programme)[514] |
| | Dec, 2002 | European Parliament | Recommendation 1586 (2002) The digital divide and education[515] |
| 2004 | N/M,2004 | UK Film Council and BFI | European Charter for Media Literacy[516] |
| 2005 | Oct, 2005 | UNESCO | L'éducation aux médias enjeu des sociétés du savoir[517] |
| | Nov, 2005 | UNESCO | The Alexandria Proclamation[518] |

[508] Safer Internet Programme. Retrieved from:
http://ec.europa.eu/information_society/activities/sip/policy/programme/index_en.htm
[509] The International Clearinghouse on Children, Youth and Media. Retrieved from:
www.nordicom.gu.se/clearinghouse.php?portal=linkdb¬main=reconedu.php&
[510] Lisbon European Council. Retrieved from: http://www.europarl.europa.eu/summits/lis1_en.htm
[511] Communication from the Commission eLearning – Designing tomorrow's education. Brussels, 24 May, 2000. Retrieved from: http://ec.europa.eu/education/programmes/elearning/comen.pdf
[512] Recommendation 1466 (2000) Parliamentary Assembly of Media Education. Retrieved from:
http://assembly.coe.int/Mainf.asp?link=/Documents/AdoptedText/ta00/EREC1466.htm
[513] The Seville Recommendations, Youth Media Education Seminar. Seville, February, 2002. Retrieved from:
http://portal.unesco.org/ci/en/ev.php-URL_ID=5680&URL_DO=DO_TOPIC&URL_SECTION=201.html
[514] Proposal for a decision of the European Parliament and of the Council adopting a multi-annual programme (2004-2006) for the effective integration of Information and Communication Technologies (ICT) in education and training systems in Europe (eLearning Programme). Brussels, 19 December, 2002. Retrieved from: http://ec.europa.eu/education/archive/elearning/doc/dec_en.pdf
[515] Recommendation 1586 (2002) Parliamentary Assembly. The digital divide and education. Brussels, 18 November, 2002. Retrieved from:
http://assembly.coe.int/Main.asp?link=/Documents/AdoptedText/ta02/EREC1586.htm
[516] The European Charter for Media Literacy. Retrieved from:
http://www.euromedialiteracy.eu/index.php?Pg=charter
[517] Seminar L'Éducation aux médias enjeu des sociétés Du savoir. Retrieved from:
http://www.diplomatie.gouv.fr/fr/IMG/pdf/rapport_EAM_publication_papier.pdf
[518] The Alexandria Proclamation on Information Literacy and Lifelong Learning. Retrieved from:
http://archive.ifla.org/III/wsis/BeaconInfSoc.html

| Timeline of Media Literacy Development European Commission Official Documents | | | |
|---|---|---|---|
| Year | Date | Author | Title |
| | Nov, 2005 | European Parliament and Council | Recommendation of the European Parliament and of the Council on film heritage and the competitiveness of related industrial activities[519] |
| 2006 | March, 2006 | European Commission | The Media Literacy Expert Group[520] |
| | Sep, 2006 | Council of Europe | Recommendation Rec (2006) 12 of the Committee of Ministers to member states on empowering children in the new information and communications environment[521] |
| | Dec, 2006 | European Parliament and Council | Recommendation of the European Parliament and of the Council on key competences for lifelong learning[522] |
| | Dec, 2006 | European Commission | Public consultation on media literacy. Making sense of today's media content[523] |
| | Dec, 2006 | European Parliament and Council | Recommendation of the European Parliament and of the Council on the protection of minors and human dignity and on the right of reply in relation to the competitiveness of the European audiovisual and online information services industry[524] |
| | Dec, 2006 | European Parliament and Council | Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning[525] |
| | Dec, 2006 | European Parliament | European Parliament resolution of 16 December 2008 on media literacy in a digital world[526] |

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[519] Recommendation of the European Parliament and of the Council on film heritage and the competitiveness of related industrial activities. Brussels, 16 November, 2005. Retrieved from: http://eur-lex.europa.eu/LexUriServ/site/en/oj/2005/l_323/l_32320051209en00570061.pdf

[520] Expert Group on Media Literacy in Schools. Retrieved from: http://ec.europa.eu/culture/media/media-literacy/expert-group-2011_en.htm

[521] Recommendation Rec (2006) 12 of the Committee of Ministers to member states on empowering children in the new information and communications environment. Retrieved from: http://portal.unesco.org/ci/en/files/25152/11861425271Recommendation_Rec(2006)12.pdf/Recommendation%2BRec(2006)12.pdf

[522] Recommendation of the European Parliament and of the Council on key competences for lifelong learning. Brussels, 18 December, 2006. Retrieved from: http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2006:394:0010:0018:en:PDF

[523] Public consultation on media literacy. Retrieved from: http://ec.europa.eu/culture/media/media-literacy/public-consultation-on-media-literacy_en.htm

[524] Recommendation 2006/952/EC of the European Parliament and of the Council on the protection of minors and human dignity and on the right of reply in relation to the competitiveness of the European audiovisual and online information services industry. Brussels, 20 December, 2006. Retrieved from: http://europa.eu/legislation_summaries/audiovisual_and_media/l24030a_en.htm

[525] Recommendation 2006 of the European Parliament and of the Council on key competences for lifelong learning. Brussels, 30 December, 2006. Retrieved from: http://eurlex.europa.eu/LexUriServ/LexUriServ.do?uri=CELEX:32006H0962:EN:HTML

[526] European Parliament resolution 2008 on media literacy in a digital world. Brussels, 16 December,

| Timeline of Media Literacy Development<br>European Commission Official Documents | | | |
|---|---|---|---|
| **Year** | **Date** | **Author** | **Title** |
| 2007 | Jun, 2007 | UNESCO | Paris Agenda or 12 recommendations for media education[527] |
| | Jun, 2007 | UNESCO | L'éducation aux médias: avancées, obstacles, orientations, nouvelles depuis Grünwald: ver un changement d'échelle?[528] |
| | Nov, 2007 | European Commission | European i2010 initiative on e-Inclusion to be a part of the information society[529] |
| | Dec, 2007 | European Commission | European Audiovisual Media Service Directive (AMSD)[530] |
| 2008 | Feb, 2008 | European Parliament | Recommendation 1799 (2007) of Parliament Assembly of the Council of Europe of The image of women in advertising[531] |
| | May, 2008 | European Council | Council conclusions of 22 May 2008 on a European approach to media literacy in the digital environment[532] |
| | Oct, 2008 | European Union | Opinion of the Committee of the Regions on 'Media literacy' and 'Creative content online'[533] |
| | Nov-Dec, 2008 | European Commission | Working paper and recommendations from Digital Literacy High Level Expert Group e-Inclusion[534] |
| 2009 | Jul, 2009 | Council of Europe | Recommendation of the Committee of Ministers to member states on measures to protect children against harmful content and behaviour and to |

2008. Retrieved from: http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2010:045E:0009:0014:EN:PDF

[527] Paris Agenda or 12 recommendations for media education. Retrieved from: http://www.diplomatie.gouv.fr/fr/IMG/pdf/Parisagendafin_en.pdf

[528] International meeting: *L'éducation aux medias avancées, obstacles, orientations, nouvelles depuis Grünwald. Ver un changement d'échelle?* Retrieved from: http://www.educacionenvalores.org/article.php3?id_article=1639&calendrier_mois=05&calendrier_annee=2011

[529] European i2010 initiative on e-inclusion to be a part of the information society. Retrieved from: http://ec.europa.eu/information_society/activities/einclusion/policy/i2010_initiative/index_en.htm

[530] European Audiovisual Media Service Directive (AMSD). Retrieved from: http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2007:332:0027:01:EN:HTML

[531] Recommendation 1799 (2007) of Parliament Assembly of the Council of Europe of The image of women in advertising. Brussels, 26 June, 2007. Retrieved from: http://assembly.coe.int/main.asp?Link=/documents/adoptedtext/ta07/erec1799.htm

[532] Council conclusions on a European approach to media literacy in the digital environment. Brussels, 22 May, 2008. Retrieved from: http://eurlex.europa.eu/Notice.do?mode=dbl&lng1=en,es&lang=&lng2=bg,cs,da,de,el,en,es,et,fi,fr,hu,it,lt,lv,mt,nl,pl,pt,ro,sk,sl,sv,&val=471774:cs&page=&hwords=null

[533] Opinion of the Committee of the Regions on 'Media literacy' and 'Creative content online'. Brussels, 19 December, 2009. Retrieved from: http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2008:325:0070:0075:EN:PDF

[534] Working paper and recommendations from Digital Literacy High Level Expert Group e-Inclusion. Retrieved from: http://www.ifap.ru/library/book386.pdf

| Timeline of Media Literacy Development European Commission Official Documents | | | |
|---|---|---|---|
| Year | Date | Author | Title |
| | | | promote their active participation in the new information and communications environment[535] |
| | Aug, 2009 | European Commission | Commission Recommendation on media literacy in the digital environment for a more competitive audiovisual and content industry and an inclusive knowledge society[536] |
| | Nov, 2009 | Council of Europe | Council conclusions on media literacy in the digital environment[537] |
| 2010 | March, 2010 | Council of Europe | Council Resolution on the enforcement of intellectual property rights in the internal market[538] |
| | May, 2010 | European Union | Opinion of the Committee of the Regions on regional perspectives in developing media literacy and media education in EU educational policy[539] |
| | May, 2010 | European Commission | Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions A Digital Agenda for Europe[540] |
| 2011 | Jul, 2011 | European Commission | Film literacy in Europe, study about the current practices in film literacy in Europe.[541] |
| 2012 | Feb, 2012 | A network of European institutions | EMEDUS, European Media Literacy Education Study. A project on Media Education in the EU.[542] |

**Source: Own production.**

[535] Recommendation CM/Rec (2009) 5 of the Committee of Ministers to member states on measures to protect children against harmful content and behaviour and to promote their active participation in the new information and communications environment. Brussels, 8 July, 2009. Retrieved from: https://wcd.coe.int/wcd/ViewDoc.jsp?id=1470045&Site=CM

[536] Commission recommendation on media literacy in the digital environment for a more competitive audiovisual and content industry and an inclusive knowledge society. Brussels, 20 August, 2009. Retrieved from: http://ec.europa.eu/culture/media/media-content/media-literacy/c_2009_6464_en_1.pdf

[537] Council conclusions on media literacy in the digital environment. Brussels, 27 November, 2009. Retrieved from: http://ec.europa.eu/culture/media/media-content/media-literacy/council_adoption_ml_27112009.pdf

[538] Council Resolution on the enforcement of intellectual property rights in the internal market. Brussels, 1 March, 2010. Retrieved from: http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2010:056:0001:0004:EN:PDF

[539] Opinion of the Committee of the Regions on regional perspectives in developing media literacy and media education in EU educational policy. Brussels, 29 May, 2010. Retrieved from: http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2010:141:0016:01:EN:HTML

[540] Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions A Digital Agenda for Europe. Brussels, 26 August, 2010. Retrieved from: http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2010:0245:FIN:EN:PDF

[541] Film literacy in Europe, study about the current practices in film literacy in Europe. Retrieved from: http://ec.europa.eu/culture/media/media-literacy/studies_en.htm

[542] EMEDUS, European Media Literacy Education Study. A project on Media Education in the EU. Retrieved from: http://www.emedus.org/p/project.html

## 1.2   Core documents

The following lines reviewed in detail a selection of the core documents to understanding the development of media literacy.

### 1.2.1     Grünwald Declaration on Media Education (1982)

The UNESCO International Congress on Media Education in Germany in 1982 released the Grünwald Declaration on Media Education[543], ratified by the 19 participating countries, which can be considered the **origin of the development about media literacy**. The Grünwald Declaration was the first to state the need for education and political systems to promote a critical understanding and awareness among citizens regarding the media.

### 1.2.2     The Toulouse Colloquy "New Directions in Media Education" (1990)

The meeting was held in July 1990, organized by UNESCO, the British Film Institute (BFI) and the CLEMI (Centre de Liaison of L'Enseignement et des Moyen d'Information), France, sets out the urgent need for digital literacy, not as a luxury but as a right of citizens.

### 1.2.3     MEDIA Programme (1991)

A significant European initiative is the MEDIA Programme (Mesures pour Encourager le Développement de l'Industrie Audiovisuelle)[544], which stresses the importance of media literacy and in particular **film education initiatives**, especially those organised by festivals (in cooperation with schools) for young people. MEDIA co-finances training initiatives for audiovisual industry professionals, the development of production projects (feature films, television drama, documentaries, animation and new media), as well as the promotion of European audiovisual works.

### 1.2.4     Safer Internet Programme (1999)

The European Parliament and European Commission have played an important and active role in the development of media literacy in Europe, and have led the concept to **include two dimensions**: the **protection and promotion of human rights**, mainly regarding the protection of minors; and the **social and economical "raison d'être"**.

The permanent Safer Internet Programme[545], the first step in such protection politics, was created in 1999 to empower parents, teachers and children with Internet security tools. However, it also covers other media, such as videos. Its objective is "fighting illegal and harmful content and conduct online", especially that in relation to youngsters.

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[543]   Grünwald Declaration on Media Education. Retrieved from:
http://www.unesco.org/education/pdf/MEDIA_E.PDF
[544]   MEDIA Programme 2007. Retrieved from:
http://europa.eu/legislation_summaries/glossary/audiovisual_fr.htm
[545]   The Safer Internet Programme. Retrieved from:
http://ec.europa.eu/information_society/activities/sip/policy/programme/index_en.htm

### *1.2.5 UNESCO Congress in Vienna "Educating for the media and the digital age" (1999)*

In 1992, representatives from 33 countries attended the Congress in Vienna titled "Educating for the media and the digital age"[546], for establish the basis for the action in UNESCO's Member States through UNESCO's programme in media education and the creation of media space for young people.

The specialists established a **general definition**, as well as the principles and statements of policy:

"**Media Education . . .**

1. deals with all communication media and includes the printed word and graphics, the sound, the still as well as the moving image, delivered on any kind of technology;

2. enables people to gain understanding of the communication media used in their society and the way they operate and to acquire skills in using these media to communicate with others;

3. ensures that people learn how to:

   3.1. Analyse, critically reflect upon and create media texts;
   3.2. Identify the sources of media texts, their political, social, commercial and/or cultural interests, and their contexts;
   3.3. Interpret the messages and values offered by the media;
   3.4. Select appropriate media for communicating their own messages or stories and for reaching their intended audience;
   3.5. Gain, or demand access to media for both reception and production.

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

### *1.2.6 Recommendation 1466 (2000) of Media Education from the Parliamentary Assembly Council of Europe (2000)*

The Assembly therefore recommends[547] that the Committee of Ministers: consider media education as an important area for the work of its competent bodies in the fields of education for democratic citizenship, and to call on governments and the appropriate authorities of member states to encourage Media Education.

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[546]   Vienna Conference "Educating for the Media and the Digital Age", Recommendations addressed to the United Nations Educational Scientific and Cultural Organization UNESCO. Brussels, 18-20 April, 1999. Retrieved from:  http://www.nordicom.gu.se/clearinghouse.php?portal=linkdb&main=reconedu.php
[547]  Recommendation 1466 (2000) of Media Education from the Parliamentary Assembly Council of Europe (2000). Brussels, 27 June, 2000. Retrieved from: http://assembly.coe.int/Mainf.asp?link=/Documents/AdoptedText/ta00/EREC1466.htm

### *1.2.7    Lisbon European Council (2000)*

At the Lisbon European Council[548] - in March 2000 - the European Union introduced **socioeconomic reasoning** by acknowledging that "the EU is confronted with a quantum leap stemming from globalisation and the new knowledge-driven economy".[549] The strategic goal is "to become the most competitive and dynamic knowledge-driven economy in the world, capable of sustainable economic growth with more and better jobs and greater social cohesion".

### *1.2.8    eLearning Programme (2000, 2002)*

The e-Learning initiative[550] forms part of this European strategy to achieve the objectives of "to become the most competitive and dynamic knowledge-driven economy in the world, capable of sustainable economic growth with more and better jobs and greater social cohesion, as establish in European Council held a special meeting on 23-24 March 2000 in Lisbon in order to agree a new strategic goal for the European Union "in order to strengthen employment, economic reform and social cohesion as part of a knowledge-based economy".

Later, the Multi-annual eLearning Programme 2004-2006[551], established that one of its priorities would be "**to counteract the digital divide**". The action plan set out two steps:

- Understanding digital literacy;
- Identification and dissemination of good practices.

### *1.2.9    UNESCO – "Youth Media Education Seminar in Seville" (2002)*

In 2002, UNESCO held the "Youth Media Education Seminar in Seville"[552], which **reaffirmed the creative and critical component of media literacy**, highlighting how media education should be included in both formal and informal education at both the individual and community level.

### *1.2.10    Alexandria Proclamation (2005)*

The participants in the High Level Colloquium on Information Literacy and Lifelong Learning[553] proclaim, in 2005, proclaimed that information literacy and lifelong learning

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[548] Lisbon European Council 23 And 24 March 2000 Presidency Conclusions. Retrieved from: http://www.europarl.europa.eu/summits/lis1_en.htm
[549] Lisbon European Council 23 and 24 March 2000. Presidency Conclusions. Retrieved from: http://www.europarl.europa.eu/summits/lis1_en.htm
[550] European Commission. e-Learning – Designing tomorrow's education (COM(2000) 318 final), Brussels, 2 May, 2000. Retrieved from: http://ec.europa.eu/education/programmes/elearning/comen.pdf
[551] European Commission. Proposal for a decision of the European Parliament and of the Council adopting a multi-annual programme (2004-2006) for the effective integration of Information and Communication Technologies (ICT) in education and training systems in Europe (eLearning Programme) COM(2002) 751 final 2002/0303 (COD) Brussels, 19 December, 2002. Retrieved from: http://ec.europa.eu/education/archive/elearning/doc/dec_en.pdf
[552] Recommendations addressed to the United Nations Educational Scientific and Cultural Organization UNESCO. Youth Media Education. Seville, 15-16 February, 2002. Retrieved from: http://portal.unesco.org/ci/en/ev.php-URL_ID=5680&URL_DO=DO_TOPIC&URL_SECTION=201.html
[553] Beacons of the Information Society. The Alexandria Proclamation on Information Literacy and Lifelong

are the beacons of the Information Society, illuminating the courses to development, prosperity and freedom. Thus, it is a human right in a digital world because it empowers people to seek, evaluate, use and create information effectively.

### 1.2.11 Media Literacy Expert Group (2006)

The Media Literacy Expert Group[554] was set up with the aim of analysing and defining media literacy objectives and trends of highlighting and promoting good practices at European level and proposing actions in the fields. The group was composed of European media literacy experts (including academics and media professionals). The first meeting was held on 30 March 2006, the last meeting was held on 7 December 2010.

### 1.2.12 Public consultation (2006)

Based on the findings of the Media literacy Experts Group, the EC launched its Public Consultation, a questionnaire[555] that sought the **public's views** on media literacy in relation with digital technologies, and information about initiatives in commercial communications, as well as cinema and the online world. The replies showed that the correct way to speed up progress in this field would be to spread regional and national good practices 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 sees an urgent need for larger-scale, longer-term research into developing both new assessment criteria and new good practices".[556]

### 1.2.13 On Empowering Children in the New Information and Communications Environment (2006)

On a legislative level, in 2006 the European Council also developed the Recommendation on Empowering Children in the New Information and Communications Environment[557], adopted by the Committee of Ministers at the 974th meeting of the Ministers' Deputies. The recommendation called on EU Member States to **familiarize children with the new ICT environment**.

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Learning. Retrieved from: http://archive.ifla.org/III/wsis/BeaconInfSoc.html
[554] The Media Literacy Expert Group. Retrieved from:
http://ec.europa.eu/culture/media/media-literacy/expert-group-2011_en.htm
[555] European Commission. Making sense of today's media content: Commission begins public media literacy consultation. Brussels, 6 October, 2006. Retrieved from:
http://collection.europarchive.org/dnb/20070702132253/http://europa.eu/rapid/pressReleasesAction.do?reference=IP/06/1326&type=HTML&aged=0&language=EN&guiLanguage=en and
http://collection.europarchive.org/dnb/20070702132253/http://ec.europa.eu/avpolicy/media_literacy/consultation/index_en.htm
[556] Results on the public consultation on Media Literacy. Retrieved from:
http://ec.europa.eu/culture/media/media-content/media-literacy/report_on_ml_2007.pdf
[557] Recommendation Rec (2006)12 of the Committee of Ministers to member states on empowering children in the new information and communications environment. Brussels, 27 September, 2006. Retrieved from:
http://portal.unesco.org/ci/en/files/25152/11861425271Recommendation_Rec%282006%2912.pdf/Recommendation%2BRec%282006%2912.pdf

### *1.2.14    Recommendation on key competences for Lifelong Learning (2006)*

The Recommendation of the European Parliament and of the Council of 18 December 2006 on **key competences for lifelong learning**[558] identified the abilities that should be developed: digital competence (critical use of technology), social and civic competence (provide individuals with the tools to play an active and democratic role in society), critical awareness and creative competence (individuals should be capable of assessing the creative expression of ideas and emotions spread by the media).

### *1.2.15    Recommendation on the protection of minors and human dignity (2006)*

The Recommendation 2006/952/EC of the European Parliament and of the Council of 20 December 2006 on the protection of minors and human dignity[559], which emphasized the need for **teacher training** in the field of media literacy; as well as the inclusion of **media literacy in the curriculum** in order to protect children and, at the same time, to promote responsible attitudes among all users. All of these initiatives fostered the media education (and literacy) policy.

### *1.2.16    European Audiovisual Media Services Directive (AMSD) (2007)*

These efforts to make digital and media literacy a key element of the development of the information society in Europe concluded in 2007, with the enactment of the European Audiovisual Media Services Directive[560] which was incorporated (on December 2009) into legislation in all Member States of the European Union, introducing the need **to promote media literacy into a regulation of the media system for the first time**.

The AVMSD – which replaces the European Directive on Television without Frontiers (DTVSF 89/552/EC) – is the main instrument of media policy in Europe as article 37 institutionalises media literacy as one of the measures to be boosted. It therefore makes media literacy a vital element of the regulation of the European audiovisual industry and provides a **less detailed definition of media literacy than previous definitions**: "It includes the skills, knowledge and understanding that allow consumers to use the media effectively and safely". The Directive has been shown to be innovative in that its text stresses the general public's creative and critical abilities with regard to the media, focusing on informed choice and the use of new technological opportunities. It highlighted that a **media-literate person** is not a passive consumer of programmes, but rather **is someone who selects what they wish to consume by means of an informed choice**.

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[558]   European Commission. Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning. (2006/962/EC). Brussels, 18 December, 2006. Retrieved from: http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2006:394:0010:0018:en:PDF

[559]   European Parliament. Recommendation 2006/952/EC of the European Parliament and of the Council of 20 December 2006 on the protection of minors and human dignity and on the right of reply in relation to the competitiveness of the European audiovisual and on-line information services industry. Brussels, 27 December, 2006. Retrieved from:
http://europa.eu/legislation_summaries/audiovisual_and_media/l24030a_en.htm

[560]   Audiovisual Media Service Directive 2007/65/EC of the European Parliament and the Council. Brussels, 11 December, 2007. Retrieved from: http://ec.europa.eu/avpolicy/reg/avms/index_en.htm

In addition, the AMSD stresses the protective role of media literacy and urges Member States **to "promote the development of media literacy in all sectors of society and monitor its progress closely"**, thus strengthening the idea that media literacy is not only the responsibility of formal education, but also of the media industry, professionals, regulatory authorities and families, among others.

### 1.2.17   Film literacy in Europe (2011, 2012)

As part of the development of a media literacy policy and in the context of the preparation of the MEDIA strand of the proposed Creative Europe framework programme, the European Commission (2014-2020), the consortium lead by the British Film Institute in partnership with the Institute of Education – University of London and Film Education Company, have developed a study in order to identify and analyze the existing situation concerning film literacy in Europe.

### 1.2.18   European Media Literacy Education Study (2012, 2013)

A network of European institutions will develop during 2012 and 2013 the European Media Literacy Study. The study aims to provide policy recommendations at both European and national levels to support educational policies development in the field of lifelong media education.

## *2   MEDIA LITERACY STUDIES FROM UAB*

An important factor of the development of the media literacy not only as concept but as an empirical and basic component of a democratic society, is the develop of several studies and publications, which have contributed to set the issue in the focus of academic experts, media professionals and decision-makers.

As can be observed, the research and dissemination activity of the Communication and Education Research Group of the UAB is ample and has come a long way over time.

### 2.1   Table

Figure 42. Table: Timeline of media literacy studies and publications from UAB.

| Timeline of Media Literacy Development Studies and Publications from UAB | | | |
|---|---|---|---|
| **Date** | **Author** | **Title** | **Type** |
| 2004 | • José Manuel Pérez Tornero (UAB) | *Promoting Digital Literacy. Understanding digital literacy* | Study[561] |
| 2006 | • Divina Frau-Meigs (ed) | *Mentor Kit: Media Education, a kit for teachers, students, parents and professionals.* | Publication[562] |
| 2007 | • Paolo Celot<br>• José Manuel Pérez Tornero | *Book Media Literacy in Europa. Leggere, scrivere e partecipare nell'era mediatica* | Publication[563] |
| | • EAVI<br>• UAB<br>• Tapio Varis | *Current Trends and Approaches to Media Literacy in Europe* | Study[564] |
| 2008 | • Ulla Carlsson (The International Clearinghouse on Children, Youth and Media, NORDICOM)<br>• Samy Tayie<br>• Geneviève Jacquinot-Delaunay | *Empowerment through Media Education and Intercultural Dialogue* | Publication[565] |

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[561] Study *Promoting Digital Literacy. Understanding digital literacy.* Retrieved from: http://ec.europa.eu/education/archive/elearning/doc/studies/dig_lit_en.pdf

[562] Publication *Mentor Kit: Media Education, a kit for teachers, students, parents and professionals.* Retrieved from: http://www.eavi.eu/joomla/images/stories/Publications/Mentor_Kit/mentor-kit.pdf

[563] Publication *Book Media Literacy in Europa. Leggere, scrivere e partecipare nell'era mediatica.* Retrieved from: http://www.eavi.eu/joomla/what-we-do/researchpublications/73-book-media-literacy-in-europa

[564] Study *Current Trends and Approaches to Media Literacy in Europe.* Retrieved from: http://ec.europa.eu/culture/media/media-content/media-literacy/studies/study.pdf

[565] Publication *Empowerment through Media Education and Intercultural Dialogue.* Retrieved from: http://www.mediamentor.org/files/attachments/Empowerment_Through_Media_Education.pdf

| Timeline of Media Literacy Development Studies and Publications from UAB | | | |
|---|---|---|---|
| **Date** | **Author** | **Title** | **Type** |
| | • José Manuel Pérez Tornero | | |
| 2009 | • EAVI<br>• UAB<br>• CLEMI<br>• UCL<br>• University of Tampere | *Assessment Criteria for Media Literacy Levels. A comprehensive view of the concept of media literacy and an understanding of how media literacy level in Europe should be assessed* | Study[566] |
| | • José Manuel Pérez Tornero<br>• Paolo Celot | *Media Literacy in Europa. Leggere, Scrivere e Partecipare nell'era mediatica* | Publication[567] |
| 2010 | • José Manuel Pérez Tornero<br>• Lorenzo Vilches | *Libro blanco sobre la Televisión Educativa y Cultural en Iberoamérica* | Publication[568] |
| | • José Manuel Pérez Tornero<br>• Tapio Varis | *Media Literacy and New Humanism* | Publication[569] |
| | • AA.VV. | *Alfabetización mediática y culturas digitales* | Publication[570] |
| | • José Manuel Pérez Tornero<br>• Mireia Pi Hernández | *A New Horizon. Media Literacy Assessment and Children in Europe". en: Von Feilitzen, Cecilia; Carlsson, Ulla; Bucht, Catharina (Eds.) (2010). New questions, new insigths, new approaches. Contributions to the research forum at the World Summit on Media for Children and Youth 2010* | Publication[571] |
| | • AA.VV. | *Estrategias de alfabetización mediática. Reflexiones sobre educación y comunicación* | Publication[572] |

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[566] Publication *Assessment Criteria for Media Literacy Levels. A comprehensive view of the concept of media literacy and an understanding of how media literacy level in Europe should be assessed.* Retrieved from:
http://ec.europa.eu/culture/media/mediacontent/medialiteracy/studies/eavi_study_assess_crit_media_lit_levels_europe_finrep.pdf

[567] Not available online.

[568] Not available online.

[569] Publication *Media Literacy and New Humanism.* Retrieved from:
http://iite.unesco.org/pics/publications/en/files/3214678.pdf

[570] Publication *Alfabetización mediática y culturas digitales.* Retrieved from:
http://dialnet.unirioja.es/servlet/libro?codigo=510721

[571] Publication *A New Horizon. Media Literacy Assessment and Children in Europe". en: Von Feilitzen, Cecilia; Carlsson, Ulla; Bucht, Catharina (Eds.) (2010). New questions, new insigths, new approaches. Contributions to the research forum at the World Summit on Media for Children and Youth 2010.* Retrieved from: http://www.nordicom.gu.se/common/publ_pdf/Yearbook_2011.pdf

[572] Not available online.

| Timeline of Media Literacy Development Studies and Publications from UAB | | | |
|---|---|---|---|
| **Date** | **Author** | **Title** | **Type** |
| 2011 | • Martin Scott | *Guía para radios y televisiones sobre la promoción del contenido generado por el usuario y la alfabetización mediática e informacional* | Publication[573] |
| | • UNESCO – UNAOC UNITWIN | *Global Chair on Media and Information Literacy and Intercultural Dialogue ("UNESCO-UNAOC MILID UNITWIN")* | Project[574] |
| 2012 | • José Manuel Pérez Tornero • Juan Carlos Gavara | *La alfabetización mediática y la ley general de comunicación audiovisual en España* | Publication[575] |
| | • EMEDUS | (working on) *European Media Literacy Education Study* | Study[576] |
| | • DINAMIC | (working on) *Desarrollo de Indicadores de Alfabetización Mediática Individuales, Corporativos y Ciudadanos* | Study |

Source: Own production.

## 2.2 Description of some Studies

### 2.2.1 Promoting Digital Literacy. Understanding digital literacy (2004)

The European Commission requested the implementation of a course of action to promote digital literacy within the eLearning Programme. In order to do so, they commissioned a study for identifying "and analyze a limited number of successful and innovative experiences for promoting digital and media literacy and identifying strengths and weaknesses…"

The Report, carried out by the Autonomous University of Barcelona (UAB), focused on three aspects:

1. The identification and analysis of a limited number of successful and innovative experiences that have helped promote digital and media literacy.

2. The strengths and weaknesses of these experiences.

3. The drawing up of recommendations for the implementation of promoting digital literacy course of action.

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[573] Publication *Guía para radios y televisiones sobre la promoción del contenido generado por el usuario y la alfabetización mediática e informacional.* Retrieved from: http://unesdoc.unesco.org/images/0021/002155/215549s.pdf

[574] Project *Global Chair on Media and Information Literacy and Intercultural Dialogue ("UNESCO-UNAOC MILID UNITWIN").* Retrieved from: http://www.unaoc.org/communities/academia/unesco-unaoc-milid/

[575] Not available online.

[576] Study *Desarrollo de Indicadores de Alfabetización Mediática Individuales, Corporativos y Ciudadanos (DINAMIC).* Retrieved from: http://www.emedus.org/p/project.html

### *2.2.2     Current Trends and Approaches to Media Literacy in Europe (2007)*

This study identifies the approaches and trends of media literacy in Europe: a) convergence of media as a widespread reality, b) growing concern about the protection of media users; c) critical awareness of citizens, d) growing presence media literacy in the curriculum; e) more sensitive industry, f) greater participation of civil associations; g) greater participation of European institutions and h) emergence of the regulatory authorities.

Regarding the challenges, the study mentions: a) the need to link technology and innovation to raise awareness about the importance of media, b) encouraging creativity; c) promote awareness campaigns; d) improve research and ) establish regulatory authorities; f) develop standards and quality indicators, and g) creating public policy in the area on media literacy.

### *2.2.3     Study on Assessment Criteria for Media Literacy Levels (2009)*

Research carried out by Communication and Education Research Group of the UAB, with the European Association for Viewers' Interests (EAVI), the University of Tampere, Finland (UTA), The Centre de liaison de l'enseignement et des médias d'information (CLEMI), of France; and the Université Catholique de Louvain à Louvain (UCL) of Belgium. The objective of the study was to provide to the European Commission (EC) with of a set of criteria and indicators as well as a possible tool for assessing the levels of media literacy of European citizens (in every Member States of the European Union).

## 3 EUROPEAN COMMISSION AND MILESTONES FROM UAB: ALL TOGETHER

The following table summarises the timeline of the most important milestones described in the previous chapters, both at the level of the European Commission and in the collaboration with the UAB.

**Figure 43. Table: Timeline of European Commission and milestones from UAB.**

| Year | EUROPEAN COMMISSION | UAB |
|---|---|---|
| 1982 | • Grünwald Declaration on Media Education | • Participation of José Manuel Pérez Tornero in the Conference: Communication and Democracy: Directions in Research. Congress: *International Association for Mass Communication Research.* (06/09/1982). Paris (France). |
| 1989 | • Television Without Frontiers Directive (TVWF) <br> • General Actes | |
| 1990 | • Toulouse Colloqy | |
| 1991 | • MEDIA Programme | • Participation of José Manuel Pérez Tornero in the organisation of the World Congress *Infància, Joventut i Comunicació Audio-Visual.* (28/01/1991). Valencia (Spain). |
| 1992 | | • Participation of José Manuel Pérez Tornero in the Conference: *La formación crítica del consumidor.* Congress: *Jornadas "Una apuesta por el futuro".* (19/05/1992). |
| | | • Participation of José Manuel Pérez Tornero in the Conference: *Televisión educativa en España. Evento: 32 reunión del grupo de trabajo de programas educativos de la UER.* (23/05/1993). Maastricht (the Netherlands). |
| 1999 | • Safer Internet Programme <br> • Congress in Vienna | |
| 2000 | • Lisbon European Council <br> • eLearning Programme <br> • Recommendation 1466 (2000) | |
| 2001 | | • Publication of the book: *Comunicación y educación en la sociedad de la información* by José Manuel Pérez Tornero. Editorial Paidós. <br> • José Manuel Pérez Tornero conducted the research study "*Information technologies and communication between parents and children*" for the Catalan Network of Researchers on |

| Year | EUROPEAN COMMISSION | UAB |
|------|---------------------|-----|
| | | Children's Rights and Quality of Life. Retrieved from: http://www.psychologyinspain.com/content/reprints/2001/5.pdf |
| 2002 | • Youth Media Education Seminar in Seville<br>• Proposal<br>• Recommendation 1586 (2002) | • Participation of José Manuel Pérez Tornero in the European event: *Youth Media Education Seminar*. The seminar was hosted by the Andalusia Television and the International Association of Educational Televisions (AITED) and was chaired by professor José Manuel Pérez Tornero, assisted by professor Divina Frau-Meigs and the Rapporteur professor Valentí Gomez i Oliver. UNESCO was represented by the Deputy Assistant Director-General for Communication and Information Mr. Claude Ondobo. |
| 2004 | • European Charter for Media Literacy | • *Promoting Digital Literacy. Understanding digital literacy* |
| 2005 | • L'éducation aux médias enjeu des societés du savoir<br>• The Alexandria Proclamation<br>• Recommendation<br>• Broadcasting and Citizens: Viewers' Participation and Media Accountability in Europe | |
| 2006 | • The Media Literacy Expert Group<br>• Recommendation Rec (2006)12<br>• Recommendation<br>• Public consultation on Media Literacy<br>• Recommendation<br>• Recommendation<br>• European Parliament resolution | • *Mentor Kit: Media Education, a kit for teachers, students, parents and professionals.* |
| 2007 | • Paris Agenda<br>• L'éducation aux médias: avancées, obstacles, orientations, nouvelles depuis Grünwald: ver un changement d'échelle?<br>• European i2010 initiative<br>• European Audiovisual Media Service Directive | • *Book Media Literacy in Europe. Leggere, scrivere e partecipare nell'era mediatica*<br>• *Current Trends and Approaches to Media Literacy in Europe* |
| 2008 | • Recommendation 1799 (2007)<br>• Council conclusions | • *Empowerment through Media Education and Intercultural Dialogue*<br>• Participation in the II International Conference on media literacy, |

| Year | EUROPEAN COMMISSION | UAB |
|------|---------------------|-----|
| | • Opinion of the Committee<br><br>• Working paper and recommendations | organized by EAVI. Presentation of the book "*Media Literacy in Europe*" by José Manuel Pérez Tornero. Rome (Italy).<br>• Organisation of the Seminar: *From spectators to participants: how citizens engage in media discourse and how they transform. New lines of research and action in communication and media literacy.* Barcelona (Spain).<br>• Participation in the International Assembly of the Association of Educational and Cultural Iberoamerican Television in Mexico. |
| 2009 | • Recommendation<br>• Commission Recommendation<br>• Council conclusions | • *Assessment Criteria for Media Literacy Levels*<br>• Participation and organisation in EAVI III International Conference: *Citizens' participation in public life through media.* Conference opening assisted by José Manuel Pérez Tornero. Madrid (Spain). |
| 2010 | • Council Resolution<br>• Opinion of the Committee<br>• Communication from the Commission | • *White Paper on Educational and Cultural Television in Ibero America*<br>• *Media Literacy and New Humanism*<br>• Participation in the IAMCR Conference: *Communication and Citizenship.* Braga (Portugal).<br>• Participation in the Conference: *World summit on media for children and youth.* Karlstad (Sweden).<br>• Organisation of the Congress: *Media literacy and digital cultures.* Conference opening and closing assisted by José Manuel Pérez Tornero. Sevilla (Spain).<br>• Participation in the EBU Training Assembly. Conference opening assisted by José Manuel Pérez Tornero. Barcelona (Spain).<br>• Participation in the II National Congress *Leer.es*: *Read to learn, new literacies.* Conference opening assisted by José Manuel Pérez Tornero, Madrid (Spain). |
| 2011 | • According the Audiovisual Media Services Directive, the European Commission must report levels of Media Literacy in all EU Member States by December 2011 | • Participation in the International Conference: *Media, culture and education.* Closing conference assisted by José Manuel Pérez Tornero. Meknes (Morocco).<br>• Organisation of the I Communication and Education Congress: *Media* |

| Year | EUROPEAN COMMISSION | UAB |
|------|---------------------|-----|
| | • Testing and refining criteria to assess media literacy levels in Europe | *literacy strategies.* Barcelona (Spain).<br>• Participation in the International Conference: *Media, culture and education*. Fez (Morocco). |
| 2012 | • UNESCO, UNITWIN, United Nations and Alliance of Civilizations<br>• EURANET<br>• UNESCO<br>• Flemish Ministry of Education and Training, ATIT and European Commission DGEAC<br>• European Commission | • Organisation of the Milid Week Congress. Conference opening assisted by José Manuel Pérez Tornero. Barcelona (Spain).<br>• Organisation of the I meeting of the UNESCO-UNAOC UNITWIN *Global Chair on Media and Information Literacy and Intercultural Dialogue* ("UNESCO-UNAOC MILID UNITWIN"). Barcelona (Spain).<br>• Participation in the Conference: *New Media and Communication of Justice in the Information Society.* Conference opening assisted by José Manuel Pérez Tornero. Shanghai (China).<br>• Participation in the Conference of EURANET. Conference opening assisted by José Manuel Pérez Tornero. Brussels (Belgium).<br>• Participation in the Conference: *Media literacy and critical thinking. Language and public sphere.* Conference opening assisted by José Manuel Pérez Tornero. Braga (Portugal).<br>• Participation in the Conference: *Media & Learning.* Brussels (Belgium).<br>• Participation in the Media Literacy Conference. Brussels (Belgium). |
| 2013 | • UNESCO | • Participation in the World Summit on Information Society. Paris (France).<br>• Participation in the International Conference: *Media Studies: New Media and New Literacies. (*Ljubljana) Slovenia. |

**Source: Own production.**

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Below, we include a list of the publications and references considered in drawing up this document.

To find additional documents on media literacy, please see the comprehensive bibliography (comprising 38 pages in total) summarised within the three large research studies that have been employed in publishing this book:

- o *Promoting Digital Literacy. Understanding digital literacy* (2004)

    - References: pages 90-98

- o *Study on the Current Trends and Approaches to Media Literacy in Europe* (2007)

    - Bibliography and Sources: pages 1-20

- o *Study on Assessment Criteria for Media Literacy Levels* (2009)

    - Annex J – Bibliography Final: pages 1-9

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