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Working Group 1
Media Literacy: Focus on the role of regulators[1]
Comparative Background Paper
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1   INTRODUCTION

Media literacy, which was discussed in Working Group 1 at the 46th EPRA plenary meeting in Vienna in October 2017, was previously addressed by EPRA in June 2014[2] and May 2008[3].
The purpose of this 2017 Background Paper was to explore how media literacy is interpreted in EPRA Member Countries and examine the different roles and approaches that regulators have adopted in relation to media literacy and raising some points for regulators to consider.

The paper is based on the answers to a questionnaire circulated by the EPRA Secretariat from the following 25 agencies: The Communication Regulatory Agency of Bosnia and Herzegovina **("BA"),** the Vlaamse Regulator voor de Media for the Flemish Community **("BE - VRM"),** the Council for Electronic Media of Bulgaria **("BG"),** the Cyprus Radio-Television Authority **("CY"),** the Council for Radio and TV Broadcasting of the Czech Republic **("CZ"),** the Directors' Conference of the State Media Authorities of Germany **("DE")**, the Technical Regulatory Authority **("EE")**, the Catalan Audiovisual Council **("ES-CAC"),** the French Conseil Supérieur de l'Audiovisuel **("FR"),** the Gibraltar Regulatory Authority **("GI")**, the National Council for Radio and Television **(GR),** the National Media and Infocommunications Authority **("HU")**, the Broadcasting Authority of Ireland **("IE"),** the Radio and Television Commission of Lithuania **("LT"),** the National Electronic Mass Media Council **("LV")**, the Agency for Audio and Audiovisual Media Services of Macedonia **("MK"),** the Dutch Commissariaat voor de Media **("NL"),** the Norwegian Media Authority **("NO"),** the Polish National Broadcasting Council **("PL"),** the Portuguese Regulatory Authority for the Media **("PT")**, the Regulatory Authority of Electronic Media **("RS"),** the Swedish Press and Broadcasting Authority **("SE"),** the Agency for Communication Networks and Services of the Republic of Slovenia **("SI"),** the National Council of TV and Radio Broadcasting of Ukraine **("UA")**, Ofcom **("UK").**

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[1] **Disclaimer: This document has been produced by EPRA, an informal network of 52 regulatory authorities in the field of broadcasting. It is not a fully comprehensive overview of the issues, nor does it purport to represent the views or the official position of EPRA or of any member within the EPRA network.**

[2] "Empowering Users: Focus on Media Literacy, background paper EPRA/2014/03
https://www.epra.org/attachments/budva-wg1-media-literacy-background-paper

[3] Media Literacy – what role for the regulators?, Background paper EPRA/2008/02, http://epra3-production.s3.amazonaws.com/attachments/files/272/original/literacy_final.pdf?1323685272

2   EUROPEAN CONTEXT AND INITIATIVES

At an EU level, media literacy policy and initiatives originate from a number of units and policy areas. In the last 12 months there appears to be an increased focus on media literacy as part of the Digital Single Market[4] policy, under the banner of 'Supporting media and digital culture'. Meanwhile, the development of digital skills features under the banner of 'Creating a digital society' with digital skills mentioned explicitly in the Digital Single Market Strategy[5].

At the Media and Learning conference in 2016, Roberto Viola, Director General for communications, networks, content and technology, explained the interdependence between media literacy and digital literacy from the point of view of the European Commission:

"A key pillar in all possible definitions of media literacy is the development of critical thinking by the user or citizen. Digital skills, which we mention explicitly in the Digital Single Market Strategy, are one of the many components of media literacy. Digital skills are about being able to have access to the digital world. Another linked concept is "digital literacy", which means understanding and making sense of the digital world."

Media literacy synergies can also be found between different EU policies and initiatives[6], such as the Audiovisual Media Service Directive, and the Creative Europe MEDIA Programme where media literacy, as part of the cross-sectoral strand of the programme, also foresees specific support for film literacy actions.[7]

Recent EU Commission initiatives
Recent instruments and initiatives of interest include (inter alia):

- A 2016 call for proposals for a pilot project called "Media literacy for all" with a budget of 250.000 EUR earmarked for the project by the European Parliament. The objective of the pilot project is to experiment with actions designed to increase critical thinking in relation to the media among citizens of all ages and to test the feasibility and usefulness of such actions. The hope is that the initiative would be a catalyser for a multi-stakeholder action in media literacy[8].

- A 2017 call for tenders[9] for a study on "Media literacy and online empowerment issues raised by algorithm-driven media services". The EU describes this multi-disciplinary study as "a first step for EU media policy to analyse the underlying issues posed by algorithm-driven media services and explore the problem area in a structured way for the benefit of policy makers and stakeholders".

- The latest annual Erasmus+ work programme[10], published by the European Commission on 17 August 2017, outlines the structure and funding of the programme for 2018 and highlights the link between the policies as well as changes from 2017. The programme states the intention of supporting projects that aim to foster media literacy amongst other skills and competences.

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[4] https://ec.europa.eu/digital-single-market/
[5] http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex:52015DC0192
[6] http://www.unesco.org/fileadmin/MULTIMEDIA/HQ/CI/CI/pdf/Events/mil2016_lativa_forum_mari_sol.pdf
[7] https://ec.europa.eu/digital-single-market/en/news/media-literacy-background-documents
[8] https://ec.europa.eu/digital-single-market/en/news/media-literacy-background-documents
[9] https://ec.europa.eu/digital-single-market/en/news/call-tenders-study-media-literacy-and-online-empowerment-issues-raised-algorithm-driven-media
[10] https://ec.europa.eu/education/sites/education/files/c-2017-5652_en.pdf

- The European Commission's [Better Internet for Kids](#)[11] strategy which aims to create a better Internet for children and young people. Under the Connecting Europe Facility (CEF), European Schoolnet develops and maintains a Better Internet for Kids (BIK) core service platform to share resources, services and practices between national providers of the services – the European Safer Internet Centres (SICs) – and to provide services to their users, including industry. European Schoolnet also closely collaborates with the International Association of Internet Hotlines (INHOPE) in order to coordinate and animate the European network of Safer Internet Centres, each focusing on their respective strands of work (i.e. awareness, youth participation and helpline versus hotline). Safer Internet is a well-established, multi-stakeholder domain, involving the public sector, technology and media industry and civil society (mainly NGOs).

- The European Commission's [Expert Group on Media Literacy](#)[12] which meets annually to identify, document and extend good practices in the field of media literacy; facilitate networking between different stakeholders, with the aim of cross-fertilisation; and, explore synergies between different EU policies and support programmes and media literacy initiatives. The *European Media Literacy Expert Group* works on the understanding that media literacy means different things for different countries and stakeholders and that it is also a dynamic concept that evolves at the same time as technology and society, but the fundamental aspect of media literacy is the development of critical thinking by the user.

- The mapping of media literacy practices and actions in EU-28 report, which was commissioned by the European Commission and carried out by the European Audiovisual Observatory, looked at the most significant media literacy activities that had taken place in the EU since 2010. *The mapping media literacy practices and actions in EU-28* report[13] provides a detailed analysis of the main trends, based on a selection of 547 projects. The authors found that initiatives to develop 'critical thinking' were the most prevalent. The study is accompanied by a wealth of background media literacy research contained in its four annexes, including detailed national summaries, summaries of the 547 featured projects supplemented by 145 detailed case studies.

Recent Council of Europe initiatives

It was noted in the 2008 and 2014 comparative EPRA papers that the Council of Europe had been active in relation to media literacy, with a particular focus on Internet literacy. Since 2014, there have been a number of important developments concerning media and Internet literacy. As is the case at the EU level, the policy of the Council of Europe relating to media and Internet literacy originates from a plurality of entities, such as the Secretary General, the Committee of Ministers and the Parliamentary Assembly. The standard-setting instruments as well as concrete programmes and initiatives are being developed by various departments, including the ones dealing with Internet Governance and Freedom of Expression, but also several other services, such as the one in charge of Youth Policy matters or Education for Democratic Citizenship and Human Rights.

Recent instruments and initiatives of interest include (inter alia):

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[11] https://ec.europa.eu/digital-single-market/node/286
[12] http://ec.europa.eu/transparency/regexpert/index.cfm?do=groupDetail.groupDetail&groupID=2541
[13] http://ec.europa.eu/newsroom/dae/document.cfm?doc_id=43878

- The Human rights guide for Internet users[14], adopted in April 2014 by the Committee of Ministers, which includes two chapters dealing with education and literacy and children and young people.
- The Recommendation on Internet freedom of 2016[15], asking states to provide media and digital literacy programmes for users to foster their ability to make informed decisions and to respect the rights and freedoms of others.
- The draft Recommendation on media pluralism and transparency of ownership[16], as finalised by the MSI-MED in October 2017, which includes annexed guidelines encouraging member states to introduce legislative provisions or strengthen existing ones that promote media literacy. It also recommends that the States "*develop a coordinated national media literacy policy and ensure its operationalisation and implementation through (multi-)annual action plans and by providing adequate resources for those purposes*". The support to the "*creation of a coordinated national media literacy network comprising a wide range of stakeholders*" is identified as a key strategy. In addition, the States should ensure that "*independent national regulatory authorities have the scope and resources to promote media literacy in ways that are relevant to their mandates and encourage them to do so*".

- The draft Recommendation on Internet intermediaries[17], as finalised in September 2017 by the MSI-NET, recommends that member states "*encourage and promote the implementation of effective age and gender-sensitive media and information literacy programmes to enable adults, young people and children to enjoy the benefits and reduce the exposure to risks of the online communications environment, in cooperation with stakeholders from the private sector, civil society, education, academia and the technical community*".
- Other ongoing activities include the preparation and organisation of digital citizenship education programmes that emphasise media and information literacy and human rights education to help young people to develop the necessary critical thinking skills to navigate the digital space as well as the publication of a revised Internet Literacy handbook.

UNESCO and GAPMIL

UNESCO supports the development of media and information literacy (MIL) competencies among people through capacity-building resources, such as curricula development, policy guidelines and articulation, and assessment framework. UNESCO offers free and open online courses[18] for self-paced learning about MIL. Through media and information technologies, UNESCO facilitates networking and research through the Global Alliance for Partnerships on MIL (GAPMIL)[19] and MIL University Network.[20]

The Global Alliance for Partnerships on Media and Information Literacy (GAPMIL) promotes international cooperation to ensure that all citizens have access to media and information

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[14] Recommendation CM/Rec(2014)6 of the Committee of Ministers to member States on a guide to human rights for Internet users
[15] Recommendation CM/Rec(2016)5 of the Committee of Ministers to member States on Internet freedom (Adopted by the Committee of Ministers on 13 April 2016 at the 1253rd meeting of the Ministers' Deputies) https://search.coe.int/cm/Pages/result_details.aspx?ObjectId=09000016806415fa
[16] Recommendation CM/Rec(2017x)xx of the Committee of Ministers to member states on media pluralism and transparency of media ownership, fourth revised draft.
[17] Recommendation CM/Rec(2017x)xx of the Committee of Ministers to member states on the roles and responsibilities of Internet intermediaries, THIRD revised Draft https://rm.coe.int/recommendation-cm-rec-2017x-xx-of-the-committee-of-ministers-to-member/1680731980
[18] http://www.unesco.org/new/en/communication-and-information/media-development/media-literacy/online-mil-and-intercultural-dialogue-courses/
[19] http://www.unesco.org/new/en/gapmil
[20] http://www.unesco.org/new/en/communication-and-information/media-development/media-literacy/mil-and-intercultural-dialogue-university-network/

competencies. A Global MIL Week celebration took place from 25 October to 1 November 2017.[21]

UNESCO recently launched MIL CLICKS[22], a social media initiative that is also part of UNESCO's strategy to enable media and information literate societies.

3   NATIONAL CONTEXT

3.1   Legal Provisions

The results of the 2017 survey show that 14 of the 25 authorities who responded to the survey (ES-CAC, FR-CSA, HU-NMHH, IE-BAI, DE-DLM, PT-ERC, PL-KRRiT, GI-GRA, MK-AAAMS, CZ-RRTV, CY-CRTA, GB-Ofcom, SI-AKOS, RS-REM) have laws in their country/region that contain specific provisions on Media Literacy.

In 2014,16 of the 28 authorities that responded to the 2014 survey reported having laws in their country that contain specific provisions on Media Literacy (BE-CSA, CY-CRTA, DE-DLM, ES-CAC, ES-CNMC, FI-FICORA, FR-CSA, GR, IE-BAI, IS-IMC, MK-AAAMS, PL-KRRiT, SI-AKOS, RO-CNA, TR-RTUK, GB-Ofcom).

17 agencies responded to both the 2014 and the 2017 surveys. In 2017 two of these agencies (CZ-RRTV, PT-ERC) report having laws in their country that contain specific provisions on Media Literacy who didn't in 2014.

3.2   Defining Media Literacy

In 2017, as was the case in 2008 and 2014, there is no universally agreed definition of media literacy, although media literacy continues to be a central element of regulatory debates

The results of the survey demonstrate the fluidity of how media literacy is described across and within different countries with around half of the agencies reporting that there is no commonly used definition within their country.

The complex and sometimes contentious issue of defining media literacy is acknowledged in the *European Media Literacy Expert Group* description of media literacy as "*an umbrella expression that encompasses many possible definitions and includes all the technical, cognitive, social, civic and creative capacities that allow a citizen to access, have a critical understanding of the media and interact with it. These capacities allow the citizen to participate in the economic, social and cultural aspects of society as well as to play an active role in the democratic process. It refers to all kind of media (television, radio, press), through all kind of channels (traditional, internet, social media) and to all ages.*"

Two authorities (NO-NMA and MK-AAAMS) have adopted the *European Media Literacy Expert Group* description of media literacy while the CRTA in Cyprus uses the definition of media literacy which was put forward by the European Commission in its 2007 Communication[23], which is "*the ability to access the media, to understand and to critically evaluate different aspects of the media*".

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[21] Global MIL Week 2017
[22] http://en.unesco.org/MILCLICK
[23] http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2007:0833:FIN:EN:HTML

The Greek authority uses the definition put forward by the UK academic Sonia Livingstone in "*The Changing Nature and Uses of Media Literacy*"[24], which is "*the ability to access, analyse, evaluate and create messages across a variety of contexts*".

A more recently constructed definition emerged from the Ukraine where on 21 April 2016 the National Academy of Pedagogical Sciences approved the new wording of the Concept of Implementation of Media Literacy in Ukraine: "*Media Literacy means a component of media culture that deals with the ability to use information and communication technical equipment, express oneself and communicate by means of media tools, successfully obtain required information, consciously perceive and critically analyze information obtained from the various media, distinguish reality and its virtual simulation - that is to understand reality constructed by media sources, comprehend the power relations, myths and types of control cultivated by them*".

Another recently developed description of media literacy comes from the BAI in Ireland. In its 2016 Media Literacy Policy[25], the BAI does not define media literacy per se but prefers to describe media literacy as "*the key to empowering people with the skills and knowledge to understand how media works in this changing environment, to interrogate the accuracy of information, to counter unfair and inaccurate representation, to challenge extremist views and, ultimately, to make better informed media choices*".

In France, the concept of critical understanding of the media features strongly in how the Ministry of Education understands media literacy: "*A civic practice of the media: a critical and detached reading of their contents and an initiation to languages and media forms in order to be able to inform oneself sufficiently, express oneself freely and produce information. The development of a competence for research, selection and interpretation of information, as well as evaluation of sources and content. An understanding of the media, networks and information phenomena in all their dimensions: economic, societal, technical, ethical*"[26].

Although there is no universally agreed definition of media literacy, it appears to be almost universally held that 'access', 'use', 'understanding' and 'critical evaluation' of the media are cornerstones of media literacy. However, there are some additional elements which only figure in some definitions.

For example, the **use of media for creativity, self-expression or communication** is a key element of the Belgian, Serbian, Greek, Ukrainian, Portuguese, Gibraltar, Irish, Norwegian, Macedonian, Cypriot and British definitions:

- In Serbia, REM describes media literacy as "*mastering critical and creative skills*".
- In Belgium, the VRM acknowledges that media literacy is required for "*active and creative media use that aids social participation*".
- The Greek National Council for Radio and Television (NCRT) understands media literacy to include the ability to "*express oneself through media but also to create media*".
- The National Council of TV and Radio Broadcasting of Ukraine includes in its definition of media literacy the ability to "*express oneself and communicate by means of media tools*".

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[24] *The Changing Nature and Uses of Media Literacy,* Professor Sonia Livingstone, Media@lse, London School of Economics and Political Science, 2003, http://eprints.lse.ac.uk/13476/1/The_changing_nature_and_uses_of_media_literacy.pdf

[25] http://www.bai.ie/en/bai-launches-media-literacy-policy/

[26] http://eduscol.education.fr/cid72525/l-emi-et-la-strategie-du-numerique.html#lien1. Eduscol is the website of the Ministry aimed at education professionals.

- In Portugal, the ERC refers to the "*creative use"* of information and media.
- In Gibraltar and in Ireland, media literacy includes understanding "*the processes by which individuals and communities can create and publish audio or audio-visual material by means of broadcast or related electronic media*".
- Norway and FYR Macedonia have adopted the European Media Literacy Expert Group description which refers to "*all the technical, cognitive, social, civic and creative capacities… to allow us to interact with the media".*
- In Cyprus, the Radio and Television Stations Law of 1998, last updated in 2016[27] include in its definition of media literacy the ability "*to express and communicate in various forms of the media, especially using new technologies*".
- In the UK, Ofcom defines media literacy as "*the ability to use, understand and create media and communications in a variety of contexts*."

The notion of **media education** is used in the Catalan, Portuguese, Lithuanian and German definitions:

- The Catalan Audiovisual Council describes the most commonly used definition of media literacy as education in audiovisual communication.
- The ERC in Portugal believes that media literacy must be a lifelong learning process.
- The Lithuanian description refers to a competence related to critical thinking and life-long learning.
- In Germany, the understanding of media literacy is influenced by four dimensions of media education suggested by the educationalist Dieter Baacke and developed to cover the following aspects:
  - Media education;
  - Selection and use of media;
  - Comprehension and assessment of media productions;
  - Production and distribution of media;
  - Identification and processing of media influence.

The concept of **conscious use** of the media features in the descriptions of four agencies (NL, UA, PT, BE)

- In the Netherlands, media literacy includes possessing the knowledge and skills to be able to function consciously, critically and actively in a multi-media world.
- The National Council of TV and Radio Broadcasting of Ukraine includes in its definition of media literacy the ability to "*consciously perceive and critically analyze information obtained from the various media".*
- In Portugal, the ERC refers to the "*conscious, active and creative use and critical understanding"* of information and media.
- The VRM in Belgium understands media literacy as the knowledge, skills and attitudes which allow citizens to move consciously and critically into a complex, changing and mediated world.

The notion of **safety or security** is used in the Dutch and Slovenian definitions and referred to in the British description:

- The concept of media wisdom (*mediawijsheid*) used in the Netherlands incorporates the

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[27] Radio and Television Stations Law 7(I)/98 http://www.crta.org.cy/images/users/1/CRTA-LAW7%281%2998%20FINAL%202011.pdf [in Greek]

safe and responsible use of media by citizens and a safe media-offer.

- The Slovenian Act on AVMS (2011)[28] defines media literacy as "*the skills, knowledge and understanding that allow users to use media and audiovisual media services efficiently and securely.*"
- In the UK, media literacy is also understood to include the ability of people to protect themselves and their families from the potential risks associated with using media services.

The aim of **empowerment** features in the definitions put forward by both the Hungarian and Irish authorities.

3.3 Other agencies active in the field of media literacy

Traditionally, the promotion of media literacy was predominantly seen as the remit of the education, and perhaps to a lesser extent, the media sector. However, as described by the *European Media Literacy Expert Group*, media literacy has grown as a broad concept to encompass all the technical, cognitive, social, civic and creative capacities that allow people to engage with the media.

Consequently, as shown in the *Mapping of media literacy practices and actions*, a broad range of sectors are active in the promotion of media literacy. Similarly, there are a wide range of stakeholders in EPRA member countries that play a role in promoting media literacy, both on a voluntary basis and by virtue of duties entrusted to them by law.

Civil Society / NGOs / Foundations / Institutes

17 respondents (BA, BE, CZ, DE, ES-CAC, FR, HU, IE, LV, MK, NL, NO, PL, PT, SE, SI, UK) indicated that NGOs such as Foundations, Institutes and civil society organisations are involved in promoting media literacy in their countries.

Broadcasters/media industry/content providers

Overall, 19 EPRA members (BA, BE-VRM, CZ, DE, ES-CAC, FR, GR, HU, IE, LV, MK, NL, NO, PT, PL, RS, SI, UA, UK) reported that the media industry was involved in promoting media literacy in their country. This includes public service broadcasters, commercial broadcasters, community media, press and journalist associations etc. In 2017, public service broadcasters are active in the promotion of media literacy in 11 countries (BE-VRM, CZ, DE, ES-CAC, GR, IE, NL, NO, PT, PL, UK).

Academic institutions

16 respondents (BA, BE, CY, CZ, DE, EE, FR, IE, LV, MK, NO, PT, RS, SI, UA, UK) reported that academic institutions in their countries are active players in promoting media literacy. For example, the UNESCO Media and Information Literacy department of the *University of Latvia*, the Department of Media and Communications at *London School of Economics and Political Science* (LSE) in the UK and the *Metropolitan University Praha in the Czech Republic*.

Government Departments/Ministries

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[28] Zakon o avdiovizualnih medijskih storitvah (ZAvMS) / Law 87/2011 on Audiovisual Media Services
http://www.uradni-list.si/1/objava.jsp?urlid=201187&stevilka=3715 [in Slovenian]
wwwen.uni.lu/content/download/46784/536648/file/Slovenia_translation.pdf
 [unofficial English translation, University of Luxembourg]

In several EPRA member countries (BE, ES-CAC, GR, EE, FR, MK, CZ, DE, PL, LV, SI, RS, LT), the Ministry responsible for education or the Ministry responsible for culture plays a role in the promotion of media literacy remit.

But involvement of Government ministries extends beyond this in many countries. For example, in Poland, the *Ministry of National Education, Ministry of Culture and National Heritage* and the *Ministry of Digital Affairs* have statutory obligations in the field of media literacy. The Norwegian *Ministry of Local Government and Modernisation* also have duties relating to media literacy and in FYR Macedonia, the *Ministry for Labour and Social Policy* participate in the Media Literacy Network of the Republic of Macedonia. In Ireland, the Irish *Department of Communications, Climate Action and Environment* promotes elements of media literacy and the *Department of Justice and Equality* has primary responsibility for the development and promotion of strategic actions to promote internet safety. In Slovakia, the *Ministry of Internal Affairs* plays a role in the field of internet safety. In Sweden, there is a government agency, *the Swedish Media Council*[29], whose primary duty is to promote the empowering of minors as conscious media users and protect them from influences. In the UK, different aspects of media literacy are addressed by a variety of Government departments.

3.4   Multi-stakeholder groups

The wide range of agencies that play different media literacy roles in each country has led to the establishment of several national and regional platforms where media literacy stakeholders can share best practice and collaborate.

However, less than half of respondents (11 out of 26) indicated that there was a forum in their country where media literacy stakeholders could share best practice or work together (BE-VRM, DE, EE, ES-CAC, IE, NL, NO, PL, PT, UA, UK).

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[29] https://statensmedierad.se/ovrigt/inenglish.579.html

4   THE ROLE OF REGULATORS

There is a great deal of variety in the responsibilities that different media regulators across Europe have in relation to media literacy - and how those responsibilities are addressed.

4.1   Regulators with a formal role in relation to media literacy

In 2017, 14 (CY, CZ, DE, ES-CAC, FR, GI, HU, IE, LV, MK, NO, PL, PT, UK) of the 25 respondents to the EPRA survey stated that they had a formal responsibility in relation to media literacy. This is a slightly higher ratio than was recorded in 2014 when 15 of 29 respondents reported that they had a formal role (AL, BG, CY, DE, ES-CNMC, FI, IE, IS, MK, NO, PL, PT, RO, TR, UK).

The 14 agencies with a formal role in relation to media literacy were asked to categorise how they addressed their responsibilities in this area. All 14 agencies indicated that their responsibilities related to both children and adults. As shown in Table 1 below, the most common way of addressing these responsibilities is through the 'Delivery of projects in partnership with other stakeholders', followed by the 'Coordination of a network or working group'. A detailed summary of the responses is illustrated in Table 2 and Table 3 below.

These findings suggest that working in collaboration with other stakeholders is a priority for these regulators.

Table 1: How regulators with a formal role in relation to media literacy address their responsibilities

	Activity	No of regulators with a formal role undertaking the activity
1	Delivery of projects in partnership with other stakeholders	10
2	Coordination (e.g. of a network or working group)	9
3	Delivery of projects independently of other stakeholders	9
4	Provision of funding for media literacy projects (including research)	6
5	Provision of media literacy research	6
6	Leadership (e.g. developing and implementing media literacy policy	5
7	Other	3

Table 2: How regulators with a formal role in relation to media literacy address their responsibilities

Activity	CY	CZ	DE	ES-CAC	FR	GI	HU
Leadership (e.g. developing and implementing MIL policy	X			X	X		
Coordination (e.g. of a network or working group)	X		X	X	X	X	X
Provision of MIL research		X	X				X
Provision of funding for MIL projects (including research)		X	X	X			X
Delivery of projects in partnership with other stakeholders	X	X	X	X	X	X	
Delivery of projects independently of other stakeholders		X	X	X	X	X	
Other							

Activity	IE	LV	MK	NO	PL	PT	UK
Leadership (e.g. developing and implementing M I L policy	X		X				
Coordination (e.g. of a network or working group)	X		X	X			
Provision of MIL research	X		X				X
Provision of funding for MIL projects (including research)	X					X	
Delivery of projects in partnership with other stakeholders	X		X	X		X	
Delivery of projects independently of other stakeholders	X		X	X		X	
Other		X			X		X

4.2 Regulators with no formal role in relation to media literacy

In 2017, 11 regulators stated that that they had no formal role in the promotion media literacy, however, six of these agencies were active in the area of promoting media literacy (BA, BE-VRM, BG, RS, SI, UA). This is a higher ratio than the eight of the 29 regulators (AM, BA, BE-CSA, CZ, ES-CAC, FR, NL, SK) who were active in promoting media literacy in 2014 despite not having a formal role.

These six agencies with no formal role in relation to media literacy but who were still active in promoting media literacy in 2017 were asked to categorise the activities they undertook. As shown in Table 4 below, the two most common ways of addressing these responsibilities were through 'Coordination of a network or working group' and 'Delivery of projects in partnership with other stakeholders', followed by 'Delivery of projects independently of other stakeholders'.

In 2017, five agencies stated that they had no formal role in relation to media literacy and did not undertake any activities to promote media literacy (EE, GR, LT, NL, SE).

Table 4: How regulators with no formal role in relation to media literacy address their responsibilities

	Activity	No of regulators with no formal role undertaking the activity
1	Other	3
3	Delivery of projects in partnership with other stakeholders	2
4	Coordination (e.g. of a network or working group)	1
5	Provision of media literacy research	1
6	Provision of funding for media literacy projects (including research)	0
7	Leadership (e.g. developing and implementing media literacy policy	0
8	Delivery of projects independently of other stakeholders	0

A detailed summary of the activities undertaken by regulators with no formal role in relation of media literacy is illustrated in Table 5 below.

Table 5: How regulators with no formal role in relation to media literacy address their responsibilities

Activity	BA	BE	BG	RS	SI	UA
Other	X	X		X		
Delivery of projects in partnership with other stakeholders					X	X
Coordination (e.g. of a network or working group)			X			
Provision of media literacy research			X			
Provision of funding for media literacy projects (including research)						
Leadership (e.g. developing and implementing media literacy policy						
Delivery of projects independently of other stakeholders						

4.3   How has the role of regulators evolved since 2014?

When asked whether the approach or role of their authority had changed in relation to media literacy since the 2014 EPRA survey, four respondents indicated that it had.

- In Spain, the CAC has continued to carry out the CAC School Awards but since 2014 it has also broadened its promotion of education in audiovisual communication. Currently, all the CAC promotion on this subject is under the umbrella of the EDUCac: Audiovisual Communications Education Programme for the educational community of Catalonia. The goal is to bring about better understanding of audiovisual language and foster good media habits among pupils, in addition to boosting skills that enable young people to be both consumers and producers of audiovisual content in today's technological world. It comprises of three groups of measures for both the mainstream media (television, radio, cinema) and the internet and social media:
  - o CAC school awards;
  - o Classroom teaching materials and resources;
  - o Family support.

- Since the last EPRA survey, the BAI in Ireland has undertaken to develop and publish its Media Literacy Policy and to set up an Irish Media Literacy Network, therefore significantly developing its approach to promoting media literacy.

- In Slovenia, AKOS introduced '*Gledoskop*', the Slovenian version of Dutch *Kijkwijzer*. The aim of this project is to unify standards of content classification and implement a uniform labelling system, as well as to create a Slovenian database of classifications. It is also expected to help service providers who properly use this classification system to avoid sanctions and fines.

  AKOS also launched a website for users in order to inform viewers about the meaning of symbols, characteristics of individual content classification categories, and appropriate time for broadcasting, as well as about more general topics, such as responsible and active media use. AKOS plans to broaden these activities and further develop its website into website for promotion of media literacy.

- In Portugal, the ERC's approach has not changed substantively; however following successful cooperation in 2015 and 2016, the ERC is preparing a cooperation protocol with Lisbon Municipal Newspapers and Magazines Library (Hemeroteca Municipal de Lisboa).

The intention is to continue to develop ERC's media literacy activities with the users of the library, challenging them with media literacy issues in a non-formal learning context.

The ERC is also more involved in international platforms (such as EPRA) and groups that have media literacy in their agendas and the Regulatory Council members have been participating in many events about it.

- The NCRT in Greece does not have any formal role in relation to media literacy; however they believe that the competencies should be transferred to it.

4.4 How can media literacy complement or support statutory regulation?

The results of the 2017 survey show that 17 of the 25 respondents stated that the promotion of media literacy in their country supported or complemented statutory regulation. In addition, a number of regulators noted the importance of empowering users to manage their media as a parallel to the regulatory mechanisms in place to protect media users. The reasons why can be categorized as such:

- **Raising awareness of regulation:** Promoting media literacy can increase awareness among audiences of the existing regulatory mechanisms that are in place such as the protection of minors and for commercial communications. The better informed the audience is about the rights and obligations of media service providers and consumers, the better able consumers are to manage their relationship with media. This is especially important in a converged and sometimes complex media environment where public knowledge of the regulatory obligations around online media in particular can be limited.

- **Empowering media users:** By increasing the critical and conscious consumption of media, media messages and uses, audiences (and especially vulnerable groups) will be better able to make fully informed choices and address the issues that are not covered by statutory regulation.

- **Addressing new regulatory challenges:** Our ever-changing media and communications environment regularly presents new challenges for both regulators and consumers, with potentially significant economic, social and democratic implications. Some of the media regulatory interventions that are deployed by regulators, depend on people having the critical skills to make informed decisions about their media content choices and engagement.

- **Protecting constitutional values:** In a connected world, where non-linear services are used more and more, the promotion of media literacy can complement other statutory regulation by ensuring that the number and categories of broadcasting services best serve the needs of citizens and reflect their diversity, and that freedom of speech and other constitutional values are upheld.

These findings echo the findings from the 2014 survey which found the promotion of media literacy was becoming increasingly vital to ensure that consumers were equipped with adequate tools and skills both to take advantage of the greater choice and control that the media environment provides, and to protect themselves and their children from harmful content.

4.5   Funding of media literacy-related activities

Funding received for media literacy projects:
Three of the 25 respondents to the survey indicated that they received some external funding to promote media literacy.

- In Spain, the CAC funding for its Education in Audiovisual Communication projects - the main mechanism for the promotion of media literacy - comes from the CAC budget. However, the CAC gets a contribution from the Fundació "Obra Social La Caixa" for the organisation of the CAC school Awards.

- In Germany, the promotion of media literacy is the responsibility of all the German media authorities (*Landesmedienanstalten*). Their activities are financed by a portion of the radio and television license fees levied in the federal states (*Länder*). The extent of the amount spent on media literacy activities is administrated by each media authority. However, some media authorities acquire third-party funds, for example, The State Media Authority of Rhine-land- Palatinate (LMK) and The Media Authority of North Rhine-Westphalia (LfM) for the project "*klicksafe*", which is co-funded by the European Union http://www.klicksafe.de/ueber-klicksafe/die-initiative/project- information-en).

- In Portugal, ERC does not receive specific external funding for the regulator's own media literacy-related activities. However, the multi-stakeholder work undertaken through GLIM has developed media literacy activities with the financial support from the public and private sectors. A substantial amount of this support was non-financial, such as sharing their material resources (free access to buildings, equipment and the help of their technical teams, etc).

Funding provided for media literacy projects:
Of the 25 agencies who responded to the survey, four agencies stated that they provide funding for media literacy-related activities to other organisations.

- The CAC in Spain funds a combination of the CAC School Awards and the didactic materials for schools (€60,000). It also funds research projects and the CAC Research Awards.

- In Germany, there are some media literacy-supporting activities by external projects/initiatives and institutions/organisations which are co-funded by some federal states (*Länder*).

- In Ireland, the BAI has allocated over the years funding for academic research (€20,000) and for the development of accredited curriculum for community broadcasters through their representative association CRAOL. It has also provided a significant amount of programming funding through its Sound & Vision fund which identifies Media Literacy as a core theme for programming.

- The ERC in Portugal does not have a specific fund designated to support the media literacy-related activities of other organisations, however the regulator has provided funding to GILM initiatives such as the national media literacy congresses and to universities to carry out research.

- Although AKOS does not fund any activities in Slovenia, they have fully financed the

implementation of *Kijkwijzer* and its adaptation to Slovenian legislation, so it is available to service providers without any additional financial burdens.

5 MEDIA LITERACY INTERVENTIONS

5.1 Measuring the success of media literacy initiatives

Given the different ways in which the concept of media literacy is defined across, and within, EPRA member countries, it is perhaps unsurprising that the majority of agencies who responded to this question reported no set measurables for assessing the success of media literacy (BG, CY, CZ, GI, GR, HU, IE, LV, MK, PL, PT).

Five agencies (DE, ES-CAC, LT, SI, UK) reported undertaking some measurement of media literacy.

- In Germany, most activities are evaluated through research, with each initiative evaluated via a different, specific methodical approach.

- In Spain, the CAC evaluates the CAC School Awards through a combination of metrics, impact and reach, while the didactic materials are measured by a combination of metrics and impact.

- In Lithuania, the RTCL reported that the Ministry of Culture plans to conduct a Media Literacy Survey.

- In Slovenia the success of media literacy initiatives[30] was measured by the Faculty of Social Sciences of the University of Ljubljana.

- In the UK, Ofcom carries out annual surveys that provide in-depth trends over time on a range of media literacy indicators such as take up and use, knowledge and understanding of media funding models, media regulation and trust in the media, and concerns about media content and methods of mediation.

Although Hungary does not measure the success of all media literacy initiatives in general, the Media Council has produced guidelines[31] on the effective technical measures to protect minors in the linear and on-demand environment. These guidelines offer several solutions for industry players to raise awareness, such as the use of newsletters promoting media literacy, the use of a dedicated webpage to inform users, the use of parental control systems.

Some regulators, such as ERC, believe that the measurement of media literacy success requires more consideration and a coordinated action among stakeholders. Measuring the success of media literacy initiatives is a concern for ERC. In 2014, the GLIM group had the opportunity to share perspectives and to make contributions about a formal way to measure media literacy competences and skills when the National Agency for Education (DGE) and the Communication & Society Research Centre (University of Minho) – were defining the Media Education Guidance[32]. Since then the debate has continued in Portugal and has been included in the national congresses agenda.

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[30] http://uploadi.www.ris.org/editor/12331382771231318499Porocilo_IKT_v5c.pdf

[31] http://mediatanacs.hu/dokumentum/162607/hatekony_muszaki_megoldasok_kiskoruak_vedelmeben.pdf

[32] http://www.dge.mec.pt/educacao-para-os-media

5.2   Targets

It is difficult to envisage precise criteria for what constitutes a successful media literacy initiative, or how to measure levels of media literacy and a minority of six agencies (CZ, LT, MK, NO, PL) made any reference to targets in their survey response.

- In the Czech Republic, RRTV have been trying to evaluate levels of media literacy with a special focus on minority groups (religious, ethnical, seniors, etc.). This project was conducted by their research partner, the Centre for Media Studies of the Faculty of Social Science of Charles University (CEMES).

- In the Republic of Lithuania's Implementation Plan, a separate indicator is established with the Lithuanian media literacy risk level recorded at 81% in 2016 and a target set to reach 61% in 2020.

- In general, the Agency for Audio and Audiovisual Media Services in FYR Macedonia are trying to reach the young population and the part of the population that shows low critical understanding.

- Against a backdrop of increased concerns around the issue of 'fake news', the NMA in Norway are trying to reach the part of the population that are deliberately sharing fake news and demonstrating low levels of critical understanding.

- In Poland, the main media literacy activities carried out by stakeholders tend to focus on children, teenagers and older people.

5.3   Recent Initiatives

EPRA members were asked to provide examples of recent initiatives, projects or pieces of research in their country. A wide range of examples were provided and are categorized into five groups: Research; Policy, Guidelines and Publications; End-user engagement, Projects and Campaigns; Networks; and, Educational initiatives.

5.3.1   Research

Media literacy research can provide a clear picture of the attitudes and expectations of audiences in order to inform policy proposals. Research can also identify emerging issues and skills gaps which help stakeholders to target their resources for the promotion of media literacy. Five respondents (CZ, DE, NO, UA, UK) highlighted recent research that has been conducted in their country, for example:

- In the Czech Republic, the Council for Radio and TV Broadcasting points to research on media literacy as a recent media literacy initiative.The research is divided into two parts: assessment of the level of media literacy aimed at members of the population under 15 (-15[33]) and over 15 (15+[34]). Both studies were conducted by the Centre for Media Studies of Faculty of Social Science of Charles University (CEMES). The studies showed not only the data on current media literacy levels (critical understanding, balanced and effective use of media, computer and Internet use etc.) but also provided some trends over time as the analysis was based on a study

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[33] http://www.rrtv.cz/cz/files/monitoring/studie_medialni_gramotnosti_populace_CR.pdf (-15)

[34] http://www.rrtv.cz/cz/files/monitoring/MG2015_zaverecna%20zprava_prvni_faze.pdf (+15)

conducted five years ago. A third specialized study was focused on selected groups of the population that are considered at risk or more vulnerable, particularly seniors and members of national or ethnic minorities[35]. The study has examined how members of such groups assess and distinguish commercial communication in television broadcasting and if they are able to critically face/resist marketing persuasion. Findings of the study showed that the level of media literacy is distinctly influenced by the level of education and in the case of national minorities also by a possible language barrier, and more importantly by the level of integration within the majority population. In the case of seniors, the frequency in which they engage in social activities is crucial and as is their interaction with family members and friends.

- For nearly 20 years now, the media use of children and young people in Germany is covered by continuous research by the mpfs[36], a cooperation of two media authorities with the public broadcaster SWR.

- In Norway, upon request from the Ministry of Culture, the Norwegian Media Authority (NMA) carried out a survey on *Fake News[37]* that was published on 3 April 2017.

    o A representative sample of 1000 people aged 18-80 were asked questions about the sharing and spreading of *Fake News*, the ability to detect such news and who they think is responsible for preventing the dissemination and increasing media literacy among the population. Among other findings, 55 percent of the respondents suspect that they, weekly or more often, read news that they consider to be inaccurate and 45 percent report reading news, weekly or more often, that they consider deliberately falsified. 62 percent most often read false information presented as news on Facebook. 23% of the population have shared a news story they knew or suspected to be fake.

    o The survey's findings encouraged the Norwegian regulator to undertake further action in this area. Before the general election in Norway, the NMA entered into a partnership with Facebook and faktisk.no (Norwegian fact check service) to limit the spread of *Fake News*, by producing ten tips on detecting *Fake News* online. NMA also launched a Quiz on Facebook where the participants could test themselves to spot a *Fake News* story and to foster critical thinking.

    o This autumn, NMA carried out a corresponding survey on *Fake News* for the age group 15-18 years, which is to be published at the end of 2017. In the first part of 2018, NMA will launch learning material on *Fake News* for this age group, that can be used in upper secondary education and training.

- As an evidence-based policy maker, research is central to the approach Ofcom takes to policy-making in the UK. Ofcom carries out a wide range of media literacy research every year which is used by a wide range of national and international stakeholders for policy and strategic decision-making. These reports cover a very broad range of media literacy related topics including: digital media take-up and use; engagement and participation; content; critical thinking; and non-use of the Internet. In June 2017, Ofcom published three media literacy research reports:

    o The Adults' Media Use and Attitudes Report looks at the role that media plays in people's

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[35] http://www.rrtv.cz/cz/files/monitoring/2016-medialni_gramotnost_FINAL.pdf

[36] www.mpfs.de

[37] http://www.medietilsynet.no/globalassets/publikasjoner/2017/falske_nyheter_undersokelse_hovedfunn.pdf
For a summary in English of recent activities conducted in Norway see also:
https://www.epra.org/attachments/vienna-wg-i-media-literacy-the-role-of-regulators-by-tone-haugan-hepso-nma-no-additional-reference-paper

daily lives. This is the 12th version of the report, providing a valuable longitudinal quantitative study looking at media use, attitudes and understanding.

- o Adults' Media Lives is a 12-year ethnographic video qualitative study which aims to give a human face to the data. The study tracks the evolution of individuals' relationship with digital media, from use to understanding and concerns.
- o The Internet Citizens Report draws on a range of quantitative sources to give an overview of people's online use of services and content in various citizen-orientated areas.

5.3.2   Policy, Guidelines and Publications

Five agencies (BA, BG, IE, NL, UA) highlighted media literacy projects that relate to policy development or the publication of reports, white papers or guidelines. For example:

- In Bosnia and Herzegovina, CRA draws attention to the recently issued UNICEF BiH guidelines for the creators of media content titled "Media in the best interest of the child" prepared by a pool of experts from different backgrounds (representatives of competent institutions, academics, journalists, psychologists, human rights activists etc.). It includes a chapter on media literacy.

- In Bulgaria, the Council for Electronic Media conducts regular weekly meetings – which are in the public domain. This provides an opportunity to bring media literacy issues to the attention of the public by raising media literacy questions (triggered by the daily monitoring carried out by the Council) in a natural context during these meetings as well as during meetings that they hold with other stakeholders.

- In Ireland, the BAI launched its *Media Literacy Policy*[38] in December 2016. It has been developed by the BAI as part of its statutory obligation to undertake, encourage and foster research and activities to promote media literacy. In launching the policy, a key objective for the BAI is to provide leadership and to facilitate a coordinated approach to the promotion of media literacy in Ireland. The BAI's policy approach also aims to describe and promote media literacy in a way that is meaningful and relevant; to foster research in the area; and, to complement educational initiatives already in existence. The framework for the BAI's Media Literacy Policy is based on three core competencies and a set of associated skills and success indicators. These competencies focus on issues regarding:

  - o the ability to recognise different content types;
  - o making informed choices in relation to valuing and protecting personal data;
  - o the creation of media content for private and public use and the ability to engage in online learning opportunities.

- CvdM in the Netherlands point to a series of White Paper publications on the www.mediawijzer.net website including *Customized content*[39]*, Social Youth & TV*[40]*, Little ones – their brain and media education*[41]*,* and the *Jubilee Book*[42]*, a* celebratory book in which the Dutch not only look at what has happened in the past 10 years, but also look forward to the next 10 years and what the future might hold in terms of

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[38] http://www.bai.ie/en/bai-launches-media-literacy-policy/

[39] https://www.mediawijzer.net/wp-content/uploads/sites/6/2014/11/WHITEPAPER-COM-ENG.pdf

[40] https://www.mediawijzer.net/wp-content/uploads/sites/6/2014/11/WHITEPAPER-SMT-ENG.pdf

[41] https://www.mediawijzer.net/wp-content/uploads/sites/6/2014/11/WHITEPAPER-UKKIES-ENG.pdf

[42] https://www.mediawijzer.net/wp-content/uploads/sites/6/2016/06/Media-literacy-2005-2015-2025.pdf

media literacy.

- In the Ukraine, in 2010 the Concept of Implementation of Media Literacy was approved. Following a trial implementation, it was amended in 2016 as it was necessary to consider the changing information landscape - the hybrid war, information aggression, internal replacements, etc. The draft amendments were elaborated by the Laboratory of Mass Communications Psychology and Media Education of the Institute of Social and Political Psychology of the Academy of Pedagogical Sciences of Ukraine. As a result, a Pan-Ukrainian trial research project looking at the standardized model for implementing media education into the national pedagogical practice for 2017-2021 has been launched.

5.3.3   End-user engagement, Projects and Campaigns

Six authorities (DE, GI, LT, LV, PL, SI) highlighted projects that engaged the end-user in some way, such as awareness-raising campaigns.

- In Germany, the *Internet-abc* is an online platform designed to support children on their journey in-to/through the World Wide Web. With playful and age-based educational modules, the project supports children as well as parents and teachers. The website is supplemented by local courses, cooperation with schools, information materials and other activities.

  Similarly, *Klicksafe*[43] is an awareness campaign promoting media literacy and adequate handling of the internet and new media, which has been active in Germany since 2004. Its aim is to promote online literacy among users and to support them in handling the internet and new media competently and critically. *Klicksafe* is co-funded by the EU and part of the EU initiated "*Safer Internet Programme*".

- In Gibraltar, the GRA has embarked on a media literacy campaign targeting secondary schools students aged 12-18.

- In Latvia, NEPLP highlights the *Cooperation between the Ministry of Culture and the British Council to promote media literacy* project which took place between December 2016 and April 2017. The overarching aim of the project was to strengthen media literacy in Latvia. As a result, 330 participants were involved. The project consisted of two phases:
  o Study visit of 14 delegates from Latvia to London (representatives of ministries, NGOs, public broadcasters, National Library of Latvia, National Centre for Education) on media literacy learning issues;
  o A cycle of 4 conferences devoted to media literacy "*The power of media literacy: how to get it and use wisely*" with participation of British media literacy experts, organised in four universities in Latvia (in Rīga, Liepāja, Rēzekne, Valmiera).

- In Poland, KRRiT gave its patronage to the National Digital Olympic Games which is an interdisciplinary competition in the field of digital competences of 16-19 years old. It consists of three parts: the online test (November 2016), the media project (January-February 2017) and the final competition (April 2017).

- One of the biggest and best promoted projects in Slovenia is The Simbioz@ project[44] which is

[43] http://www.klicksafe.de/ueber-klicksafe/die- initiative/project-information-en
[44] http://www.simbioza.eu/sl/2016/

aimed at increasing computer and internet literacy among the elderly. It developed a model of computer workshops for the elderly, where they learned from young people and mastered the basics of computer use within a week. The workshops were free and based on intergenerational voluntary cooperation and knowledge transfer from young people to older people. In 2014, the project reorganised into a social company and diversified its activities. The intergenerational cooperation remained the core principle, while the scope of topics broadened.

Another Slovenian project of note is the Safer Internet Centre Slovenia, which acts as a central point for issues related to the Internet safety issues in Slovenia. The Centre aims at enabling the Slovenian Internet users to report illegal content, sharing the knowledge about the safer use of communication technologies and helping children and adolescents when encountering any kinds of trouble online, via three main services: the awareness centre SAFE-SI, the hotline Spletno oko and the helpline Tom. Project SAFE-SI is a Slovenian national Awareness Node that promotes and supports awareness on protection and education of children and teenagers using Internet and new online technologies.

5.3.4   Networks

Three agencies highlighted media literacy projects that relate to the development of networks to support the promotion of media literacy.

- On 27 April 2017, the "Media Literacy Network of the Republic of Macedonia" was established with the aim of facilitating communication and consultations among various entities in the country engaged in raising the level of media literacy of all citizens. It was initiated by the Agency for Audio and Audiovisual Media Services (AAAMS) and comprises 35 stakeholders coming from different, yet relevant, walks of life, including two ministries – for education and for labour and social policy, respectively; two agencies – the Film Agency and the AAAMS, and the Directorate for Personal Data Protection. There are also the two privately-owned stakeholders from the field of higher education, ten broadcasters and 18 civic organisations, ranging from those representing journalists, through NGOs working on diverse aspects of the media sphere, to those advocating human rights.

  In order to define the status of media literacy among the adult population, in late 2016, the Agency conducted the first research into the level of media literacy among the adult population in FYR Macedonia (persons aged 16 and above). As regards the development of media literacy among the young population, the preparation of a DVD including video materials and other information about media literacy is under way as the first activity of the Media Literacy Network, which is intended for the primary schools.

- The Nordic network on media and information literacy MIL consists of MIL authorities working with governmental obligation or mandate in order to promote MIL on national and/or international level and co-operation. The network was established in 2015 to support informal co-operation between these actors, and at a Nordic level. The network consists of: Medierådet for Børn & Unge (Denmark), KAVI (National Audiovisual Institute Finland), Fjölmiðlanefnd (The Media Commission Island), Medietilsynet (Norway), Statens Medieråd (Sweden). NORDICOM functions as a coordinator for the network. In May 2016, the network organised a Nordic-Baltic conference in Helsinki on MIL subjects. The Nordic Council of Ministers financed the conference. The next meeting in the network will take place in November 2017.

- In France, the CSA created the Observatory *Médias et éducation* in July 2014. The Observatory gathers various public figures from key stakeholders: media and communication professionals,

institutional partners, experts and audiovisual students. It is a forum of reflection, meeting every three months, to reinforce the links between education and media. The Observatory supports the action of the CSA by formulating concrete suggestions.

5.3.5   Educational initiatives

Seven EPRA members (CY, ES-CAC, FR, GR, HU, LT, PT) referred to recent educational activities that have been conducted through schools in their country, for example:

- In Cyprus, a joint scheme, designed and applied by the CRTA and the Pedagogical Institute of Cyprus, aims to educate students at primary and secondary schools through 3 specialised workshops targeting Level 1 to Level 3 of primary school, Level 4 to Level 6 of primary school, and high school (Level 1 to Level 3).

    The workshop for Level 1 to Level 3 of primary school focuses on advertisement and particularly on food advertisement. According to the lesson plan, during the workshop subjects such as the target audience of the advertisement and the marketing strategy adopted in the advertisements that are shown are discussed, while there is also an evaluative-creative activity. For the purposes of this last activity, students are provided with ideas about a product and are asked to create their own advertisement.

    The workshop of the second group (Level 4 to Level 6 of primary school) refers, again, to advertisement and how media content, in general, contributes to the construction of public opinion and to the creation and perpetuation of stereotypes. Thus, in the context of the workshop, it is attempted to deconstruct the stereotypes.

    The main topic of the workshop delivered at the high school (Level 1 to Level 3) is the critical evaluation of the content disseminated through the various forms of mass media. Students are expected to develop their critical thinking and to realize the significance of assessing the credibility and reliability of news and information that is distributed by traditional media and the Internet. It is also anticipated that students understand the importance of distinguishing between news reporting and commenting and discriminate between accurate and misleading information and news reporting. Moreover, the workshop introduces the concept of responsible use of the Internet and of online search engines.

- The Catalan Audiovisual Council is currently developing teaching materials which will be launched for the 2017-2018 academic year with the support of a company that specialises in educational innovation. The materials are aimed at compulsory secondary level teachers (of pupils aged 12 to 16 years) and will be phased in firstly for years 1 and 2 of this age group, followed by years 3 and 4. At a later stage the project will be extended to the final two years of primary school (ages 10 to 12 years). The media and Internet teaching resources both address how audiovisual language is used and provide tools to critically analyse media coverage of specific social issues. All of the activities have been designed in line with the basic skills and teaching methods approved by the Ministry of Education of the Government of Catalonia. Ultimately, the aim is to equip pupils to deal with technologies and the media through processes that help them become aware of their own responsibility.

    EduCAC also seeks to provide tools and resources that help families cope with the concerns of today's changing communications.

- In France, Agence France Presse (AFP), the Ministry for Education, the Ministry for Higher Education and Research and the association "*Entre les lignes*" signed a partnership contract

on 21 November 2016 to reinforce media literacy in school and universities.

Since 2010, the Association "*Entre les lignes*" has conducted workshops in classrooms to raise the awareness of pupils for critical thinking, to fight against misinformation and conspiracy theories and try to prevent the process of radicalisation. The activities are mostly conducted by AFP journalists. This partnership aims to reinforce the training of young people in matters of citizenship and fundamental principles of democracy. A hearing on the action of "*Entre les lignes*" will take place at the next meeting of the Media and Education Observatory on 19 September 2017.

- In Greece, seminars take place annually at schools and address all educational levels.

- In Hungary, the ultimate goal of Magic Valley (Bűvösvölgy) media literacy education centres is to raise children's awareness of how they are affected by the media in a playful manner by offering interactive, creative activities. In this process, students are assisted by a state-of-the-art equipment pool and skilled media literacy instructors. The first Magic Valley centre opened in Budapest in 2014, followed by a second centre in Debrecen in 2017. Created by the National Media and Infocommunications Authority to support children in their conscious and safe media use, the centres can be visited as part of a school trip free of charge.

- As a result of the three year cooperation protocol that ERC has signed with EPIS – Portuguese Entrepreneurs Association for Social Inclusion, ERC aims to improve the media literacy levels of the students in schools under the EPIS programme to avoid school failure. Between November 2016 and May 2017, under ERC/EPIS protocol, ERC presented four/five media literacy activities in six 2nd and 3rd cycle basic schools. The media literacy activities presented were chosen by both ERC and EPIS, mainly considering the needs of students as active citizens and as media consumers, but also taking into account their school programmes.

- RTCL in Lithuania points to two recent media literacy initiatives connected to schools. The "*Big small screens. Media literacy in Lithuanian schools[45]*" project is being carried out by the British Council and Public Enterprise "Art Hive" together with UPC. The project seeks to foster the literacy of Lithuanian teachers and senior students in the media. Particular attention is paid to audiovisual media and attractive media products for students (TV shows, films, advertisements, computer games, social networks).

  In the project "Learning from the Cinema"[46], the participants are encouraged to watch over 30 films dealing with topics relevant to children and young people. All films are accompanied by methodological material for teachers, which helps facilitate a classroom discussion.

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[45] http://www.menoavilys.org/en
[46] http://www.mokausiiskino.lt/

5.4   Key Drivers for media literacy

Survey respondents were asked what they considered to be the key drivers for media literacy activity in their countries. The responses are broadly categorized as follows:

- **Linking with the school curricula:** The CAC suggests that a key driver is education in audiovisual communication becoming a subject in the school curricula.

- **Linking with existing regulatory policy such as the AVMS Directive:** A number of agencies referred to existing regulatory requirements such as the protection of minors and commercial communications such as product placement (GI, HU, MK, UK).

- **Strategic coordination and cross-sector collaboration**: The importance of having a clear strategy that engaged a broad range of stakeholders as well as facilitating knowledge and resource-sharing and project delivery was noted by a number of agencies (BA, BG, FR, LT, NL, NO, PT, PL, SI).

- **Statutory duty / State legislation:** Ofcom in the UK stated that its statutory duty to promote media literacy was its key driver while the Ukraine noted the adoption of a state concept of media education and media literacy as well as the legislative regulation of related issues.

- **Public policy agenda:** Aligning media literacy activities with current public policy priorities and securing support from the public policy agents and/or Government Ministries with decision-making power was acknowledged as important by a few of the agencies (NO, PT, LV, UK, UA).

- **Addressing new regulatory challenges:** The rapid development of the media sector, changing patterns of media consumption and subsequent emerging issues such as fake news, propaganda, hate speech, big data, privacy issues, user-generated content was a theme for five regulators (IE, DE, EE, FR, CZ). Empowering all citizens to make fully informed choices was noted by two agencies (CY, UK).

- **Funding:** Three authorities highlighted the importance of secure funding for media literacy activities as a key driver (UA, PL, LT).

5.5   Essential ingredients of a successful media literacy project

EPRA members who responded to the survey were asked what they considered to be the essential ingredients for a successful media literacy project or activity.

If media literacy is considered to be a life-long learning journey with individuals requiring different levels of support at different stages, then it may be argued that there can be no 'one-size fits all' solution and the essential ingredients for a successful media literacy project are likely to vary depending on the media literacy need, the audience, the partners and the funding available.

However, all the results can be grouped into five themes, with one theme in particular - working in collaboration with other organisations - cited by 17 of the 25 respondents.

The range of responses included:

- **Working in collaboration with other bodies**: In these times of converged media and sometimes fragmented and highly personalised media use, it is important to align with a wide range of stakeholders. This includes cross-sector collaboration with industry, civil society, academic and educational institutions, digital intermediaries etc (BG, CY, CZ, DE, EE, ES-CAC, FR, GI, IE, MK, NL, NO, LT, LV, PL, PT, UA, UK).

- **Funding:** Having access to adequate funding was cited as an important prerequisite for success by ten agencies (BA, BG, DE, GR, LT, MK, PL, PT, UA, UK).

- **Research:** Developing a robust evidence base that maps current initiatives as well as the specific media literacy needs of different target audiences are will help identify how best to reach those audiences and what stakeholders might be best placed to reach them (BG, CY, DE, HU, MK, SI, UK).

- **Evaluation:** Regular monitoring of progress against targets and evaluation of the results measuring reach, impact and effectiveness (BA, GR, HU, UK).

- Strategic planning: Including setting of clear objectives and goals and maximizing impact, for example by combining school structures and local / national media (BA, FR, GR, SI).

6   CONCLUSION

In 2017, as was the case in 2008 and 2014, there is no universally agreed definition of media literacy although there is widespread agreement on the concepts of 'access', 'use', 'understanding' and 'critical evaluation' of the media being the cornerstones of media literacy.

From an EU perspective, having one European Directorate responsible for both media literacy and digital skills underlines the interdependent nature of these areas and may provide opportunities for new synergies between projects and policies.

There is widespread agreement (17 of the 25 respondents) that the promotion of media literacy supports or complements statutory regulation by way of raising awareness of existing rights and regulations, addressing new regulatory challenges and protecting constitutional values. In addition, a number of regulators noted the importance of empowering users to manage their media as a parallel to the regulatory mechanisms in place to protect media users.

In 2017, 15 of the 25 respondents to the EPRA survey stated that they had a formal responsibility in relation to media literacy and all 15 agencies indicated that their responsibilities related to both children and adults.

There is some variety in the responsibilities that media regulators have in this field, and how those responsibilities are addressed. However, the two most common ways of addressing these responsibilities were through 'Coordination of a network or working group' and 'Delivery of projects in partnership with other stakeholders'.

The majority of respondents (18 of 25) identified collaboration with other organisations as an essential element of a successful media literacy project and a wide range of stakeholders in EPRA member countries that play a role in promoting media literacy, both on a voluntary basis and by virtue of duties entrusted to them by law.

These findings suggest that working in collaboration with other stakeholders is a priority for many regulators. However, fewer than half of respondents (11 out of 25) indicated that there was a forum in their country where media literacy stakeholders could share best practice or work together.

Although there was widespread agreement on the value of media literacy in supporting statutory regulation, and funding was identified as a "key driver for media literacy", the vast majority of regulators indicated that they received no specific funding for media literacy activities. Of the 25 respondents to survey, three (DE, ES-CAC and PT) indicated that they received some external funding to promote media literacy, and four indicated that they provided funding for media-literacy related activities to other organisations (DE, ES-CAC, IE and PT).

A wide range of examples of recent media literacy projects were provided and were categorized into five groups: End-user engagement, Projects and Campaigns (6); and Educational initiatives (6) Research (5); Policy, Guidelines and Publications (5) and Networks (3).

These findings pose some interesting points for EPRA members to potentially explore, at an individual level but also at a collective level:

Point 1 for EPRA members to consider
What are the challenges facing EPRA members in terms of reflecting the EU's broad description of media literacy which encompasses elements such as digital skills, information literacy and citizenship? How can these challenges be overcome?

Point 2 for EPRA members to consider
The survey suggests that promoting media literacy has potential benefits for regulators and the majority of respondents believe that working in partnership is a key element of a successful project. However, fewer than half of EPRA members' countries have a network or platform where media literacy stakeholders can meet and share best practice. Is there a role here for EPRA members in bridging this gap? What are the barriers to this and can they be overcome?

Point 3 for EPRA members to consider
Are there creative ways that EPRA members could help facilitate or secure funding for media literacy projects?

Point 4 for EPRA members to consider
How can EPRA members learn from one another and share their experiences with one another?

Point 5 for EPRA members to consider
Some of the media literacy challenges facing citizens are significant and universal, such as the verification of online content and information and managing personal data. Is there a way for EPRA members to potentially develop collective advice/resources/information that could be used by all EPRA members to help support citizens?