

Study on the Current Trends and Approaches to Media Literacy in Europe



Media Literacy Profile **EUROPE**



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Overview

Media Literacy - The EU Regulatory Framework

EU policies that are relevant to media literacy are numerous and interrelated and fall within the scope of a wide spectrum of activities. International Treaties refer sometimes to general notions still assimilable to media literacy concepts¹ and in an increasing number of documents and acts, media literacy has been recently explicitly addressed.

Stakeholders

In addition to European Union Institutions, the European Commission, the European Parliament and the European Council, other Institutions like the Council of Europe and UNESCO have played a relevant role in conveying media literacy to the attention of Member States governments and to the International interested community at large.

Private and public commercial organisations, notably the industry related to different media (cinema, television, press, radio, internet and other digital communication technologies) as well as the educational system and national Institutions are increasingly participating to the exchanges. It is observed that the number of civil society organisations participating in the debate is comparatively lower. A significant number of studies and surveys from the research community have been carried out and inform the debate.

Statistics

Studies on the level of Media Literacy and long term indicators on Information Society development, show a considerable evolution in the sector. Although new technologies are changing the way citizens make use of media, TV programming in Europe remains the primary source of media consumption which is used by the great majority of people to shape their opinion. Television in Europe has an average consumption that is three times more than the internet one. Still the internet sector is growing and much faster. Also the mobile phone sector is growing fast: according to a European Commission report², for the first time mobile phone subscriptions in the European Union outnumbered its population, reaching the 103% of population. The cinema sector has experienced instead a considerable decrease of 18% in tickets sale, which means over 100 millions spectators less every year.

According to a research carried out by Jupiter Research^[1] in 2006, EU citizens prefer internet to other information means like newspapers and magazines. A diverse approach to media is more evident considering age classes: young people between 15 and 24 years use internet six hours per week compared to two hours dedicated to press; whereas, over 65 read six hours and use internet only one hour per week.

Eurostat³ studies and researches offer a precise breakdown on individuals' attitude towards the Internet. Generally speaking the share of individuals with a high level of computer skills is 21%. According to the last data provided by Eurostat the majority of individuals obtained IT skills through self-study and learning by doing. According to a recent research carried out by Ipsos⁴ about new user generated contents and placed online (e.g. myspace, youtube, etc.), 17% of EU citizens who use internet has come across blogs and online forum and 3% of them has actively participated.

¹ Article 10 of the European Convention of Human Rights, Article 11 of the Charter of Fundamental Rights of the European Union and many more.

² 12th report on European electronic communications regulation and markets 2006: http://ec.europa.eu/information_society/policy/ecomm/doc/implementation_enforcement/annualreports/12threport/com_2007_155_en.pdf

³ Eurostat Science and Technology: <http://epp.eurostat.ec.europa.eu/>

⁴ Institute of polls and surveys: www.ipsos.fr

1. Media Literacy-related policies and actions

1.1 The EU Regulatory framework and the European Parliament

www.europarl.europa.eu/



Definition

The European Parliament is the directly-elected body of the European Union. Members of the European Parliament (MEPs) are elected by universal suffrage every five years. The EP exercises political supervision over the EU's activities and takes part in the legislative process. In particular the CULT (Committee on Culture and Education) is responsible for audiovisual policy, the cultural and educational aspects of the information society, information and media policy.

Media Literacy - The EU Regulatory framework

Here follows extracts from selected examples of legislative acts which refer to media literacy and that have been adopted at European Union level.

The Audiovisual Media Services Directive (2007)

In the regulatory sphere, one of the main measures regulating the sector is the new Audiovisual Media Services Directive⁵ which should enter into force by the end of 2007, offering a legal framework for audiovisual media services in Europe. The Directive safeguards certain public interests, including media literacy:

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

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

Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions-i2010-Annual Information Society Report 2007 (2007)⁶

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

Recommendation of the European Parliament and of the Council on the protection of minors in relation to the competitiveness of the European audiovisual and on-line information services industry (2006)⁷

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

⁵ http://ec.europa.eu/avpolicy/reg/twtf/modernisation/proposal_2005/index_en.htm

⁶ The Commission transmitted to the Council the Communication "i2010-Annual Information Society Report 2007" on 2nd April 2007 <http://eur-lex.europa.eu>

⁷ Flown from the report on the proposal for a recommendation of the European Parliament and of the Council of 20 December 2006 on the protection of minors and human dignity and the right of reply in relation to the competitiveness of the European audiovisual and information services industry (2006/952/EC), Marielle De Sarnez, 19th July 2005. <http://www.europarl.europa.eu/sidesSearch/search.do?type=REPORT&term=6&author=4335&language=EN&startValue=0>

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

- promoting in close cooperation with the parties concerned: (a) action to enable minors to make responsible use of audiovisual and on-line information services, notably by improving the level of awareness among parents, teachers and trainers of the potential of the new services and of the means whereby they may be made safe for minors in particular through media literacy or media education programmes and, for instance, by continuous training within school education; (b) action to facilitate, where appropriate and necessary, the identification of, and access to, quality content and services for minors, including through the provision of means of access in educational establishments and public places; (c) action to inform citizens more about the possibilities offered by the Internet;*
- promoting a responsible attitude on the part of professionals, intermediaries and users of new communication media such as the Internet [...]*

And again: [...] The audiovisual and on-line information services industry and other parties concerned are called upon to: [...] develop positive measures for the benefit of minors, including initiatives to facilitate their wider access to audiovisual and on-line information services, while avoiding potentially harmful content [...]

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

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

Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning⁸ (2006)

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

Recommendation of the European Parliament and of the Council on film heritage and the competitiveness of related industrial activities (2005)⁹

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

⁸ Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning (2006/962/EC)

http://eur-lex.europa.eu/LexUriServ/site/en/oj/2006/l_394/l_39420061230en00100018.pdf

⁹ Recommendation of the European Parliament and of the Council of 16 November 2005 on film heritage and the competitiveness of related industrial activities

http://eur-lex.europa.eu/LexUriServ/site/en/oj/2005/l_323/l_32320051209en00570061.pdf

1.2 Other Institutions in Europe

European Commission

http://ec.europa.eu/avpolicy/media_literacy/index_en.htm



Definition

The European Commission is the third part of the institutional triangle that manages and runs the European Union. The Commission has to ensure that the regulations and directives adopted by the Council and Parliament are being implemented in the member states.

As the EU's executive arm, the Commission also implements the decisions taken by the Council. It has wide powers to manage the EU's common policies, such as research and technology and manages the budget for the respective policies.

Within the EC structure, DG INFSO Information Society and Media pursues an integrated approach to achieving the Information Society, encompassing an evolving regulatory environment. DG Education and Culture mission is to reinforce and promote lifelong learning, linguistic and cultural diversity, mobility and the engagement of European citizens, in particular the young.

The European Commission DG INFSO should adopt a *Communication on Media Literacy* at the end of 2007. This represents an important step towards a European policy on Media Literacy and it would add a further building block to European audiovisual policy under the overall i2010 initiative. Its main objective will be to highlight and promote good practices in media literacy at European level and to propose possible actions in the field. The Communication will also build on the results of the work of the *Media Literacy Expert Group*.

The European Commission will take into account the conclusions of the public consultation in pursuing its activities in the field of media literacy, together with those of a study on *Current trends and approaches to Media Literacy in Europe*.

Media Literacy-related Activities

- **Media Literacy Expert Group**

The group is composed of a number of European media literacy experts including a mix of different competences and backgrounds and meets in Brussels three times a year (2006 -2007). It aims to analyse and define media literacy objectives and trends, to highlight and promote good practices at European level and propose actions in the field.

- **Consultation and Study on Media literacy**

In order to nurture reflection on Media Literacy and gain from the experience of those concerned with this issue, the European Commission launched a public consultation in October 2006. Its objective was to identify the existing and possible approaches to media literacy and to provide a description of its emerging trends throughout Europe.

- **The i2010 Initiative¹⁰**

i2010 is the European Commission's strategic policy framework laying out broad policy guidelines for the information society and the media in the years up to 2010. Support for digital literacy will be a key focus addressed in the eInclusion pillar which is planned for 2008.

- **European eSkills Forum¹¹**

A stakeholder group on ICT and e-business skills, has noted the crucial importance of e-skills for the future EU workforce and population and has invited the EU to adopt a comprehensive strategy for improving ICT skills and training.

¹⁰http://ec.europa.eu/information_society/eeurope/i2010/what_is_i2010/index_en.htm Communication "i2010-A European Information Society for growth and employment" (DL in objective 3 e conclusion) http://eur-lex.europa.eu/LexUriServ/site/en/com/2005/com2005_0229en01.doc

¹¹COM (2007) 496 final "e-skills for the 21st century: fostering competitiveness, growth and jobs" http://ec.europa.eu/enterprise/ict/policy/doc/COMM_PDF_COM_2007_0496_F_EN_ACTE.pdf

EC Funding Programmes¹²

Since November 2000, in the framework of the Lisbon Agenda, the Commission has organised three workshops on Media Literacy and provided 3.5 M€ of financial support to some 30 projects (through *The eLearning initiative*). Currently a few EC programmes provide funding opportunities for media literacy projects:

- **MEDIA 2007 programme**

MEDIA is the programme intended to support the European audiovisual sector. Within the measures to support promotion and market access: Audiovisual festivals¹³, every year the MEDIA programme supports more than a hundred festivals in Europe. One of the priorities of the 2007 calls is to encourage European audiovisual festivals taking place in countries participating in the MEDIA Programme which [...] organize initiatives for media literacy (for example film education) in close cooperation with schools and other institutions.

- **EContentplus programme (2005-2008)**

eContentplus is a multi annual Community programme to make digital content in Europe more accessible, usable and exploitable. The Programme addresses specific market areas where development has been slow: geographic content (as a key constituent of public sector content) educational content, cultural, scientific and scholarly content.

- **The Safer Internet plus programme**

The Safer Internet plus programme promotes a safer use of internet and other online technologies and fights illegal and harmful content ranging from child abuse images to racism. This programme aims to empower parents and teachers with internet safety tools and it also covers other media and instruments, such as videos. It focus on end users: parents, educators and children.

More European educational programmes touch upon issues which are directly or indirectly connected with Media Literacy and the use of media and new technologies.

- **Youth in action programme (2007-2013)¹³**

Youth in Action is the new EU Programme in the field of youth, which will be implemented from 1 January 2007 until 31 December 2013. It aims to inspire a sense of European citizenship among the youth of Europe and to involve them in constructing the future of the Community. It encourages the involvement of young people with fewer opportunities and addresses young people aged between 13 and 30.

- **eLearning programme¹⁴**

It encourages the acquisition of new skills and knowledge, promoting digital literacy. It emphasises the role of lifelong learning, and underlines the growing needs for digital literacy as an essential competence in the workplace and for promoting active participation in an information-driven society. The eLearning Initiative back in 2003, funded about 30 media education projects.

¹² http://ec.europa.eu/dgs/information_society/promote/index_en.htm

¹³ Youth in Action 2007-2013 programme guide: http://ec.europa.eu/youth/via/via_programme_guide_en.pdf

¹⁴ http://ec.europa.eu/education/programmes/elearning/programme_en.html

Definition

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

Media literacy International Exchanges

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

Since 1982, a conference in **Grunwald (1982)**¹⁵ originated the Grunwald Declaration¹⁶, then followed the conferences in **Toulouse (1990)**¹⁷, **Vienna (1998)**¹⁸ and **Seville (2000)**¹⁹.

The '**Commission Française pour l'UNESCO**'²⁰ also organised seminars in Paris: *L'éducation aux médias: enjeu des sociétés du savoir (2005)*²¹ and - *L'éducation aux médias: avancées, obstacles, orientations, nouvelles depuis Grunwald: vers un changement d'échelle? (2007)*²². This event produced the Paris Agenda, with 12 recommendations for scaling up media literacy worldwide. It is being submitted to the agreement of the October 2007 General Conference.

In addition, since the seminar in 2005, and following the Geneva works, the debate on media education has been brought by UNESCO to the World Summit on the Information Society (**WSIS**)²³. Since 2007, UNESCO has become the official moderator of the priority action line C9 "media", and has included media education as one of its sub-themes. It implies annual reports to ECOSOC on the state of the world and of research in such a domain.

Media Literacy related activities

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

- **Network Building:** It is worth mentioning the **Mentor project**, which became **Mentor Association**, the **Media Education Kit** for teachers, Parents and Professionals, the work of the **Fundación Kine**²⁴, a Non-Governmental Organisation aimed at promoting programmes in order to foster youth culture and education through a creative expression and through the use of communication languages, the co-organization of the **First Middle East Conference on Media Education**, in Riyadh, Saudi Arabia. UNESCO is also supporting the **International Clearinghouse on Children, Youth and Media** in Göteborg University and introduced a number of training modules in schools.

¹⁵International Symposium on Media Education at Grunwald, Germany.

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

¹⁶ Grunwald Declaration, http://www.unesco.org/education/pdf/MEDIA_E.PDF

¹⁷ 'New Directions in Media Education'

UNESCO International Media Literacy Conference in Toulouse

http://portal.unesco.org/ci/en/ev.php-URL_ID=5680&URL_DO=DO_TOPIC&URL_SECTION=201.html

¹⁸ "Educating for the Media and the Digital Age"

18-20 April 1999 <http://www.nordicom.gu.se/clearinghouse.php?portal=linkdb&main=reconedu.php&>

¹⁹ Youth Media Education Seville, 15-16 February 2002

http://portal.unesco.org/ci/en/ev.php-URL_ID=5680&URL_DO=DO_TOPIC&URL_SECTION=201.html

²⁰ The UNESCO National Commissions are national cooperating bodies set up by the Member States for the purpose of associating their governmental and non-governmental bodies with the work of the Organization.

²¹ 26-10-2005 (Paris) - <http://portal.unesco.org/ci/fr/ev.php>

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

²² 21-06-2007 (Paris) - http://www.diplomatie.gouv.fr/fr/actions-france_830/commission-francaise-pour-unesco_3962/les-activites-commission_11372/communication_11377/education-aux-medias_54028.html

²³ A two-phased Summit dealing with the challenges that the Information Society poses from a local to a global perspective. The first phase was held in 2003 in Geneva, the second phase in Tunis 2005.

²⁴ Fundación Kine, Cultural y Educativa: www.fundacionkine.org.ar

- **UNESCO Literacy Portal**²⁵: The Literacy Portal aims to enhance UNESCO's capacity in coordinating the United Nations Literacy Decade (UNLD) and the Literacy Initiative for Empowerment (LIFE) a 10-year global strategic framework for achieving the Decade's goals. The portal offers news, link to on-line services such as events and publications downloading and international framework. Particularly it provides information and links²⁶ about the International Literacy Day, held since 1987.
- UNESCO, through its Communication and Information Sector, is actively assisting young people to produce information themselves by supporting youth media, by facilitating the creation of youth information and communication networks and by providing appropriate technologies to youth organisations. An important initiative for UNESCO is *Infoyouth*, a worldwide information network of government authorities, relevant agencies and youth organizations on youth-related issues.
- **International Programme for the Development of Communication (IPDC)**: The IPDC is a multilateral forum in the UN system designed to promote media development in developing countries. The fields covered include the promotion of media independence and pluralism, development of community media, radio and television organizations, modernization of national and regional news agencies, and training of media professionals.
- **Information for All Programme (IFAP)**: the Information for All Programme works in three specific priority of areas to focus actions and discussions and to allocate project funding: Information Literacy; Ethical, legal and societal implications of ICTs; Preservation of Information.
- The **Media Education Programme**, still within the Communication and Information Sector, it promotes research into, and an understanding of, the role and the effects of the media upon society. It seeks new ways in which people can enhance their participation in the political and cultural life of the general community through the media.

ML related Research activities and Publications

A number of researches and surveys have also been commissioned by UNESCO. Recommendations to UNESCO for actions have typically followed these works. In turn UNESCO has addressed recommendations²⁷ to its Member States. To mention a few: **Media Education a Global Strategy for Development (2001)**²⁸. This study focuses on media education for young people. It lays out broad guidelines to media education, an appraisal of its application around the world and proposes a strategy for its future development. It concludes by proposing some ways in which UNESCO might support these initiatives at local, national and international levels.

- Youth Media Education Survey (2001)²⁹. This report presents the results of a worldwide survey of Media Education, mainly in formal education. It summarises the responses from participants in 35 countries, and presents a summary of existing documentation on the subject. Several respondents acknowledged that UNESCO had played a crucial role in the development of media education at various stages in its history. Most recognised that UNESCO's role was most appropriately concerned with facilitating international networks and exchanges, and with influencing policy.
- Public Service Broadcasting: A best practices sourcebook (2005)³⁰. This publication is a sample of debates, conferences and seminars that have taken place in recent years about the role and future of the

²⁵ UNESCO Literacy Portal:

http://portal.unesco.org/education/en/ev.php-URL_ID=40338&URL_DO=DO_TOPIC&URL_SECTION=201.html

²⁶ International Literacy Day:

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

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

²⁷ Recommendation addressed to UNESCO - Youth Media Education, Seville, 15-16 February 2002.

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

²⁸ Media Education-a Global strategy for Development, London University, march 2001.

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

²⁹ Youth Media Education Survey, London University, November 2001.

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

³⁰ "Public Service Broadcasting: A best practices sourcebook

<http://unesdoc.unesco.org/images/0014/001415/141584e.pdf>

³¹ Principles of awareness-raising for information literacy: a case study

<http://unesdoc.unesco.org/images/0014/001476/147637e.pdf>

³² Using ICT to Develop Literacy :

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

³³ Initiating and Managing SchoolNets: http://www2.unescobkk.org/elib/publications/111/Schoolnet_LLVol.3.pdf

public service broadcasting. The main dash for this publication comes from the Information and Communication sector of UNESCO that has established the terms of the mandate of this work.

- Principles of awareness-raising for information literacy: a case study (2006)³¹. A handbook providing guidelines for developing process of awareness-raising. Theories, principles and techniques are offered in this manual based on the experiences of those who have developed practices that were successful and that met certain expectations.
- Using ICT to Develop Literacy (2006)³². A booklet that describes how ICT can develop literacy skills. It focuses on five areas where ICT can be utilized in education: enhancing learning; raising access to literacy education; training teachers; localizing content; creating a literacy-conducive environment.
- Initiating and Managing SchoolNets (2007)³³. It provides an overall summary of the lessons learned during the implementation of the UNESCO SchoolNets project. The publication takes into consideration numerous educational contexts making it an international guide. Moreover it discusses the UN Literacy Decade, includes literacy facts and figures and, provides case studies and a memorandum for policy makers.

Council of Europe

http://www.coe.int/T/E/human_rights/media



Definition

Founded in 1949, the Council of Europe seeks to develop throughout Europe common and democratic principles based on the European Convention on Human Rights and other reference texts on the protection of individuals. CoE has a genuine pan-European dimension, since it gathers 47 member countries. Moreover there are 5 observer countries: the Holy See, the United States, Canada, Japan, Mexico.

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

Media literacy initiatives

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

Initiatives and studies have been carried out and official texts have been adopted. Here follow selected examples:

- **Recommendation 1466 Media education (2000)**³⁴. The Parliamentary Assembly of the CoE called its Committee of Ministers and Governments Member States to promote media education practices and instruments in many related fields.
- **Pan-European Forum "Human Rights in the Information Society: Responsible Behavior by Key Actors" (2005)**³⁵. One of the main issues discussed during the Forum was the increased provision of media literacy initiatives to minimise the risk of harm from online and related offline activities (intimately linked with member State responsibilities to protect and promote human rights under the European Convention on Human Rights), coupled with better use of civil society and the media to develop clear systems of evaluation of the efficacy of educational initiatives.
- **The Council of Europe Recommendation on empowering children in the new information and communications environment (2006)**³⁶. Recalling the adopted texts of the 7th European Ministerial Conference on Mass Media Policy held in Kyiv in 2005, and the Action Plan adopted at the Third Summit of the Heads of State and Government of the Council of Europe held in Warsaw in 2005, regarding the need to support steps to promote, at all stages of education and as part of ongoing learning, media literacy which involves active and critical use of all media as well as the promotion by member states of the adoption of a adequate level of protection for children against harmful content.

³⁴Text adopted by the Assembly on 27 June 2000

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

³⁵http://www.coe.int/t/e/human_rights/media/links/events/1ForumStbgSept2005Report_en.asp#TopOfPage

³⁶ Recommendation of the Committee of Ministers to member states on empowering children in the new information and communications environment (Adopted on 27 September 2006)

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

- **Pan-European Forum on “Human Rights in the Information Society: Empowering children and young people (2006)**³⁷. Organised by the Council of Europe in cooperation with the Ministry of Foreign Affairs of Armenia and the Information Technologies Foundation of Armenia and held in the Governmental Reception House in Yerevan, Armenia, on 5 and 6 October 2006. The Forum aims to encourage and facilitate multi-stakeholder dialogue and action in the field of media education, in particular with regard to common educational standards, best practices and human rights awareness.
- **Educational policies concerning media (2007)**³⁸. The text recalls the following points: Media education in a democratic society (Free expression and information right and Professional education and training of journalists); 2) A long life education (Adults education - for example *The internet literacy handbook*³⁹ and Training of young people); 3) Role and responsibility of the educational systems (School's programs and equipment, Training of teachers and Valuation of competences; 4) Training and research and 5) Production of pedagogic supports for teachers (Participation of media experts and Publications of the CoE).
- **Joint Council of Europe/French Commission for UNESCO/UNESCO meeting on Ethics and human rights in the information society (2007)**. A pan-European conference on the ethical dimensions of the information society has been held in Strasbourg on 13-14 September 2007 as a contribution to the implementation of the World Summit on the Information Society (WSIS) as well as to the Internet Governance Forum. The purpose of the meeting was to discuss and identify issues to be considered priorities for the European region and to raise stakeholders' awareness of the ethical issues of information and communication technologies and usages. It favoured the presentation of the work and approaches of key stakeholders (researchers, private sector, NGOs, governments, international organisations, generational groups, etc.) and their interaction. This process of exchange and reflection thereby helped to promote the development of both regional and inter-regional networks and cooperation.

³⁷ http://www.coe.int/t/e/human_rights/media/

³⁸ Les recommandations du Conseil de l'Europe en matière de politiques éducatives relatives aux médias - http://ec.europa.eu/avpolicy/media_literacy/docs/coe_fr.pdf

³⁹ http://www.coe.int/T/E/Human_Rights/Media/hbk_en.html

1.3 Civil society

EAVI - European Association for Viewers Interests

www.eavi.org



Description

EAVI is an independent, not-for-profit International association registered in Brussels (AISBL). Its primary aim is to promote and enhance viewers, and more generally citizens and audiovisual media consumers' interests at European level.

To achieve its objective, EAVI focuses on specific priority actions, including initiatives aimed at engaging EU Institutions interests and promoting media literacy and active citizenship.

Through strengthening national initiatives and promoting widely International exchanges, networking and good practices, EAVI also aims at promoting viewers' participation in media governance and best practices in television programming, with a particular attention to children and youth programmes.

Media Literacy-related campaigns or initiatives

- Despite its recent establishment, EAVI benefited from a very positive reception both with regard to the publication of studies (EAVI, Broadcasting and Citizens. Viewers' participation and media accountability in Europe, Eurispes, Rome 2004) on the institutional relationships between viewers and broadcasters and in occasion of participations in International Conferences.
- EAVI furthermore is active at engaging EU institutions interests on media literacy related issues. It promotes direct meetings and participates to the works of public Institutions in Europe like the European Commission (member of the Media Literacy Expert Group), the Council of Europe (Observer Group of Specialists on Public Service Broadcasters) and others including UNESCO.
- EAVI also liaises regularly with Members of the European Parliament advising in respect of relevant legislation in the field. Recent achievements include the inclusion of media literacy within the text of the Directive on Audiovisual Media Services and significant advances in granting EU budget for initiatives of Media literacy in Europe.
- More initiatives related to media literacy, include contributions to new research and organization of an International forum on 'The perspective of the citizen and the importance of media literacy in the new audiovisual landscape'.

Target groups

Decision makers, European citizens and viewers.

European Charter for Media Literacy

www.euromedialiteracy.eu



Key reason

It is a flexible platform to collect signature for a Charter supporting the principles of media literacy and media education. By signing the Charter, organisations and individuals endorse a specific definition of media literacy, and commit to actions that will contribute to its development. The Charter thus facilitates consensus and networking amongst those working for media literacy in different countries across Europe.

Definition

The Charter is aimed at fostering greater clarity and wider consensus in Europe on media literacy and media education; raising the public profile of media literacy and media education in each European nation, and in Europe as a whole and encouraging the development of a permanent and voluntary network of media educators in Europe, bound together by their common aims, and enabled by their institutional commitment.

The Charter has been developed out of an initiative/idea of the UK Film Council and the BFI by a Steering Group representing major institutions in a limited number of countries, who have each committed to ensuring support for Steering Group meeting costs for an initial three year period (2005 – 2008). They have also each committed to promoting the Charter within their own nations and to spreading awareness of the Charter across Europe.

The Steering Group members are people with substantial experience of media literacy provision, development and advocacy thus to play a facilitating role.

Media Literacy-related campaigns or initiatives

- **The Charter for Media Literacy Database.** The euromedialiteracy site is building a database of people and organisations in Europe who support the idea of media literacy, many of whom are contributing to its development and to the provision of education for media literacy.
- **Resources, Links** of different organisations and projects concerned with media literacy.
- **Discussion panel online.**

Target groups

Organisations and individuals supporting the Charter's principles.

Center for Media and Democracy (CMD)

www.prwatch.org



Definition

The Center for Media and Democracy is a non-profit, public interest organization that strengthens participatory democracy by investigating and exposing public relations spin and propaganda, and by promoting media literacy and citizen journalism.

Its objectives are countering propaganda by investigating and reporting on behind-the-scenes public relations campaigns by corporations, industries, governments and other powerful institutions; informing and assisting grassroots citizen activism that promotes public health, economic justice, ecological sustainability and human rights; promoting media literacy to help the public recognize the forces shaping the information they receive about issues that affect their lives; and finally, sponsoring "open content" media that enable citizens from all walks of life to "be the media" and to participate in creating media content.

Media Literacy-related campaigns or initiatives

- **Source Watch** is an internet-based "open content" encyclopedia of people, groups and issues shaping the public agenda.
- **Skills training** gives the opportunity to share best practices and success stories with citizen journalists and activist groups, through workshops and CMD's publications.

Eduquer aux Médias pour un Espace Civique Européen (EMECE)

www.emece.proformar.org/



Definition

European programme which, through its website, allows schools from different countries to experience different methods of teaching, organisation or management models in order to offer solutions to questions of common interest.

Its aims are to raise awareness in Europe about current affairs and the daily problems faced by society, and to achieve a decentralised view of these problems.

Media Literacy-related campaigns or initiatives

- **Curricular analysis:** schools, initial and further education.
- **Investigation and compilation** of information about the place of media education, contents and curriculum; the relationship between the media and democracy, which competencies make up the curriculum.
- **Teaching materials:** Development of modules for continued and basic education. Teaching suggestions for classes relating to trans-national media.
- **Publications:** Weekly magazine, written and multimedia publications, study days.

Target groups

Teachers.

The International Clearinghouse on Children, Youth and Media

www.nordicom.gu.se/clearinghouse

The International Clearinghouse on
Children, Youth & Media

Definition

The aim of the Clearinghouse is to increase awareness and knowledge about children, youth and media, thereby providing a basis for relevant policy-making, contributing to a constructive public debate, and enhancing children's and young people's media literacy and media competence. Moreover, it is hoped that the Clearinghouse's work will stimulate further research on children, youth and media. The International Clearinghouse on Children, Youth and Media informs various groups of users – researchers, policy-makers, media professionals, voluntary organisations, teachers, students and interested individuals.

The Clearinghouse collects and documents research and other information on children, youth and media across the world. By means such as yearbooks, newsletters, survey articles, the Clearinghouse aims at broadening and contextualizing this knowledge, thereby increasing awareness and media literacy. A global network is fundamental to the work of the Clearinghouse, which is carried out in co-operation with UNESCO.

The Clearinghouse informs various groups of users about: research on children, young people and media, with special attention to media violence; research and practices regarding media education and children's/young people's participation in the media; measures, activities and research concerning children's and young people's media environment.

Media Literacy-related campaigns or initiatives

- **Internet Research 8.0: Let's Play!** International and Interdisciplinary Conference of the Association of Internet Researchers.

Target groups

Policy makers, professionals, children and young people.

Mediappro

www.mediappro.org



Definition

It is a project for media education carried out between January 2005 and June 2006 by universities, government ministries, associations and foundations from 9 European countries.

The aim of this project is to contribute, by means of an International survey, to the education of young people from 12 to 18 in safer practices of the Internet and new portable audio-scripto-visual medias, connected on telecommunication networks.

Media Literacy-related campaigns or initiatives

The Mediappro project was organised along three main lines: collection and analysis of existing studies, through the involvement of different stake-holders (educational institutions, official and voluntary children's welfare bodies, parents and teachers associations, industry, law-enforcement, etc.); fulfilment of an International survey representative of nine European countries (Belgium, Denmark, France, Greece, Italy, Portugal, United Kingdom, Poland and Estonia); elaboration and diffusion of educational recommendations concerning young people from 12 to 18.

The general objectives of Mediappro project were the following:

- To study the existing practices in new media education;
- To study the practices and representations of young people about new technologies (mobile phone, Internet, video games, multimedia supports, etc.);
- To identify educational and technological recommendations, adaptable to the concrete conditions of the audience (schools, associations, families) and their context;
- To contribute to the evolution of educational practices about Internet and new technologies;
- To promote a safer use of new technologies;
- To create a European vision of new technologies practices and representations;
- To make a useful comparison between European situation and the situation of Quebec.

The operational objectives of the project were:

- To search and gather existing data about existing new media education practices;

- To search and gather existing data about young people practices and representations of new technologies;
- To meet and question young people, from different EU countries, about their practices and representations of the Internet and new technologies, by the way of quantitative questionnaires and qualitative interviews;
- To elaborate educational recommendations of media education practices;
- To disseminate educational recommendations, intended for all EU countries.

Target groups

Teen-agers between 12-18 years old; teachers and scholars.

Mentor International Media Education Association

www.mediamentor.org



Definition

Federation which offers media education services to all members; both associations and individuals. The Mentor Association reinforces media education strategies promoted by UNESCO, and strives to strengthen an agenda which upholds media education initiatives in Latin America, Europe, north Africa and throughout the rest of the world.

Some of its objectives are to develop media education initiatives and to promote and lead international developments in Media Education and effective educational and cultural training, as well as to research and create media education projects, and act as the principal platform for associations which aim to reach these outcomes.

Media Literacy-related campaigns or initiatives

- Communication and **Education Guide, 3 Key Questions.**
- Development of the **Guide on Television Language and Values**, 100 Questions and Answers.
- Development of the **Guide on Ethics and the Media**, 100 Questions and Answers.
- **Media Education Conference** “Renewing Media Education Principles” organized by the Universidad Autónoma de Barcelona and in collaboration with the University of do Minho and the Catholic University of Milan. March 2006.
- Co-organisation of the **First International Conference of Media Education in the Middle East.** Riyadh, Kingdom of Saudi Arabia. March 4-7, 2007, hosted by the Saudi Ministry of Education and the Capital Centre for Conferences & Exhibitions.

Target groups

Teachers.

Open Society Institute (OSI)

www.soros.org



Definition

The Open Society Institute (OSI) is a private operating and grantmaking foundation created in 1993 which aims to shape public policy to promote democratic governance, human rights, and economic, legal, and social reform. On a local level, OSI implements a range of initiatives to support the rule of law, education, public health, and independent media. At the same time, OSI works to build alliances across borders and continents on issues such as combating corruption and rights abuses.

Media Literacy-related campaigns or initiatives

The Information Program has two aims: First, to enhance the ability to access, exchange, and produce knowledge and information for key open society constituencies and disadvantaged groups, especially in the poorer parts of the world. Second, to use new tools and techniques to empower civil society as a force for open society in national, regional and global arenas. These aims translate into projects in three focal areas, each with its own subset of initiatives:

- a) Access to Knowledge, b) Civil Society Communication, c) Open Information Policy

The Information Program is not solely an information technology program. The mission of the program is social. Technology is an important tool for achieving this mission, but not the only one; the program uses the most appropriate combination of new and traditional media, as well as policy advocacy, training and institution-building, to pursue its goals.

Target groups

Decision makers.

The Media Relate Project

www.mediarelate.org/



Definition

Website of teaching resources about the media, sex and relationships for use in school classrooms and non-formal settings with young people aged between 12 and 15. The resources consist of a series of flexible activities which directly question the diverse representations of love, sex and relationships in a range of media frequently used by 11-14 years -old.

The objective of Media Relate Project is to provide structured support for teachers involves with physical health education studies (PSHE) and Citizenship curricula.

Media Literacy-related campaigns or initiatives

- **Teacher materials** with media education pedagogy based around framework of key concepts: Media language, Media audiences, Media producers and institutions, Media representations.
- The website includes **resources** as: PDFs of this pack, for classroom use with whiteboards or data projectors. Links to PSHE and SRE agencies and websites. Research reports and Government initiatives.

Target groups

Children between 11 and 15 aged-old.

1.4 Commercial communication

European Advertising Standards Alliance (EASA)

www.easa-alliance.org



Definition

It is the single authoritative voice of advertising self-regulation. Its mission is to promote responsible advertising through best practice in self-regulation across the Single Market for the benefit of consumers and business. EASA comprises 30 national advertising Self-Regulatory Organisations (SROs), including those of all the Members States of the European Union, and 15 European industry organisations, representing advertisers, agencies and the various forms of media (direct mail, directory and database publishers, interactive and electronic media, magazines, outdoor, press, radio and television). Its industry members have made separate submissions on specific media literacy initiatives and EASA has provided input during expert meetings on best practice across both its European and international network.

Media Literacy-related campaigns or initiatives

- **Consumers awareness campaign.**
- **Cross borders complaints mechanism.** It is a cross border system that allows the consumers to complain about the content of an advertisement. The two principal advantages of self-regulatory systems over statute law are their flexibility and adaptability. This is well demonstrated in the handling of Cross-Border Complaints. The EASA Secretariat is included in all correspondence relating to the cases, and keeps a watchful eye on their progression. The system works through co-operation between the SROs who want to get the best results for consumers. It means that the EASA Member dealing with the complaint demonstrates the effectiveness of its own system in dealing with complaints from other countries.

Target groups

National advertising self-regulatory organisations, organisations representing the advertising industry in Europe, European citizens and media consumers.

Responsible Advertising and Children

www.responsible-advertising.org



Definition

The Responsible Advertising and Children Programme (RAC) represents advertisers, agencies and media worldwide. The Responsible Advertising and Children Programme believe that educating children to understand the purpose and context of advertising is crucial. Initiatives like the UK 'Media Smart' programme play an important role in helping children develop the skills to critically interpret commercial communications in the context of their daily lives. The RAC promotes education as the key vehicle through which children may be better equipped to interact with the world of media.

Media Literacy-related campaigns or initiatives

- **Media Smart Programme**⁴⁰. It is a media literacy programme, initially focused on advertising. Its objective is to provide children with the tools to help them understand and interpret advertising, so that they are able to make informed choices. Media Smart is designed for primary school children aged 6-11 years old.

Target groups

Academics, parents, children.

1.5 Audiovisual work

Association of Commercial Television in Europe (ACT)

www.acte.be



Definition

The Association of Commercial Television in Europe, ACT, exists since 1989 and represents the business interests of the commercial television sector at the EU institutions.

Its member companies are active in 34 European countries and encompass several business models, from free-to-air television broadcasters to multimedia groups and digital platform operators. Cumulatively, these companies offer many hundreds of television channels and are the leading source of entertainment and information to millions of European citizens. The ACT represents the interests of the commercial broadcasting sector at other international bodies whose decisions impact on these businesses.

Media campaigns or initiatives

- **TV 2010 Event. ACT Report.** Around 180 delegates from the EU institutions and the television business gathered for the ACT Conference "TV 2010 – Digital & Beyond", organised in Brussels on April 27th 2006. The day was opened by stressing the unprecedented pace of change in the media business. Commercial television companies clearly understood that they needed to reinvent their business models for the digital age.

Target groups

Policy makers.

⁴⁰ See United Kingdom contry report.

European Broadcasting Union (EBU)

www.ebu.ch



Definition

The European Broadcasting Union is the largest association of national broadcasters in the world. It promotes cooperation between broadcasters and facilitate the exchange of audiovisual content. The EBU works to ensure that the crucial role of public service broadcasters is recognised and taken into consideration by decision-makers. Founded in 1950, it gathers 75 active members, from 56 countries in and around Europe and 43 associate members around the world.

Media Literacy-related campaigns or initiatives

Numerous authoritative initiatives are carried out by EBU members promoting access and understanding to audiovisual content, participation of viewers and other media literacy related issues.

Here follows selected examples representing both traditional platforms and online access:

- On the Swedish radio P3, the GUTS is a programme made by young girls (www.sr.se/cgi-bin/p3/programsidor/artikel.asp?ProgramID=2352&Artikel=715935)
- In Belgium VRT the Flemish national broadcaster, offers to children a complete multimedia portal rewarded by the children as the best game in 2004 and 2005 (www.ketnetkick.be)
- Members of the EBU have created specific websites containing games, information on the programmes, forums and discussions dedicated to children and media literacy. (www.bbc.co.uk/cbbc/; www.kindernetz.de/; www.france5.fr/zouzous/; www.france3/toowam)
- EBU promotes the co-production of quality audiovisuals aimed at children with European added value (www.ebu.ch/en/eurovisiontv/children_youth/index.php)
- in view of assuring children access to programs of high quality, which stimulate their mental and cultural development and enhancing their capacities to evaluate the messages that are addressed to them, since 1995, the EBU has approved the Chart of Children's Television
- The EBU International Training. Open to EBU professionals from various fields of expertise and backgrounds, these projects address cross-disciplinary issues and may include thematic visits, practical discussions, master courses and seminars. Some address media literacy related issues.
- Changes Project. This project is based on serial documentaries for children whose contents will be adapted for the web. The serial deals with true stories, using children language, which face universal topics with the intent to raise the interest of the users and to give them the opportunity to express their own comments in a specific protected area.

Target groups

Decision makers, professionals from EBU members, European viewers.

European Children's Film Association (ECFA)

www.ecfaweb.org/



Definition

International association with 46 members, mostly companies and organisations, coming from 16 different countries.

It aims are to bring the children in contact with the cinema, to create a positive attitude towards European films for children, to organize meetings and events and to promote and stimulate the development of European films for children and young people.

Media Literacy-related campaigns or initiatives

- **Children's Film Education.** A Network of Quality Films for Schools and Spare Time ("Here come the films").
- **Children's Film Festivals.**
- **Children's Film Distribution.** ECFA's Report
- **ECFA Journal.** Information of films for children in Europe.

- **The European Children's Film Network.** Consist in three databases -The films, addresses and names, European Children's Film Festivals- and a discussion: What does quality mean in films for children?).

Target groups

Film makers, producers, promoters, distributors, exhibitors, TV-programmers, festival organizers and film educators.

International Film Festival Rotterdam

www.filmfestivalrotterdam.com



Definition

Film makers, producers, promoters, distributors, exhibitors, TV-programmers, festival organizers and film educators.

The International Film Festival Rotterdam offers a quality selection of worldwide independent, innovative and experimental cinema and visual arts. Devoted to actively supporting independent filmmaking from around the globe, IFFR is the essential hub in Holland for discovering film talent, for catching premieres, and for exploring its competitions, main sections of recent feature films, short films and documentaries, visual arts exhibitions, theme sections and debates.

Media Literacy-related campaigns or initiatives:

The conference on media education will take place on 30th January 2008 and will focus on the different approaches to film education around the world, but with an emphasis on the perspective of filmmakers on film and education.

The main topics will be: effects of digital democratization on media education and on the film makers; film makers contribution to media education; film making initiatives, film schools and talent development.

Target groups

Filmmakers, film professionals, policy makers, educational programmes of film festivals and other cultural institutions.

Observatori Europeu de la Televisió Infantil (OETI)

www.oeti.org



Definition

The European Observatory on Children's Television is a non-profit entity founded in 1997 and aimed at fostering the production and broadcasting of educational, formative and entertaining TV programmes. It proposes to be a point of observation, information, education and advice on children's television and the media in general.

The Observatory aims are establishing itself as a centre for observation and monitoring of the various activities related to children's television: legislation, production, consumption, etc; studying and analysing the evolution of children's television programme content and its derived multimedia, proposing models of analysis and carrying out research on its evolution over time and on comparison with different countries and televisions; promoting a network of stable co-operation (NSC), study bureaus, etc., among the various groups that, from universities, research centres and televisions, concern themselves with the study of children's television; creating and developing appropriate curricula for continuous training in television and multimedia for children. With this aim, the EOCT will co-operate with universities, educational centres, and in general, with entities associated with the world of training;.

Media Literacy-related campaigns or initiatives

- **Festival.** The Barcelona International Television Festival, created in 1997 and aimed at fostering ethical content in audiovisual communication media in children and youth targeted television. Over the years, the event has become a framework for reflection and promotion of childhood, taking in account the strong influence television currently exercises.
- **Forum.** OETI fosters a consolidate a space for multidisciplinary debate, a modern agora with thought and dialogue on the various realities of children's television and promotes values related to human rights, democracy and the rights of boys and girls. Moreover the Forum promotes analysis, study and reflection

on the content of children's television. Finally it encourages, suggests and promotes the production of quality programmes for children, co-operating, at various levels, on the study, design and conception of new productions.

- **Conference.** OETI annually promotes the Observatory Sessions, where pedagogues, communicators, sociologists, linguistic journalists, semiologists, corporal expression educators and students participate. This space for development makes the exchange of world experiences in education and communication possible.
- Moreover OETI takes part in several special activities like the ML Overseas Conversation Series (2004 - 2005 - 2006), with the objective of promoting intercultural communication on the role that media and Media Literacy play with children and young people

Target groups

Children, parents, educators and in general all the people participating in the world of children's television.

1.6 Online environment

Childnet international

www.childnet-int.org



Definition

Childnet International's mission is to work in partnership around the world to help make the Internet a great and safe place for children.

Childnet International develop activities helping children and young people to use the net constructively, showcase quality content and enable others to use our resources and develop new projects and to acquire new "net literacy" skills and giving advice to industry, organisations, parents, teachers and carers about Internet and mobile safety. Besides, it works with others to help protect children from being exploited in the online environments provided by new technologies as well as seeking to initiate and respond to policy changes.

Media literacy related projects:

- **Staying smart online:** Staying SMART Online has been designed to deliver the safety messages regarding children's use of the Internet, in a fun and interactive way to primary aged children. It can be used as a presentation tool for teachers, or as a stand alone tool for children. By playing, reading and answering multiple choice questions, children will be encouraged to think about Internet safety. The option you choose will depend on the children concerned and their level of experience. Target group/ teachers and primary school children (7-11).
- **Know it all:** Know IT All is a set of award-winning resources developed by children's internet charity Childnet International to help educate both young people, parents and teachers about safe and positive use of the internet. The latest edition called Know IT ALL for Parents has been updated to include earlier content from the KIA for Schools CD-ROM as well as new content written and presented by children and young people themselves. It contains a section for Teachers giving advice on how to cover the issues of E-Safety and how to use this resource in the classroom and with parents.
- **Childnet Academy:** it consists of young people developing internet projects or exciting online ideas to benefit other children.
- **Kidsmart** is a internet safety programme for schools, young people, parents, and agencies.
- **New Mobile Services** looks at children's use of new mobile phone technology.
- **Music & the Internet** is a special website and leaflet which gives advice on Peer2Peer, file-sharing and downloading on the Internet.

Target groups

Teachers, children, parents.

EU Kids Online

www.eukidsonline.net



Definition

It is a European Research on Cultural, Contextual and Risk Issues in Children's Safe Use of the Internet and New Media, funded by the EC Safer Internet plus Programme.

The EU Kids Online project (2006-2009) will examine research carried out in 18 member states into how children and young people use the internet and new media.

This three-year collaboration aims to identify comparable research findings across Europe to evaluate the social, cultural and regulatory influences affecting both risks and children's and parents' responses to them. It charts available data, notes indicate gaps and identifies factors that shape the research capability of European research institutions. Finally, it examines methodological issues relating to cross-cultural analyses and the study of children's online experience in order to develop a best practice guide to research.

Media Literacy-related campaigns or initiatives

- **Safer Internet Day Across the World 2007.** Almost 40 countries participated in the fourth edition of Safer Internet Day (SID) which this year took place on 6 February. The event is organised by European Schoolnet, coordinator of Insafe, the European safer internet network. The highlight of the day is usually a worldwide blogathon, which reaches Australia on 6th February and progresses westward through the day to finish up in the USA and Canada. More than 200 schools in 25 countries across the globe work in pairs, using technology to cross geographical borders, to create internet safety awareness material on one of three themes: e-privacy, netiquette, and power of image. The 4 prize-winning teams in the competition were announced on 6 February when the blogathon opens to well over 100 organisations waiting on the starting block to add their postings on this year's theme, Crossing borders. To find out more about young people's use of the internet and mobile phones, Insafe has been collecting data through an online survey. Results were made available on Safer Internet Day along with a wealth of other information tailored to the needs of not only media but also parents, teachers and youngsters in an online media room.
- **International advisory panel.** In order to 'see Europe from the outside', offering a valuable perspective on within-Europe comparisons and helping to situate the European situation in a wider context, an International Advisory Panel of research experts worldwide has been established. This ensures that the network benefits from the latest findings and best research practice internationally.
- **Reports.** Different reports are regularly produced and a conference will be organized in 2009. Here are listed some examples: Report on Data Availability (June 2007), Three-Country Comparison (June 2007), Review of Methodological Issues (June 2007), Cross-National Comparisons (June 2008), Best Practice Research Guide (June 2008), Cross-Cultural Contexts of Research (December 2008), Summary and Recommendations (June 2009).

Target groups

Schools, institutions, youngsters, parents and citizens in general.

European Internet Service Providers Association (Euro ISPA)

www.euroispa.org



Definition

It is a useful mean meant to coordinate national level with European supranational initiatives and programmes. It is the pan-European association of the Internet Services providers associations of the countries of the European Union. EuroISPA is the world's largest association of ISPs. This organisation is aimed at: protecting and promoting the interests of Europe as a whole within the global Internet, securing for Europe a premier position in the key industry of the new Millennium; helping deliver the benefits of this new technology of liberation and empowerment to individuals, while at the same time meeting the legitimate concerns of parents and others responsible for the weaker members of society; encouraging the development of a free and open telecommunications market, something of great benefit to society as a whole but essential to the healthy development of the Internet; promoting the interests of our members and provide common services to them where these cannot be had elsewhere.

Media Literacy-related campaigns or initiatives:

- **Anti-phishing activities:** anti-Phishing Event in Brussels, organised in association with Microsoft and Interpol; anti-phishing web-site aimed at providing useful information about the important issue of phishing.
- EuroISPA members are involved in many initiatives in the safer Internet field such as the **Safer Internet Day 2007**.

Target groups

Internet Service Providers Associations and European citizens.

Educaunet

www.educaunet.org



Definition

Educaunet is a media education programme for young people. It aims to teach them about the Internet and the possible risks linked to its use. Its goal is to implement a European awareness campaign and training sessions for those involved in education: teachers, parents and educators.

Media Literacy-related activities:

The Educaunet activities are organized around four domains:

1. Exploration. Developing skills such as knowing how to recognize at a glance the type of site; finding one's way through a network tree structure; understanding specialist jargon; making an accurate assessment whose quality is based on its appearance and content; saving time by formulating queries correctly in databases, search engines and directories:

- **Cl@r@ in Internet Land** is a fairy tale for 7-10 year-olds which explores the positive and less positive aspects of the Internet. Cyberfamilies is a card game for 8-16 year-olds based on the game 'Happy Families' aimed at developing an overall understanding of the components of the Internet.
- **Poster - What's on the Internet ?** is an activity for 7-10 year-olds in which participants develop visual representations of the Internet by reflecting on their own experiences.

2. Communication. Learning how chat-rooms, forums, bulletin boards, email and messaging system work, so as e-commerce and advertising:

- **Guess Who** is an online game for 8-16 year-olds in which participants enter a closed chatroom using a false identity and guess the identities of their peers.
- **E-Commerce** is an activity for 14-16 year olds aimed at developing abilities to become critical consumers on the Internet. Advertising on the Net is an activity for 8- 16 year-olds in which participants analyse various types of advertisements found on the Internet.

3. Information. Developing new skills to obtain information, such as breaking down an address; examining the profile of the author; cross-checking sources with documents from other sources and identifying the level of relevance of a text:

- **Treasure Hunt** is a quiz for 8-12 year-olds aimed at developing efficient ways to use search engines.
- **Quest on the Web** is a research activity for 12-18 year-olds aimed at developing critical skills for evaluating information collected from the Internet.
- **Truth or Rumour?** is an activity for 12-18 year-olds in which participants evaluate rumours and hoaxes found on the Internet. Site Test is an analysis activity for 12-16 year-olds in which participants evaluate websites based on user friendliness, information, credibility and design.

4. Observation. Encouraging users to observe themselves as users, and ask important questions, for example "What type of Internet user am I? What choices am I going to make, when faced with so much being available on-line? What type of content am I going to seek out for myself?"

- **Family Feud** is a role play game for use with adults focusing on family use of the Internet.
 - **Make your own Internet Charter** is an activity for 9-14 year-olds in which participants evaluate advice documents and develop a charter for Internet use at home and/or school.

Target groups

Teachers, educators, parents and young people.

EuropeanMedi@Culture online

<http://emac.pi-consult.info/emac/index.php?module=common&page=home>



Definition

EM@C online - EuropeanMedi@Culture online is a project within the eLearning initiative of the European Commission and the School Media Offensive II of the State of Baden-Württemberg.

It provides the schools with secure and competent know-how, ensures project communication with appropriate communications services integrated in the platform, and provides a joint online production and publication environment. These publications, with a detailed description of the necessary methods, tools and results, serve as a stimulus, example and support for all European educational establishments.

Media Literacy-related campaigns or initiatives

EM@C online provides two platforms for schoolchildren, students, teachers, parents and other interested persons:

An **information platform** and a **project platform**. The information platform contains Help options and information relevant to media and pedagogical issues. The online project platform provides the opportunity to communicate and cooperate on the Internet.

EuropeanMedi@Culture Online consists of several modules which are the basis and tool of subsequent school media projects in terms of active, critical media competence:

- Information database for media pedagogical and technically relevant themes: Background information on media use, media technology, types of media, instructions on media production (multimedia) and publication
- Interaction platform: Moderated forums on media themes for project schools, teachers, parents.-
- Production platform for online projects: using an editing system, project schools create their own international projects with their European partner classes, and have access to the media pedagogical and technical knowhow of the information database. The platform also incorporates forums which provide the opportunity to communicate both to the interested public (moderated forum with access to the outside world) and to the project partners (internal forum, not externally accessible).

Target groups

Schools, students, teachers, parents.

Glocalyouth

www.glocalyouth.net



Definition

It is a project for media education carried out with the support of the European Union and realised by a team of researchers and intercultural operators coming from different European countries (Belgium, Italy, Portugal and Spain).

The web-site and some audiovisual materials are available in five different languages (English, Italian, French, Spanish and Portuguese).

Glocal Youth is an International initiative, aimed at fostering dialogue and exchange between different countries and cultures from World Southern and Northern regions.

Media Literacy-related campaigns or initiatives:

In Glocal Youth web site the users can find several materials in a multilingual version:

- **Didactic units:** data base including the case studies analysed in the researches carried out;
 - **Media Literacy tools:** media education tips and hints to organise didactic modules with the students;
 - **Theoretical texts:** articles, essays and reports focalised on the relation between youth, media and intercultural dimension;
 - **Auto-productions:** user-generated contents.
- Moreover, young people, teachers and educators can interact actively with the web-site by different means:
- **New media analysis.** Teachers and students are invited to apply the proposed methods to new media products and to send the results to Glocal Youth, in order to keep on enriching the data base;
 - **New auto-productions.** Students are encouraged to realise their own audiovisual materials, which will be uploaded on Glocal Youth web site;
 - **Newsletter.** People can receive the newsletter to be informed about the progress of Glocal Youth

project and about news regarding media education and intercultural knowledge;

- **Links.** Glocal Youth proposes to online users to contact directly institutions, media, associations, providing links to hundreds of web sites.

Target groups

Teachers and educators, young people.

Internet Safety Zone

www.internetsafetyzone.co.uk/

internet safety zone

Definition

Internet safety zone is a website Funded by the European Commission's 'Safer Internet Action Plan' in partnership with the Public Awareness sub group of the Home Secretary's Internet Task Force on Child Protection and based in the university of Lancaster.

It is a result of research activities of the impact of the Internet for contributes policy making at a governmental level. It is managed for the Cyberspace Research Unit research group in UK, with capacity as policy advisor, trainer, teacher, and media spokesperson, but principally as researcher.

Its objectives are to promote communication and cooperation between parents and children in a way that allows them to discuss a variety of Internet related topics, as a way of ensuring and enhancing a family's cyberwellness, and develop and test programs of education for understanding the factors on children's use of the Internet.

Media Literacy-related campaigns or initiatives

- **University Certificate in Internet Safety:** The University Certificate in Child Safety on the Internet' is a 14 week on-line distance learning course for teachers, education and child services professionals.
- **ISCA Project (Internet Safety Content Agent):** The Project is directly funded by the European Commission and aims to raise Internet safety awareness and education levels in the UK across a variety of target audiences, but primarily teachers, parents, carers and young people.
- **INSAFE (European Awareness Raising Network):** It aims at facilitating knowledge transfer, via virtual learning environments and training.
- **Campaign Resources:** The site provides links to resources, information and documents: "UK Safer Internet Day Conference 2006"; Campaign Advertisements; Flash movies about Internet safety; "Microsoft's Digital Literacy Curriculum"; etc.
- **Reports:** "Children and Young People's Use of Chat Rooms: Implications for Policy Strategies and Programs of Education"

Target groups

And for parents, children and young people.

Interactive Software Federation of Europe (ISFE)

www.isfe-eu.org



Definition

The interactive software industry, which includes PC and video games, reference and educational works on CD-ROM, is the European content industry's fastest growing sector. ISFE (the Interactive Software Federation of Europe) was established in 1998 to represent the interests of the interactive software sector vis-à-vis the EU and international institutions. Initially founded by the national interactive software trade associations in the UK, France, Germany and the Netherlands, ISFE was enlarged in January 2002 to include any company representing the industry within the 27 Member States plus Norway, Iceland, Switzerland and Liechtenstein. Thirteen major publishers of interactive software and eleven interactive software trade associations throughout Europe have joined ISFE.

Its objectives are creating European Awareness of the interactive software industry as a key player in the European economy and as a new vector of European culture; Protecting Minors/Providing Information to Consumers, confirming the role of the interactive software industry as a responsible industry by improving various means to inform European consumers on the content of its products and their suitability for different categories of age; providing Research/Market Data; supporting national Representation in all EU Countries and fighting against Piracy.

Media Literacy-related campaigns or initiatives:

- **PEGI Online:** PEGI Online, developed by ISFE with the support of the European Commission,

complements the existing PEGI system, which stands for Pan European Game Information (www.pegi.info). Established in 2003, PEGI is the first ever pan-European system that provides age rating recommendations intended to inform European parents regarding content that is suitable for their children. PEGI Online, approved on 13 November 2006, is a labelling system which has created a trust seal aiming at identifying those online game providers that have committed to a specific Code (PEGI Online Safety Code).

- **Missionmaker:** It is a revolutionary new 3D games authoring platform allowing students to create and play their own games without the need for specialist programming skills.

Target groups

Children and parents

Safer Use of Services on the Internet (SUSI)

www.besafeonline.org



Definition

The website that offers a guidance to make adults more aware of how to use the Internet safely, so that they can encourage safe behaviour online among children and young people.

It was created originally as part of the Safer Use of Services on the Internet (SUSI) project, an Internet safety awareness project supported by the European Union Safer Internet Action Plan to provide information and advice to adults, especially parents and teachers, about potential problems of life on the Internet and how to behave.

Media Literacy-related campaigns or initiatives

- The **website** offers mainly advices for a safe use of Internet as Golden rules, World wide web, Personal webpages, Email, Chat, Instant messaging, Newsgroups, File-sharing, Shopping online, Filtering software, Computer viruses, Bullying online, besides Glossary, Discussion area, and the possibility for Contact partners.

Target groups

Parents/carers and teachers to use and understand the Internet themselves and for them to be able to advise children.

European Federation of Magazine Publishers (FAEP)

www.faep.org



Definition

The European Federation of Magazine Publishers (FAEP) is a non-profit organization representing the interests of the national associations of periodical press publishers and corporate publishing members in Europe.

FAEP's mission is "to promote and protect the interests of publishers of the periodical press within the European Union thus ensuring the long-term survival and prosperity of a plural, diverse and economically successful magazine publishing industry in the EU".

Over 15.000 publishers throughout Europe (the vast majority being Small and Medium Sized Enterprises) publishing over 50.000 magazine titles in Europe, reaching on average 80% of European adults. 300 million Europeans read magazines on a regular, consistent basis. And this is reflected by the fact that more than 20 billion copies of magazines are sold every year in Europe.

With combined annual revenues in excess of €40 billion, European magazine publishers employ more than 300.000 EU citizens and a multiple of that figure is involved in the related advertising, distribution, printing, design and paper manufacturing industries

Media Literacy-related campaigns or initiatives:

- It offers **papers and articles** related to different issues such as Media Literacy, Digital Libraries, Intellectual Property, AVMS Directive and Consumer Aquis.

Target groups

National associations of periodical press publishers and corporate publishing members in Europe.

European Publishers Council (EPC)



www.epceurope.org

Definition

The **European Publishers Council** is a high level group of Chairmen and CEOs of European media corporations actively involved in multimedia markets spanning newspaper, magazine and online database publishers.

This organisation aims at freedom of speech for all medias; high ethical standards of editorial and advertising content; diversity of the media.

Media Literacy-related campaigns or initiatives

- **Commercial communication (including restrictions on advertising).** To finding new ways to regulate advertising and other forms of commercial communications in the age of on-line communications.

Federation of European Publishers (FEP)



www.fep-fee.be

Definition

FEP is an independent, non-commercial umbrella association of book publishers associations in the European Union. FEP represents 26 national associations of book publishers of the European Union and of the European Economic Area. FEP is the voice of the great majority of publishers in Europe. Founded in 1967, FEP deals with European legislation and advises publishers' associations on copyright and other legislative issues.

Media Literacy-related campaigns or initiatives

- **PRO-ACCESS Project.** The aim of this project is to find pragmatic solutions to provide educational content in the e-learning value chain accessible to visually impaired people.
- **Get caught reading-Europe** is a European wide campaign which promotes books and reading through various media and by a well-focused communication strategy.

2. Statistics

2.1 General data

| | |
|--|-------------|
| Population (2005) | 459 000 000 |
| Human Development Index HDI (2004) | 0.919 |
| Life expectancy at birth (years) (2004) | 78 |
| Combined gross enrolment ratio for primary, secondary and tertiary schools (%) (2004) | 90.32 |
| GDP per capita (GDP in PPS/in) (2005) | 23.300 |

2.2 Information society data

| Television (%) (2006) | | Telephone lines (%) (winter 2007) | |
|---|----|---|----|
| Households with at least one television | 97 | Households with access to a telephone line (landline, IDNS or mobile) | 95 |
| Households with no televisions | 3 | Households with access to a main landline, but not to a mobile telephone line | 15 |
| | | Households with access to a mobile telephone line but not to a main landline | 22 |
| | | Households without access to a landline or a mobile line | 4 |

| Internet (%) (2006) | |
|--|------|
| Level of Internet access – households | 49 |
| Share of households with a broadband connection (2005) | 20.6 |
| Broadband penetration rate | 14.1 |

| Total time on average weekday (%) | Television | Radio | Newspaper | Personal Computer (%) (2006) | |
|--|-------------------|--------------|------------------|--|------|
| None | 8.8 | 12.15 | 18.95 | Individuals' level of computer skills - Low | 49 |
| None to 1 hour | 3.3 | 25 | 51.3 | Individuals' level of computer skills - Medium | 20.6 |
| From 1 hour, to 3 hours | 13.85 | 6.02 | 2.32 | Individuals' level of computer skills - High | 14.1 |
| > 3 hours | 20.4 | 21.9 | 1.5 | | |

| Personal computers (%) (2007) | |
|---|----|
| Households with at least one computer | 54 |
| Households with a desktop computer but not a laptop | 36 |
| Households with a laptop but not a desktop computer | 6 |
| Households with a laptop and a desktop computer | 13 |
| Households with no computers | 46 |
| | |
| | |
| | |

| Internet (%) (2006) | |
|--|------|
| Individuals who accessed Internet at home | 41 |
| Individuals who accessed Internet at place of work (other than home) | 22 |
| Individuals who accessed Internet at other places | 7 |
| Individuals who accessed Internet at place of education | 8 |
| Percentage of individuals regularly using the Internet | 45 |
| Percentage of individuals using the Internet for interacting with public authorities (2006) <i>(obtaining information) (downloading official forms) (sending completed forms)</i> | 21.3 |
| Share of individuals who ordered/bought goods or services for private use over the Internet in the last three months | 20 |

Studies and Bibliography

EAVI (2004), *Broadcasting and Citizens. Viewers' participation and media accountability in Europe*. European Association for Viewers Interests (EAVI), EACTV Project, eLearning, Rome 2004.

Legislation

Council of Europe, at: www.coe.int

Audiovisual Media Services Directive, at:

http://ec.europa.eu/avpolicy/reg/twvf/modernisation/proposal_2005/index_en.htm

Directive 97/36/EC of the European Parliament and of the Council of 30 June 1997 amending Council Directive 89/552/EEC on the coordination of certain provisions laid down by law, regulation or administrative action in Member States concerning the pursuit of television broadcasting activities, *OJ L 202, 30.7.1997, p. 60*.

Council Directive 89/552/EEC of 3 October 1989 on the coordination of certain provisions laid down by Law, Regulation or Administrative Action in Member States concerning the pursuit of television broadcasting activities, *OJ L 298, 17.10.1989, p. 23*.

Council Directive 89/552/EEC of 3 October 1989 on the coordination of certain provisions laid down by Law, Regulation or Administrative Action in Member States concerning the pursuit of television broadcasting activities, *OJ L 298, 17.10.1989, p. 23*.

Recommendation Rec (2006) 12 of the Committee of Ministers to Member States on empowering children in the new information and communications environment

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 [Official Journal L 378 of 27.12.2006].

[Recommendation of the European Parliament and of the Council of 16 November 2005](#) on film heritage and the competitiveness of related industrial activities

Recommendations Youth Media Education, addressed to the United Educational Scientific and Cultural Organization UNESCO, Seville , 15-16 February 2002

Statistical Sources

Heavy Reading. Real World Research (independent market research organisation, at:

<http://www.heavyreading.com>

EU's statistical office, Eurostat portal:

http://epp.eurostat.ec.europa.eu/portal/page?_pageid=1090,30070682,1090_33076576&_dad=portal&_schema=PORTAL

European Competitive Telecommunications Association (ECTA) portal: <http://www.ectaportal.com/en/>