



# **[Good] media literacy education practices in digital and social inclusion initiatives in Europe: Survey results and conclusions**

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Braga, Portugal  
2013**

## **1. Methodological remarks**

In the tasks entrusted to the WP5, a survey to identify good practices of using media literacy education in digital and social inclusion initiatives was planned. The final form

of the questionnaire has been developed by WP5 team, with contributions from some of the EMEDUS partners. It explained the aim of the survey as follows:

“(…) we are conducting a study whose aim is to examine how to achieve digital and social inclusion of disadvantaged groups through media literacy education good practices. Find further information about the consortium and the project here: [www.emedus.org](http://www.emedus.org).

As someone who is or has been involved in activities related to these matters, we would like to ask for your collaboration in answering the following one-page questionnaire”<sup>1</sup>.

The questionnaire was made available online on a University server, and the data collection was carried out in the last week of March and the first week of April, 2013.

The main topics included:

- **The existence of specific policies regarding the promotion of digital inclusion and media literacy among disadvantaged groups;**
- **Availability of key documents (such as action programme guidelines, assessment studies, overall surveys) regarding the promotion of digital inclusion and media literacy among disadvantaged groups;**
- **Pointing out outstanding initiatives and programmes that target media literacy education for early school leavers, for minorities and /or for adults outside the job market (unemployed, pensioners, the elderly);**
- **Assessment of the situation of the respondent’s country in the promotion of media literacy and digital inclusion as far as disadvantaged groups are concerned;**
- **Recommendations suggested to the national and European authorities about media literacy education and e-inclusion regarding disadvantaged people and communities.**

The following table shows the approached EU countries, how many people in each country were invited to collaborate and how many actually fulfilled the questionnaire:

	Contacted People (N)	Answers
Austria	5	0
Belgium	4	1
Bulgaria	2	0
Cyprus	3	0
Czech Republic	4	0
Denmark	5	0
Estonia	3	1

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<sup>1</sup> See this introduction and the questions here:

Finland	10	2
France	2	0
Germany	9	4
Greece	1	0
Hungary	6	1
Ireland	6	0
Italy	13	2
Latvia	5	0
Lithuania	1	0
Luxembourg	3	0
Malta	2	1
Netherlands	5	0
Poland	3	1
Portugal	8	4
Romania	3	1
Slovakia	1	1
Slovenia	3	0
Spain	10	2
Sweden	10	0
UK	12	1
Total	140	22

When the deadline was approaching, a reminder was sent for every member of the list, and even after the deadline further contacts were made, especially in non-represented countries, given the small number of respondents so far.

From a quantitative point of view, the results are frustrating and have deserved analysis at the local team meetings. The implementation process seemed to have been rigorous and the questionnaire quite simple to answer. Among other hypothesized interpretations, two of them emerged as more consistent:

- a) The inadequacy of the sample;
- b) The subject of the survey.

The first one must be considered, since the contacts gathered, at least in some of the EU countries, were selected from other lists or via third or fourth hand. On the other side, the names of some people referred to finished projects some years ago.

The survey matter emerges as a more consistent interpretation of the response scarcity. Even some of those that answer the questionnaire were brief in their information and comments, stressing that the combination of media literacy and digital inclusion activities is very limited or absent. In general, the same conclusion has been obtained by the literature review.

In contrast, from the qualitative point of view, those few that replied provided very interesting and important data and clues for the analysis, not only through their answers but also through the links to websites they pointed out. Anyway, we have to say that the diversity of languages has been a problem either for the WP5 team or the respondents. In several cases, the access to relevant information pointed out by the respondents has been possible only by using automatic translation applications such as Google Translate.

Over the next chapters we will follow the main topics of the questionnaire.

## 2. Digital inclusion and media literacy policies

In many EU countries initiatives and programs concerned to the digital inclusion of disadvantaged groups have been promoted over the last ten years. In most of these cases, however, fostering digital literacy was meant to facilitate access technologies and, at best, to learn how to use tools and gadgets for the everyday needs as well as to gain access to public services (ex. the elderly).

A recent account of a European project implementation, *Digital Literacy 2.0*, is a good example of what has been said<sup>2</sup>. Involving seven countries, this project launched a campaign with specificities in each local context which began with a set of ‘train-the-trainer’ sessions, where the curriculum has been tested. In Belgium, Poland and Bulgaria the trainers were mainly librarians, while in Germany they were “multipliers working in ten different social organisations nationwide which address families, senior citizens and migrants”; in Portugal they were key persons coming from social organisations which “address parents, ethnic minorities and different socially disadvantaged groups”.

The Municipal Library of Cologne, for instance, decided to organize two-hour sessions per week for beginners (free access but prior registration) with a typical practice-oriented curriculum: The first time with the PC; Introduction to the Internet; Search the Internet; Create my e-mail; Computer security; Internet access points; Communicate with the local or national government services<sup>3</sup>.

These trainers look for the best ways to adapt to the context the implementation of the project with the target public. In some cases, the most skilled can serve as guides and support for the beginners<sup>4</sup>.

Another multi-national project specifically conceived of to foster the quality of life of senior citizens is *@Learn Active Ageing* - a European project funded by the Lifelong Learning Programme of the European Union. Six organisations from five countries (Bulgaria, Italy, Spain, Germany and Ireland) are building an on-line learning community to promote active ageing. The aim is “to develop online resources to help

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both older (60+) and younger (16-35 year olds) learn more about what positive steps can be taken to support active ageing, including the use of social networks to help sustain an active social life as we get older”.

Beyond this intergenerational approach, the project has adopted the focus group methodology to implement its objectives: in each country, mixed group of participants from both the younger and older target groups focus on five key areas: health promotion and disease prevention; healthy nutrition along life; physical and cognitive activity; ICT (information communication technologies) for social networking; and intergenerational volunteering<sup>5</sup>.

As mentioned above, the survey asked also about the availability of key documents (such as action programme guidelines, assessment studies, overall surveys) regarding the promotion of digital inclusion and media literacy among disadvantaged groups.

In this way we learn about the reference document *Der Nationale Integrationsplan Neue Wege – Neue Chancen* [The National Integration Plan: New Ways, New Opportunities] implemented in Germany at the federal and the Länder levels since 2006-2007 Plan influenced the integration policies ever since, in the country.

Examining the document, one realizes the emphasis given to the role of media and media literacy regarding the migrants’ integration. The document, whose final version incorporates input from different sectors of German society, stresses the types of initiatives media may adopt, as well as the role of universities and research centres in order to base integration initiatives in a solid knowledge of the field.

The case of the Slovak Republic also deserves a reference here. The government of this country in December 2011 approved a resolution entitled "*Concept of Media Education in the Slovak Republic in the context of lifelong learning*"<sup>6</sup>, based on primary documents of the European Union, the Council of Europe and UNESCO, that defines the objectives, strategies and assumptions of an effective system of media education in the context of lifelong learning.

The preparatory work took place since 2007 under the Ministry of Culture. This Department has established an interdepartmental working group, whose members were, besides representatives of the Ministries of Culture and Education, the State Pedagogical Institute, media regulators, representatives of schools and universities, churches, independent institutions, non-profit organizations and independent experts.

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The concept was developed and symbolically presented on the 20th anniversary of the UN Convention on the Rights of the Child.

The implementation of the provisions of the "Concept of Media Education" involved the creation of the Centre for Media Education, planned to be the coordinator of activities in this field. The current economic situation, and the framework austerity resulting from it, froze the whole process.

In this Resolution, media education is defined as "a lifelong, systematic and purposeful process of getting media competence and increasing levels of media literacy"; therefore media education becomes "a kind of superstructure and a separate education subsystem". It stresses that "lack or low levels of media literacy, either because of the absence of education or economic and social barriers may be the cause of social exclusion of citizens or their personal frustrations".

Among the main objectives of media education in lifelong learning, the document points out:

- Increase media literacy among all age groups of the population,
- Update media competence, responsibility and a critical approach to the media, effective use of media and new communication technologies; (...)
- Prevent generational forms of 'communication and information gap' (parents, teachers, specific population groups, seniors);
- Avoid all forms of social exclusion due to insufficient levels literacy".

The "Concept of Media Education" Resolution also dedicates one section to the role of media literacy education in the adult education. Given the lack of research on the adult population as far the use and level of media skills are concerned, the Resolution stresses the need to "formulate the basic theoretical and methodological basis for this level of media education" and to "conduct research on the current state of adult media literacy in the Slovak population", in the age group over 20 years. "Media education of the adult population will be mainly focused on prevention generational gap and social exclusion, but also the protection of disadvantaged groups", the document emphasizes.

Recently, a cross-sector partnership whose founders are a national broadcaster, a national bank, a utility company, a telecoms provider, a community retail network, a charity and a funder created a new organization called GO-ON-UK, to foster the digital capability of the UK, focusing on the promotion of digital skills.

GO-ON-UK wants to be especially sensitive to those citizens who have never been online (7 million people) or who lack basic digital skills (1 in 3 adults, 16 million people). It means that we will have achieved our vision when all individuals, SMEs and charities in the UK have the Basic Online Skills to fully participate in everyday economic and social life.

“We will have achieved our vision when all individuals, SMEs [small and medium enterprises] and charities in the UK have the Basic Online Skills to fully participate in everyday economic and social life”, CEO Graham Walke remarks.

Go-ON-UK intends to be an “Inspiring and supporting” agent for “individuals and organizations that want to share their digital skills with others”

At the same time, it supports online centres<sup>7</sup>, public libraries, chambers of commerce and community groups “to improve their digital skills in communities across the UK” and encourages and the leaders of organisations of all sizes in all sectors to make similar commitments”<sup>8</sup>.

In general terms, we can say that there is a limited connection between activities oriented to promote and support computer and digital literacy, on the one hand, and media literacy education, on the other. With few exceptions, ICT are approached from the instrumental and functional point of view, even if, in the same contexts, there are media education-oriented programmes.

At the same time, we detected that the crisis that is severely affecting Europe in recent years led to the suspension or turbulence of various programs, namely in the countries most affected by the economic crisis.

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### 3. Good practices – some highlights

From Finland, Reijo Kupiainen presents to us an on-going project called *World Circle*, that consists of digital storytelling workshops for young immigrants, fostered by Media Education Centre METKA. Metka is a national association pedagogically oriented and specialized in media education. It promotes media literacy of children and young people in relation to cinema and other types of moving image. It aims to raise the children's own culture through media production.

The *World Circle* [in Finnish: *MAAILMANPIIRI*] is a workshop in which the young immigrants write, describe, draw and record their own digital stories. Through the production of their own stories they are supposed to build and strengthen their identity as their own premises. They have moved to Finland coming, for example, from Afghanistan, Chile, India, Somalia, Kosovo, Ukraine, Russia, the Congo, etc. Together, they build their stories through digital trips around the world. They begin by checking out different images of landscapes, checking vocabulary associated with the production of the images or with the represented activities or scenes (as for some children and young Finnish language is still not so familiar).

As one can see by some of the videos produced and made available<sup>9</sup>, the process of video production, related to the trajectory and story of each individual child and adolescent, is a source of learning not only of the film and video language, but of life. It constitutes a language and communication learning process. The immigrant integration is not a discourse, but a process and a result.

The situation in Slovak Republic is described by researcher Andrej Skolkay, director of SKAMBA as follows:

“There have been a lot of activities going on in 2012 for the seniors, as this was a year of active aging and intergenerational solidarity in the EU. However, only one of these actions addressed media literacy of this group at least to some extent. During the week of digital skills (eSkills week), schools were requested to involve an educational event for young students, their parents and grandparents aimed to improve cell phone and internet communication of the elderly. The main activities of the eSkills focused on young people and their computer skills. The ministry prepared an IT Fitness Test. The goal of this test was to determine the level of basic IT skills of the target group of young people up to age 30, their ability to effectively use IT in their studies, in work and in everyday lives. The test was also open to anyone interested in participating. The organizers registered over 35 thousand test takers in 2012 with an average success of

57 percent. In 2010, more than 55 thousand took the test and the average score was 38.5 percent.

Lifelong Learning and Lifelong Guidance Strategy were adopted in the year 2007. They state they cover all systems and all levels of education - from formal, non-formal education to informal learning at the pre-school, primary, secondary, tertiary education, and further education. The main objective of this strategy is to increase participation of adults in the lifelong learning. The adoption of the Act on Lifelong Learning in 2009 created prerequisites ensuring the functioning of further education as part of lifelong learning. It gives educational institutions formal tools for creating curricula for formal teaching of adults and elderly. All needs of people with disabilities are supposed to be covered by the National programme for the development of living conditions of citizens with disabilities in all areas of life. It promotes introduction of new technologies (subtitles, reading aids, etc.) for people with special hearing or visual needs in telecommunication, in television broadcasting and radio. It also requires the Ministry of Culture to produce audio digests of articles in periodicals and to increase public access to books and materials in Braille. It supports integrated education of affected children whenever possible and a network of counselling for parents of children with special needs.

There is one outstanding informal initiative focusing on digital literacy of young children. Civic association eSlovensko has been producing a series of cartoons -Sheeplive - with the support of various domestic donors and Safer Internet Programme of the European Union. The authors of the project already created translated versions of the cartoon for the minorities (Hungarian, Roma) and added useful didactic content at the project's website [sk.sheeplive.eu](http://sk.sheeplive.eu). The project focuses on the safety of children and youth, in particular the risks related to the internet, mobile phones and new technologies".

Another European project which is worth mentioning in this context is *Media4ME*. It focused on multicultural settings in six different European countries: the Netherlands (Mira Media, Utrecht); United Kingdom (National Association for Neighbourhood Management, London); Czech Republic (Multicultural Institute – MKC, Prague); Belgium (Media Animation, Brussels, and Vlaams Steunpunt voor Nieuwe Geletterdheid , Leuven); Romania (Media Monitoring Agency, Bucharest); and Italy (Societa Cooperativa Sociale Felsmedia and Cospe, Bolgna / Florence).

The project aimed at "to connect and to empower organizations, institutions and active citizens (...) in order to promote intercultural dialogue, social cohesion and citizenship"<sup>10</sup>. It fostered "comprehensive action plans for multicultural

neighbourhoods to introduce the use of intercultural social media to support the process of intercultural dialogue, social cohesion and countering the negative portrayal of neighbourhoods". In this sense, the project also intended to change the negative image of intercultural communities in the media.

Media4ME supported and trained employees and collaborators of local organizations (schools, libraries, community centers, self-help organizations, religious organizations, youth centers, housing associations and local media) in order to implement approaches and strategies, such as young reporters' training; cultural online magazine made by young people; local participatory Web TV ; editing a supplement production for a free newspaper<sup>11</sup>; international photo contest organization, local radio series of programmes, etc.... In Brussels, for instance, the activities were based on interviews made in every street, to give people a voice on their representations, complaints and desires regarding the neighbourhood life, as well as to build an accurate view about the community.

An evaluation published by the Dutch partner<sup>12</sup> concluded that professionals and residents have positive views about the use of media for social purposes. According to the report, these social media "contribute positively to the quality of life of the residents", a relationship considered "very new and unknown, but with potential".

Although Media4ME did not explicitly refer to media literacy education, it takes media analysis and the use and production of social media as a fundamental dimension and tool of community-based development, intercultural dialogue and active citizenship.

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#### 4. Promotion of media literacy, digital inclusion and disadvantaged groups

The perceptions of the respondents to this survey about the relationship between media education and digital inclusion cover significant differences from country to country.

In Germany's case, the Plan for Immigrant Integration, which we referred to above, recognizes **"deficits in media research and ways to promote media literacy of migrants;"** (p.157). The problem is recognized by Susanne Eggert, researcher at the JFF - Institute for Media Research and Media Education, in Munich. Her answer assumes that "There is a consciousness about the importance of the development of media literacy and digital inclusion of disadvantaged groups in Germany". She hypothesized about an explanation: " (...) it is still hard to find financiers for projects as well as for research about this topic."

From another point of view, Peg Koedel, CEO of Medienflx, comments that "the most initiatives forget to think about handicapped people.(...) making listening books with blind people and stop-motion-movies with people who doesn't hear that well", as does, for example 'Aktion Mensch'<sup>13</sup>.

Ken Corish, manager at the UK Safer Internet Centre, points out another facet of the same problem: "Whilst there seem to be isolated initiatives in providing access to media/digital literacy education they are broad in focus and certainly not targeted at specific vulnerable/disadvantaged groups. The UK government has made significant financial cuts to funding that underpins these initiatives and has removed many of the (semi) governmental agencies that managed much of this work". In his point of view, "there appears to be less of a focus on the broader aspects of digital literacy (...) in favour of 'computing'". "This results in the removal of drivers for institutions to have to focus on DL and can only result in a lack of opportunity to develop this", he adds.

**On the contrary, in Finland, according to Professor** Reijo Kupiainen, there are many project-based initiatives. "The problem is the lack of reports and knowledge of best practices, permanent projects and the lack of strategies. [The] positive side is that several projects are running and media education projects have got funding for projects. Many of those projects are done very well in co-operation with disadvantaged and minority groups".

As regards Slovakia, “media literacy in general does not have a long tradition (...) and meaningful initiatives targeting disadvantaged and underprivileged groups on the national level are rather scarce”, according to senior research Andrej Skolkay.

In a detailed depiction of the situation, the director of SKAMBA complements: “it seems like the official authorities have yet to define the disadvantaged groups and their special needs, regarding media education in particular<sup>14</sup>. As of fall 2012, there has not been any strategic document about media literacy focusing specifically on disadvantaged groups.” Two reasons are proposed as an explanation: the involvement of too many isolated actors and the underrepresentation of these groups in governmental bodies.

The already mentioned document **“Conception of Media Education”, passed in 2009, included disadvantaged groups as a target. “However, Andrej Skolkay explains, the concept does not address specific needs of disadvantaged groups in details and it still needs to be followed by meaningful and impactful programs. Its ambition is to cover all age groups and to protect ‘specific groups’. According to the conception, these can include children, their parents and grandparents, seniors, women on maternity leave, lifelong students, unemployed, people with less education, as well as socially challenged and disadvantaged groups of the population without further explication. (...) The concept presumes that Media education of disadvantaged children and youth has been covered within the compulsory school education or non-formal educational activities of NGOs. The material does not describe the next steps. However, it assigns the responsibility for ‘specific groups’ mainly to church, nongovernmental organizations, and independent experts. A partial role in media education of specific groups has to be played also by the newly established Centre for Media Literacy.”**

As the most important disadvantaged group, the case of the Roma minority has been a cause of concern for Slovak government. SKAMBA’s researcher goes on explaining the situation of this group:

“Even though the authorities have not dealt specifically with media literacy of Roma in any of the leading initiatives, the government seems to be aware of the issues of this minority and concentrates on educational improvement. The government has acknowledged that the current education system in the country is not adjusted for the education of children with different social and cultural capital”.

There is one outstanding activity coming out of the Roma community itself, brought out by our informant:

“In 2002, the Roma Press Agency<sup>15</sup> was established with the aim to train young Roma in the work with media and to provide information about Roma to major population. In

2006, as the main focus shifted toward producing audiovisual programs about Romas, the agency changed its name to Roma Media Centre (MECEM). In addition to various projects focused on inclusion and education of Romas, the main media activity has been the production of Roma television program *So Vakeres?*, which is co-produced with the Slovak Radio and Television. It is broadcasted in the Roma language twice a month and gives young Roma reporters an opportunity to obtain experience with work in the media.

In 2011, Kristiána Magdolenová, the director of MECEM, was awarded the Prize of the Minister of Culture SR for promoting ethical standards in media, for film and television production for Roma and about Roma and for improving media literacy of Roma community”.

Jumping up to the western end of the continent, we find Portugal. WP5 survey received four answers all saying about the same: although there are several programs that promote digital inclusion of disadvantaged groups, none of them reveals concerns about media literacy, going rather by the development of digital skills, at best.

Professor José Azevedo, from the University of Porto esteems that the connection between media literacy and digital inclusion “is very light”. “Taking this connection at their semantic level I consider that, to my knowledge, there is no specific project. However there are many concerning digital inclusion and several concerning media literacy”. Vitor Reia Batista, a media expert at the University of Algarve, South of Portugal, is more radical: it is a “desert like”.

The oldest and consistent Portuguese program to promote digital inclusion is Programa Escolhas (“Choices”). Created in 2001 by the Portuguese government, in the first phase of implementation, it was a Programme for the prevention of crime and fostering youth Insertion in the peripheries of the main urban centres. In the following years and particularly after 2009, it has been more decentralized and local-oriented and included more new dimensions such as civic participation and digital inclusion. It suffered a new refreshment in 2012, to be implemented in 2013-2015, involving a network of 107 digital inclusion centres around the country, including the autonomous islands of Azores and Madeira. These free access spaces, called CID@NET or CIDA@FORMA, are led by a community facilitator who develops actions, integrated into three major groups: recreational and educational; support school inclusion; scope of training. This network has been selected as good practice in the “Handbook for Integration II,” published by the European Commission in 2010<sup>16</sup>.

The Digital Inclusion National Manager of Escolhas Programme, Paulo Jorge Vieira, also participated in the EMEDUS survey and stressed that “there is a weak response regarding the size of the problem. In recent years, the access to new technologies has improved, however the work at the level of media literacy and digital inclusion needs to be strengthened”.

Poland offers you a varied collection of experiences pointed out to us by Wioletta Skrzypek from the European Centre for Lifelong Learning and Multimedia Education (ECKUM).

Several programmes are dedicated to groups at risk of exclusion and, according to Wioletta Skrzypek, “media education (...) finds fulfillment in formal and informal education through practical use of the media in different forms for e.g. courses and trainings organized by public and international funds.” Authority implementing european programmes subsidizes projects funded by the European Regional Development Fund under: Operational Programme Innovative Economy 2007-2013 (Measure 8.3. - Counteracting digital exclusion). Warsaw is implementing the project "Preventing digital exclusion of people with disabilities in Warsaw" (2012-2017), which aims to provide 2000 people with disabilities to have free access to the Internet, lending them laptops for 5 years and to also enable them participation in courses connected with computer and Internet use. A similar project in Poznan aims to provide up to 3000 households at risk of digital exclusion the free Internet access during the project, with the tool to use it, such as computer with appropriate software. The same for the district of Otwock -the aim here is to provide access to the Internet for 418 households from this region. Ministry of Administration and Digitization organizes workshop on digital inclusion. Workshop participants work out a set of recommendations for effective digital inclusion of people aged 55 +, economically inactive and unemployed, people with disabilities, members of households with low incomes, people with low education, rural residents and Polish Eastern and small businesses<sup>17</sup>. The country has also implemented government programs and policies dedicated to the phenomenon of the digital exclusion as well as projects implemented by non-governmental organizations (foundations, associations) such as: Foundation Visibles, dedicated to prevent digitally excluded, has developed a comprehensive methodology for testing websites for their availability not only through the use of

specific methods, tools and criteria, but also through the involvement of people with disabilities.

The answers coming from Romania informed that “there is no policy regarding the promotion of media literacy in general”. There are sporadic initiatives of non-profit organizations and foundations that try to tackle this issue.” (Nicoleta Fotiade, Program Director, ActiveWatch).



## 5. Suggestions and recommendations from the field

The questionnaire included a question on recommendations concerning the role of media literacy in digital inclusion policies, from the field point of view. Here are some topics, selected and edited by EMEDUS WP5 team:

- a) It is necessary to begin by knowing the needs of these disadvantaged groups and then try to promote media literacy education and e-inclusion activities (V. Tsara, Italy)
- b) Include media literacy into school curriculum and teach the subject (not only writing it into the curriculum). Put money into project sponsoring on a regional level, so that small but innovative initiatives can work and apply (Mona Kheir El Din, Germany).
- c) Media literacy should be a priority even in school programs; broad e-inclusion initiatives should be carried out both at an European and at a more local level (Francesca Comunello, Professor at La Sapienza, Italy)
- d) Media-pedagogy should be a common sense in every way. People in politics have to be sensitive to the needs and lifestyles of young people (Peg Koedel, Medienflux, Germany)
- e) *Media literacy should be a compulsory subject in teachers' training and in school projects design; at this stage, specific approaches to groups with special needs should be considered (Vitor Reia-Batista, Universit of Algarve, Portugal).* Increased in-service training should be encouraged and supported (Vanessa Camilleri, University of Malta, and Martine Delannoy, Belgium).
- f) The connection between social network sites, digital literacy and video editing offers an interesting potential. Broadening the scope of traditional programs for digital inclusion by including video and image editing skills and, on the other hand, enlarging media literacy programs to the effects of a convergence culture could be a way forward (José Azevedo, University of Porto, Portugal).
- g) Public policies should take into account the situation of elderly people and support initiatives that are targeted at disadvantaged groups in particular older adults (M. Emilia Brederode Santos, Portugal)
- h) Activities connected with media literacy education regarding disadvantaged people and communities should concentrate on: 1) ensuring free access to modern information and communication tools and the use of media in practice for e.g. trainings, courses, 2) implementating media education projects among people at risk of digital exclusion, both in terms of infrastructure (such as

buildings equipped with elevators and toilets for people with disabilities) and competencies that enable them to obtain and maintain occupational activity; 3) shaping the media and information competencies, 4) dissemination of information about the benefits of the use of modern information and communication technologies (ICT). However, action to e-inclusion regarding disadvantaged people and communities should concentrate on: motivating people at risk of digital exclusion for the use of new technologies; coordination of the activities carried out by the local administration, non-governmental organizations (foundations, associations), aimed at preventing digital exclusion; access to e-administration and other services provided by electronic devices; affordable prices for access to the Internet, computers with appropriate software. (Wioletta Skrzypek, Poland)

- i) More research about the status of digital inclusion in different disadvantaged groups is needed. (Best practice) projects can only be developed if we know what do these groups do with digital media? What do they need assistance for? Where do they have problems? How can we reach these groups with special project offers for them? What are successful strategies (flyers and paper based material isn't the right way, they don't pay attention to it)? (Susanne Eggert, Germany)
- j) To be able to tackle the existent needs and knowledge gaps when it comes to media literacy education, we definitely will need skilled human resources, alongside with adequate curriculums that are able to certify the acquired knowledge in a free of charge manner. The basic skills diploma in information technology (DCB) is an example of a way to engage and instruct disadvantaged and excluded groups, especially because they can easily accomplish with success the process what will motivate them to engage in further processes. More resources are needed not only around training but also when it come to other digital media initiatives where other skills and competences are developed based on recreational and participatory actions. (Paulo Jorge Vieira, Programa Escolhas, Portugal)
- k) Consider media literacy and digital inclusion into key policy; Consider support for training of trainers in the field; Consider institutional support for training programs of various groups Consider policy and training programs that are adapted to the social and cultural realities of the members of each disadvantaged group Consider exchange in between member states (Nicoleta Fotiade, ActiveWatch, Romania)
- l) Splitting lines between the "ordinary" and "disadvantaged" people should not be drawn. All citizens need to be e-included equally. It would be necessary to

provide such skills already in the primary schools so that no educational divide would later occur as to e-media literacy (Urmas Loit, University of Tartu, Estonia).

- m) National and European authorities should launch initiatives in order to enhance media literacy in the entire population and particularly in disadvantaged groups of people. Motivation and incentives need to be provided so that all citizens, including disadvantaged and/or disabled ones, enjoy equal opportunities and rights as regards digital and social inclusion. Individualities need to be respected and considered so that a proper context is developed in which all citizens without any exception, experience the digital environment. Training courses, vocational education and encouraging participation and engagement of disadvantaged and disabled members of the society in various activities could be among the projects to be administered by national and EU authorities. (Antigoni Themistokleous, Cyprus Radio Television Authority, Cyprus)
- n) Media education is not one-for-all solution but needs to be seen from different perspectives. Findings of many projects show that carefully designed projects motivate disadvantaged people and help them to have a voice in the society. Media education can be seen as empowering people and democracy, especially young people. Recommendation is to integrate media education and media literacy in the social integration of immigrants. Because of the rapid change of media environment media education for elderly people should be among priorities as well (Reijo Kupiainen, Aalto University).

## 6. *Final remarks*

European Union and its member States count on important reference documents about media literacy and media literacy policies. Important contributions have also been issued by institutions like the Council of Europe or UNESCO, over the past decades. This 'corpus' will continue to be a good starting point for future action.

However, it is necessary that the framework of European policies in this regard, consider in a more explicit and detailed way, the relationship between media literacy and lifelong training. Similarly, the emergence of frameworks that emphasize the links and interactions between media literacy and the labour market, the economy, health, and active aging is to be considered and developed. Social inclusion of groups and communities affected by unemployment, poverty, discrimination and oblivion will also have much to gain from the approach of media and information literacy understood as empowerment and participation strategies.

In this context the articulation of these propositions with the priorities of the Europe 2020 strategy is right now a crucial opportunity<sup>18</sup>.

The European institutions and Member States play a key role in defining goals and facilitating conditions for the action. Networking and partnerships at all levels – conception, implementation, assessment and research - are of paramount significance, namely in times of difficulties and crises. Schools, universities, libraries, community centers, self-help organizations, religious organizations, youth centers, housing associations and national and local media are partners to be involved in such a decisive task.