MEDIA EDUCATION WITHIN FORMAL EDUCATIONAL SYSTEM	**Country profile** **BELGIUM – FLEMISH COMMUNITY**		Resources; other usable datas
Context – educational system	**Overview**	Competence for education in Belgium has been transferred to the communities. Only the determination of the starting and finishing ages for compulsory education, minimum requirements for diploma conferrals and the pension system are still federal matters. In the Flemish Community the Department for Education and Training takes care of policy preparation and 4 internal autonomous agencies are responsible for policy implementation. Together they form the Flemish ministry of Education and Training. Under the Belgian Constitution, every child has a right to education. In order to guarantee this right to education, compulsory education was introduced. Compulsory education starts on 1 September of the year in which a child reaches the age of 6, and lasts 12 full school years. A pupil has to comply with compulsory education until the age of fifteen or sixteen. Afterwards only part-time compulsory education is applicable (= a combination of part-time learning and working). However, most young people continue to attend full-time secondary education. Compulsory education ends at the eighteenth birthday or on June 30 of the calendar year in which the youngster reaches the age of 18. If a pupil stops going to school on his 18th anniversary and does not finish the current school year, he2 does not have a right to a certificate or diploma which is awarded upon completing the course. For young people who obtain a diploma of secondary education before the age of 18, compulsory education stops at that moment. In principle, all schools are mixed as a school is not allowed to refuse pupils on the grounds of gender. In Belgium, compulsory education does not mean compulsory school attendance. It means that children do not necessarily have to go to school to learn. Parents may opt for home education and must inform the Flemish Ministry of Education and Training. The Ministry's "Agency for Quality in Education & Training" defines the curricula for compulsory education. The principle of "learning outcomes" is very important in the Flemish educational administration. In Flanders, there is a distinction between final objectives ("eindtermen") and developmental objectives ("ontwik-kelingsdoelen"). Final objectives are minimum objectives with regard to knowledge, insight, skills and attitudes, which the educational government regards as necessary and attainable for compulsory education. Both, final and developmental objectives can be subject-related or crosscurricular. Subject-related objectives are stipulated at a certain stage for all pupils. Cross-curricular final objectives are minimum objectives which do not specifically appertain to one area of learning but which can be aspired to by several areas of learning or educational projects. The cross-curricular final objectives entail an obligation of effort for the school.	https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php?title=Countries Education in Flanders. The Flemish educational landscape in a nutshell / 2008 http://www.flanders.be/en/publications/detail/education-in-flanders-the-flemish-educational-landscape-in-a-nutshell-2008
	Primary and lower secondary education	Mainstream primary education is aimed at children from 6 to 12 and comprises 6 consecutive years of study. A child usually starts primary education at the age of 6 and thus when he is subject to compulsory education. Curricula are generally structured as follows: *In primary education*: Subject related final objectives: Physical education, Dutch, French, Environmental studies, Expressive arts, Mathematics Cross-curricular Final objectives: ICT, Learning to learn, Social skills *In secondary education (first grade)* Subject related final objectives: Physical education, Dutch, Modern Foreign languages (French, English), Natural sciences, Geography, History, Expressive arts, Mathematics, Technology Education Cross-curricular Final objectives: ICT, Learning to learn, Social skills, Health Education, Environmental education, Citizenship Pupils are examined by their class or subject teacher. After the examinations it is the so called "class team council" who decides if a student passes to the next year or grade. Pupils are assessed by means of tests and examinations, organized by the individual specialist teacher under the ultimate responsibility of the school's organizing body ("inrichtende macht"). In secondary education, the class council ("klassenraad") acts as the central assessment body. The class council ("klassenraad") is responsible for guidance and deliberation and consists of the principal or his representative and all the members of the teaching staff who teach a particular pupil in a particular grade (these persons are entitled to vote).	
	Upper secondary education	Since 1989, full-time secondary education has been organised in a uniform system. This uniform structure comprises stages, types of education and courses of study. Pupils only make a final choice of subjects in the second stage so that they are first introduced to as many subjects as possible. From the second stage, we distinguish four different education forms: • General secondary education (aso) places an emphasis on broad general education. Pupils are not prepared for a specific profession. aso provides a very firm foundation for passing on to tertiary education and that is why most pupils choose to continue studying after aso. • Technical secondary education (tso) places a special emphasis on general and technical/theoretical subjects. After tso, young people can exercise a profession or pass on to tertiary education. This education also includes practical classes. • Secondary arts education (kso) combines a broad general education with active arts practice. After kso, young people people	

		can exercise a profession or go on to tertiary education. • Vocational secondary education (bso) is a practice-oriented type of education in which young people learn a specific occupation in addition to receiving general education. Within one of these education forms, the pupil opts for a particular course of study. A number of these courses only start in the third or even the fourth stage. In the second and the third stage, there is a common and an optional specific part. In the optional part, the core curriculum is supplemented with a broad range of possible subjects. In the third stage, the specific training component can be narrowed down again with a view to facilitate the ultimate career choice or the possible educational pathways in higher education. In the fourth stage consisting mainly of nursing training programmes, no core curriculum is imposed because of the specificity of the training. A pupil gains the diploma of secondary education after successfully completing six years of aso, tso, or kso or seven years of bso	
	Structure of the national education system 2012/13		https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php?title=Countries
Media literacy in the curriculum	ML education in top level curriculum	In Flanders different definitions have been in use. In policy contexts, the term 'mediawijsheid' (media wisdom) is used more frequently, whereas in academic contexts in Flanders, the term 'media geletterdheid' (media literacy) is more common. The 'Concept note Media literacy' (Conceptnota Mediawijsheid), written by both the Ministries of Media, and Education and Training, and approved by the Flemish Parliament on May 4th 2012, puts forward a general and shared description: "**Media literacy** is the whole of knowledge, skills and attitudes that allow citizens to deal with a complex, changing and mediatised world in a conscious and critical manner. It is the ability to use media in an active and creative manner, aimed at social participation." This Concept note stresses the importance of emphasising that: · it is not only about practical **skills** such as ICT-skills, learning abilities and smooth handling of and creative use of different media, but also about media **consciousness**, **insight** into the mechanisms of (commercial) communication and the media industry, **critical** information- and strategic skills and **responsible** and **safe** use of media. This means that knowledge, skills and attitudes are thought of in an integrated way. · **attitudes** are the totality of: awareness of responsibility; use in a socially adjusted way; awareness of the effect and power of media; knowledge of royalties; and lifelong learning. · both **practical** (to work with the actual media) and more **critical-reflexive** components (components that work on the level of conscious perception, awareness and media ecology) contribute to 'wisdom' in media literacy. · when we talk about media, it is both the **traditional media** (television, radio, press), the '**new media**' (Internet applications, sms) and the capacity for an everyday, informal and creative media use that is (implicitly or explicitly) aimed at participation in the cultural-societal sphere (readers' letters, YouTube, chat rooms, blogs, webcam, etc.). · 'beeldgeletterdheid', (audio)visual literacy as a part of media literacy receives extra attention in Flanders. This description is becoming increasingly widespread in different levels of the Flemish education system and broader media literacy domains. For education, this definition is closely intertwined with cultural education. Besides the specific policy note on media literacy, another policy note was published in 2012, which relates to media literacy. In 'Growing in Culture', a concept note co-written by the Ministers of Culture, Youth and Education,	Charting Media and Learning in Europe 2012 http://www.medeanet.eu/sites/default/files/MEDEAnet_Deliverable_4-2_Annual-Report-2012_0.pdf

		media education is considered one of the essential building blocks of the more general concept of '**cultural education**'. Cultural education consists of arts education, heritage education and (multi) media education. # **Primary education** runs from the age of 6 to the age of 12. The final objectives related to media literacy are situated in the area of expressive arts (one of the 6 domains for subject-related final objectives) and ICT (one of the 3 domains of the cross-curricular final objectives). An ICT-coordinator for schools was introduced in primary education since 2007. A recent study recommends that the field of action of these coordinators should be enlarged towards 'media-coordinator', to also include an emphasis on a cultural focus and the pedagogical application. **Media literacy in secondary education** Media literacy has become one of the cross-curricular attainment targets for secondary education as of 1 September 2010. The media literacy attainment targets read as follows: •The students deal with media in an alert manner. •The students participate in the public space through media in a well-considered manner. The explanatory memorandum on media literacy added to the attainment targets clarifies that media literacy should be understood as a conscious and critical atti-tude towards classical (television, radio, press) and new media (internet applications, SMS) and the ability to use media on a daily basis, informally and creatively, (implicitly or explicitly) aimed at participation in the cultural public context (readers' letters, YouTube, chat rooms, blogs, webcam, etc.). Other attainment targets related to media literacy are located in the art education area of learning in primary education, in the cross-curricular attainment targets of secondary education, in the cross-curricular ICT attainment targets in primary education and the first stage of secondary education and in the ICT training profile in basic education.	
	resources	Lieten, I. & Smet, P. (2012) Conceptnota Mediawijsheid (translation: Media Literacy Concept Paper), Brussel: Vlaamse Overheid, http://www.ond.vlaanderen.be/ict/english/Flemish-Media-Literacy-Policy-Plan.pdf http://onderwijs.vlaanderen.be/	
	Media literacy in education from a historical wiew	*Until 1945: protective approach* Until the 1940s, film, being still a relatively new medium, was regarded as entertainment, and there was a protective attitude towards it: children needed to be protected against its negative influences. This was the same in Belgium as elsewhere. Censorship was one of the means of this protection; the main legislative measure was the 'Act to Combat the Moral and Social Dangers of the Cinema' of 1 September 1920. Apart from that, there were pleas for 'film education' avant la lettre, and some schools used educative films. It was argued that exposing children to certain films was beneficial for educational and aesthetic reasons. *1945-1960: thinking about film education* It was only after the Second World War that film education really started taking shape in Belgium. In the beginning there were the initiatives to protect children and youth from the 'threat' of movies. In 1944, for instance, there were conferences about education on film organised in collaboration with the (Dutch) 'Catholic Film Action' (Katholieke Film Aktie, KFA) in Ghent and Antwerp. The cinema was seen as a cause of anti-social behaviour and delinquency amongst youngsters. *1960-1970: film and television education* The coming of television initially led to practically the same responses amongst educationalists as cinema did. On the one hand, it was feared that television would enhance the 'massification' of society. Television was an ubiquitous and anonymous force and therefore a greater threat to the traditional authority of the teacher. On the	Süss, Daniel / Hart, Andrew: Media Education in 12 European Countries: A Comparative Study of Teaching Media in Mother Tongue Education in Secondary Schools http://www.european-mediaculture.org/fileadmin/bibliothek/english/hart_suess_mediaeducation/hart_suess_mediaeducation.pdf

other hand, there were voices emerging who became the advocates of educational television. These voices either wanted to influence the television content itself, or bring teachers to teach children how to watch TV, or produce altogether new educational programmes meant for TV broadcasting. The first two initiatives became the main foundation of media education in the US, but in Belgium they weren't as successful. Parallel with developments in mass communication studies, more and more attention was given to certain sociological aspects of television: viewing patterns, influences, television genre, and the television industry. The gradual transition of film to television education also had its influence on choice of subject matter. When film education was mostly based on critically acclaimed movies, television education was based on more kinds of content, including news, documentary and entertainment.

From 1970 onwards

The original objective of 1960s film studies such as those suggested by J.M. Peters was that by making their own films, teachers would get to know the medium in a first-hand way, and gain insight into film as a means. Although interest in schools was steadily growing, there was little practical implementation because of lack of infrastructure, resources and know-how. Most educational initiatives therefore took place outside schools. Activities in film were approached from three angles. Firstly, shooting one's own movie means getting acquainted with the visual and aural language of film (audiovisual communication). Secondly, making films is a form of expression (audiovisual expression).. And thirdly, working together on a movie can contribute to realising other educational and developmental goals (audiovisual ways of working).

90's

In Belgium there is very little academic attention to the importance and possibilities of Media Education. Notable exceptions include the Cultuuriniatie door massamedia ('Initiation to culture via the mass media') project of the Department of Education at the University of Ghent (1996), and the Ph.D. of Els Schelfhout (2001) on media education and multiethnic schooling. Before these, there were some projects undertaken by the Research Center for Experimental Pedagogics at the Catholic University of Louvain. As will become apparent, the practice of media education in schools has hardly fared better in Belgium. Even from the respective Departments of Education there is minimal attention to media education. This stands in stark contrast to the attention given to the application of the new information technologies. It is argued that the implementation of ICT in primary and secondary schools is necessary for socio-economic as well as didactic reasons: firstly to avoid a discrepancy between computerliterates and -illiterates in our information society, and secondly to use ICT for teaching, not instead of, but together with the more traditional tools of teaching. Set against the lack of initiatives in media education, the plurality of ICT projects seems almost grotesque, although the significance and possibilities of information technology as such should not be doubted. Nevertheless, though the Government places great emphasis on the role ICT can play in the classroom, it also states that the choice to use 'new media' is the school's. By conferring the autonomy to decide on this issue to schools themselves, and because there is little attention anyway for ME in teachers' training, there has been very little ME in Flemish schools.

Only 86 of the 927 full-time secondary schools in Flanders gave attention to ME in 1999. In secondary education, the knowledge and development goals for the submodule 'media' are:

• Pupils should be able to illustrate how the media influence their own thoughts and behaviour and realise the power of media in their own education;

• Pupils should adopt a critical attitude towards different kinds of news reporting.

The New Strategic Literacy Plan 2012-2016 ("Strategisch Plan Geletterdheid")
covers all forms of literacy (language, numeracy, ICT) and includes actions involving a number of partners.

		Key ICT topics are the integration of ICT and media literacy in all learning path-ways for groups with a low literacy level. The new policy regarding ICT and media literacy was drafted in 2012. The Media Literacy Policy Plan was approved by the Flemish Government in July 2012. The concept paper broadens the policy on ICT towards the field of digital media in gen-eral and includes an action plan with 40 actions, including some of the older programmes and projects of the former ICT strategy. The Media Literacy Policy Plan was developed by 2 Ministers, the Minister responsible for Education & Training and the Minister responsible for Media. The general rationale behind the media literacy policy is to equip citizens with the necessary competences to live and deal with an increasingly mediatized society in a critical and active manner. The policy plan has 4 strategic targets: (1) To develop a coherent and sustainable strategy framework in the field of media literacy: The aim is to develop a common vision, a single definition and a common focus on media literacy. Different support structures and funding schemes have to be in line with each other to avoid overlap or underfunding of specific actions. The government's role and the roles of the stakeholders such as media companies, public broadcasters, educational media content providers and game developers have to be agreed. The aim is to provide platforms where all those actors can meet and discuss. (2) The stimulation of media competences: This target is within the core business of education. The focus is not on compulsory education only. Adult education has to play an important role, too. Although a main concern is how to improve media learning in schools, the action plan also wants to stimulate media competencies in non formal and informal learning contexts such as open computer rooms in libraries, youth work and youth care, on-the job-training sessions, museums, etc. (3) The focus on an e-inclusive society: The digital divide is not a fixed and clear divide. It has many forms and elements such as gender, social-economical status, age and profession which all play a role. Some groups of people lack the necessary competences. Governments need to play a key role in this field. (4) The focus on e-safety: Respect for intellectual property rights, e-privacy or cyber bullying are issues that schools have to deal with. It is the responsibility of the teachers to help their students to use new digital technologies in a safe and responsible way, wherever and whenever they go online.	by Jan De Craemer 2013 http://insight.eun.org
	Media literacy in the curriculum – recent wiew	In **primary** education, and similarly to nursery education, despite the principle of the indivisibility of 'the expressive' as a whole contained in the process of growth and learning, the developmental goals for 'expressive education' are also divided into separate areas. Media is also one of these areas for primary education. Through their own experiences, curiosity and fantasy, they can discover the different components of expressive education, and transfer them to other fields of application. The core idea is that children look for signs to clarify their relationship to reality, and this is expressed in the language of image, sound, body, word, arts and media. Within media, one of those areas, children are given the opportunity to select, identify and consider audiovisual messages and signals. They understand and interpret means of communications and their composition in image and sound. They communicate themselves with different devices, and also reflect on their recordings. Education in the field of media refers here to the audiovisual messages in their environment in general, and to the world of the media in particular http://www.ond.vlaanderen.be/curriculum/basisonderwijs/lager-onderwijs/leergebieden/muzischevorming/uitgangspunten.htm In **primary** education, media receives the same place in the core curriculum as in nursery education, namely within the learning area of **expressive education**. Within the domain of media, pupils can: · Perceive image signals so they can search and recognise remarkably good and less successful things;	Media Literacy Concept Paper by Ingrid Lieten Pascal Smet

· Experience that a visual image, whether or not accompanied by a new sound, can create a new reality;
· Designate, appoint and operate different sorts of simple contemporary audiovisual recordings and reproducing devices;
· Use an own audiovisual language and manifest a relativistic place to the massive range of audiovisual offer;
· Recognise, research and compare simple audiovisual information from their own world of experience.
There are other specific references to media in different learning areas, e.g. **Dutch**, **learning to learn**, but also '**world orientation**' (domain '**society**'):
· Pupils realise that their behaviour is influenced by advertisements and media.
In primary education, there are also 8 cross-curricular final objectives for **ICT**, in which the focus is put on a positive attitude towards ICT; the safe, responsible and effective use of ICT; an independent way of learning and practicing within an ICT-supported learning environment; the use of ICT to give shape their own ideas in a creative way; searching, processing and saving digital information with the help of ICT; the use of ICT when presenting information to others; and the use of ICT to communicate in a safe, responsible and effective way.

http://www.ond.vlaanderen.be/curriculum/basisonderwijs/lageronderwijs/ leergebiedoverschrijdend/ict/eindtermen.htm

In secondary education, media literacy (both media education and media-based learning) also receives attention in the curriculum. There is a difference though, between the first grade (12-14 years) and the 2nd and 3rd grade (14-16 and 16-18 years).
To accomplish the goal of media literacy, in the sense of how it was described before, a combination is made between specific cross-curricular final objectives in different contexts, and subject-related final objectives.
Since 2010, there are **27 cross-curricular final objectives** in **18 key skills** for the whole secondary education, independent of grade or education system. These are considered as the common trunk for all final objectives. One of those key skills is **media literacy**, and it encompasses 2 of the 27 cross-curricular final objectives.
Pupils:
· *deal with media in a conscious way;*
· *participate, via the media, in the public space in a comprehensive way.*
In the **first grade**, references to dealing with media can be found in different subjectrelated final objectives: **Dutch**, **artistic education**, **history**, etc., of which a certain amount addresses the ability to deal with different (audiovisual) information sources, and also the ability to reflect on communication situations and aspects of cultural expressions in our society.
Adjacent to primary education, there are cross-curricular final objectives for **ICT**, to which two are added.
Pupils:
· *can choose adequately between different ICT-applications, depending on the goal to be achieved;*
· *are prepared to adjust their behaviour after reflecting on their own and each other's ICT use.*
Starting from the **2nd grade**, we distinguish four different education forms. These different forms have various objectives in common, as well as specific objectives. Some examples:
· For general secondary education (ASO), references to media literacy are integrated in the subject-related final objectives for geography, history, French, English, and Dutch. Media literacy is also present in the cross-curricular final objectives.
· For technical secondary education (TSO) and secondary arts education (KSO), references to media literacy are integrated in the subject-related final objectives for geography and history. Media literacy is also present in the crosscurricular final objectives.

| | | · For vocational secondary education (BSO) no specific references to media literacy are found in subject-related final objectives, but media literacy is present in the cross-curricular final objectives.

Eg:
Relevant Final Objectives Media Literacy In the Flemish Core Curriculum for Compulsory Education
I. PRIMARY EDUCATION
Subject Area *Environmental studies - Society*
The pupils are aware that their behaviour is influenced by advertising and the media
Subject Area *Dutch*
• The pupils are able to find information in (level of processing = description) an informative radio broadcast intended for them.
• The pupils are able to arrange the information in a personal and comprehensive way (level of processing = structuring) in an informative TV programme intended for them.
• The pupils are able to evaluate information based on their own opinions , or information based on other sources (level of processing= evaluating)which is found in advertising texts which are directly related to their own world.
Subject Area *Expressive Arts - Media*
The pupils are able to:
• observe visual signals enabling them to examine and identify particularly good and less successful things;
• experience that a visual image which may or may not be accompanied by a new sound can evoke a new reality every time;
• identify different types of simple contemporary audio-visual recordings and reproduction devices (information carriers), name them and operate them in a creative way;
• use their own audio-visual language and realise that the position of the enormous range of audio-visual possibilities is relative;
• recognise, examine and compare simple audio-visual information from their own world

CROSS-CURRICULAR FINAL OBJECTIVES OF LEARNING TO LEARN
The pupils are able to systematically acquire and use interrelated information (including information which is not found in texts).
CROSS-CURRICULAR FINAL OBJECTIVES OF ICT
The pupils
• have a positive attitude towards ICT and are willing to use ICT in support of their learning.
• use ICT in a safe, sensible and appropriate way.
• are able to practise independently in an ICT supported learning environment.
• are able to learn independently in an ICT supported learning environment.
• are able to use ICT to express their own ideas in a creative way.
• can retrieve, process and save digital information that is appropriate for them, by means of ICT.
• are able to use ICT in presenting information to others.
• are able to use ICT to communicate in a safe, sensible and appropriate way.

II. SECONDARY EDUCATION
GENERAL CROSS CURICULAR FINAL OBJECTIVES
The pupils
- are alert in dealing with media;
- participate thoughtfully in public life through media;
- illustrate the role of the media and organisations in the functioning of our democratic order
- use images, music, drama or media to express themselves.
CROSS-CURRICULAR FINAL OBJECTIVES OF ICT
Secondary education: the first stage of mainstream secondary education A-stream, B stream and special secondary education, education type 3
The pupils
- have a positive attitude towards ICT and are willing to use ICT in support of their learning.
- use ICT in a safe, sensible and appropriate way.
- are able to practise independently in an ICT supported learning environment.
- are able to learn independently in an ICT supported learning environment.
- are able to use ICT to express their own ideas in a creative way.
- can retrieve, process and save digital information by means of ICT. | |

		- are able to use ICT in presenting information to others. - are able to use ICT to communicate in a safe, sensible and appropriate way. - are able to make an adequate choice out of different ICT applications depending on the objective to be reached. - are willing to adjust their actions based on reflection upon the use of ICT by themselves or others. First grade. Subject: *Expressive Arts Education, Visual Arts education and/or Music Education* The pupils can • observe and understand a simple interaction between image and sound in the media and media art. • learn to consult various cultural sources of information from their environment. • give their personal opinions on various expressive creations from different cultures and show an interest in expressive creations, both traditional and new, including those from outside their own cultural world. • show that their visual perception is influenced by mood, preference or prejudice. • indicate the great diversity of visual creations and articulate the purposiveness and possible consumer bias of them. • learn to consult various cultural sources of information from their environment. Subject: *History* The pupils can • look up information about the past and the present on the basis of specific assignments, such as consulting the tables of contents in manuals, using a historical atlas, looking up headwords in works of reference, using interactive media, using databanks; • arrange simple textual, auditive, visual and audiovisual information with respect to time framework; spatial framework; sociality dimension. Subject: *Dutch* • The pupils can listen to the following types of text (level of processing: structuring): a children's programme on radio and television; • The pupils can listen to the following types of text for contemporaries (level of processing: evaluating): advertising messages in the media • With a view to efficient communication, the pupils know the essential elements of the communication situation (sender, receiver, message, channel). Second grade Subject: *Geography* The pupils adopt a critical attitude to geographical information in the media. Subject: *History* The pupils • are able to arrange information found in texts, auditory, visual, audio-visual and multimedia sources, on the basis of the criteria for historical sources or historiographical material, stating the reference. • value an honest intellectual approach to historical information and the discussion of stereotypes and prejudices. General Education Subject: Modern *Foreign languages French/English* Pupils use communication strategies. This means that they make efficient use of traditional and electronic sources and databases. Subject: *Dutch* • The pupils are able to listen at a structural level to types of texts intended for an unknown audience. This concerns types of texts such as instructions; informative programmes, interviews, talk shows, diaries, presented by various media and multimedia information carriers • The pupils can collect and use information on literature. To do this they know about the provisions of information channels such as: library, newspaper, magazine, radio and TV programmes, multimedia.	
	Comments, annexes		
Ad Teacher profession development		Teacher training institutes and other educational stakeholders have an important task in providing professional training for teachers, both on the level of initial teacher training and of in-service training. Media and learning in general terms is still not yet very wide spread in the curriculum of the (initial) teacher training programmes. The mind shift that is taking place on societal & cultural level, has not been implemented in a broad sense on a didactical level. Students (in initial teacher training) may be big	

	users of the latest media, but they don't make a related transition towards didactical applications. The four main educational networks are as follows: the Flemish Community Education Authority; the Education Secretariat of the Association of Flemish Cities and Municipalities; the Flemish Secretariat for Catholic Education; and the Flemish Provincial Authority Education Group.	
Specialized network for media educators	Media Literacy Higher Council http://www.cesm.be During the 2011-2012 school year, a new subsite regarding media literacy will be developed with adapted teaching material and methodologies: www.klascement.be/mediawijsheid http://www.media-coach.eu/Media-Animation	