Assessing Media Literacy Levels and the European Commission Pilot Initiative

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Introduction

This document provides information about assessing media literacy levels in Europe. It has been drafted following the assistance[1] provided by the author to the European Commission, Media Literacy Unit (currently within DG Connect) within their media literacy Experts Group in 2014.

On the assessment subject two main studies were carried out on behalf of the European Commission completed respectively in 2010[2] and 2011[3]. In this report they are often referred to as EC or EAVI studies. Here only short extracts are included, which are otherwise fully accessible online.

Further work has since been undertaken both at national and EU level, including the initiative of the European Commission (here after referred to as the EC Pilot Initiative) that comprises the respective pilots projects carried out by individual Member States (MS). Please note that only a summary and some annexes are offered here while more detailed information is available online and through the respective countries.

The EC Pilot Initiative outcomes provided confirmations and further food for thought on this topic. Reflections about the challenges and difficulties encountered in measuring media literacy levels are therefore included in this document along with some concrete findings. We have endeavoured to produce an updated public document, which is as accurate and informative as possible, reflecting further on the challenges and the difficulties encountered. It builds on the previous studies I have been involved in and on personal experience I have matured during the last ten years I have worked on this subject.

Given the nature of the pilot exercise, relatively modest hard data has been produced. Furthermore those numbers provided by MS cannot be expanded or used in a different context. What was valid was the process adopted and the methodologies applied. It was a pilot, findings were in line with expectations and the Initiative has been successful offering useful indications to MS on how to adjust their methodologies in the future to measure its levels.

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[1] Starting on 1 February 2014, and following the launch of a previous pilot exercise on assessment, assistance, support and technical know-how was provided to the EC. An ad-hoc report to evaluate the above-mentioned exercise was provided separately to the EC and does not coincide with this document.

[2] Study on Assessment Criteria for Media Literacy Levels, 2010
http://www.eavi.eu/joomla/what-we-do/researchpublications/70-study-on-assessment-levels-of-ml-in-europe

[3] Study on Testing and Refining Criteria to Assess Media Literacy Levels in All Member States, 2011
http://www.eavi.eu/joomla/images/stories/Publications/study_testing_and_refining_ml_levels_in_europe.pdf

Further developments are now necessary to translate the endeavours made so far into a more structured modality of assessing. Having added to the knowledge already acquired in the past, the lessons learned through the EC initiative on the ground and the information of theoretical works such as that of UNESCO, we are now in possession of the main elements necessary to define a practical, complete and easier-to-use tool to measure media literacy levels at national and European levels.

For the sake of completeness, and with a thorough understanding of the growing importance of media literacy principles in contemporary society, some concise reflections have also been reported and they reflect an auspicated pragmatic approach to carry out actions capable of producing effective results pertinent to the constantly evolving media situation.

Concerning policy requirements at EU level, the Audiovisual Media Services Directive (AVMSD 2010)[4] required the development of media literacy in all sections of society, including measuring progresses every three years. Its revision is due in 2015 and the first Report[5] on its application reiterated the need to assess media literacy levels.

Within this context in mind, we should not disregard the discrepancy in between the above-mentioned legal requirements and the difficulty (and the pretexts) to carry out those obligations. Here follow some reflections.

Measuring media literacy has always been a complicated and controversial exercise. Back in 2010 in the EAVI Study we were writing: *"Media literacy may be defined broadly as an individual's capacity to interpret autonomously and critically the flow, substance, value and consequence of media in all its many forms. Measuring this capacity individually and collectively across Europe is an ambitious undertaking. To appreciate its scale requires an identifiable and practical context because media literacy is a complex construction, expressing intrinsically many different ideas and streams of thought and research.*

As a function of geography alone, it invites within Europe numerous different denotations, whether by reference to country, region or language. Different concepts are understood by equivalent terms, depending inter alia on the cultural substrates typifying every nation individually and each group of people collectively. Moreover, concepts and contexts can change (and force adaptation) depending on the different applications of those contexts within (and across) each country".

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[4] http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=CELEX:32010L0013:EN:NOT

[5] COM(2012) 203 final First Report from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions on the application of Directive 2010/13/EU 'Audiovisual Media Service Directive'

Not surprisingly, five years later the challenges encountered by researchers at national level to measure ML are pretty much the same ones highlighted by the above-mentioned study. Over the years, in fact, the wish for a simplified model and for a perfect modality of measurement proved illusory and unsuitable. This is because as with all complex problems, solutions are equally composite.

Fortunately during the same period, the conceptual map and the components of media literacy elaborated in previous studies have been reasonably adopted internationally. Certain methodological issues concerning how to gather reliable data have also been clarified and implemented successfully.

Still, when the analysis considers media literacy under its preeminent political value rather than (or in addition to) technical or academic matters, it can be observed that an adequate policy implementation at European level has lagged well behind expectations.

While one can only speculate about the interests and motives which have caused this impasse, with the concrete suspicion that industry is driving funding and interests, the way it has actually happened can be clearly comprehended.

What is clear is that trends in media literacy policy and research at European level have shifted focus towards mere technical skills with easy to identify commercial benefits for some media industry. In other words, as highlighted repeatedly (for example in a meeting in Brussels)[6], it can be observed a growing focus on markets or on simple online access skills at the expense of more critical questions of how people evaluate media messages.

This is mainly due to better-organised economic interests, but the academic research community is not immune from criticism for this state of affairs. Self-centred (legitimate, but limited in scope) interests created a gap which other interests have stepped in to fill. Media literacy therefore still appears to be about too many things and, as a result, those policy-makers who preferred not to engage to promote media literacy have used this lack of a clear message arguing that researchers have not yet agreed each other to clarify the issue.

As far as the specific subject of ML measurement is concerned and its respective indicators, focus seems nowadays on what it is easier to measure (since data such as those on media consumption are currently widely available), which again leads mainly to considerations about bypassing the complexity of the issue

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[6] Media literacy research and policy in Europe. A review of recent, current and planned activities. Report of a meeting of the COST action, Transforming audiences, transforming societies, Brussels 12 September 2013 organised by Sonia Livingstone.

of measuring the capacity of individuals to analyse, interpret and produce media messages, therefore leading to simplified results.

Background

The 2014 EC Pilot Initiative

The European Commission, in cooperation with its ML Expert Group, continued its endeavours to measure ML and in this regard it offered to Member States to participate to a pilot exercise. The participation was on a voluntary basis only and ten countries have expressed an initial interest. The Commission organized network meetings in Brussels providing participants with the opportunity to exchange ideas and discuss progress and offered them coordination and the support of an advisor to assist individually Member States and to facilitate their work as well as collective exchanges.

Without any financial support from the EC, the following countries were engaged: Austria, Belgium Flanders, Lithuania, Nederland, Norway, Romania, Slovakia and Spain which carried out pilot' exercises. Additional countries were working independently on related issues, for instance redefining ML competences or using qualitative surveys to quantify media use. Those included Denmark, Germany and Portugal. The literature is rich and extensive and further work on assessing ML is known by the author to have been initiated by even more countries than those mentioned both within and outside the EU.

It is also essential to mention that UNESCO has compiled and presented to the EC Group its conceptual Framework[7] on the subject. As from their own description: 'The UNESCO Global Media and Information Literacy (MIL) Assessment Framework provides a conceptual and theoretical framework for MIL, and introduces the rationale and methodology for conducting an assessment of country readiness and existing competencies on MIL at the national level'.

As far as the assistance provided by the author to the EC and to MS, it included clarifying concepts, revising the feasibility of what was proposed and suggesting good methodologies to be applied. Therefore providing feedback, and assistance about concepts, methodologies, resources and tools available. At the beginning activities to be completed by MS were clarified as follow:

What to measure?

As the situation and the sensitivity to certain issues change considerably from country to country – Member States were proposing initiatives that ranged in nature – essentially measuring either (or both) Individual Competences (Use, Critical, Communicative skills) or Environmental Factors

[7] http://www.unesco.org/new/en/communication-and-information/media-development/media-literacy/unesco-global-mil-assessment-framework/

(Media education, ML Policy, Media Industry, Civil Society) as defined in previous EC studies. MS were therefore offered the opportunity to propose whichever kind of measurement they wished (and thought most useful for them) to carry out: Measuring ML level in a school, measuring the ML levels of a city, of the entire country or any similar exercise.

When?

Most of the countries involved had foreseen to finalise their activities before the end of 2014. For some of them it will represent the first step of a rotating initiative to be fine-tuned yearly to take into account technological and social developments as well as policy requirements.

How?

The EC did not plan to obtain a comparative analysis among different countries. Therefore, as the starting point and sensitiveness to certain issues are clearly different from country to country, MS adopted different and multiple methodologies and/or adapted those suggested by the EC studies. Exchanges took place touching upon the following: Both theoretical – such as understanding ML concepts and media users competences and more practical issues such as defining the questions to ask for compiling surveys or which indicators could be used to collect data.

The pilot exercises were not supposed to be part of a coordinated study. Each country worked independently. The respective activities therefore ranged in scope and were flexible both in terms of time and scale. Any exercise to identify and measure ML individual competences was relevant as well as any exercise to identify and measure Environmental Factors.

Given the heterogeneous nature of the MS representatives at the EC Expert Group, countries identified research partners to help them to carry out the investigations and they were invited to structure the work accordingly to the accessible resource they had available (financial, human and time) including statistical data and know-how.

The concepts, methodologies and recommendations of the two previous studies on assessment have been followed and often applied. Notably:

1. In the 2011 study on Testing and Refining Criteria to Assess Media Literacy Levels in All Member States – we recommended to adopt *rotating surveys*: A survey which is done every year in fact can be fine tuned and take into account technological and social changes. Year after year the

research will provide results more and more meaningful.

2. The EC studies also recommended that, although guidance can be useful, forming a *pool of national experts* is of the essence to carry out the research activities. National experts are the only ones to truly know what is going on in their own country, their culture and their language. Therefore they are in a better position to correctly interpret their people media behaviours.

Meetings in Brussels

The scope of the meetings in Brussels were to exchange views on the different projects, provide support and report about the pilot activities carried out by the Member States participating to the assessment pilot projects' initiative. Furthermore selected speakers were invited to offer additional informative sessions.

The meetings were informative and participants reported to have been very pleased with these exchanges and grateful to the support and coordination offered by the EC during the whole period. Thereafter, support was also offered on a one-to-one basis care of the advisor.

At the last meeting the countries participating have provided details and results about their activities. These included Austria, Belgium Flanders, Norway, Slovakia and Spain. Nederland, Romania and Lithuania results have been presented through the advisor. Evidence has been provided about the challenges and difficulties of measuring individual competences and environmental factors.

How much did it cost? Certain countries like the Nederland and Slovakia had considerable budget in the order of 150.000 euro to carry out the exercise. Other countries did with little financial resources. It is likely that additional MS would have participated with some financial support from the EC.

Some Outcomes

As the EC was not providing any financial support and given the well-known challenges that ML assessment exercise demands, Member States have initiated significant activities. Some of them will be performed every year or in any case on a regular basis.

It is very interesting that, in addition to more operational skills, some countries have also carried out surveys - through questionnaires and interviews - to offer indications about critical understanding competences. In some cases, countries have offered a large number of respondents like Romania who got over 31.000 replies from their students. Lithuania and Slovakia have also offered data in this respect. Nederland focused more on environmental factors. Austria and Belgium Flanders actions have been

informed widely by EC studies focussing more on formal education and ad hoc initiatives. Some countries have illustrated more their own initiatives in the field and the methodologies that they are applying rather than offering concrete figures.

Extracts for their work's presentations are annexed thereafter.

Almost without exception all countries participating to the EC Pilot have used as a point of departure the criteria and framework identified in previous studies carried out on behalf of the EC. Methodology and recommendations have also been followed generating results sufficient for drawing preliminary conclusions. As a reminder here follows a brief illustration of previous EU-wide studies on assessment in which the author was involved.

Study on Assessment Criteria for Media Literacy Levels in Europe, 2010

In 2009/10 EAVI coordinated a study on behalf of the European Commission DG Information Society, on Assessing media literacy levels in Europe providing a comprehensive view of the concept of media literacy[8].

In particular, the objectives of the study were to provide an understanding of how media literacy levels should be assessed in Europe; helping the Commission to carry out its obligation to report on media literacy levels in the EU 27 Member States; and to recommend the approach needed in order to implement concrete policies at a European Level.

The Media Literacy Framework

There is a painfully ironic dichotomy between the wealth of media availability and the informed use of it that is made by citizens. It is now widely acknowledged that media play a vital role in promoting democratic values. Therefore, it is imperative that citizens become media literate, so that they may participate in every aspect of public life and in the democratic process. They must be equipped with the skills to utilise, and therefore benefit from, media.

While it is true that technology enriches the lives of citizens across Europe, media literacy needs to be considered central and distinct from the nearly exclusive emphasis previously given to technology. The ultimate focus of media literacy is the development of individual critical understanding and citizens' participation and they should be identified as key factors in the development of ML policies. This includes policies aimed at increasing competences for the understanding of media content and function; increasing knowledge about media context; and enabling sound judgment when adopting appropriate user behaviour.

The Study sought to analyse, quantify and thereby measure the levels of media literacy across Europe. It achieved this by breaking media literacy as a concept down into its components parts so that available data could be collated and used appropriately.

A conceptual map was created within which two fundamental fields, and their constituent properties, were identified. Properties of media literacy were organised into independent elements with differing

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[8] Study on Assessment Criteria for Media Literacy Levels, 2009
http://www.eavi.eu/joomla/what-we-do/researchpublications/70-study-on-assessment-levels-of-ml-in-europe

degrees of complexity and interconnection. This generated an overview (a map) sufficient for referencing of any activity or development in media literacy.

On this basis, two dimensions within media literacy were identified: one flowing from an individual's ability to utilise the media; the other informed by contextual and environmental factors. These are noted in the Study as Individual Competences and Environmental Factors.

The first dimension - Individual Competences is also separable as (a) Use – an individual technical skill; (b) Critical Understanding competence – fluency in comprehension and interpretation and (c) Communicative – the ability to establish relationships through the media.

The second dimension of Environmental Factors is defined as a set of contextual factors – which facilitate or hinder the development of the Individual competences - included the following areas (a) Media education, (b) Media Policy, (c) Media Availability, (d) Roles of the Media Industry and of the Civil Society.

Within each field indicators have been identified. Graphically it resulted in the following pyramid.

Structure of Media Literacy Assessment Criteria, EAVI 2010
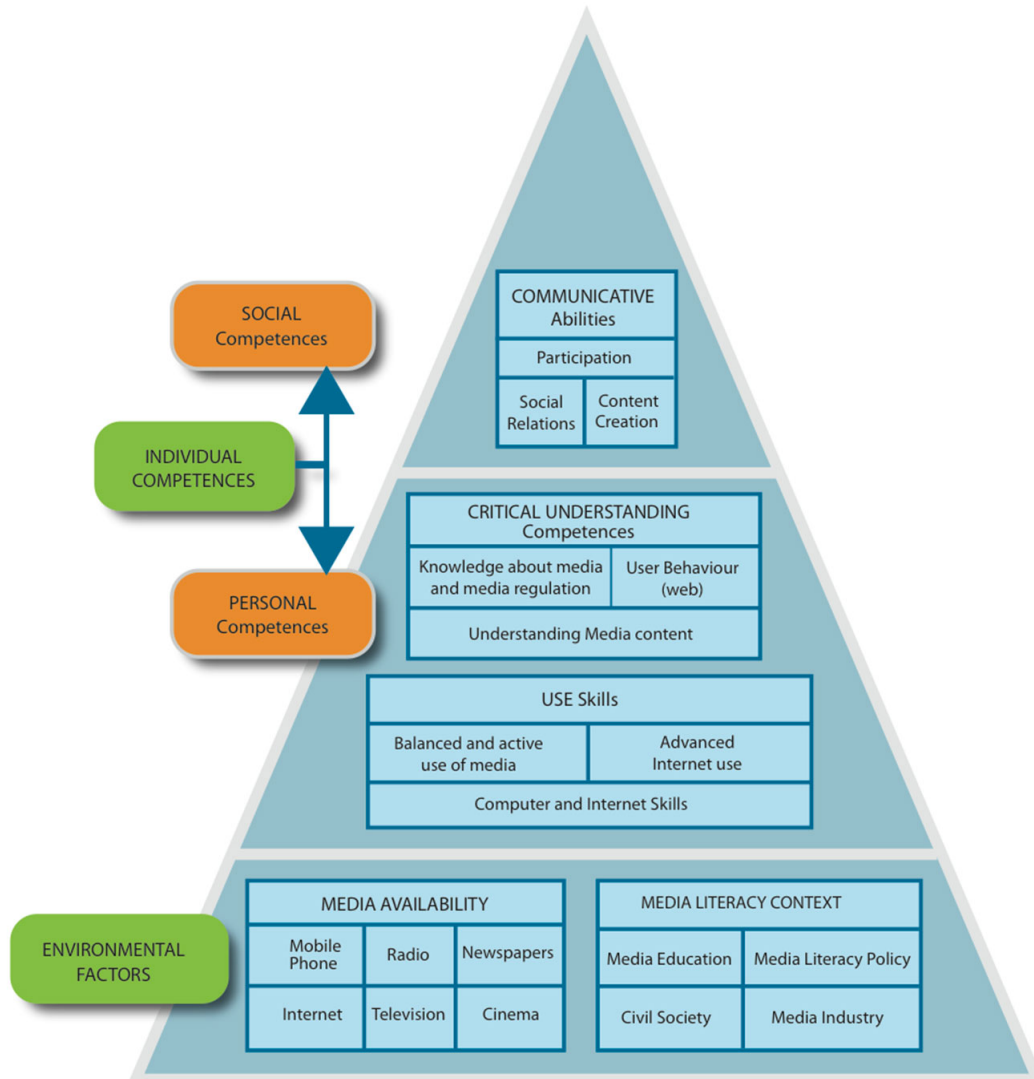
Study Testing and Refining Criteria to Assess Media Literacy Levels in Europe, 2011

It followed a more technical study[9] coordinated by the Danish Technological Institute together with EAVI, providing testing and refining of the previous criteria and statistical validation. The scope of this study was to assess the theoretical and applied validity of the media literacy framework proposed in 2010 and to provide the European Commission with a revised tool to assesses and ranks the countries in terms of their media literacy levels.

Both studies therefore measured separately the individual properties comprising media literacy and its component parts, examining the connections between these properties, so as to translate them into indicators.

The table below shows country rankings averaging across the rank order of the estimated country scores, for use skills, critical understanding and communicative abilities as well as comparison with results of previous study.

	NEW ranking (online and offline)	NEW ranking (online)	OLD ranking (individual competencies, Eurostat)	Change in ranking (online and offline)	Change in ranking (online)	Use skills (online and offline)	Critical understanding (online and offline)	Communicative abilities (online and offline)
NO	1	1				2	1	3
IS	2	3				1	5	1
LU	3	2	2	-1	0	3	6	2
SE	4	10	4	0	-6	4	3	7
FI	5	5	5	0	0	6	4	6
NL	5	8	3	-2	-5	5	7	4
DK	7	14	1	-6	-13	7	8	5
UK	7	7	6	-1	-1	8	2	10
BE	9	13	15	6	2	11	11	8
EE	9	4	7	-2	3	10	9	11
DE	11	15	11	0	-4	9	10	14
SK	12	20	19	7	-1	12	12	17
FR	13	22	10	-3	-12	14	22	9
AT	14	17	8	-6	-9	13	13	20
LT	15	6	16	1	10	19	16	12
IE	16	11	9	-7	-2	18	15	15
LV	16	9	12	-4	3	15	17	16
ES	18	16	17	-1	1	20	18	13
SI	19	18	13	-6	-5	17	14	21
CZ	20	21	14	-6	-7	16	19	24
CY	21	12	23	2	11	24	20	18
PL	22	18	21	-1	3	21	21	22
MT	23	28	20	-3	-8	23	25	19
HU	24	25	18	-6	-7	22	23	23
GR	25	23	25	0	2	28	24	26
IT	26	29	24	-2	-5	25	26	28
PT	27	27	22	-5	-5	27	29	25
BG	28	26	26	-2	0	26	27	29
RO	29	24	27	-2	3	29	28	27

Country rankings compared to country rankings in EAVI, 2010

Other Recent Transnational Reports

(EC Digital Agenda Scoreboard, OECD PIAAC and the Digital Economy and Society Index – DESI)

The models proposed by the EC studies were not immune to legitimate criticism, since they took their point of departure from concepts that are in a constant state of flux. But critics struggled either to reject the adopted method in its entirety or to identify an alternative approach better suited to the purpose.

An important element of reflection ensuing that the work was well conducted by EAVI and its partners is that ML levels measurements in the different countries are mainly in line with other EU wide study findings.

EC Digital Agenda Scoreboard

The Digital Agenda Scoreboard[10] for instance, assesses progress with respect to the targets set in the Digital Agenda for Europe including digital literacy skills. Evidently it refers more to technical skills but the countries rankings correspond fundamentally to those already offered by our previous studies. The reason is that the data sources are essentially the same (Eurostat). As a consequence it becomes relatively easy to construct all sort of maps and graphs at both European level or for each country individually.

Digital skills of the population, 2012
(% individuals)

■ No skills ▨ Low ■ Basic ▨ Above Basic
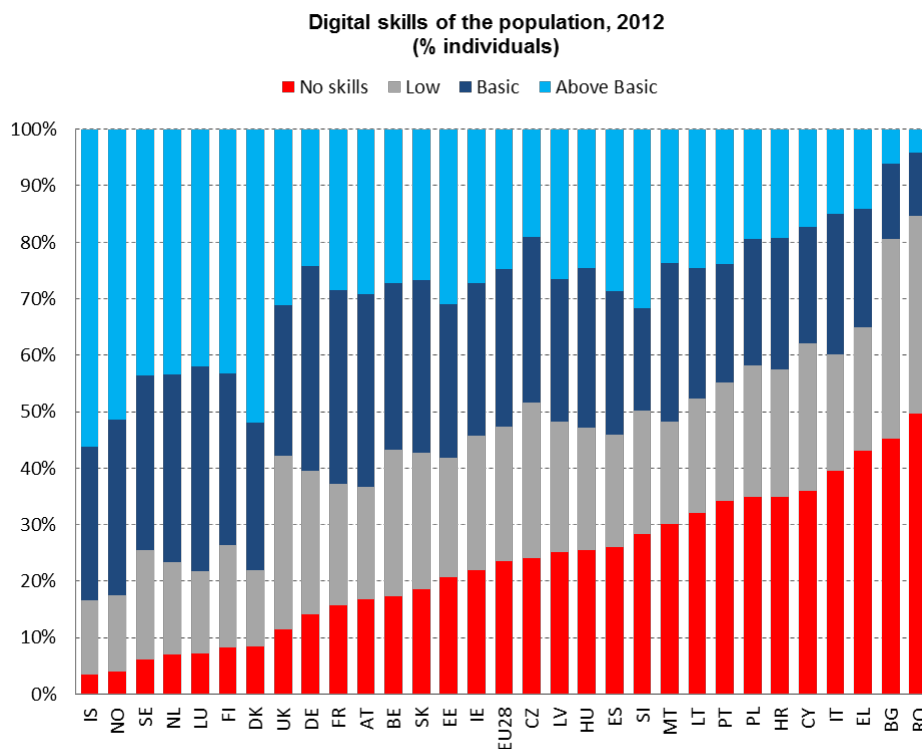
Source: Commission services based on Eurostat data

*47% of the EU population has insufficient digital skills, 23% has **none at all**. Clearly the data about media consumption and communicative abilities offered by the above-mentioned researches are very similar to those of the EAVI studies.*

The 2012 OECD PIAAC

Similar criteria and partly comparable results were also offered by other international organizations such as the Organisation for Economic Co-operation and Development (OECD) who conducted a Survey of Adult Skills in 33 countries as part of the Programme for the International Assessment of Adult Competencies (PIAAC)[11]. It measured the key cognitive and workplace skills needed for individuals to participate in society and for economies to prosper.

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[10] EC Digital Scoreboard Measuring Digital Skills across the EU: EU wide indicators of Digital Competence http://ec.europa.eu/digital-agenda/en/digital-agenda-scoreboard
[11] http://skills.oecd.org/skillsoutlook.html

Information collected regarding tasks and activities in work and everyday life

Task cluster	Life domain	Component activities
cognitive skills		
Reading	Work Everyday life	*Read directions or instructions; letters, memos or e-mails; articles in newspapers, magazines or newsletters; articles in professional journals or scholarly publications; books; reference manuals or materials; bills, invoices, bank statements or financial statements; diagrams, maps, schematics.*
Writing	Work Everyday life	*Write letters, memos or e-mails; articles for newspapers, magazines or newsletters; reports; fill in forms.*
Numeracy	Work Everyday life	*Calculate prices, costs or budgets; use or calculate fractions, decimals or percentages; use a calculator (hand held or computer-based); prepare charts graphs or tables; use simple algebra or formulas;* use advanced mathematics or statistics.
Problem solving	Work	Solve simple problems; solve complex problems.
Technology		
ICT skills	Work Everyday life	*Use computer; e-mail; Internet for information; Internet to conduct monetary transactions; spreadsheets; word processing; write or prepare computer code; real-time discussions using Internet;* overall level of computer use in terms of
Interaction		
Co-operation	Work	Time spent collaborating; sharing of information with co-workers.
Influencing	Work	Selling products or services; making speeches or presentations; advising; persuading or influencing others; negotiating; instructing, training or teaching others.
Learning		
Learning	Work	Learning from others; learning by doing; keeping up to date with new products or services.
Organization		
Organization and planning	Work	Planning own activities; planning activities of others; organising own time.
Physical		
Physical requirements	Work	Working physically for long periods; use of fine motor skills.

Although serving a different purpose, it can be seen that the data collection for the Survey of Adult Skills (PIAAC) followed criteria which could be mainly grouped in technical, cognitive and communicative social skills. Countries ranking also offer similar pattern to those of previous studies.

Therefore it can be said that data and homogenous indicators are available for EU countries covering different years and allow to measure media consumption and some technical skills. Similar data are becoming progressively available from national statistical departments. Some indicators about critical competences (otherwise to be measured through questionnaires) are also becoming progressively

available. As an example it follows a table with indicators from Eurostat used for measuring digital competence in the DA Scoreboard.

Competence area:	Indicator	Year		
		2010	2011	2012
1. Information	• Finding information about goods and services	√	√	√
	• Obtaining information from public authority websites	√	√	√
	• Reading or downloading online news/newspapers/news magazines	√	√	√
	• Copying or moving a file or folder	X	√	√
	• Seeking health related information	√	√	X
2. Communication	• sending/receiving emails	√		√
	• telephoning over the internet/video calls (via webcam) over the internet	√	√	√
	• participating in social networks	X	√	X
	• posting messages to chat sites			√
	• uploading self-created content to any website to be shared	√	X	√
3. Content creation	• Creating websites or blogs	X	X	√
	• writing a computer programme using a specialised programming language	X	√	√
	• using copy and paste tools to duplicate or move information within a document	X	√	√
	• creating electronic presentations with presentation software (e.g. slides), including e.g. images, sound, video or charts	X	√	√
	• using basic arithmetic formulae to add, subtract, multiply or divide figures in a spread sheet	X	√	√
4. Safety	• using any kind of IT security software or tool (anti-virus, anti-spam, firewall etc.) in order to protect private computer and data	√	X	X
	• updating one or more security products at least occasionally	√	X	X
5. Problem solving	• connecting and installing new devices	X	√	√
	• installing a new or replacing an old operating system	X	√	√
	• modifying or verifying the configuration parameters of software applications	X	√	√
	• doing an online course,	√	√	X
	• buying or ordering goods or services for private use (last 12 months) over the internet,	√	√	√
	• selling online	√	√	√
	• job search or sending an application	√	√	X
	• internet banking	√	√	√
	• making an appointment with a practitioner via a website	X	X	√

Most of these data are now widely and freely available both at EU and national level.

The 2015 Digital Economy and Society Index – DESI

The EC also compiled a composite index that summarizes relevant indicators on Europe's digital performance and tracks the evolution of EU member states in digital competitiveness. It includes five main dimensions: Connectivity, Human capital, Use of Internet, Integration of Digital Technology and Digital Public Services.

The Human Capital dimension has clear relation with media literacy skills and derives from the DA Scoreboard: It takes into account two sub-dimensions:

Basic skills and usage - it assesses whether citizens are able to use the Internet and use it on a regular basis (Internet Users indicator) and whether they possess at least a basic level of digital skills (captured by the Basic Digital Skills, which measures whether citizens have at least basic skills in at least one of four Digital Competence domains: information, communication, content-creation or problem-solving).

Advance skills and development - It takes into account the percentage of people in the workforce with ICT specialist skills (ICT Specialists indicators) and the share of the population with STEM (science, technology, engineering and mathematics) education (STEM graduates indicator).

Clearly again it is not surprising to see country ranking following the usual trend with Scandinavian countries at the top, followed by Centre Europe, Mediterranean and the eastern countries at the bottom.. As a amusing note, curiously some of the countries that rank high complain that the respective institutions are supposedly more reluctant to fund further activities as they seem to perform already so brilliantly.

Digital Economy and Society Index, by Main Dimensions of the DESI
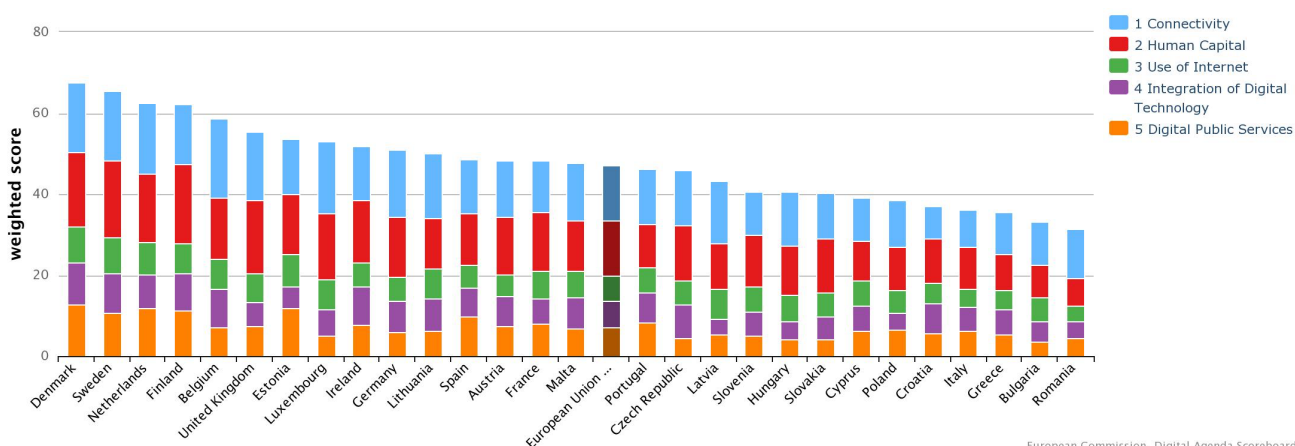
European Commission, Digital Agenda Scoreboard

UNESCO (Global Media and Information Literacy Assessment Framework)

It is essential to recall here again the well-thought and broad method that UNESCO (Global Media and Information Literacy Assessment Framework)[12] has developed on this subject. The work that has been carried out over the years is remarkable for its broadness and it has an exceptional value for researchers and policy makers. As a reminder, UNESCO refers rather to Media Information Literacy (MIL) a composite concept that underlines the importance of information literacy in addition to ML competencies.
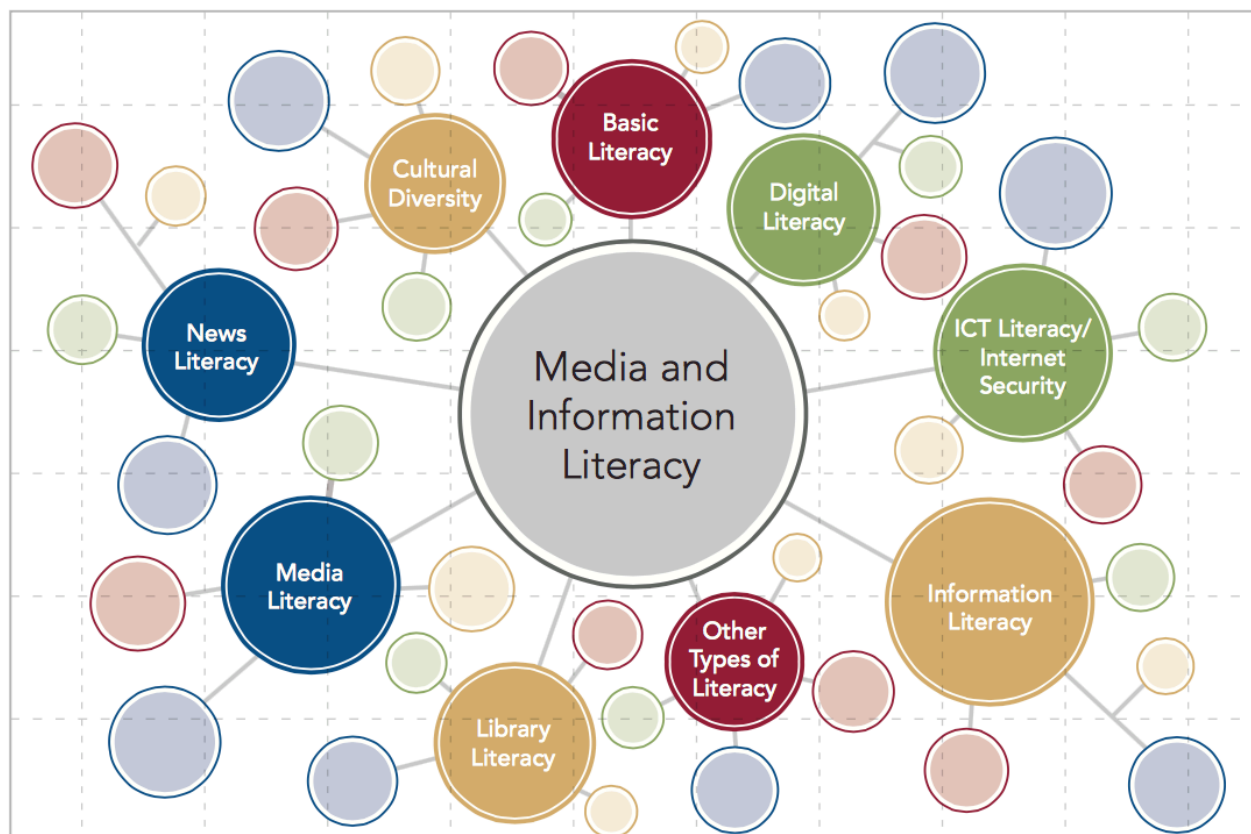

Figure 2: Composite concept of Media and Information Literacy

The respective Framework is meant 'to enable Member States to carry out comprehensive assessments of the information and media environment, and to monitor at the national level the extent to which citizens have acquired MIL competencies, particularly targeting teachers in service and training. This evidence-based information will subsequently help Member States monitor the effectiveness of the implementation of education, information, media and ICT policies in developing 21st century capacities, and help design new strategies and action-oriented plans that fit best within country-specific contexts and conditions'.

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[12] http://www.unesco.org/new/en/communication-and-information/media-development/media-literacy/unesco-global-mil-assessment-framework/

The MIL Assessment Framework provides methodological guidance for the national adaptation process, with six phases and various practical tools.

As for the criteria that UNESCO proposes, there are many similarities with the EC studies (which somehow further validate those concepts and properties). For instance, the following pictures show UNESCO's Components and Readiness.
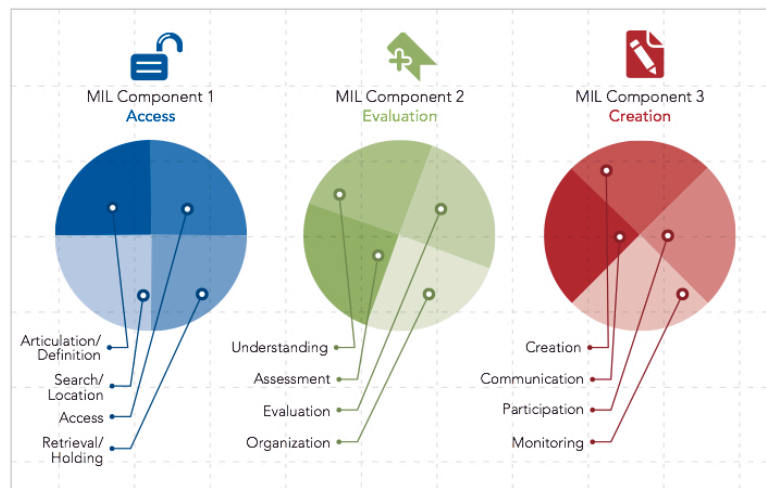
Figure 8. MIL broad components associated to the MIL subject matters

The above criteria essentially corresponds to the EC Studies Individual Competences
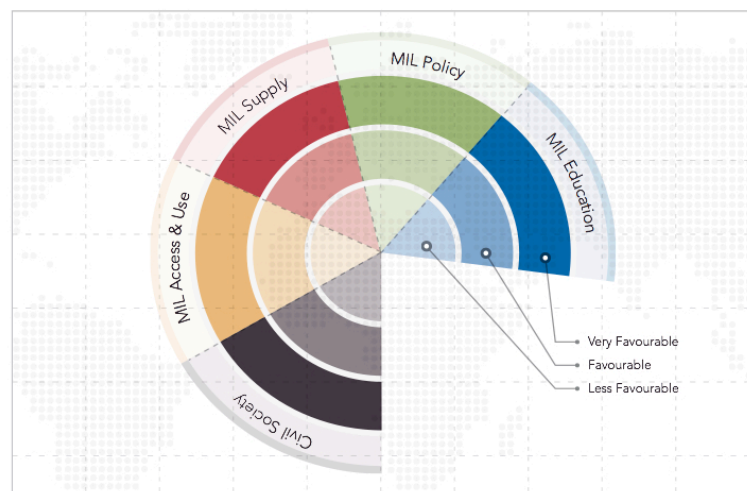
Figure 7. MIL country readiness model

And the above ones correspond somehow to the EC Studies Context and Environmental Factors.

Further cooperation between the EC and UNESCO as well as with other International organisations is auspicated in order to encompass broader (and significant) MIL UNESCO principles and values into the EC concept. Unfortunately, to apply UNESCO Framework and indicators on the ground in the immediate future is likely to struggle against more complex methodologies (and possibly lack of funding).

Further Reflections

Being well aware of the many challenges associated with measuring media literacy levels and looking back at the situation as it was only a few years ago, the progress that has been made represents a good achievement. The way ahead will not be easier to travel, but we are better placed to identify which steps to take.

The EC Pilot Initiative in fact, enabled to test on the ground the theoretical frameworks and the existing tools that have been developed. Lessons were learned during this process. While methodologies have been inspired by previous studies, tools had to be refined in light of national realities and of an evolving media landscape. As it was predicted in fact, although media users behaviour follow similar patterns than five years ago, new technology developments demanded revised competences. Main abilities categories and criteria remain the same (technical and cognitive skills) but specific adaptations are necessary when designing new measuring tools, including surveys' questionnaires.

The following brief considerations are offered to further reflections.

- **Framework and methodologies.** Countries applied – in a diversified and adapted way – the methodologies and tools suggested by previous EC studies whose findings constitute a solid platform of concepts and procedures for the future. Countries recognized that they could benefit of a common framework, with results relevant at European level. Having standardised notions represents an excellent result given the very different points of departure.

- **Media consumption data are widely available online** and they offer results which can be compared across Europe. Unsurprisingly, they seem to demonstrate correlations with economic and educational advances. Results offered from International organisations are in line with previous EC study findings. But researches mainly assess media consumption and communicative abilities only.

- **ML networks and debate.** 'Experts' have knowledge gaps on this topic. At international conferences for instance, competing definitions and theories of media literacy reflect more personal opinion than research findings. In this sense a call for further debate is healthy only as long as constructive contributions and legitimate criticism are structured in an organised way.

- **Previous recommendations.** Most of the countries involved now rely on their own national experts and for some of them it will represent the first step of a rotating initiative to be fine-tuned

yearly to take into account technological and social developments. Planning rotating yearly surveys and forming pool of national experts was exactly what previous EC studies recommended.

▪ **European added value and cooperation.** Countries participating to the pilot exercise have found extremely helpful the coordination of the European Commission in the form of meetings, exchanges and the support offered during their activities. It represented to them what in the EC jargon is called European added value. Most of these exercises would not have been carried out without the EC initiative and results would have been less uniform.

▪ **European Commission.** Coordination and financial support from the EC is of the essence to explore fresh interests. Appropriate funding is crucial to support research and broader activities of this kind and for a meaningful impact. As technology has created a completely different media world and a media literacy response is essential. Much in fact still needs to be done to refine existing tools and adapt them to national realities in an effective way.

▪ On a related aspect - assessing ML in **formal education** - EAVI and national experts contributed to formulate EAVI's version of EU Policy Recommendations[13], including those evaluating media literacy levels, in a recent research project (Emedus 2014)[14] and include recommendations to develop evaluation assessment tools in formal education. It reads as follow: *'It is essential to be able to certify teachers' competences first and to test progresses made by students later. Still a major challenge faced by current research is evaluating media literacy levels and explaining the effectiveness of the teaching pedagogies and the respective competences acquired. Difficulties include measuring ME within cross-curricula subjects and national-level peculiarities and concepts terminology differences. Constructing such assessment tools allows tracking the progresses of acquiring the respective set of skills that ME covers. Therefore, developing tools using qualitative and quantitative indicators and surveys to facilitate the evaluation of ME specific learning outcomes is of primary importance for both teachers and educational and policy institutions. […]*

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[13] EAVI's Version of ML European Policy Recommendations, May 2014 see the full text here
http://www.eavi.eu/joomla/images/stories/About_EAVI/eavi%202014%20media%20literacy%20eu%20policy%20recommendations.pdf
[14] Emedus Study, partnered UAB, EAVI, Eurispes, Skamba, Univ. Krakow, Univ. Minho http://eumedus.com

The EC Pilot Initiative - Member States Activities

Please also refer to the respective annexes and online information. Here follows just a summary.

Austria

Austria's representatives Dietmar Schipek and Renate Holubek of the Austrian Federal Ministry of Education and Women's Affairs have joined the pilot initiative since the beginning. We were pleased with the progress of Austria as they produced concrete deliverables and activities, although not much hard data. Austria focused on testing cross-curricular competencies in Austrian schools: appraisal, implications and development perspectives in line with their educational system.

The educational standards in Austria provide guidance for schools and teachers and influence class teaching indirectly by setting a pedagogical frame of reference and by focusing on learning outcomes. Therefore, educational standards serve as a means of self-evaluation for schools and teachers.

As for their experts, a new learning culture in Austria is based on the Austrian School Education Act 2012. "Empowerment evaluation" is an evaluation approach designed to help schools to monitor and evaluate their own performance. And self-assessment is an important tool for all domains in this new learning culture. 4.600 schools are involved.

Within this context, Austria's Pilot aimed to involve schools and teachers, initially through a media literacy self -assessment tool testing ML portfolio assessment in the classroom.

Activities

Surveys in schools at national level following the conceptual framework of the EAVI Assessment study.

Austria approach is described as a long-term practice-oriented research, based on interactive processes and dialogue between science and school practice. The principal objective is to make the most recent knowledge available to be used in school development and lessons' design.

Empowerment evaluation

It is hoped that this tool will enable schools to collect data, which will provide insights into the quality of the school and the level of media literacy and, consequently suggest new processes of learning. The pilot project is concerned with testing the tool's effectiveness. It is part of an annual Rotating exercise. Therefore it is planned to take place and to be fine-tuned in the following years: 2015, 2016 and 2017.

They started with in-service teachers' training at a pilot secondary school, with 35 teachers and 200 students. Specific activities carried out:

1. A self-assessment tool for teachers and students has been introduced. It is based on the 25 recommended questions from the "Testing and Refining Criteria to Assess Media Literacy Levels in Europe" study (reference);

2. A ML-Textbook/Portfolio has been introduced. Teachers and pupils are invited to test the prototypical tasks - based on our 21 individual media competencies - and report on the results. The Ministry of Education has just published the textbook on media literacy for lower secondary level and beyond. The workbook can be used as a portfolio in combination with a USB-Stick. It contains a range of prototypical tasks on media literacy. The tasks are holistically connected to 21 competencies, the curricula and the decree on media education: critical thinking, creative thinking, media production, participation and risk competence are central aspects in the textbook. It should be useful for both pupils and teachers because it enables the transparent assessment of media literacy. Teachers and schools are invited to test the workbook and report on the results.

3. A one-day kick-off workshop on media education for teachers at the pilot school took place.

4. A media education development plan for the whole school is in preparation. It will be produced in cooperation with all educational authorities together with the headmaster and teachers of the school.

5. A considerable number of different media projects (509) that have been carried out in all school types across Austria, were analyzed in 2014 to grant the media literacy award.

6. Three-day media literacy festival in Vienna

Budget

The Ministry of Education is covering part of the costs for media education experts who support the teachers in that particular school.

Other Information

From the information we gathered together, Austria demonstrates a great number of well-thought media literacy related initiatives both in and outside of school. These activities are very much in line with the

main EC recommendations and studies mentioned in other parts of this report. Media education is claimed to be one of the integrating principles of Austrian education. The new high school exit exam (Matura) in Austria has three building blocks: 1. First scientific work, 2. Written Exam, 3. Oral exam. For 'First scientific work' one has to: write a text, create a media presentation, present the results and discuss them. The audit committee evaluates the tasks according to the following criteria: Content and structure; Communication skills and Media literacy; Discourse ability.

Annex A1 - Pilot Austria_self-assessment_2014

Annex A2 - Assesssing-ML-Austria_Nov2014

'Media competencies' from the 'competencies map for educational principles and priorities'

DESCRIPTORS	MEDIA COMPETENCES
Build knowledge, reflect, share	Build knowledge, reflect, share
Designate, list, assign, describe, represent, compare, explain	Recognize and name media design criteria; Comprehend, quote and compare information sources
Acquire, communicate, present	Reflectively perceive, understand and structure communicative action without violence; select from the media and information on offer, use it interactively, communicate and present it
Analyze, categorize, distinguish, conclude, establish presumptions, establish correlations	Analyze the conditions of the production and distribution of media; make comparative analyses of media products; recognize and name media influences and value judgment; elucidate media law issues
Evaluate, justify, give reasons for, interpret	Judge interests and conditions of media production and distribution from various points of view
Develop attitudes	Develop attitudes
Develop attitudes	Show creativity of design; experience yourself as having self-efficacy; recognize your own rights, interests, limits and needs
Developing a sense of values	Think and act critically and creatively as part of your basic attitude; cooperate with people and systems in a way that is goal oriented and open-minded
Evaluate, decide, create	Evaluate, decide, create
Evaluate	Critically evaluate the content and design of media
Form intentions to act, form behavioral intentions, decide and act	Design and distribute your own media contributions and interactive applications; use information and communication technology (ICT) risk competently; think critically and solve problems
Plan actions, perform, reflect, maintain	Set your own goals by selecting, planning, executing and validating them; use information and knowledge interactively; plan, create, present and publish your own media contributions and applications

Source: Austrian Federal Ministry of Education and Women's Affairs, 2014

Contacts

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Belgium/Flanders

The Flemish part of Belgium is particularly active on media literacy with a number of initiatives, which range from organizing events and conferences to quantitative and qualitative research. Media literacy field in Flanders enjoys a broad network of actors and highly developed practices, methodologies and partnerships but lacks more functional and critical media literacy attention.

Monitoring instruments

@iMinds & Policy Support Centre Media

Within our Pilot, the following existing activities were indicated as relevant to the EC initiative. Most of them are monitoring tools that provide data on a regular basis.

Activities

1. Participation In Flanders (PaS 2014)

The Quantitative 'Participation Survey', measuring different dimensions of participation (culture, sports, social live, media) conducted among more than 4000 respondents, includes 9 minutes questions on media use and 1 major question on the functional dimension of digital media literacy (blogging, social media and so on). Third edition (earlier editions 2003 and 2009)/Flemish population
Participation in culture, sports, youth and media

- Large-scale study ordered by the Flemish Government, department of Culture, Sports, Youth & Media
- Quantitative assessment of "participation" in Flanders

- Participation: all the ways in which people take part in various forms of community life, active or passive, online or offline, physical, remote or digital

Multi-disciplinary (sociology, pedagogy, law, sports, communication science, economy and so on)

2. Media Literacy Field Monitor

- Mapping of the media literacy field in Flanders
- 132 national organizations and 90 local organizations (= 222 actors)
- Policy: Support the development of the field and Identify gaps

3. Digimeter:

Annual survey among 1.000 respondents (Flemish population) on use of digital media in Flanders. In a next edition, some questions measuring the critical and creative/communicative dimension of media literacy will be included;
- Digital Media access, use and consumption (no traditional media)
- Longitudinal panel research
- Allows mapping ICT and media trends (Media literacy is not part of survey questions yet)

4. Media literacy of children and youngsters related to consumption of news

Critical media literacy skills of children and youngsters and news consumption': qualitative research (observations, focus groups and interviews with 60 youngsters).
Measuring strategic and critical skills and attitudes applied to news media, new media and social media
Motivation: disproportional interest in research on operational and formal skills vs. strategic and critical skills
Test subjects: 60 participants (30 boys, 30 girls, 12 groups of 5) divided in Focus Groups.
Topics addressed: Internet access and use of (mobile) technologies:
    Online / offline strategies for accessing information
Consultation of multiple and/or mixed media sources:
    Balance between written, audio-visual and new media
    Understanding of content reliability (e.g. editorial >< commercial)
Repertoire and activity:
    Interest, knowledge and attitudes for ≠ types of content

Communication, content sharing and creation

Monitoring, restrictions and filtering

Parental mediation related to new(s) media use

Critical attitudes and privacy awareness

News and media education in the classroom

Age-appropriate content (e.g. youth news >< regular news)

Preliminary Conclusions:

Strategic competences

9-11: patterns of more traditional media use with digital additions
12-16: rapid development of complex and varied media repertoire

Critical competences

9-13: non-existent < basal realizations
14-16: notions < comprehension (with little attention or concern)

Parental control and mediation

Concerning news consumption: indispensable impact of parental news consumption habits (especially through classical channels)
Concerning general media use: influence of parents on media repertoire and skills is assessed as 'rather limited'; parental control is generally not regarded as a nuisance (rather as 'evident')

Communication

Emphasis on instant messaging (≠ devices, high frequency)

Simultaneous use of (digital) media (12 <…)

Either: intentional (parallel primary & secondary media activities)
Or: incidental (quick search or instant communication)

Use of social media (12 <…)

From early on (9 < …) starting to go on networks (>< age limits)
Limited number of accounts, focused usage, limited networks
Limited use of functionalities, various groups (e.g. for school)

Attitudes

Reflection on media use: realization of abundance and excess, little concern, little intent for fundamental change
Privacy: notions, no real interest and essentially little concern

5. EMSOC

Quantitative research with focus on perceptions and experiences related to social media

User empowerment in a Social Media Culture

Focus on three aspects: Inclusion, Social media literacy and Online privacy

Representative sample of Flemish population of 2332 participants, Aged 16 +

8/10 Flemish people have a Facebook account and more than 50% are concerned about their privacy

1/3 of the participants have a Twitter account but only 16% are concerned about their privacy

Other Information

Annex Annex B1 Katia Segers Belgium Flanders

Contacts

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Denmark

Denmark joined the EC initiative only at its late stages. They informed the Group of the activities they were carrying out. Of particular interest was the study of the Danish Agency for Culture's annual report on 'Media Development'. The aim of the study was to identify and prioritize the elements that are relevant to include in a full scale ML-assessment study in Denmark, as well as the methods to be used in such a study. The preliminary study was based on existing literature (national as well as international), research, knowledge, statistics etc. and additional research and qualitative studies. The study rethinks and challenges the terms used in ML – for instance 'competent', 'competences', 'literacy' etc. and considers the dynamic nature of the Media Literacy concept.

The Media Literacy study is a so called 'special report' from the Danish Agency for Culture's annual report on 'Media Development I Denmark'. The Media Development-report consist of a wide range of statistics, audience measurements, the financial and employment situation of the Danish media industry, as well as a number of larger projects (or special reports) carried out by Danish universities and researchers/scientists. It is hoped that the Report "Media Development in Denmark" will enable people to have a complete overview of the Danish media sector and its conditions.

WHY IS IT IMPORTANT?

It is relevant to have knowledge of and insights in the level of media literacy and to identify potential needs for action for the purpose of a potential initiative within the area. It is essential for the individual to be able to understand and use various media (broadly defined) and to be able to navigate the digital media landscape in order to function culturally and socially and to be a participating and competent citizen.

IT UNIVERSITY OF COPENHAGEN

The media's role in contemporary society is described in an article by Stig Hjarvard, professor in media studies at the University of Copenhagen and a member of the external editorial panel. He writes: "*The media permeates our society to such a degree that it can no longer be thought of as being separate from other cultural and*

societal institutions ... an understanding of the media's importance in modern society can no longer be left to a model where the media is considered as something separate from the rest of society and culture. The media is not just a set of technologies, which companies, parties or individuals can choose to use – or not use – at their own discretion. A significant part of the media's impact is that it has become an integrated part of other institutions' operations, while at the same time it has achieved independence, so that other institutions to a certain degree must subordinate to the media's logic".

The main objective of The Media Competencies and Media Literacy-study is to provide research-based proposals for methods to map media competencies and media literacy in a Danish context longitudinally. The point of departure is that competencies and literacy are not the same but are intertwined in a complex constellation of personal abilities to use, act and interact with and through media and to reflect over the uses, meaning, and impact of media. The study combines existing statistics about media access and use in Denmark with new qualitative data. The qualitative study was mainly conducted through visits in 20 families living in the five regions in Denmark. The first findings document that different combinations of personal, educational, cultural characteristic, family life and different media related experiences, challenges and opportunities impact the experience and development of media skills and literacy. The report will be launched at a multistakeholder-conference in March 2015.

Budget
The budget for the Danish Agency for Culture's annual report on 'Media Development I Denmark' is 2 million Danish Kroner (approx. 270.000 Euro) per year.

The preliminary Media Literacy study is financed by the Danish Agency for Culture (main contributor) and the Media Council for Children and Young People. The budget for this project is approx. 450.000 Danish Kroner (approx. 60.750 Euro)

More Information
Summary translated into English. The rest of the website is in Danish. Nonetheless the link to the reporting is here. http://www.kulturstyrelsen.dk/medieudviklingen/

Annex D1 Media Development in Denmark EN Summary

Annex D2 Denmark ML Citizen Ppt

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The researchers of the Media Literacy-study from the IT University of Copenhagen
Associate professor, Ph.D. Gitte Bang Stald and
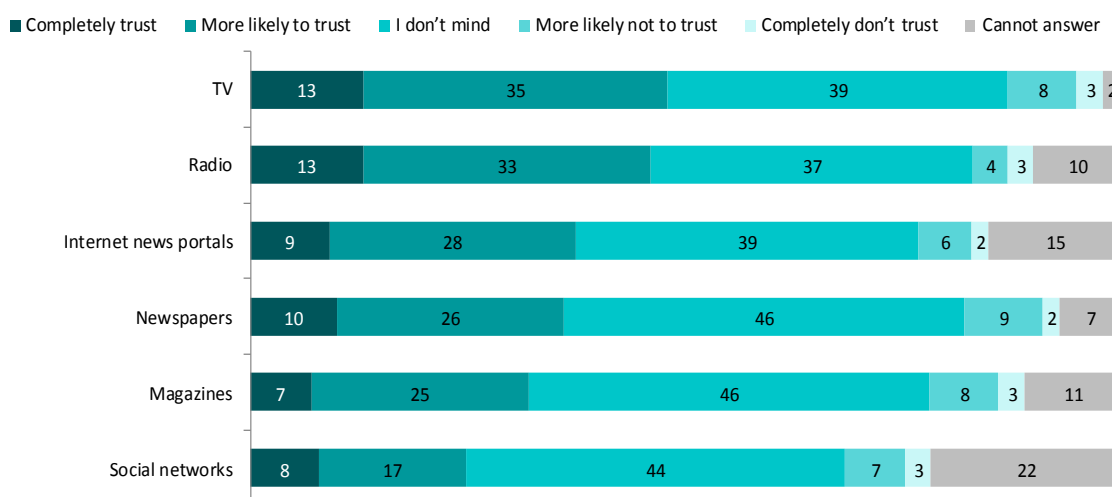Assistant professor/Lecturer, Ph.D. Morten Hjelholt

Lithuania

Independent experts commissioned by the Ministry of Culture of the Republic of Lithuania carried out the European Commission pilot Media Literacy assessment study. It represented one of the very first projects aiming to raise awareness about the strategic importance of media literacy in Lithuania. With a few exceptions (some fragmented research), no representative survey has been conducted so far. Therefore the EC initiative was determined to start activities on this subject. Although the study can only offer indicative results, it was broad and well thought. It covered all properties of ML including critical understanding. To the Lithuanian officials it was deemed important to examine the current media market trends and the need for future national policies.

Reliability of information in different media sources (%)

Kiek Jūs pasitikite žemiau išvardintomis žiniasklaidos priemonėmis?   **N=1002**

■ Completely trust   ■ More likely to trust   ■ I don't mind   ■ More likely not to trust   ■ Completely don't trust   ■ Cannot answer

Source	Completely trust	More likely to trust	I don't mind	More likely not to trust	Completely don't trust	Cannot answer
TV	13	35	39	8	3	2
Radio	13	33	37	4	3	10
Internet news portals	9	28	39	6	2	15
Newspapers	10	26	46	9	2	7
Magazines	7	25	46	8	3	11
Social networks	8	17	44	7	3	22

Most respondents rely on television (48 %) and radio (46 %). 37 % rely on online news portals. 36 % - newspapers. 32 % - magazines, 25 % - social networks. **However, too little attention is paid to the reliability of information in different media sources**. Overall, 20 % of the respondents are likely to assume that different media channels provide information in different ways. 49 % tend to believe that in different sources the information is provided the same way.

9

Activities

1) To analyze current media literacy context, assess national media literacy level and propose recommendations and measures for promoting media literacy level in Lithuania. Evaluation of current Media Literacy situation in Lithuania:

   a. Overview of national media literacy policy, including legal aspects, media literacy initiatives and institutions involved in the development of media literacy;

   b. Conducting a survey to measure individual capacities to use different types of media, awareness and critical understanding of the media content as well as ability to create media

content.

2) To analyze the functions of different types of mass media (television, radio, internet, the press) and to assess the impact these media have on shaping public opinion, with a goal to provide recommendations for the promotion of socially responsible and ethical media;

Methodology

Methodologically, Lithuania adapted the questionnaire used in previous EC Studies on ML Assessment and it acknowledged the value of the EC initiative further, as it permitted to set common targets as well as to exchange success stories and best practices.

Target group: 18 years and older residents of the Republic of Lithuania. Number and selection of respondents: at least 1,000 respondents. Selection of them has considered different age groups, gender, education and urban or rural areas.

Focussing on the following: Individuals' ability to access the media and gather information; Awareness of information that is presented by different media sources (newspapers, television, radio, Internet); Trust and validation of information that is presented by different media sources; Understanding and critical evaluation of information provided in public; Abilities to establish contacts in different media contexts, create information messages and post them in public; Demand for media literacy development instruments and programs.

Results

Lithuania provided results that were comparable with previous EC studies' findings as the methodology and structure used were identical. Other than the Internet use, no major changes were observed in other categories in respect to EC findings, namely, use skills, critical understanding and communicative abilities. Their results showed the following:

   Use skills – basic level – 29% (EU-16%), medium level – 46% (50%); advanced level – 25% (35%);
   Critical understanding – basic level – 32% (EU-28%); medium level – 41% (41%); advanced level – 27% (31%);
   Communicative abilities – basic level – 70% (EU-64%); medium level – 16% (20%); advanced level – 13% (16%);

The study highlighted weaknesses and most urgent issues to be tackled to advance ML in the country. While the average level is thought to be in line with EC averages, more attention is called to fill gaps between different population genders and age categories and to socially vulnerable groups.

It is reported that there is a need to increase Internet use in the service sector, such as online shopping, online banking and e-government. Furthermore, the studies revealed a lack of online activity among older citizens. Due to technological development and the country's recovering economy, these processes have been naturally developing as an upward trend. In Lithuania, in the first quarter of 2014, 71% of households in urban areas and 57% of households in rural areas had computers at home; Internet access

was available to 70% and 58% respectively. The number of computer users has been growing as well. A total of 97% of residents used the Internet in the 16–24 age group and 21% of residents were Internet users in the 65–74 age group. 86% of all the employed people used the Internet. In 2014, the number of people communicating with the government electronically was growing. The study carried out by a public opinion and market research company, in 2014 confirmed the general trends in the use of communications in Lithuania and helped determine the changes in the following categories of media literacy: Individual competencies (IC) and Environmental factors (EF).

Individual competences:
- Use (media use) – 98.3%
- Internet use – 76.1%
- Critical understanding (cognitive and evaluation aspects); confidence in newspapers – 35.5%; magazines – 31.3%; television – 38.1%; radio – 46.5%; the Internet – 37.6%; and social networks – 25.5%)

Social competences:
- Communication (communication, participation, content creation) – 35.7% believe that they must participate in content creation
- Never share content in the media – 95.8% of respondents
- Never comment in social networks – 78.1% of respondents
- Never comment on the Internet – 78.5% of respondents
- Never share posts or photos in social networks – 74.9–84.0% of respondents

More results especially on different media consumption are illustrated in the annex. Data about information sources and trust are also offered. As an example most of the respondents become aware of news and current issues from TV (69 %), but when it comes to specific information, internet is likely to be the main source of public information. People hardly recognize hidden advertising (27%).

Further Information

The literacy of Lithuanian residents according to the established criteria ranges between the basic and medium levels. The individual competences (IC) factors are moving upward into the advanced level. The study recommends some actions, which do not differ from the usual ones to strengthen ML at national level (to include media literacy in policy, to have a system in charge of monitoring media literacy development, to train teachers and media professionals and so on).

Annex L1 Lithuania ML Study PPT 2014

Contacts

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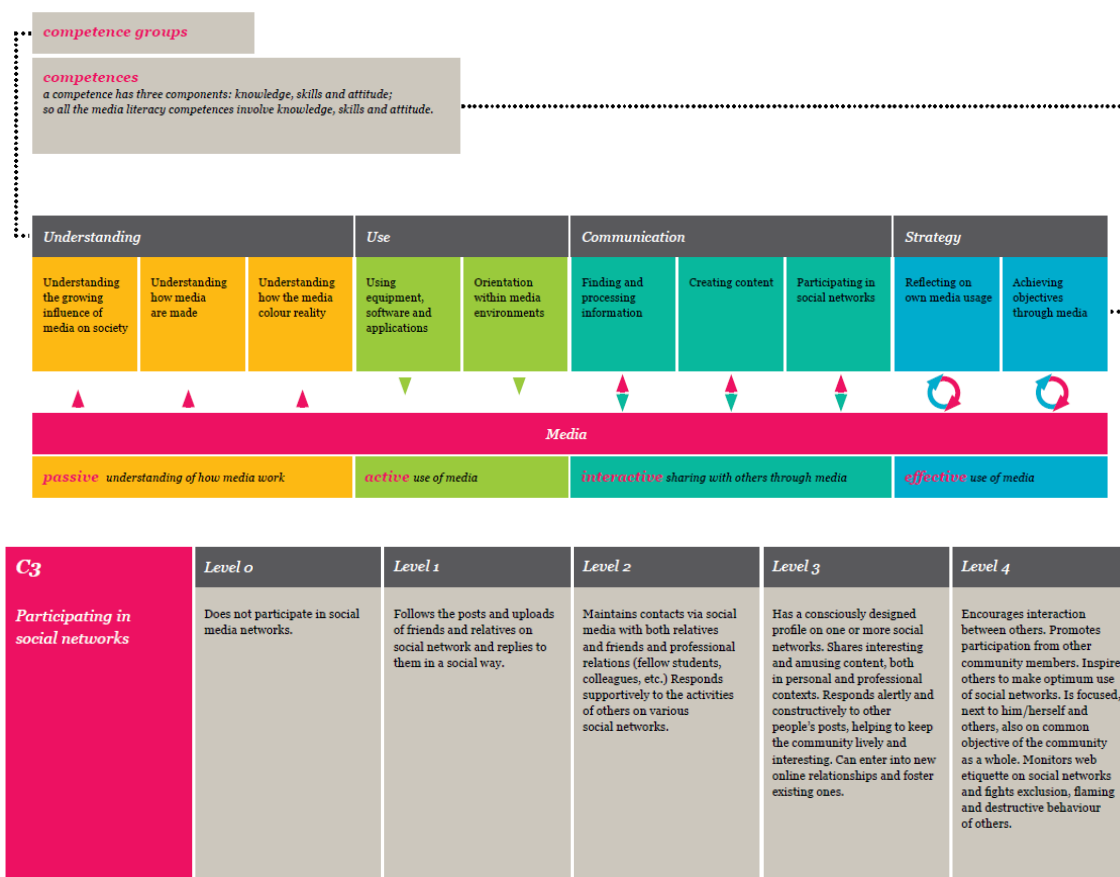The study carried out by the Lithuanian Journalists Association
Audrone Nugaraite and Aiste Zilinskiene and Dainius Radzevicius

Netherlands

This is one of the countries involved in the pilot since the very beginning. In the course of the exercise it deployed a number of actions aimed at monitoring individual competences and environmental factors as well as related initiatives. It is interesting to note that at one point Nederland's' representatives decided to abandon the measurement of Individual capacities as it was reported that the International Computer and Information Literacy Study (ICILS) was in parallel providing similar data. Other parts of this report underline how data on media consumption and participation are already widely available and there is often no need for further measurements.

Activities

1. Monitor on Media Literacy Individual Competences, aimed at secondary school (11-18 yrs) students. Nederland's developed a framework for measuring Media Literacy Competences and defining the respective competences and levels.

C3 Participating in social networks	Level 0	Level 1	Level 2	Level 3	Level 4
	Does not participate in social media networks.	Follows the posts and uploads of friends and relatives on social network and replies to them in a social way.	Maintains contacts via social media with both relatives and friends and professional relations (fellow students, colleagues, etc.) Responds supportively to the activities of others on various social networks.	Has a consciously designed profile on one or more social networks. Shares interesting and amusing content, both in personal and professional contexts. Responds alertly and constructively to other people's posts, helping to keep the community lively and interesting. Can enter into new online relationships and foster existing ones.	Encourages interaction between others. Promotes participation from other community members. Inspires others to make optimum use of social networks. Is focused, next to him/herself and others, also on common objective of the community as a whole. Monitors web etiquette on social networks and fights exclusion, flaming and destructive behaviour of others.

The subsequent measurement was suspended once they realized that another national study (ICILS) was about to provide similar results. Nederland's participants were also afraid that the exercise would have been too complex for them at this stage.

2. Monitor on Risks and benefits of media for children and effective mediation approaches, both in educational settings and at home. This exercise comprises a continuous inventory and exchange of knowledge about effective approaches to guide the use of media by children. A consortium has provided an overview of the state of the art of research. It includes inventory of over 300 products and services on parental mediation and a factsheet per age group, lining out the stages of development and relevant parental issues.

3. Assessment of Environmental Factors. An assessment of external factors that influence media literacy in society as described by EAVI (a set of contextual factors that impact the broad span of media literacy, including informational availability, media policy, education and the roles and responsibilities of stakeholders in the media). The study is now completed (in Dutch).

Results

Within activity 3 on Environmental Factors, here follows some results.

On Access

Adoption rate of new media is impressive: 96% of population has access to internet; 90% use social media, > 60% daily; 54% of all 8-18yr have a smartphone.

On Media Policy

Several ministries have policies in place, often referring to Mediawijzer.net as exponent of government policy.

On Media Education

- Large offer of lesson material, not always meeting the demands of schools and teachers.

- ML is not in the curriculum but included in the discussion on 21st century skills and how to integrate these in primary and secondary education. Media Literacy is seen as part of Digital Literacy besides ICT basic skills and computational thinking.

- School considers ML as a shared responsibility with parents.

- Media coaches (>1000, libraries and private) are active in supporting schools in teaching media literacy

- The search for a theoretical approach to effective teaching of media literacy is continuous.

On Media Industry

Parents regard the media industry as co-responsible for protecting their children. Only a few new media providers have procedures to protect children rights with regard to privacy, data collection, in-app purchases and so on.

On Civil society

Many initiatives, organized on a local scale. The Mediawijzer.net network comprises over 1000 organizations, most of them related to education, others to parental mediation. Daycare centers are becoming aware of ML but are not very active yet. A new interest is growing for initiatives through which youngsters learn by themselves and from each other, in informal situations outside the domains of school and home.

In addition to the above-mentioned activities, some more have been developed to a) define ML competence levels for 12-18 yrs (one of the conclusions was that there was no need for differentiating between competence levels) and b) a self assessment test on media literacy in schools (student, teachers, management). Three platforms for exchanging ML lesson material and testing (self-assessment) levels will be ready by end of 2014: one for teachers with material to be used in regular lessons, one for training teachers and one for teaching teacher-students.

Budget

A budget of about 150.000 euro was indicated. Some more comprehensive program activities though have been delayed waiting additional funding.

Further Information

Annex N1

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Norway

A number of studies have been carried out recently in Norway on media literacy related issues. Such as digital competence among adults, digital competence and use of ICT tools in schools, internet use among immigrants and so on. Norway decided to examine those studies in depth and compile a meta-research. The review is based on previous EC studies and conceptual framework.

- The study classifies research regarding media use and media literacy in the Norwegian population.

- Conducted by two researchers from the University of Oslo for NMA

- The Norwegian collaboration network on media literacy function as a reference group

- What do we know and don't know?

- What kind of research do we need in the future?

Activities

With modest financial resources the Norwegian Media Authority, in collaboration with the University of Oslo, has examined 13 studies from 2010 to 2014 to evaluate findings regarding critical thinking, media availability, use skills, media regulation and communicative abilities as they have been defined in the EC studies. It is a very useful meta-research on ML offering a systematic overview of studies regarding media use in the population and examining how these relate to different aspects of media literacy. The research is covering the whole population, including the latest PIACC survey regarding literacy in the adult population.

Results

- Use skills: the studies provide a many-facetted picture of use skills and it is the best covered field on media literacy in Norway.

Computer- and Internet skills are covered more widely in the adult population rather than among youth and children. Within the adult population there are large varieties in the computer- and internet skills, regarding socioeconomic status and immigration background.

-Balanced and active media use: the studies give a better picture of balanced and active media use among children than adults. They also show differences in media use regarding age, sex, immigrant background and socioeconomic status.

Advanced internet use: is well covered in children, youth and adults.

- Critical understanding: is partly examined in the studies.

Knowledge regarding media and media regulation: none of the studies cover this in the adult population. For children and youth there are some questions covering a few indicators knowledge regarding media and media regulation.

-Understanding of media content: the studies cover some, but far from all of the indicators when it comes to children. Primarily it is children's experience of media content online that is covered.

-User behavior is partly covered with data on indicators: information search, behavior regarding sharing of personal information and children's behavior to classify information.

- Communicative skills: is partly examined in the studies.

-Social skills: is covered to some extent when it comes to youth and children, more than in the adult population.

-Participation public debate: none of the studies examine participation public debate.

-Content production: is covered in some extent regarding children and youth.
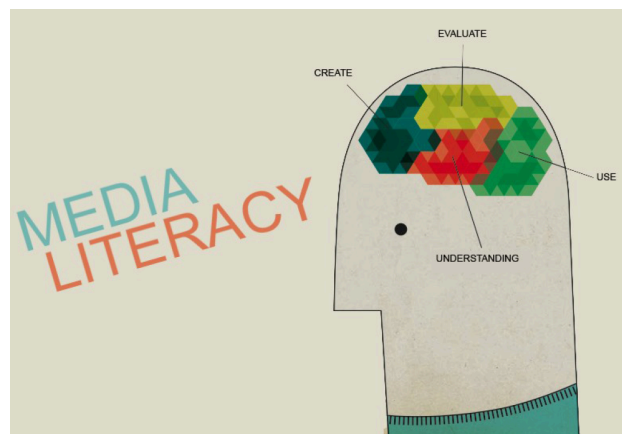
Further Information

http://www.medietilsynet.no/Aktuelt/Nyheter/rapport_mediekompetanse_2014/

Contacts

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Romania

Within the EC pilot initiative, Romania put in place an impressive system, assessing critical skills and information trust. It used a questionnaire that was delivered by the Ministry of Education, to 209 secondary schools and was answered by 31.231 students aged 15-19 years old. The survey sample was almost equally divided between males and females as well as between residents of rural and urban areas. Although Romania has ranked in the last positions in previous EC studies, the pilot self-assessment seems instead to show much better results. However, it should be noted that the results are not comparable with each other because the methodology used was different. In particular the type of questions and the way they have been asked could have led to over estimating conclusions. Still such a high number of replies demonstrates how cooperation between institutions, research and the educational system can provide fresh information which is beneficial for future initiatives.

Activities

The questionnaire focused on information sources, the evaluation of their use and awareness of media regulations. Users' behaviour when faced with media content and messages was also part of the investigation.

Results

31.231 students aged 15-19 years answered the questionnaire.
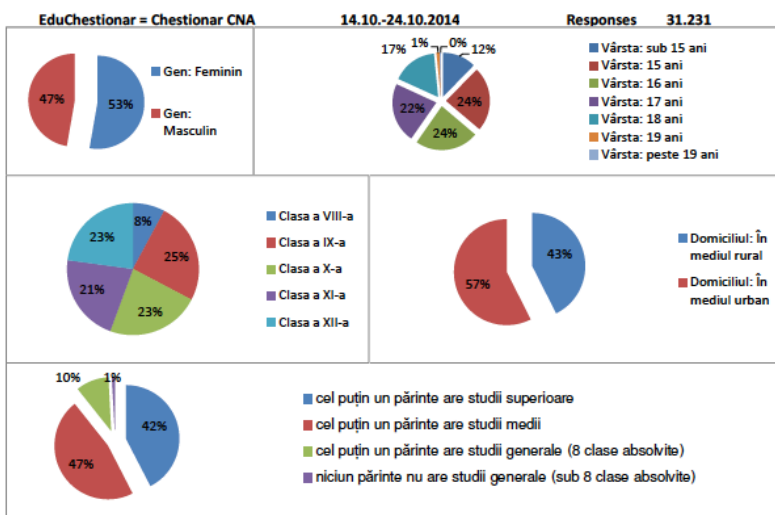
Looking at the results provided by the answers to the questionnaire, the following significant aspects are worth mentioning:

A number of results addressed media consumption preferences and media content. Students prefer Internet to TV, while music is the first media content they look for.

Regarding the trust students place in media, most of them answered that media can only be partly trusted and provided a ranking of which media they trust most.

The impact of violence shown on TV and perception of advertising were evaluated. Students seemed to be aware of media legislation, copyright infringements and advertising rules. They rely on their own personal judgment when exposed to information presented by partial sources.

Based on the survey findings, Romania concluded that students have a higher level of media literacy in respect to what is reported in EC studies, as they are able to access and use different media, have critical capacities and are aware of media policies. However, there is still room for improvement.

Further Information

The Media Competence curriculum (in Romanian) http://www.edu.ro/index.php/articles/6343

Annex R1 ML summary Romania

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Slovakia

Slovakia has done a comprehensive study whose initial findings are going to be available soon, while its full deliverables will be finalized by end of 2015. Following the EC initiative, the faculty of Mass Media Communication of the University of Ss. Cyril and Methodius in Trnava received a grant from the Slovak Research and Development Agency for a project oriented to evaluation of media literacy in Slovakia. The main objective of the project is the pilot testing of a system of measurement and assessment of media literacy levels of the Slovak population in accordance with the questionnaire, methodology and recommendations set out in the Testing and Refining Media Literacy Levels and Study on Assessment Criteria for Media Literacy Levels.

During the second phase, which began in March 2014, the project team worked on the quantitative research approach with aim to analyze media literacy level of adult population of Slovak republic.
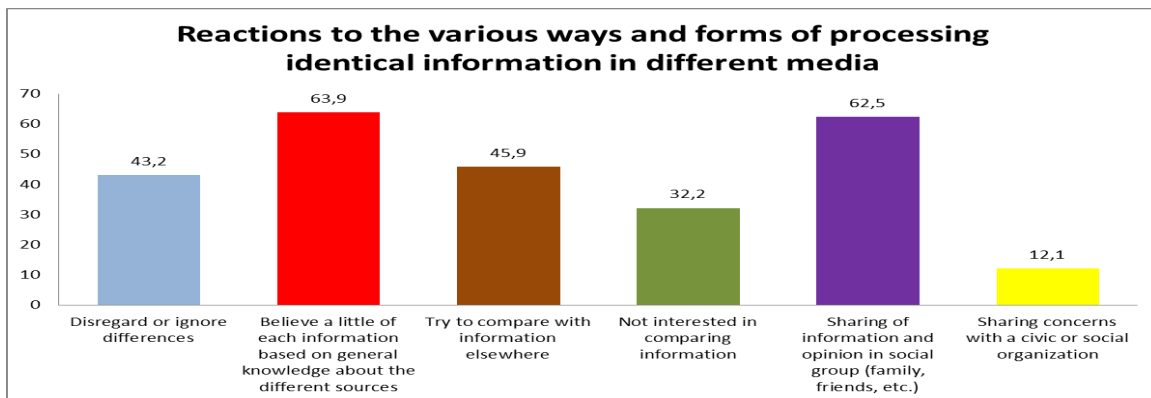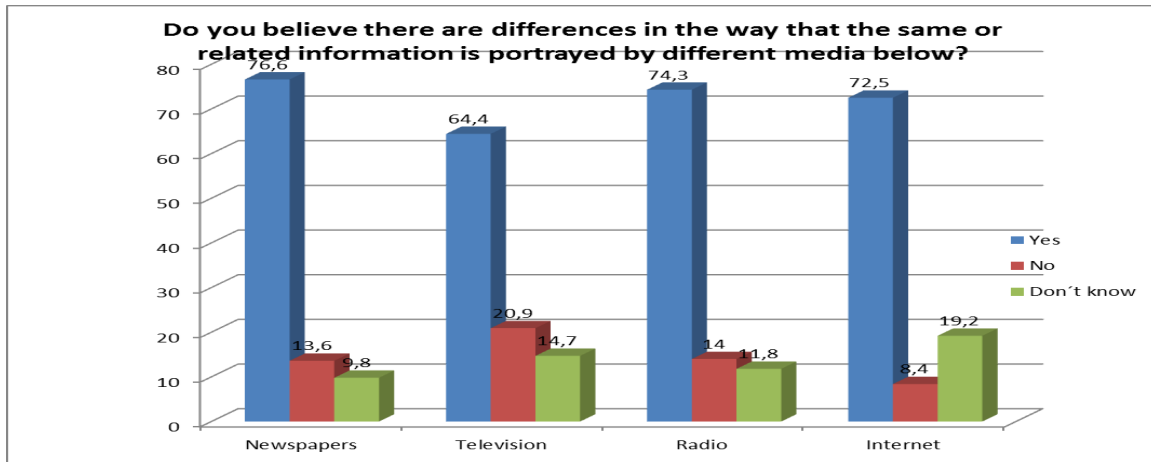
Activities

The overall objective of the study is to implement, in the Slovak conditions, the most appropriate research strategies enabling to evaluate the level of media literacy in the whole range of age categories, levels of education, residence and other social and demographic indicators. Face-to-face interviews with 2815 respondents aged 16-83 years old were carried out among other research activities. A structured questionnaire similar to the one used in the EC study (with nine more questions) was used in addition to a well-refined methodology.

A major aim is to identify the most important examples of good practices that can serve as an inspiration and a point of reference for the follow-up activities, initiatives and projects. The intention is to make such a research procedure repeatable with time interval and in this way achieve the idea about trends in the media literacy development.

Besides the quantitative research, Slovakia also intends to integrate smaller qualitative research studies within the project: a) A survey study focused on media and information literacy of physically handicapped citizens. Specifically, we will focus on the group of blind and visually impaired people and b) Collection of good practice examples in the field of media education.

Some preliminary results

Some preliminary results have been offered (full report by end of 2015). They showed for instance media consumption habits (with traditional TV and 'free' media playing an important part; print media decreasing; Internet use growing). Data were also anticipated regarding information trust.

Do you believe there are differences in the way that the same or related information is portrayed by different media below?

Media	Yes	No	Don't know
Newspapers	76,6	13,6	9,8
Television	64,4	20,9	14,7
Radio	74,3	14	11,8
Internet	72,5	8,4	19,2

Reactions to the various ways and forms of processing identical information in different media

Reaction	Value
Disregard or ignore differences	43,2
Believe a little of each information based on general knowledge about the different sources	63,9
Try to compare with information elsewhere	45,9
Not interested in comparing information	32,2
Sharing of information and opinion in social group (family, friends, etc.)	62,5
Sharing concerns with a civic or social organization	12,1

Interesting reflections have been made about the fact that certain media seems to be popular with people even if they do not trust them, in order just to be entertained.

Other findings were about assessing environmental factors, including the level of knowledge of media content regulation, advertising and copyright issues. Furthermore interest in citizens' participation to public life such as signing online petitions was also investigated.

Uploading photos seems to be the easiest 'production' online activity, with creating audio or video files being a rare activity. A positive attitude to new communication technologies is age-polarized. The older the respondents, the less open they are towards innovations. However, also older generation believes that new technologies (mainly cell phones) are very useful.

Budget
To implement the project, a grant of € 146 581 has been allocated.
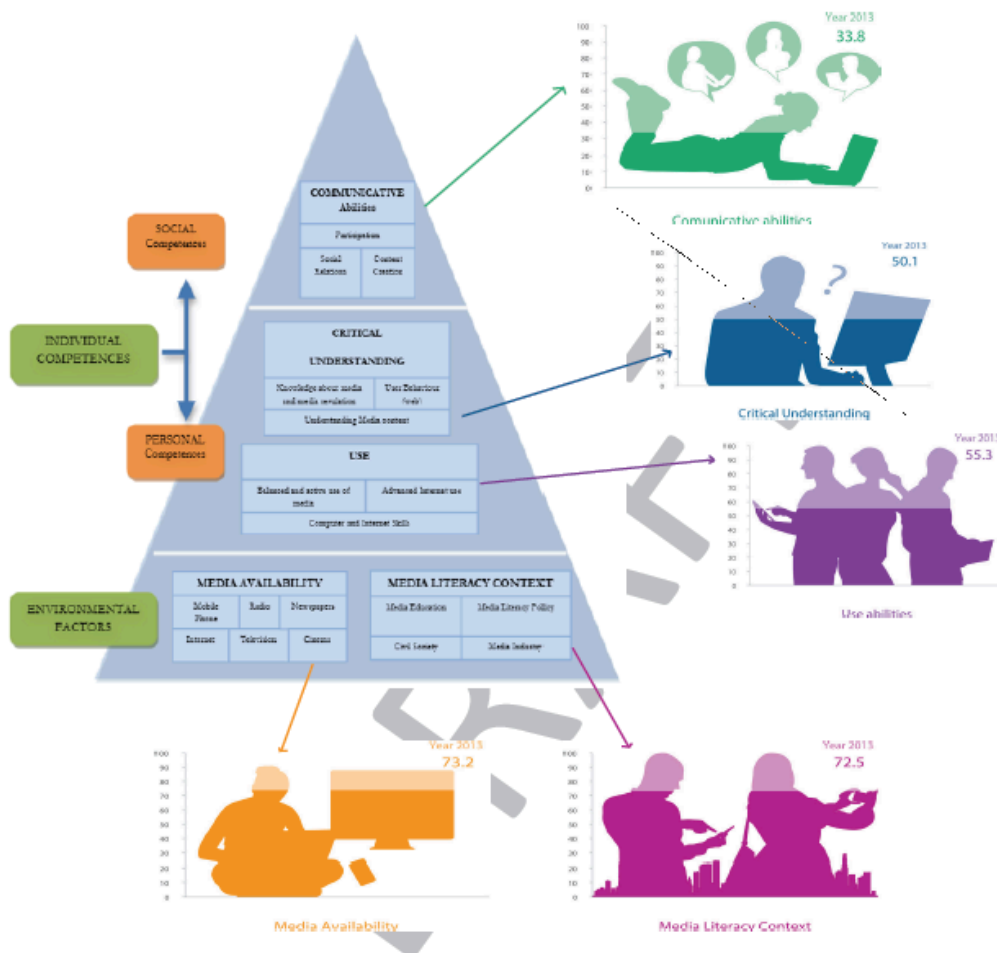
Further Information
Annex SL1 ML Presentation

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Spain

Spain was active through the University of Barcelona which provided a number of information based on previous Europe-wide studies in which they were involved such as Emedus and FilmEd as well as national pieces of research such as the DINAMIC project, carried out with the Ministry of Economy and Competitiveness.

Activities

Spain aimed to collect indicators and data about media literacy bringing up to date previous EC studies criteria. The data collected refer mainly to data available from Eurostat and OECD and to the systematisation of the different findings of Emedus.

Results

In line with the EC studies criteria, indicators were weighted and the respective data were reported on the following:

- Media Availability (mobile phones, Internet, television and broadband penetration rate (Source Eurostat, 2013);
- Media Education. Media Education is included in Spain's curricula under cross-curricular approach. Indicators about teacher training in Media Literacy (40%) and in Digital Literacy (30%) and Media Literacy Assessment Framework (30%) (Emedus/UAB, 2014);
- Media Literacy policy (Indicators: Laws (40%), Reforms (30%), ICT plan (10%), Media Literacy Plan (10%), Specialised Media Literacy/Education Public Agency (10%). There is no specific plan on Media Literacy in Spain but some legal texts include references (Emedus/UAB, 2014);
- Civil Society. Indicators: Media Education Associations, Film Festivals, Media Education Initiatives, Media Literacy Awards (Emedus/UAB, 2014, FilmEd, 2014);
- Media Industry. Indicators: 60% Large ICT Enterprises related to ME and 40% Industry associations related to ME (Emedus/UAB, 2014);
- Use Abilities. Computer skills, Internet skills, Internet use, Mobile phone, buying on internet, reading online newspaper, internet banking (with different weights)(Eurostat, 2013);
- Critical understanding. Indicators: Literacy 80% (OECD-PIAAC, 2013), Reading 20% (OECD-PISA, 2013);
- Communicative Abilities. Indicators: Posted messages to chat rooms, Interaction with public authorities, uploading content, chat sites, create a web page (with different weight). (Eurostat, 2013).

Other outcomes:

- Communicative abilities: Students participation in film production (30.5%) (FilmEd, 2014). Media literacy context: Film Literacy teaching (primary: 15.6%; secondary: 24.1%) (FilmEd, 2014).
- Promoting media competence among teachers. Common Digital Competence Framework for Teachers (INTEF, 2013).

Using the respective data trends over time can be showed.

Further Information

Annex S1 ML levels PPT

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