



D2.2 Report on Research, Review and Analysis (WP2)



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Executive Summary	<p>Research for this report was conducted between September 2023 and January of 2024 as part of the TeaMLit project, looking at 8 regions and countries – France, Poland, Croatia, Bulgaria, Luxembourg, and Belgium-Wallonia, and Spain and Catalonia. The report's main findings include the following:</p> <ul style="list-style-type: none"> • Interest in MIL education is being driven by phenomena such as disinformation and fake news, which are increasingly recognised as being important, and in urgent need of addressing. • An over-emphasis on use of media and technological solutions in MIL education was observed, although some regions/countries are beginning to put more emphasis on critical thinking. • Significant variation in approaches to implementing MIL was observed between countries. Also, we were faced with translation disparities in certain countries and regions. • NGO's have played an essential role in providing MIL education to educators in almost every context. However, governments may be becoming overly reliant on them, and consequently neglecting the implementation of more uniform, centralised interventions. • Fact-checking organisations are also found to be playing an increasingly important role in MIL

education, and were present in most country researched for this report.

- MIL was frequently not an explicit part of the core curriculum. When included, it tended to be spread diffusely throughout the curricula of related subjects.
- MIL education was often broadly defined, without clear objectives, learning outcomes, or teaching guidelines. As such, the education students receive is largely dependent on teachers' own expertise, experience, and resources.
- MIL education in some countries is not a core part of teacher pre-service training. When present, disparities were frequently observed between institutions and regions.
- For in-service teachers, examples were found where ongoing professional development in MIL is offered on a voluntary or optional basis, despite ongoing training being essential for keeping pace with rapidly evolving media trends.
- Some educational contexts studied showed underfunding and resource limitation, as well as overworked teachers, all of which are significant barriers which need to be addressed in order to integrate MIL education most effectively.
- Efficacy of existing MIL education is difficult to measure, given the heterogeneity of approaches, and the absence of evaluation tools and frameworks.

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1. Introduction

This is the second of three reports to be published as part of the TeaMLit project – Teacher Education in Digital and Media Literacy: Offering Guidance, Resources, and Support for Teacher Trainers in Europe – which has been funded by the European Media and Information Fund (EMIF). TeaMLit aims to map, frame, and analyse current practices, barriers, and opportunities in initial and in-service teacher training and continuing professional development in Media and Information Literacy (MIL). The timeframe for the project spans 18 months, from January 2023 to June 2024. This report covers Spain and Catalonia, France, Poland, Croatia, Bulgaria, Luxembourg, and Belgium-Wallonia. The report is structured into eight key sections, each offering insights into the contemporary state of MIL teacher training in the respective countries and regions.

Beyond research, the project aims to create a sustainable network providing European teacher educators and trainers in MIL with guidance, resources, and support, helping them to develop students' abilities to identify and counteract disinformation. To ensure these supports have the greatest impact, a deep understanding of the current state of MIL training in Europe is required. The project champions the belief that teachers are crucial in empowering young citizens by fostering classroom media and information literacy. Teachers require the most up-to-date knowledge, skills, and resources to fulfil this role effectively.

TeaMLit comprises the following partners: Media and Learning Association (Belgium); Association for Communication and Media Culture (Croatia); Heidelberg School of Education (Germany); Mediawijs (Belgium); Dublin City University Institute for Media, Democracy, and Society (Ireland) and the Finnish Society on Media Education (Finland) as well as a host of supporting partners.

Subsequent sections of this introduction clarify TeaMLit's perspective on MIL, drawing from the collective expertise of project partners and ongoing academic and field discussions. A brief description of the methodologies used is included to ensure the accuracy of findings and their potential for replication.

This report will consist of detailed analyses for each region and country studied. These are segmented into four key sections: MIL context, current practices, mapping of both pre- and in-service teacher training, and relevant policies guiding MIL initiatives within each respective country or region.

Media and Information Literacy (MIL) Concept

The TeaMLit project considers that Media and Information Literacy (MIL) refers to interlinked competencies and knowledge required to access, find, analyse, evaluate and produce media. MIL education aims at developing people's critical skills for becoming well-informed, empowered and responsible citizens in democratic, equity- and justice-based societies. The subjects or topics related to MIL might involve but are not limited to

critical thinking, dis-/mis-information, (social) media, multimodality, new literacies, online safety, data literacy, conspiracy theories, cyber issues, digital and technology skills etc.

Methodological Considerations

Using a qualitative approach, the study primarily employed desk research and interviews.

To investigate the state of Media and Information Literacy (MIL) education and teacher training in the selected countries, a comprehensive analysis of documents from Academic Repository Databases, such as Scopus, ScholarAI, and Google Scholar, was also conducted, while for translation of certain documents and articles, we used DeepL.

For exploring MIL training for teachers in the target countries and regions, desk research was employed, to analyse academic papers, policies, reports, and institutional websites that might offer MIL education and training for teachers in each country. Access to course content and syllabi was crucial, though not always available.

In the study's final stage, semi-structured, in-depth interviews were conducted with key stakeholders in each country. The focus was on exploring the practices, contexts, and experiences of teaching and learning MIL and related subjects, involving teachers, educators, trainers, and other stakeholders within the MIL ecosystem.

The objective was to identify and analyse available resources, understand and contextualise various programmes, projects, and initiatives, and gather information about student profiles, practical applications, and future developments. A total of 19 interviews were conducted, which significantly enriched our overall assessment of the situation and context in each country.

2. Croatia

Croatia, located at the Central, Mediterranean, and Southeast European crossroads, boasts a significant Adriatic Sea coastline. Its population decreased from 4.7 million in 1991 to 3.8 million in 2022. Croatian is the official language, and while Croats constitute over 90% of the population, 22 constitutionally recognised minorities exist, including Serbians and Bosnians. Economically, after witnessing an 8.4% GDP contraction in 2020, 2021 saw a robust 10.4% growth, second in the EU after Ireland. The country's economy heavily depends on tourism and services, which are still recovering from pandemic impacts. Politically, since its 1991 independence from Yugoslavia, the HDZ party has often been in power, and has been leading a coalition government since the 2020 elections.

2.1 MIL in Croatia

Media literacy in Croatia faces significant challenges. The 2022 Media Pluralism Monitor (MPM) reports a high-risk score for media literacy in the country. While media literacy elements are present in Croatian language subjects in primary and secondary school and the Agency for Electronic Media is creating resources for its promotion, a comprehensive national strategy is necessary. This need persists despite media and digital literacy being recognised in key documents like the National Development Strategy 2030 and the Recovery and Resilience Plan 2021-2026. The Ministry of Culture and Media acknowledges the importance of media literacy but lacks concrete strategies with measurable outcomes. Croatia also struggles with illegal and harmful speech, categorised as a medium risk by MPM 2022. The COVID-19 pandemic saw a significant rise in disinformation, largely driven by anti-vaccination and anti-mask individuals and groups, spread via social media and messaging apps. While the Electronic Media Act (2021) addresses false information, it does not cover these digital platforms.

While there isn't a distinct legal structure or specific organisation centred on media literacy in the country, the Agency for Electronic Media (AEM), designated by the 2009 Electronic Media Act (revised in 2021), leads media literacy efforts. As an autonomous regulatory body, its goals include supporting public interest and media diversity, maintaining public confidence through transparent and professional operations, advocating media literacy, ensuring quality Croatian audiovisual content production, and guaranteeing fair conditions for the evolution and freedom of media. The AEM runs the "Media Literacy Days", through which they have organised over 266 events in 115 cities, with more than 16,000 participants, since its 2018 inception. The AEM also manages a national media literacy portal, offering resources and information on media's impact and safe media usage for various age groups, especially targeting parents and educators.

Media Culture is not a subject, but a domain within the Croatian language course. However, media culture was the name of that domain before 2019. This was changed by the curricular reform and now the domain bears a name Culture and Media (domain C) and should be used as such in this report. With the change of name, there were also big changes in the content. Namely, while in the previous period the emphasis was placed on film literacy, the curricular reform included all important elements of media literacy, with a special emphasis on digital media and technologies with which children spend the most time, which actually shows that in terms of content modernisation, important changes

were done. The entire curriculum is based on learning outcomes, not on content as was the case previously, and it depends on the teachers which type of media they will use to educate students about, for example. As with many European countries, the challenge is effectively integrating this education into curricula, considering the rapid evolution of media, and its societal impact. Thus, prioritising a comprehensive approach to MIL in school curricula and ensuring adequate teacher training is essential (EDMO, Country Profile, 2022; MPM, 2022).

2.2 MIL in Croatia's Education System

In Croatian schools, Media and Information Literacy (MIL) education is inconsistently integrated, largely relying on individual teachers' initiative rather than a systematic, uniform approach. While MIL is present in primary and secondary education, the absence of a clear and consistent framework poses challenges for its effective implementation. Generally, Croatian schools adopt two main approaches to MIL education. However, despite a public demand for enhanced media literacy, the Ministry of Science and Education has given priority to digital competencies, often overlooking specific research findings in MIL.

The integration of Media and Information Literacy (MIL) into Croatian classrooms involves governmental agencies like the *Agencija za odgoj i obrazovanje* (AZOO) (the Education and Teacher and Training Agency). Established in 2006, AZOO, under the Ministry of Science and Education, provides professional guidance in the field of MIL, and since 2017, have provided MIL teacher training for preschool to secondary levels. AZOO also oversees teachers' ongoing professional development, allowing them to earn credits in accredited education programmes. MIL content is also present in Informatics (with an emphasis on digital literacy). MIL is also implemented in schools through additional media literacy hours, extracurricular activities, and cross-curricular topics (e.g. use of information and communication technology, civic education, health, personal and social development and learning how to learn), that all professors can implement into their subjects, regardless of the primary subject they teach. The "Whole day school" programme, funded by the European Commission, aims to extend school hours, emphasising digital competencies and assisting parents with homework responsibilities. The Croatian school system is also notable for its journalism activities. Numerous schools have journalism interest groups that produce school papers and magazines, emphasising media literacy. Unique to the region, these efforts are recognised by the Ministry of Science and Education, which awards exemplary school publications to schools which apply for the LiDraNo – a student competition which exhibits literary, drama and journalistic creativity.

The second approach utilised by the Croatian education system in integrating MIL is to use school librarians. Every school must have a library, staffed by librarians who often lead extracurricular programmes on media literacy. They address topics aimed at critical evaluation of media content – disinformation, manipulative media content, product placement, etc. Librarians, generally better trained in media literacy than Croatian language teachers, are often invited to collaborate in teaching MIL components in language classes, a practice that became more pronounced during the pandemic. This has reinforced their position as reliable information providers. Librarians however, although present in every school, have yet to set a curriculum, making their involvement with media literacy dependent on school leadership.

2.3 MIL in Teacher Training

While improvements in media literacy education are evident through extracurricular activities and the emergence of innovative models, including private programmes, there remains a gap in providing adequate support and resources for teachers to sustainably implement media education programmes. Positive developments are seen in pre-service teacher education at Croatian universities, such as the University of Zagreb, the University of Osijek, the University of Zadar, and the University of Rijeka. For in-service teachers, NGOs also play a key role in offering support and resources for media literacy education.

2.3.1 Pre-Service Training

Future Croatian language teachers are educated at six universities across Croatia, spanning seven faculties, although there is an uneven practice in media education for teachers within the formal education system.

The University of Zagreb's Faculty of Teacher Education offers specialised courses on media interaction for preschool children, emphasising critical thinking through the analysis of media tools like advertisements, cartoons, and media violence. The curriculum also considers the appropriate age for media technology exposure and focuses on a dual approach, which incorporates both the critical evaluation and production of media content.

In the University of Zagreb's Early and Preschool Education undergraduate course, key modules include 'ICT in Education', focusing on digital and information literacy, online safety, and multimedia in education. The curriculum also encourages STEM approaches and activities tailored for preschool-age children. The "Methodology of Croatian Language and Literature 2" module for third-year students addresses the impact of media on early childhood speech and literacy, providing strategies for integrating media literacy into teaching practices. The course provides educators with the competencies to ensure children can navigate media-saturated environment effectively while developing foundational literacy and communication skills. The mandatory "Media Culture" module introduces students to media culture for young children, covering the interdependence of media, their intertwining information flows, the expressive-communication features of the historical development of individual media, and the informative, aesthetic, entertainment, and educational roles of media. This module aims to equip students with the ability to advise on media content choices for children and to adapt curriculums to new media and communication technologies.

At the master's level, the "Classical and New Media in Early Age" module explores media culture concepts and the relationship between narrative literature and film in new media. It emphasises critical evaluation skills, understanding story transmission across different media, and the ability to conduct research in media work with children. The "Child, Educator, Parents, Media" course is a compulsory part of the University Graduate Study in "Early and Preschool Education", emphasises the role of educators and institutions in fostering MIL skills. The curriculum covers a broad spectrum of topics, from the influence of mass media to the promotion of various literacies—media, digital, informational, and visual—highlighting the educator's and institution's role in fostering these skills. The course concludes with a focus on the importance of developing digital competencies, underscoring lifelong learning and adaptability in educational practices. The university also

offers an integrated undergraduate and master's programme with modules like "Interdisciplinary Approach to Media", training primary school teachers in traditional and advanced media technologies, and Introduction to Informatics, which integrates media literacy with ICT. Additionally, the "Methodology of Croatian Language IV" course in this programme teaches students how to critically assess media content, use media in teaching, and equips them with the skills to effectively teach media culture and media literacy.

At the University of Osijek, the Integrated Undergraduate and Graduate University Teacher Study Programme includes several modules focusing on media culture MIL. The "Children's Media Culture in English" module prepares students to understand and critically analyse contemporary children's media culture, covering electronic media history, cognitive development, and children's media perception. Students learn to creatively interpret media content and integrate it into foreign language teaching, through analysis of English media content (films, series, edutainment, video games, websites, advertising material). The "Media Culture" module, similarly named to one at the University of Zagreb but with a focus on misinformation and disinformation, is a compulsory part of the first-year Teacher Study Programme. It teaches students to critically evaluate print, radio, and television, and develop skills to distinguish between facts and opinions and evaluate the authenticity and quality of information. The "Visual Communication and Design" course covers both theoretical and practical aspects of visual communication and design. It explores theoretical concepts like the ambiguity of words, clarity of images, and the relationship between form and function, as well as art and industry. On the practical side, it includes graphic design methods, mass media, information design, virtual space, and visual communication technologies like composition, framing, and editing. This comprehensive approach equips students with the skills to design interactions and user interfaces for screen presentations. Additionally, in the Early and Preschool Education University Study programme, the "Children's Literature with Media Culture" module focuses on developing media literacy and critical evaluation skills regarding media content. Students engage in an in-depth study of children's literature and media culture, learning to discern fact from misinformation and critically analyse media messages. This course covers various forms of children's literary works and the historical impact of cultural media like theatre and film.

At the University of Rijeka, the core module "Information Literacy" in the Undergraduate Programme for Early and Preschool Education develops skills in interpreting and using modern IT concepts. The lectures cover multiple aspects of computer science and information analysis, including the evolution of computers, computer structures, data storage, number systems, operating systems, programming, and computer networks. Students learn to analyse information from various sources and effectively write and format text, as well as create spreadsheets and charts on a computer.

Although we could not access the syllabi of the modules provided by the Department of Teacher Education Studies in Gospić, the University of Zadar offers a module on Media Culture in its Integrated Undergraduate and Graduate Study Programme of Teacher Education/Primary Education. Other elective modules include "Internet at School", "Introduction to Film Studies", "Visual Communications", "Introduction to Programming", "Theory Practice and Media", "Media Language", "Teaching Information Literacy", and "Media Theories and Methods".

2.3.2 In-Service Training

In Croatia, several organisations provide training and resources for in-service teachers in media literacy, ranging from NGOs to government-backed entities. The Croatian Academic and Research Network (CARNET), established in 1991 and part of the Ministry of Science and Education, advances ICT in education. Initially the country's sole Internet provider, CARNET now connects educational institutions (primary, secondary and third level) and public entities (ministries, hospitals, etc.) nationwide. It offers over 70 services, including education, multimedia, and computer security, as well as customer support, accessible via the AAI@EduHr electronic identity system. CARNET aims to promote "digital maturity" in schools through key projects. These include the "e-Schools" initiative, offering a variety of online courses such as multimedia, digital content creation, information literacy, teaching with digital technologies, and programming. These courses aim to improve digital skills in schools. Another major project is DIKOBRAZ, in partnership with the University of Osijek, which focuses on enhancing digital skills in education and providing specialised training in programming.

The Association for Communication and Media Culture (DKMK), established by university professors and students of journalism, media, and communication science in 2011, is the most prominent civil society organisation for media education in Croatia, becoming well recognised for their approach to media literacy with children, parents and teachers throughout Croatia. They also work with librarians and professionals in the educational system and introduced unique workshops on media literacy for senior citizens during the pandemic. DKMK has strong links with the Education and Teacher Training Agency (AZOO) and provides professional oriented media literacy educational programmes for teachers. Since 2011, DKMK has organised more than 1,500 workshops, interactive lectures, and webinars throughout Croatia for more than 40,000 children, students, parents, teachers, librarians, educators, and seniors. Most of these workshops are focused on Internet addiction, Cyberbullying prevention, Advertising and Propaganda, Representation of Beauty and Stereotypes in the Media, Influence of Video Games, Sexting, Disinformation, Algorithms and Artificial Intelligence. Thanks to the scientific work of the academics that established the organisation, it is recognised for research work in media literacy field. The organisation published 18 educational brochures, manuals, and books for children, young, parents and educational professionals. It has implemented 65 national and 8 international media literacy projects. It has also participated in research for the General comment No. 25 (2021) on UN children's rights in relation to the digital environment and in 2017 it was awarded with the Evens Foundation Special Jury Prize for media literacy. In 2023, together with The Office for Cooperation with NGOs – Government of the Republic of Croatia, it has established special media literacy prize MEDIA SOCRATES for the best media literacy teachers and professional associates at the national level.

The Croatian Safer Internet Centre (SIC) promotes safer and responsible internet use among youth. It offers interactive lectures, resources, a helpline for internet issues, and a hotline for support and technical advice, as well as reporting illegal online content. A significant achievement for the SIC was the organisation of Safer Internet Day (SID), underscoring a national effort to educate on digital safety. In 2021, SID featured various activities, including webinars, a podcast for parents, an online quiz for children, and workshops.

Telecentar, a Zagreb-based, non-governmental, non-profit organisation established in 2005 in Zagreb, focuses on lifelong learning, digital and media literacy, and social entrepreneurship. Since 2020, it has led the Croatian Digital Literacy Network, a network comprising 25 members from civil society, academia, and local governments, operating several working groups focused on digital inclusion, education, transformation of work, talent development, and research. This network enhances digital literacy through research and policy guidance, with key initiatives including scientific studies, capacity-building for educators, and the application of audiovisual technologies in learning. Telecentar also collaborates on the European Social Fund supported "Media education is important.MOV" project¹, in which the Association for Communication and Media Culture is also a partner, creating a directory of media literacy organisations.

Suradnici u učenju (Partners in Learning) is a community of teachers across Croatia that supports and showcases innovative teaching methods by providing a platform for teachers to share and develop their practices. Focused on continuous professional development and creativity, this online community, primarily for primary and secondary educators, encourages the use of educational technologies and mutual learning among teachers. Content and resources are predominantly created by teachers for teachers, leveraging their direct experience in primary and secondary education.

The Croatian Film Association, established in 1928 and part of the Croatian Technical Culture Union, supports amateur film and video creators, including school children and adults. It provides financial, managerial, and expert assistance to a network of cinema and video clubs and individuals and educates mentors and group members. The Association also showcases and critiques films, preserves significant works, and is affiliated with UNICA, overseeing 162 youth clubs, 33 associations, and many independent filmmakers.

Founded in 2011, Alternator, a non-profit organisation, champions art, creativity, inclusivity, and children's rights, especially for those with developmental disabilities. It leads Croatia's inclusive Children's Rights Festival, started in 2009, which uses cinema to advocate for children's rights across 22 cities. Adapting to digital and TV formats during the pandemic, the festival offers free access and spotlights films by young creators, promoting media literacy and communication. Supported by organisations like UNICEF and the European Commission, Alternator ensures the festival's ongoing success and inclusivity.

The medijskapismenost.hr portal, initiated by the Agency for Electronic Media and UNICEF serves as a crucial platform for promoting media literacy in Croatia. It offers a range of resources, including educational materials for preschools and schools, best practices, and parental guidance. The portal extensively covers topics like the impact of various media, internet safety, disinformation, and global media trends, as well as policies related to media literacy and education. Additionally, the portal is the main platform for Croatia's annual Media Literacy Days, which began in 2018. These events are coordinated by the Agency for Electronic Media and UNICEF, with support from the Ministry of Culture and Media and the Ministry of Science and Education. The initiative aims to improve public knowledge about media literacy and encourage critical thinking about media content. It provides educational opportunities in media literacy for children, youth, and educators.

¹ Media education is important. MOV. Directory of actors in media education.
<https://mov.com.hr/2023/08/11/637/>

The 2023 edition, marking its sixth year, successfully hosted over 605 events across 185 cities, attracting participation from over 30,000 individuals including young people, educators, and librarians.

Despite the efforts of these NGOs in promoting media literacy, research among Croatian language and classroom teachers (1 to 4 grade in primary school, students aged 7 to 10) from November 2021 to February 2022 reveals that 58.2% of Croatian language teachers and 62.3% of classroom teachers feel they lack adequate media literacy education. Despite 70% recognising sensationalism in media and 74% maintaining a critical view towards information sources, their engagement in media content creation is low, with 56% never recording audio/video and 64% not creating social network profiles or groups. Only 12.6% of classroom teachers and 21.9% of Croatian language teachers have participated in informal media education programmes².

2.4 Final Comments

The successful integration of MIL into the curricula of teacher education programmes in universities such as Zagreb and Osijek, emphasising both theoretical and practical aspects of media literacy, demonstrates Croatia's response to the increasing importance of MIL in the digital era. This progression is not uniform across all institutions, indicating a need for more consistent and centralised approaches in MIL education. However, challenges remain, particularly in providing uniform training and resources for in-service teachers, as ongoing professional development is essential for educators to keep pace with rapidly evolving media trends. Collaborative efforts, such as partnerships between educational institutions, NGOs, and government bodies, are positively impacting the MIL landscape. To further enhance MIL in Croatia, a more cohesive national strategy, focused on uniformity in training and integration of various initiatives, is crucial and needed.

² With information from Lana Ciboci Perša, Danijel Labaš, Ivan Burić

3. Spain

Spain is a democratic country with a constitutional monarchy, where the King is the head of state. It has separate legislative, executive, and judicial branches. The 1978 Constitution, which is the highest law, guarantees education rights and academic freedom. Spain is decentralised, giving autonomy to its regions, provinces, and cities. Education management is shared between the national government (Ministry of Education and Vocational Training), regions, and local municipalities. The country faces an ageing population and high youth unemployment but has more immigrants than emigrants. Spain is multilingual, recognising co-official languages alongside Spanish, including Catalan, Occitan (Aranese), Valencian, Galician, and Basque in certain Autonomous Communities. Spain has a diverse population from Europe, Africa, and South America. Unemployment, especially among the youth and those over 45, is a key issue, with a higher impact on women. However, employment rates have improved across all education levels and age groups between 2010 and 2021³.

3.1 MIL in Spain

In Spain, there is an ongoing debate about how to define Media and Information Literacy (MIL) and what to call it in Spanish. Terms range from "Alfabetización" (Literacy) to "Educomunicación" (Media Education). Research, including interviews and document analysis, shows varied perceptions of MIL in Spain. The term "Alfabetización Mediática" is commonly used in official contexts but may not fully encompass all MIL aspects. Another concern is the longstanding dominance of discussions around Information and Communication Technology (ICT) in Spain. Significant dispersion has defined digital competence, creating uncertainty in potential implementation programmes (Sádaba and Salaverría, 2023). Education policy development in the country initially focused heavily on technology, but more recently, there has been a shift towards a more comprehensive approach to addressing various aspects of MIL. This shift has been particularly notable in discussions related to misinformation and disinformation. This change aligns with trends in other countries, as mentioned in our first report⁴.

Spain's education system has significantly integrated MIL and digital competence, highlighted by two key legislations. The Organic Law of Education (LOE) embeds media literacy in educational curricula, fostering critical thinking and responsible digital media use, addressing online violence, and promoting inclusivity for students with special educational needs. Each of Spain's 17 autonomous regions tailors its curriculum based on the Organic Law, with Catalonia and Valencia having unique audiovisual regulations supporting MIL. The "Ley General de la Comunicación Audiovisual 2022" (General Law on Audiovisual Communication 2022) sets the general principles of audiovisual communication in Spain. It underlines the promotion of MIL, particularly in Article 10, which mandates collaboration among audiovisual authorities, service providers, and

³ European Commission, Eurydice. (2023) Overview - Spain. Available at: <https://eurydice.eacea.ec.europa.eu/national-education-systems/spain/overview> (Accessed: 27 November 2023).

⁴ TeaMLit: first research results on Teacher Education in Media and Information Literacy. <https://media-and-learning.eu/subject/media-literacy/teamlit-first-research-results-on-teacher-education-in-media-and-information-literacy/>

stakeholders to enhance media literacy skills in society, focusing on critical thinking, safe media usage, and fake news recognition. Authorities are also tasked to work with education bodies and associations to promote responsible digital device use among minors, protecting their rights and dignity. Periodic reports are required to assess the effectiveness of these measures.

In the Valencian Community, the Audiovisual Council of the Valencian Community (CACV) is an independent regulatory body focused on maintaining rights, freedoms, constitutional values, and legal standards in audiovisual media. Its main duties include making sure audiovisual and advertising practices comply with regulations set by the Statute of Autonomy and the establishment of the CACV under Law 10/2018 of May 18⁵. Article 4 of this law, "Purposes and principles of action", focuses on promoting media literacy in the population. It emphasises providing children with resources to understand media language and develop critical thinking about media content. The law also stresses collaboration with various organisations to increase social awareness on topics like gender, sexual orientation, disabilities, and youth. In 2022, a new decree established the operational rules for the Audiovisual Council of the Valencian Community (CACV).

The collaboration between the Audiovisual Council of the Valencian Community (CACV) and the RTVE Chair of Audiovisual Culture and Media Literacy at Universitat Jaume I is part of a broader initiative started in 2015 by Spain's Public Broadcasting Service (RTVE). RTVE partnered with various universities to establish chairs (Cátedras) focusing on collaborative research in media-related areas like information, audiovisual culture, digital transformation, education, creativity, entrepreneurship, and new media technologies. The aim is to share knowledge and enhance RTVE's public service to citizens through collaboration with the scientific and academic community. Spain has ten RTVE Chairs located in different universities across the country, with the first one established in 2015 at the Universidad Autónoma de Barcelona. These Chairs receive an annual funding of 15,000 euro from RTVE, and are currently located at the Universidad Politécnica de Madrid (UPM), Universidad Autónoma de Barcelona (UAB), Universidad Carlos III de Madrid (UC3M), Universidad de Zaragoza (UNIZAR), Universidad de Salamanca (USAL) with a focus on "Technological Entrepreneurship in the Media Sector", Universidad de Sevilla (US), Universidad de Salamanca (USAL) focusing on "Children, Youth, and Media", Universidad de Santiago de Compostela, Universidad Jaume I (UJI) with a focus on Audiovisual Culture, and Universidad de Granada.

A 2016 report by the "Grupo de Trabajo sobre Alfabetización Informacional del Consejo de Cooperación Bibliotecaria" (Working Group on Information Literacy of the Library Cooperation Council)⁶ discussed the role of School libraries in fostering information literacy and digital competence. The report stresses the need to modernise school libraries to keep up with the digital age, where technologies have changed how we access and use information. It also underscores that school libraries are crucial in helping

⁵ CACV. Portal de transparencia. <https://cdacv.es/es/portal-de-transparencia/>

⁶ Grupo de Trabajo sobre Alfabetización Informacional del Consejo de Cooperación Bibliotecaria (2016) Integración de las competencias alfin/ami en el sistema educativo: referencias, contexto y propuestas - Ministerio de Cultura y Deporte. Ministerio de Cultura y Deporte. Available at: https://www.libreria.culturaydeporte.gob.es/libro/integracion-de-las-competencias-alfin-ami-en-el-sistema-educativo-referencias-contexto-y-propuestas_2216/ (Accessed: 27 November 2023).

students develop critical reading and digital literacy skills, offering integrated learning experiences and access to quality educational resources in today's information landscape.

In Spain's Media and Information Literacy (MIL) scene, two emerging key players are Fact-Checking organisations and Communication Faculties in higher education. Notable among these are Matilda.es and Verificat. Matilda.es offers comprehensive training programmes for schoolteachers, while Verificat, mainly active in Catalonia, is involved in larger projects collaborating with various institutions both in Spain and internationally (see Nygren, T. et al., 2022; Sádaba and Salaverría, 2023).

The third group of stakeholders in Spain's Media and Information Literacy (MIL) ecosystem are Communication Schools at higher education institutions. Although not a new addition, they play a vital role in introducing modern teaching and learning practices. Their contribution is significant in developing responsible communication professionals and expanding research and knowledge in the field (see e.i. Sádaba Chalezquer et al., 2022). Additionally, their work has a notable impact on public debates and discussions.

3.2 MIL in the Spanish Education System

The emergence of mass media in the 1980s led some experts and educators in Spain to recognise the need for media education. This recognition sparked initiatives such as the "Programa Prensa y Escuela del Ministerio de Educación" (Press and School Programme of the Ministry of Education), focused on incorporating audiovisual media into both formal education and informal learning. The "Informe Alfabetización Mediática" (Media Literacy Report) by the "Laboratorio de Periodismo" (Journalism Laboratory) of the Luca de Tena Foundation⁷ in 2022 notes that media literacy was first mentioned in Spanish law on April 1, 2010, through the "Ley 7/2010, de 31 de marzo, General de la Comunicación Audiovisual" (General Law on Audiovisual Communication).

In 2020, the National Institute of Educational Technologies and Teacher Training (INTEF) was established under the "Real Decreto 498/2020, de 28 de abril"⁸, part of the Ministry of Education and Vocational Training. INTEF is tasked with incorporating digital technologies and enhancing teacher training in non-university education, with the aim of improving learning environments, boosting digital skills, and developing abilities to meet contemporary societal challenges.

INTEF introduced the "Marco de Referencia de la Competencia Digital Docente" (Framework of Reference for Teaching Digital Competence)⁹, a comprehensive framework to evaluate and enhance teachers' digital competencies, encompassing six areas, 23 competencies, and six development levels, applicable to all teachers across various subjects and educational stages. In 2022, INTEF updated its Framework for teachers, aligning it with European digital competence standards. A key part of this Framework is section 6, named "Media Literacy and Information and Data Processing Literacy", which concentrates on creating and implementing educational strategies to enhance and

⁷ Cucarella, L.I., Fuster, P. (2022). Informe sobre alfabetización mediática: contexto actual, legislación, casos de éxito, herramientas y recursos, y percepción y propuestas de especialistas y profesores. Laboratorio de Periodismo. Fundación Luca de Tena. <https://laboratoriodeperiodismo.org/informe-sobre-alfabetizacion-mediatica/>

⁸ Instituto Nacional de Tecnologías Educativas y de Formación del Profesorado (INTEF). <https://intef.es/quienes-somos/>

⁹ Marco de Referencia de la Competencia Digital Docente. <https://aprende.intef.es/mccdd/>

evaluate students' digital competencies in media literacy, as well as their skills in handling information and data.

The document from INTEF highlights that Media Literacy competence in teaching focuses on helping students develop skills in searching, evaluating, organising, and interpreting information and data. It aims to enable students to critically analyse the abundance of information available, understand biases in search engines, and be conscious of how their online behaviour and biases impact the information they receive. Teachers are expected to use their pedagogical skills along with their understanding of digital technologies and their evolution, especially in relation to processing data and information found in digital media. The document emphasises that educators should know pedagogical strategies for helping students with information retrieval and management. Teachers need to create meaningful learning scenarios, adjusting the complexity to suit the students' age and skill level, while incorporating a variety of news sources and communication platforms.

The objective is to design educational activities that improve students' skills in interpreting information and data across various formats. These activities should help students connect and structure ideas, differentiate facts from opinions, source information diversely, critically assess situations and events, and understand the motives behind message transmission. The document includes a detailed table to guide teachers at all educational stages and levels. It features indicators of achievement, statements of performance, and examples of media literacy implementation in the classroom, to practically equip students with the skills to navigate the information landscape critically. While the Framework is thorough, it lacks extensive discussion on misinformation issues. Currently, these topics are primarily addressed in schools. Compulsory Secondary Education (CSE) and Baccalaureate (two optional additional years of secondary school) are the key stages where such discussions occur. The CSE curriculum incorporates electronic literacy, media literacy, and innovative learning environments across all compulsory subjects. In the later years of CSE, students have the option to select one to three subjects specifically focusing on media literacy. In the Baccalaureate stage, there are opportunities to choose subjects related to information technology.

Studies indicate that media education is not as uniformly integrated into national curricula as other subjects. Typically, the focus has been more on adopting technology in schools rather than on comprehensive media education. Researchers find that media education has yet to significantly influence school curricula, university programmes, or society at large. It is minimally included in non-university education, and there is a notable gap in teacher training in this area (Zambrano et al., 2022). The current curriculum often lacks specific content on media literacy, tending to concentrate more on digital competence and technical skills. As a result, critical analysis and other essential aspects of media literacy are insufficiently covered (see Amat et al., 2022).

3.3 MIL in Teacher Training

In Spain, the educational qualifications for primary teachers range from a bachelor's degree (ISCED 6) for pre-primary and primary education to a master's degree (ISCED 7) for secondary education. Although teachers' salaries in Spain are higher than the EU average, the maximum salary increase is below the EU average, and it takes a long time to reach this peak. Currently, there is a legislative proposal in progress aiming to regulate various

aspects such as initial and ongoing teacher training, entry into the teaching profession, and career progression for teachers¹⁰. The Ministry of Science, Innovation, and Universities in Spain provides an application to assist students in choosing universities and courses. This app gathers data from the University, Centres, and Degrees Registry, and the Integrated University Information System, offering insights into various educational programmes¹¹. It includes information on over 300 undergraduate degrees from 71 universities, around 400 master's Degrees from 80 universities, over 100 double graduate degrees from 40 universities, and 40 dual master's degrees from 13 universities. Double and dual degrees offer the opportunity to study two courses simultaneously, allowing for more efficient completion. The application provides details such as course names, university websites, and locations. Our focus was on master's courses related to Media and Information Literacy (MIL), using keywords like Digital and Technology in Spanish. It was found that specific MIL-related graduate degrees are rare, usually incorporated within modules of broader degree courses. Therefore, we concentrated on universities that offer both graduate and master's degrees with MIL-related modules.

The Ministry of Education in Spain offers a programme of “Desarrollo profesional continuo (DPC)” (Continuing Professional Development - CPD) for in-service teachers, focusing on enhancing their scientific, technical, didactic, and professional skills¹². This programme encompasses a wide range of areas, including pedagogy, diversity, technology, and foreign language training. In line with the European Union's key competencies for lifelong learning, each autonomous community in Spain establishes its own professional development priorities for teachers, covering areas such as citizenship, digital skills, multilingualism, personal and social skills, entrepreneurship, literacy, mathematics, and science and technology skills. The CPD programme is delivered in various formats, with some activities available in blended or fully online modes. Participation in these professional development activities is recorded and recognised, contributing to teachers' career advancement, including merit-based benefits like salary increases and promotions. Incentives are offered to encourage teacher participation in professional development, including salary enhancements or promotion opportunities.

3.3.1 Pre-Service Training

Our research found that specific MIL-related graduate degrees are relatively scarce, as they are often integrated into more general degree programmes. To overcome this, we identified universities offering both graduate and master's programmes. We then specifically looked at master's courses that included MIL-related subjects for more detailed examination. Most pre-service educational programmes focus on technology and adapting to digital society, with some incorporating Media and Information Literacy (MIL). We identified a number of master's degrees in this field across various universities, which address the increasing demand for technology integration in education.

¹⁰ European Commission, Eurydice. (2023) Overview - Spain. Available at: <https://eurydice.eacea.ec.europa.eu/national-education-systems/spain/overview> (Accessed: 27 November 2023).

¹¹ Ministerio de Ciencia, Innovación y Universidades. Dónde estudiar. <https://www.universidades.gob.es/donde-estudiar/>

¹² Formación permanente del profesorado en las administraciones educativas. <https://www.educacionyfp.gob.es/mc/redie-eurydice/sistemas-educativos/profesorado/formacion-permanente-profesorado.html>

At the Universidad Antonio de Nebrija's Faculty of Languages and Education, the 'Degree in Early Childhood Education' includes a mandatory module on 'ICT in Education', focusing on technology in education, data analysis, effective communication, and learning skills development. It also teaches critical thinking, communication skills in primary and secondary languages, self-motivation, and leadership. Specific competencies related to technology in education are highlighted, including classroom practices, autonomous learning, understanding education's role in society, and observational techniques. The module learning outcomes aim to develop a theoretical understanding of educational practice, school organisation in early childhood, educational activities' importance, and integrating technology into teaching. The university also offers a "Master in Information and Communication Technologies for Education and Digital Learning", centred on Media and Information Literacy (MIL). It includes a module on 'Principles of Education in the Digital Society', covering creative knowledge application, problem-solving, ethical information use, effective communication, self-learning, and the impact of the digital society on education. Learning outcomes involve mastering digital learning aspects, reflecting on the teacher's role in digital learning, and appreciating digital literacy's importance. Additionally, the 'Digital and Media Skills' module focuses on digital and media literacy, aiming to equip students with essential skills for success in a digital society, particularly in education and technology. It covers topics like competencies in the Information and Knowledge Society, digital and media literacy, dimensions of digital and media competence, and media pedagogy. Finally, the 'Social Networks and Online Learning Communities' module covers social media, cyberbullying, online safety, digital ethics and online teaching platforms. It teaches students to design online courses, integrate technology in the classroom, and create technology-based learning activities and assessments.

At the Universidad Camilo José Cela, the online master's programme in 'Digital Technology Applied to Teaching Practice' aims to develop skills in using technology in education and society. It focuses on critical analysis, evaluating educational technology, and creating digital content that supports equality and human rights. The course provides an understanding of technology's history and role in education, internet best practices, and managing online information, preparing students for the technological aspects of 21st-century education. The university's Early Childhood and Primary Education Bachelor's programmes include a module titled "Technology and Media in the Classroom". This module teaches students how to integrate technology and media in educational settings, covering the impact and use of ICT in schools, public ICT policies in education, challenges of intensive ICT use, and tools like collaborative online environments, blogs, and wikis. It also focuses on creating digital educational resources, innovative learning environments, and understanding the role of media in education. The module aims to enhance competencies in teaching, technology, and media literacy, including planning, implementing, and assessing ICT in education. This module is also part of the Primary Education Bachelor's curriculum.

The Universidad Internacional de la Rioja (UNIR) offers a one-year 'Master's Degree in Educational Technology and Digital Competences', aimed at enhancing digital teaching skills for educators at various levels. The programme covers innovative teaching methods like STEM, flipped classrooms, gamification, and educational robotics. It teaches the use of over 100 digital tools for collaboration (e.g., Microsoft Teams, Edmodo, Padlet) and content

creation (e.g., Genially, Canva, Mentimeter). The programme offers access to courses from Google for Education, Lego Education, and Genially. Additionally, at UNIR, the 'Degree in Early Childhood Education' features a compulsory module on 'Information and Communication Technologies Applied to Education', which aims to develop a digital identity and an understanding of technology's benefits and risks in teaching. This course prepares future educators with digital skills, focusing on technology in education, digital literacy, educational content creation, and safe internet usage.

The Universidad de Huelva offers a 'Master's Programme in Audiovisual Communication and Education' for communication and education professionals. The programme examines the relationship between communication and education globally, develops research models for modern media systems, and considers ethical standards in these fields. It focuses on using technological resources humanistically, practical training for employment, and professional exchange, especially in the Ibero-American context. The course addresses challenges in education and communication in the knowledge society, the role of ICT, and promotes digital and media literacy for social cohesion and equity. Topics include educational media, the Internet's role, scriptwriting for educational media, and creating educational or communicative materials.

Finally, the 'Master's in Communication and Education in the Network' at the Universidad Nacional de Educación a Distancia (UNED) explores the communication-education relationship. It critiques traditional models from the 19th and 20th centuries, offering 21st-century approaches. Covering topics like pedagogies of uncertainty, critical pedagogies, e-learning, media convergence, and gamification, the programme takes a more critical approach to integrating media into teaching, aligning education with current societal needs.

3.3.2 In-Service Training

The Spanish Ministry of Education runs the "Formación permanente del profesorado en las administraciones educativas" (ongoing training of teachers in educational administrations) programme, comprising various centres with unique curricula and resources. These centres provide Media and Information Literacy (MIL) training, focusing on digital skills and ICT integration, though detailed data on their impact is limited. While a comprehensive list of all in-service teacher training entities is unavailable, some key examples are notable.

The Public Broadcasting Service (RTVE) Chairs, especially significant in Spain's MIL ecosystem, support training, research, and collaboration between universities and public entities. A prominent example is the 'RTVE Chair of Audiovisual Culture and Media Literacy' at Universitat Jaume I, established in January 2022. It focuses on researching audiovisual culture and creating media literacy resources, fostering debate and cooperation among stakeholders like researchers, educators, students, educational authorities, and professional communication associations. Its activities include seminars, producing educational materials, and training for non-university teachers, aiming to promote critical media thinking. Additionally, the Chair has produced a series of 7 videos on media literacy, funded by the Consell de l'Audiovisual de la Comunitat Valenciana (CACV)¹³.

¹³ Serie "Educación mediática para una ciudadanía crítica". <https://catedrartve.uji.es/serie-educacion-mediatica-para-una-ciudadania-critica/>

IBERIFIER, a digital media observatory in Spain and Portugal, operates under the European Commission and alongside the European Digital Media Observatory (EDMO). Coordinated by the University of Navarra, it includes twelve universities, five fact-checking organisations, news agencies, and six research centres. The observatory examines the Iberian digital media environment, fights disinformation, research digital trends, develops disinformation detection tools, conducts fact-checking, and promotes media literacy among journalists, young people, and the general public.

Maldita.es, started by journalists Julio Montes and Clara Jiménez Cruz in 2014, is an independent platform for combating disinformation and promoting media literacy. Evolving from a Twitter account, Maldita Hemeroteca, it now focuses on monitoring political discourse and fact-checking, with its educational branch, Maldita Educa¹⁴, providing workshops, resources, and training for various groups, including educators, journalists, students, and seniors.

Aprende INTEF¹⁵, operated by the Ministry of Education through the National Institute of Educational Technologies and Teacher Training, offers online learning to transform digital education. It includes tutored online courses for continuous professional development with certifications for active teachers, and open online learning experiences for practical learning and digital competence development, offering digital micro-credentials. Aprende INTEF also provides various online activities and resources for digital education transformation.

3.4 Final Comments

Initially focusing on technology in education, particularly with regards to pre-service teacher training, Spain's MIL approach is slowly evolving to include critical thinking, digital literacy, and combating misinformation, acknowledging the complexities of the digital age. However, challenges like standardising MIL content and providing comprehensive teacher training persist, with noticeable variations in training intensity and focus across educational levels and regions. While collaborative initiatives like IBERIFIER and Maldita.es, involving academic institutions, fact-checking organisations, and public entities, show promise for taking a more critical approach, a more integrated national approach is needed for greater effectiveness.

¹⁴ Matilda Educa. <https://maldita.es/malditaeduca/que-hacemos-educa/>

¹⁵ AprendeINTEF. <https://aprende.intef.es/>

4. Catalonia

Catalonia, an autonomous community in Spain, has its own government, the Generalitat, dating back to 1359. Established under the 1978 Constitution and the 2006 Statute of Autonomy, it includes the Parliament, Presidency, Government, and other bodies. Catalonia has autonomy in areas like education, healthcare, culture, industry, and transportation. Its Parliament, one of Europe's oldest, started in 1283, needing various societal groups' approval for regulations. As of 2022, Catalonia's population is 7 million, with growth driven by foreign immigration. Barcelona, with nearly five million residents, is a major population centre. Historical migration, especially from 1950 to 1975, led to Barcelona's rapid urbanisation. About 60% of Catalans are native, 20% from other Spanish regions, and 15% foreign-born. Most live in urban areas, with 947 municipal districts in total. Catalonia has seen substantial demographic changes recently, with increased population and diversity, making it the second most populated Spanish community¹⁶. Catalonia's education system includes approximately 85,000 teachers in over 7,300 public and 36,900 private educational centres. It also employs about 1,500 administrative and service staff, 450 administrators, 265 in educational services, and 160 inspectors. Secondary education has high graduation rates, with fluctuating repetition rates. Higher vocational programme graduates' employment rates have risen, while early school leaving rates for 18 to 24-year-olds have decreased, providing insights into the education system's personnel, infrastructure, and performance. These data provide a comprehensive snapshot of the education system's personnel, infrastructure, and key educational outcomes¹⁷.

4.1 MIL in Catalonia

In Spain, education responsibilities are shared between the central and Catalan governments with both recognising the importance of media literacy in their respective legal frameworks and aiming to foster a critical and informed citizenry in the digital age. The central government sets general rules for all autonomous communities, while the Catalan Government manages and funds education in Catalonia, tailoring it to regional needs. Media literacy is included in both education laws and regulations, as well as audiovisual media sector laws. Both the Spanish state and the Catalan Government have legal powers in this area, leading to distinct media literacy laws in Catalonia and Spain. In education, Article 19.3 of the Organic Law 2/2006 focuses on promoting media literacy across various media, technologies, and languages.

Regarding audiovisual media, Spanish State Law 13/2022 underlines media literacy's role in developing skills, critical thinking, and responsible media use for all ages. It emphasises distinguishing facts from opinions, recognising fake news, and creating audiovisual content responsibly. In Catalonia, a media law under revision includes Article 20, aiming to promote media literacy at all educational levels and throughout society, encouraging

¹⁶ Generalitat of Catalonia. <https://web.gencat.cat/en/temes/catalunya/coneixer/politica-economia/index.html>

¹⁷ Sèrie - El Departament d'Educació en xifres. <https://repositori.educacio.gencat.cat/handle/20.500.12694/1430>

accessible policies and cooperation between service providers and sociocultural agents involved in media education.

The Catalan Audiovisual Council (CAC) plays a key role in the MIL ecosystem, both in Catalonia and internationally, with a strong emphasis on media education. Its publication “Cómo ver la televisión” (How to Watch Television) is aimed at educators. In 2002, the CAC produced the “Libro Blanco: La educación en el entorno audiovisual” (White Paper: Education in the Audiovisual Environment), assessing Catalonia's situation and suggesting improvements for media education (Camps-Cervera, 2009). This publication has had wide dissemination in Spain, serving as a key reference for addressing media education gaps in the education system.

4.2 MIL in the **Catalonia’s** Education System

Catalonia, while part of Spain, operates its own autonomous government, education department, and audiovisual regulators. Actively adapting to the digital era, Catalonia acknowledges the growing importance of media education. In 2022, its Department of Education published the “Marc de referència de la competència digital docent” (Framework of reference for teaching digital competence). This document outlines the competencies and progression levels for digital competence among teachers in Catalonia, promoting a teaching model that caters to individual student needs and fosters engaging and relevant learning. The framework is based on an official document published in the BOE (Official State Gazette) on May 16, 2022, and came into effect on September 1, 2022. According to the Generalitat of Catalonia's official website, the Department of Education will accredit digital competence through two modalities: automatically for teachers in registered schools and by individual request.

4.3 MIL in Teacher Training

Catalonia's teacher education and training programmes are similar to those found across Spain. For pre-service education, we utilised the Ministry of Science, Innovation, and Universities' application, which gathers data from the University, Centres, Degrees Registry, and the Integrated University Information System. In Catalonia, three universities offer courses in Media and Information Literacy (MIL), which we will examine in more detail.

4.3.1 Pre-Service Training

At the Universidad Autònoma de Barcelona (UAB), there's a professional master's in Communication and Education, offered online for students interested in communication careers. The course covers managing educational and cultural projects, content creation, teaching digital and media literacy, and designing and evaluating educational initiatives. The Faculty of Education provides the “Especialización en Competencia Digital Docente - Diploma de Especialización UAB” (Specialisation in Digital Teaching Competence - UAB Specialisation Diploma). Aimed at education graduates and professionals, it enhances digital technology skills for learning, designing inclusive learning environments, and critically integrating these technologies in education and organisations. The course primarily targets active professionals seeking to improve their digital teaching capabilities across various educational levels, including non-formal education. Also, it caters to public educational professionals aiming to validate their “Digital Teaching Competence” profile.

Additionally, UAB's "Grados de Educación Infantil y de Educación Primaria" ('Degrees of Early Childhood Education and Primary Education') includes a compulsory module on "Educación Digital y Socioemocional" (Digital and Socio-emotional Education), although specific module content details are unavailable. Furthermore, UAB collaborates with the Public Broadcasting Service through the RTVE-UAB Chair, conducting research and innovation in technology and the knowledge society, particularly focusing on artificial intelligence. They have published six reports on artificial intelligence in news broadcasts, positioning UAB as a leading European authority in media and audiovisual literacy research and innovation¹⁸.

The Universidad Rovira i Virgili provides two MIL-related courses. The first is a "Diploma de especialización en Competencias Digitales Docentes" (Specialisation Diploma in Digital Teaching Competencies), designed for current teachers. The second is a "Máster Universitario en Tecnología Educativa: E-learning y Gestión del Conocimiento" (master's degree in educational technology, focusing on E-learning and Knowledge Management), available in Catalonia and other Spanish regions. The Universidad de Lleida also offers a similar master's programme, the "Máster Universitario en Tecnología Educativa: E-learning y Gestión del Conocimiento" (master's degree in educational technology: E-learning and Knowledge Management). However, both master's programmes, while incorporating some digital and technological elements, primarily emphasise virtual learning.

4.3.2 In-Service Training

The Catalonia Audiovisual Council (CAC) is a key player in Catalonia's Media and Information Literacy (MIL) ecosystem. Since 1996, CAC has been actively involved in media literacy, launching initiatives and awards to promote media education in schools and acknowledging teachers' efforts. It provides educational resources for schools and families to foster critical thinking about audiovisual content and responsible use of mobile devices. CAC collaborates with educational institutions and experts to create teaching materials and research media literacy's impact. It participates in international initiatives and is committed to enhancing teacher training through training sessions, conferences, and educational events. Its website features 'eduCAC', a platform offering various educational resources for teachers, including unit plans, classroom projects, and modules for audiovisual education. These resources focus on critical media analysis, values education, practical audiovisual production, and responsible digital usage, structured around information, entertainment, advertising, and good practices with mobile devices and the Internet.

Verificat, another crucial MIL stakeholder in Catalonia, initially focused on fact-checking and political checking, has expanded into media education and information literacy. It runs projects like 'Verifica at School' for teachers and students and a European project for older adults based on peer learning workshops. Reaching audiences through educational foundations, associations, and social media, Verificat faces challenges in engaging teachers due to their time constraints and motivation. Future plans include expanding teacher training, focusing on formal education, and increasing reach across Spain. They aim to train 200 teachers and monitor programme implementation more effectively. Verificat is also developing content on AI and seeking a sustainable business model for MIL,

¹⁸ UAB. Gabinete de Comunicacion y Educacion.
<https://www.gabinetecomunicacionyeducacion.com/es/etiquetas/catedra-rtve-uab>

anticipating reduced public funding in the future. Verificat is also collaborating on projects to raise awareness and provide training to various groups, such as NGO workers working with migrants, to promote MIL throughout society.

At the higher education level, the Universidad Rovira i Virgili offers a MIL-related course: the “Diploma de especialización en Competencias Digitales Docentes” (Specialisation Diploma in Digital Teaching Competencies). This course aims to provide a C1 level in digital teaching competence, adhering to the standards set by the Generalitat de Catalunya's Department of Education and the Ministry of Education and Professional Training. It focuses on providing comprehensive and transformative training in Digital Teaching Competence for application in participants' schools.

4.4 Final Comments

In Catalonia, the development of Media and Information Literacy (MIL) has shifted from a focus on technology, adopting a slightly more critical approach. Universities have integrated MIL into their curricula with a focus on digital competencies, pedagogical skills, and critical media analysis. However, challenges exist in standardising MIL content and ensuring comprehensive teacher training, with disparities evident between higher education institutions. Initiatives such as the Catalonia Audiovisual Council (CAC) and Verificat demonstrate potential for enhanced media education and critical thinking skills development, although a more integrated approach could amplify their impact.

5. Poland

Poland's population, currently around 38 million, has undergone dynamic shifts since post-World War II, growing by 14 million from 1946 to 1988. However, since 1989, the country has experienced a slower generational replacement. In 1999, the first population decline in nearly a decade occurred, driven by lower birth rates and negative migration. Although there was some growth from 2008 to 2012, 2013 to 2021 saw consistent declines, with only a slight change in 2017. As of December 31, 2022, Poland's population was approximately 37.8 million.

Recent trends suggest Poland may face a prolonged demographic depression. Despite a brief increase from 2015 to 2019, the fertility rate dropped to 1.26 in 2022. The demographic challenges stem from the 1990s downturn and significant emigration since 2004, particularly of young individuals. Long-term population projections extending up to 2035 foresee a continual decrease in Poland's population, accompanied by a faster ageing society. The proportion of the population who are post-working age is expected to rise, with the demographic burden index projected to increase from 55 in 2007 to 73 by 2035.

The development of media literacy in Poland has historically been influenced by sociopolitical contexts. From 1963 to 1995, the first phase saw limited attention to media literacy due to ideological constraints in socialist Poland. Mass media served the interests of the state and restricted critical perspectives. However, media had a cultural and educational function, particularly for children and adolescents, with educational programmes on Polish Television in the early 1960s. In 1990, TVP introduced a dedicated educational block although these programmes were underutilised in schools due to scheduling issues. Despite political restrictions, some scholars recognised the importance of media literacy for understanding media messages, although it was primarily viewed as a tool for educational purposes rather than critical analysis. Overall, political ideologies and limited access to external influences hindered Poland's early development of media literacy (Ptaszek and Lysik, 2019).

As of December 13th 2023, the government of Poland is made up of a coalition comprising Civic Coalition, Third Way, and The Left, led by Prime Minister Donald Tusk. This marks a significant political shift in Poland, after eight years of rule under the Law and Justice (PiS) party.

5.1 MIL in Poland

Media literacy and new media use are major concerns in Poland, addressed by the Ministry of National Education and the Ministry of Digital Affairs in key documents such as the Social Capital Development Strategy in Poland 2020 and the Long-term National Development Strategy, Poland 2030. In December 2023, both Ministries, along with the National Broadcasting Council and other government bodies, signed the Declaration on Media Education, highlighting concerns about harmful content, fake news, and disinformation. It stresses the importance of educating users about media literacy and calls for state institutions to collaborate on an Action Plan for media education to empower citizens, particularly children and young people, in making informed media choices. Various government bodies, institutions, and non-governmental organisations,

including the Network of Social Organisations for Education, are part of the MIL ecosystem.

Despite the significance of media literacy in Poland, there is no singular governing strategy. The Ministry of National Education and the Ministry of Digital Affairs prioritise these issues, focusing on digital competency and infrastructure development. Key actors include the Ministry of National Education, Ministry of Digital Affairs, Ministry of Culture and National Heritage, National Audiovisual Institute, National Broadcasting Council, Polish Film Institute, and NASK Research and Academic Computer Network.

Formal education incorporates media literacy into the core curriculum, aiming to foster critical thinking and digital competence. Non-governmental organisations like the Centre for Citizenship Education, Polish Coalition for Open Education, Modern Poland Foundation, and Empower Children Foundation contribute to media literacy initiatives. While conferences and events on media education occur, their practical impact on education needs improvement. Efforts have been made to define media and information literacy competencies through catalogues, covering information use, media language, and ethical considerations, providing a comprehensive framework for media and information education at various educational levels.

5.2 MIL in Poland's Education System

Since the political transformation in 1989, Poland's education system has undergone significant changes, including restructuring, centralised governance by the Minister of Education and Science, and decentralised school administration by local authorities. Another important change was the introduction of external examinations at the end of compulsory and secondary education levels, governed by external bodies, which significantly impact students' educational and vocational choices. The teaching profession in Poland is also governed by separate legislation known as the Teacher's Charter, which outlines rules for teacher admission, duties, compensation, career progression, and dismissal. Furthermore, public education largely dominates the private sector in school and higher education settings.

From 2017 to 2023, the education system was again restructured, resulting in a new school structure comprising an 8-year primary school, 4-year general secondary school, 5-year technical secondary school, 3-year Stage I sectoral vocational school, 2-year Stage II sectoral vocational school, 3-year particular school for employment preparation, and post-secondary school. Compulsory education in Poland spans nine years, including one year of pre-school. Full-time compulsory schooling is for students aged 7-15, while part-time compulsory education applies to those aged 15-18.

The MIL ecosystem in Poland involves numerous non-profit and non-governmental organisations, including the Network of Social Organisations (SOS), which comprises over 40 groups who collaborate with schools and advocate for systemic educational improvements. They aim to make the education system more responsive to the needs of young people today, offering solutions for authorities, teachers, parents, and students. Initiatives include the "Free School" movement, a civic education database called "Civic HiT", and the "Common School" network supporting Ukrainian and Polish children's education and psychosocial needs.

Media literacy education was introduced into primary and junior high schools in 1999 but faced inconsistent implementation and was abandoned in 2008. While not explicitly mentioned in general educational objectives, the current core curriculum, from 2018/2019, outlines goals related to media literacy in primary and secondary schools, emphasising critical thinking, logical reasoning, and information analysis skills, and promoting the responsible and creative use of IT methods and tools, including coding. Additionally, it emphasises the development of language-related skills, the safe use of ICT, and ethical considerations in internet use.

NGOs like Demagog, professional associations such as the Polish Association of PR, and local government units also play important roles in promoting MIL. However, the country faces challenges such as the need for more specialists in schools, the absence of structured education programmes, and a low confidence level in traditional media and scientific knowledge among the population. Activities related to media literacy in Poland often need to be coordinated and administered mainly by NGOs, and more specific programme guidelines within educational institutions are required. Teachers' low motivation for self-development due to numerous responsibilities and low salaries is also a concern. These challenges highlight the need for systemic improvements and coordination in media literacy education in Poland (Šťastná, Kačínová and Stasiuk-Krajewska, 2023).

5.3 MIL in Teacher Training

Interviewees unanimously addressed education and teacher training in Poland, focusing on the absence of Media and Information Literacy (MIL) programmes in the official curriculum. In Poland, teachers are required to hold a master's degree in pedagogical qualifications, with teacher training colleges replaced mainly by universities. Additionally, in-service teachers are expected to engage in continual education programmes, often organised by private entities. Notably, media literacy is absent from the official school curriculum in Poland, leaving teachers and students with minimal exposure to critical thinking, fake news detection, and media literacy education. The prevailing curriculum prioritises memorisation over critical thinking, and Polish teachers grapple with challenges stemming from underfunded schools, resource limitations, and low salaries, often necessitating personal contributions of supplies. Despite these obstacles, many teachers are keen to expand their knowledge of critical thinking and media literacy. However, they require more time and support to invest in further training. Recent political changes in Poland raise hopes for potential improvements in the education system, with initiatives like the Pact for Education offering prospects for positive changes in curriculum and teacher development.

The development of the Media and Information Literacy (MIL) ecosystem in Poland follows a pattern seen in other countries, where Fact-Checking organisations in MIL education and training, targeting both the general public and teachers have stepped in to address the information gap left by the government, particularly in combating misinformation. Studies in the field highlight the challenges fact-checking faces in Poland due to the divisive political and social environment (Kuś and Barczyszyn-Madziarz, 2020). Polish fact-checking groups often face accusations of bias, being labelled as either liberal, leftist, or conservative, reflecting the country's polarised nature. Nonetheless, fact-checking in Poland has continued to expand, with a noticeable increase in initiatives between 2017 and

2019, although there is variability in the quality and effectiveness of different fact-checking organisations.

These developments and challenges underscore the vital role that Polish fact-checking entities can play in their primary fact-checking activities and in contributing to media education. This educational aspect holds particular relevance in Poland, where formal media education still needs to be developed more. According to the 2019 Media Literacy Index, which assesses countries based on media literacy resources, Poland scored 53 points on a scale of 0 to 100, ranking 18th out of 35 European countries. The Polish fact-checking landscape is relatively recent, and many organisations depend on funding from Google's Digital News Initiative to support journalism in the digital era (Kuś and Barczyszyn-Madziarz, 2020).

5.3.1 Pre-Service Training

The main source of information on the education of future teachers is the academic paper "MEDIA LITERACY IN POLAND," authored by Grzegorz Ptaszek from AGH University of Science and Technology, Poland, and Marta Lysik from the University of Wrocław, Poland, published in 2020. According to the authors, a challenge in educating future teachers is the need for proper training to teach media literacy effectively, resulting in its limited adoption in schools. To tackle this issue, universities introduced postgraduate studies in media literacy to equip future educators with necessary knowledge and skills. However, concerns persist about the effectiveness of these programmes in preparing graduates for teaching media literacy in schools.

Collecting data directly about the Media and Information Literacy (MIL) courses offered to pre-service teachers proved to be particularly challenging. The information gathered through interviews did not reveal the presence of MIL-related content within higher education. Additionally, in the few Higher Education Institutions (HEIs) we were able to investigate, the course titles themselves did not explicitly mention MIL. Therefore, although the abovementioned research paper acknowledges the possibility that there might be some form of MIL training or discussion in the education of future teachers, we were unable to verify this directly.

5.3.2 In-Service Training

In Poland, two leading organisations champion MIL education: Pravda Association and Demagog. Both aim to combat disinformation, promote reliable information, and empower individuals, especially students and teachers, with digital-age skills. Through workshops, training programmes, fact-checking initiatives, and advocacy, they enhance critical thinking and informed citizenship. Pravda Association, dedicated to promoting trustworthy information and media education, aims to combat disinformation and equip society with critical thinking tools. They develop educational materials and workshops to improve digital skills, critical thinking, and cybersecurity awareness among educators and students. Pravda collaborates with schools, advocating education as a weapon against fake news and misinformation. Their commitment to ethical standards is evident through memberships in the International Fact-Checking Network (IFCN) and involvement in fact-checking communities like the European Digital Media Observatory (EDMO). Demagog Association, Poland's leading fact-checking organisation, prioritises media and information literacy education, particularly for teachers and students. They offer

educational initiatives and workshops for various age groups, empowering individuals with the essential skills required to critically assess information sources. The "Fact-Checking Academy" provides training to combat disinformation. Collaborating with educators, Demagog integrates media literacy into curricula and offers an e-learning platform for self-education and classroom use. Their impactful work earned them the prestigious Polish-American Freedom Foundation's Sektor 3.0 prize in 2021, solidifying their role as a catalyst for critical thinking and informed citizenship in Poland.

The Centre for Civic Education (CEO) is Poland's leading public education benefit organisation, focusing on enhancing school experiences that significantly impact life quality. With over 28 years of experience, the CEO collaborates with experts to offer innovative teaching methods, supporting approximately 40,000 teachers and principals from nearly 10,000 schools annually, and operating an accredited teacher training centre and publishing house. They promote teacher collaboration, distributed leadership, and student self-governance, and aim to promote students' natural curiosity, interests, and deep learning while treating exams as a summary of achievements rather than the sole focus of education. CEO also strives to change the school's work culture by introducing volunteering, social activity, film-based learning, and student cooperation. Notably, they cooperate with every third school in Poland, involving 400 experts in programme creation and training 40,000 teachers and principals annually, receiving a 94% approval rate from teachers. Over 28 years, the CEO achieved significant milestones, such as supporting schools during the Russia-Ukraine conflict and launching campaigns like "Resilient School." In 2019, they initiated "MedJa. School of Critical Thinking," partnering with local media agencies to co-create ethical media and enhance critical thinking skills. The programme, based on Professor Renee Hobbs's "Mind over Media" educational programme, involves students, teachers, and journalists collaborating on various tracks to address the global issue of disinformation. Students work with local media, teachers undergo e-learning courses, and journalists engage in workshops and social projects with schools. The initiative, a collaboration with the Evens Foundation, promotes ethical journalism and media literacy with co-financing from both organisations and partnerships with various institutions.

Established in 2000, the Kosciuszko Institute is a leading non-governmental think tank focused on contributing to Poland's development and security within the EU and NATO. They engage in nonpartisan expert activities, offering strategic recommendations for public policies and collaborating on national and international security projects, including those in energy, economics, and cybersecurity. The institute hosts the annual European Cybersecurity Forum (CYBERSEC) and collaborates with public institutions, international organisations, and the private sector to promote Poland's development and security. They also run Cyberproof, an initiative which counters cyber threats and disinformation through comprehensive education, particularly targeting the younger generation. Their projects include "Hacks for Cyberattacks," the "CyberReakcja" guide, and the "With the Shield" manual.

The Modern Poland Foundation is dedicated to advancing Media Education in Poland. They offer a comprehensive programme with educational materials for various levels, from preschool to secondary school, freely accessible under a Creative Commons Attribution-ShareAlike licence. Endorsed by the Ministry of National Education, the Ministry of Culture and National Heritage, and the Ministry of Administration and Digitization, the foundation

encourages collaboration among teachers, community centre instructors, media education organisations, volunteers, and students. They also facilitate internships and training opportunities.

"I, TEACHER" an organisation of educational leaders committed to transforming education, plays a key role in fostering innovation. They initiated the prominent teachers' online community, #JaTeacher, on Facebook, leading to the grassroots #JaNauczyciel'ka movement. Simultaneously, they established the Ja, Teacher Foundation, a non-governmental organisation dedicated to elevating educational quality. Despite internal divisions, primarily among education professionals like teachers and psychologists, they persevered, restructuring with a central mission to provide a secure platform for education stakeholders to discuss essential reforms for the flawed Polish educational system. The foundation actively engages in partnerships, introduced the Me, Teacher group, and focuses on educational system transformations, mutual support, insights dissemination, inspiration, and grassroots ventures. Objectives include promoting informed dialogue, endorsing exemplary practices, and encouraging connections among individuals striving for educational transformation. Alongside these initiatives, the foundation has projects addressing media literacy, fake news, and critical thinking. They also collaborate with external organisations to secure grants to bridge gaps in media literacy education in Polish schools. Emphasising systemic changes, they aim to make these subjects visible and accessible. Coordinating projects and offering resources freely, their ultimate goal is to facilitate learning and holistic development.

Two prominent organisations in Poland are at the forefront of media and information literacy (MIL) education: Pravda Association and Demagog. Both organisations share a common goal of combatting disinformation, promoting reliable information, and empowering individuals, particularly students and teachers, with the skills to navigate the digital age. Through workshops, training programmes, fact-checking initiatives, and advocacy efforts, they have significantly contributed to fostering critical thinking and informed citizenship in Poland. Below, we delve into these organisations' distinct approaches and impactful work in MIL education.

Pravda Association, dedicated to promoting trustworthy information and media education, aims to combat disinformation and equip society with critical thinking tools. Their engagement with educators has resulted in the development of educational materials and workshops to enhance digital skills, critical thinking, and cybersecurity awareness. By collaborating with teachers and schools, Pravda empowers students and educators to navigate the intricate world of online information. Furthermore, Pravda actively participates in advocacy activities, emphasising education as a powerful tool in the fight against fake news and misinformation. Their commitment to ethical and methodological standards is reflected in their membership in the International Fact-Checking Network (IFCN) and their involvement in fact-checking communities such as the European Digital Media Observatory (EDMO). Pravda's dedication to fostering critical thinking and ensuring access to reliable information contributes significantly to Poland's more informed and discerning society.

As Poland's pioneering fact-checking organisation, the Demagog Association places substantial emphasis on media and information literacy education, particularly for teachers and students. Through various educational initiatives and workshops targeting

multiple age groups, Demagog seeks to empower individuals with essential skills to assess information sources in today's complex digital landscape critically. Their flagship project, the "Fact-Checking Academy," provides training programmes for combating disinformation. Collaborating closely with educators, Demagog develops materials and resources that facilitate the integration of media literacy into existing curricula, emphasising the importance of critical thinking skills. In addition to teacher training, they have created an e-learning platform offering courses designed to enhance media and information literacy, available for both self-education and classroom use. Demagog's commitment to innovative and socially valuable activities in the field of media literacy earned them the prestigious Polish-American Freedom Foundation's Sektor 3.0 prize in 2021, solidifying their role as a catalyst for critical thinking and informed citizenship in Poland.

5.4 Final Comments

Media and Information Literacy (MIL) in Poland has experienced a significant evolution, reflecting the country's dynamic sociopolitical landscape. The trajectory of MIL development in Poland is characterised by fragmented approaches and a lack of a cohesive national strategy. This is evident in the disparate initiatives and focus areas of different government bodies and NGOs, with an emphasis on digital competency, critical thinking, and ethical media use. Despite these advancements, challenges in coordination and implementation persist, leading to a sporadic impact on the overall educational framework. The state of pre-service and in-service MIL training in Poland highlights significant gaps. While teachers are required to possess master's degrees and pedagogical qualifications, MIL is notably absent from the official curriculum. In-service training, led by organisations like Pravda Association and Demagog, attempts to fill this gap through workshops and programmes. However, systemic issues such as underfunded schools, resource limitations, and teachers' low motivation due to excessive responsibilities and low salaries impede the effectiveness of these initiatives. The reliance on NGOs and external organisations for the administration and coordination of MIL-related activities underscores the need for more structured educational programs and greater investment in teacher training.

6. Bulgaria

Bulgaria is a parliamentary republic¹⁹, with the population of more than 6.400.000 people as of 2022²⁰. The country has 2 regional governance levels, with 6 regions and 28 districts and 1 decentralised level with 265 municipalities (OECD²¹). Urban areas are more economically and population-wise stronger than rural areas (ibid.). Bulgaria has one of EU's largest Roma communities (about 10% of the population, 700.000 – 800.000 people). With south-western part of Bulgaria being more populous and economically stronger, the country faces “high levels of poverty and large educational disparities according to the geographical location and socio-economic background” (ibid.). Bulgaria has the lowest per capita income within the EU (ibid.).

The education system in Bulgaria provides education that corresponds to state educational standards, which are “a set of requirements related to learning outcomes for each general education subject at the end of each stage of the respective degree of education”²² – general and vocational. There are state-owned (approx. 90%) and private educational institutions in Bulgaria (ibid.). The Ministry of Education and Science takes the responsibility for the education of children between the ages of 3 to 6/7 (Kindergarten age to entering first class in primary school) (ibid.). School education is mandatory from the age of 6-7 to the age of 16 and may be state, municipal, private or religious (ibid.). Schools and kindergartens in Bulgaria are funded by the municipal budgets (ibid.). In 2016, Bulgaria introduced policy changes through the Pre-School and School Education Act.²³

In 2020 the Council of Ministers has identified a 10-year national development strategy – *Strategic Framework for the Development of Education, Training and Learning in the Republic of Bulgaria 2021-2030*, - which “outlines government’s commitment to: i) increase participation in pre-school and school education and reduce early leaving rates; ii) improve the quality of education; and iii) make education more responsive to the needs of the labour market.” (ibid.).

The responsibility for Bulgarian school education is organized across national, regional and municipal levels, with schools having the autonomy to plan and manage their own budget, school staff as well as their curricula, when teachers develop part of the curriculum, which is then approved by the principal of the school (ibid.). “School-based curricula are guided by the framework curriculum developed by the Ministry, together with state education standards, which set out national learning goals for each subject at the end of each stage of schooling” (ibid.). Educational reforms in the past couple of decades (2007, 2016 and 2020) were aimed to address inclusion and competency driven approach in the curriculum (ibid.).

¹⁹ Bulgaria https://european-union.europa.eu/principles-countries-history/country-profiles/bulgaria_en

²⁰ Republic of Bulgaria, National Statistical Institute: Population and Demographic Processes in 2022. Access through: https://www.nsi.bg/sites/default/files/files/pressreleases/Population2022_en_3C3NKZD.pdf

²¹ OECD Reviews of Evaluation and Assessment in Education: Bulgaria. Access through: <https://www.oecd-ilibrary.org/sites/81d18411-en/index.html?itemId=/content/component/81d18411-en>

²² Bulgaria: Key Features of Education System. Access: <https://eurydice.eacea.ec.europa.eu/national-education-systems/bulgaria/overview>

²³ OECD Reviews of Evaluation and Assessment in Education: Bulgaria. Access through: <https://www.oecd-ilibrary.org/sites/81d18411-en/index.html?itemId=/content/component/81d18411-en>

In 2020/2021 there were 55.554 teachers in Bulgaria, according to the National Statistical Institute (Tsankova et al, 2022: 111).

6.1 MIL in Bulgaria

Media literacy was introduced for the first time in the legislation of the Republic of Bulgaria in 2016, listing it as one of the outcomes of civic education.²⁴ The media literacy policy is expected to include measures that enable citizens to develop skills and knowledge in (1) making informed choices about media content and services, (2) “use media services and media content in a safe manner”, and (3) “create media content and participate responsibly, ethically and effectively in various forms of communication” (ibid.: 5). According to EU requirements from 2020, the Minister of Culture in Bulgaria initiates and leads the development of a National Media Literacy Policy and reports to the EU Commission on the implementation of ML measures (ibid.).

In the Media Literacy Index for 2023, Bulgaria ranked 35th among 41 EU countries²⁵, putting the country in the category of being most vulnerable to disinformation. The index was measured in relation to the quality of education, media freedom, trust in people and e-participation. The absence of the national strategy for the development of media literacy ‘on the ground’ was named as the biggest obstacle in academic papers as well as in our conducted interviews. Yet the nongovernmental sector in Bulgaria is particularly active in various MIL activities for a range of societal groups and professions, organizing numerous materials, trainings and events on media literacy throughout the country (Tsankova et al, 2022). The first non-governmental organizations date back to 1991 and 1998, with a number of them appearing in 2000s and significantly rising after 2010 (Tsankova et al, 2022: 106). Some of the offered MIL materials are for free, others are payable. Several websites, e.g. www.knigovishte.bg, tailor information and offers to three main groups: children, parents and teachers. Worth mentioning are also international collaborations in Bulgaria, which result in numerous MIL enhancing outcomes, be it the European Safe Online Initiative (ESOI)²⁶, the “Digital Parenting” book, platforms for children on the topics of digital identity, online games, cyberbullying, sexuality, media manipulation, etc.

The Bulgarian National Television has structured a content verification team to monitor on-air and interactive news content for misinformation and currently have their journalists trained by the representatives of Agence France-Presse.²⁷ From 2021 the national public service radio provider BNR has its own independent fact-checking team:

²⁴ Report of the Republic of Bulgaria on measures taken to promote and develop media literacy skills in relation to the provision of Article 33a(3) of the Audiovisual Media Services Directive (pp.1-3): file:///C:/Users/hse/Downloads/BG_Report_ML2022_ENG_24LjMde00ejTC4ozuuK9veywCw_96_Q38.pdf

²⁵ <https://osis.bg/?p=4449>

²⁶ <https://europeansafeonline.eu/the-prototype/>

²⁷ Report of the Republic of Bulgaria on measures taken to promote and develop media literacy skills in relation to the provision of Article 33a(3) of the Audiovisual Media Services Directive (page 7): file:///C:/Users/hse/Downloads/BG_Report_ML2022_ENG_24LjMde00ejTC4ozuuK9veywCw_96_Q38.pdf

<https://factcheck.bg/> (ibid.). In 2020, the national public broadcaster has launched its own podcast on the topic of media literacy - 'MeGra' (ibid.: 6).

In 2017, the Media Literacy Coalition was established "as a non-profit public benefit organization whose main goal is to contribute to the development of media literacy of Bulgarian citizens of all ages and all social groups" (ibid.: 9). The official website of the Coalition is: <https://gramoten.li>. It brings together "different organizations with expertise in education, journalism, and civil participation": Safe Internet Centre, Media Democracy Foundation, Teach for Bulgaria Foundation, Centre for Inclusive Education, Association of European Journalists – Bulgaria, Media Development Centre, online platforms *Znam.be* and *www.knigovishte.bg*, the Regional and Global Development Research Centre (Tsankova et al, 2022: 106). Partnerships also include "the State Agency for Child Protection, the Ministry of Education and Science, the Ministry of Culture, the Sofia Inspectorate of Education, public and private media, UNICEF, the General Directorate Combating Organized Crime, IT companies, embassies, and nongovernmental organizations" (Tsankova et al, 2022: 107). Some of the networks operate "on a project-by-project basis" (European Audiovisual Observatory 2016).

In their annual Media Literacy Days, the Coalition focuses on a range of topics that aim to improve MIL in education and raise awareness within society as a whole as well as build partnerships, share good practice examples and include all stakeholders within this process: experts, students, parents, teachers, or older people in smaller areas, etc. Worth mentioning is also a guide for high-school students "My Right to an Opinion! Creating Content for Social Media", developed by UNICEF in partnership with the Association of European Journalists – Bulgaria in 2019.²⁸

Interview data, however, shows that there is some potential while involving community centres and libraries into MIL enhancing activities and projects, which could add more MIL tailored offers for local communities and in this way would also broaden the field of stakeholders in MIL education in Bulgaria.

6.2 MIL in the Bulgarian Education System

As international comparative reports indicate,²⁹ there has been a significant progress in the development of media literacy in the country between 2017 and 2020, depending partly on the National Strategy for Media Literacy, which was developed by the Ministry of Education and Science, along with various initiatives targeting educational processes (Tsankova et al, 2022: 103). There has been a shift with MIL moving from sporadic project basis dependent on nongovernmental organizations to the first media literacy lessons introduced in some schools in 2018 (ibid.).

In 2018 and 2019, the Ministry of Education and Science included media literacy in the school curriculum for the first time (Tsankova et al, 2022: 105). "At the curriculum level, media literacy is included in the subject area of e-governance and media literacy" as part

²⁸ <https://www.unicef.org/bulgaria/en/documents/my-right-opinion>

²⁹ *Media Pluralism Monitor 2017. Country Report: Bulgaria and Monitoring Media Pluralism in the Digital Era: Country Report: Bulgaria 2020*

of the one hour 'class meeting' in grades four to ten³⁰. From 2020 'civic education' was introduced as a stand-alone subject in grades 11 and 12, where students cover media literacy as part of their education in social and civil competencies field, with the recognition of disinformation and manipulation taking the priority (Tsankova et al, 2022: 105). Media literacy falls into extracurricular activities in some schools too, which may include journalistic, reporting, photography or commercial design clubs, contributing to school's radio and TV stations, digital content creation, production of videos and podcasts, etc. (ibid.: 106).

In the years 2017 and 2018, media literacy education was introduced in journalism studies, but not teacher education. At the Sofia University, the Faculty of Journalism and Mass Communication, 'Media and Information Literacy' is a compulsory course in the curriculum since 2018, with other universities (the New Bulgarian University and the University of National and World Economy) including media literacy into their curricula of journalism major (Tsankova et al, 2022: 105). Other public and private universities include courses on digital competences, information literacy, digital content creation, etc. (ibid.).

Despite this, the state policy on MIL in 2020 was still considered as underdeveloped and MIL was not a component of the compulsory school curriculum (Tsankova et al. 2022). While nongovernmental organizations continue working on MIL promotion projects, this does not compensate a more systematic approach towards MIL education (ibid.).

In 2022 the first survey of media literacy teaching practices in Bulgaria has been conducted by the team from the Department of Media and Public Communications, University of National and World Economy (Tsankova et al, 2022). Their findings indicate that more MIL efforts are paid to children in the grades 8 to 12. (ibid.: 112). According to the authors, there is a need for collaboration among universities, high schools, the Ministry of Education and Science, and the nongovernmental sector (ibid.).

Within school contexts, MIL is sometimes addressed in such subjects as Bulgarian language and literature, history classes, philosophy, computer modelling and information technologies, etc. Yet not all subjects are considered to be that flexible for incorporating change. According to one of our interviewees, language classes in general are a relatively missed opportunity to have MIL intertwined with the reading and interpretation of different (media) texts, their analysis and reception.

Even though there are certain policies, responsibilities and 'on paper' expectations to teach MIL throughout various stages of Bulgarian education system, our interviewees considered that the 'on the ground' realisation of it is rather "patchy and difficult to follow", partly because one cannot entirely assess if MIL education is not reduced to digital or news literacy only. Moreover, our interviews showed that it often comes down to individual teachers to recognize specific topics in their teaching as opportunities to incorporate MIL skills and competencies. The differences arise between schools (private or not, in larger urban areas or in rural areas where there already is teacher shortage) too.

³⁰ Report of the Republic of Bulgaria on measures taken to promote and develop media literacy skills in relation to the provision of Article 33a(3) of the Audiovisual Media Services Directive (page 3): file:///C:/Users/hse/Downloads/BG_Report_ML2022_ENG_24LjMde00ejTC4ozuuK9veywCw_96038.pdf

6.3 MIL in Teacher Training

Bulgarian scholars argue that “the high achievements of students are competencies of teachers” (Gyoreva 2019: 252) and that “quality education is made with a lot of highly qualified staff” (Gyurova 2020: 55). The law “on preschool and school education as a basic document of reforms in Bulgarian education requires teachers and other pedagogical specialists to continuously improve their skills” (Gyoreva 2019: 254). The qualification of teachers is carried out by “specialized service units, universities and research organizations at national, regional and municipal levels and is measured in credit qualification or professional degrees” (ibid.). Staff development and conditions thereof in higher education are subject to various laws and acts that are distributed among national, regional and local levels as well as the various career stages.³¹

In 2018 and 2019 the Ministry of Education and Science included media literacy in the school curriculum for the first time (Tsankova et al, 2022: 105). Yet with insufficient preparation and qualification of teachers and the lack of resources (ibid.), COVID-19 pandemic, societal gaps in education between rural and urban sites as well as the lack of teachers (data from the interviews), media literacy in Bulgaria largely depends on the personal strive of a teacher and experimental inclusion in the curricula of various subjects (Tsankova et al, 2022: 102; see also Peicheva and Milenkova 2016).

With the relatively slow state effort to proposed media literacy strategy, nongovernmental institutions have been relatively active in promoting MIL topics to teachers through various projects, trainings and resources (Tsankova et al, 2022: 106). As one of the sources for MIL materials, including various articles, manuals, courses and other resources is the website <https://prepodavame.bg/>. Media literacy topic figures in the ‘Good Practice’ column there and includes project-based trainings on the creation of a song and a video, propaganda newspaper, media and communication in a foreign language project, etc. In 2018 the Association of European Journalists – Bulgaria and the Bulgarian-American Fulbright Exchange Commission launched a program “Media Literacy in the Classroom”, which aimed to improve students’ skills to critically assess news and information they consume³².

In 2021 “Teaching Media Literacy and Fighting Disinformation with eTwinning” was published by the European Union³³. In the same year “A Guide to Fact-Checking in a Digital Environment”, “A Guide to Media Literacy: Fake News Harm Our Rights, Safety, and Participation”, “Journalism for Children: Practical Guidelines” were published too (Tsankova et al, 2022: 110-111). In 2022 the Media Literacy Coalition has published the manual “Media Literacy through Distance Learning” (developed by the National Center for Safe Internet and the Faculty of Primary and Pre-School Pedagogy of Sofia University), which takes media literacy as a transversal topic throughout various subjects in 5th, 6th and

³¹ Bulgaria: Key Features of Education System. Access:

<https://eurydice.eacea.ec.europa.eu/national-education-systems/bulgaria/overview>

³² „The Association of European Journalists – Bulgaria launches a media literacy project”, published 27 July 2018. <https://aej-bulgaria.org/en/the-association-of-european-journalists-bulgaria-launches-a-media-literacy-project/>

³³ <https://op.europa.eu/en/publication-detail/-/publication/b851cd16-3d1c-11ec-89db-01aa75ed71a1/language-en>

7th grade³⁴. From 2021 to 2023 the project entitled “An integrated approach to developing students’ digital-media literacy” has had teacher as part of their target groups, while project partners were testing methodology and organising trainings for teachers³⁵. In 2021 a project of the Association for Career Development and Training “Teaching through media literacy” has developed a training course for in-service and pre-service teachers on the application of media literacy teaching methodology (ibid.).

Interviewers indicated the positive effect of the COVID-19 pandemic to the quick digital skill acquisition of teachers (from kindergarten to university), when they incorporated new media platforms and tools for teaching (including the learning management systems like Moodle, for example).

Over the last 5 years, according to our interviewees, at least one book on MIL would be published per year. One of them is e.g. “Guidelines in the digital world and its tools”, addressing teachers and parents.

6.3.1 Pre-Service Training

Pre-service teacher education in MIL is still in development in Bulgaria, as it balances between no national strategy on MIL and the numerous projects and initiatives that aim to increase MIL competences in society at large. Due to the transversal manner of MIL education, it is furthermore difficult to trace the extent of it due to the lack of information. According to the data from our conducted interviews, there are approx. 52 universities in Bulgaria, and about 8 of them qualify teachers to be. At the Sofia University, media pedagogy has been part of pre-service teacher training for more than a decade, with the use of digital tools for pedagogical purposes. In 2017 a methodological manual “From Digital Competence towards Digital Citizenship” was created by the Faculty of Pre-School and Primary School Pedagogy at Sofia University and the Applied Research and Communications Foundation, which includes various lessons in MIL (Tsankova et al, 2022: 108).

Our interviewees suggest that future teachers may already have more MIL skills than their colleagues, but the flow of these competencies into the ‘system’ will happen in about 5 years. Furthermore, due to declining numbers of pre-service students as well as large numbers of fully qualified in-service teachers leaving their jobs, Bulgaria faces future difficulties in replacing slowly retiring teacher cohorts. Governmental responses include plans to increase teacher salaries, cutting tuition fees for pedagogy courses and other ways of making the profession more prestigious. This situation also shows the significance of the in-service qualification.

³⁴ For more information please see <https://gramoten.li> webpage.

³⁵

file:///C:/Users/hse/Downloads/BG_Report_ML2022_ENG_24LjMde00ejTC4ozuuK9veywCw_96038.pdf

6.3.2 In-Service Training

In Bulgaria, teachers and educators have completed their qualification degrees in master, bachelor or specialist higher education programmes³⁶. The selection processes for teachers fall under the responsibility of schools (i.e. the process is decentralized) and individual choice of a teacher in which school they want to work (Gyoreva 2019).

More than half of the teachers in Bulgaria are aged 50 years old and above (OECD), with not enough future teachers studying at Bulgarian universities. The government aims to stop the premature leaving of highly qualified teachers from the school education system (Gospodinov et al. 2020) and make the profession more prestigious by increasing their salaries (OECD and interview data).

The continuous professional development of teachers evolves through the five level scale: after the graduation, teachers start with level 1 and through continuous professional development throughout the years, they may achieve level 5. Each level also brings financial raise to teachers' salaries (interview data).

Yet the mandatory nature of teacher qualification, as studies show (Gyoreva 2019: 254), is not the most decisive factor in their choices for lifelong learning; rather, it is the motivation to increase their competences of the application of modern educational technology in teaching and effective management of the educational environment (Gyoreva 2019: 262).

A survey conducted in 2022 with in-service teachers³⁷ in Bulgaria showed that:

- although teachers know of media literacy, few of them feel confident to integrate it into their teaching (this result might indicate the need for teacher training as well as its integration into formal education);
- while teachers are open about integrating media literacy into their teaching, they seem to lack access to necessary resources and plans set by the Ministry of Education and Science (this result might indicate the local and individual attempts of promoting media literacy that stem from non-formal education, published manuals/handbooks and self-training);
- in-service teachers are open to collaborations with universities for further qualification (Tsankova et al, 2022: 112-113).

Universities organize qualification courses. At Sofia University, e.g. there is a department for teacher qualification. Raabe is one other educational service and resource supplier in Bulgaria, apart from the numerous non-formal and nongovernmental offers that were discussed in the previous sections.

It is important to note that continuous qualification courses are to be paid by teachers themselves. Stakeholders in teacher qualification point out that with teachers' rising qualification, their salary also rises, thus there is a slight financial bonus.

³⁶ Bulgaria: Key Features of Education System. Access: <https://eurydice.eacea.ec.europa.eu/national-education-systems/bulgaria/overview>

³⁷ The survey of media literacy teaching practices in Bulgaria has been conducted by the team from the Department of Media and Public Communications, University of National and World Economy (see Tsankova et al, 2022).

According to the TALIS³⁸ data, teachers in Bulgaria reported high peer-to-peer support in upgrading their skills and implementing new ideas. This is indeed the part that could match well with the strategy of teacher educators working in various projects (data from the interviews), which aims to create a *domino effect* with their MIL coaching attempts.

Moreover, some authors argue for more “opportunities for reflection and exchange of ideas and best practices” as a continuous process in the national policy of teacher training and development of teaching staff (Gyoreva, 2019: 262). This change in the perception of teachers as mere consumers of MIL coaching initiatives and resources could indeed be most welcome to all stakeholders in MIL education.

6.4 Final Comments

Media literacy in Bulgaria has gained an enormous attention at various levels in the past decade, which resulted in many collaborations between formal and informal educational sectors within the country as well as internationally. The nongovernmental projects significantly outweigh the outputs and offers provided by the governmental bodies. Belgian Flemish, Dutch, French, German, Italian, Turkish, American and other collaborations in terms of MIL, be it through publishing, joint projects, tried-out practices and their translation and implementation in the Bulgarian context – all this shows a rather vivid collaborative field that is growing and evolving. The civil society sector, combined with academia, public authorities as well as journalist associations have been marked as the main stakeholders in MIL education in Bulgaria.

There is no national strategy on media literacy education in Bulgaria. Media literacy is approached through the transversal prism, when MIL topic is expected to appear throughout different school subjects and through various levels.

Misinformation, fake news, cyberbullying and media production have been the driving topics behind the need to increase media literacy in the Bulgarian society. Within the university field, media literacy figures most prominently in the studies of journalism. Nongovernmental institutions balance out the relative lack of national strategy towards media literacy. In the years 2019-2022, there were a large number of handbooks, manuals and other materials developed and published (mostly online) as well as sent to some educational institutions, which covered various media literacy enhancing topics (from fact checking, to journalistic practices of reporting, from online safety to lesson plans). Yet this availability of information and inspiration are not necessarily a mark of how much media topic is part of everyday curricula in schools and other educational institutions. Or at least it is a bit early to say how much impact the fruitful material production has achieved in everyday practices of teachers, children, students and citizens in the more general sense. What is admirable from the Bulgarian context is precisely the collaborative efforts (even if they stem mostly from nongovernmental institutions) to promote media education, because each manual and handbook is a joint venture of local academics, journalist and other associations within Bulgaria as well as beyond. This transdisciplinary collaboration that addresses various societal and age groups is exemplary. If paired with the willingness

³⁸ OECD 2019, TALIS 2018 Results (Volume I): Teachers and School Leaders as Lifelong Learners, TALIS, OECD Publishing, Paris: <https://dx.doi.org/10.1787/1d0bc92a-en>

of teachers to share newly acquired MIL knowledge with their colleagues (as statistics show), then the expected *domino effect* of teacher educators will make significant improvements in MIL education across the country.

7. France

As a democratic republic, France consists of 18 administrative regions (13 metropolitan and 5 overseas)³⁹. The population in 2023 was over 68 million⁴⁰ people, with approx. 15.8 million pupils, students and apprentices⁴¹. In 2021 youth population (15 to 29 years) in France consisted of 17,4%⁴². In 2019-2020, the number of teachers in the public school was almost more than 688.000⁴³.

The French Education system is centralised and regulated by the Department for National Education, Higher Education and Research, with the State defining curricula at all education levels, recruiting teachers and providing them with in-service training, etc.⁴⁴ Public education is secular and free and starts with the pre-primary education for children from three years old (optional) and with compulsory education from 6 to 16 (ibid.)⁴⁵ That means that the same subjects are taught to all pupils until the lower secondary education.⁴⁶

The conditions of access to teaching positions vary according to the categories of staff⁴⁷. The financing of the educational sector comes from the State, local authorities, families and companies.⁴⁸

7.1 MIL in France

MIL education in France has a long historical tradition and is connected to the vital role of critical thinking in citizenship, being key for preserving democracy and reducing social inequalities.⁴⁹ Yet even with the rich history in MIL, France continues to increase the importance of MIL through numerous programmes and initiatives that join public authorities with various governmental and nongovernmental bodies that react to the dynamic nature of media. In 2016 France was considered to have the highest number of MIL networks among the 28 European countries (European Audiovisual Observatory 2016).

The Centre for Media and Information Literacy (CLEMI – Centre pour l'éducation aux médias et à l'information) is tasked by the Ministry of National Education with

³⁹ https://european-union.europa.eu/principles-countries-history/country-profiles/france_en

⁴⁰ <https://ec.europa.eu/eurostat/cache/countryfacts/#>

⁴¹ France: Political, social and economic background and trends

<https://eurydice.eacea.ec.europa.eu/national-education-systems/france/political-social-and-economic-background-and-trends>

⁴² <https://ec.europa.eu/eurostat/cache/countryfacts/#>

⁴³ France: Teachers and education staff: <https://eurydice.eacea.ec.europa.eu/national-education-systems/france/teachers-and-education-staff>

⁴⁴ France <https://eurydice.eacea.ec.europa.eu/national-education-systems/france/overview>. Last update: 14 Dec 2023

⁴⁵ For more information please visit: <https://www.education.gouv.fr/reperes-et-references-statistiques-sur-les-enseignements-la-formation-et-la-recherche-2019-3806>

⁴⁶ <https://eurydice.eacea.ec.europa.eu/national-education-systems/france/overview>

⁴⁷ France: Teachers and education staff <https://eurydice.eacea.ec.europa.eu/national-education-systems/france/teachers-and-education-staff> Last update 27 November 2023

⁴⁸ Funding in Education: <https://eurydice.eacea.ec.europa.eu/national-education-systems/france/funding-education> Last update: 27 November 2023.

⁴⁹ EDMO <https://edmo.eu/country-profile/france/>

implementing training actions promoting the use of information resources in education.⁵⁰ Resources for teachers, parents and adolescents can be found under this link too: <https://eduscol.education.fr/3481/ressources-pour-des-usages-responsables-sur-internet>, providing educational kits, personal data protection, social networks, digital citizenship education, etc.

There are several major events that have and continue to shape French approached to MIL: the national education reform of 2013, the terrorist attack on Charlie Hebdo in 2015 and the killing of the history and civics teacher Samuel Paty in 2020. The Framework Law on the Future of Schools (from 2013)⁵¹ sees MIL as a necessity for responsible and critical citizenship. EMI is not a separate discipline, “but a cross-cutting training that teachers are encouraged to provide, with teacher-librarians as referents”.⁵² About 1 billion euros were allocated to the ‘digital plan’, ensuring pupils with equipment (European Audiovisual Observatory 2016). After the terrorist attacks in 2015 new actors in the media field strengthened their activities (e.g. France TV, CNIL, CSA), next to already active CLEMI (ibid.). As Divina Frau-Meigs (2022) argues, the “consequences of the COVID-19 pandemic on citizenship and education in France resulted in less engagement, less trust and less intercultural dialogue”. The killing of the history teacher in the suburbs of Paris in 2020 was another shock to the MIL education field, which strengthened French perception of MIL as an essential part of democratic life, which should begin at a young age already.

7.2 MIL in the French Education System

The Ministry of Education has introduced “Media and information literacy” (EMI – Education aux médias et à l’information) as a compulsory schooling subject at primary and lower secondary schools, with the intention to enable “pupils to exercise their citizenship in a society of information, forming enlightened citizens capable of analysing and criticizing the media and its content”(ibid.). From nursery to upper secondary school, pupils have a ‘week of press and media’, which facilitate MIL education.

The Ministry of Education fosters MIL through various non-formal education initiative or the call for projects that develop training offers and tools (ibid.). On January 27, 2023, the French Minister of Education, Youth and Sports presented the digital strategy for education for the period 2023-2027, which aims to address the following challenges:

- i) strengthen national and local cooperation between education stakeholders, around educational projects mobilising digital resources where relevant;
- ii) developing the digital skills of pupils, on issues of digital citizenship, by developing critical thinking and reinforcing media and information literacy; then, transmitting them a base of reinforced digital skills; finally, promoting the attractiveness of specialities and baccalaureates leading to digital professions;

⁵⁰ France: Education and Training: <https://national-policies.eacea.ec.europa.eu/youthwiki/chapters/france/68-media-literacy-and-safe-use-of-new-media> Last update: 28 November 2023.

⁵¹ LOI n°2013-595 du 8 juillet 2013 d’orientation et de programmation pour la refondation de l’école de la République: <https://www.legifrance.gouv.fr/loda/id/JORFTEXT000027677984>

⁵² France: Education and Training: <https://national-policies.eacea.ec.europa.eu/youthwiki/chapters/france/68-media-literacy-and-safe-use-of-new-media> Last update: 28 November 2023.

- iii) provide teachers with digital tools and resources to put digital technology at the heart of their practices, and encourage their use by offering more training and support;
- iv) ensuring the robustness, security, accessibility, quality and 'environmental responsibility' of the Ministry's IT tools⁵³

Entre les lignes should also be mentioned as the significant association to media and information, which functions with more than 250 volunteer journalists, all of them the editors of Agence France-Presse (AFP), the Le Monde Group (Le Monde, Télérama, Courrier international, La Vie, Le HuffPost), the Obs and Context (for more information please visit: <https://entreleslignes.media/>). Their main activities include conducting workshops in schools throughout France, since 2018 also offering training for teachers and educators too. As their main objectives (also confirmed in an interview) the association sees the facilitation of critical mind, the transmission of knowledge and tools of professional journalist, the in other numerous ways restoring trust and relationship with media in democratic societies.

7.3 MIL in Teacher Training

Public sector teachers are state's 'civil servants' or 'tenured' teachers and undergo competitive examination at several stages, each of which correspond to a different level of teaching or service condition⁵⁴. There are 32 national higher education institutions for teaching and education where future teachers study and collect experience. The four semester courses lead to MEEF – the master's degree in teaching, education and training (ibid.).

There were over 688.000 permanent teachers working at the public school system in 2020 and over 36.000 of 'contractual' teachers (recruited for specific assignments or as short-term replacements) working in the public service (ibid.).

Since 1983 the Centre for Media and Information Literacy (CLEMI – Centre pour l'éducation aux médias et à l'information) is tasked by the Ministry of National Education with implementing training actions promoting the use of information resources in education, such as teacher training, courses, talks, activities, advice, roundtables, etc.⁵⁵ CLEMI is also involved in overseas French departments. Pedagogical insights and advice for teachers can be found in this CLEMI brochure "Media and information, we learn: https://www.cleml.fr/fileadmin/user_upload/brochure2015-2016.pdf

CLEMI is part of Canopé Network, which also operates under the Ministry of National Education and provides teachers with numerous training courses and teaching resources

⁵³ France: Digital strategy for education 2023-2027 <https://eurydice.eacea.ec.europa.eu/news/france-digital-strategy-education-2023-2027> Last update: 3 May 2023. For more information: <https://www.education.gouv.fr/strategie-du-numerique-pour-l-education-2023-2027-344263>

⁵⁴ France: Teachers and education staff: <https://eurydice.eacea.ec.europa.eu/national-education-systems/france/teachers-and-education-staff> Last update: 27 November 2023.

⁵⁵ France: Education and Training: <https://national-policies.eacea.ec.europa.eu/youthwiki/chapters/france/68-media-literacy-and-safe-use-of-new-media> Last update: 28 November 2023.

in MIL (ibid.). Each year they train about 30.000 teachers and educators⁵⁶. Their objectives are to: (i) develop pupils' critical spirit and judgement; ii) familiarise pupils with the world of media; iii) open pupils up to current affairs and the world; iv) have them discover media diversity and plurality; v) teach them to process and 'decode' information; vi) introduce them to creating their own media.⁵⁷

There is a variety of online resources for obtaining MIL, e.g. the Parcours M@gistère – an interactive training for secondary school teachers (ibid.) (<https://magistere.education.fr/>). As well as MOOCs (Massive Open Online Courses), e.g. <https://eduscol.education.fr/1531/education-aux-medias-et-l-information>, where teachers can find information and resources on EMI.

Teacher-librarians need special attention within the French context of MIL, as they serve as significant stakeholders in respective schools. Apart from being a contact person for MIL issues from within and outside school walls, they also engage in various actions that surpass the 'Press and media week'.

7.3.1 Pre-Service Training

Initial teacher education in France is provided by universities, in schools of the Teaching and Higher Education, yet different levels of educational institution (primary, secondary, public, private, general, vocational) require different examinations.⁵⁸ Observation internships and accompanied practices follow, before students become the teacher trainee status and later go through competitive examinations. One of the prerequisites to be fulfilled before entering into state public service – is to have French nationality or that of another EU Member State (ibid.).

Pre-service education in MIL could be described by a combination of a wide range of programmes, subjects and pedagogical approaches that figure in teacher training programmes. More information, however, was found about the significance of in-service training in MIL, which might indicate the stronger position that MIL education has in the continuous professional development schemes rather than in pre-service education.

7.3.2 In-Service Training

Continuous education is compulsory for all teachers as well as other staff working at schools and can partly define their career advancement.⁵⁹ The training takes place outside

⁵⁶ Media and information literacy in France: an overview, by A. Adriaens-Allemand. Media and Learning <https://media-and-learning.eu/type/featured-articles/media-and-information-literacy-in-france-an-overview/>

⁵⁷ France: Education and Training <https://national-policies.eacea.ec.europa.eu/youthwiki/chapters/france/68-media-literacy-and-safe-use-of-new-media> Last update: 28 November 2023

⁵⁸ <https://eurydice.eacea.ec.europa.eu/national-education-systems/france/initial-education-teachers-working-early-childhood-and-school>

⁵⁹ <https://eurydice.eacea.ec.europa.eu/national-education-systems/france/teachers-and-education-staff>

the teaching service obligations, the costs for teachers are covered by their personal training account (ibid.)

With the killing of the history and civics teacher in 2020 in the suburbs of Paris, the French society was thrown back into the discussion as it happened in 2015 after the shooting of staff at the Charlie Hebdo publishing headquarters. The events have shaken up teachers in France and as Divina Frau-Meigs (2022) argues, teachers all over France started doubting their pedagogical independence while dealing with 'hot' topics, pointing to the gap between top-down decisions and their realization on the ground with the resources at hand. A stronger need for adaptive strategies within MIL were requested.

7.4 Final Comments

Even though MIL has a long and established history in France, it is a field that is evolving and continuously offering new ways to approach critical engagement with the media and information responsibly and in democratic ways. In particular, the strong state support and developed policy frameworks ensure the development of MIL output in various forms. MIL is integrated in the national curriculum in a cross-subject manner, while teachers are obtaining their necessary training through numerous CLEMI organized workshops, courses and use of resources. However, sometimes the heterogeneity of resources and materials, as Frau-Meigs argues (2023), can pose difficulties for a successful curriculum implementation, same as the gap that appears between official policy and expectation and the actual implementation of them in schools. MIL in French education system is also strongly supported by journalistic practices (fact-checking skills, reporting, etc.) (see e.g. Nygren et al, 2022) and teacher-librarian works in each school.

8. Luxembourg

With an estimated 660.000 inhabitants as of January 2023, the Grand Duchy of Luxembourg is one of the smallest European countries and EU member states, in population as well as in territory.⁶⁰ Though its population is still comparatively small, in the last 35 years it has almost doubled (1988: 372.000), mainly due to immigration. On 1 January 2021 about 47 % of the Luxembourgian population were foreigners. Luxembourg is located in Western Europe between France, Belgium and Germany and consists of 12 cantons and 102 municipalities (communes). The official national language is Luxembourgish with administrative languages being Luxembourgish, French and German.⁶¹ The majority speaks four languages, namely French, English, German and Luxembourgish.⁶² Portuguese is important as well, as the Portuguese constitute the largest foreign community.⁶³ Luxembourg's population is distributed quite unevenly, with the southern part being much more populated due to urbanisation and about 60 % of the population living in the southern cantons of Luxembourg and Esch-sur-Alzette alone.⁶⁴ Executive power in the constitutional monarchy in a parliamentary democratic regime is held by the head of state, the Grand Duke (*Grand-Duc*), who is politically immune. Executive power is exercised, however, by the government, with the prime minister – usually the chairman of the party winning the elections – being the head of government. The legislative branch of the government is the elected Chamber of Deputies (*Chambre des Députés*), a unicameral legislative body. There are several political and administrative levels, but the communes are the only decentralised decision-making level.⁶⁵ Luxembourg is ranked as the wealthiest

⁶⁰ European Commission. Eurostat. Country Facts. Available at <https://ec.europa.eu/eurostat/cache/countryfacts/>; European Union. Principles, Countries, History. Facts and figures on life in the European Union. Available at: https://european-union.europa.eu/principles-countries-history/key-facts-and-figures/life-eu_en

⁶¹ European Commission. Eurydice. National Education Systems. Luxembourg. Population: demographic situation, languages and religions. Last updated 27 November 2023. Available at: <https://eurydice.eacea.ec.europa.eu/national-education-systems/luxembourg/population-demographic-situation-languages-and-religions>; European Commission. Eurydice. National Education Systems. Luxembourg. Main executive and legislative bodies. Last updated 27 November 2023. Available at: <https://eurydice.eacea.ec.europa.eu/national-education-systems/luxembourg/main-executive-and-legislative-bodies>

⁶² European Digital Media Observatory (EDMO). Media Literacy Country Profile. Luxembourg. Available at: <https://edmo.eu/country-profile/luxembourg/>

⁶³ Kies, Ostling, Hamdi 2022, p. 6

⁶⁴ The Government of the Grand Duchy of Luxembourg. Statistiques.lu. Census. Territorial Distribution. Available at: <https://statistiques.public.lu/en/recensement/repartition-territoriale.html>

⁶⁵ European Commission. Eurydice. National Education Systems. Luxembourg. Main executive and legislative bodies. Last updated 27 November 2023. Available at: <https://eurydice.eacea.ec.europa.eu/national-education-systems/luxembourg/main-executive-and-legislative-bodies>; European Union. Principles, Countries, History. Country Profile. Luxembourg. https://european-union.europa.eu/principles-countries-history/country-profiles/luxembourg_en

country in the European Union regarding GDP per capita.⁶⁶ It is also considered to be one of the most politically stable European countries.⁶⁷

In Luxembourg, the Ministry of Education, Children and Youth (MENJE; *ministère de l'Éducation nationale, de l'Enfance et de la Jeunesse*) oversees all stages of education except of higher education, including “non-formal and formal education in early childhood, preschool and school education at primary and secondary level, vocational education and training and adult education, as well as extra-curricular schooling provision, such as music education.”⁶⁸ In contrast, responsible for higher education is the Ministry of Higher Education and Research (MESR; *ministère de l'Enseignement supérieur et de la Recherche*). Further authorities cooperating with MENJE in related fields are the Ministry of Family Affairs, Integration and the Greater Region (MFI; *ministère de la Famille, de l'Intégration et à la Grande Région*), the Ministry of Labour, Employment and the Social and Solidarity Economy (MTE; *ministère du Travail, de l'Emploi et de l'Économie sociale et solidaire*) – in particular the Agency for the Development of Employment (ADEM; *Agence pour le développement de l'emploi*) – as well as the communes.⁶⁹

In Luxembourg, the compulsory age to begin education is four years, but every child over the age of three has a right to school education. Thus, early childhood education between the age of three and four years old is optional, while preschool education starting at the age of four is mandatory. Compulsory schooling finishes with the age of 16, which makes compulsory schooling in Luxembourg 12 years. Elementary school (early childhood, preschool and primary education; *enseignement fondamental*) is usually attended for seven to eight years until the age of 11 (cycles one to four). Secondary education (*enseignement secondaire*), usually starting at the age of 12, is divided into two branches: a) classic secondary education (ESC; *enseignement secondaire classique*) of usually seven years with a more academic focus preparing students for higher education and university and b) general secondary education (ESG; *enseignement secondaire général*) of six to eight years with multiple possible paths, which – while, depending on the chosen path, can still allow students to attend higher education – prepares them for working life. Apart from the national Luxembourgian education system described above, multiple inter- and transnational models are available in the public-school sector. Most students are educated in free of charge public schools, but enrolment in private schools, schools abroad or European schools is possible as well as home schooling (home education) following certain conditions.⁷⁰ Like the Luxembourgian society, the Luxembourgian education system is shaped by cultural and linguistic diversity, multinationalism and multilingualism, making

⁶⁶ European Union. Principles, Countries, History. Facts and figures on life in the European Union. Available at: https://european-union.europa.eu/principles-countries-history/key-facts-and-figures/life-eu_en

⁶⁷ Kies, Ostling, Hamdi 2022, p. 6

⁶⁸ European Commission. Eurydice. National Education Systems. Luxembourg. Overview. Last updated 14 December 2023. Available at: <https://eurydice.eacea.ec.europa.eu/national-education-systems/luxembourg/overview>

⁶⁹ European Commission. Eurydice. National Education Systems. Luxembourg. Overview. Last updated 14 December 2023. Available at: <https://eurydice.eacea.ec.europa.eu/national-education-systems/luxembourg/overview>

⁷⁰ European Commission. Eurydice. National Education Systems. Luxembourg. Organisation of the education system and of its structure. Last updated 27 November 2023. Available at: <https://eurydice.eacea.ec.europa.eu/national-education-systems/luxembourg/organisation-education-system-and-its-structure>

language learning an important part of education. Depending on the school level, German or French is the language of instruction, English is taught as a subject and students can learn further languages as well.⁷¹ More than 63 % of students in public education did not speak Luxembourgish as main language at their homes in 2019 and around 44 % are not of Luxembourgian nationality.⁷²

8.1 MIL in Luxembourg

In general, Luxembourg's media landscape can be considered rather unusual due to its three official languages as well as its small population. Nowadays, all kinds of media are available in all three official languages, although Luxembourgish remains the main language for radio and TV and German is commonly used for written press.⁷³ The media market is highly concentrated in terms of ownership, possibly, among others, due to the small size of Luxembourg's media market.⁷⁴

At a national level, the Ministry of Education, Childhood and Youth is responsible for and oversees media literacy. Under its patronage are multiple services and initiatives promoting media literacy in various areas (including, but not limited to, formal education and non-formal education), e.g. the National Centre for Audiovisual Media (*Centre national de l'audiovisuel*; CNA), which is concerned with Luxembourg's audio-visual heritage and its promotion and conservation.⁷⁵ In general, 'BEE SECURE' (Luxembourg Safer Internet Centre), an initiative concerned with safe use of digital technologies and the internet targeting multiple population groups, is named as an important government initiative. It is organised by the National Youth Service (*Service national de la jeunesse*; SNJ) and involves three government ministries, namely the Ministry of Economy and the Ministry of Family, Integration and Greater Region, in addition to the Ministry of Education, Children and Youth already mentioned. Another important government stakeholder in the field of MIL is *Autorité luxembourgeoise indépendante de l'audiovisuel* (ALIA), a national regulatory authority connected to the European Commission for the development of skills concerning media literacy in general population.⁷⁶ Furthermore, there are initiatives specifically targeting adults by offering vocational training, e.g. the 'Digital Learning Hub'

⁷¹ European Commission. Eurydice. National Education Systems. Luxembourg. Overview. Last updated 14 December 2023. Available at: <https://eurydice.eacea.ec.europa.eu/national-education-systems/luxembourg/overview>

⁷² The Government of the Grand Duchy of Luxembourg, Ministry for Education, Childhood and Youth 2021b, p. 7

⁷³ European Digital Media Observatory (EDMO). Media Literacy Country Profile. Luxembourg. Available at: <https://edmo.eu/country-profile/luxembourg/>

⁷⁴ Kies, Ostling, Hamdi 2022, pp. 13-14

⁷⁵ *Centre national de l'audiovisuel 2020*. Available at: <https://cna.public.lu/en.html>; European Digital Media Observatory (EDMO). Media Literacy Country Profile. Luxembourg. Available at: <https://edmo.eu/country-profile/luxembourg/>

⁷⁶ European Digital Media Observatory (EDMO). Media Literacy Country Profile. Luxembourg. Available at: <https://edmo.eu/country-profile/luxembourg/>

(DLH), which offers courses in the area of computer sciences and on various skills associated with these.⁷⁷

In 2021, a broad action plan concerning media literacy was presented by the Luxembourgian Ministry of Digitalisation, the 'National Action Plan for Digital Inclusion'. Having realised a divide in society concerning digital knowledge, the action plan aims at reacting to this divide by targeting those who are affected by a lack of digital inclusion.⁷⁸

In the 'Mapping of Media Literacy Practices and Actions in EU-28' study by the European Audiovisual Observatory, 11 key stakeholders in the field of media literacy (outside of the formal educational system) were identified for Luxembourg in 2016. To gather information for the study, a questionnaire was handed out to national experts from each EU nation. The 11 identified key stakeholders in Luxembourg cover five sectors, namely Civil Society, Academia, Public Authorities, Media Regulatory Authorities and Audio-visual Content Providers. Two of these key stakeholders are considered to have a non-statutory duty in regard to media literacy, whereas the other nine are considered to have a statutory duty. In 2016 there were four main networks in the field of media literacy in Luxembourg, two of which operate on a national level and the other two on an international/European level: ALIA (see above), MIL Team (Script), Créajeune and Feierblumm Productions. Three of the named networks are formal networks. Of the 20 projects identified by participants of the study as having been most significant in the field of media literacy in Luxembourg between 2010 and 2016, 12 are categorised as 'End-user Engagement', whereas two each are categorised as 'Networking Platforms' and 'Campaigns'. The four remaining projects are described by the category 'Other Project Types'. Sectors responsible for the 20 identified projects are Civil Society (five projects) as well as Public Authorities, Audio-visual Content Providers and Academia (two projects each). The remaining six projects were Cross-sector collaborations.⁷⁹

The above named study identified five projects in MIL in Luxembourg carried out between 2010 and 2016 which are considered especially noticeable, most of which – as well as some of the other 15 mentioned projects –, interestingly enough, revolve around film making: 1. '*Uelzechtkanal*' by high school Lycée de Garçons Esch, a TV channel targeting young people between the age of 16 and 20, the content (documentaries) of which is created by pupils attending the high school; 2. 'Not Funny – Bee Fair', a campaign aiming at raising awareness on cyber mobbing and its prevention organised by government initiative BEE SECURE (see above); 3. '*Heemwél*', a successful film in Luxembourgish about World War II, which aims at breaking stereotypes and taboos connected to war, made by non-professional, young filmmakers from the filmmaker network Feierblumm Productions; 4. '*Les secrets du cinéma – Découverte du monde cinématographe de Georges Méliès*', an activity at youth centre Marienthal, during which young people aged 11 to 15 (mainly Luxembourgian school classes) can make their own remake of Georges Méliès' silent film 'A trip to the moon', aiming at giving young people insights into film making and especially

⁷⁷ Digital Learning Hub 2024. Available at: <https://dlh.lu/>; European Digital Media Observatory (EDMO). Media Literacy Country Profile. Luxembourg. Available at: <https://edmo.eu/country-profile/luxembourg/>

⁷⁸ European Digital Media Observatory (EDMO). Media Literacy Country Profile. Luxembourg. Available at: <https://edmo.eu/country-profile/luxembourg/>; The Government of the Grand Duchy of Luxembourg, Ministry for Digitalisation 2021

⁷⁹ European Audiovisual Observatory 2016, pp. 262-266

making them aware of possible ways of manipulation; 5. 'Tournage Crème Fraîche', film shooting funded by the National Centre for Audiovisual Content (CNA; see above) and National Youth Service (SNJ) which is based on screenplay written by young people aged 12 to 30 winning the *Crème Fraîche* competition and through which young people can experience and learn about film making and the film making industry as well as about technology.⁸⁰

8.2 MIL in the Luxembourgian Education System

At a national level, the Ministry of Education, Childhood and Youth is responsible for and oversees media literacy in Luxembourg. Under its patronage are, among others, two agencies which are important for media literacy in formal and non-formal education, namely *Service de coordination de la recherche et de l'innovation pédagogique et technologiques* (SCRIPT; formal education) and the National Youth Service (SNJ; non-formal education).

A very important initiative concerning media literacy in education in Luxembourg is 'einfach digital – Zukunftskompetenzen für stark Kanner' by the Ministry of Education, Childhood and Youth, which started in 2020. As part of the strategy, 'Medienkompass', a general framework and guideline on media education and a guide for teachers, premised on the 'European Digital Competence Framework for Citizens', was introduced by SCRIPT as well as the website 'eduMedia', on which teachers can find resources, material, etc. and even opportunities for development. The introduction of new computer related subjects at school (see below) and an awareness campaign for parents on digital media are also part of the strategy.⁸¹ The implementation of the competences specified in the 'Medienkompass' is, however, not mandatory.⁸² In addition, in 2021, the 4th 'National Cybersecurity Strategy' was implemented (2021-2025) by the High Commission for National Protection of the Luxembourgian government. Part of this strategy is, among other things, to offer more programmes and trainings raising awareness on cyber security as well as to accelerate education on the topic in various stages (formal and non-formal education, vocational training and life-long learning).⁸³ Furthermore, in 2016 (revised in 2021) the 'National Reference Framework on Non-Formal Education for Children and Young People' was introduced by the Ministry of Education, Childhood and Youth, encompassing fundamental aims as well as characteristics and principles of non-formal education in Luxembourg. Building media literacy in children and young people is included into the strategy as a crucial area of operation and the framework also addresses media

⁸⁰ European Audiovisual Observatory 2016, pp. 263f, 267-271

⁸¹ European Digital Media Observatory (EDMO). Media Literacy Country Profile. Luxembourg. Available at: <https://edmo.eu/country-profile/luxembourg/>; SCRIPT 2020; The Government of the Grand Duchy of Luxembourg, SCRIPT 2019. eduMedia. Available at: <https://www.edumedia.lu/>

⁸² Milmeister and Baumann 2021, p. 95

⁸³ European Commission 2023. National Policies Platform. YouthWiki. Luxembourg. Media literacy and safe use of new media. Last updated 28 November 2023. Available at: <https://national-policies.eacea.ec.europa.eu/youthwiki/chapters/luxembourg/68-media-literacy-and-safe-use-of-new-media>; European Digital Media Observatory (EDMO). Media Literacy Country Profile. Luxembourg. Available at: <https://edmo.eu/country-profile/luxembourg/>; The Government of the Grand Duchy of Luxembourg, High Commission for National Protection 2021

literacy in educational professionals.⁸⁴ Beyond this, Petranová, Hossová and Velický (2017) in their study on current development trends of media literacy in European Union countries highlight programmes in Luxembourg aimed at giving schools access to modern technology and enhancing teachers' and students' proficiency in the use of information and communication technologies, namely 'norTIC' and 'BEE Creative'.⁸⁵ Beforementioned BEE SECURE does also play a crucial role in formal as well as in non-formal education through various programmes, which promote among students responsible, positive, and safe use of the internet.⁸⁶ The beforementioned National Centre for Audiovisual Media (CNA) is also engaged in education concerning media use and film.⁸⁷

Although no journalists' associations were named as main stakeholders in the promotion of media literacy in Luxembourg by the experts taking part in the European Audiovisual Observatory's 'Mapping of Media Literacy Practices and Actions in EU-28' study (see above), one of the identified cross-sectoral projects, 'Competition *'jeune journaliste'*', a competition for journalistic work targeting students aged 13 to 15, involves a journalists' association as it is organised by the Conseil de Presse and Script (the Luxembourgian press council) in association with the Ministry of Education, Childhood and Youth.⁸⁸ A study by Kanižaj and Lechpammer (2019) found out, that there is a national journalists' association in Luxembourg which has been active in the promotion of media literacy by, among others, helping to develop media literacy programmes in schools.⁸⁹ (This is supported by information gained from the interviews.)

In the 2018 'International Computer and Information Literacy Study' (ICILS), in which the digital competencies of 8th grade students from 14 countries were tested, on the one hand, the Luxembourgian students scored among the best concerning access to infrastructure and equipment (e.g. access to digital devices, software and the internet). This is partially attributed to the 'one2one' strategy (equipping school classes with iPads). On the other hand, however, the Luxembourgian students scored below-average regarding Computer and Information Literacy (CIL) as well as Computational Thinking (CT). Furthermore, significant differences between students concerning their socio-economic background were detected. The below-average results of Luxembourgian students is partially attributed to the insufficient implementation of digital competences into the official curriculum as well as to the amount and manner of utilisation of digital devices in education.⁹⁰ The promotion of information and communication technologies (ICT) in class

⁸⁴ European Commission 2023. National Policies Platform. YouthWiki. Luxembourg. Media literacy and safe use of new media. Last updated 28 November 2023. Available at: <https://national-policies.eacea.ec.europa.eu/youthwiki/chapters/luxembourg/68-media-literacy-and-safe-use-of-new-media>; last accessed 20 January 2024.; European Digital Media Observatory (EDMO). Media Literacy Country Profile. Luxembourg. Available at: <https://edmo.eu/country-profile/luxembourg/>; The Government of the Grand Duchy of Luxembourg, Ministry for Education, Childhood and Youth 2021a, pp. 47, 63, 70, 98f

⁸⁵ Petranová, Hossová and Velický 2017, p. 57

⁸⁶ European Digital Media Observatory (EDMO). Media Literacy Country Profile. Luxembourg. Available at: <https://edmo.eu/country-profile/luxembourg/>

⁸⁷ Centre national de l'audiovisuel 2020. Available at: <https://cna.public.lu/en.html>; European Digital Media Observatory (EDMO). Media Literacy Country Profile. Luxembourg. Available at: <https://edmo.eu/country-profile/luxembourg/>

⁸⁸ European Audiovisual Observatory 2016, pp. 262-264; Kanižaj and Lechpammer 2019, pp. 29-31

⁸⁹ Kanižaj and Lechpammer 2019, p. 33

⁹⁰ Boualam, Lomos and Fischbach 2021; Milmeister and Baumann 2021, p. 95

might help to improve the students CIL and CT competences.⁹¹ Lomos et al., analysing the ICILS study data on Luxembourgian teachers, found out, that the use of ICT seems – apart from the availability of resources, which is already considered high in Luxembourgian schools – to be mainly dependent on a positive attitude of teachers towards ICT, their competence and self-efficacy concerning ICT, the frequent use of software and digital devices in class as well as the individual school's view on the use of ICT in education.⁹²

Nevertheless, in this context, it is important to note that in 2011 already 'BEE SECURE for schools' was established, a specific training programme for school children and teenagers on internet safety. This programme was made a mandatory part of the curriculum in elementary as well as in secondary schools nationwide.⁹³ While the training is mainly on internet safety, "selected aspects of media literacy, such as the topic of disinformation and the responsible handling of data" are also included.⁹⁴ The training takes approximately 90 minutes and there are specific age-appropriate variants. It is divided into three modules: how the internet works, its risks and benefits (module 1), different aspects of internet safety (module 2) and summary, finalisation and consolidation (module 3).⁹⁵ An evaluation of the programme based on data covering the years 2011 to 2018 (teachers) and 2015 to 2018 (students) by Tiemann, Melzer and Steffgen (2021) shows that students as well as teachers appreciate the learning outcomes of the training. Younger students, however, rated the training better than older students and found it more insightful. Participation in more than one training seems to lead to enhanced understanding. Teachers in general highly appreciated the programme and generally found it to be effective. The results also show that a positive attitude of teachers towards the topic of internet safety makes them more likely to cover it in class.⁹⁶

Furthermore, concerning the curriculum of the formal education system, the situation seems to have changed during the last few years. While subjects concerning information and communication technology have been part of the curriculum before the ICILS, this was mainly the case in *enseignement secondaire général* (ESG), the more practical oriented path of secondary education (see above).⁹⁷ In recent years, however, – also within the above mentioned '*einfach digital*' strategy – two new school subjects concerning MIL have been introduced: 'Digital Sciences' in secondary education (since school year 2022/2023) as well as 'Computational Thinking and Coding' in elementary education (since school year 2020/2021).⁹⁸ Nonetheless, the interviews revealed – although the implementation of the school subjects did close a gap – that media literacy does not yet seem to have the relevance in teachers' everyday school life that it perhaps should have, especially in elementary schools, but presumably also in secondary schools, and that, although the topic of MIL is present, practice differs greatly between schools, especially in elementary education.

⁹¹ Lomos et al. 2021, esp. p. 129

⁹² Lomos et al. 2021, esp. p. 128

⁹³ Tiemann, Melzer and Steffgen 2021, pp. 395, 399

⁹⁴ Tiemann, Melzer and Steffgen 2021, p. 399

⁹⁵ Tiemann, Melzer and Steffgen 2021, pp. 400f

⁹⁶ Tiemann, Melzer and Steffgen 2021, pp. 409-414

⁹⁷ Boualam, Lomos and Fischbach 2021, p. 124

⁹⁸ European Digital Media Observatory (EDMO). Media Literacy Country Profile. Luxembourg. Available at: <https://edmo.eu/country-profile/luxembourg/>

8.3 MIL in Teacher Training

As Luxembourg is a small country, it has only one university, University of Luxembourg, which was founded in 2003. Courses are in French, German, Luxembourgish as well as in English. Programmes for teacher education are partially offered by the university, however, especially in the education of secondary school teachers more institutions are involved. The pathway to become a teacher differs between elementary and secondary education teaching. To become an elementary school teacher, students can study at the University of Luxembourg or abroad. At the University of Luxembourg, students complete a four-year (eight semesters) Bachelor's programme, *Bachelor en Sciences de l'Éducation* (BScE), with one compulsory semester abroad. In September 2023 another possibility to become an elementary school teacher in Luxembourg was introduced, replacing the former 'Quereinsteiger' programme: *Bachelor en Formation Pédagogique* (BFP), a one-year (two semesters) Bachelor's programme offered by the University of Luxembourg for people who have already obtained a Bachelor's degree in a field related to education and want to retrain to elementary education. During both semesters, students have to complete mandatory internships. While the BScE certificate allows graduates to work in all parts of elementary education (all four cycles, supervision of children with special or particular needs, preparation classes for secondary school (*classes de la voie de préparation*)), the BFP certificate allows them to work in cycles two to four, in the supervision of children with special or particular needs as well as in secondary school preparation classes.⁹⁹

In order to become a secondary school teacher, students have to complete a different educational pathway that follows a consecutive model. Students have to obtain a higher education degree in a chosen subject first, either in Luxembourg or abroad. Depending on the desired position, different forms of degrees are required. However, to work as a standard teacher in secondary education (*professeur A1*), a master's degree is necessary. Graduates interested in teaching in secondary education have to then take an entrance exam (*examen-concours*) into the teacher profession, administered by the Ministry of Education, Children and Youth. After passing the exam, the prospective teachers have to complete a further training period (*stage pédagogique*): They have to participate in a

⁹⁹ European Commission 2023. Eurydice. National Education Systems. Luxembourg. Initial education for teachers working in early childhood and school education. Last updated 27 November 2023. Available at: <https://eurydice.eacea.ec.europa.eu/national-education-systems/luxembourg/initial-education-teachers-working-early-childhood-and-school/>; The Government of the Grand Duchy of Luxembourg, Ministry for Education, Childhood and Youth 2023. Professions in the education system. Teaching careers. Teacher in primary education (m/f). Last updated 03 November 2023. Available at: <https://men.public.lu/en/metiers-education/metiers-enseignement/devenir-enseignant-fondamental.html>; University of Luxembourg, Faculty of Humanities, Education and Social Sciences (FHSE), University/Central Administration and Rectorate 2023. "News. University launches 'Bachelor en Formation Pédagogique' in 2023/24." 08 March 2023. Available at: <https://www.uni.lu/en/news/university-launches-bachelor-en-formation-pedagogique-in-2023-24/>; University of Luxembourg, Faculty of Humanities, Education and Social Sciences (FHSE) 2024. Study Programmes. Bachelor en Sciences de l'éducation. Available at: <https://www.uni.lu/fhse-en/study-programs/bachelor-en-sciences-de-l-education/>; University of Luxembourg, Faculty of Humanities, Education and Social Sciences (FHSE) 2024. Study Programmes. Bachelor en Formation Pédagogique. Available at: <https://www.uni.lu/fhse-en/study-programs/bachelor-en-formation-pedagogique/>

teacher education programme of two years at the 'Training Institute of National Education' (*Institut de formation de l'Education nationale*; IFEN), while simultaneously teaching in secondary education with reduced time. After successfully finishing the programme with a certificate, graduates can be nominated and be admitted to a further training period lasting one year, which aims at strengthening their professional development.¹⁰⁰ For the subjects Mathematics, French Language and Literature, German Language and Literature as well as Luxembourgish Language and Literature, special Master's programmes (Master in Secondary Education; *Master en Enseignement secondaire*) focusing on secondary education teaching are offered at the University of Luxembourg.¹⁰¹

Challenges facing the educational system today as well as potential future changes are the subject of extensive public and political discussion in Luxembourg. The primary concerns are: "Promotion of the quality of education; Strengthening of the linkage between formal and non-formal education, dealing with ethnic and linguistic diversity; Prevention of school failure and dropout; Digitalization in schooling."¹⁰² These challenges seem to be partially reflected in teacher education at the University of Luxembourg, with e.g. digital media and new technologies or dealing with linguistic diversity and multilingualism taking over a part of teacher education in every offered programme in the field of teacher education at the University of Luxembourg.¹⁰³ Multilingualism is strongly implemented into

¹⁰⁰ European Commission 2023. Eurydice. National Education Systems. Luxembourg. Initial education for teachers working in early childhood and school education. Last updated 27 November 2023. Available at: <https://eurydice.eacea.ec.europa.eu/national-education-systems/luxembourg/initial-education-teachers-working-early-childhood-and-school/>; The Government of the Grand Duchy of Luxembourg, Ministry for Education, Childhood and Youth 2024. Professions in the education system. Teaching careers. Teacher in secondary education (m/f). Last updated 15 January 2024. Available at: <https://men.public.lu/en/metiers-education/metiers-enseignement/devenir-enseignant-secondaire.html>

¹⁰¹ University of Luxembourg, Faculty of Humanities, Education and Social Sciences (FHSE) 2024. Study Programmes. Master en Enseignement secondaire – Langue et littérature française. Available at: <https://www.uni.lu/fhse-en/study-programs/master-en-enseignement-secondaire-langue-et-litterature-francaise/>; University of Luxembourg, Faculty of Humanities, Education and Social Sciences (FHSE) 2024. Study Programmes. Master en Enseignement secondaire – Langue et littérature allemande. Available at: <https://www.uni.lu/fhse-en/study-programs/master-en-enseignement-secondaire-langue-et-litterature-allemande/>; University of Luxembourg, Faculty of Humanities, Education and Social Sciences (FHSE) 2024. Study Programmes. Master en Enseignement secondaire – Langue et littérature luxembourgeoise. Available at: <https://www.uni.lu/fhse-en/study-programs/master-en-enseignement-secondaire-langue-et-litterature-luxembourgeoise/>; University of Luxembourg, Faculty of Science, Technology and Medicine (FSTM) 2024. Study Programmes. Master en Enseignement secondaire – Mathématiques. Available at: <https://www.uni.lu/fstm-en/study-programs/master-en-enseignement-secondaire-mathematiques/>

¹⁰² European Commission 2023. National Policies Platform. YouthWiki. Luxembourg. Current Debates and Reforms. Last updated 28 November 2023. Available at: <https://national-policies.eacea.ec.europa.eu/youthwiki/chapters/luxembourg/610-current-debates-and-reforms>

¹⁰³ University of Luxembourg, Faculty of Humanities, Education and Social Sciences (FHSE) 2024. Study Programmes. Bachelor en Sciences de l'éducation. Available at: <https://www.uni.lu/fhse-en/study-programs/bachelor-en-sciences-de-l-education/>; University of Luxembourg, Faculty of Humanities, Education and Social Sciences (FHSE) 2024. Study Programmes. Bachelor en Formation Pédagogique. Available at: <https://www.uni.lu/fhse-en/study-programs/bachelor-en-formation-pedagogique/>; University of Luxembourg, Faculty of Humanities, Education and Social Sciences (FHSE) 2024. Study Programmes. Master en Enseignement secondaire – Langue et littérature française. Available at: <https://www.uni.lu/fhse-en/study-programs/master-en-enseignement-secondaire-langue-et-litterature-francaise/>; University of Luxembourg, Faculty of Humanities, Education and Social Sciences (FHSE) 2024. Study Programmes. Master en Enseignement

the university's structure, with e.g. a specific university policy concerned with multilingualism ('Multilingualism policy').¹⁰⁴

8.3.1 Pre-Service Training

The *Bachelor en Sciences de l'Éducation* for elementary school teaching at University of Luxembourg offers some courses that might concern MIL: 'Scientific reading and writing' (semester 2) including, among other things, how to critically deal with and evaluate scientific texts; 'Educational technology' (semester 5 and 6), concerning types and the use of technologies and media in education; as well as 'Education in the digital age' (semester 2) on, among other things, digitalisation, implications for education, technology-enriched learning as well as specifically aiming at the development of MIL.¹⁰⁵ The *Bachelor en Formation Pédagogique* includes the course 'Education in the digital age' (semester 1) as well. As the programme was still in its first semester offered at the time of the research, the course offerings for the second semester had not yet been published.¹⁰⁶

All of the Master in Secondary Education programmes at the University of Luxembourg offer the course '*Digitale Didaktik*' in at least one semester, which aims at enhancing the students' digital literacy and media-critical awareness, especially with regard to their own teaching later. In the programme 'Master in Secondary Education – German language and literature', students can, furthermore, take a course on journalistic writing with regard to critiques and reviews ('*Kritik und Rezension. Einstieg in journalistisches Schreiben*' (semester 1, 2 and 4)), in which they shall learn about the examination of writing positions and dealing critically with critiques and reviews. In the programme 'Master in Secondary Education – Mathematics' students can take a course on 'Data Science' (semester 3), covering various perspectives on and aspects of data, including, apart from data preparation, statistics, visualisation, etc., data security and privacy.¹⁰⁷

secondaire – Langue et littérature allemande. Available at: <https://www.uni.lu/fhse-en/study-programs/master-en-enseignement-secondaire-langue-et-litterature-allemande/>; University of Luxembourg, Faculty of Humanities, Education and Social Sciences (FHSE) 2024. Study Programmes. Master en Enseignement secondaire – Langue et littérature luxembourgeoise. Available at: <https://www.uni.lu/fhse-en/study-programs/master-en-enseignement-secondaire-langue-et-litterature-luxembourgeoise/>; University of Luxembourg, Faculty of Science, Technology and Medicine (FSTM) 2024. Study Programmes. Master en Enseignement secondaire – Mathématiques. Available at: <https://www.uni.lu/fstm-en/study-programs/master-en-enseignement-secondaire-mathematiques/>

¹⁰⁴ University of Luxembourg 2020. *Multilingualism Policy*. 28 May 2020. Available at:

<https://www.uni.lu/wp-content/uploads/sites/9/2023/07/Multilingualism-Policy-English.pdf>

¹⁰⁵ University of Luxembourg, Faculty of Humanities, Education and Social Sciences (FHSE) 2024. Study Programmes. Bachelor en Sciences de l'éducation. Available at: <https://www.uni.lu/fhse-en/study-programs/bachelor-en-sciences-de-l-education/>

¹⁰⁶ University of Luxembourg, Faculty of Humanities, Education and Social Sciences (FHSE) 2024. Study Programmes. Bachelor en Formation Pédagogique. Available at: <https://www.uni.lu/fhse-en/study-programs/bachelor-en-formation-pedagogique/>

¹⁰⁷ University of Luxembourg, Faculty of Humanities, Education and Social Sciences (FHSE) 2024. Study Programmes. Master en Enseignement secondaire – Langue et littérature française. Available at: <https://www.uni.lu/fhse-en/study-programs/master-en-enseignement-secondaire-langue-et-litterature-francaise/>; University of Luxembourg, Faculty of Humanities, Education and Social Sciences (FHSE) 2024. Study Programmes. Master en Enseignement secondaire – Langue et littérature allemande. Available at: <https://www.uni.lu/fhse-en/study-programs/master-en-enseignement-secondaire-langue-et-litterature-allemande/>; University of Luxembourg, Faculty of

As the University of Luxembourg is the only university in Luxembourg and, founded in 2003, a quite new institution as well, it is not possible to offer a comprehensive selection of study programmes in every field of education for a small nation like Luxembourg. Thus, it has been quite common for Luxembourgian students to obtain their degree abroad and a significant proportion of students still does so. There are multiple cooperations with universities in other countries, e.g. Belgium, France, Germany, Austria or Switzerland.¹⁰⁸ As can be seen from the interviews, this can pose some challenges for teacher education and MIL specifically, because the prospective teachers coming back to Luxembourg from various countries and universities have learned different things during their studies and can have different levels and kinds of knowledge in specific areas, including MIL.

8.3.2 In-Service Training

In Luxembourg, teachers in elementary and secondary education have the right to continuing training and are obliged to spend at least eight hours per year on it. There is a specific institute, the 'Institute for Continuing Training of School Teachers and Educational Staff' (*Institut de formation continue du personnel enseignant et éducatif des écoles et des lycées*; IFC), organising and offering training possibilities for teachers. The specific organisation differs between elementary and secondary education teachers.¹⁰⁹ Furthermore, there are workshops for teachers on all education levels offered by IFEN (Training Institute of National Education)¹¹⁰ and training is offered by initiatives as well, e.g. norTIC.¹¹¹ Organised by the 'Syndicat Intercommunal pour l'Education, l'Enseignement, le Sport et les Loisirs' (SISPOLO), norTic focuses on information and communication technologies in elementary schools in the region Norden. Among its services are various offers for teachers. E.g., through the 'Centre de services norTIC', elementary education teachers can participate in continuing training programmes, receive material and exchange good practices.¹¹²

Humanities, Education and Social Sciences (FHSE) 2024. Study Programmes. Master en Enseignement secondaire – Langue et littérature luxembourgeoise. Available at: <https://www.uni.lu/fhse-en/study-programs/master-en-enseignement-secondaire-langue-et-litterature-luxembourgeoise/>; University of Luxembourg, Faculty of Science, Technology and Medicine (FSTM) 2024. Study Programmes. Master en Enseignement secondaire – Mathématiques. Available at: <https://www.uni.lu/fstm-en/study-programs/master-en-enseignement-secondaire-mathematiques/>

¹⁰⁸ European Commission 2023. Eurydice. National Education Systems. Luxembourg. Mobility in higher education. Last updated 27 November 2023. Available at: <https://eurydice.eacea.ec.europa.eu/national-education-systems/luxembourg/mobility-higher-education>; The Government of the Grand Duchy of Luxembourg, Ministry of Higher Education and Research 2023. *mengstudien.lu*. Study abroad. Last updated 28 March 2023. Available at: <https://mengstudien.public.lu/en/etudier-etranger.html>

¹⁰⁹ European Commission 2023. Eurydice. National Education Systems. Luxembourg. Continuing professional development for teachers working in early childhood and school education. Last updated 27 November 2023. Available at: <https://eurydice.eacea.ec.europa.eu/national-education-systems/luxembourg/continuing-professional-development-teachers-working-early>

¹¹⁰ Institut de formation de l'Education nationale (IFEN) 2022. Formation continue. Available at: <https://ssl.education.lu/ifen/web/guest/formation-continue>

¹¹¹ Petranová, Hossová and Velický 2017, p. 63

¹¹² SISPOLO (Syndicat Intercommunal pour l'Education, l'Enseignement, le Sport et les Loisirs) 2023. *Bildung und Unterricht*. Nortic. Last updated 07 June 2023. Available at: <https://sispolo.lu/bildung-unterricht/nortic/>

IFEN appears to be a particularly important player in the area of teacher training. One thematic focus in IFEN's workshop catalogue is '*Technologies de l'information et de la communication*' (information and communication technologies), where courses on the topics 'Information and Data', 'Communication and Collaboration', 'Content Creation', 'Security and Protection', 'Digital Environment' as well as 'Programming and Computational Thinking' are offered.¹¹³ Some initiatives (e.g. BEE Creative) offer MIL-related trainings in collaboration with IFEN¹¹⁴ and trainings within the '*Medienkompass*' framework are also offered in collaboration IFEN.¹¹⁵

Furthermore, elementary education teachers in Luxembourg have the possibility to specialise in three different fields in order to become a 'specialised teacher' in the respective field: children with special needs (*instituteur pour élèves à besoins éducatifs spécifiques*, I-EBS), school development (*instituteur spécialisé en développement scolaire*, I-DS) and digital literacy (*instituteur spécialisé en compétences numériques*, I-CN). The Ministry for Education, Childhood and Youth describes the role of specialised teachers for digital literacy as follows: They "help primary schools to successfully implement progressive learning based on the use of digital technologies and promoting the development of key competencies related to media and technology". Their role involves offering guidance and support concerning media-based education to all members of the school community (including educational staff and teachers) as well as educating students in computational thinking and coding.¹¹⁶

Considering the ICILS study data for Luxembourg (see above) and the below average results of Luxembourgian 8th graders concerning Computer and Information Literacy (CIL) and Computational Thinking (CT), MIL in teachers seems especially important as it – specifically the use of information and communication technologies (ICT) in class – can help to improve the students' performance.¹¹⁷ Lomos et al., analysing the ICILS study data on Luxembourgian teachers, found out that the use of ICT seems to be partially dependent on the teachers' competence and self-efficacy concerning interaction and communication technologies. Data shows that teachers who have received education concerning ICT and its use in education and/or who have completed continuing training regarding ICT are more likely to use it in their own teaching. This makes teacher training an important tool. A large share of teachers states to have been offered various opportunities to participate in continuing training concerning ICT and to have already participated in such.¹¹⁸

¹¹³ Institut de formation de l'Education nationale (IFEN) 2022. Formation continue. Available at: <https://ssl.education.lu/ifen/web/guest/formation-continue>

¹¹⁴ SCRIPT (Service de Coordination de la Recherche et de l'Innovation pédagogiques) 2022. BEE Creative. Makerspace. Our Services. Available at: https://www.makerspace.lu/?page_id=14;

¹¹⁵ SCRIPT (Service de Coordination de la Recherche et de l'Innovation pédagogiques) 2019. eduMedia. Medienkompass. Begleitende Angebote. Available at: <https://www.edumedia.lu/medienkompass/begleitende-angebote/>; last accessed: 28 January 2024.

¹¹⁶ The Government of the Grand Duchy of Luxembourg, Ministry for Education, Childhood and Youth 2023. Professions in the education system. Teaching careers. Teacher in primary education (m/f). Last updated 03 November 2023. Available at: <https://men.public.lu/en/metiers-education/metiers-enseignement/devenir-enseignant-fondamental.html>

¹¹⁷ Lomos et al. 2021, p. 129

¹¹⁸ Lomos et al. 2021, pp. 130f

8.4 Final Comments

In Luxembourg, the government and its ministries and associated institutes seems to be strongly involved in and working on MIL in the society at large, in the education system as well as in teacher education specifically. Other, non-governmental players are strongly involved as well. There are multiple strategies and initiatives to promote and improve MIL, especially in children, young people and students. A lot of MIL programmes and initiatives outside of the education system, interestingly, seem to concern content production and film-making.

Concerning MIL in the education system, during the last few years a lot of new initiatives and strategies have been implemented. The mandatory BEE SECURE programme for schools might be a helpful tool, especially regarding internet safety. Other aspects of MIL, however, seem to exist more as an optional framework or guideline (*'Medienkompass'*). However, the introduction of new MIL related subjects into primary as well as secondary schools has changed improved this. The results of these changes are too early to assess. It remains to be seen whether the gaps that still seem to exist between theory and practice can be closed.

In teacher education, MIL is present in form of specific modules concerning MIL-related topics. However, although digitalisation is recognised as an important challenge, it seems to be overpowered by the challenges of multilingualism. Nevertheless, there seems to be a wide range of further training opportunities, which the teachers also seem to recognise and use. Concerning MIL in teachers, the possibility for elementary education teachers to become a specialised teacher for digital literacy should be emphasized.

9. Belgium-Wallonia

With over 11 million inhabitants, Belgium is the eighth largest country in the European Union¹¹⁹. Belgium is a federal constitutional monarchy with a parliamentary system, where the decision-making powers are not centralised, but divided between the federal governments: 3 language-based communities (Flemish-, French- and German-speaking) and 3 regions (Flanders, Brussels Capital and Wallonia)¹²⁰. Approximately one-third (roughly 3.68million inhabitants¹²¹) of the Belgian population live in the Wallonia Federation, the southern part of the country. The language communities are responsible for education in the respective parts of Belgium. The federal responsibilities remain in determining the beginning and the end of compulsory education, the requirements for issuing diplomas, and the regulation of retirement for employees in the educational system¹²²

In Belgium, freedom of education is a constitutional right, including the freedom of school choice for parents (ibid.). Education is compulsory from 5 till 18 years old, with the possibility of home schooling. In Belgium, education is organized in various networks and there are three of them in the French speaking community: i) public education, ii) government-aided public education (run by the municipal and provincial authorities) and iii) government-aided private education. (ibid.)

There are 4 types of higher education institutions in the Wallonia-Brussels Federation: Universities, Hautes Ecoles, Art schools and Continuing education institutions.¹²³ The Academy for Research and Higher Education (ARES) unites the higher education institutions and ensures the overall coordination of their activities.

9.1 MIL in Belgium-Wallonia

In the face of disinformation, Wallonia federation consider MIL as an enabling and emancipating tool for young people to become engaged citizens.¹²⁴ In 2022 the government launched a Media Literacy Plan to develop critical thinking and interactivity with the media, to be implemented progressively across various sectors (ibid.). The plan is structured around 4 thematic areas and one cross-cutting area: i) Training: provide all pupils and students with a solid and critical education in the media and decoding information; ii) Adapting the decree: evaluating, adapting and updating the decree on media education; iii) Strengthen collaborations; iv) Develop new media literacy initiative relating to digital media and communication (ibid.).

¹¹⁹ Belgian Federal Government. STATBEL. Available at: <https://statbel.fgov.be/en/figures/key-figures-2022>

¹²⁰ European Union. Country Profile. Available at: https://european-union.europa.eu/principles-countries-history/country-profiles/belgium_en

¹²¹ Population of Belgium. Available at: www.statista.com/statistics/517196/population-of-belgium-by-region/

¹²² Belgium – French Community: <https://eurydice.eacea.ec.europa.eu/national-education-systems/belgium-french-community/overview> (Last update: 14 December 2023)

¹²³ <https://web.umons.ac.be/en/teaching/lenseignement-superieur-en-federation-wallonie-bruxelles/>

¹²⁴ <https://national-policies.eacea.ec.europa.eu/youthwiki/chapters/belgium-french-community/68-media-literacy-and-safe-use-of-new-media>

MIL in Wallonia is multidimensional and complicated, despite decades of efforts to increase the significance of it through various programmes and projects. There is a board of media literacy established by the parliamentary decree, which is in charge of coordinating all parties involved in putting MIL into the curriculum (data from the interview). The emphasis is put on the longevity of such a framework, which should ideally go beyond the cycles of ministers as well as various panics. According to one of our interviewees, historically almost all new technological changes were met with moral panics, be it screen use, cyberbullying, social networks, fake news, video games, AI, etc. Important, as the interviewee argues, is to invest in a long-term perspective of strong competences and not to react to one panic dimension. MIL is thus not a remedy to solve everything, because most of the phenomena (populism, extreme political views, hate speech) exist offline too.

The High Council of Media Literacy offers various trainings, tools and meetings for students, journalists and other in order to stimulate initiatives in the field of MIL and develop awareness campaigns¹²⁵. Three other resources centres were created: CAV Liege, Media Animation and Centre de Formation et d'Auto Formation Continuée.

9.2 MIL in the **Wallonia's** Education System

With three years of initial education, requirements to first ensure the delivery of educational 'fundamentals' (such as reading, writing, class management, etc.) and early drop-outs of teachers from the profession, one should not expect MIL to be at the centre of every subject in schools, argue our interviewees.

In the curriculum MIL appears as a transdisciplinary subject, not as a discipline in itself. Such a situation provides multiple angles of MIL integration. In the past years there has been a big reform of the school system and government aimed to stabilize MIL in the curriculum. New reform, however, has put MIL as a core competence, yet with a large freedom of how to implement it.

One educational website should be mentioned – enseignement.be – which provides pedagogical tools and other support of teachers in the field of MIL¹²⁶

9.3 MIL in Teacher Training

Collected qualitative data indicates that many multidimensional circumstances have to be successfully brought together in order to achieve successful MIL: initial training, financial capabilities, school management support, technological equipment and so on. Inviting special trainers for specific MIL projects or journalists could be an option. Through this a certain 'training' and development in the topic sphere happens in in-service teachers too. Combination of expertise is a good practice example.

¹²⁵ <https://national-policies.eacea.ec.europa.eu/youthwiki/chapters/belgium-french-community/68-media-literacy-and-safe-use-of-new-media>

¹²⁶ <https://national-policies.eacea.ec.europa.eu/youthwiki/chapters/belgium-french-community/68-media-literacy-and-safe-use-of-new-media>

9.3.1 Pre-Service Training

The initial training of teachers depends on the age of pupils, the type of institution and the study direction chosen¹²⁷. The initial training of the bachelors (pre-primary, primary and lower secondary education) take place in the *Hautes écoles* (ibid.), teachers of Latin, Greek, Spanish and Italian are trained at university (ibid.). Students usually undergo their teaching practice in teams of two with guidance from a number of discipline-specific lecturers, professors and supervisors.

In Wallonia teachers receive basic MIL training during their initial education, but have free space to deliver MIL topic how they want. In such a situation, as one of our interviewees said, some teachers advance, others not. For one three years of training is too short to equip future teachers with the ready to use classroom scenarios.

9.3.2 In-Service Training

All teachers are required to attend continuous professional training. Several educational institutions are introducing the certificate proposals with a specialization degree for in-service teachers.

9.4 Final Comments

MIL in Wallonia encompasses a transversal approach that ideally strives to achieve long term MIL competences in people. In doing this, formal and in-formal education aims to equip people with critical thinking skills, digital literacy and empowerment. Teacher training programmes enhance MIL through special workshops, events and resource repositories

¹²⁷ Belgium – French Community. Teachers and Education Staff. Available at: <https://eurydice.eacea.ec.europa.eu/national-education-systems/belgium-french-community/initial-education-teachers-working-early> (Last update: 27 November 2023)

10. Conclusions

The main aim guiding TeaMLit research for this report was to carry out a thorough mapping, framing and analysis of current practices, barriers and opportunities in initial and in-service teacher training and continuing professional development in media and information literacy. This report examined the following regions and countries: Spain and Catalonia, France, Poland, Croatia, Bulgaria, Luxembourg, and Belgium-Wallonia. In the following table, gaps and opportunities as well as inspiring practices from analysed countries that enhance teacher training in MIL have been summarized from the conducted research and analysis.

TABLE 1 MAPPING OPPORTUNITIES THAT ENHANCE TEACHER TRAINING IN MEDIA AND INFORMATION LITERACY

Disclaimer: Data in this table is summarised from conducting analysis in Spain and Catalonia, France, Poland, Croatia, Bulgaria, Luxembourg, and Belgium-Wallonia, the practices and policies in MIL education and teacher training. The list is in no order of relevance.		
Nr.	Gap/hindrane in MIL education	Opportunity/ inspiring practice in MIL education
1.	Lack of financial resources dedicated solely to pre-service and in-service teacher education and continuing professional development of teachers and teacher educators in MIL.	Dedicated sufficient and stable governmental funds and administrative as well as institutional support in acquiring them and implementing MIL education.
2.	Overlooking the heterogeneity of the stakeholders in MIL education.	Considering a holistic and overarching list of stakeholders in MIL education, which includes not only pre-service and in-service teachers or their educators and continuous professional development trainers but also considers children, youth, parents, school principals, libraries, civil society, third-party funding bodies, public broadcasters, social media content providers, algorithms, national and regional authorities, (research) networks and associations with MIL related focus, transnational institutions and bodies, student assistants working with teachers educators, media technicians, etc.
3.	Underestimating the complexity of MIL education	The complicated multiplicity of MIL lies in numerous coordination and implementation levels, such as (1) education plans and the development of teaching and curricula; (2) Initial and continuing education of educators and teachers; (3) Infrastructure and equipment as well as qualified staff who looks

	after it and helps lecturers and students when needed (thus – permanent positions); (4) Educational media, various resources online; (5) school administration, campus management systems; (6) Legal and functional frameworks.
4. Existing MIL guidelines that are not entirely clear about what teachers are expected to know in MIL and how can (pre-service) teachers be comprehensively professionalised in this area.	The practice of 'translating' governmental policies, guidelines and frameworks into practical implementation of them in educational contexts through institutions and personnel specifically working on this aim. Establishing feedback-loops in order to optimize the flows.
5. Lack of MIL-related knowledge and skills among teachers, hesitation around media novelty.	(a) Online databases with ready-made materials that respond to governmental guidelines in MIL and learning goals across different subjects and levels. (b) Acquiring MIL skills and knowledge in an informal event (e.g. 'soups and apps lunch', 'media pub' or 'media cafe'). (c) social media as space of exchange; the sharing of already created materials for classrooms via special websites; (d) on-site peer-to-peer collaboration, exchange and support, thus – the realization of the domino-effect, when teachers become multipliers.
6. Lack of MIL-related knowledge and skills among children and their parents.	Mentoring practice: among school children (older to younger mentoring), parent-to-parent mentoring, supported by courses and training provided by professional media pedagogues coming from assessed institutional programmes.
7. Lack of MIL-related knowledge and skills in a society as a whole.	Public broadcaster (television, radio) with a mandate to promote MIL through various programmes. Various websites, which offer materials to three societal groups at the same time, thus sharing the 'load' of MIL education among all stakeholders in MIL and not only expecting it from teachers and educators. The engagement of numerous stakeholders in campaigns, such as those seen in Ireland, Belgium and Germany has demonstrated an impact.
8. Lack of MIL-related visibility and relevance in educational contexts, for example, institutions of higher education, especially those educating future teachers.	Acknowledgement through continuous and adequate financial funds and support for research into MIL in teacher training, which will subsequently add to the quality of MIL training, and stakeholders' presence in

	decision-making levels to keep the topic of MIL in teacher education on the agenda. More research and feedback 'from the field'.
9. Approaching MIL as a cross sectoral endeavour.	Facilitating networks and cooperation between stakeholders in MIL education through projects, collaborative events and programmes, exchange and sharing of tried out practices.
10. Competition or centred interests within communities, institutions or nations.	Facilitate transdisciplinary and cross-regional (research) cooperation and networks through joint projects, events, research, tandem teachings, etc.
11. In-service training falls not in the working time of a teacher, but is treated as a personal investment of resources. In the current teacher shortage and underpayment MIL training might be seen as an extra burden on teachers' shoulders	Teachers need primarily acknowledged and dedicated financial and time resources for further qualification in MIL. (In Bulgaria, e.g., it is connected with the salary rise, even if further qualifications are paid from teachers' own pockets).
12. Lack of exchange between in service teachers (with their 'on the ground' practices, feedback of what works and what not) and pre-service teacher education institutions.	Facilitating practice and knowledge exchange between school sector and teacher education institutions.

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