



D2.3 Report on Research, Review and Analysis (WP2)



Title of the project	TeaMLit
Full title of the project	Teacher Education: providing guidance, resources and support to teacher trainers on Media Literacy in Europe
Title of this document	Report on Research, Review and Analysis (WP2)
Number of this document	D2.3
Dissemination level	Public (PU)
Due date	30/07/2024
Actual delivery	10/09/2024
Version	V02
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Executive Summary	<p>Research for this report was conducted between February and June of 2024 as part of the TeaMLit project, looking at 6 countries – Austria, Cyprus, Finland, Greece, Lithuania and The Netherlands. The report's main findings include the following:</p> <ul style="list-style-type: none"> • Disinformation and fake news remain among the strongest driving forces for the recognition of the significance of MIL education in all researched countries. This remains important at all levels, from policy to day-to-day classroom activities and especially in contexts with direct effects of Russia's war in Ukraine, like Lithuania or Finland. In these countries, MIL competencies are perceived as part of national defence strength and resilience building. Both countries stress the significance of critical thinking in MIL and the emphasis on pre-school education in MIL. • MIL predominantly remains a cross-disciplinary competence that can be acquired across all subjects and all levels of education. The guidelines and frameworks vary significantly from one country to another, between urban or rural sites within the same country and from one educational institution or even classroom to another.


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- The report reveals substantial variability in the media literacy education provided to **pre-service teachers** across different countries and institutions.
 - **In-service teacher training programmes** (often provided by NGOs) were more prevalent than pre-service programmes.
 - There is practically **no exchange or feedback loop between in-service and pre-service teacher education in MIL** in all researched countries. The TeaMLit project's findings underscore the importance of a more coherent and effective MIL education framework, which will equip (future) teachers with the necessary skills and knowledge and empower students to navigate the complex media landscape critically and responsibly.

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1. Introduction

This is the third and, thus, the final of three reports to be published as part of the TeaMLit project – Teacher Education in Digital and Media Literacy: Providing 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 spanned 18 months, from January 2023 to June 2024. This report covers Austria, Cyprus, Finland, Greece, Lithuania and the Netherlands. The report is structured into six key sections, each offering insights into the current state of MIL teacher training in the respective countries.

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 supports the notion that teachers are crucial in empowering young citizens by facilitating media and information literacy and that 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 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.

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 predominantly qualitative approach, the study primarily employed desk research and interviews. The research in Finland additionally included questionnaires.

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. In general, our work was supported by AI tools, specifically those that helped us with translation and language editing. Our qualitative research was not conducted using AI tools.

For exploring MIL training for teachers in the target countries, 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 41 interviews were conducted, which significantly enriched our overall assessment of the situation and context in each country.

Because Finland is usually depicted as a prime example concerning MIL, the Finnish case is described in more detail. Therefore, the qualitative research phase was more intensive and, in addition to desk research and interviews with key stakeholders, questionnaires were part of the research concerning Finland. The questionnaires addressed four different groups of stakeholders: (1) pre-service teacher educators, (2) in-service teacher educators, (3) pre-service student teachers as well as (4) in-service teachers. This report mainly considers the answers that were collected from open questions included in these questionnaires.

2. Cyprus

Cyprus is a Mediterranean island with a population of 1.2 million, comprising Greek and Turkish cultural influences. It is a presidential republic, where the president is both the head of state and government. The country is classified as a high-income economy by the World Bank, with services, tourism, and shipping being significant sectors. Although the 2012-2013 financial crisis was a significant setback, leading to a bailout program from the Eurozone and IMF, the economy has since recovered, and the discovery of offshore natural gas reserves has the potential to alter the economic landscape further. The northern part of the island is inhabited by Turkish Cypriots, following the de facto division of the island in 1974. This division has led to a unique demographic setup, with the Republic of Cyprus in the South and the self-declared Turkish Republic of Northern Cyprus in the North, recognised only by Turkey. Efforts to resolve the Cyprus dispute have been ongoing for decades but have yet to reach a comprehensive settlement. The Republic of Cyprus joined the European Union in 2004, further complicating the political situation with the northern part of the island not being within EU jurisdiction.

Cyprus boasts a comprehensive and well-structured education system that spans primary, secondary, and tertiary levels, with schooling mandatory up to the age of 15. Reflecting the importance of education in its national development, the Cypriot government allocates significant investment towards educational initiatives and infrastructure. The higher education sector, in particular, has experienced remarkable growth, with numerous Cypriot universities achieving international acclaim.

2.1 MIL in Cyprus

The Audio-Visual Media Services Directive (AVMSD) 2018/1808 has been integrated into Cypriot law as of December 21, 2021. In compliance with the AVMSD's Article 33a1, which mandates that EU Member States must promote and develop media literacy skills, the Cyprus Radio Television Authority (CRTA) has been designated as the independent regulatory body responsible for ensuring that audio-visual media service providers and video-sharing platform providers adhere to regulatory standards, including those related to media literacy. Similar provisions are found in the Cyprus Broadcasting Corporation Law, specifically in section 300A, wherein article 18D specifically highlights the Cyprus Broadcasting Corporation (CyBC) cooperation with the CRTA in promoting media literacy, disseminating information and supporting awareness campaigns. The CRTA has the authority to determine the specific measures and actions necessary to fulfil its mandate. Although there is no direct funding from Cyprus' central government specifically allocated for media literacy, the Cyprus Radio Television Authority (CRTA) dedicates an annual budget of €5,000 to media literacy activities. This covers a variety of initiatives, including educational programs and awareness campaigns aimed at enhancing media literacy. One notable stakeholder with whom the CRTA frequently collaborates, is the Cyprus Pedagogical Institute (CPI), an educational institution under the Ministry of Education, Sport and Youth. Additionally, the CRTA works with the AEI Audio-visual Forum, a non-profit cultural organisation, who support the development of media literacy skills by providing training and workshops for students.

The "National Strategy for a better Internet for children in Cyprus"¹ (Εθνική στρατηγική για ένα καλύτερο διαδίκτυο για τα παιδιά στην Κύπρο), approved by the Cyprus Council of Ministers on December 19, 2017, and originally run from 2018 – 2023, was a comprehensive strategy designed to encourage children to use the internet in creative, safe, ethical, and responsible ways. The strategy emphasised the development of knowledge, skills, and attitudes necessary for proficient internet use, through educational programmes, raising awareness about secure internet practices, and harnessing educational opportunities across formal, informal, and non-formal settings to establish a culture of safety online. These priorities were broken down into specific measures, actions, tasks, with specific institutions and authorities designated as being responsible for their execution. The strategy addressed all population groups, including minorities, immigrants, refugees, parents, and very young children, with special attention paid to issues such as racist behaviour, intimidation, sexual exploitation of minors, digital identity, and personal data protection.

Despite significant investments in educational initiatives in Cyprus, Papaioannou and Themistokleous (2021) find that there has been limited progress in implementing media education into school curricula. They attribute this to a number of factors, including a lack of knowledge, experience, structures, resources, and coordination between actors. They also identify a lack of facilitating mechanisms at a national and EU level for incorporating expertise and effective practices in MIL into specific topics. Ultimately, they recommend the establishment of a coordinating body and a clear national policy framework that includes values, objectives, strategies, and means of measurement and evaluation. They also highlight the importance of critical literacy as a factor in developing MIL policies.

2.2 MIL in Cyprus's Education System

MIL is not taught as a standalone subject, but is integrated within the curricula of various subjects at the secondary level. These include 'modern Greek', which covers critical text analysis and the risks associated with internet usage; 'civic education', focusing on active citizenship through the internet and responsible digital conduct; and 'computer science', emphasising internet security. Although many schools are well-equipped with technological resources, such as computer labs, these facilities are primarily utilised for delivering technologically oriented subjects like computer science. One interviewee explained that these subjects are often led by computer scientists who place less emphasis on the critical aspects essential for MIL education, instead choosing to focus on digital competencies.

A 2019 report published as part of the DIMELI4AC project, titled 'Digital Media Literacy for Active Citizenship - National Report Cyprus'² identified a number of needs relating to digital and media literacy both within and outside of Cyprus' education system. While it was observed that most students are comfortable using technology, and in many cases are likely to be more experienced than the teachers themselves, it was also found that teachers had an important role to play in ensuring students used these technologies in efficient, structured and appropriate ways. Among the gaps noted that effected schools' abilities to provide MIL education, were lack of resources, poor internet connections, lack of teacher training, absence of media literacy from curriculum, lack of framework for implementing these areas, and a difficulty in accessing training (for teachers and students). It was also

¹The National Strategy for a better Internet for children in Cyprus', available from <https://cyberalert.cy/links/eggrafo-ethnikhs-strathgikhs/&lang=1>

²Digital Media Literacy for Active Citizenship - National Report Cyprus', available from https://dimeli.eu/wp-content/uploads/2021/05/Cyprus_DIMELI4AC_National-Report-1.pdf

noted that a lack of awareness more broadly had contributed to a failure to grasp the importance of digital and media literacy both within and outside of the education system.

In June 2023, the Cyprus Pedagogical Institute (CPI) ran an event titled the 'Digital Education: Developments and Pedagogical Practices'³, reflecting a growing interest in integrating digital technology into education. This is reflected in their programme for the 2023/2024 school year, which offers a number of programs covering this same topic. "Young Coaches for Internet 2.0"⁴ (Μικροί Εκπαιδευτές στο Διαδίκτυο 2.0) is a peer-to-peer initiative where students teach each other about safe and creative internet use. "E-Safe Schools"⁵ (Ασφαλές Σχολείο για το Διαδίκτυο), offers schools the chance to earn an "eSafety Label" certification by implementing actions that promote internet safety and digital literacy, creating an opportunity for teachers to inform their students about the optimal use of the Internet and to cultivate students' digital skills. "Innovative Schools"⁶ (Καινοτόμα σχολεία και Εκπαιδευτικοί Πυρήνες), helps schools to understand their digital technology needs in education, allowing them to develop a tailored digital action plan. Finally, the "CyberSafety – A better internet for Children"⁷ (CyberSafety – Καλύτερο Διαδίκτυο για τα Παιδιά) project, spearheaded by the CPI, is designed to foster a culture of safety on the internet, and to nurture creative, innovative, and critically-minded digital citizens. This initiative is built on four foundational elements: an awareness platform which provides educational resources and tools for teachers, parents, and students aged 5-18, along with a space for sharing experiences and best practices; "Helpline 1480" (Γραμμή Βοήθειας Helpline 1480), which offers real-time advice and support on online technology use; the Complaints Hotline 1480 (Γραμμή Καταγγελιών Hotline 1480) for reporting illegal online content or activities, especially concerning child sexual abuse material, racism, and xenophobia; and the CYberSafety Youth Panel (Ομάδα Νέων), a forum for expressing ideas and sharing knowledge on the positive and secure utilisation of internet and digital technologies.

As well as providing these workshops and projects, the CPI organises MIL events for the broader public (as well as teachers and educators). In 2019, along with The Cyprus University of Technology and the U.S Embassy in Cyprus, they organised a two-day, nationwide event, titled 'Combating Misinformation through Media Literacy'⁸, which included expert panels tackling topics such as "What can we do as citizens to limit the spread of misinformation online?" and "Combating misinformation through media literacy: The role of society and the state". The event also featured interactive activities for students, and training workshops for teachers, journalists, the youth (18 – 24 year olds), and policymakers. Due to the success of this event, a funding program to promote multilateral approaches in addressing misinformation was announced, with two projects ultimately successful in securing this funding⁹. The CPI also marks UNESCO's Global Media Literacy week every October, by hosting events that bring together distinguished guest speakers from around the world to inform Cyprus' educational community about developments and practices related to MIL.

³ Conference on "Digital Education: Developments and Pedagogical Practices", available from https://www.pi.ac.cy/pi/index.php?option=com_content&view=article&id=3925&Itemid=336&lang=el

⁴ 'Young Coaches for Internet 2.0', available from <https://youngcoaches.pi.ac.cy/>

⁵ 'E-Safe Schools', available from <https://esafeschools.pi.ac.cy/>

⁶ 'Innovative Schools', available from <https://innovativeschools.pi.ac.cy/en/>

⁷ 'CyberSafety – A better internet for Children', available from <https://cybersafety.cy/>

⁸ 'Combating Misinformation through Media Literacy', available from <https://medialiteracy.cut.ac.cy/info/>

⁹ 'Fighting MisInformation: Joint actions by and for young people in Cyprus', available from <http://medialiteracy.cut.ac.cy/>

In 2023, this conference was titled “Promoting Media Education - Modern Approaches to Pedagogy”¹⁰, and included guest speakers who spoke about MIL education in the Finnish context, as well as speakers from the US-based Centre for Media Literacy and the Media & Learning Association,

As previously mentioned, The Cyprus Radio Television Authority (CRTA) actively engages in a number of MIL initiatives designed to empower individuals with critical media literacy skills¹¹. These initiatives are aimed at primary and secondary education students, covering a wide range of topics necessary for navigating the digital media landscape. For those in primary school years 1 to 3, the CRTA run workshops focusing on advertising, introducing students to different advertising techniques, and helping them to understand the idea of a target audience. Primary school students in years 4 to 6 are offered a course which deconstructs advertisements, through a critical examination of gender stereotypes. For students in middle school and high school, the course offered is focused on evaluating the credibility of online information, tackling the pressing issues of disinformation and fake news using an online tool called “The Bad News Game”¹², which trains participants to critically evaluate news, and discern what constitutes “newsworthiness”. The CRTA also organises awareness-raising activities and lectures at both public and private universities in Cyprus, covering topics such as media literacy in the digital age, media literacy policies within the European Union, media literacy in Cyprus, and the relationship between media literacy and media regulation.

2.3 MIL in Teacher Training

Most primary school teachers in Cyprus’ public sector hold a Bachelor’s degree from the Department of Education, Faculty of Social Sciences and Education of the University of Cyprus. The Bachelor’s degree program at the University of Cyprus, both for pre-primary and primary school level teachers, is a four-year course, covering areas such as pedagogical science, teaching methodology, content area courses, specialisation, general education and foreign language. Secondary school teachers are required to hold a recognised university degree at the Bachelor level in a subject taught in secondary schools in Cyprus. In addition, prospective secondary-level teachers must attend a nine-month pre-service training course, which is delivered by the Department of Education, Faculty of Social Sciences and Education of the University of Cyprus. Upon obtaining the necessary qualifications, newly graduated teachers are required to apply to the Ministry of Education, Culture, Sports, and Youth and subsequently join the waiting list for appointment. Additionally, applicants must pass an exam, their performance in which will give them a score which can determine where they ultimately get assigned. Due to the influential teachers’ unions in Cyprus, a teaching position not only offers competitive remuneration but also job security, making the profession highly sought-after. As a result, these waiting lists can be extensive, particularly for more popular subjects, such as modern Greek.

¹⁰ ‘Online Conference - Promoting Media Education - Contemporary approaches to pedagogy, available from <https://medialiteracy.pi.ac.cy/events/medialiteracy2023/>

¹¹ ‘Media Education’, Available from <https://cрта.org.cy/assets/uploads/pdfs/Paideia%20gia%20ta%20Mesa%20-%20cyprus-workshops.pdf>

¹² ‘The Bad News Game’, available from <https://www.getbadnews.com/books/english/play>

2.3.1 Pre-Service Training

One of the stated goals of the program of studies for 'Primary Education'¹³ provided by the University of Cyprus' Department of Education is to respond to the national, social, cultural and developmental needs of the country. However, despite being recognised as a topic of increasing importance, there are no modules offered which specifically address the issue of MIL. While there are two compulsory modules tackling digital literacy, "The Integration of Digital Technologies in Primary Education" and "Introduction to Computer Science", the content of these courses favours ICT, focusing on digital competencies rather than critical MIL. Modules focusing on MIL are similarly absent from the core curriculum of the nine-month pre-service training course required to become a secondary school teacher, which is largely focused on providing the students with pedagogical theories, teaching methodologies, and classroom experience.

While MIL is not a part of the compulsory pre-service training that is legally required to become a teacher at primary or secondary level, the University of Cyprus' Department of Education does offer some postgraduate programs in which MIL is slightly more visible. Their PhD/MA course in 'Language, Literacy and Education'¹⁴ includes a module titled 'Multiliteracies and Literacies in the Digital Age', which teaches students to recognise and interpret different digital literacy spaces as contexts for making meaning, and to produce multimodal and multimedia texts. Students are also taught to analyse digital, multimodal, and multimedia texts, paying attention to the ways meaning is mediated through different semiotics modes and sociocultural practices.

2.3.2 In-Service Training

The Cyprus Pedagogical Institute's Department of Teachers' In-Service Training offers voluntary workshops to in-service teachers as part of their continuous professional development. These initiatives are designed to foster creative learning practices, educational innovation, and critical reflection. Beyond centralised training, the department also provides teacher support with a blend of classroom implementation, e-learning courses, educational material development, and intervention programs in schools. In some cases, modules and workshops which the CPI offers to primary and secondary students include the option for teachers to be trained in the running and delivering of these initiatives. One such example is the Student Internet Radio¹⁵ program, which is designed to help students produce their own radio show (generally centred on a specific theme, such as diversity, tolerance, solidarity, etc.), which will be broadcast on the European School Radio web platform. As well as being delivered to students directly, the CPI provides a four-session training module, so that teachers themselves can run this course in their own schools. Over the course of these 4 sessions, teachers are trained in researching, radio scriptwriting, audio recording, editing, and audio dissemination, which they can then use to guide students through their own internet radio projects. Another example of a workshop which includes the option for teacher training is the previously mentioned Young Coaches for the Internet 2.0 Program offered by the Cyprus Pedagogical Institute, which helps both teachers and students to develop an action plan for their school and to plan and implement actions to raise awareness of internet-related issues. One interviewee explained that these

¹³ 'Primary School Teaching', available from <https://www.ucy.ac.cy/edu/programmes-of-study/undergraduate-programmes/primary-school-teaching/?lang=en>

¹⁴ 'Language, Literacy and Education', available from <https://www.ucy.ac.cy/edu/programmes-of-study/postgraduate-programmes/language-literacy-and-education/?lang=en>

¹⁵ 'Student Internet Radio', available from <https://medialiteracy.pi.ac.cy/programs/radio/>

workshops have become so popular with teachers in Cyprus, that the institute is having difficulty meeting the demand.

2.4 Final Comments

There is growing recognition of the importance of MIL in Cyprus, with a notable increase in interest among teachers. However, the absence of a comprehensive plan that provides a clear framework, guidance, and support for educators on integrating MIL into the national curriculum is a significant gap which should be addressed. Despite recognition of the importance of media literacy and the considerable investments made in the education system, MIL education remains largely overlooked in the compulsory training prospective teachers receive. Introducing mandatory MIL modules early in teacher education could foster awareness from the outset, and help to ensure a degree of consistency in the MIL training school children receive. The existing high demand for in-service teacher training in MIL, which currently outstrips supply, underscores the strong interest in this field, suggesting a pressing need for the Cyprus Pedagogical Institute to allocate more resources to MIL education to meet this growing demand effectively.

3. Greece

The political landscape in Greece is characterised by its dynamic and sometimes volatile nature, often reflecting broader European economic and political trends. Greece's population of approximately 10.4 million people, is both shrinking and ageing due to declining birth rates and increasing life expectancy, a demographic shift which poses challenges for the nation's social security systems and labour market. Economically, Greece is heavily reliant on sectors like tourism, shipping, and services, but has experienced severe challenges in the past decades -- most notably the debt crisis, which had profound impacts on its economy and required multiple international bailouts. Although recovery is underway, the economic situation remains a central theme in policy-making, impacting everything from domestic welfare to international relations. Greece has also been a significant point of entry for migrants entering Europe, which has influenced its social fabric and been a central issue in political and public discourse.

The educational system in Greece is primarily governed by the Ministry of Education and Religious Affairs and is structured into three main stages: primary, secondary, and tertiary education. The system is centralised, with the state overseeing curriculum and teacher appointments. Greece places a strong emphasis on higher education, with numerous universities having deep historical roots in their communities.

3.1 MIL in Greece

Greece has effectively incorporated Directive 2018/1808, known as the Audiovisual Media Services Directive (AVMSD), into its national legislation through Law 4779/2021, enacted on February 20, 2021. A key component of this legislation is Article 35, titled "Promotion of Media Literacy", which aligns with Article 33a of the AVMSD. This article mandates responsibilities for various bodies, including the Secretariat General for Communication and Media and the National Council for Radio and Television (NCRTV)¹⁶, along with a number of public administration bodies and media service providers, to initiate efforts to enhance public media literacy.

The General Secretariat for Communication and Media is the designated authority for overseeing and coordinating initiatives and actions related to media literacy, and is required to submit a report detailing the implementation of the initiatives aimed at promoting media literacy to the European Commission every three years. In September 2021, the Secretariat established the National Network on Media Literacy in collaboration with the Ministry of Education and Religious Affairs. They have also forged a cooperative relationship with Aristotle University of Thessaloniki¹⁷, and actively participate in the European Union's Media Literacy Expert Group, contributing to EU-wide educational efforts by disseminating informational materials and engaging in international dialogues aimed at combating misinformation. The Secretariat also organises media literacy conferences, covering topics like media competence and the impact of imagery, while also tackling the issues like fake news and disinformation through workshops promoting critical engagement with media, and initiatives that promote student engagement with media production.

The National Council for Radio and Television (NCRTV), an independent administrative authority established in 1989 and protected under the Greek Constitution, oversees the

¹⁶ 'National Council for Radio and Television' available from <https://www.esr.gr/information/>

¹⁷ 'The Aristotle University of Thessaloniki' available from <https://www.auth.gr/en/>

radio and television sectors with a legal framework established by Law no. 1866/1989. Recently, the NCRTV has launched several initiatives aimed at safeguarding the public, particularly minors, and increasing accessibility for individuals with disabilities. These include the publication of a video on program marking with audible and visual guides to help the public understand TV content classifications, issuing detailed instructions for setting up parental controls on various subscription platforms to protect minors from unsuitable content, and enhancing accessibility by offering specific website sections with information and tools for disabled individuals to access special subtitles and programming.

Safeguarding and accessibility are clearly areas of concern for the Greek government. Ministerial Decision No 106/12.9.2019, which has been in effect since 2019, and mandates that all TV programs in Greece are classified based on the potential adverse effects on minors (up to 18 years old) concerning their physical, moral, intellectual, and mental development. This classification system categorises content into five levels as determined by a board of scientists, psychologists and educators. For programs deemed suitable for minors over 12, verbal warnings (e.g., "violence", "sex", "use of substances", "inappropriate phrasing") are displayed for 30 seconds at the start and after each break. A number of measures have also been introduced that specifically address the accessibility of media. Ministerial Decision 3586/2018 implements the non-discrimination access principle to mass media and audiovisual services outlined in Article 67 of Law 4488/2017, and specific accessibility obligations from Law 4339/2015 (amended by Law 4855/2021). Law 4779/2021 mandates a gradual increase in program accessibility for disabled individuals through subtitling, sign language, audio descriptions, and spoken subtitles. Audiovisual media service providers must also develop and submit accessibility plans to the NCRTV and the Secretariat General for Communication and Media.

With regards to responsibilities for MIL Education specifically, the National Centre of Audiovisual Media and Communication (EKOME)¹⁸, established under Law 4339/2015, is tasked with enhancing media literacy through diverse initiatives. EKOME's engagement spans from local educational activities to international collaborations. It notably co-founded the National Network on Media Literacy, conducting multiple training sessions across schools and producing a range of educational materials like the Greek Guide 'MIL Clicks PACT',¹⁹ and film education guides in collaboration with the British Film Institute (BFI), resources which are intended to bolster media literacy among students and teachers alike. EKOME has also shown a strong international presence as a member of UNESCO's Media and Information Literacy Alliance²⁰ and coordinator of its European sub-chapter Mediterranean Group, and regularly participates in key international events, such as the UNESCO Global Media and Information Literacy Week. Additionally, EKOME hosts competitions and educational initiatives such as the 'Make It Heard'²¹ radio contest, the 'International Student Competition of Short Films'²², and collaborates with children's and youth festivals in

¹⁸ 'The National Centre of Audiovisual Media and Communication' available from <https://www.ekome.media/>

¹⁹ 'MIL CLICKS Social Media initiative' available from <https://www.unesco.org/en/media-information-literacy/mil-clicks>

²⁰ 'UNESCO Media and Information Literacy Alliance', available from <https://www.unesco.org/en/media-information-literacy/alliance>

²¹ 'EKOME supports the Competition "Make it Heard"' available from <https://www.ekome.media/el/%ce%b5%ce%ba%cf%80%ce%b1%ce%af%ce%b4%ce%b5%cf%85%cf%83%ce%b7/to-ekome-stirigei-to-diagonismo-kanto-na-akoustei-2023/>

²² 'Call for Entries 2024' available from <https://www.dramafilmfestival.gr/en/tag/drama-festival/>

Greece, enhancing its profile in cinematographic education through its membership in the European Children Film Association (ECFA).

3.2 MIL in Greece's Education System

In the Greek education system, MIL does not exist as a standalone subject, but is integrated across the curriculum and through interdisciplinary school projects. MIL is present in the revised Informatics curriculum for senior high schools, which emphasises digital literacy as a critical 21st-century skill. This curriculum is designed with four main objectives: to develop computational thinking, integrate computing skills with essential digital abilities, utilise digital technologies as educational tools and environments, and promote a digital culture and citizenship among students. It covers thematic areas such as digital literacy, which includes information search and evaluation, digital communication, multimedia content creation, and e-learning technologies. Another thematic area of the curriculum is digital technologies and society, which focuses on digital citizenship, ethical online behaviour, intellectual property, and the role of digital technology in art, culture, education, well-being, and the influence of data science and AI in society.

The Ministry of Education and Religious Affairs' "Department of Educational Radio, Television, and Digital Media" oversees designing, developing, and implementing educational activities and training programmes targeting media literacy and the use of audio-visual and digital technology. During the 2021-2022 school year, 98 programmes focused on digital literacy were implemented in primary and secondary education schools. Among these were programmes training students to create educational radio and television programmes to be showcased on the Hellenic Parliament TV²³ station every Saturday.

The previously mentioned National Network on Media Literacy was launched in 2021 to foster audio-visual literacy across Greece, Cyprus, and the Greek diaspora. The network has grown to include 160 schools, engaging around 5,000 students in primary and secondary education. It aims to embed media literacy more thoroughly within the Greek educational system by providing training and resources to teachers, and by supplying educational materials to support the integration of audio-visual education activities in schools. The network's curriculum covers digital literacy with a focus on critical thinking and deconstruction (decoding images, understanding media codes, analysing advertising strategies, etc.), covering topics such as internet addiction and mental health, online data protection, and the history of various media forms. It also offers guidance and support for students in creating their own audiovisual products.

The Greek Film Center is enhancing media literacy through its 'Digital Film Platform for Schools' (CINEDU)²⁴ project, which targets primary, middle, and high school students and teachers throughout Greece. The initiative aims to integrate cinema into the educational curriculum, facilitate discussions on youth-relevant topics, and introduce students to the art of cinema, offering a library of approximately 100 national and international films. Another example of the important role visual culture plays in Greece's approach to MIL education is the "Did you study... Cinema?"²⁵ short film creation competition, which promotes media literacy by teaching students the language of cinema, enabling them to

²³ 'Hellenic Parliament TV' available from <https://www.hellenicparliament.gr/en/Dioikitiki-Organosi/Ypiresies/Other-Services/Tileoptikos-Stathmos-tis-Voulis-ton-Ellinon/>

²⁴ 'Digital Film Platform for Schools' available from <https://www.cinedu-gfc.gr/>

²⁵ 'Student Competition's available from <https://www.ekome.media/audiovisual-literacy-educate/educational-actions/student-competitions/>

create short films in genres such as fiction, documentary, and animation, and has involved over 2,500 schools and 80,000 students from Greece, Cyprus, and the Greek diaspora.

3.3 MIL in Teacher Training

In Greece, kindergarten, primary and secondary school teachers are employed by the Ministry of Education. Becoming a teacher in primary or secondary education involves a structured educational path and a specific appointment system. For primary education, aspiring teachers must complete a four-year university degree from a university's department of Primary Education (Pedagogika). Once graduated, individuals can choose to work in private schools, which hire independently, or pursue a position in the public sector where appointments are highly sought after. Secondary teachers, on the other hand, must obtain a degree in the specific discipline they wish to teach, from appropriate university departments. Depending on the University, these programmes may not always include education on practical teaching skills, often favouring theoretical knowledge. In such cases prospective secondary school teachers can enhance their employability prospects by studying at a postgraduate level, or attending a teacher education facility, where they will receive a Certificate of Pedagogical and Teaching Competence.

Upon graduation, teacher placement is determined through a points-based ranking system that evaluates candidates based on their academic credentials, work experience, language proficiency, etc. This system determines their placement on hiring lists for permanent or temporary teaching positions. Securing a permanent teaching position in Greece's public sector offers long-term, stable employment, making it a highly appealing career choice. The Greek Ministry of Education periodically announces a limited number of these coveted roles, with distinct lists for primary versus secondary education and various disciplines, catering to specific educational needs and specialisations. Geographic disparity makes it challenging for the government to staff schools in less populated areas, and so newly graduated teachers often begin their careers in remote villages or islands.

3.3.1 Pre-Service Training

Aristotle University of Thessaloniki's Department of Primary Education²⁶ offers a number of compulsory courses which either explicitly cover MIL or include related elements. In their second semester, primary teaching students are required to take a module titled 'Information Literacy', which teaches students basic digital competencies, such as how to identify the best sources of information and how to evaluate them critically. Students are also required to take a module titled 'Pedagogy, ICT, and Instructional Design', which familiarises students with the process of integrating ICT into their teaching for educational and organisational purposes. In their final year, students are required to take a module titled 'Media Literacy and Teaching Language: From Theory to Practice', which trains students to critically analyse, evaluate and reflect on the differing structures and forms of media, to understand the broader institutional, economic and social framework which defines and influences their production, and to develop a critical and exploratory attitude towards the media, which understands how different kinds of mass communication contribute to specific political-socio-ideological stereotypes. Finally, in their 4th semester, Primary Teaching students at *Aristotle University of Thessaloniki* have the option to take an elective module titled 'Digital Literacy', which teaches students about the conceptual approaches

²⁶ 'Studies in Education' available from <https://www.eled.auth.gr/eng/>

to digital literacy and to design, prepare, organise, create and evaluate teaching and learning activities aiming at the development of digitally literate pupils.

For those training to be primary school teachers in the *Democritus University of Thrace*, the Pedagogical Department of Primary Education²⁷ includes a mandatory module titled 'Teaching with New Technologies', which students are required to take in their third semester, which focuses on the selection, integration, and implementation of ICT in education, equipping teachers with the theoretical background and practical skills needed to effectively incorporate new technologies into their teaching practices. The course explores various uses of ICT in the classroom, whether as tools, visual aids, or means of assessing students and the educational process. *Democritus University of Thrace* also offers prospective teachers three optional modules – 'PC Uses and Application', 'Teaching Tools', and 'Media Teaching', all of which are designed to introduce teachers to the teaching applications of new technologies, and how to effectively incorporate them into lessons.

The University of Crete's Department of Primary Education's Primary Education programme²⁸ requires students to take a module titled 'Learning and Teaching Literacy Skills', which promises learning outcomes relating to "reading, writing and the internet", "types of literacy", and "planning literacy events". Students are also required to take a module titled 'Teacher Training with the Use of New Technologies', which teaches students how to use new technologies as teaching aids in the classroom. Students have the option to take a module titled 'Literacy and Information Computer Technology in Teaching Greek Language as Second and Foreign', which covers areas such as 'Principles of Pedagogical Design of Online Literacy', and 'Modern Online Literacy Environments'.

There was less available information relating to what was offered to prospective teachers in the way of MIL education in the remaining universities. In some cases, only module titles were viewable, without descriptions of the modules themselves. This was the case with the University of Patras²⁹, where pre-service teacher training includes the mandatory module 'Information and Communication Technology in Education', as well as a number of electives, including 'Introduction to Information and Communication Technologies', 'Didactics of Informatics and Information and Communications Technologies', 'Technologies of Information and Communication Technology in Teaching and Learning', and 'Literacies: A pedagogy of multimodal meaning-making'. This was also the case with the University of the Aegean³⁰, located on Rhodes, where undergraduate students were offered modules titled 'Emerging and Innovative Technologies in Education', 'Internet and Education, Advanced Educational Technology: Virtual Reality', and 'Pedagogical uses of the Cinema, Reportage, Documentaries and the Internet in the Educational Process'. In other cases, such as with the National and Kapodistrian University of Athens³¹ and the University of Thessaly³², no comprehensive list of all modules on offer to prospective teachers could be found.

²⁷ 'Pedagogical Department of Primary Education' available from <https://eled.duth.gr/undergraduate/programm/>

²⁸ 'Welcome to Department of Primary Education for University of Crete available from <https://ptde.edc.uoc.gr/en/>

²⁹ 'Department of Educational Sciences and Early Childhood Education' available from <http://www.ecedu.upatras.gr/>

³⁰ 'Welcome to Dept. of Primary Education' <https://www.pre.aegean.gr/welcome-to-dept-of-primary-education/>

³¹ 'Department of Pedagogy and Primary Education' available from <http://www.primedu.uoa.gr/english.html>

³² 'P.I.T.D.E. University of Thessaly' available from <https://pre.uth.gr/>

3.3.2 In-Service Training

In Greece, newly appointed teachers in both primary and secondary education undergo a mandatory two-year induction period, during which they receive structured training programmes approved by the Ministry of Education, delivered by various educational bodies including school units, regional education centres, and universities. A significant focus of this training is on the exploitation and use of ICT. The training utilises a mixed model, combining live sessions at regional centres, synchronous online sessions through a specialised platform, and asynchronous remote activities, making it accessible to teachers in remote areas, small islands, and even Greek schools abroad. It covers both introductory and advanced levels of ICT use in teaching, with the advanced level encompassing 36 teaching hours.

The Greece 2021 Skills Lab³³ programme, initiated under the 4692/2020 Law, is designed to enhance students' soft skills, life skills and technical capabilities in digital and scientific areas across all levels of compulsory education. These labs, now part of the mandatory national curriculum, focus on fostering 21st-century skills such as digital communication, digital citizenship skills, including e-government proficiency, and safe internet use. The programme also includes robust teacher training components, mandating digital skills certification for teachers as outlined by the 4692/2020 Law and the 4823/2021 Law, which allows for the appointment of teachers as IT and New Technologies managers in their institutions. As part of their continuous professional development, teachers are required to undertake two hours of training per week. This training is structured around four thematic areas: wellbeing, environment, social empathy and accountability, and creative thinking and innovation. It is within this last category that MIL education is embedded in components such as Digital Literacy, Media Literacy, and Gaming Literacy. During the COVID-19 pandemic, the programme expanded to include online seminars to equip nearly 83,000 teachers with the competencies necessary for the digital transformation of schooling, with plans to train an additional 120,000 teachers by 2025.

The National Network for Media Literacy³⁴ aims to enhance media literacy through various educational initiatives, including workshops on creating student documentaries, teaching good practices in media education, and covering fundamental sound editing techniques. They also integrate podcasting into the classroom and explore the application of AI in education, aligning with European directives. They provide predominantly online training for in-service teachers, with an average attendance of 100 – 130 teachers in each training session, with resources published on edu4media.eu. These trainings are not compulsory and although they are approved by the ministry of education, receive no allocated budget.

3.4 Final Comments

Greek institutions and private entities engage in a wide array of media literacy efforts, encompassing collaborations among Greek institutions and bodies, as well as participation in European projects. A notable trend in recent years is the move towards extroversion in media literacy activities, with the public actively engaging and responding to these initiatives. However, like many other EU member states, Greece has yet to implement measures for assessing the impact of national media literacy initiatives.

³³ 'Greece: 21st century Skills Labs (Ergastiria Dexiotiton)' available from <https://eurydice.eacea.ec.europa.eu/news/greece-21st-century-skills-labs-ergastiria-dexiotiton#:~:text=The%20Skills%20Labs%20is%20a,for%20a%20rapidly%20changing%20world.>

³⁴ 'Media Literacy' available from <https://www.edu4media.eu/>

While MIL training for teachers is often good, it can be inconsistent in its availability and narrow in its focus. One interviewee argued that effective MIL is about offering training that is consistent and accessible, suggesting that it takes 2 – 3 years (roughly 30 hours per year) of systematic training to get teachers to a point where they are confident enough to start implementing what they have learned into the classroom. While there were many training opportunities and workshops available to teachers in Greece, few are this thorough or consistent. As well as this, another interviewee explained that the wide array of training, programmes, and workshops on offer also means that teachers are constantly getting inundated with offers to participate in projects, with no real way to evaluate which were the most worthwhile. Further support from the state or relevant ministries, in the form of funding and endorsements, could help more effective programmes break through the noise, making them more sustainable, and laying the groundwork for their inclusion into a broader MIL project.

4. The Netherlands

The Netherlands operates under a constitutional monarchy, where the monarch's duties are predominantly ceremonial, and a parliamentary democracy, with a bicameral parliament consisting of the House of Representatives and the Senate. The political landscape of the Netherlands is characterised by stability and a strong tradition of coalition governments. The Netherlands has a population of around 17.5 million people, although like many other European countries, this population is ageing. The Netherlands also has a significant immigrant population, with a substantial number coming from countries such as Turkey, Morocco, and Indonesia. This demographic diversity presents challenges in terms of integration and social cohesion. Economically, the Netherlands is one of the most developed countries in the world, boasting a high standard of living and a robust economy. Key sectors include international trade, agriculture, energy, and technology. The Dutch economy is known for its innovation, with a strong emphasis on sustainable development and green technologies. However, the country faces challenges such as housing shortages, climate change, and balancing economic growth with environmental sustainability.

The educational system in the Netherlands is structured into several stages, including primary, secondary, and higher education. Primary education lasts for eight years, followed by secondary education, which is divided into different tracks based on academic ability and vocational interests: VMBO (pre-vocational), HAVO (senior general secondary), and VWO (pre-university). Higher education is offered by research universities and universities of applied sciences. A notable aspect of the Dutch educational system is its emphasis on early streaming and specialisation, allowing students to pursue academic or vocational paths suited to their skills and interests. The Netherlands is also known for its strong emphasis on inclusivity and accessibility in education, ensuring that all students have access to quality education.

4.1 MIL in The Netherlands

Netwerk Mediawijsheid was established in 2008 as an initiative of the Ministry of Education, Culture and Science, to enhance media literacy, foster informed citizenship, and promote digital competence. To this end, Netwerk Mediawijsheid coordinates and facilitates collaborative efforts among various organisations to provide programmes, projects, learning materials, initiatives and events to citizens of all ages. The network comprises over 1,100 partners, including educational institutions, libraries, media organisations, and cultural institutions. Core partners include the Netherlands Institute for Sound and Vision (Beeld & Geluid)³⁵, the National Library of the Netherlands³⁶, Stichting Kennisnet³⁷, ECP Platform for the Information Society³⁸, and HUMAN³⁹. Mediawijsheid's establishment predates the revised Audiovisual Media Services Directive (AVMSD). However, the scope and objectives of this network are largely compatible, so no significant changes were necessary when implementing the revised directive. Netwerk Mediawijsheid is financially supported by the Ministry of Education, Culture and Science, with a grant of almost €1.7 million in 2023. The

³⁵ 'We Are Sound and Vision' available from <https://www.beeldengeluid.nl/en>

³⁶ 'The National Library of the Netherlands' available from <https://www.kb.nl/en>

³⁷ 'How do I make my class digitally proficient?' available from <https://www.kennisnet.nl/>

³⁸ 'ECP available from <https://nlaic.com/en/partner/ecp/#:~:text=ECP%20%7C%20Platform%20for%20the%20Information,%2C%20Education%2C%20and%20societal%20organizations>.

³⁹ 'Videos and teaching materials about citizenship, media literacy and sexuality', available from <https://www.human.nl/onderwijs.html>

network collaborates on various projects with other ministries on media-related issues, for example, working with the Ministry of the Interior and Kingdom Relations to produce the website [isdatechtzo.nl](https://www.isdatechtzo.nl)⁴⁰, aimed at tackling disinformation. Netwerk Mediawijsheid undergoes an independent evaluation every five years, and conducts annual evaluations of its activities, the results of which are published in its annual report. They also organise the Netherlands' annual 'Week van de Mediawijsheid'⁴¹, which focuses on raising awareness about specific media literacy topics, with activities organised by both network and non-network partners. This event targets diverse audiences, including students, teachers, parents, and senior citizens, and addresses current media-related issues such as online privacy, cyberbullying, and fake news. Netwerk Mediawijsheid also disseminates reliable information through websites such as [hoezomediawijs.nl](https://www.hoezomediawijs.nl)⁴² for children and their parents and [mediawijsheid.nl](https://www.mediawijsheid.nl)⁴³ for the general public. Member organisations of the network also offer a number of MIL education programmes designed for students and teachers, which will be discussed shortly.

The Dutch Digitalisation Strategy 2.0 is a framework for enhancing the country's digital infrastructure, promoting inclusive digital skills, and ensuring robust digital security and governance, while supporting advanced technologies such as artificial intelligence (AI) and big data. The strategy aims to facilitate the integration of digital technologies into everyday life through significant investments in high-speed internet connectivity, including the expansion of 5G networks and fibre-optic infrastructure. A key part of the strategy is the integration of digital literacy into education and training programmes, including the development of new curricula for primary, secondary, and vocational education that incorporate digital competencies, and the expansion of workshops and training programmes for teachers. The strategy supports lifelong learning through adult education programmes and online learning platforms, enabling workers to upskill in response to technological advancements. To ensure that all citizens can participate in the digital economy, the strategy comprises a number of programmes for underrepresented groups, such as the elderly and low-income families, providing them with access to digital tools and training. Community centres and libraries, designated as information points for digital literacy, also play a crucial role by offering free workshops and resources to help individuals develop essential digital skills.

4.2 MIL in The Netherlands' Education System

MIL education in the Netherlands tends to be incorporated across various subjects, as opposed to existing as a standalone subject. MIL concepts are woven into areas such as language, arts, social studies, and history, where students learn to analyse media content, unpack its influence on public opinion, and recognise bias and misinformation. Although teachers are encouraged to incorporate MIL into their lesson plans, they are given few specific guidelines, instead having the freedom to decide for themselves how best to incorporate MIL concepts into their lessons. While this level of flexibility allows for a certain degree of flexibility, it also means the MIL education a student receives can vary wildly depending on which institution they attend, or how concerned with MIL their teacher is.

⁴⁰ 'Herken jij een bericht?' available from <https://www.isdatechtzo.nl/>

⁴¹ 'Media Literacy Week: About digital balance' available from <https://www.weekvandemediawijsheid.nl/>

⁴² 'Hoe Zo Mediawijs' available from <https://www.hoezomediawijs.nl/>

⁴³ 'Mediawijsheid' available from www.mediawijsheid.nl

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

In the Netherlands, prospective primary school teachers first need to complete a bachelor's degree in primary education in a specialised higher education institution that focuses on training primary school teachers, known as a "PABO" ("Pedagogische Academie voor het Basisonderwijs," or "Pedagogical Academy for Primary Education" in English). The PABO programme typically spans four years and combines theoretical study with practical training to equip future teachers for the primary education system. The curriculum encompasses a wide range of subjects, including pedagogy, psychology, educational theory, Dutch language and literature, mathematics, natural sciences, arts, and physical education. During PABO programmes, aspiring primary school teachers typically receive training in utilising digital tools, learning to integrate technology into lesson planning, and developing strategies for promoting digital citizenship and safety.

There are two main pathways to becoming a secondary school teacher in the Netherlands. Firstly, prospective teachers can pursue a master's degree in education or a related field, focusing on pedagogy, didactics, educational psychology, and subject-specific teaching methods. Alternatively, they can obtain a bachelor's degree in a relevant subject for secondary education, and subsequently complete a teacher training programme (*lerarenopleiding*) to acquire their teaching qualification. These programmes typically last one to two years, and are offered by universities of applied sciences (*Hogeschulen*) and some research universities in the Netherlands. The curriculum covers pedagogical and didactic training, subject-specific teaching methods, classroom management, educational psychology, assessment strategies, and practical teaching experience.

In the context of The Netherlands, it is difficult to find detailed information about course contents that break down precisely what modules prospective teachers are required to take, and what the learning outcomes might be with regards to MIL. However, interviewees familiar with the Dutch teacher training system explained that the focus was largely on digital and technological competencies, demonstrating how certain technologies can help teachers in the classroom, as a teaching aid, as well as an organisational tool (managing lesson plans, communicating with parents, etc.). This was consistent with the little information about MIL content in teaching training courses that was available online, where course descriptions including topics such as "ICT and Media Use" and "Technology Didactics" occasionally appeared. However, many universities offered students the option to specialise or to take on a minor in their third or fourth year, with teaching institutions such as Hogeschool van Arnhem en Nijmegen⁴⁴ giving teachers in training the opportunity to minor in Digital Media Production, or Fontys University of Applied Sciences offering "Science and Technology"⁴⁵. For the most part, however, it appears that the training prospective teachers receive with regards to MIL during their training in the Netherlands is far more focused on ICT and digital competencies, as opposed to areas like critical media literacy or media production.

⁴⁴ 'LETS CHANGE THE WAY' available from <https://www.han.nl/>

⁴⁵ 'Fontys University of Applied Sciences' available from <https://www.fontys.nl/en/Home.htm>

4.3.2 In-Service Training

It was explained by a number of interviewees that teacher training programmes are easier to establish in the Netherlands due to the country's streamlined administrative processes and flexible funding system. Schools in the Netherlands receive a lump sum from the government, which they can allocate according to their specific needs and priorities. This decentralised approach minimises bureaucratic obstacles, allowing schools the freedom to implement teacher training programmes without the extensive red tape often encountered in other European countries. Additionally, Dutch schools benefit from dedicated training budgets that they can use to develop and enhance their teachers' skills. This financial flexibility means that schools can tailor training programmes to suit their unique contexts and requirements, choosing the most effective methods and resources for their staff.

Beeld & Geluid, also known as the Netherlands Institute for Sound and Vision, is a cultural heritage institution dedicated to enhancing media literacy across the Netherlands. This institute plays an important role in preserving audiovisual materials and promoting an understanding of media through its archives, museums, and educational initiatives. Beeld & Geluid also provides a number of training programmes and workshops designed for in-service teachers, which aim to equip educators with the necessary skills and knowledge to effectively integrate media literacy into their teaching practices. The "Basic Training in Media Literacy and Citizenship"⁴⁶ programme offered by Beeld & Geluid provides teachers with foundational knowledge on how media, press, and alternative journalism function, and how they influence perceptions of society, the world, and reality, by introducing the 'I-them-we model,' which examines personal media use ('I'), the methods and goals of media creators ('them'), and the broader societal impacts of media ('we'). This model outlines the mechanisms behind significant media events and hypes, allowing teachers to critically engage with media's role in shaping reality. The "Media Logic Teachers Masterclass"⁴⁷ offered by Beeld & Geluid explores the creation of media hypes and public opinion, examining the role of media and individuals in shaping reality, covering four key themes: media hypes, media and ethics, image formation and (war) conflicts, and journalism and democracy. It demonstrates how media can displace reality with images, using examples such as a washed-up humpback whale becoming a media hype, and discusses the ethical boundaries of media using a high-profile missing person's case. The masterclass also analyses historical events, highlighting the power of propaganda and the importance of multiple perspectives, and investigates the roles and responsibilities of journalists in the Netherlands, questioning the standards of journalism and the impact of diverse voices in media.

Beeld and Geluid also offer a number of training programmes specifically designed to help teachers address issues like fake news, disinformation and misinformation in their classes. The "Dialogue in Times of Misinformation"⁴⁸ workshop, developed in collaboration with DROG and Diversion, addresses the challenges teachers face when dealing with misinformation and polarising content encountered by students through online news consumption. This two-day training provides an in-depth exploration of the functioning of news media and misinformation, highlighting their societal and classroom impacts, and provides teachers with strategies for navigating difficult conversations, preventing

⁴⁶ 'Basic Training in Media Literacy and Citizenship' available from <https://www.beeldengeluid.nl/onderwijs/basistraining-mediawijsheid-en-burgerschap>

⁴⁷ 'Masterclass Media Logic Teachers' available from <https://www.beeldengeluid.nl/onderwijs/masterclass-medialogica-docenten>

⁴⁸ 'Training Dialogue in Times of Misinformation' available from <https://www.beeldengeluid.nl/onderwijs/training-dialogoog-tijden-van-misinformatie>

discussions from devolving into guessing games about facts and false truths, and maintaining control while fostering an open and safe dialogue. Similarly, the "Fake News and Disinformation"⁴⁹ workshop introduces effective philosophies and tools to combat disinformation, enabling teachers to discuss fake news with their students and arm them against it. The training begins with a discussion on news wisdom, exploring the role of news, press, and journalism in a democracy. It then focuses on fake news and disinformation, examining their impact on democracy. The workshop covers the distinction between serious and alternative journalism and delves into the techniques and mechanisms of disinformation, showing how it is manipulated for political purposes. Participants apply this knowledge by setting up a coordinated disinformation campaign and discuss the relevance and importance of these themes for both teachers and students today.

The National Academy for Media and Society offers the MediaCoach⁵⁰ programme, which trains media coaches, equipping them with the necessary skills to implement media literacy, media empowerment, digital literacy, and media well-being within their organisations. Topics covered include online privacy and GDPR, social media, digital literacy, future trends, bullying, and gaming. Initiated with government support following a 2005 recommendation by the Dutch Council of Culture, the program quickly gained popularity. To date, the programme has trained over 2,750 National Media Coaches in the Netherlands, Sint Maarten, and Curacao. Upon completion, media coaches receive certification and are required to attend refresher courses twice a year, ensuring participants stay current with emerging technologies and issues affecting students. Additionally, participating schools receive certification as Media Literate Schools, demonstrating their commitment to MIL. There are four distinct types of media coaches in the Netherlands. The first group are Independent media coaches, who are hired directly by schools to address media literacy topics. The second group are media coaches who are also teachers within the school; these educators develop media literacy programs and either implement them personally or train their colleagues to do so. Third are media coaches working for school groups, such as those overseeing multiple primary schools, create and manage media literacy programmes across all schools in the group. Lastly, librarians often serve as media coaches. Libraries, designated by the government as information points for media literacy, assist schools and also support older individuals with computer-related issues.

The MediaCoach training programme⁵¹ is divided into several key dossiers or topics. The introductory dossier covers media literacy, digital literacy, and media wellbeing, introducing essential terminology and the code of conduct for media coaches. The next dossier delves into social media, exploring its history, development, advantages, and disadvantages, and its application in the classroom. It addresses social behaviours like cyberbullying and sexualisation, gaming addiction, gamification, AI, parenting advice, online privacy, fake news, comparing news sources, understanding framing, and deepfakes. There is also a misinformation and disinformation dossier, addressing societal polarisation, filter bubbles, algorithms, and echo chambers. An upcoming dossier will focus on AI, starting with the basics, explaining what AI is, and examining its advantages, disadvantages, and risks. It will discuss governmental actions at the European level and strategies schools can adopt to mitigate AI risks. The programme will demonstrate to teachers how students currently use AI and train them to prevent AI misuse in assessments by redesigning exams, allowing

⁴⁹ 'Training Fake News and Disinformation' available from <https://www.beeldengeluid.nl/onderwijs/training-fake-news-en-desinformatie>

⁵⁰ 'National MediaCoach Training' available from <https://www.nomc.nl/>

⁵¹ 'National MediaCoach Training' available from <https://www.nomc.nl/?view=article&id=1085:de-nationale-opleiding-mediacoach-voortaan-geheel-virtueel&catid=498:virtueel>

teachers to become AI specialists within their schools, capable of educating colleagues and addressing AI-related issues.

4.4 Final Comments

The development of MIL policy in the Netherlands is marked by a comprehensive and coordinated approach involving various stakeholders, exemplified by initiatives such as Netwerk Mediawijsheid and the Dutch Digitalisation Strategy 2.0, which have successfully promoted digital literacy across different demographics. While the Dutch government recognises the importance of incorporating MIL into the education system, interviewees suggested that the digital training prospective teachers receive, for teaching at both a primary and a secondary level, is far more focused on digital competency, and training teachers on how to incorporate new technologies into their teaching, as opposed to providing more critical media literacy, focused on media analysis or production. When it comes to MIL training for in-service teachers, however, the Netherlands offers a robust variety of initiatives and training courses tackling these areas, and schools are provided funding which allows teachers to pursue this training. However, this freedom to select the specific courses and training they wish to take, which certainly has many advantages in terms of catering to specific interests, also means that the MIL education students receive can vary significantly depending on the institution they attend.

5. Austria

Austria is located in southern Central Europe, and has a population of nine million inhabitants. The country is a federal semi-presidential democratic republic, comprising nine provinces (*Bundesländer*). Vienna is the federal capital and only city with more than one million inhabitants. Austria's national and official language is German. German is also the mother tongue of a sizable portion of the population and the language of instruction in educational facilities.⁵²

Because Austria is a federal republic, the governmental functions are divided between the state and the nine provinces. Each of the nine provinces has a provincial government (*Landtag*).⁵³ On a national level, the Federal Ministry of Education, Science and Research (*Bundesministerium für Bildung, Wissenschaft und Forschung*) within the Federal Government is responsible for creating frameworks for schools, universities and research institutions and is the main authority concerning education in Austria. Provincial school administration underwent a restructuring in 2017 (2017 Education Reform Act⁵⁴). In the course of this, in each of the nine provinces a Board of Education (*Bildungsdirektion*) was established. These Boards combine the administrative responsibilities of the provinces and the Federal Government and are a joint authority of both, fulfilling nationwide uniform duties. The Boards of Education are responsible for the implementation of school legislation, with some exceptions.⁵⁵

In Austria, every child starts school on September 1st after their sixth birthday. Compulsory schooling covers a period of 9 years, but since the 2016/17 school year, continuation of (vocational) education or training until the age of 18 is required. School education is divided into primary education (grades 1-4) and secondary education. After completing fourth grade, children can either transfer to a compulsory secondary school (*Mittelschule*; grades 5-8) or an academic secondary school (*Allgemeinbildende höhere Schule*; grades 5-8 (lower cycle) and 9-12 (upper cycle)). After successfully completing compulsory secondary school, students receive a certificate allowing them to continue with different options of upper secondary general or vocational education/training. After successfully completing the upper cycle of academic secondary school, students receive a university entrance qualification.⁵⁶

5.1 MIL in Austria

Within the government, school system, and broader society, Austria holds a progressive attitude towards media, digitalisation, and the importance of media pedagogy. According to the 'Digital News Report', a lot of global trends have become more evident in Austria in

⁵² European Commission. Eurydice. National Education Systems. Austria. Available at: <https://eurydice.eacea.ec.europa.eu/national-education-systems/austria/overview>

⁵³ Parlament Österreich. Bundesstaatliches Prinzip. Available at: <https://www.parlament.gv.at/verstehen/politisches-system/bund-laender/prinzip/>

⁵⁴ Bundesministerium Bildung, Wissenschaft und Forschung. Bildungsreformgesetz 2017. Available at: https://www.bmbwf.gv.at/Themen/schule/schulrecht/erk/bildungsreformgesetz_2017.html

⁵⁵ European Commission. Eurydice. National Education Systems. Austria. Available at: <https://eurydice.eacea.ec.europa.eu/national-education-systems/austria/overview>; Federal Ministry Republic of Austria Education, Science and Research. The Boards of Education. Available at: https://www.bmbwf.gv.at/en/Topics/school/school_sys/boe.html; Federal Ministry Republic of Austria Education, Science and Research. Ministry. Available at: <https://www.bmbwf.gv.at/en/Ministry/Ministry.html>

⁵⁶ European Commission. Eurydice. National Education Systems. Austria. Available at: <https://eurydice.eacea.ec.europa.eu/national-education-systems/austria/overview>

recent years: e.g., more digital media is consumed and more traditional, established media is being transformed. Recently there have been large scandals involving politicians and news media.⁵⁷ After the COVID19-pandemic, interest and trust in news declined significantly.⁵⁸ The most used source for information remains the television. Other important news sources are newspapers and newspaper apps, websites, radio news and social media, which has gained significance for young people. The use of 'traditional' media as news source, specifically television, printed newspapers and radio, is still relatively high in Austria compared to other countries, while social media is used comparatively less.⁵⁹

The 'Media Pluralism Monitor' 2022, shows media literacy to be a medium risk in Austria (50 %) as "a comprehensive policy (and resources) for fighting disinformation and promoting media literacy is missing"⁶⁰ and "both formal and non-formal education lacks a comprehensive and sufficiently budgeted government strategy to promote the development of media literacy – in the sense of reflective, self-responsible use of media – across all segments of society."⁶¹ It is also noted that a decrease in funding since 2015, especially in formal education, has caused many projects to be terminated. Nevertheless, the past few years have seen a rise in interest in media literacy, especially among teachers and youth.⁶²

The Media Literacy Index 2023, which measures "not media literacy itself, but predictors of media literacy with the aim to rank societies in their potential for resilience in the face of the post-truth, disinformation, and misinformation (e.g. "fake news") phenomenon"⁶³, ranked Austria in 14th place, slightly lower than in 2022 when the country was ranked in 12th place. In both years, it was in the second-highest cluster, together with other Central and (South-)Western European countries.⁶⁴ In both 'Digital Skills Austria' studies of 2022 and 2023, which investigated the extent to which Austrians are able to orient themselves in digital space, more than half of the respondents assessed themselves as being able to shape the digital space (highest level), while about 1/6 of the respondents indicated that they used the digital space without feeling sufficiently able to do so (lowest level). Both studies showed a high impact of personal attitudes and the impact of using 'quality media'.⁶⁵ In the 2023 study which tested the digital competencies, however, the respondents were able to correctly solve 4 tasks out of 13 on average. The results showed educational effects, as respondents with higher education level performed better. The results also demonstrated the positive impact of training opportunities in the area of digital technologies on skill and competence levels.⁶⁶ According to the European Commission's 'Report on the State of the Digital Decade 2023', 63 % of the Austrian population has at least basic digital skills, which is beneath the EU target of 80 % until 2030, but still higher than the EU average of 54 %.⁶⁷

The Federal Chancellery of the Republic of Austria has included 'media and information' into the Austrian Youth Strategy (*Jugendstrategie*) as one of four fields of action, with media

⁵⁷ Gadringer, Sparviero, Trappel et al. 2023, p. 10

⁵⁸ Gadringer, Holzinger, Sparviero et al. 2022, p. 15; Seethaler, Beaufort and Schulz-Tomancok 2023, p. 6

⁵⁹ Gadringer, Sparviero, Trappel et al. 2023, p. 17; Seethaler, Beaufort and Schulz-Tomancok 2023, p. 6

⁶⁰ Seethaler, Beaufort and Schulz-Tomancok 2023, p. 9

⁶¹ Seethaler, Beaufort and Schulz-Tomancok 2023, p. 25

⁶² Seethaler, Beaufort and Schulz-Tomancok 2023, pp. 25-26

⁶³ Lessenski 2023, p. 4

⁶⁴ Lessenski 2023, pp. 7-9

⁶⁵ Grünangerl and Prandner 2022; Grünangerl and Prandner 2023

⁶⁶ Grünangerl and Prandner 2023; Rundfunk und Telekom Regulierungs-GmbH 2023, pp. 8-17

⁶⁷ European Commission 2023

and information literacy included in the agenda.⁶⁸ The definitions of 'media literacy' (*Medienkompetenz*) and 'information literacy' (*Informationskompetenz*) differ somewhat. Media literacy is defined as follows: "Media literacy means: being able to use the individual (new and old) media; to know their possible applications; a critical examination; knowledge of and dealing with dangers; active (co-)shaping. In addition, media literacy must always include a social and ethical component."⁶⁹ Although this definition includes multiple layers of media literacy, interviewees made it clear that the term is often used as a generic term for all things concerning digitalisation and in an abridged way, focusing on the technological aspects (in the educational context as well as within media). 'Information literacy' is defined as the ability to recognise the need for information, to obtain suitable information, to process this information, to evaluate it and to use it sensibly, when facing a specific problem or situation.⁷⁰ Although media and information literacy are part of the youth strategy, parents, pedagogical professionals and professionals in youth work are addressed as well.⁷¹

In their 2016 'Mapping of Media Literacy Practices and Actions in EU-28' (MMLPA) study, the European Audiovisual Observatory described mapping the Austrian media literacy landscape on a national level as challenging, because a lot of actors and projects concerned with media literacy were active on a regional or local scale rather than on a national scale. This 'fragmentation' of media literacy projects and initiatives in Austria was also mentioned in the interviews. The MMLPA study identified about 15 main stakeholders in media literacy in Austria. As the two presumably most important actors on a national scale, they identified the Federal Ministry of Education, Science and Research and Saferinternet.at.⁷² Besides developing policies and providing information concerning media literacy, the Federal Ministry of Education, Science and Research has founded and funds or supports multiple initiatives and projects in the Austrian MIL context.⁷³ Saferinternet.at – which is one part of the Safer Internet Centre Austria, the Austrian partner in the European Union's Network of Safer Internet Centres (Insafe) – hosts a website that assists teachers, parents, young people and youth work in using digital media in a responsible, safe and competent manner by offering a vast amount of information, teaching materials and a selection of publications. They also offer training and workshops on topics concerning digital media and the internet, e.g., on the prevention of extremism. Saferinternet.at has been identified as an important initiative in Austria by multiple studies as well as in the interviews conducted for this project.⁷⁴

⁶⁸ Federal Chancellery Republic of Austria. Austrian Youth Strategy. Available at:

<https://www.bundeskanzleramt.gv.at/en/agenda/youth/austrian-youth-strategy/youth-strategy-fields-of-actions.html>

⁶⁹ Federal Chancellery Republic of Austria. Youth Media Literacy. Available at:

<https://www.bundeskanzleramt.gv.at/en/agenda/youth/youth-media-and-information/youth-media-literacy.html>

⁷⁰ Bundeskanzleramt Österreich. Informationskompetenz und Fake News. Available at:

<https://www.bundeskanzleramt.gv.at/agenda/jugend/medien-und-information/informationskompetenz-und-fake-news.html>

⁷¹ Bundeskanzleramt Österreich. Allgemeines zu Medien und Information Jugendlicher. Available at:

<https://www.bundeskanzleramt.gv.at/agenda/jugend/medien-und-information/allgemeines-zu-medien-und-information-.html>

⁷² European Audiovisual Observatory 2016, pp. 58-59

⁷³ Federal Ministry Republic of Austria Education Science and Research. Available at:

<https://www.bmbwf.gv.at/en.html>

⁷⁴ Bundeskanzleramt Österreich. Saferinternet.at. Available at:

<https://www.bundeskanzleramt.gv.at/agenda/jugend/medien-und-information/saferinternet.html>; Bundesministerium Bildung, Wissenschaft und Forschung. Medienbildung. Available at:

Furthermore, the MMLPA study identified two media literacy networks in Austria: *OEFEB Sektion Medienpädagogik* (engl. 'OEFEB section media pedagogy'), an academic network by the Austrian Association for Research and Development in Education, and *Medienbildung Jetzt!* (engl. 'media education now!'), an initiative in networking, addressing the school and educational sector, from which *Bundesverband Medienbildung* (engl. Federal Association for Media Education) emerged. Despite being theoretically open for actors in all of Austria, it mostly operates in and around Vienna.⁷⁵ In the interviews, the role of *Medienbildung Jetzt!* and its *Bundesverband Medienbildung* was highlighted and the eEducation network (see below) was mentioned as an important network bringing together schools and experts mainly concerning digitalisation. However, the lack of a national network that connects actors from different sectors concerned with media literacy and education was emphasised.

eEducation Austria, the work of which was highlighted in multiple interviews, is an initiative and part of the Federal Ministry of Education, Science and Research's digitalisation strategy (see below). They provide a lot of resources and materials, a network with more than 3,800 member-schools as of February 2023, and support for schools and teachers concerning digitalisation, including app and tool development (e.g., diggr+). Some other important government projects include *Medienimpulse* (in English: media impulses), *mediamanual.at*, *Schüler/innenradio* (in English: students' radio) and, in the interviews, Austria's Agency for Education and Internationalisation (OeAD) on behalf of the Federal Ministry of Education, Science and Research was named as an important actor.⁷⁶ Furthermore, in the interviews and the MMLPA study, the Media Literacy Award was highlighted as an important project. However, as of June 2024, the future of the award remains unsure.⁷⁷

Interviewees described Education Group as another important player in media education concerning pedagogical professionals and schools, Education Group is an organisation active in service (providing support for educational institutions, including technological support, educational portals and other services and platforms), research and projects concerning media education, including *Gewalt-Schule-Medien* (in English: violence-school-media) and *Medienfit* (in English: media fit). They also provide continuous professional offers for teachers and student teachers.⁷⁸

<https://www.bmbwf.gv.at/Themen/schule/schulpraxis/prinz/medienbildung.html>; European Association for Viewers Interests (EAVI). Media, Information & Digital Literacy Organisations in Europe. Organisations in Austria. Available at: <https://eavi.eu/media-information-digital-literacy-organisations-in-europe/organisations-in-austria/>; European Audiovisual Observatory 2016, pp. 58-67; Petranová, Hossová and Velický 2017, p. 58; Saferinternet.at. Available at: <https://www.saferinternet.at/>; Seethaler, Beaufort and Schulz-Tomancok 2023, pp. 25-26

⁷⁵ Bundesverband Medienbildung. Available at: <https://bundesverband-medienbildung.at/>; European Audiovisual Observatory 2016, pp. 58-59; Österreichische Gesellschaft für Forschung und Entwicklung im Bildungswesen (ÖFEB). Medienpädagogik. Available at: <https://www.oefeb.at/sektionen/sektion/5>

⁷⁶ Bundesministerium Bildung, Wissenschaft und Forschung. Medienbildung. Available at: <https://www.bmbwf.gv.at/Themen/schule/schulpraxis/prinz/medienbildung.html>; Bundesministerium Bildung, Wissenschaft und Forschung. Schüler/innenradio. Available at: https://www.bmbwf.gv.at/Themen/schule/schulpraxis/prinz/medienbildung/mb_schuelerradio.html; eEducation. Available at: <https://eeducation.at/>; *mediamanual.at*. Available at: <https://www.mediamanual.at/>; *Medienimpulse*. Available at: <https://journals.univie.ac.at/index.php/mp/>; OeAD. Available at: <https://oead.at/en/>; Petranová, Hossová and Velický 2017, p. 56; Seethaler, Beaufort and Schulz-Tomancok 2023, pp. 25-26

⁷⁷ European Audiovisual Observatory 2016, p. 60; *mediamanual.at*. Available at: <https://www.mediamanual.at/>

⁷⁸ Education Group. Available at: <https://www.edugroup.at/>

Other important organisations, initiatives and projects include MISCHA and, in the interviews, Ars Electronica, the Vienna Museum of Science and Technology, Data Talks, ZARA, YOUKI, youth work clubs, and betterinternetforkids.eu were highlighted.⁷⁹ With the NGOs Lie Detectors, *Digitaler Kompass* (in English: 'digital compass') and the association Mimikama, journalist, media literacy, fact checking organisations are active in Austria.⁸⁰ Furthermore, audio-visual content providers play an important role for MIL in Austria. In the interviews and in the 'Media Pluralism Monitor' 2023, the role of *Rundfunk und Telekom Regulierungs-GmbH* (RTR; in English: 'broadcasting and telecommunication regulation Ltd') and especially of community media (radios and TV stations) was highlighted. Community media are especially active in local and regional MIL education with projects and collaborations as well as workshops on various forms of radio or film production for the general public and school classes, also teaching a critical approach to media and information.⁸¹ There are many other organisations, associations and projects, which were not mentioned here. Some organisations are active on a regional or local scale (e.g., *Wiener Bildungsserver* and *wienXtra* in Vienna or *Akzente* and *Salzburger Bildungswerk* in and around Salzburg).⁸²

5.2 MIL in Austria's Education System

Media education in Austria has a long history, stretching back to the late 19th century. In 1958, film education with focus on moral education was introduced in Austrian schools through film decrees. Following the film decrees, in 1973, the first media decree for the educational system was introduced which makes media education a formal part of Austrian school education since 1973. Since then, schools have established themselves as the main place for media education.⁸³ Petranová, Hossová and Velický view media education in Austria as being at a comparatively high level and name Austria as one of the European countries that put emphasis on the development of media literacy directly. They also highlight the focus on digital games in media education (e.g. DataDealer) and the emphasis on media education regarding film literacy in Austria.⁸⁴

The Federal Ministry of Education created a plan for the digitalisation of the educational sector (*Masterplan für die Digitalisierung im Bildungswesen*) and of schools specifically (*8-Punkte-Plan*). The plan for the digitalisation of the educational sector covers three areas of activity: "Software" (pedagogy and curricula), "Hardware" (infrastructure, IT management and administration) and "teachers" (teacher education and further training). The plan for

⁷⁹ Ars Electronica. Available at: <https://ars.electronica.art/news/en/>; Data Talks. Available at: <https://data-talks.at/>; MISCHA – Medien in Schule und Ausbildung. Available at: <https://mischea.co.at/>; Seethaler, Beaufort and Schulz-Tomancok 2023, p. 26; Vienna Museum of Science and Technology. Available at: <https://www.technischesmuseum.at/en>; YOUKI – Youth Media Festival. Available at: <https://youki.at/de/>; ZARA – Zivilcourage und Anti-Rassismus-Arbeit. Available at: <https://zara.or.at/de>

⁸⁰ Digitaler Kompass. Available at: <https://www.digitalerkompass.at/>; Lie Detectors. Available at: <https://lie-detectors.org/>; Mimikama. Available at: <https://www.mimikama.education/>; Seethaler, Beaufort and Schulz-Tomancok 2023, p. 26

⁸¹ Seethaler, Beaufort and Schulz-Tomancok 2022, pp. 25-26

⁸² akzente. Available at: <https://www.akzente.net/>; Salzburger Bildungswerk. Available at: <https://www.salzburgerbildungswerk.at/de/>; Wiener Bildungsserver. Available at: <https://bildungsserver.wien/start/home-wiener-bildungsserver/>; wienXtra. Available at: <https://www.wienextra.at/>

⁸³ Blaschitz and Seibt 2008

⁸⁴ Petranová, Hossová and Velický 2017, pp. 58, 60, 61, 62

the digitalisation of schools addresses eight more specific aspects.⁸⁵ Furthermore, in 2022, the Federal Ministry of Education, Science and Research revised the fundamental decree concerning media education (*Grundsatzterlass Medienbildung*) in order to adapt to new requirements. The revised version came into force on January 3, 2024. There, *Medienbildung* (in English: media education) is defined as a part of *Medienpädagogik* (in English: media pedagogy). Building and developing *Medienkompetenz* (in English: media literacy) – comprising the dimensions of media criticism (*Medienkritik*), media studies (*Medienkunde*), media use (*Mediennutzung*) and media creation (*Mediengestaltung*) – is described as the aim of media education.⁸⁶ On their website, the Federal Ministry of Education, Science and Research describes *Medienbildung* (in English: media education) as a continuous process and *Medienkompetenz* (in English: media literacy), its desired aim, as a dynamic continuum and, thus, as a lifelong learning process.⁸⁷ One of the challenges with the fundamental decree, that was made evident in the interviews, is that its implementation is not mandatory. It is referred to in the curricula, but compliance with the curricula in teaching practice is not checked. Thus, it is sometimes understood as a suggestion to include education on media into teaching and is in some cases met with opposition on the part of the teachers. Some teachers may not be aware of the existence of the fundamental decree at all. On the other hand, as was also mentioned in the interviews, the implementation of the new fundamental decree seems to have helped to clarify the vague definition of *Medienkompetenz* (in English: media literacy) a bit and more layers of media literacy are starting to be considered.

The promotion of media literacy in children, especially concerning digital media, is embedded as an educational task from the earliest levels of education, starting with the national educational framework for Austrian elementary educational institutions.⁸⁸ Austria recently introduced a new school subject for secondary schools: '*Digitale Grundbildung*' (in English: 'Basic Digital Education'), which was introduced as a compulsory subject at lower secondary level (grades 5-8) in the 2022/23 school year. The concept is based on the *Frankfurt Dreieck* (in English: Frankfurt Triangle): it looks at the curriculum content from three perspectives – how do digital technologies work, what social interactions result from their use and what options for interaction and action arise for pupils – and comprises five areas of competence: orientation, information, communication, production and action.⁸⁹ A competence grid for the subject can be viewed on eEducation's website.⁹⁰ Despite the introduction of this compulsory subject, the federal decree on media education emphasises the continuing need for other subjects to include and support media education. Thus, media education is still seen as a cross-cutting issue.⁹¹ In the interviews it was emphasised that, because media education is a cross-cutting issue, oftentimes nobody feels responsible

⁸⁵ Bundesministerium Bildung, Wissenschaft und Forschung. Masterplan für die Digitalisierung im Bildungswesen. Available at: <https://www.bmbwf.gv.at/Themen/schule/zrp/dibi/mp.html>; Bundesministerium für Bildung, Wissenschaft und Forschung. 8-Punkte-Plan. Available at: <https://www.bmbwf.gv.at/Themen/schule/zrp/dibi/8punkte.html>

⁸⁶ Bundesministerium Bildung, Wissenschaft und Forschung 2022

⁸⁷ Bundesministerium Bildung, Wissenschaft und Forschung. Unterrichtsprinzipien. Medienbildung. Available at: <https://www.bmbwf.gv.at/Themen/schule/schulpraxis/prinz/medienbildung.html>

⁸⁸ Bundesministerium für Bildung, Wissenschaft und Forschung 2020, p. 20; Bundesministerium für Bildung, Wissenschaft und Forschung and Charlotte Bühler Institut für praxisorientierte Kleinkindforschung 2020

⁸⁹ Bundesministerium Bildung, Wissenschaft und Forschung. Digitale Grundbildung. Available at: <https://www.bmbwf.gv.at/Themen/schule/zrp/dibi/dgb.html>

⁹⁰ eEducation. Kompetenzraster. Available at: <https://eeducation.at/ressourcen/materialien/kompetenzraster>

⁹¹ Bundesministerium Bildung, Wissenschaft und Forschung 2022

and it is neglected. The new subject could help with this. In practice however, a strong focus on digitalisation, technologies and IT is often visible.

Further challenges for media education, that were identified in the interviews, include the continuous learning opportunities, which is inherent in the nature of media literacy; the continued focus on technological and IT aspects; the tight frame of the educational system, leaving little space for e.g. more extensive external projects; financing and funding; a fear of media on the part of some people and teachers, accompanied by a protective educational approach that is often established because of the dangers that can accompany media (e.g., fake news and disinformation, misuse of data); as well as teachers' fear to make mistakes, which can lead to them avoiding new terrain like media education.

5.3 MIL in Teacher Training

To become a primary or secondary education teacher, students have to conclude a 4-year bachelor's programme followed by a 1- to 2-year master's programme. To be admitted to a teacher training programme, applicants must undergo an assessment procedure testing their academic and professional aptitude. Student teachers can obtain their degrees at two kinds of institutions: public universities and university colleges of teacher education (*Pädagogische Hochschulen*). While both kinds of institutions offer programmes for secondary general education teaching, students who want to become a primary education teacher or a teacher in secondary education vocational training have to obtain their degree at a university college of teacher education. Furthermore, prospective teachers must complete a 1-year induction phase.⁹² There are 14 university colleges of teacher education and 23 public universities in Austria, many of which offer teacher education. The institutions are clustered into four development associations: North-east, South-east, Central and West. Within these development associations, there are collaborations between the institutions, specifically in secondary teacher education.⁹³ As was highlighted in the interviews, a lot of teacher students teach at schools already, because of a teacher shortage in Austria.

5.3.1 Pre-Service Training

Curricula for pre-service student teachers vary depending on the institution, on the school level and school form a student wants to teach in as well as on the chosen subjects. Concerning the institutions, for example, University College of Teacher Education Vienna has a competence centre for STEM and digitality (K:MID), focusing on media and computer science education, also including the DINA Lab for digitality and sustainability.⁹⁴ Furthermore, individual teacher educators might include more MIL into their courses and some collaborate with external experts, e.g. community media like *Radiofabrik* in Salzburg, to include workshops into their courses. In some cases, student teachers can also attend workshops intended for teachers in general (e.g., Education Group). While optional

⁹² Bundesministerium Bildung, Wissenschaft und Forschung. Schule. PädagogInnenbildung NEU. Available at: <https://www.bmbwf.gv.at/Themen/schule/fpp/ausb/pbneu.html>

⁹³ Bundesministerium Bildung, Wissenschaft und Forschung. Universitäten. Available at: <https://www.bmbwf.gv.at/Themen/HS-Uni/Hochschulsystem/Universitaeten.html>; Federal Ministry Republic of Austria Education, Science and Research. University colleges of teacher education. Available at: <https://www.bmbwf.gv.at/en/Topics/school/teachers/ucte.html>

⁹⁴ Pädagogische Hochschule Wien. Kompetenzzentrum MINT und Digitalität (K:MID). Available at: <https://zli.phwien.ac.at/>

opportunities are offered, there seem to be few to no compulsory courses in pre-service student teacher education concerning MIL.

Concerning primary education teaching, some university colleges of teacher education offer focus areas and/or additional subjects for primary education students, which can include MIL in some form. For example, one of the focus areas in primary education offered by the University College of Teacher Education Vienna is 'Media Education and Basic Education in Computer Science'⁹⁵, while University College of Teacher Education Styria offers 'Media Pedagogy and Digital Competence'⁹⁶, Private University College of Teacher Education Diocese of Linz offers a focus area on 'Music, Theatre, Media', which includes courses on multiple forms of media production, digital storytelling and media analysis,⁹⁷ University College of Teacher Education Upper Austria offers 'Media Pedagogy and Digitalisation in Primary Education' as a focus area and 'Film Education and Radio Work in Schools' as an additional subject (also available for student teachers of elementary pedagogy and secondary education)⁹⁸, and Private University College of Teacher Education Burgenland offers an additional subject on 'Media, Didactics, Competence'.⁹⁹ Analysis of the degree programmes showed there are also focus areas concerning specifically technology and/or IT. Oftentimes, the connection between media literacy and digitalisation becomes evident. Some of the programmes include media literacy or media pedagogy as a cross-sectional topic: e.g., Private University College of Teacher Education Diocese of Linz includes media pedagogy (*Medienpädagogik*), with elements of digital education and media literacy,¹⁰⁰ and University College of Teacher Education Vorarlberg includes media literacy (*Medienkompetenz*).¹⁰¹

General secondary education is usually a joint offer within the four development associations and, thus, a cooperation between multiple universities and university colleges of teacher education within the respective development association. Due to the introduction of the new school subject 'Basic Digital Education' into general secondary education, this subject has recently been introduced into the curricula for general secondary education teacher students as '*Digitale Grundbildung und Informatik*' (in English: 'Basic Digital Education and Computer Science'), e.g., in North-east development association (Vienna and Lower Austria) since winter term 2023 and in West development association starting in winter term 2024.¹⁰² Thus, Basic Digital Education was merged with the already existing subject Computer Science. In the interviews it was made evident that this can pose a challenge because of the continued focus on IT. Of the three pillars of Basic Digital Education – computer science education, media education and creation

⁹⁵ Pädagogische Hochschule Wien. n.d.

⁹⁶ Pädagogische Hochschule Steiermark. Bachelorstudium Lehramt Primarstufe. Available at: <https://www.phst.at/ausbildung/studienangebot/primarstufe/bachelor-primarstufe/>

⁹⁷ Private Pädagogische Hochschule der Diözese Linz 2023, pp. 217-231

⁹⁸ Pädagogische Hochschule Oberösterreich. Primarstufe. Available at: <https://ph-ooe.at/primarstufe/>; Pädagogische Hochschule Oberösterreich. Filmbildung und Radioarbeit in der Schule. Available at: <https://ph-ooe.at/lehrgang-filmbildungundradioarbeitinderschule>

⁹⁹ Private Pädagogische Hochschule Burgenland. Erweiterungsstudium Primarstufe. Available at: <https://www.ph-burgenland.at/studium/primarstufe/erweiterungsstudium-primarstufe>

¹⁰⁰ Private Pädagogische Hochschule der Diözese Linz 2023, p. 17

¹⁰¹ Pädagogische Hochschule Vorarlberg 2020, p. 10

¹⁰² Universität Innsbruck. Bachelor's Programme Secondary School Teacher Training (General Education). Subject: Digital Basic Education and Computer Science. Available at: <https://www.uibk.ac.at/en/programmes/secondary-school-teacher-training/digitale/ba-2024w/>; Universität Wien, Kirchliche Pädagogische Hochschule Wien/Krems, Pädagogische Hochschule Niederösterreich, et al. 2024, pp. 8-11

competence – usually only the first two are addressed with a strong focus on the first, while creation competence is largely left out.

Multiple institutions offer other subjects for student teachers in general secondary education specifically concerning computer sciences and/or technology. In some cases, media education or pedagogy are included in the curricula as a cross-sectional topic, e.g. in the curricula of development association Central.¹⁰³ There are other possibilities to study subjects relating to MIL as well. For example, in development association Central, University of Arts Linz offers *Mediengestaltung* (in English: Media Design) as secondary education subject¹⁰⁴ – which also includes courses on media pedagogy. Some universities offer subjects connected to political sciences and education, e.g., Johannes Kepler University Linz which offers an educational master's degree in Civic Studies, in which media literacy, including disinformation, fake news, etc., is a designated part.¹⁰⁵ Furthermore, MIL can be part of the programmes for prospective teachers in secondary education vocational training (*Sekundarstufe Berufsbildung*) as well.

5.3.2 In-Service Training

While there are some mandatory hours of further training for teachers per year, the specific content of the training is not prescribed, thus, training concerning MIL is completed on a voluntary basis. In-service teachers of all school types have the opportunity to complete university courses (*Hochschullehrgänge*), offered by the university colleges of teacher education. The completion of these courses can take one to several semesters and some can be completed with a master's degree. The offers are plentiful and topics vary between the institutions. There are courses on topics like computer sciences, computational thinking, coding, AI, robotics or 3D printing, but also broadcasting (TV and radio). Furthermore, courses on digital media and their (media pedagogical) use, some specifically in the context of language development or specific subjects, are offered, some of which also include media and/or digital literacy education and/or media production and design. Furthermore, University College for Agrarian and Environmental Pedagogy offers a course on social media management and social media as teaching subject.¹⁰⁶ Another important contribution concerning MIL is courses to become school librarians, which are offered at several university colleges of teacher education and include media pedagogical aspects. In addition, courses concerning political education can include MIL, specifically critical thinking (e.g., a course on political education at the Private University College of Teacher Education Edith Stein¹⁰⁷ and a course on political democracy education at the Private University College of Teacher Education Diocese of Linz¹⁰⁸).

¹⁰³ Entwicklungsverbund „Cluster Mitte“ 2021, p. 15

¹⁰⁴ Kunstuniversität Linz. Bachelor Programme Media Design. Available at: <https://www.kunstuni-linz.at/en/studies/degree-programmes/media-design-programme-for-teachers/bachelor-programme-media-design>

¹⁰⁵ Johannes Kepler University Linz. Master's Degree in Civic Studies. Available at: <https://www.jku.at/en/degree-programs/types-of-degree-programs/masters-degree-programs/ma-civic-studies/>

¹⁰⁶ Hochschule für Agrar- und Umweltpädagogik. Hochschullehrgang Social-Media-Management an Schulen Online. Available at: <https://www.haup.ac.at/fortbildung/hochschullehrgang-social-media-management/>

¹⁰⁷ Kirchliche Pädagogische Hochschule Edith Stein. Hochschullehrgang "Politische Bildung - betrifft alle Pädagoginnen und Pädagogen". Available at: <https://www.kph-es.at/fort-und-weiterbildung/hochschullehrgaenge/politische-bildung-kompetenzorientiert>

¹⁰⁸ Private Pädagogische Hochschule der Diözese Linz. HLG Demokratieverständnis im Sinne der Geistigen Landesverteidigung. Available at: https://www.phdl.at/index.php?id=2793&tx_wbplugin_wbdb%5bcallfn%5d=booking&tx_wbplugin_wbdb%5b

The introduction of the new school subject Basic Digital Education in secondary schools has made it necessary to train in-service teachers to be able to teach this school subject. Thus, '*Digitale Grundbildung und Informatik*' (in English: 'Basic Digital Education and Computer Sciences') is also offered as a four-semester university course for in-service teachers by many of the university colleges of teacher education, specifically targeting teachers with backgrounds other than computer science. Currently, most of the participants are still in training.

On the other hand, there are various other, less extensive training opportunities for in-service teachers on different topics related to MIL. A lot of them are offered by the university colleges of teacher education, oftentimes in collaboration with other organisations, initiatives and experts, including NGOs. The university colleges of teacher education's training courses are offered in correspondence with the Boards of Education and the Federal Ministry of Education, Science and Research, and can be offered for specific school types, general education and vocational education, as well as on a national, on a provincial or on a regional level. Only the training courses completed in association with a university college of teacher education are officially recognised. The analysis of the courses offered by the various university colleges of teacher education showed that, on a national level, there are currently training opportunities on several MIL-related topics. While some of these courses address teaching and teaching methods (e.g., digital media and AI tools in education, digital and analogous media in reading development), some other courses specifically address the personal skills of teachers, e.g. on internet, data and network safety, IT, web design or on how to use specific tools or programmes themselves. Media production (videos and films), school libraries, political education, cultural education, and work with museums are also addressed, along with the challenges AI poses for writing and how to critically evaluate information and knowledge. Moreover, courses on digital media in education sometimes address the responsible and ethical use of media.¹⁰⁹ Thus, while there are a lot of technological aspects, some courses address critical competences too. Furthermore, location-based training on MIL – intra-school training within one school or inter-school training involving multiple schools – can be organised by the schools, usually through the university colleges of teacher education in collaboration with other organisations and experts, and adapted to the individual context.

Information and material as well as workshops and training courses for in-service teachers are offered by various organisations and initiatives, the latter oftentimes in collaboration with the university colleges of teacher education (see above). For example, some of the abovementioned organisations and initiatives – e.g., Saferinternet.at, MISCHA, eEducation, Lie Detectors, Mimikama, Education Group, community media – also offer support and training courses specifically for in-service teachers.¹¹⁰ For example, eEducation, which was highlighted in the interviews, offers resources and materials as well as financial support for members of the eEducation network, which can be used by the schools to organise location-

[pgmid%5d=791&tx_wbplugin_wbdb%5btitle%5d=AKTUELL: Demokratieverst%C3%A4ndnis im Sinne der GL V WS24/25](#)

¹⁰⁹ Bundesministerium Bildung, Wissenschaft und Forschung. Fort- und Weiterbildung von Pädagoginnen und Pädagogen an allgemeinbildenden Schulen. Available at:

<https://www.bmbwf.gv.at/Themen/schule/fpp/lfwb/abs.html>; Bundesministerium Bildung, Wissenschaft und Forschung. Fort- und Weiterbildung von Pädagoginnen und Pädagogen an berufsbildenden Schulen. Available at: <https://www.bmbwf.gv.at/Themen/schule/fpp/lfwb/bbs.html>

¹¹⁰ Education Group. Available at: <https://www.edugroup.at/>; eEducation. Available at: <https://eeducation.at/>; Lie Detectors. Available at: <https://lie-detectors.org/>; MISCHA. Available at: <https://mischa.co.at/>; Saferinternet.at. Available at: <https://www.saferinternet.at/>; Seethaler, Beaufort and Schulz-Tomancok 2023, pp. 25-26

based training courses (via the University College of Teacher Education Upper Austria), for app development, or other things supporting digitalisation.¹¹¹ Non-commercial community media can be seen as important actors in adult education concerning MIL, because they provide easily accessible offers and possibilities.¹¹² Another important actor in adult education in general and in in-service teacher education specifically, that was emphasised in the interviews, is COMMIT *Community Medien Institut für Weiterbildung, Forschung und Beratung* (in English: Community Media Institute for Continuing Education, Research and Consultancy), a non-profit association, which offers materials as well as workshops and further training opportunities concerning community media and critical media literacy. E.g., they organise events, like an annual further training opportunity, which bring together actors from different fields in MIL education (teachers, academics, community media, and others).¹¹³

5.4 Final Comments

A lot has happened during the last few years concerning MIL in Austria. MIL has become closely connected to the education system and schools specifically, and the education system seems to be the main area for MIL campaigns, which leads to a focus on children and young people, their parents and professionals working with them (teachers, youth work). On the one hand, the federal government, specifically the Federal Ministry of Education, Science and Research, play an important role concerning MIL-related guidelines and initiatives (national initiatives for digitalisation in the education sector and in schools, fundamental decree on media education). While there is a newly introduced compulsory subject concerning Basic Digital Education in secondary schools, media literacy is still regarded as a cross-sectional topic. On the other hand, other actors and NGOs play a crucial role in MIL as well. An interesting aspect of MIL education in Austria is the focus on games, films and radio, with audio-visual content providers like community media playing an important role. However, the lack of funding and a comprehensive government strategy are criticised as well as the lack of a national network bringing together actors from all different sectors involved in media education. While the Austrian society and government were identified as being progressive and realising the importance of MIL, identified challenges for MIL include continuous learning, a continued focus on technology and IT and a fear of media among some teachers that can lead to a protective educational approach.

Concerning teacher education, a lot has changed during the last few years, too. The introduction of the new school subject '*Digitale Grundbildung*' (in English: Digital Basic Education) for grades 5-8 involved the need to implement it in pre- and in-service education. Pre-service teacher students can choose other subjects, focus areas, or master's programmes concerned with MIL (e.g. Media Design). For in-service teachers, there are materials and information and various training opportunities, ranging from workshops to courses taking multiple semesters. Regarding further training opportunities, the university colleges of teacher education play a crucial role, oftentimes in collaboration with other actors, initiatives and organisations. While the focus on digitalisation and technology is still visible in pre- and in-service teacher education, aspects of critical thinking are sometimes present. However, most of the offers concerning MIL in pre-service as well as

¹¹¹ eEducation; available at: <https://eeducation.at/>

¹¹² Peissl 2023, p. 22

¹¹³ COMMIT. Available at: <https://www.commit.at/ueber-uns/commit>

in-service teacher training courses are not compulsory and must be completed on a voluntary basis.

6. Finland

Finland has an estimated population of 5.5 million inhabitants, mostly concentrated in the South of the country, with the Helsinki metropolitan area being the most populated region (about 1.5 million inhabitants). The official languages are Finnish and Swedish, Finnish being the language spoken by the majority of the population. In official correspondence, Finnish and Swedish have an equal status throughout the nation and both are used as languages of instruction in educational institutions. While most institutions use one of the languages, some are bilingual. In Lapland, a region in northern Finland, some educational institutions use the Sami languages of Finland's indigenous population as languages of instruction. In 2022, Finland had a migrant population of 8.9%, with Russian and Estonian being the biggest groups. Finland's population is ageing and expected to decline. Adapting to this demographic change is one of the major challenges Finland is facing.¹¹⁴

Finland is a parliamentary republic. The Parliament – consisting of 200 representatives who are elected every four years – hold the highest legislative authority. The Government is the highest administrative body, and consists of the Cabinet with 18 ministers and the Prime Minister as well as 12 ministries.¹¹⁵ Administratively, Finland is divided into 309 municipalities (Finnish: *kunnat*, Swedish: *kommunerna*) which are grouped together into 19 regions (Finnish: *maakunta*, Swedish: *landskap*).¹¹⁶ At a regional level, the main bodies are the six Regional State Administrative Agencies (AVIs), which collaborate closely with local authorities, and the 15 Centres for Economic Development, Transport and the Environment (ELY), which are in charge of the central government's regional development and implementation tasks. At a local level, the municipalities (or in some cases joint municipalities) are the basic administrative unit and act as local authorities with various responsibilities. Municipal Councils are elected by the residents and have self-government.¹¹⁷

The Government and Parliament define Finland's education policies. Education is managed at a national, regional and local level. At a national level, the highest authority in education is the Ministry of Education and Culture, which is part of the Government and is in charge of all publicly funded education in Finland. Their duties include preparing educational laws and allocating the government's portion of the state budget. Another important national body is the Finnish National Agency for Education. As a national development organisation, it collaborates closely with the Ministry to create learning objectives, curricula, and instructional strategies for most stages of education, except higher education. It is largely autonomous within its domain. At a regional level, the most important bodies concerning education are the aforementioned six Regional State Administrative Agencies (AVIs) and 15

¹¹⁴ European Commission. Eurostat. Country Facts. Available at: <https://ec.europa.eu/eurostat/cache/countryfacts/>; European Commission. Eurydice. National Education Systems. Finland. Available at: <https://eurydice.eacea.ec.europa.eu/national-education-systems/finland/overview>

¹¹⁵ European Commission. Eurydice. National Education Systems. Finland. Available at: <https://eurydice.eacea.ec.europa.eu/national-education-systems/finland/overview>

¹¹⁶ European Commission. Eurostat. Country Facts. Available at: <https://ec.europa.eu/eurostat/cache/countryfacts/>; Statistics Finland. Municipalities 2024. Available at: <https://stat.fi/en/luokitukset/kunta/>; Statistics Finland. Regions 2024. Available at: <https://stat.fi/en/luokitukset/maakunta/>

¹¹⁷ European Commission. Eurydice. National Education Systems. Finland. Available at: <https://eurydice.eacea.ec.europa.eu/national-education-systems/finland/overview>

Centres for Economic Development, Transport and the Environment (ELY). At a local level, early childhood education and care, pre-primary education, and basic education, including financial responsibilities, are all managed locally by the local authorities (municipalities or joint municipalities).¹¹⁸

Education in Finland is free. Every child under the age of six has the right to early childhood education and care. Since August 2015, every child aged six has to participate in compulsory pre-primary education, which usually lasts one year. Schooling is compulsory until the age of 18. After pre-primary education, children join the single-structure primary and lower secondary education, which comprises grades 1-9 and usually lasts until the age of 15 or 16. Children are usually assigned a space in a school close to their home by the municipality, although their guardians and parents can apply for other schools as well. Home schooling is also possible, though rare. Municipalities are required by law to provide all residents aged 7 to 15 or 16 with comprehensive education (in Swedish and/or Finnish depending on the language communities) and, in cases of home-schooling, to ensure the implementation of the curricula for mandatory education. After completing lower secondary education, the students transfer to upper secondary education, which generally lasts three years, although two to four years are possible. Students can also attend preparatory education for secondary education (TUVA) before joining upper secondary education. Upper secondary education is competence-based and divided into two branches: general upper secondary education and vocational upper secondary education and training (VET) in collaboration with actors from the world of work. Both paths allow students to join higher education after completion: universities, which focus on academic research and education, or universities of applied sciences (UAS), which offer more practical education. Most students who attend universities have completed general upper education.¹¹⁹

6.1 MIL in Finland

Finland's news media environment features a "strong regional press, a strong public service broadcaster (Yle), one widely read national daily (Helsingin Sanomat), and two popular evening tabloids, both reaching over half of the adult population."¹²⁰ Thus, the newspaper sector in Finland is generally considered strong.¹²¹ Finland's media is well-funded and operates in a stable market. Compared to other countries, the Finnish population has the highest level of trust in news. Additionally, a large portion of the population recognizes the personal importance of public service media.¹²² Finland's population has a high level of digital skills, with 79 % of the 16-74-year-olds claiming to have at least basic digital skills, considerably above EU average of 54 %, and only just short of the EU's 2030 goal of 80 %.¹²³ In the Media Literacy Index 2023, which evaluates predictors of media literacy to rank societies based on their potential to resist post-truth, disinformation, and misinformation (e.g., "fake news"), Finland is ranked first among 47 countries in Europe and the OECD.¹²⁴

¹¹⁸ European Commission. Eurydice. National Education Systems. Finland. Available at: <https://eurydice.eacea.ec.europa.eu/national-education-systems/finland/overview>

¹¹⁹ European Commission. Eurydice. National Education Systems. Finland. Available at: <https://eurydice.eacea.ec.europa.eu/national-education-systems/finland/overview>; Ministry of Education and Culture. Finnish Education System. Available at: <https://okm.fi/en/education-system>; Ministry of Education and Culture and Finnish National Agency for Education 2022

¹²⁰ Reunanen 2023, p. 72

¹²¹ Mäntyoja and Manninen 2023, p. 6

¹²² Newman 2023, pp. 10, 21, 24, 26

¹²³ European Commission 2023

¹²⁴ Lessenski 2023, p. 4

This is credited to the comprehensive approach to media literacy, the strong educational system and prevalent skills in critical thinking throughout the population.¹²⁵ The country has been ranked first in every annual Media Literacy Index since its first implementation in 2017.¹²⁶ The 'Media Pluralism Monitor 2022' describes media literacy in Finland as low risk and highly developed, noting that Finland's media literacy policy is quite strong. The report also highlights the numerous opportunities for media literacy education available not only in formal settings but also in non-formal education, making it accessible to adults and the elderly as well. However, one area in which Finland has been noted to have room for improvement is the implementation of media literacy concerning vulnerable population groups.¹²⁷ Furthermore, in her dissertation, Elina Hämäläinen shows through studies with Finnish adolescents that many lack sufficient critical online reading skills, and that they have difficulty evaluating the legitimacy of texts they find online.¹²⁸

Interviewees contacted during the project were quick to highlight the vast amount of resources and materials available, as well as the interest in media literacy and education and the effective communication between different bodies as significant strengths concerning media literacy in Finland. Furthermore, societal circumstances in Finland, such as free education, low-income inequality, high trust in authorities (police, military, politicians), high regard for teachers, low corruption rates, a free press, and transparent journalistic practices, are important factors contributing to the high levels of media literacy in Finnish society. Nevertheless, the interviews also revealed that this does not count for every adult in the country.

At the national level, the National Audiovisual Institute (KAVI) is responsible for MIL as the national media education authority. Founded in 2014 under the Ministry of Education and Culture, KAVI is accountable to the Ministry's Department for Art and Cultural Policy. KAVI's Department for Media Education and Audiovisual Media (MEKU) has the legal responsibility for coordinating and promoting media education at the national level. Additionally, it supervises audiovisual media to create a secure media environment for children, in accordance with EU laws.¹²⁹ KAVI offers a range of services, including the production and publication of "information on media education and its implementation at a national level"¹³⁰; screenings including film education; the organisation of the Media Education Forum (*Mediakasvatusfoorum*) event, the Media Literacy Week and the Finnish Game Week (*Peliviikko*); as well as free of charge online services, like mediataitokoulu.fi, the Media Literacy School's online service, and pelikasvatus.fi, The Finnish Game Educators Network's online service.¹³¹

Across all groups of different stakeholders who participated in our questionnaires and interviews (pre-service teacher educators, in-service teacher educators, pre-service student teachers as well as in-service teachers), the definitions of 'media literacy' were

¹²⁵ Lessenski 2023, pp. 3, 5, 7

¹²⁶ Ministry of Education and Culture 2024

¹²⁷ Mäntyoja and Manninen 2023, p. 19

¹²⁸ Hämäläinen 2023

¹²⁹ European Digital Media Observatory (EDMO). Mapping The Media Literacy Sector. Finland. Available at: <https://edmo.eu/resources/repositories/mapping-the-media-literacy-sector/finland/>; National Audiovisual Institute (KAVI). About KAVI. Available at: <https://kavi.fi/en/about-kavi/>

¹³⁰ European Digital Media Observatory (EDMO). Mapping The Media Literacy Sector. Finland. Available at: <https://edmo.eu/resources/repositories/mapping-the-media-literacy-sector/finland/>

¹³¹ European Digital Media Observatory (EDMO). Mapping The Media Literacy Sector. Finland. Available at: <https://edmo.eu/resources/repositories/mapping-the-media-literacy-sector/finland/>; National Audiovisual Institute (KAVI). KAVI. Available at: <https://kavi.fi/>

quite similar and reflected the UNESCO definition as well as the definition TeaMLit project takes as a basis. Neither the Finnish government nor KAVI give an official definition of the term 'media literacy', although broad approximation of the term 'media education' is given by KAVI: "The term media education (mediakasvatus in Finnish) refers to the educational actions promoting media literacy."¹³²

In 2019, Finland's Ministry of Education and Culture published a revised media literacy and media education policy titled 'Media Literacy in Finland. National Media Education Policy', which was created by KAVI in collaboration with the Ministry of Education and Culture and a number of other actors. The new policy updates the MIL guidelines established in 2013¹³³ to adapt to changes that have occurred since then.¹³⁴ The policy outlines three main objectives: comprehensive media education, ensuring that everyone is entitled to extensive and meaningful media literacy; high-quality media education, meaning that media education in Finland is topical, goal-oriented, relevant, ethical, accessible, sustainable, and effective; and systematic media education, which involves developing media education into a more systematic activity through proper planning, leadership, and resource allocation.¹³⁵ For each of these objectives, specific actions are outlined that will help those responsible achieve these goals. The policy also outlines the strengths, values, principles, challenges, and development trends of Finnish media education. Identified strengths include its diversity and availability, a strong tradition, recognition in national strategies and financing, expertise, and its acknowledged significance in society. However, challenges include a lack of resources, insufficient coordination, collaboration and networks, shortcomings in related competencies, regional inequalities, fragmentation, inadequate implementation of a systemic approach, challenges from societal and media culture changes, and a lack of awareness and value.¹³⁶ An important aspect of the policy is the recognition of the importance of media literacy for people of all ages. This is evident in the vision that is outlined in the policy: "Everyone's opportunities to develop their media literacy are improved in Finland."¹³⁷ Furthermore, a guidebook on Finnish media education published by KAVI, also highlighting the importance of media literacy for all age groups "In Finland, media literacy is seen as civic competence; important to everyone from an early age."¹³⁸

The Ministry of Education and Culture not only promotes media education within the government through information, resources, and legislation but also receives support from other government bodies and their activities.¹³⁹ Furthermore, media education is not only the subject of specific policies but is also included in various policies by different government bodies across multiple sectors. These policies approach media literacy and education from different perspectives, addressing various elements while still supporting each other.¹⁴⁰

In their 2016 'Mapping of Media Literacy Practices and Actions in EU-28' (MMLPA) study, the European Audiovisual Observatory describes the media literacy field in Finland as "wide and

¹³² National Audiovisual Institute (KAVI) 2021, p. 1

¹³³ Ministry of Education and Culture 2013

¹³⁴ European Digital Media Observatory (EDMO). Mapping The Media Literacy Sector. Finland. Available at: <https://edmo.eu/resources/repositories/mapping-the-media-literacy-sector/finland/>; National Audiovisual Institute (KAVI). About KAVI. Available at: <https://kavi.fi/en/about-kavi/>; Salomaa and Palsa 2019

¹³⁵ Salomaa and Palsa 2019, p. 18

¹³⁶ Salomaa and Palsa 2019, pp. 20-21, 27-30

¹³⁷ Salomaa and Palsa 2019, p. 13

¹³⁸ National Audiovisual Institute (KAVI) 2021, p. 1

¹³⁹ National Audiovisual Institute (KAVI) 2021, p. 2

¹⁴⁰ Salomaa and Palsa 2019, p. 47

active, with many national institutes, as well as municipalities and regional and local actors involved¹⁴¹, and identified about 100 key stakeholders in six sectors as well as a multitude of media literacy networks and working groups, which are often multidisciplinary and/or cross-sectoral and operate on different levels, local to international. The study also highlights the amount of media literacy projects and actors which receive government funding and funding by public authorities.¹⁴²

KAVI also mentions the large swathe of actors in media education and identifies about 100 active organisations, which they group into six categories: (1) public authorities, (2) the Finnish Society on Media Education (*mediakasvatusseura*), (3) libraries, (4) child and youth organisations, (5) youth work centres, and (6) NGOs.¹⁴³ The MMLPA study highlighted the role of libraries, museums, and the Evangelical Lutheran Church of Finland in media education. Additionally, interviews emphasised the contributions of libraries, museums, and the Finnish Society on Media Education. The collaboration of various actors from different sectors in promoting Media and Information Literacy (MIL) is considered a key factor in Finland's strong position regarding MIL. Moreover, interviews also underscored the importance of distributing information at maternity clinics.

According to both KAVI and the MMLPA study, the main public authorities active in the field include the Ministry of Education and Culture, the National Audiovisual Institute (KAVI) and the National Board of Education, the Ministry of Justice, and the Finnish Competition and Consumer Agency. In addition, KAVI mentions the Ministry of Transport and Communications, the Ministry of the Interior and the Digital and Population Data Services Agency, while the MMLPA study mentions The Finnish Communications Regulatory Authority.¹⁴⁴ Concerning youth work centres, KAVI names e.g. the Centre of Expertise in Youth Information and Counselling (*Koordinaatti*), the Centre of Expertise for Digital Youth Work (*Verke*) and the Finnish Youth Research Network as being most active regarding media literacy. As some of the most important NGOs active in the field they name Mannerheim League for Child Welfare, Save the Children Finland and the Finnish Parents' League, which were also highlighted in the interviews. In addition, according to KAVI, media literacy in Finland is promoted by organisations promoting arts and culture (e.g. the national network of children's culture centres) and media companies and associations (e.g. the Finnish National Broadcasting Company (YLE), the Finnish News Media Association and the Federation of the Finnish Media (Finmedia)). Film education is also promoted by KouluKino (School Cinema Association), the Metka Centre for Media Education (*mediametka*) and KAVI. European institutions like the European Union, The Council of Europe and UNESCO also support media literacy and education.¹⁴⁵

KAVI identifies collaboration between actors and organizations as a key aspect of good practices in media education. Notable examples of such collaborative efforts include Media Literacy Week (*mediataitoviikko*), Finnish Game Week (*peliviikko*), News Week, the annual Media Education Forum for Professionals, and The Youth Voice Editorial Board. Most of these initiatives were also highlighted as inspiring practices in interviews and questionnaires, with Media Literacy Week, Finnish Game Week, and The Youth Voice Editorial Board specifically identified as significant projects in the MMLPA study. KAVI further mentions the Media Literacy in Finland webpage by KAVI

¹⁴¹ European Audiovisual Observatory 2016, p. 170

¹⁴² European Audiovisual Observatory 2016, pp. 170-172

¹⁴³ National Audiovisual Institute (KAVI) 2021, p. 5

¹⁴⁴ European Audiovisual Observatory 2016, p. 170; National Audiovisual Institute (KAVI) 2021, p. 5

¹⁴⁵ National Audiovisual Institute (KAVI) 2021, pp. 5-6

(*medialukutaitosuomessa.fi*) and the Finnish Society on Media Education's (FSME) webpage (*mediakasvatus.fi*) as good practice examples. The latter was also identified as an important project by the MMLPA study and both were named as good practice examples in the interviews and/or questionnaires.¹⁴⁶ Furthermore the work of the Metka Centre for Media Education (*mediametka*) was identified as an inspiring practice, as was The Critical project, which comprises research, activities and the development of innovative solutions for learning with the goal of promoting young people's critical reading skills.

Further projects that were identified as significant in the 'Mapping of Media Literacy Practices and Actions in EU-28' study by the European Audiovisual Observatory, apart from the ones already mentioned, include: *Media-avain* (engl. Media Key; *media-avain.fi*) by Koulukino (engl. School Cinema Association); *Yle Uutisluokka* (engl. Yle News Class; *yle.fi/uutiset/uutisluokka*); *Faktabaari* (engl. Fact Bar; *faktabaari.fi*); *SomeCamp* (*somecamp.fi*); *Mediataide kasvattaa!* (engl. Media Art Educates!; *av-arkki.fi/edu/*); *pelikasvattajan käsikirja* (The Game Educators HandBook; *pelikasvatus.fi*); *Linkki - museot mediakasvattajiksi* (The Link - Museums as Media Educators); *Kelaamo* (*kelaamo.fi*); *Netari* (Online Youth Centre; *netari.fi*); *Hello Ruby* (*helloruby.com*); *Nuortenideat.fi* (Ideas of the Youth); *Ei vihapuheelle -liike* (No Hate Speech Movement).¹⁴⁷

6.2 MIL in Finland's Education System

Media education has been part of the Finnish education system since the 1950s, beginning as education on mass media (newspapers, radio). In 1972, media education was systematised with an approach focused on the "observation and interpretation of media, critical and selective 'adoption,' and understanding the modes of expression and narratives of information technology."¹⁴⁸ This was included in the Finnish school curriculum. To some extent, this approach still exists today. During the 1980s and 1990s, the focus shifted from mass media to communication, centering on personal computers. In the 2000s social media, mobile phones, and devices, as well as their effects on the individual and society, became more pertinent areas. Media education became more versatile and less constrained by specific technologies. The Finnish government acknowledged its importance by becoming one of the first nations to support media literacy education for children. The first national policy on media literacy was implemented in 2013, and the focus of MIL education was expanded to include digital games and game education. The field is continuing to expand today as technology advances, with AI becoming one of the more recent areas of concern.¹⁴⁹

Finnish school education follows a competence-oriented approach, identifying seven transversal competences for students to develop throughout their school career and across subjects. These competences include 'multiliteracy' and 'information and communication technologies (ICT),' both encompassing various aspects of media literacy. 'Multiliteracy' involves the significance of multimodality, critical media interpretation, and production, while 'ICT' covers information skills and creative and investigative learning.¹⁵⁰ Media education is implemented in the national core curriculum from the earliest stages of education, starting with early childhood education and care, where children are encouraged

¹⁴⁶ European Audiovisual Observatory 2016, pp. 172-173; National Audiovisual Institute (KAVI) 2021, pp. 7-8

¹⁴⁷ European Audiovisual Observatory 2016, pp. 172-173

¹⁴⁸ National Audiovisual Institute (KAVI) 2021, p. 10

¹⁴⁹ Ministry of Education and Culture 2024; National Audiovisual Institute (KAVI) 2021, pp. 9-11

¹⁵⁰ Finnish National Agency for Education. National core curriculum for primary and lower secondary (basic) education. Available at: <https://www.oph.fi/en/education-and-qualifications/national-core-curriculum-primary-and-lower-secondary-basic-education>; National Audiovisual Institute (KAVI) 2021, p. 3

to get to know (digital) media and explore in a playful way, as well as pre-primary education, where children already engage more actively in media consumption and production.¹⁵¹ There are materials and resources on media education specifically produced for these early stages of education.

A study by the Finnish Education Evaluation Centre on the quality of early childhood education and care (ECEC) shows that while the national core curriculum provides strong guidance and legislatively defined aims, the content-related aims stipulated by the curriculum—including those concerning multiliteracy and aspects of media literacy—are not met universally. About 10 % of the employees at ECEC centres reported that there were no multiliteracy-strengthening activities offered.¹⁵² For primary education, safe media use, analysis and production of stories (using media devices) are part of the national core curricula. For older students this includes media's societal role, self-expression through media, narrative methods, technical competences, protection of privacy and data as well as the critical examination of media (especially social media content) and media's impacts.¹⁵³ Both general upper secondary education and vocational education and training in Finland are competence-based. In general, upper secondary education, media literacy is emphasised within subject-specific content and transversal competences. In vocational upper secondary education, there are specific modules on interaction skills and communication, which include media literacy as a key component.¹⁵⁴ At all stages of school education, the national core curricula or national qualification requirements provide a foundation that is then adapted to the local context by municipal and school authorities. According to interviews, media literacy is often primarily the responsibility of language and literature teachers, as well as social studies teachers. A significant challenge in media education is that some teachers may not fully understand the media culture of today's young people, who have grown up with smartphones and digital media.

In general, municipalities, schools, and educators in Finland have considerable autonomy in organising education and implementing the national curricula or qualification requirements. This autonomy creates opportunities for meaningful, locally relevant teaching and learning, as highlighted in interviews. Contextualising education to the local context plays a significant role in Finland.¹⁵⁵ On the other hand, as was made evident in the questionnaires, the emerging uncertainty of the definition of media literacy poses a challenge in teaching media literacy: often it is not entirely clear what media literacy actually is and what the term covers. In many cases, it is up to the individual teacher how much and what kind of media literacy they want to include in their teaching. Similar difficulties were also mentioned with regards to the term multiliteracy. Two studies by Lauri Palsa and Pekka Mertala found that in basic education (primary and lower secondary education) the definition of multiliteracy was not contextualised within local settings in the majority of local curricula (2019: 28%; 2022: 19%).¹⁵⁶ This was mainly due to the uncertainty surrounding multiliteracy as a new concept, varying definitions among scholars and core curricula, and insufficient resources, particularly in rural areas. As a result, much of the contextualisation

¹⁵¹ Ministry of Education and Culture 2024; National Audiovisual Institute (KAVI) 2021, p. 3

¹⁵² Repo, Paananen, Eskelinen et al. 2020, pp. 2, 14

¹⁵³ Ministry of Education and Culture 2024; Ministry of Education and Culture and Finnish National Agency for Education 2022

¹⁵⁴ Ministry of Education and Culture 2024; Ministry of Education and Culture and Finnish National Agency for Education 2022; National Audiovisual Institute (KAVI) 2021, p. 3

¹⁵⁵ National Audiovisual Institute (KAVI) 2021, p. 3

¹⁵⁶ Palsa and Mertala 2022; Palsa and Mertala 2019

was left to individual teachers.¹⁵⁷ The study published in 2019 also showed that the majority of conceptual contextualisation for the curricula, where it occurred, concentrated on practice (85%) and the levels of definition (63%) and reasoning (21%). Through emphases, specifications, descriptions, and expansions, conceptual contextualisation was achieved in these cases.¹⁵⁸ The study published in 2022 focused on the contextualization of multiliteracy in Social Studies and Mathematics within basic education. It revealed that while there were similarities in how multiliteracy was contextualised, there were also differences due to the varying aims and key approaches of these subjects.¹⁵⁹

In Finland, media literacy is regarded as a civic competence, emphasising its importance for people of all ages. Therefore, information and activities related to media education are provided for adults and the elderly by public libraries, social and elderly care organisations, and liberal arts institutions, especially during Media Literacy Week. Lifelong learning in media literacy is considered essential due to the constantly evolving media landscape.¹⁶⁰ However, promoting media literacy to seniors remains one of the key challenges for media education in Finland. Other harder-to-reach groups identified included adults without children and communities with recent migration backgrounds. The latter group faces challenges due to language barriers, reliance on media in their native language and from their home countries, and often a distrust of the government and authorities. Furthermore, the promotion of MIL was described as being more difficult in rural areas because of the long distances and small size of the municipalities. Nevertheless, much is done to promote MIL in rural areas. In fact, schools in these areas are sometimes better equipped with technology and digital tools than city schools because they need to facilitate more connections (e.g., grouping students from different schools for certain subjects). In these regions, many activities are conducted through online sessions and workshops.

6.3 MIL in Teacher Training

There are 13 universities and 22 universities of applied sciences (UAS) in Finland. In order to become a teacher for any educational level in Finland today, a higher education degree is needed. In ECEC, a bachelor's degree is required, while pre-primary education (ECEC and classroom teachers) requires a bachelor's or a master's degree, depending on the position. In primary, secondary and general upper secondary education (classroom and subject teachers), a master's degree is needed. Most degrees are acquired at universities. The higher education institutions have their own admission criteria and are responsible for choosing and admitting the applicants. University entrance exams are used to evaluate factors like eligibility for the teacher profession and academic study skills. In order to become an ECEC or classroom teacher, the students study at their university's faculty of education. Their studies are structured concurrently, with subject studies and pedagogical training being integrated. To become a subject teacher for certain subjects, students can attend concurrent subject teacher education at faculties of education. However, the more common approach is to start university coursework in the subject first, and then proceed to pedagogical studies. Subject departments, departments of teacher education, and teacher training schools collaborate to offer subject teacher education. The path to become a vocational education teacher differs, as pedagogical studies are typically completed at a vocational institute of higher education after earning a degree from a university or other higher education institution and working for a few years after graduation. Pedagogical

¹⁵⁷ Palsa and Mertala 2022, p. 241

¹⁵⁸ Palsa and Mertala 2019

¹⁵⁹ Palsa and Mertala 2022, p. 241

¹⁶⁰ Ministry of Education and Culture 2024

studies of 60 ECTS points are part of every teacher education degree. This also includes practical training opportunities at schools.¹⁶¹

6.3.1 Pre-Service Training

Due to the significant academic freedom enjoyed by universities, they are responsible for designing their own programs, areas of focus, and courses. This results in variations in the study content of similar programs across different institutions.¹⁶² Some institutions/programmes include mandatory courses for pre-service student teachers concerning media literacy and education. The universities which were identified in the literature as being most active in media literacy education are the University of Lapland and the Tampere University, both of which have professorships concerning media education.¹⁶³ The University of Lapland has a 'Media Education Hub', which carries out research and is responsible for teaching in media education. They offer a bachelor's and a master's degree programme in 'Media Education' as a major subject and 'Media and Digital Technology in Teaching and Learning' can be studied as a minor.¹⁶⁴ Tampere University offers the master's degree programme 'Teaching, Learning and Media Education'.¹⁶⁵ The future remains uncertain, as interviewees mentioned some key individuals in this field are due to retire in the coming years, and their succession is not assured.

Although several other universities and universities of applied sciences offer smaller-scale study modules in media education, it seems that in general, there is little media education in the study programmes and curricula for pre-service student teachers in Finland. A study carried out by KAVI in collaboration with the Teacher Student Union of Finland (SOOL) in 2017 revealed that only about half of the participating student teachers believed that media education was part of their mandatory courses with prevalent themes being the use of ICT in education, use of services, digital learning environments and games in the classroom. A majority of almost 3/4 considered the amount of media education in their studies too little or much too little.¹⁶⁶ The TeaMLit research on Finland included questionnaires that suggested a possible reason for the impression that media education is barely part of the teacher education curricula. This is due to Finland's cross-subject/cross-curricular approach to Media and Information Literacy (MIL). In some cases, MIL is embedded within the curriculum and various subjects and courses, but it does not stand out because it is fragmented and there are only a few dedicated courses on MIL or media education. Consequently, MIL-related content is often integrated into other courses and not explicitly identified as MIL.

Previous studies have also identified a lack of media education within compulsory curricula. For example, research by Saara Salomaa and Pekka Mertala on media education in the 2014/2015 curricula for seven Early Childhood Education and Care (ECEC) bachelor's programs at Finnish universities revealed that media education was not a significant part of

¹⁶¹ European Commission. Eurydice. National Education Systems. Finland. Available at: <https://eurydice.eacea.ec.europa.eu/national-education-systems/finland/overview>; Ministry of Education and Culture 2016; Teacher Student Union of Finland (SOOL). Teacher education in Finland. Available at: <https://www.sool.fi/in-english/the-finnish-school-system/>

¹⁶² Salomaa and Mertala 2022, p. 70

¹⁶³ National Audiovisual Institute (KAVI) 2021, p. 4

¹⁶⁴ University of Lapland. Media Education Hub. Available at: <https://www.ulapland.fi/EN/Units/Media-Education-Hub>; last accessed: June 03, 2024.

¹⁶⁵ Tampere University. Degree Programme. Teaching, Learning and Media Education. Available at: <https://www.tuni.fi/en/study-with-us/teaching-learning-and-media-education>; last accessed: June 03, 2024.

¹⁶⁶ Salomaa, Palsa and Malinen 2017

the mandatory curricula in these cases. The researched curricula included 301 mandatory courses, of which 22 courses referred to media education (11 courses) and/or ICT (16 courses). While all of these courses addressed contextual competencies (22) and most pedagogical competencies (20), reflective competencies and knowledge management were addressed in a total of 10 courses (the latter mostly in courses on ICT) and cooperation competencies in 9, whereas interaction competencies and educational competencies were each only addressed in 3, and competencies in caring (e.g., concerning media and wellbeing) were not present at all. Furthermore, projects to practice media education or ICT with children were mostly absent. While the study cannot comment on individual teaching practices or how teacher educators may personally incorporate media education into their courses, it clearly shows that media education was not a significant part of the mandatory curricula for ECEC students.¹⁶⁷

Interviewees also identified a lack of media education in pre-service student teacher education, but highlighted the effort of individual teacher educators to include media education into their courses. The TeaMLit questionnaires and interviews highlighted several difficulties for incorporating MIL into Finnish university curricula. The structures, which include many core courses and an emphasis on conventional subjects and other prioritised topics, were described as obstacles to teaching MIL. This setup makes it challenging to introduce specific MIL courses, resulting in MIL being "squeezed in" between other topics. Evidence from the questionnaires indicates that while some teachers feel they did not receive sufficient training on MIL during their studies, others believe they did receive adequate training.

Moreover, the respondents to the questionnaires identified some challenges for teaching MIL to pre-service student teachers. One of these challenges is the lack of communication and exchange on the topic, e.g. between colleagues, sometimes resulting in gaps, because it is assumed that someone else is already covering a specific topic. This varied between institutions: in some, teacher educators actively discussed MIL and provided recommendations and suggestions to colleagues. Another challenge highlighted in the questionnaires is the rapid development of technology, which creates uncertainty for teacher educators about MIL. This is partly due to the lack of precise curricular definitions and difficulties in linking media literacy to other objectives. Furthermore, the interviews emphasised the need for more collaboration between universities and associations, NGOs, and similar organisations. Additionally, some institutions lack teacher educators who can teach media literacy. On a positive note, the interviews recognized the teaching of reflective thinking to pre-service teacher students as a strength.

6.3.2 In-Service Training

The interviews highlighted the important role of in-service teacher education. Many teachers do not feel prepared to teach aspects of media literacy included in the transversal competences after finishing their degrees, and the ever-changing media landscape requires teachers to continually adapt. In Finland, in-service training opportunities for teachers, including on MIL, are always optional. There are no external motivators, such as higher salaries or additional funding for schools, to encourage further training. However, a few days per year are reserved for the training and development of teachers. The questionnaires showed that while some in-service teachers are willing to receive further training to update their skills concerning MIL, others do not intend to do so. As was mentioned in the interviews, adults, including teachers, can be hard to reach in regard to workshops and

¹⁶⁷ Salomaa and Mertala 2022, pp. 69, 10-17

further training. Oftentimes, in-service teacher education is carried out through smaller-scale projects. What form these projects take, and how comprehensive they are, is dependent on the funding, much of which is provided by the Finnish National Agency for Education. Interviews described schools in Finland are seen as learning communities, which often organise development days and trainings for themselves, in which all of the school's teachers participate. Sometimes external speakers are invited or the training days are organised around a specific topic (e.g., digitalisation), but the approach depends on the school.

As mentioned in the interviews, universities, universities of applied sciences, and vocational schools play a crucial role in in-service teacher education. In recent years, numerous university projects related to media education or MIL have received funding. For example, the University of Jyväskylä, in collaboration with the Niilo Mäki Institute, conducted the LUKILOKI project (2018-2023). This extensive nationwide campaign focused on in-service teacher education in reading, writing, and media, and was funded by the Finnish National Agency for Education¹⁶⁸

On the other hand, there are many other actors in in-service teacher education concerning MIL in Finland, providing support, materials and training opportunities. The National Audiovisual Institute (KAVI) was identified as an important actor in in-service teacher training specifically in the interviews and questionnaires. KAVI offers a vast amount of information and materials for teachers and other education professionals to use. Among these materials are age group specific teaching materials teachers can use within their teaching on different topics concerning media literacy. Furthermore, KAVI provides information material for teachers, e.g., to help teachers to develop an understanding of certain topics related to media literacy and on how to contextualise such topics to their local context. For example, KAVI hosts an online platform and database, the 'Media Literacy School' (*mediataitokoulu*), to collect information and education material produced by different organisations.¹⁶⁹ They also organise the aforementioned annual 'Media Literacy Week' (*mediataitoviikko*)¹⁷⁰ as well as the annual Media Literacy Forum¹⁷¹, both of which were identified as examples of good practice in the interviews and are also an important resource in in-service teacher education.

Furthermore, the NGO Finnish Society on Media Education (*mediakasvatusseura*) has been identified as an important player in in-service teacher education concerning MIL, as noted in the interviews and questionnaires. Their main target group includes professionals working with youth and children. Their services include training for professionals, including teachers, producing materials, disseminating information, and connecting various actors in the field of media education. Additionally, they run various projects in collaboration with other organisations.¹⁷² Another important initiative in in-service teacher education, that was identified in the questionnaires, is the aforementioned Metka Centre for Media Education (*mediametka*), an organisation funded primarily by the Ministry of Education and Culture and working together with other partners, e.g. the Mannerheim League of Child Rights (MLL).

¹⁶⁸ University of Jyväskylä and Niilo Mäki Institute. LUKILOKI. Available at: <https://lukiloki.jyu.fi/>

¹⁶⁹ National Audiovisual Institute (KAVI). *Mediataitokoulu*. Available at: <https://mediataitokoulu.fi/en/home/>

¹⁷⁰ National Audiovisual Institute (KAVI). *Mediataitoviikko*. Available at: <https://mediataitoviikko.fi/in-english/>

¹⁷¹ National Audiovisual Institute (KAVI). Media Education Forum highlighted the need for media education and its relevance. 04.06.2024. Available at: <https://medialukutaitosuomessa.fi/en/media-education-forum-highlighted-the-need-for-media-education-and-its-relevance/>

¹⁷² *Mediakasvatusseura*. The Finnish Society on Media Education. Available at: <https://mediakasvatus.fi/in-english/>

Their origins are in film and television education and their services include the support of professionals in media education through offering a wide range of practices, instruction, and training.¹⁷³ In addition, in their 'Mapping of Media Literacy Practices and Actions in EU-28' study, the European Audiovisual Observatory mentions the *Mediataide kasvattaa!* (Media Art Educates!) web service, which offers material for teachers concerning education on media art, and the *Mediakasvatus.Nyt* (Mediaeducation.Now) seminar series for professionals as important projects, which do also concern teacher education.¹⁷⁴

6.4 Final Comments

Finland is usually mentioned as a great example regarding media literacy and education. The levels of media literacy in the society are generally considered to be relatively high and media literacy is considered a civic competence which is important and should be promoted throughout all age groups. This is also visible in the Finnish national policy on media literacy and education. Our research suggests that reasons for Finland's strong position can be found in societal circumstances and the major role attributed to media literacy among the population, the support for media education throughout the government and the various actors from different sectors promoting media literacy and education. Furthermore, media literacy is included in the national core curricula for schools through the transversal competencies of multiliteracy and ICT. However, as schools have a lot of freedom and are supposed to contextualise the national core curricula to make them relevant in their local contexts, to what extent aspects of media literacy are implemented in schools largely depends on the school and individual teachers. The vagueness of concepts like 'media literacy' or 'multiliteracy' can contribute to this.

Regarding pre-service teacher education, media literacy does not seem to play a crucial role in many institutions. However, this can vary depending on individual educators. In some cases, there might be more media literacy teaching than it appears at first glance, as aspects of media literacy are often integrated throughout various courses. Against this backdrop, the significant role of in-service teacher education is emphasized, with many organizations providing training opportunities, information, and materials for in-service teachers.

Challenges for MIL in teacher education include the typical program structure for pre-service student teachers, which emphasizes many core courses on conventional subjects and other topics. Additionally, the rapid development of technology, uncertainty among teacher educators regarding MIL, and, in some cases, a lack of communication and exchange on the topic within and between institutions were identified as significant obstacles. On the other hand, the teaching of reflective thinking to pre-service teacher students was seen as a strength. Good or inspiring practice examples include the Media Literacy Week, the Finnish Game Week, the News Week, the Media Education Forum, as well as the work and websites of the National Audiovisual Institute (KAVI), the Finnish Society on Media Education's (FSME) and the Metka Centre for Media Education in general. Overall, collaboration between actors and organizations was highlighted as a key element of successful media education practices.

¹⁷³ Mediametka. Metka Centre for Media Education. Available at: <https://mediametka.fi/metka-centre-for-media-education/>

¹⁷⁴ European Audiovisual Observatory 2016, p. 173

7. Lithuania

Lithuania is a parliamentary republic with the president as the head of the state. The government is led by the prime minister, who is appointed by the president. Lithuania has a population of more than 2,8 millions inhabitants (as of 2024) and with 60 municipalities stretches over 65.286 sq. km.¹⁷⁵

The responsibility for education in Lithuania is shared between national, municipal and educational institutions¹⁷⁶. The Ministry of Education, Science and Sport adopt national legislation, such as the Description of the Primary, Lower Secondary and Upper Secondary Curriculum, with municipalities setting and implementing their own strategic education plans in accordance (ibid.). The stages of the system of education in Lithuania encompass preschool and pre-primary education, primary and lower secondary education, upper secondary and VET, and higher education (ibid.). Education is compulsory up to the age of 16, usually provided by public entities and is free. Higher education is free for around half of the students and is based on their achievements (ibid.).

7.1 MIL in Lithuania

With Lithuania as a research field, we were able to document a very interesting phenomenon about the European context and MIL significance. While the European countries geographically further from Ukraine have experienced a shock after Russia's invasion in 2022, Lithuania has never really been relaxed about the possible dangers from this neighbour. Already with the annexation of Crimea by the Russian Federation in 2014, MIL has been approached as one of the national defence strategies that adds to resilience on multiple levels within the society. Special attention has been paid to ethnic minorities living in Lithuania, primarily Russian and Polish, and their sources of information and media use. Every 3 years since 2017, the Ministry of Culture is conducting a representative survey, which aims to collect information about the media use and its changes among the population in general and more specifically among the Russian and Polish minorities living in Lithuania. In 2021, the Ministry of Culture published the results from the survey, which evaluated the use of media and the ability to critically evaluate information in the media and compared the results with the information from 2017. The Internet is considered to be the most important source of information, with television, radio and books following (Lietuvos Respublikos..., 2021: 12-14).

Compared to other EU countries, a relatively high percentage of young people in Lithuania possess above basic digital skills – 71%¹⁷⁷ in 2019, while older citizens reported lower than average European shares¹⁷⁸.

¹⁷⁵ Oficialiosios statistikos portalas. Available at: <https://osp.stat.gov.lt/statistiniu-rodikliu-analize?hash=103cad31-9227-4990-90b0-8991b58af8e7#/>

¹⁷⁶ European Commission. Eurydice. National Education System. Lithuania. Available at: <https://eurydice.eacea.ec.europa.eu/national-education-systems/lithuania/overview>

¹⁷⁷ Compared with 57% EU average.

¹⁷⁸ European Commission. Education and training monitor 2020. Lithuania: <https://op.europa.eu/webpub/eac/education-and-training-monitor-2020/countries/lithuania.html>

Conducted interviews have indicated that in the academic world media literacy was promoted from the late 1990s by a journalist and lecturer Romas Sakadolskis. Even though a special interest group has formed, more emphasis on media literacy came around 2010 with the increasing role of social media and big tech-companies. Conducted interviews have also indicated that after the end of the Cold War, the Nordic Council of Ministers has turned towards the Baltic states as the spaces of change.

Currently, BECID – Baltic Engagement Centre for Combating Information Disorders¹⁷⁹, unites the three Baltic states – Lithuania, Latvia and Estonia – into a consortium of partners. This multinational EDMO Hub is an EU-wide network against disinformation, organising media literacy activities at various levels and providing support to media and public authorities.

7.2 MIL in the Lithuanian Education System

MIL in Lithuania's education is approached as a transversal competence, which is most significant in the context of citizenship education and education for democracy and thus anchored in the national defence strategy¹⁸⁰. A very significant aspect in the Lithuanian context in comparison to other European countries is the approach to MIL not as a set of knowledge to be transmitted through workshops, but first and foremost, as interviewers in transdisciplinary fields have indicated, the creation of dialogue between polarised groups and thus the building of social cohesion through dialogue, communication and the development of stronger communities. This is a crucial part of how media education and competencies are approached in this country, which is a huge step in widening the perception of MIL as a transversal topic.

In Lithuania, MIL is included into the national guidelines for primary and basic education¹⁸¹. In 2018 the National Cyber Security Strategy¹⁸² was confirmed, which named collaboration between educational institutions, NGOs and stakeholders in public and private sectors as significant. Ongoing curriculum reform aims to improve digital competence also at the primary level¹⁸³. In 2017 the Ministry of Education and Science together with the Education Development Center initiated a project "Informatics in Primary Education", which aimed at creating educational content and testing it in schools (as part of a special European Social Fund project: <https://informatika.ugdome.lt/lt/apie/>).

As in most European countries, the COVID-19 pandemic has put a strain on education in Lithuania too, making it apparent that there is a need for concerted action on many levels and between a number of stakeholders. Over 41.000 digital devices were bought and teacher training to enhance digital skills has been provided¹⁸⁴. On the initiative of the

¹⁷⁹ BECID – Baltic Engagement Centre for Combating Information Disorders: <https://edmo.eu/about-us/edmo-hubs/>

¹⁸⁰ Lietuvos Respublikos Seimas. Nutarimas dėl nacionalinio saugumo strategijos patvirtinimo: <https://www.e-tar.lt/portal/lt/legalAct/TAR.2627131DA3D2/GqUlwRVDTj>

¹⁸¹ European Commission. Youth Wiki. Lithuania. Education and Training: <https://national-policies.eacea.ec.europa.eu/youthwiki/chapters/lithuania/68-media-literacy-and-safe-use-of-new-media>

¹⁸² Lietuvos Respublikos Vyriausybė, Nutarimas dėl nacionalinės kibernetinio saugumo strategijos patvirtinimo: <https://e-seimas.lrs.lt/portal/legalAct/lt/TAD/94365031a53411e8aa33fe8f0fea665f?jfwid>

¹⁸³ European Commission. Education and training monitor 2020. Lithuania: <https://op.europa.eu/webpub/eac/education-and-training-monitor-2020/countries/lithuania.html>

¹⁸⁴ European Commission. Education and training monitor 2020. Lithuania: <https://op.europa.eu/webpub/eac/education-and-training-monitor-2020/countries/lithuania.html>

national Lithuanian television broadcaster (LRT) and the Ministry of Education and of Culture, the programme 'LRT pamokėlės'¹⁸⁵ was broadcast to pupils at pre- and primary levels (ibid.). This has turned out to be an inspiring collaboration example. One other significant opportunity that distant learning has showed is the improved delivery of education to rural areas and the attention paid to decrease socio-economic factors of segregation across schools and municipalities (ibid.).

As conducted interviews have shown, critical evaluation of information is one of these significant competencies within MIL, but as one of the competencies in the list of other rather competing ones, MIL is not always a priority. As interviewers noted, there are no unified recipes provided for educational contexts, no concrete lesson plans or separate school books for that. Certain pedagogical and didactic freedom is left for educators and teachers and their preferences of how to include MIL skills and competencies into their work.

Interviewers have also emphasised the need for a holistic approach to MIL education in Lithuania: one should look at MIL as a complex and wide spectrum of skills and competencies. Contextualization and emphasis on sociocultural aspects of MIL education must be taken into consideration, argue Lithuanian academics. MIL is not a mere ability to recognize fake news or disinformation, it is about an interwoven personal, institutional and national understanding of the phenomenon and the developed discourse from the conversations between teachers, politicians, journalists and other stakeholders in MIL.

Currently, the significance of media education is on the rise and one can notice it from the number of workshops, training opportunities or non-formal discussions that are taking place in Lithuania. One school in Vilnius has media education as a separate subject.

Civil society and academic institutions usually work on implementing MIL on a temporary project basis. A number of media literacy networks are working on local, national, European and international levels¹⁸⁶. It is worth mentioning the following programmes and projects, which have been listed by our interviewed stakeholders in MIL as the significant projects within the country: *Inconvenient Cinema (Nepatogus kinas <https://nepatoguskinas.lt/2023/>)*, *DIGIRES (digires.lt)*, *Safer Internet (Draugiškas internetas: www.draugiskasinternetas.lt/)*, *Media4Change (www.media4change.co/about-us/)*, etc. MIL skills addressed in these projects encompass above other aspects: creativity and the production of media, critical thinking (such as the construction of media messages, understanding of media industry's work, questioning media content, recognizing safety risks, etc.), and intercultural dialogue (challenging radicalisation and hate speech) (ibid.).

Since 2002 an alliance *Window to the Future* (in Lithuanian - *Langas į ateitį: <https://www.langasiateiti.lt/>*) provides materials and events that aim to decrease the intergenerational gap within MIL in the society and provide, e.g. MIL educational events for librarians, collaborative learning of senior citizens from upper secondary school pupils. The alliance was founded by Lithuanian business companies – telecommunications companies,

¹⁸⁵ Lithuanian Radio and Television lessons: <https://www.lrt.lt/mediateka/video/lrt-pamokeles>

¹⁸⁶ European Audiovisual Observatory. (2016). Mapping of media literacy practices and actions in EU-28. Strasbourg.

largest banks and IT companies – and initiated various cooperations with governmental institutions.

7.3 MIL in Teacher Training

There is a separate media literacy course at Vytautas Magnus University and there was an attempt to create one at Vilnius University. More offers of various MIL content seem to come from cooperation beyond academia, though. As one such prominent media literacy projects is “*Dideli maži ekranai*” (“*Big Small Screens*”, www.didelimaziekranai.lt), which has been running since 2016 with the aim to develop media literacy skills in Lithuanian youth and their educators through creative and analytical activities involving audiovisual media such as films, commercials, computer games, social networks, television, multimedia journalism and AI. This project is run by *Meno avilys* (<https://menoavilys.org/en/front-page/>) in cooperation with the British Council (www.britishcouncil.lt) and funded by the Lithuanian Council of Culture and Vilnius municipality.

DIGIRES project (digires.lt) stemmed from a collaboration between academics and fact-checkers and resulted in methodological material, exercises and workshops for librarians, teachers and journalists in smaller regions. The emphasis of the project has been self-reflection, the understanding of emotional reactions as well as neurological ones in the current information stimulation in various media channels. One of the inspiring good practice examples from there is the “media walkshop” (<https://digires.lt/rezultatai/>).

Besides these, one should also mention informal and non-formal education. For one, the National Safer Internet Center (*Draugiškas internetas*: www.draugiskasinternetas.lt) in association with other stakeholders, e.g. the National Education Agency, promote young people’s MIL with specific emphasis on the helpline, „All digital weeks”, information and hotline against bullying, or AI application in educational contexts, etc.

Methodological help for teachers and educators is also provided in special localized contexts, e.g. EDU Vilnius (www.eduvilnius.lt), which focuses on improving the quality of education within the city of Vilnius, or in the platforms dedicated to all of the country’s primary and secondary, non-formal or informal education, supplementing various methodological help in the form of books, guidelines or lesson plans: www.emokykla.lt/titulinis/metodine-medziaga-mediju-rastingumo-tema/46157.

In sum, MIL in teacher training appears as a transversal competence, with a specific MIL dedicated semester course in universities only in a few cases. Teacher education in MIL happens through formal (university and college courses on the subject or MIL as an integrated part of existing courses) and non-formal educational offers stemming from various projects, with their results and methodological material usually available through internet platforms.

7.3.1 Pre-Service Training

Since the renewed model of teacher preparation of 2017, the career of an educator has been re-configured and currently encompasses pre-service preparations and continuous professional growth through various forms of pedagogical and subject related qualifications (Mokytojų rengimas..., 2022: 2). There are three centres of pedagogical preparation in Lithuania: Vilnius University, Vytautas Magnus University and Šiauliai University. It is also

possible to study one's chosen pedagogical field in seven other universities and colleges. Almost 60 programmes of pedagogical studies are available (ibid.) In addition to the more conventional three possible ways of becoming a teacher, one can also choose to become a teacher through an alternative teacher preparation "*Renkuosi mokyti*" (in English: "*I choose to teach*"), which aims to attract professionals in the fields that experience teacher shortage. In 2021, 1.152 people finished pre-service teacher education.

The Teacher Training Model was approved in 2017 with the aim to modernise initial teacher training by increasing the number of future teachers and the quality of their studies. Stemming from several problematic aspects, such as the shortage of new teachers to replace the retiring ones, low prestige of the profession and low levels of students in initial teacher education, the model aims to make a change. This Teacher Training Model also ensures a compulsory pedagogical internship/ training phase after the studies for all future teachers¹⁸⁷. Strengthening the partnerships between university researchers and schools and upgrading universities' offers of continuing professional development was also part of the work enlisted for modernising the initial teacher education¹⁸⁸.

7.3.2 In-Service Training

In-service teachers have the legislative possibility for continuous professional development of at least five days per year, which subsequently adds to the increase in their salary and levels of career¹⁸⁹. Continuous professional development for teachers is provided in ten higher education institutions, 65 accredited municipal and public institutions, and other legal entities (Mokytojų rengimas..., 2022: 2). Certain CPD programmes focus not only on subject or pedagogy specific aspects, but also on social and collaborative aspects of teachers. A lot of CPD programmes for in-service teachers have already been mentioned in the course of this chapter, such as the programmes and training opportunities provided by *Meno avilys*, DIGIRES and other stakeholders.

7.4 Final Comments

While being a relatively small European country, Lithuania has appeared as a strong and dedicated partner in the context of MIL education. With its emphasis on MIL from the 1990s, its cooperation with Nordic countries and international scholars within numerous transdisciplinary projects, its emphasis on the role of dialogue and community building with ethnic minorities from 2014 through a range of MIL approaches, Lithuania has established MIL as a relevant field of action within and beyond teacher education. Seen as part of the national defence strategy and resilience against cyber risks, media education has become a significant part of education of the society as a whole. There are certain already documented strengths and challenges within this report, which repeat themselves also in Lithuania, such as the challenge to grasp the scope and effects of media education in the context of it being a transversal subject and competence. Yet differently than in other researched countries, Lithuania has a relatively strong support from the various ministries

¹⁸⁷ European Commission. Eurydice. National Education System. Lithuania. Available at: <https://eurydice.eacea.ec.europa.eu/national-education-systems/lithuania/overview>

¹⁸⁸ European Commission. Education and training monitor 2020. Lithuania: <https://op.europa.eu/webpub/eac/education-and-training-monitor-2020/countries/lithuania.html>

¹⁸⁹ European Commission. Eurydice. National Education System. Lithuania. Available at: <https://eurydice.eacea.ec.europa.eu/national-education-systems/lithuania/overview>

and governmental bodies working within education, culture and defence spheres, which makes MIL a strategy that is implemented on national, institutional and individual levels.

8 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 countries: Austria, Cyprus, Finland, Greece, Lithuania, and the Netherlands. In the following table, challenges and opportunities from analysed countries that enhance teacher training in MIL have been summarised from the conducted research and analysis. This table also builds on the concluding tables from previous two reports, adding new aspects which were highlighted by this report's research.

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

Disclaimer: Data in this table is summarised from conducting analysis in Austria, Cyprus, Greece, Finland, Lithuania and the Netherlands, the practices and policies in MIL education and teacher training. The list is in no order of relevance.		
Nr.	Challenges in MIL education	Opportunity/ possibility 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 optimise 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 informal events (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 realisation 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.
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.	Facilitating 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 some countries, e.g., it is connected with the salary rise and higher qualification level).
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.
13.	Understanding MIL as a set of knowledge that needs to be transmitted to stakeholder groups.	Considering the significance of contextualisation in each country and region, in each stakeholder group as well as community. Perceiving MIL not as a universal package of knowledge, but as tightly related with historical, cultural and socioeconomic aspects of groups and societies.

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