



Mapping of the **media literacy initiatives, landscape and industry** in the context of Better Internet for Kids

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Better Internet for Kids

ins@fe

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Section 1: Executive summary

The main objective of this report is to provide a short mapping of media literacy in Europe by summarising current important activities, key organisations and driving factors – all in the context of the Better Internet for Kids initiative implemented by European Schoolnet (EUN).

Media literacy in Europe is characterised by being a rather diverse and somewhat fragmented area of interest, with a wide variety of different players involved ranging from supra-national agencies to national and regional policymakers, NGOs, educational providers and media and industry players. When it comes to actual initiatives, these generally fall into one of the following categories: projects, actions, programmes and campaigns, varying in terms of the type of intervention that is proposed, the scale and target of those for whom it is intended, and the duration and goal. A lack of a common understanding and agreement as to what constitutes media literacy, and the extent to which it is synonymous with media education, information and digital literacy, adds further complexity. Interest in media literacy is on the rise, largely as a direct result of our increasing concern with the fight against disinformation which, many argue, is posing a direct threat to our democratic way of life.

Several important European directives and developments are important to consider as they have a direct impact on the rise of interest in media literacy. Such developments also mean that industry, and online platforms in particular, are being called on to play their part in promoting media literacy in all sectors of society. The European Safer Internet Centres (SICs) collectively form a vitally important network when it comes to promoting media literacy among younger people, and it is clear from a recent study carried out with these centres that such centres recognise the importance of media literacy and are keen to play their role.

However, launching a significant campaign aimed at young people, even with the direct involvement of the SICs, is not without its challenges. The task ahead requires significant levels of resources, particularly when it comes to the skilled professionals needed to create a sufficiently large cohort of teachers and youth

workers who can deliver appropriate levels of media education to raise the media literacy levels of young people. Lots of information concerning suitable approaches is already available, but challenges are also very much in evidence when it comes to localisation and customisation. Measurement, evaluation and assessment also pose a considerable challenge given the complexity of what media literacy involves in terms of skills, competences and attitudes.

To be effective, campaigns aimed at young people need to be based on a sound set of principles, have adequate resources and planning and, where possible, include measurable goals. This does not however detract from the fact that a significant campaign aimed at young people is a real priority at this time when many of the necessary conditions are already in place to run such a campaign.

Section 2: Introduction – background to media literacy campaigns

2.1 Media literacy initiatives

Media literacy initiatives emerged as a response to the rapidly evolving media landscape, the proliferation of digital technology, and the increasing influence of mass media in society. With this new digital era, information dissemination transformed significantly. This transformation fundamentally altered how information is created, disseminated, and consumed, leading to the need for media literacy education. Media literacy initiatives' primary focus has been to equip individuals with the skills and knowledge necessary to critically navigate the increasingly complex media landscape. This involved analysing and interpreting media messages critically, empowering individuals to be active and informed consumers of media, emphasising the role of public opinion, democracy and the importance of responsibility, as well as informing individuals on media manipulation, propaganda and mis-disinformation.

Within the European context, various media literacy approaches¹ have been adopted, including projects, actions, programmes, and campaigns. Each of these approaches demonstrates critical thinking, digital literacy, and responsible media consumption among individuals and communities, playing a vital role in helping people navigate the increasingly intricate digital media landscape.

When categorising media literacy initiatives, one can consider the target audience. Indeed, some interventions – such as certain campaigns – are directed at the general public, disseminating broad messages through major media outlets and social platforms. Another category can focus on specific groups, such as teachers,

¹ Sally Reynolds, EPALE article, "Media literacy interventions in Europe come in all shapes and sizes", 19.09.2023: <https://epale.ec.europa.eu/en/blog/media-literacy-interventions-europe-come-all-shapes-and-sizes>

librarians, and youth workers, who can, in turn, transmit media literacy skills to others. However, it is worth noting that media literacy initiatives have predominantly concentrated on children, adolescents and young adults within formal education. One key stakeholder group that has been overlooked but is now gaining increasing attention is senior citizens.

One can also consider the scope, the duration, and the objectives of such initiatives. In this regard, three main types of media literacy initiatives can be identified: **programmes**, **projects** and **campaigns**.

Media literacy **programmes** are usually long-term educational initiatives aimed at transmitting media literacy skills and knowledge to a specific audience. These programmes generally follow a structured curriculum and typically span months or even years, offering sustained learning opportunities to participants.

On the other hand, media literacy **projects** are usually shorter, focused, time-limited efforts, with specific objectives. They can be part of a larger programme or stand-alone initiative designed to tackle particular media literacy issues. These projects have a defined timeframe, often ranging from a few weeks to several months, and are intended to produce measurable outcomes within that period.

Campaigns are usually strategic, often time-bound initiatives that aim to raise awareness, educate the public, or promote specific media literacy messages or actions on a larger scale. These campaigns use various communication channels to engage a wider audience and often focus on creating a significant impact or changing behaviour or attitudes related to media consumption and critical thinking. The duration of media literacy campaigns can vary, from short-term awareness efforts to longer-term initiatives spanning several years.

Here below, we include examples of ongoing media literacy programmes, projects and campaigns. Several of these are dedicated to the topic of media literacy almost exclusively while others include media literacy in a wider set of activities, often aimed at enhancing digital skills more generally.

2.2 Programmes

School with Class “Szkola z klasa” (<https://www.szkolazklasa.org.pl/>) is a comprehensive school development programme that has been operating in Poland since 2002. School with Class runs educational programmes for schools, headteachers, and teachers, helping them to introduce new ways of working that go beyond usual practices in teaching and in school relations. They organise free training, courses and webinars, and prepare ready-made lesson scenarios, educational materials, publications and guides. The School with Class Foundation was founded in 2015 in Warsaw and is a spin-off from a large and very successful nationwide initial educational programme. The Foundation has already collaborated with over 9,500 schools, 150,000 teachers and over a million students. Each year it works with a vast network of schools (over 2,500 a year) both around Poland and abroad.

Lie Detectors (<https://lie-detectors.org/>) is an independent media literacy organisation working in various countries in Europe. Lie Detectors runs a programme where trained journalists provide workshops and resources to help students critically analyse media content and identify misleading information. In 2017-2022, Lie Detectors visited 2,350 classrooms, and trained 1,650 teachers (46,900 pupils aged 10 to 15) in 5 countries (Austria, Belgium, Germany, Luxembourg and Switzerland).

Nieuws in de Klas (or News in the Classroom) (<https://www.nieuwsindeklas.be/>) is a Belgian educational initiative of Mediawijs, Vlaamse Nieuwsmedia, WeMedia, Media.21, VRT NWS and MeeMoo, with the support of the Flemish Government. It is aimed at pupils from the third grade of primary education, and focuses on news and information literacy. The initiative helps teachers to integrate news and current affairs into their lessons through a wide range of news media and teaching materials, and encourages children and young people to deal with news not just critically and consciously, but also actively and creatively.

The **MediaCoach** training programme (<https://www.mediawijs.be/nl/mediacoach>) is another initiative of Mediawijs in collaboration with several partners. A Media

Coach is a contact point, someone trained and who can instruct an audience on media literacy, conduct workshops, lessons, and so on. In addition to MediaCoach in Belgium, countries like Sweden have similar initiatives focused on training educators to become media coaches. These coaches then integrate media literacy education into their work with students to develop critical media analysis skills.

The Catalan Audiovisual Council (CAC) launched **eduCAC** (<https://www.educac.cat/>) in 2018; a media literacy programme that offers primary and secondary schools and families educational resources to use audiovisual content critically and responsibly. The project is supported by the Catalan Regional Ministry of Education, the Catalan Society of Journalists, the Catalan Broadcasting Corporation (CCMA) and the "la Caixa" bank foundation. It aims to encourage critical analysis of content viewed on any type of screen and sensible device use, particularly among minors.

2.3 Projects

In 2020, the company Dataninja launched **Open the Box** (<https://www.openthebox.io/>) in the midst of the pandemic as an innovative media, data and AI (artificial intelligence) literacy project, targeting teachers and educators to spread digital skills among 11-18-year-old students in Italy (Cf. Article in MLA Newsletter, *[Open the Box empowering a new generation of Italian teachers](#)*). Over the period 2020-2023, Open the Box reached 5,000 teachers, involved 30,000 students and completed 900 workshops. During the targeting phase, 250,000 teachers were reached with the digital campaigns which led to 5,000 signups for the free resources of the Open the Box platform. 2,500 teachers actively engaged in workshops, learning cafés or by providing articles for the project newsletter, of which 1,500 completed courses.

SMILES (<https://smiles.platoniq.net/>) is a media literacy project supported under the EC's ERASMUS+ Programme that developed innovative learning methods to help young people deal with disinformation. The SMILES team was made up of partners from Belgium, the Netherlands, and Spain who work in libraries, media literacy organisations and research institutes. The SMILES team has prepared a

series of activities, materials and tools about disinformation which allows young people aged 12 to 16 to develop their knowledge and skills in recognising and combating fake news and disinformation. According to the [evaluation report](#), over 40 per cent of the pupils in the three countries enjoyed participating in the series of activities. Around 40-50 per cent of the pupils say they will apply what they have learned in practice.

EDUmake (<https://www.vrtinternational.com/innovation/projects/edumake>) is a two-year project supported under the EC's Creative Europe Programme which started in October 2022. It centres on an innovative interactive educational approach called EDUbox, designed by and for teachers, for implementation in classrooms. It is a collaborative effort involving partners from Belgium, Croatia, and the Netherlands, who are adapting localised versions of existing EDUbox resources for students aged 12-18. These materials leverage high-quality audiovisual content and interactive strategies to engage students. The content of EDUbox materials revolves around addressing significant societal issues, including inclusion, polarisation, countering disinformation, culture, and social media. EDUmake is developing a specific version of EDUbox on politics in advance of the European Elections in 2024. An essential aspect of the project is to create an accessible format for translating and contextualising EDUbox resources across, and potentially beyond, the European Union.

2.4 Campaigns

The **Be Media Smart** public awareness campaign was launched in 2019 in Ireland to coincide with the European Media Literacy Week. It was coordinated by [Media Literacy Ireland](#) (MLI) and facilitated by the Broadcasting Authority of Ireland to help people [tell the difference](#) between reliable and accurate information and deliberately false or misleading information. The campaign called on people of all ages to Be Media Smart and Stop, Think, and Check that the information they see, read or hear across any media platform is accurate and reliable. The aim was to raise awareness about online risks, privacy concerns, and responsible online behaviour. The campaign comprised a dedicated website (www.bemediasmart.ie),

TV and radio ads, a social media campaign, and a nationwide PR campaign. The [campaign](#) creative was developed by RTÉ's corporate marketing division, which delivered a suite of radio promos, a TV ad, and a range of social and digital assets to partners. *"At an overall level, the 'Be Media Smart' campaign was a huge success, raising awareness of media and information literacy extensively at the national level, with the campaign demonstrating collaboration at its finest. Every MLI organisation supported the campaign in kind or by funding specific elements. The campaign aired on all major networks in Ireland in both languages on TV, radio and in print press. The estimated reach of the radio adverts was over 2 million people with approximately 500,000 people viewing the TV adverts at least once. The campaign also had a significant social media presence (although difficult to quantify due to the challenge of getting comparable statistical information from so many partners). About 30–40 libraries across multiple sectors supported the campaign which highlighted the fundamental role that libraries have to play in the development of these multi-literacy skills and competence"*². This campaign is being repeated in October - November 2023.

With the aim of contributing to the fight against hate speech, the BEE SECURE initiative ran the [#NOHATEONLINE](#) awareness campaign during the 2022/23 school year. [BEE SECURE](#) is an initiative coordinated by the SNJ, Luxembourg and co-financed by the European Commission. Government involvement was ensured by the Ministry of National Education, Children and Youth, the Ministry of Economy, and the Ministry of Family and Integration, Luxembourg. At the heart of the campaign was the [nohateonline.lu](#) web portal. The site contains general recommendations for combating hate speech online and refers to the BEE SECURE Stopleveline site (<https://stopline.bee-secure.lu>) to report hate speech. The nohateonline.lu site also displays the quiz "Can we say that?" which allows users to reflect on the limits of freedom of expression. Throughout the school year, 2,300 copies of four different posters illustrating positive messages were shared around

² Project Report: Russell, P. 2019. Be Media Smart: A national media literacy campaign for Ireland. *Journal of Information Literacy*, 13(2), pp. 275-278.

the country. The campaign has expanded to social media with videos, messages tailored to each social network, and influencers who will share the #NOHATEONLINE message with their communities. 33 per cent of respondents remember having seen one of these visuals in the last 12 months (ILRES survey July 2023 – N=291) Impressions of all content on social networks totalled more than 3.5 million, while unique visits to nohateonline.lu during the 2022/23 school year totalled 12,000 visits. In addition, 35,000 gadgets (stickers and rules) were distributed to young people.

Every year, the CLÉMI French Media and Information Literacy Centre (<https://www.clemi.fr/fr/en.html>), organises a Media Literacy Week in France (**La Semaine de la Presse et des Médias dans l'École**). CLÉMI oversees Media and Information Literacy (MIL) in the French education system. This annual initiative focuses on media literacy in education. Schools across the country participate by integrating media-related activities and discussions into their curriculum. Students engage with newspapers, magazines, digital media, and other sources to develop critical thinking skills and a deeper understanding of media messages. In 2022, Media Literacy Week reached 21,297 schools (including 2,150 French schools abroad), 270,000 teachers, 4,700,000 pupils along with 1,800 media partners. The topics most addressed by schools included source verification, how to differentiate information from fake news, the context of the Ukraine war, and the freedom of the press ([2022 Report](#)).

“Uniti contro la disinformazione”

(<https://www.raiplay.it/programmi/invitoallalettura>) is a public campaign run by the Italian Digital Media Observatory ([IDMO](#)) in collaboration with RAI (Italian National Public Broadcaster). This campaign consists of a video series on disinformation and digital inclusion. RAI per il Sociale/Inclusione digitale produced “Digital Pills”, including 30 two-minute videos, which aimed to give citizens the appropriate tools to develop their critical thinking and exercise their digital citizenship. The content is designed for use on social media, but can also be used on online and linear TV channels. Three literacy campaigns, consisting of 10 ‘pills’ each, have already been produced and spread across digital media, alongside a

broadcast series targeting school libraries. Meanwhile, RAI Cultura/Rai Scuola is working on a broadcast series of five episodes (30 minutes each) to provide guidance on transforming school libraries into active media literacy and disinformation prevention centres.

To attract the attention of younger generations to public service broadcasters while increasing media information literacy on new social media platforms, DW Akademie and the Baltic Centre for Media Excellence [launched a new grant programme](#). Titled "**Youth Friendly – Sustainable: Strengthening media, Networking Education**", and developed with support from the Foreign Office of the Federal Republic of Germany, this programme included a campaign starting with TikTok videos that raised relevant questions for younger audiences, before re-directing them to more detailed radio and TV. ERR's Radio 2 also sent young editors onto the streets to speak to young people. Being from a similar age group, the youth journalists could broach topics such as bullying and youth happiness, and then produce videos for the platform. The resulting videos have gained over 100,000 views. LRT's in-house TikTok account reached almost 40,000 followers since its inception under the grant programme in August 2021. The programme ended in December 2021.

Lastly, the **Media Literacy Days** campaign is organised every year by the Media Literacy Coalition in Bulgaria (<https://gramoten.li/en/home/>). The campaign/event aims to promote the importance of media literacy in Bulgarian society. In [2022](#), the focus was on the role of teachers, and formal and informal education and lifelong learning. The annual Media Literacy Days always launches on Safer Internet Day (which falls in early February each year). The campaign usually lasts until the end of June and covers online training and courses for mentors, teachers and students, as well as for elderly people in small settlements; a competition for teachers; webinars for parents; disinformation and fact-checking initiatives; presentation of new educational content, as well as the results of the first national testing of students' digital media literacy skills.

Below is a non-exhaustive list of different MIL Weeks organised nationally in the 27 EU Member States and the EEA. It is particularly worth noting that several are run as part of Safer Internet Day activities.

<i>Title</i>	<i>Country</i>	<i>Organisation</i>	<i>When</i>	<i>Website</i>
<i>Woche Der Medienkompetenz (Media Skills Week)</i>	Austria	Media Authority Rhineland-Palatinate, Ministry of Education Rhineland-Palatinate and State Pedagogical Institute	July	https://wmk-rlp.de/
<i>Semaine de l'Education aux Medias</i>	Belgium	CSEM & Federation Wallonie-Bruxelles	October	https://www.csem.be/profile-select?destination=/eduer-aux-medias/operations/semaine-de-leducation-aux-medias
<i>Media Literacy Days</i>	Bulgaria	Media Literacy Coalition	February	https://gramoten.li/en/2022/02/07/media-literacy-day-2022/

<i>Media Literacy Days</i>	Croatia	Agency of Electronic Media & UNICEF	April	N/A
<i>Mediataitoviikko (Media Skills Week)</i>	Finland	National Audiovisual Institute (KAVI)	February	https://mediataitoviikko.fi/
<i>Semaine de la Presse et des Médias dans l'École</i>	France	CLEMI	March	https://www.cleml.fr/fr/semaine-presse-medias.html
<i>Tag der Medienkompetenz (Day of Media Skills)</i>	Germany	Lower Saxony State Media Authority (NLM) and Ministry of Education	September	https://www.tag-der-medienkompetenz.de/
<i>Media Literacy Week</i>	Georgia	Communications Commission	N/A	N/A
<i>Greek Week for Media Literacy</i>	Greece	Peace Journalism Laboratory of the Department of Journalism	October - November	N/A

		and Media of the Aristotle University of Thessaloniki, Journalists About Journalism (JAJ) and the News Literacy Centre		
<i>málþingið upplýsinga & miðlalæsisvika</i> (<i>Information and Media Literacy Week</i>)	Iceland	Media Committee	February	https://fjolmidlanefnd.is/2023/01/11/fraedsluvika-um-upplysinga-og-midlalaesi-a-islandi-13-17-februar/
<i>Dutch Media Literacy Week</i>	Netherlands	Netwerk Mediawijsheid	November	
<i>7 dias com os Media (7 Days with the Media)</i>	Portugal	GILM and School Libraries Network	May	https://7diascomosmedia.gilm.pt/

Table 1. List of different MIL Weeks organised nationally in the 27 EU Member States and EEA (non-exhaustive).

2.5 Changing priorities linked to the fight against disinformation

In recent years, media literacy priorities have evolved to predominantly focus on the fight against disinformation³. Several key factors have contributed to this shift:

- First, **the rise of new technologies**, such as social media and artificial intelligence, have made it easier for disinformation to spread. Social media have become the primary sources of news and information for many people. The virality of content on these platforms has made it easier for misinformation and disinformation to spread quickly to a broad audience. This required a change in priorities: an immediate need to develop new tools and strategies to help detect, remove, and debunk disinformation. This includes, for example, fact-checking tools, social media bots, and artificial intelligence (AI) systems.
- Coupled with this is the **increasing sophistication of disinformation campaigns**: disinformation actors are constantly developing new and more sophisticated ways to spread their messages. This has made it more difficult to detect and remove disinformation and has required a change in order to keep up.
- **The growing impact of disinformation on democracy and society**: disinformation has been shown to have a significant impact on elections, public opinion, and social cohesion. With a special impact on political polarisation and the new concerns about Fake News: the intensification and proliferation of high-profile incidents of election interference, “fake news”, manipulation of news narratives, and political polarisation fuelled by false

³ Sally Reynolds, EPALE article “Moving from marginal to a mainstream topic of concern”, 19.04.2023: <https://epale.ec.europa.eu/en/blog/media-literacy-moving-marginal-mainstream-topic-concern>

information, have exacerbated this potential societal risk. This has led to a growing recognition of the need to prioritise the fight against disinformation.

- **The greater focus on education and increasing public awareness:** Citizens are becoming more aware of the dangers of disinformation and are demanding more action be taken to address it. This has also led to a change in priorities, as governments and other organisations are now under increasing pressure to take action against disinformation. This includes developing public awareness campaigns and making citizens media literate.
- And last, **there is a greater focus on international cooperation:** Governments and organisations are increasingly working together to combat disinformation. This includes sharing information, developing common strategies, and coordinating efforts to take down disinformation campaigns.

The fight against disinformation is complex and challenging, but the changing priorities reflect a growing recognition of the importance of this issue. By understanding the reasons for the changing priorities, we can better understand the challenges that lie ahead and how we can work together to address them. More and more people come to accept the importance of media literacy, and this is mainly based on an understanding that while fact-checking and the acceptance of more responsible standards of operation by all media platforms and outlets are vital to the democratic health of all aspects of our society, it is only by increasing the media literacy of all citizens that we can truly beat the scourge of disinformation.

2.6 Key stakeholder groups

Media literacy initiatives involve various key stakeholder groups that play important roles. Key stakeholder groups include:

- **Government and regulatory bodies:** Government agencies and regulatory bodies set policies, guidelines, and frameworks for media literacy education. This group is usually defined under the broad term of policymakers (government officials, education policymakers, curriculum developers, regulators, and so on).

- **Educational institutions:** This group encompasses a wide range of subgroups. It covers students from primary and secondary education, college and university students, and also in-service and pre-service teachers, educators and teacher trainers. Along with any educational organisations which develop and implement curricula, programmes, and courses that focus on digital media literacy, cultural and community organisations such as libraries, youth centres and community outreach programmes can also fall into this group.
- **General public:** In the context of media literacy, the general public can be defined as anyone outside of formal education: individuals who are not specifically enrolled in structured educational programmes or courses related to media literacy. It includes adults of all ages (senior citizens, parents, guardians, caretakers of children and youth, marginalised and vulnerable groups of citizens: ethnic minorities, refugees, immigrants; and individuals with disabilities), who consume various forms of media in their daily lives but may not have received formal instruction or training in media literacy. These individuals make up the broader population and engage with media through sources like television, the internet, social media, newspapers, and more. It is more difficult for practitioners to focus their media literacy efforts on the general public due to this diversity.
- **Tech companies, VLOPs & VLOSEs (Very large online platforms and search engines):** Because they play a major role in the distribution and consumption of information, tech companies, VLOPs and VLOSEs (as designated under the Digital Services Act (DSA)) now have a responsibility to ensure that their platforms are used to spread accurate and reliable information, and to help users develop the skills need to be critical consumers of media. VLOPs and VLOSEs include Google, Facebook (Meta), X (formerly Twitter), among others. We will further come back to this later in this report (see [Section 6: Industry media literacy initiatives](#)).
- **Media:** Traditional and digital media outlets contribute to media literacy by producing informative and balanced content. They also collaborate with

educational institutions to offer media literacy programmes and resources.

This group includes any media professional, from journalists to news reporters, editors, content creators (such as bloggers, YouTubers, and podcasters), influencers and media executives.

- **NGOs:** Media literacy-focused nonprofits and NGOs develop educational programmes, training, and resources to raise awareness about media literacy, combat disinformation, and empower individuals to become critical media consumers.
- **Research:** Researchers in the field of media studies, communication studies, and journalism studies contribute valuable insights into the impact of media on society and effective strategies for media literacy education. They provide evidence-based recommendations to inform media literacy initiatives.

Section 3: The media literacy landscape in the EU

The overall picture in Europe when it comes to media literacy is very fragmented. In several countries or regions, there are already government-supported programmes and agencies which help to coordinate media literacy in their respective countries, and also act as a representative body for those interested in media literacy in discussions at an international level. Good examples of such countries are Belgium, France and Finland. In other countries, strong national associations exist which, while not directly supported by the government, are themselves largely representative of what is happening in their respective countries such as in Ireland, Portugal, and Sweden.

In other countries and regions, while there are highly active organisations (many of them NGOs), it is not so easy to identify a national or regional representative body which, in turn, makes it more difficult to gather overall information about what is happening regarding media literacy in their respective regions. This is certainly the case in countries like Greece and Poland. This is not to say that there are not a large number of activities taking place aimed at different stakeholders, but simply that it is more difficult to achieve an overview.

Furthermore, when reporting on the media literacy landscape in the European Union, it is important to point out that certain silos can exist particularly when it comes to the work of researchers, policymakers and practitioners in this field who often meet in dedicated communities that do not offer a lot of opportunities for exchange outside such communities. The same can also be said of many of the media literacy projects funded under European grant programmes such as Erasmus+ and Creative Europe. These cross-border projects are often disconnected from the media literacy activities of the countries in which the partners operate and so the sustainability of their outputs is often in question as they simply disappear when the funding comes to an end.

For this reason, the European Commission has implemented a number of media literacy initiatives aiming to support the creation of synergies among the different stakeholders and enhance cross-border collaboration, as described below. The following section provides an overview of several of the main players at the European level in terms of media literacy.

- The **European Digital Media Observatory** (EDMO) is an EU-funded project based at the European University Institute's School of Transnational Governance in Florence, Italy. EDMO serves as a hub for fact-checkers, media literacy experts, academic researchers and other relevant stakeholders to understand and analyse disinformation, in collaboration with media organisations, online platforms and media literacy practitioners. It covers the 27 EU member states and Norway. On the media literacy strand, EDMO is seeking to become a vital resource for the media literacy community in Europe, providing expertise, ideas and opportunities for connection that will empower media literacy practitioners and others in the fight against disinformation.
- **EMIL is EPRA's Media Literacy Taskforce** for media regulators and other organisations committed to promoting MIL in Europe and beyond (with EPRA being the European Platform of Regulatory Authorities). Created as part of the EPRA network, it is a community of those who participate in and coordinate MIL networks. EMIL has over 35 members: EPRA members (typically media regulators), but also national MIL bodies such as CSEM (Conseil Supérieur de l'Éducation aux Médias/Higher Council for Media Education) or Mediawijs, multinational bodies like EDMO, and the Community Media Forum Europe (CMFE).
- In 2021, for the first time, the **European Regulators Group for Audiovisual Media Services (ERGA)** established an action group focused specifically on media literacy. This reflects the growing role, interest, and responsibilities of **National Regulatory Authorities (NRAs)** in media literacy. Based on the work of the ERGA Media Literacy Action Group of 2021

and the informal liaison group in 2022, the ERGA Action Group on Media Literacy continued in 2023 to exchange best practices related to the national tools/measures used by NRAs to promote or develop media literacy and focus on the implementation of Article 33a of the AVMSD (Audiovisual Media Services Directive). This involved coordination with EPRA's Taskforce on Media and Information Literacy ("EMIL") to foster synergies in the field of media literacy. ERGA's work programme for 2024 ensures continued operation of the action group dedicated to media literacy.

- **The Media Literacy Expert Group (MLEG)**, chaired by the EC, uncovers and extends best practices in media literacy, fosters networking and sharing of best practices among Member States, and explores connections with EU policies. The Expert Group is composed of representatives from the 27 Member States and two international organisations – Council of Europe and UNESCO – attending under observer status. It meets twice annually and invites speakers and experts from candidate countries, EEA countries, European associations, foundations, international organisations, researchers and universities to contribute to the discussions.
- **Media & Learning Association (MLA)**: For a few years now, the Association has been strongly focusing on digital media literacy and media education. Furthermore, MLA has close ties to the media literacy working groups of both ERGA and EPRA, as mentioned above. Since December 2022, MLA has been given the role of coordinating the media literacy activities within EDMO.

Section 4: European policies and relevant actions

As explained earlier, media literacy is an important issue in Europe, and the EU is taking a number of steps to promote and implement it. We provide here an overview of the most significant examples of European policies and relevant actions on media literacy. As mentioned previously, however, there are many other initiatives taking place at national and local levels across the EU.

The EU's **Audiovisual Media Services Directive** (AVMSD) governs EU-wide coordination of national legislation on all audiovisual media — traditional TV broadcasts, on-demand services and video-sharing platforms. [The latest review of the AVMSD](#) was carried out in 2018. To help Member States with the implementation of the revised AVMSD, the Commission has adopted three sets of guidelines: [on video-sharing platforms](#), [on European works](#), and on [the scope of Member States' media literacy reports](#). The AVMSD requires Member States to promote and take measures for the development of media literacy skills. It also obliges video-sharing platforms to provide effective media literacy measures and tools and to raise users' awareness of those measures and tools. The Commission has made the first national media literacy reports covering the period of 2020-2022 available [online](#).

The **European Democracy Action Plan** ([EDAP](#)) stresses the role of media literacy in helping citizens of all ages to navigate the news environment, identify different types of media and how they work, have a critical understanding of social networks and make informed decisions. It includes an action to increase support and funding for and diversifying initiatives, including by civil society organisations, to promote media literacy and help citizens identify disinformation, within the EU and beyond.

The **Media and Audiovisual Action Plan** ([MAAP](#)) highlights the role of the revised AVMSD in improving citizens' media literacy skills. It includes actions to ensure practical application of the media literacy obligations of the AVMSD involving the

development of a Media Literacy Toolbox for video-sharing platforms and guidelines to Member States defining the scope of their reporting obligations.

The Digital Education Action Plan ([2021-2027](#)) is a comprehensive EU initiative that envisions the establishment of a high-quality, inclusive, and accessible digital education landscape in Europe. It reflects the EU's commitment to adapting Member States' education and training systems to the digital era, with an emphasis on fostering collaboration and addressing the challenges posed by the COVID-19 pandemic. Of notable significance within the plan is the formulation of common [guidelines](#) to empower teachers and educators in cultivating digital literacy and combatting disinformation through education and training. The [report](#) gathers key findings from the expert group from the EC by focusing on addressing false information and advancing digital skills through education and training. The difficulties and possible solutions in this new and intricate area can be also found in the report, along with early findings and suggestions.

The 2022 Code of Practice on Disinformation: the [Strengthened 2022 Code of Practice](#) on Disinformation is a comprehensive set of commitments and measures adopted by 34 signatories from major online platforms, emerging platforms, advertising industry players, fact-checkers, research organisations, and civil society in the EU. The Code aims to counter online disinformation and achieve the objectives outlined in the [European Commission's Guidance of May 2021](#).

The Code includes 44 commitments and 128 specific measures across various domains:

- **Demonetisation:** Signatories commit to cutting financial incentives for disinformation by avoiding ad placement near false content and collaborating to take joint action.
- **Transparency of political advertising:** Signatories commit to providing more transparency in political advertising, such as labelling ads and revealing sponsors, ad spending, and display periods. They will also establish efficient and searchable ad libraries.

- **Ensuring integrity of services:** Measures to reduce manipulative behaviour and unpermitted practices used to spread disinformation are strengthened, with cross-service cooperation to combat such challenges.
- **Empowering users:** Users will have enhanced tools to recognise and flag disinformation, access authoritative sources, and participate in media literacy initiatives. Safe design practices will limit disinformation spread, and recommender systems will promote transparency.
- **Empowering researchers:** Platforms will provide better support to research on disinformation by granting access to data for non-personal, anonymised, aggregated, or publicly available information.
- **Empowering the fact-checking community:** Fact-checking efforts will expand across all EU Member States and languages, with fair financial contributions for fact-checkers' work and improved access to information.
- **Commitment 17:** This specific commitment is covered under 'Empowering Users' and focuses on enhancing media literacy and critical thinking efforts, with a particular focus on including vulnerable groups. Relevant signatories commit to designing and implementing tools to improve media literacy, empowering users with context and guidance to evaluate online content. They also commit to developing and promoting activities, including awareness campaigns, to improve media literacy and raise awareness about disinformation across the EU, considering vulnerable communities.
- **Measure 17.1:** Relevant signatories will design and implement tools to improve media literacy, providing users with context and guidance to assess online content. They will report on the tools deployed in each Member State and share metrics on tool impressions and user engagement.
- **Measure 17.2:** Relevant signatories will develop and support activities to enhance media literacy, such as awareness campaigns about disinformation and tactics used by malicious actors. They will report on the campaigns

launched, the targeted Member States, and quantitative information on campaign impact, reach, and user engagement.

- **Measure 17.3:** Relevant signatories will partner or consult with media literacy experts in the EU, such as the Commission's Media Literacy Expert Group, ERGA's Media Literacy Action Group, EDMO, and relevant universities or organisations, to benefit from their expertise in designing, implementing, and measuring the impact of media literacy tools and activities.

In October 2023, the [Call for cross-border Media Literacy](#) projects was launched by the European Commission under the cross-sectoral strand of the Creative Europe Programme, and it is currently open until 7 March 2024. In order to continue to invest in innovative solutions to enhance media literacy skills of all European citizens, support effective cross-border cooperation, and limit the detrimental impact of disinformation, this call for proposals aims to encourage knowledge-sharing and exchanges on media literacy policies and practices to enable the development of innovative cross-border media literacy initiatives and communities across countries, taking into account current user behaviour among various age groups.

These policies and actions are a significant step forward in promoting media literacy in Europe. However, more needs to be done to ensure that all citizens have the skills and knowledge they need to be critical consumers of media: this includes investing more in media literacy education, training and public awareness campaigns.

Section 5: The context of the European Safer Internet Centre network

In September 2023, Better Internet for Kids conducted a survey to map the current EU media literacy landscape and collect suggestions on priorities for an EU-wide media literacy campaign. The survey was aimed at the Insafe network of Safer Internet Centres (SICs) operating in EU Member States plus Iceland and Norway, which play an important role in raising awareness and promoting media literacy to children, families, and teachers.

The survey asked SICs about their current media literacy actions, campaigns, and key partners, and specifically requested that they evaluate the current status of media literacy education within the Safer Internet Centre's work programme. The survey questions are included in [Annex I](#). 19 SICs answered the survey, and a majority noted media literacy education as a "high priority". The SICs were also asked to state how they currently deliver any media literacy-related activities, and to point out any additional media literacy programmes or campaigns in their countries, even if not managed or organised by them. They were also asked to provide suggestions for conducting an EU-wide media literacy campaign.

The main priorities identified by the vast majority of the respondents consist of the need to **actively include and highlight the voices and opinions of young people**, and to use and promote a positive narrative to encourage practical action. Some SICs noted that many of the young people they are working with currently do not see themselves/are not able to perceive themselves as vulnerable to mis- and disinformation, as it's something they associate with their parents' or older adults' generations. As a suggestion, an EU-wide media literacy campaign could incorporate young influencers to help spread and disseminate key messages.

Another suggestion was to ensure to create a **multi-pronged campaign**, consisting of different approaches on social media, in education, and in multiple stakeholder coordination and engagement, with special efforts undertaken to **co-**

ordinate partnerships and foster collaboration among the Insafe network of SICs, as well as including other external organisations working in the field.

A few SICs were particularly wary of some known media literacy issues, such as **filter bubbles** and **echo chambers** on social media, and the possible **resistance to change** to be expected among certain societal groups, and suggested scoping a range of targeted and persuasive messages particularly aimed at addressing this. In addition, some of the key concerns emerging from the Digital Services Act (DSA) were also mentioned as potential focus topics, such as **AI, virtual and extended reality, data privacy/protection**, and **targeted advertisements**.

Lastly, most respondents highlighted the need to **map the existing framework and the existing resources and practices** in order to develop an efficient campaign strategy able to engage those societal groups that are traditionally hard to reach. There is also a need to ensure that school and community organisations are involved in the campaigning efforts, in order to be able to better assess changes in media consumption and critical thinking skills among children and young people after the campaign. Equally, both **parents and teachers** should be targeted, as they are both in a position to provide media literacy training to young people, while also bearing in mind their own possible lack of media literacy skills.

In terms of media outlets to be used, most SICs seem to agree on the need to provide digital, easy-to-access and easy-to-use material, with key information on a range of media literacy topics that is easy to adapt, repurpose and translate at a national level. They also agree on the need to create specific content for specific groups – parents and carers, young people, teachers, and experts – in a way that is understandable, clear, innovative and useful.

The results of the survey will be used to support a large-scale media literacy campaign as part of the BIK+ Phase 5 project which will be led by EUN and supported by MLA. The survey results will help to ensure that the campaign is relevant and effective and will focus on the priorities identified by the SICs.

Section 6: Industry media literacy initiatives

6.1 VLOP & VLOSE's initiatives

Various media literacy initiatives and campaigns from tech companies and VLOP/VLOSE (very large online platforms/very large online search engines, as designated under the Digital Services Act (DSA)) have been launched as part of their commitments made in response to EU initiatives, such as the [2022 Code of Practice on Disinformation](#). These initiatives aim to address mainly media literacy, online safety, and the spread of disinformation. A brief overview of some key initiatives follows.

6.1.1 Adobe

Adobe's commitment to media literacy primarily revolves around promoting digital creativity, empowering educators and students, and fostering critical thinking skills. Some of the initiatives and actions undertaken by Adobe in support of media literacy include:

- **Adobe Education Exchange:** The Adobe Education Exchange is an online platform that offers professional development resources for educators. It provides access to free courses, workshops, teaching materials, and creative projects. Educators can learn about integrating Adobe's creative tools into the curriculum to foster digital creativity and media literacy among students.
- **Support for Media Literacy Advocacy:** Adobe actively supports media literacy advocacy efforts. As such, the organisation seeks to participate in events, conferences, and initiatives aimed at raising awareness about the significance of media literacy and its role in promoting critical thinking and responsible digital citizenship.

6.1.2 Google

Google has a dedicated team that develops educational resources and programmes for teachers, students, and the general public. Initiatives include:

- **Be Internet Awesome**: A global programme to help kids stay safe and confident online. It provides a comprehensive curriculum for educators and resources for parents to teach kids about internet safety, privacy, and responsible behaviour. The initiative includes an interactive online game called "Interland" to reinforce lessons on internet safety.
- **Interland** is an [interactive online game](#). The game consists of various challenges that teach players about critical aspects of online safety, such as avoiding scams, protecting personal information, and dealing with cyberbullying. It is designed to make learning about internet safety engaging and fun for kids.
- **"Hit Pause"** on YouTube: The [Hit Pause initiative](#) first launched in the US in September 2022. It gives viewers across YouTube resources (informative videos) to better assess the content they watch and share. The effort focuses on how to detect misinformation, from recognising manipulation tactics to looking for cues to determine trustworthiness.
- **Supporting Super Searchers**: Google is partnering with Public Libraries 2030 to launch the *Super Searcher* training programme in Europe. Under this partnership, librarians and library staff across Europe will be trained on best practices from information literacy experts, including how to use tools like *About this result* on search to help evaluate information online. In turn, trained librarians and library staff will be able to help educate library patrons to strengthen their information literacy skills. This programme will be offered in 12 countries in the coming months.
- **About this result**: This is a helpful search tool for evaluating information online. Next to most results on Google, you'll begin to see the option to tap

the three dots to learn more about the result or feature and where the information is coming from. It provides details about a website before you visit it, including its description, when it was first indexed, and whether your connection to the site is secure.

- **A practical guide to prebunking misinformation:** This work is a collaborative effort between the University of Cambridge, Jigsaw (Google) and BBC Media Action. The University of Cambridge's Social Decision-Making Lab has been at the forefront of developing prebunking approaches, based on inoculation theory, designed to build people's resilience to mis- and disinformation. Jigsaw, a team at Google, has partnered with leading universities around the world, including the University of Cambridge, to test prebunking in a variety of settings in order to understand the advantages and limitations of this approach. [An article with results is available](#) from the Central and Eastern Europe campaign.
- **Jigsaw:** Jigsaw is a unit within Google that explores threats to open societies, and builds technology that inspires scalable solutions. The team look for high-impact interventions, where focusing on helping a specific group of people — journalists, civil society, or activists, for example — makes the internet and society stronger and safer for everyone. Focus areas address some of the most complex challenges facing open societies, such as disinformation, censorship, toxicity (toxic language online), and violent extremism.
- **Info Interventions:** This is a set of approaches, informed by behavioural science research and validated by digital experiments, to build resilience to online harms. Info Interventions is a collection of experiments by Jigsaw that blend ethnographic research with technology experiments to help people build information resilience at critical moments in their online journey, so empowering them to protect themselves from a range of online harms, including misinformation, hate speech, and violent extremism. These

interventions provide a methodology for proactively addressing the range of threats to people online.

- **Transparency centre:** “Empowering users” ([Commitment 17 on media literacy](#)). In light of the European Commission’s initiatives in the area of media literacy, including the [Digital Education Action Plan \(2021-2027\)](#), relevant signatories commit to continue and strengthen their efforts in the area of media literacy and critical thinking, with the aim of including vulnerable groups.
- **Philanthropic programmes for underserved communities** ([Google.org](#)): Google provides funding support to organisations and initiatives that promote media literacy, digital citizenship, and online safety. They collaborate with nonprofits, educational institutions, and media literacy organisations to empower users with essential digital skills. They also support European organisations too, such as the [School with Class](#) programme as mentioned earlier (funded at 3,5 million Euro).
- Charles University, as the main coordinator of **CEDMO** (Central European Digital Media Observatory, covering Czechia , Poland, and Slovakia) [announced a long-term partnership with Google](#). Researchers will use the financial support provided to expand research on information disruption and the impact of AI applications in the digital media ecosystem, as well as to strengthen media and digital skills in the region. Google also promised to support Ukraine media literacy’s effort including fact-checking efforts in the region.
- **[Google News Initiative](#) (GNI):** This programme focuses on promoting quality journalism and media literacy. It includes funding and resources to support news literacy projects, fact-checking initiatives, and digital literacy efforts by various organisations worldwide.
 - Additionally, [Google News Lab](#) is a team within the Google News Initiative whose mission is to collaborate with journalists to fight

misinformation, strengthen diversity, equity and inclusion within news, and support learning and development through digital transformation.

- **Google in Education:** Google offers various tools and resources for educators to integrate technology and digital literacy into the classroom. Platforms like Google Classroom and Google for Education provide collaboration and learning opportunities that contribute to media literacy.

Furthermore, it is worth noting that Google is a major contributor to the [European Media and Information Fund](#) (EMIF). Google provided its inaugural contribution of 25 million Euro to cover the first 5 years of the operation of the fund. Google is not involved in decision-making and does not profit from the intellectual property of any ideas or projects that are financed through the fund. The EMIF is entrusted with the objective of public interest to support fact-checking and media literacy initiatives, as well as fundamental research projects, with a view to addressing the phenomenon of online disinformation in Europe and promoting a more resilient and fact-based digital information ecosystem. The fund provides support to organisations based in Europe through competitive award processes and using independent and impartial selection committees. The EMIF is committed to scientific autonomy and freedom, transparency, pluralism, non-discrimination, and diversity.

6.1.3 Meta

Media literacy initiatives, actions, and decisions undertaken by Facebook (now Meta) include:

- **Safety Centre and the [Digital Literacy Library](#):** This is a collection of online safety resources and interactive lessons for youth, educators and parents/caregivers. It covers topics such as privacy, security, and critical thinking in the digital age (including ready-to-go lesson plans in 45 languages).
- **[Youth Portal](#):** Facebook's Youth Portal provides tips, guides, and safety advice for young users. It covers various topics such as privacy settings, reporting content, and digital well-being.

- **WhatsApp and [MediaWise for Seniors programme](#) to help senior citizens detect misinformation:** Meta partnered with the [Poynter Institute](#) on the international expansion of the digital media literacy training programme to teach older adults how to better identify misinformation online. The Poynter Institute launched the [MediaWise for Seniors programme](#) in the US in 2020, which taught thousands of older Americans how to find reliable information and spot inaccurate information about the presidential election and COVID-19. The training programme featured a 10-day course on WhatsApp. Local fact-checking partners and research institutions in each state helped localise the course content with real-world examples of misinformation. More information on [investing in the US media literacy initiatives can be found here](#).
- **[Pledge Planets](#):** An online safety series now available within Messenger Kids, Pledge Planets aims to provide lessons on how to stay safe while engaging online, while also maintaining respect for others and how they view your comments and actions within shared spaces. The programme consists of four 'planets' that kids can explore to learn lessons about online interaction. There are games on each planet, along with video clips, which provide a fun, interactive way to learn key messages around online safety and engagement. Meta developed the programme in partnership with its Youth Advisors team: a group of experts in the fields of online safety, child development and children's media.
- **Support for media literacy research:** Meta supports research on media literacy and disinformation. For example, Meta has partnered with the University of Cambridge to establish the Centre for Information and Technology Research in Society, which researches how to address the challenges of misinformation and disinformation online.
- **[My Digital World](#):** This digital literacy programme was designed to provide youth with skills to navigate digital spaces safely and responsibly as technology leads the way into our digital future. The programme provides

educators and trainers with training and resources to reach learners and youth across the Middle East and North Africa.

- **News Literacy Project:** A [partnership between Meta and the Stanford History Education Group](#) to help students develop the skills they need to critically evaluate news and information. It is a partnership with the [News Literacy Project \(NLP\)](#), a national non-partisan education nonprofit, to expand [Checkology](#), a virtual classroom for middle and high school students. NLP works with educators and journalists across the country to teach students how to assess news and other information. Checkology lessons cover a range of topics, like identifying the purpose of different types of information, understanding bias and recognising the role of algorithms in personalising what people see online.
- **[Third-party fact-checking programme](#):** Meta works with third-party fact-checkers to identify, review, rate and remove false or misleading content from its platforms (Facebook, Instagram and WhatsApp).

6.1.4 Instagram/Meta

Instagram is a social media platform owned by Meta Platforms, Inc. (formerly known as Facebook). Instagram is primarily focused on photo and video sharing, and it offers a variety of features such as Stories, IGTV (Instagram TV), Reels, and direct messaging. Instagram's key features and initiatives related to media literacy include:

- **Fact-checking efforts:** As part of Meta's efforts to combat misinformation, Instagram collaborates with third-party fact-checkers to identify and reduce the spread of false or misleading information on the platform.
- **Safety and reporting tools:** Instagram provides users with tools to report inappropriate or harmful content, encouraging responsible digital citizenship and user empowerment.

- **Promoting digital well-being:** Instagram includes features like screen time management, notification controls, and a reminder to take a break, promoting healthy and balanced media consumption.

6.1.5 Microsoft

As a major technology company, Microsoft is involved in various initiatives and actions related to media literacy and digital education. Microsoft's key initiatives and efforts in this area include:

- **Digital Literacy Curriculum:** Microsoft offers a [Digital Literacy Curriculum](#) that provides free online courses to help individuals develop essential digital skills. The curriculum covers topics such as basic computer skills, internet safety, online privacy, and critical thinking.
- **Partnership for media literacy education:** Microsoft collaborates with educational institutions, nonprofits, and government organisations to promote media literacy education. Through partnerships, Microsoft supports initiatives that empower learners with the skills needed to navigate digital media responsibly. Examples include a [partnership with NAMLE](#) (National Association for Media Literacy Education, and a [partnership with the Trust Project](#) for [Trust Indicators](#) in the US).
- **Microsoft Educator Centre:** The Microsoft Educator Centre provides resources and training for educators to integrate technology into the classroom effectively. It offers various courses and learning paths that incorporate media literacy and digital citizenship skills.
- **AI for cultural heritage:** [Microsoft's AI for cultural heritage initiative](#) focuses on using artificial intelligence and technology to preserve and promote cultural heritage. This initiative can enhance media literacy by providing access to historical information and fostering digital storytelling. Microsoft said they will support specific individuals and organisations through collaboration, partnership, and investment in AI technology and resources.
- **Safer online experiences:** Microsoft actively works on creating safer online experiences for users through tools like [Microsoft Defender SmartScreen](#),

which helps protect users from malicious websites and potential misinformation.

- **Bing SafeSearch:** Microsoft's Bing search engine includes SafeSearch settings to filter out explicit content, providing a safer online environment for young users.

6.1.6 TikTok

TikTok has been involved in promoting media literacy, digital well-being, and online safety among its users. Initiatives include:

- **Youth Portal:** [TikTok's Youth Portal](#) is a resource hub that provides safety tips, guides, and educational content for young users. It covers various topics such as privacy settings, online safety, and digital well-being.
- **Educational content and hashtags:** TikTok promotes educational content through hashtags like [#LearnOnTikTok](#). This initiative encourages creators to share informative and educational videos, including media literacy-related content.
- In 2023, TikTok launched its “**Fact check your feed**” campaign in collaboration with fact-checking organisations and [The Student View](#) (a digital media literacy charity). The campaign aims to equip users with the skills they need to critically engage with content, navigate the platform safely, and guard themselves against potential harm.
- **Safety features and privacy settings:** TikTok provides safety features and privacy settings to protect users from harmful content and interactions. These settings empower users to control their online experiences and contribute to digital literacy and responsible online behaviour. The [#BeCyberSmart](#) hashtag was used during Cybersecurity Awareness Month 2023.
- **Partnerships with media literacy organisations:** TikTok collaborates with external organisations, experts, and NGOs to promote online safety and digital well-being. These partnerships contribute to the development of educational resources and best practices for users, including the Be Informed

series [in partnership with NAMLE](#), #thinkb4youdo in [partnership with the Media Literacy Council](#) (Digital Literacy Hub in the Philippines and across Southeast Asia), a [partnership with MediaSmarts](#) on new resources, and a [World Jewish Congress and UNESCO partnership](#) to ensure that its community has easy access to authoritative information about the Holocaust. In this case, TikTok community members seeking Holocaust-related information are now directed to the website [AboutHolocaust.org](#), a comprehensive resource developed by the WJC and UNESCO. The announcement coincides with International Holocaust Remembrance Day on 27 January and the ongoing WJC [#WeRemember campaign](#), a social media initiative focusing on Holocaust education and its legacy.

- **Anti-bullying and reporting tools:** [TikTok encourages users to report bullying](#), harassment, misinformation and other harmful behaviour on the platform.

6.1.7 Twitch

While Twitch's primary focus is on gaming, the platform has taken some initiatives to promote digital citizenship, online safety, and community guidelines:

- **Community guidelines and safety:** Twitch has a set of [community guidelines](#) that outline acceptable behaviour and content on the platform. The guidelines are designed to maintain a safe and inclusive environment for all users.
- **Reporting and moderation tools:** Twitch provides users with reporting and moderation tools to address inappropriate or harmful content. These tools empower the community to actively participate in maintaining a positive environment.
- **Educational content:** While gaming and entertainment are the primary content on Twitch, some streamers and creators also produce educational content on various topics including media literacy, digital skills, and critical thinking.

- **Twitch Safety Advisory Council (TSAC):** [Twitch formed the Safety Advisory Council in 2021](#), consisting of experts and Twitch creators. The council's purpose is to provide input and advice on safety and moderation policies to foster a safer platform.
- **Partnerships for safety initiatives:** Twitch collaborates with external organisations and experts to promote safety and digital literacy on the platform. These partnerships contribute to the development of safety resources and best practices, such as a [media literacy guide developed in partnership with MediaWise, the Poynter Institute](#).

Since 27 May 2023, X (formerly Twitter) has withdrawn from the voluntary Code of Practice, and is therefore not included in this list.

Section 7: Impact, challenges and opportunities of current media literacy initiatives

7.1 Challenges

7.1.1 Evaluation and the challenges it brings

One of the biggest challenges faced by the media literacy community relates to evaluation and what this entails. This ranges from questions to do with measuring the media literacy of the general populace: for example, can we measure and compare media literacy rates between countries, between segments of the population, or a specific target group? But we also face challenges when it comes to the evaluation of specific media literacy interventions leading us to ask whether we can effectively measure impact or come up with useful and meaningful measures or indicators of success.

7.1.1.1 Evaluation of levels of media literacy among the population

Evaluating levels of media literacy in the population is difficult because there is no one agreed-upon definition of media literacy and no single measure that can capture all of its different aspects. Additionally, media literacy is a dynamic concept that is constantly evolving as new technologies and platforms emerge.

Nevertheless, in the past years, there have been several different tools and methods developed to evaluate population media literacy levels.

One example is the [Sofia University Media Literacy Index](#), which measures media literacy levels in different countries. However, the instrument for measuring doesn't measure 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. The model employs several indicators (the table below) that correspond to different aspects related to media literacy and the post-truth phenomena. Level of education, state of the media, trust

in society, and the usage of new tools of participation seem to be the predictors of media literacy. As they have different importance, the indicators are included with a corresponding weight.

Indicators	Weight
Media Freedom indicators	
Freedom of the Press score by Freedom House	20%
Press Freedom Index by Reporters without Borders	20%
Education indicators	
PISA score in reading literacy (OECD)	30%
PISA score in scientific literacy (OECD)	5%
PISA score mathematical literacy (OECD)	5%
Tertiary Education enrolment (%) (World Bank)	5%
Trust	
Trust in others (World Values Survey)	10%
New forms of participation	
E-participation Index (UN)	5%

Another example would be the Media Pluralism Monitor. This is a research project that assesses the health of media ecosystems in Europe, highlighting threats to media pluralism and media freedom in the European Union's Member States and candidate countries. But again, it does not measure per se the media literacy levels of the population.

The current implementation is the [Media Pluralism Monitor 2023](#) (MPM2023), which is based on data from the year 2022. It represents the [sixth EU-wide implementation](#) of the Media Pluralism Monitor project. The Media Pluralism Monitor is a scientific and holistic effort to evaluate the current threats to a pluralistic and free media landscape in Europe. To provide rigorous and sound findings, the different teams analysed 200 variables for the 20 indicators of the MPM, five for each of the four major areas: fundamental protection, market plurality, political independence and social inclusiveness.

7.1.1.2 Impact of different types of interventions

Evaluating the impact of individual media literacy initiatives is also challenging. Yet, as we highlighted, in today's digital age, the effectiveness of media literacy interventions is more critical than ever, and the lack of evidence for their impact has created a daunting challenge. Measuring the success of media literacy interventions is complicated, especially because there's no standard baseline, but also, because it is tricky to isolate the impact of a particular initiative from other factors that may be influencing media literacy levels, such as education, socioeconomic status, and exposure to different types of media. For these reasons, many practitioners struggle with assessment, even though this appears to be imperative.

In short, we are still at a relatively early stage in understanding how best to deliver and measure media literacy interventions.

7.1.1.3 Set of criteria

In recent years several relevant initiatives have emerged, such as [DigComp 2.2](#) (Digital Competence Framework for Citizen) developed by JRC (Joint Research Centre from the European Commission). The DigiComp provides a common understanding of what digital competence is. The present publication has two main parts: the integrated DigComp 2.2 framework provides more than 250 new examples of knowledge, skills and attitudes that help citizens engage confidently, critically and safely with digital technologies, and new and emerging ones such as systems driven by artificial intelligence (AI). The framework is also made available following the digital accessibility guidelines, as creating accessible digital resources is an important priority today. The second part of the publication gives a snapshot of the existing reference material for DigComp consolidating previously released publications and references.

Another relevant development is [Ofcom's evaluation toolkit from media literacy interventions](#). The toolkit was created by the "Making Sense of Media" programme team, and comprises a series of how-to guides for planning and carrying out an evaluation of a media literacy intervention. The guides are complemented by two searchable online libraries: one listing [media literacy initiatives](#) and another [media](#)

[literacy research](#). Other resources included within the toolkit include a [glossary](#), [evaluation framework template](#), top tips for [interviews and focus groups](#), and [survey and quizzes](#). This toolkit aims to support organisations delivering media literacy initiatives, while the guidance is particularly aimed at those starting with evaluation, such as a small charity with a project that addresses issues around health misinformation, or a library that is running classes on basic digital skills for older people. However, the tools provided are also designed to be of use and benefit to those working across the media literacy sector.

7.1.1.4 EDMO Working Group on Standards and Best Practices

EDMO has recently set up a Working Group on Standards and Best Practices which is working on developing standards and best practices for evaluating media literacy interventions. The Working Group's goal is broadly to raise media literacy levels across Europe by developing quality standards, guidelines and best practices that new and existing practitioners can consult to increase the effectiveness of their projects. This is crucial to EDMO's wider mission, as raising media literacy levels increases the public's resilience to online mis- and disinformation. It is also an important step towards improving the quality and effectiveness of media literacy interventions.

7.1.2 EDMO Task 5 - Working groups (results from a survey conducted in September 2023)

A survey within the Digital Media Literacy (DML) group of EDMO in the first week of September 2023 targeted media literacy representatives from the 14 EDMO hubs. Its primary objective was to collect essential insights and perspectives on the different working groups established within the DML EDMO community, namely, *Evaluation and Assessment*; *Digital Media Literacy Repositories*; *Digital Media Literacy Training for Journalists*; and *European Elections 2024*. The responses obtained from this survey will help to facilitate discussions and knowledge exchange within the community, allowing for enhanced collaboration and coordination across these four critical focus areas.

7.1.2.1 On Evaluation and Assessment

It appears that most EDMO hubs currently assess the effectiveness of media literacy interventions through informal methods (such as reviewing with the targeted group what works and what doesn't), data collection (for example, pre- and post-tests, surveys, questionnaires), qualitative analysis, and focus groups. However, in the majority of cases, no assessment, impact or measurement is done (it is worth noting that for many of the hubs questioned, their media literacy work has just started or is still in development). 65 per cent of the hubs do not have any indicators or specific metrics to measure media literacy interventions.

7.1.2.2 On DML Repositories

Half of the EDMO hubs have an existing operational repository - the rest are working on one or alternative options. In most cases, the quality and accuracy of the repositories are ensured by peer and expert review, feedback panels, and definition of a selected set of criteria. The promotion and dissemination of these repositories is carried out through newsletters, articles, local, national and European networks and channels, forums, the hub website, social media, via Ministries (for example, those responsible for education and culture), and during events, training and workshops.

7.1.2.3 On DML Training for journalists

50 per cent of [EDMO hubs](#) are training journalists - key topics and challenges have been identified. [More information is available here](#). Regarding training, courses for journalists were created and tested, and are currently being implemented in a range of countries (e.g. Spain and Portugal).

7.1.2.4 On EU Elections 2024

67 per cent of EDMO hubs are planning to implement initiatives, run a project or put in place strategies to promote media literacy in the context of the upcoming European Elections in 2024. However only 38 per cent plan or are partnering with government agencies and election authorities. The trends to be monitored in anticipation of the elections include conspiracy theories/anti-immigrant messages, climate change, the Ukraine war, and the Israel-Palestine war.

7.1.3 Hard-to-reach communities

Another challenge is connecting with hard-to-reach communities. As mentioned, media literacy has, until now, mainly prioritised youth, adolescents, students, and adults in formal education. However, it is crucial to reach people of all ages and backgrounds, including marginalised groups such as migrant communities, people with disabilities, and other vulnerable groups.

7.1.4 Localisation and customisation

Media literacy initiatives need to be localised and customised to meet the needs of different communities. This is because media consumption habits and the challenges of misinformation and disinformation vary from country to country, from community to community, and between age groups, as well as between those with different interests, educational standards, and backgrounds.

7.1.5 Lack of resources

Resources continue to be a challenge. When it comes to introducing media literacy in compulsory education, the fact that most media literacy initiatives are cross-curricular often means that they are poorly funded. While there are good arguments to be made for continuing to consider media literacy as an important component of all educational subjects, this means that it is more difficult to argue for dedicated resources. While suitable materials and adequate training opportunities for teachers are often cited correctly as limiting the spread of media literacy in our schools, a lack of opportunity in the busy school schedule is also a significant limiting factor.

7.1.6 Lack of expertise

While there is a marked interest in increasing the availability of media literacy initiatives, the absence of experienced trainers and relevant expertise continues to be a significant challenge. It is clear from the work of the [TeaMLit project](#), for example, that the framework of media literacy teacher trainers in the educational sector is remarkably low in both the pre-service as well as in-service sectors. There is little evidence that this situation differs in relation to other sectors of the

community which means that even where interest and opportunity can be identified for setting up media literacy workshops, courses, programmes, and projects, finding relevant expertise to deliver such activities can be a challenge.

7.1.7 Lack of transparency on the side of platforms

Tech companies and social media platforms often lack transparency about the work that they carry out in support of media literacy in Europe. While the level of funding on the part of several of the main platforms appears to be on the increase and they do fund many important initiatives, it is not always clear how much funding is made available to practitioners or how these initiatives are selected and evaluated. This lack of transparency with respect to the work they carry out in support of media literacy, coupled with the general lack of transparency in terms of how they moderate content, makes it difficult to assess the impact of their media literacy initiatives and assess how well they are aligned with European regulations.

7.2 Opportunities

7.2.1 European collaboration

As already mentioned, media literacy is receiving ever more attention at the European level, as well as at the national and local levels. This is resulting in an increased level of engagement and collaboration whereby key organisations come to recognise the benefit of working together. Direct contacts between members of relevant communities such as those fostered by EDMO and EUN, along with an increased number of opportunities to meet and exchange, are helping in this regard and provide important opportunities to find ways in which to collaborate.

7.2.2 Digital media literacy experts' profiles

It is clear that for many of those active in the media literacy sphere, the benefits of bringing together the triangle of practitioners, research, and policymakers are essential for developing and implementing effective media literacy initiatives. Practitioners have the experience and expertise to develop and deliver programmes, researchers can provide evidence on what works, and policymakers

can create supportive policies and provide funding. Overall, the impact and challenges of media literacy campaign initiatives are complex and multifaceted. However, there is a growing recognition of the importance of media literacy. By working together, practitioners, researchers, and policymakers can develop and implement effective media literacy initiatives that reach all citizens.

Section 8: Priorities and key principles for future media literacy campaigning initiatives

8.1 What a media literacy campaign could/should look like

While there is no one fixed blueprint for a successful media literacy campaign, it is clear from the experience of many in the field that it should follow certain guidelines and principles. Any such campaign needs to be a comprehensive and coordinated effort from multiple stakeholders designed to address a designated set of target end-users with a specific and explicit goal. Campaigns such as the planned [Mediawijs/EDMO BELUX](#) for the fight against disinformation or the Irish [Be Media Smart](#) national campaign are worth referencing to identify good practices and tangible goals.

When it comes to the media literacy campaign to be delivered within the BIK Phase 5 project, the first point to consider comes from the survey, where the SICs themselves identify key concerns and objectives which can be used to define the overall campaign goal. When it comes to the campaign itself, we propose several action points described in the following sections.

8.2 How a media literacy campaign can be organised and managed

A Media Literacy Campaign Task Force (MLC TF) could be set up. The MLC TF should be composed of a diverse range of stakeholders and act as a consortium, responsible for developing and overseeing the implementation of the campaign, and acting as a sounding board or an advisory board. It would also be responsible for evaluating the effectiveness of the campaign and making recommendations for improvement.

8.3 Media Literacy Campaign Task Force (MLC TF)

The MLC TF should include representatives from the following sectors to ensure that the campaign is comprehensive and well-coordinated: government representatives; education; online providers or social media platforms, and civil society (media literacy organisations, NGOs).

8.4 Strategies steps, upcoming actions and activities

The MLC TF should develop a strategy to inform the steps, actions and different activities of the campaign. The following elements should be included:

- **Goal setting:** definition of specific objectives and KPIs (key performance indicators).
- **Target audience:** identification of the specific target audiences of the campaign.
- **Key messages:** identification and definition of the key messages that will be used in the campaign.
- **Communication channels:** identification of the communication channels and networks that will be used to reach the target audiences.
- **Monitoring and evaluation:** planning for monitoring and evaluation of the campaign's effectiveness, impact and reach.

8.5 Key principles of successful campaigns

The following are some of the key principles of successful campaigns:

- **Knowing the target audience:** It is important to understand the needs and interests of the target audience to develop a campaign that is relevant and engaging.
- **Reasonable and measurable set of expectations:** It is important to set realistic goals for the campaign and to develop metrics for measuring success.

- **Adequate resources, and time frame:** The campaign should have adequate resources, including funding, staff, and expertise. It is also important to develop a realistic time frame.
- **Attractiveness of materials, tools, messages, and resources:** The campaign materials, tools, messages, and resources should be well-designed, attractive and engaging.
- **Working with the relevant and most appropriate players:** The campaign should collaborate and involve relevant and appropriate players (locally, nationally, and on a European level).
- **Tone, style, and approach of the campaign:** The tone, style, and approach of the campaign should be appropriate for the target audience.

These steps and key principles are recommendations based on past successful media literacy campaigns.

Section 9: Conclusion and recommendations

In this final section, we put forward our main conclusions and recommendations with regards to a possible media literacy campaign aimed at the European compulsory educational sector. The proposed campaign would be spearheaded by EUN with the support of the Media & Learning Association (MLA), and carried out through the European network of Safer Internet Centres. These conclusions and recommendations are informed by much of what is already described in this short report and are, of course, subject to discussion with all parties involved.

The time is right for such a campaign - it is clear from everyone's work in this area that for the European population, in line with people across the globe, the threat of disinformation is having a dramatic impact on how we understand the world around us. The importance of being media literate, armed with the necessary skills and competencies to navigate our way successfully through the increasingly complex media landscape in which we live, has never been higher.

Targeting students in schools is vitally important - schools are where we prepare young people to take their place in the world, where we equip them with the skills and competencies they need to thrive as self-reliant and responsible citizens, and where we foster their attitudes and values in keeping with those of our democracies and social values. Media literacy is a fundamental literacy which deserves its space in school along with the necessary resources and opportunities to make it part of every young person's learning trajectory.

Campaigns need to be of sufficient depth to support change - campaigns should ensure that sufficient time and opportunity is given to providing fundamental and comprehensive activities to enhance students' levels of media literacy. Simple and short fact-checking exercises have been shown to have little impact on attitudes and longer-term competencies; indeed, for many, there is a danger that superficial activities simply undermine students' trust in media in general.

National campaign leaders need support to collaborate with other relevant players - SICs alone do not hold all the answers when it comes to increasing students' media literacy levels of competence. Campaigns need to foster and encourage engagement with other relevant players. Research organisations, active NGOs and other agencies, journalists, media players, tech platforms and regulatory authorities all play their part and should, as far as possible, be involved in school campaigns.

Teachers and school leaders need specific support - helping teachers and school leaders acquire the necessary skills and competencies requires a particular effort if the planned campaigns are to be successful. Suitable and relevant school-wide media literacy policies are fundamental to the success of any media literacy campaign and need to be considered in the context of schools' overall approaches and policies in relation to digital innovation.

Annex I: SIC media literacy actions survey

Q1: What is the current status of media literacy education within your Safer Internet Centre's work programme? (pick one answer only)

- ☐ High
- ☐ Medium
- ☐ Low
- ☐ Media literacy is not currently part of our work programme

Please add any comments to explain the above response.

Q2: How does your SIC currently deliver media literacy education (tick all that apply):

- ☐ Awareness-raising resources (posters, leaflets, etc.)
- ☐ Advice offered via helpline services
- ☐ Training in schools for pupils
- ☐ Training schools for teachers and educators
- ☐ Training for parents, caregivers and others that support children and young people
- ☐ Media literacy campaign, organised by the SIC
- ☐ Other

Please add any comments to explain the above response (including URLs for further information, if possible).

Q3: Are there any other media literacy programmes/campaigns in your country (to the best of your knowledge) (pick one answer only):

- ☐ Yes, organised by a SIC partner (i.e. Advisory Board member), but the SIC participates
- ☐ Yes, organised by a SIC partner (i.e. Advisory Board member), but the SIC DOES NOT participate

- ☐ Yes, organised by another organisation (not affiliated to the SIC), but the SIC participates
- ☐ Yes, organised by another organisation (not affiliated to the SIC), but the SIC DOES NOT participate
- ☐ No, there are no existing media literacy programmes/campaigns in our country

Please add any comments to explain the above response (including URLs for further information, if possible).

Q4: Please use this space to add any suggestions you have for conducting an EU-wide media literacy campaign... for example, what would be the priorities; what would be the challenges; how could we monitor impact (at both national and network levels)?



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