



COMPARATIVE REPORT ON MEDIA LITERACY LEARNING OFFERS FOR ADULT LEARNERS IN EUROPE

WP1 - Background analysis



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September 2014

Telecentre Multimedia Academy project partnership:

Telecentre Europe AISBL - Belgium

Foundation for Development of Democratic Rights (DEMNET) - Hungary

Educating for an Open Society Foundation (EOS) - Romania

Serbian International Aid Network (IAN) - Serbia

Telecentar - Croatia

Latvian Information and Communications Technology Association (LIKTA) - Latvia

Association Langas į ateitį - Lithuania

Esplai Foundation - Spain

Project number: 526752-LLP-1-2012-1-BE-GRUNDTVIG-GMP

Telecentre Multimedia Academy project is supported by:



This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



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INTRODUCTION

Media literacy has like many social phenomena undergone major changes at the end of last and especially at the beginning of the 21st century. The main change that has pushed media literacy among the key competencies is the emergence of so-called prosumer, a citizen who is both a producer and consumer of media information. This phenomenon has flourished with the advent and exponential expansion of social networks on the Internet and has enabled interactivity between citizens and media.

Telecentre-Europe AISBL has partnered with 7 of its member organizations in order to implement the Telecentre Multimedia Academy (TMA), a 24 months long project aimed at designing, developing and piloting a learning programme on media literacy addressed to adult learners. The TMA project's goal is to provide adult learners with a flexible, easily implementable and modular learning pathway, easily transferable and applicable to a range of diverse contexts and types of organizations. The project aims to achieve these objectives in collaboration and interaction with stakeholders at the European level.

In the initial stage of the project an extensive Pan – European background analysis was carried out. The objective of the Background Analysis was to review the present learning offers in Europe in the field of media literacy for adult learners as well as to identify the needs of “customers” (trainees of adult education centres and education institutions).

The methodology used in the review included **desk research in two stages:**

- 1) Pan-European analysis of existing media literacy standards, curricula and certification schemes;
- 2) country specific development and training programmes in the field of media literacy;

All partners contributed to **field research** in the EU, providing support to the analysis of the collected data. **Data was gathered using interviews and/or questionnaires.**

Representatives from Telecentre-Europe AISBL provided Pan-European analysis of existing media literacy standards, curricula and certification profiles. And partner organizations from Croatia (Telecentar), Serbia (Serbian International Aid Network - IAN), Hungary (Foundation for Development of Democratic Rights - Demnet), Latvia (Latvian Information and Communications Technology Association - LIKTA), Spain (Esplai Foundation), Romania (Educating for an Open Society Foundation EOS) and Lithuania (Langas i Ateiti - Window to the Future) provided in-depth analysis of the existing learning offers in Europe in the field of media literacy for adult learners.

The project's ultimate goal is to provide a wider overview of the existing media literacy programmes in Europe and to help understand what the desires and needs of adult learners are in the field of media literacy. Results of the background analysis have helped to design the right curricular and training modules.



Pan-European analysis of existing media literacy standards, curricula and certification schemes

Media literacy is the ability to access and understand media, to have a critical attitude to its content and to create communication in a variety of contexts. It empowers participation and active citizenship. Promotion of media literacy requires paying special attention to various needs and behaviours of different social groups as well as their differences in terms of access to media.¹ Media literacy in adult learning is focused on skills to access and create new digital media (presuming that adults have greater accumulated experience to be able to critically assess media content).

2.1. EUROPEAN STANDARDS/PROJECTS IN THE MEDIA LITERACY FIELD

EU Regulatory framework and non-regulatory documents related to media literacy:

[Audiovisual Media Services Directive 2010/13/EU](#) – Recital (47) defines media literacy and the skills media literate citizens should possess, and recommends promotion and close follow-up of media literacy development, while Article 33 calls on the Commission to report on the implementation of the Directive and propose ways to adapt it according to media literacy levels.

[Communication from the Commission – i2010 – Annual Information Society Report 2007 \(COM/2007/0146 final\)](#) –

¹ Council conclusions on media literacy in the digital environment, 27 November 2009

the Communication calls for action to advance the debate on media pluralism and media literacy and to assess policy needs for media literacy. [Communication from the Commission – A European approach to media literacy in the digital environment \(COM/2007/0833 final\)](#) – This Communication is followed by Council conclusions (see footnote 1) and [European Parliament Resolution on media literacy in a digital world](#). Commission Recommendation on media literacy in the digital environment for a more competitive audiovisual and content industry and an inclusive knowledge society ([2009/625/EC](#)) calls on EU member states and industry to promote media literacy across Europe.

[European Charter for Media Literacy](#). The Charter has been developed as initiative of the UK Film Council and the British Film Institute (BFI) by the Steering Group of representatives of public institutions, regulatory bodies, academic institutions and organizations working in the media field from 8 EU countries. The aims of the Charter are to achieve greater clarity and wider consensus in Europe on media literacy and media education, raising the importance of media literacy and media education and encouraging the development of a network of media educators in Europe. The Charter is open to three types of signatories – supporters, sponsors and providers – and maintains a [database](#) with all signatories, as well as [links](#) to different organizations and projects related to media literacy.

The [European e-Competence Framework \(e-CF\)](#) is a common reference framework of 36 ICT (Information and

Communication Technologies) competences which helps ICT professionals to describe and develop their capabilities. Among other purposes it enables education and training providers to effectively plan and design ICT curricula. e-CF is a component of the EU long term [e-skills agenda](#), aiming at improving e-skills in Europe. Three groups of e-skills are defined – ICT practitioner skills (for those developing ICT systems and technologies); ICT user skills (for those using/applying ICT systems and devices at work, for leisure, learning or communication); business skills (for those who use ICT to develop new business strategies/models).

The European e-Competence Framework refers to some common concepts defined and used within the [European Qualifications Framework \(EQF\)](#); namely knowledge, skills and competence. Therefore detailed programme descriptions contain ample information about expected results for every media literacy programme (available per countries in excel files). Knowledge represents a “set of know-what” and can be described by operational descriptions. Skills are defined as “ability to carry out managerial or technical tasks”. Competences are defined as “a demonstrated ability to apply knowledge, skills and attitudes for achieving observable results”. Consequently, the related e-Competence descriptions embed and integrate knowledge, skills and attitudes.

COMPETENCE FRAMEWORKS

[Digital Competence Framework](#): competence area 3 “Creation of content and knowledge”:

- Content production
- Integration and re-elaboration of previous knowledge and content
- Creation of digital and multimedia outputs and programming

[E-competence framework](#) - 1 professional profile

- Digital media specialist

The **European e-Competence Framework** is run by the European Committee for Standardization (CEN) under the [CEN Workshop on ICT skills](#). CEN is one of 3 officially recognised organisations responsible for developing standards at the EU level (the other two are in the area of electrical engineering and telecommunications). The CEN Workshop on ICT skills is a European working group consisting of ICT industry representatives, vocational training organisations, social partners and other institutions. The workshop's

publications are called [CEN Workshops Agreements \(CWAs\)](#) and are publicly available and free of charge. The following CWAs are relevant to this research:

[European ICT Professional Profiles](#), May 2012

[ICT Certification in Europe](#), December 2009, on key organisations involved in certification in some of the member states, and the EU: Microsoft; CompTIA; IBM; Cisco; Sun; Oracle; EXIN; ISEB; SAP; HP; ISACA; CISSP. However, not all of them are listed in the “major certification providers” section below because most of them provide certification in their own specific software for ICT professionals while the TMA academy will be targeted at non-ICT professionals.

All studies commissioned by the European Commission can be found on the [studies on media literacy](#) page. [Media Literacy Profile Europe](#), 2009 is an overview of media literacy policies in Europe. This document precedes the [„Study on the Current Trends and Approaches to Media Literacy in Europe”](#). It includes an overview of the regulatory framework of media literacy in Europe (outlined above); institutional architecture; media literacy related activities and initiatives of the European Commission; UNESCO; civil society organisations, most of them targeted at children and young people in schools.

The study provides an overview of **theoretical approaches** to media literacy and outlines emerging **trends** in media literacy education. According to the study, media literacy encompasses other forms of literacy: **reading and writing literacy**, **audiovisual literacy** (often referred to as image or visual literacy) and **digital or information literacy**. There are three basic theoretical models for approaching media literacy. One of them is dominated by the objective of **protection** against possible harm from the media where mistrust and suspicion of the media are evident. In the second model, **promotion** focuses on the objective of taking advantage of the benefits offered by new media. Finally, the third model is more eclectic, combining protection and promotion and adding **creative production**. Most European initiatives display elements of both protection and promotion.

According to the study, the analysis of the state of media literacy and education in the EU shows that some countries have recently modified their curricula to include digital and media skills in schools (the United Kingdom, Spain, France, Finland, Italy and Portugal). Only in certain countries the



promotion of digital literacy is extended to media literacy (Germany and Finland). Nevertheless, the dominant trend is that there is no complete convergence between the digital and media curriculum, meaning that problems that could be resolved with an integrated framework still remain without solution. Finally the study provides **recommendations** and lists **good practices** in promoting and teaching media literacy across Europe. The area of lifelong learning and adult education is illustrated by examples from Ireland, UK and Spain (the other initiatives are training of trainers and teachers in media literacy):

[Eiri Corca Baiscinn](#) (Ireland) provides training courses for adults willing to enhance their skills in order to improve their employment prospects; basic literacy and personal development courses; and certified training courses in different areas, like computing. In addition, Radio Corca Baiscinn, a community radio station, provides skills training to different groups, such as people with disabilities, early school leavers, aged people and women's groups. Besides FM 90.3's online training scheme, a not-for-profit project run by a Dublin-based cooperative North East Educative, is a lifelong learning programme, focused on empowerment and team-building, with a section on media literacy in programmes. It offers guidelines on programme preparation, interviewing skills, provide helpful hints on community media and volunteering, training in writing, reporting, presenting and production, management, administration and the legal framework of broadcasting).

The "[Cibernàrium](#)" centre for digital training develops educational projects aimed at increasing access to new technologies. There are workshops aimed at helping people over the age of 16 to get started with ICT and digital resources. The website includes video-clips with testimonials and other resources.

[Study on Assessment Criteria for Media Literacy Levels](#), October 2009 – the study defines the general criteria for assessing media literacy competences and outlines 3 levels – basic, medium and advanced. This study is closely followed by another report on [Testing and Refining Criteria to Assess Media Literacy Levels in all EU Member States](#), April 2011, which aims at defining assessment criteria for media literacy applicable on the national level in all member-states.

[Web2LLP \(Improving web strategies and maximising the social media presence of LLP projects\) project](#) implemented

by [ATIT](#)² aims to improve web strategies and maximise the social media presence in lifelong learning projects. It provides personalised support and [training](#) (including a one-week training course) on how to set-up and use social media targeting managers of lifelong learning projects who want to improve their online dissemination activities and shares best practices and [resources](#) – handbooks, tutorials and showcases. The project is related to the "creation" aspect of media literacy.

[SPreaD digital literacy project](#) – on the basis of the experiences of six best practice projects already implemented by the project partners, the SPreaD consortium has developed a **toolkit** to support institutions in the development and management of digital literacy initiatives.

[elearningeuropa.info](#) is a Pan-European online portal funded by the European Commission collecting information about online learning projects, courses, resources on many other topics, including media literacy, offering stakeholders (practitioners, teachers, businesses) an integrated information platform.

2.2 PAN-EUROPEAN STAKEHOLDERS IN THE MEDIA LITERACY FIELD

[The Media & Learning Association](#) is an international, not-for-profit association for promotion and enhancement of the use of media as a way to support innovation and creativity in teaching and learning across all education levels in Europe. This organisation in the future will take over the management and organisation of the annual [Media & Learning Conference](#), the [MEDEA Awards](#) and other related projects and initiatives including organisation of workshops. Association members have access to the Media & Learning Workshop Bureau. This bureau is able to assist with the information about how to set up workshops and training events on different media & learning related topics with the names and background information on suggested workshop leaders and trainers. Sample workshop programmes are provided as well as basic information about the type of training that can be offered, language availability, duration and technical requirements.

² A Belgian audio-visual and information technologies company, which specialises in the educational, cultural and training sectors and provides audio-visual production, project management, training and consultancy services to clients all over the world.

[“Strategies for improving participation in and awareness of adult learning”](#) is a more general guide to adult learning developed by the European Commission DG EAC in 2012 in the context of the European year of active ageing and solidarity between generations. It is aimed at anyone working in the area of adult education, it presents strategies to raise awareness of adult learning and explores how to make adult learning more popular and more accessible for target groups. It contains an overview of case studies of adult learning programmes and initiatives (and contact information of the implementing organization), including in the area of media literacy, such as:

- BBC First click and the [Beginner’s guide to using a computer and the internet](#);
- Kampagne M developed in 2007 by the Agentur für Erwachsenen- und Weiterbildung (Agency for Adult and Continuing Education of Lower Saxony – AEWB) and the Niedersächsische Landesmedienanstalt (Media Authority of Lower Saxony– NLM). The programme aims to educate trainers and adult education professionals working in adult and lifelong learning institutions, on the subject of media literacy.

[UNESCO has developed a data base](#) of Media literacy organizations.

The [European e-skills quality label](#) is the latest European Commission initiative in the area of e-skills and digital literacy. It is still in its initial phase of implementation with the final report of the feasibility study expected to be published soon. It was officially launched at a conference for representatives of the ICT industry.

The Council of Europe (CoE) has developed an online tool called [“The Internet Literacy Handbook”](#) to help users get the most out of the internet. It is defined as a guide for teachers, parents and students, however it could also be a useful tool in adult learning. It is structured in 25 fact sheets on specific themes related to the use of internet and provides ideas for practical activities in class or at home, presents best practices in terms of the use of internet and offers many definitions and links to websites giving practical examples and other detailed information.

[European Association for Viewers Interests](#) (EAVI) is a main civil society stakeholder in media literacy at the EU level active in conducting research and promoting media

literacy on the EU policy agenda, e.g. by participating in projects funded by the European Commission and liaising with Members of the European Parliament.

[“New technologies for literacy and adult education”](#) is a book by two American professors of education (published by UNESCO), which analyses how ICT can be used to support adult literacy and adult/basic education. Chapter 4 could be of particular interest to the TMA project, because it looks at the relationship between literacy, technology and development and defines literacy as a broader set of text and technological skills that include the ability to access, analyse, evaluate, communicate and use information to solve problems and create new knowledge.

The media industry (private and public commercial organisations - cinema, television, press, radio, the internet and other digital communication technologies) provides learning materials and guides on access and use (also see the BBC example above).

[Empowering Citizenship through Media Literacy: the Role of Public Service Media](#) presents [EBU’s viewpoint](#)³ on the role of public service media (EBU members) in promoting media literacy among the general public. It includes examples of public service media initiatives for encouraging online engagement ([BBC WebWise](#) – a website with online video courses on different aspects of access to online media and [other learning resources](#) such as printable guides); access for disadvantaged groups; media literate audience; active citizenship (e.g. interactive multimedia programmes providing a platform for citizen engagement and debate and for expressing political opinion at every age). Although the majority of these initiatives are targeted at children and youth, good practices can also be identified and applied in adult learning.

[“Internet for All” project](#) – Telekom Austria employees become trainers in media literacy for children, adults and teachers. The courses are adapted to the special needs of the different target groups.

[Seniorkom.at](#) campaign and website – a project of Telekom Austria, in cooperation with the Austrian Council of Senior Citizens, ECHO media house, Microsoft Austria and other commercial partners - designed to facilitate internet skills

³ The EBU is the leading association of national media organizations in the world, comprising 85 national media organizations in 56 countries in and beyond Europe.



for elderly people. The website also includes [user's guide](#).

Project „neunerCOMPUTING“ [in DE only] by Microsoft Austria offers people with little or no computer skills computer training aimed at their needs, as well as the European Computer Drivers License (ECDL).

Age UK computer training courses explain things clearly, in plain English to help the elderly get online.

There are also audiovisual programmes by major TV companies aimed at media education in Europe: television programmes that analyse advertising or discuss the content of television programmes as such, explain the key aspects of information production or provide information on new technologies or video games. These are also believed to increase media literacy which means that the media themselves are turning into a platform and a vehicle for media literacy.

2.3. EXISTING CURRICULA AND PAN-EUROPEAN CERTIFICATION SCHEMES IN MEDIA LITERACY FIELD

This part of the desk research aims at providing an overview of what has been produced for acquisition of specific media literacy skills.

Media and information literacy [UNESCO curriculum for teachers](#) is specifically designed with teachers in mind and enables easy integration of the curriculum into the formal teacher education system; however some good practices can be extracted and integrated into adult learning.

The results of the project [Media education in secondary schools in 12 European countries](#) show that the scope of the curricula is evaluated in a very controversial way.

ECDL (European Computer Driving License) is a certification provider in the area of ICT skills and digital literacy. The certification programmes of the ECDL Foundation that are relevant to the TMA project are two single module certification programmes for complete beginners and those with limited knowledge of computers and the internet – [EqualSkills](#) (the [syllabus](#) describes the knowledge that candidates should display and tasks they should be able to perform in order to be certified) and [e-Citizen](#) (syllabus

can be downloaded [here](#)). More advanced programmes called [ECDL / ICDL programmes](#) are also relevant to the TMA project. They are designed for those who wish to become fully competent in the use of a computer and common applications. There are two programmes (Digital literacy and Digital competence) divided into 13 modules.

ECDL foundation programmes

Module 8 - 2D Computer Aided Design - [Syllabus link](#)

ECDL / ICDL Module 9 - Image Editing - [Syllabus link](#)

ECDL / ICDL Module 10 - Web Editing - [Syllabus link](#)

ECDL / ICDL Advanced Presentation - [Syllabus link](#)

Multimedia Certification - [Syllabus link](#)

[Certiport](#) provides specialized certification in specific software (Adobe, Microsoft Office, etc), but also a more general certification called [Internet and Computing Core Certification \(IC3®\)](#).

Certiport programmes

Rich media communication with Adobe Flash - [Syllabus link](#)

Visual communications using Adobe Photoshop - [Syllabus link](#)

Web communication using Adobe Dreamweaver - [Syllabus link](#)

Video communication using Adobe Premiere Pro - [Syllabus link](#)

EXIN (EXaminations INstitute) is an independent IT certification and accreditation provider working with accredited training providers and freelance trainers worldwide⁴. Most EXIN exams are targeted at ICT professionals, procurement specialists or IT business management. However, some of them could be useful to non-ICT professionals:

- [EXIN Cloud Computing Foundation exam \(flyer\)](#) is suitable for IT managers, business managers, IT professionals and procurement specialists and focuses on the procurement, implementation and management of Cloud Computing.
- [EXIN Green IT Citizen](#) provides every IT user the means to participate in a greener way of working – to reduce energy use; work more efficiently; reduce travel costs; purchase IT components; handle IT waste. The exam validates the candidate's awareness and knowledge of a smart and green use of IT. It requires knowledge about background of green IT; drivers for green IT; benefits

⁴ To ensure objectivity EXIN does not offer trainings for the exams. Hence, for organizations and trainees, EXIN serves as an independent certification authority of their own course or training.

of green IT; green screens and computing machines; desktop energy waste reduction; reduced paper use, etc. [Green IT Foundation](#) is a more advanced version aimed at IT professionals.

- [EXIN USMBOK⁵ Foundation exam](#) is aimed at professionals interested in applying universal service management and outside-in thinking principles and methods to their organizations; managers who wish to transform an organization from one focused on infrastructure management to one focused on customer service, value, experience, and satisfaction levels; and staff, consultants, or service management professionals interested in programmes designed to improve the quality or lower the cost of providing services. It is more business oriented.

Information about each exam includes summary, the target group, context, prerequisites and the exam content.

[Council of European Professional Informatics Societies](#) (CEPIS) is a non-profit organisation seeking to improve and promote among informatics professionals a high standard of recognition of the impact that informatics has on employment, business and society. **CEPIS supports two leading Pan-European IT Skills certifications: EUCIP (European Certification of Informatics Professionals) and ECDL** – the global standard in end-user computer skills that provides a certification that is globally recognised by governments, computer societies, international organisations and commercial corporations. It provides an interesting [interactive quiz](#) which links important end-user e-skills with typical job roles in the ICT industry.

[New Horizons](#) is the world's largest independent IT training company with 300 centres in 70 countries. It provides IT training courses and certifications for top technology providers such as Microsoft, Cisco, CompTIA and VMware. Courses range from English and Microsoft Office to Cloud Computing and Information Security. Courses related to creating audiovisual media content are listed under the [Graphics Design and Media](#) section and include Microsoft, Adobe and Quark. They are intended for graphic designers, web developers and graphic artists of all levels. Certifications are mostly aimed at IT professionals, but one certification most relevant to this research is Microsoft

Office Specialist (MOS) certification which helps to validate competence in using Microsoft Office. Candidates must pass one certification exam in order to earn a MOS certification.

Major software producers also provide certification in their specific software – [Adobe training services](#); [Microsoft Learning](#) and others, but it is mainly aimed at IT professionals who would like to be more visible on the job market.

[Federica Web Learning](#) provides various media related courses [in IT only].

[Evans Foundation Media literacy programme](#) – support training programmes for teachers (and trainers) in Poland, France and Belgium.

⁵ Universal Service Management Body of Knowledge is a series of publications and references for professionals working in service provider organizations who need to design customer-focused and relevant practices based upon proven best practices used by successful service businesses.



Country specific development and training programmes in media literacy field

3.1 MAIN FINDINGS OF THE DESK RESEARCH IN PARTNER COUNTRIES

The objective of this desk research is to identify existing learning offers in Europe in the field of media literacy for adult learners. In order to collect data on media literacy learning for adult learners in Europe the partners involved in the study looked through all the available information sources and analysed training providers: higher education institutions; vocational education institutions; centres of professional education, further education and examination; educational centres for adults (municipal institutions); private training organizations; informal education institutions; NGOs and programmes offered by state employment agencies.

The results help to identify the issues in this field and to determine what kind of extra learning programmes are needed to develop media literacy skills for adults.

As shown in Table 1, the informal qualification after training clearly prevails - 162 or 68% of the programmes

are informal, 44 or 19% are academic and 32 or 13% are vocational. The majority of all programmes included in the project study were informal.

The most common types of institutions per countries:

- Croatia - higher education institutions; educational centres for adults (municipal institutions); private training organizations;
- Hungary - higher education institutions and others;
- Latvia - Centre of Professional Education, Further Education and Examination; private training organizations;
- Lithuania - higher education institutions;
- Romania - informal education institutions, NGOs and others;
- Serbia - higher education institutions; private training organizations;
- Spain - NGOs and others.

The results of the research show that at the moment there is offer for adults with different preliminary knowledge and previous qualification levels. The project highlights the

Qualification	Croatia	Hungary	Latvia	Lithuania	Romania	Serbia	Spain	Total	
Academic	9	11	4	3	1	16	0	44	19%
Vocational	6	1	3	1	8	13	0	32	13%
Informal	18	18	61	9	4	47	5	162	68%
Total:	33	30	68	13	13	76	5	238	100%
Percentage:	14%	13%	29%	5%	5%	32%	2%	100%	

Table 1. Media literacy learning programmes according to qualification

view that media literacy learning programmes should be adapted for the needs of various target groups involved in adult education programmes and having a considerably diverse array of skills, disposition and experience. Adult education includes all types of formal and informal education including further and interest education, professional upgrading and in-service training. It is provided to satisfy needs in lifelong education process to support personal development and competitiveness in the labour market regardless of a person's age and previous education. Learning programmes differ in their length and aims: shorter programmes mainly focus on personal development, while longer programmes concentrate on improvement of professional skills.

All the described vocational education institutions and their provided media literacy course programmes have been divided in four groups:

The majority of all programmes - 103 or 46% - are in the category of informal education programmes, 58 or 26% are programmes of professional development, 46 or 21% are academic higher education programmes and only 15 or 7% are programmes of further education.

Academic higher education programmes are based on fundamental and/or applied science. Duration of Bachelor's programmes may be 3 or 4 years in different

institutions. The 3-4-year Bachelor's degree is considered to be a complete academic qualification. Master's degree is awarded after the second stage of academic education and requires at least 5 years of university studies.

All states included in the study except Spain have very similar academic higher study programmes in media literacy field. There are both Bachelor's and Master's programmes. Bachelor study programmes are mostly 3 years long. The total range is 2-4.5 years because Hungary, for example, has a 2-year programme and a few Latvian programmes last up to 4.5 years. However Master's level studies take 1 to 2 years. For academic higher education programmes it is necessary to have a secondary education, basic ICT skills and a portfolio (CV and motivation letter etc.); however for studies in a Master's degree program a Bachelor's degree is required. For study programmes in Hungary a basic knowledge of English or German is compulsory, in Serbia the emphasis is on MS Windows skills. In Romania only one program has been identified on the relevant level, which is more like a separate undergraduate course. After finishing this course participants receive a certificate accredited by the National Authority for Qualifications. After successfully finishing this course students receive Bachelor's or Master's degree in the relevant field.

Programmes of professional development - a special kind of programmes which provide an opportunity for

Qualification	Croatia	Hungary	Latvia	Lithuania	Romania	Serbia	Spain	Total	Percentage
Academic higher education programmes	11	10	4	3	1	17	0	46	21%
Programmes of professional development	7	0	29	2	9	11	0	58	26%
Programmes of further and vocational education	5	3	4	0	0	2	1	15	7%
Informal education programmes	10	12	25	8	3	41	4	103	46%
Total:	33	25	62	13	13	71	5	222	100%
Percentage:	15%	11%	28%	6%	6%	32%	2%	100%	

Table 2. Type of learning programmes



people to acquire systematic vocational knowledge and skills corresponding to requirements of the work market.

Such learning programmes do not exist in Hungary and Spain. Programmes are very different in length. In general, they last from 16 hours up to 2 years. Short programmes are mostly designed for people with entry-level knowledge without prior proficiency or are aimed just to learn a specific application or technology use. Long programmes are designed for professional level skills and for advanced learning and certification. The basic requirement for a student to enrol in a program of professional development is professional education background or experience in the given field. In addition, also good internet and computer skills; secondary school diploma and in Croatia also a certificate of citizenship and birth certificate are necessary. Shorter programmes dominate in Croatia, Latvia, Lithuania and Romania, but longer programmes prevail in Hungary and Serbia (some in Latvia). Programmes of professional development can provide different certificates of professional qualification, for example, Adobe Inc., Corel Inc., Autodesk Inc. certificates etc.

Programmes of further and vocational education - instructions are intended to prepare people for industrial or commercial occupations. They may be obtained either formally in vocational schools, technical high schools, in on-the-job training programmes or, more informally, by picking up the necessary skills at work.

Such learning programmes do not exist in Lithuania, Romania and Spain. Duration of courses is very different - from 3 months to 2 years. In programmes of further and vocational education basic requirements for students are basic ICT skills; elementary education or high school diploma, English proficiency, however, in Serbia there are

two learning programmes that do not have any special requirements. After completion of programmes of further and vocational education students usually get different certificates of professional further education. In Romania there is a possibility to get a vocational certificate or a certificate accredited by the Ministry of Labour and Ministry of Education.

Informal education programmes are organised outside formal education corresponding to the interests of the state and employers, and depending on individual development and demand. Adults have the right to participate in such programmes throughout the length of their whole life regardless of previously acquired education. Informal adult education programmes and study courses are developed and implemented by educational institutions, as well as other legal or natural persons independently or in cooperation with commissioning parties, and they may be provided in the workplace.

This kind of learning programmes in media literacy field exists in every country with different duration - from 20 hours to 1 year (they can be 1 week or 1 month long). The shortest programmes are in Romania (8-16 hours) and in Spain (20-35 hours). In other countries the duration of courses tends to be much longer. Almost every learning programme requires preliminary knowledge such as basic ICT skills and basic English, sometimes also medium or advanced level ICT skills. After completion of an informal education programme (courses) students usually get a certificate from the training centre.

All countries have a lot of learning programmes with different titles however in many cases the content is very similar or sometimes the same. In general the content of all the described learning programmes can be divided in

Content	Croatia	Hungary	Latvia	Lithuania	Romania	Serbia	Spain
Academic higher education programmes	11	10	4	3	1	17	0
Percentage	33%	33%	6%	23%	8%	20%	0%
Vocational and informal education programmes	22	20	64	10	12	69	5
Percentage	67%	67%	94%	77%	92%	80%	100%
TOTAL	33	30	68	13	13	86	5

Table 3. Percentage distribution by countries based on programme content

two categories – academic higher education programmes, vocational and informal education programmes. Below we highlight the most popular programmes in each country.

The percentage of learning programmes per countries on the whole is similar.

Academic higher education programmes	Vocational and informal education programmes
<ul style="list-style-type: none"> – Computer graphic, visual communication and media design – Computer science, telecommunications and informatics – Digital film making and photography course (digital production) 	<ul style="list-style-type: none"> – Web design technologies and programming – Computer graphics and visual communication design (3D modelling and visualisation, vector graphics, animation) – The basics of photo, video and audio processing

Table 4. The most popular learning programmes

3.2. MAIN FINDINGS OF FIELD RESEARCH IN PARTNER COUNTRIES

The objective of field research is to identify best practices and necessary training needs in the field of media literacy for adults and help to find out right curricular and training modules. One of the methodologies used to carry out the study was field research. The objective of this survey was to identify the best practices and training needs in the field of digital media literacy for adults. The results of the survey helped to design the right curricular and training modules. The survey was completed by ICT trainers, e-facilitators or training organization managers in 7 countries. All partners were requested to submit data via an online form (developed in English).¹ These surveys helped to identify active users, learning offers they were most interested in and their expectations and needs.

Overall 205 survey forms were collected from stakeholders from 7 countries. The highest percentage of stakeholders was located in big city centres - 83 or 41%.

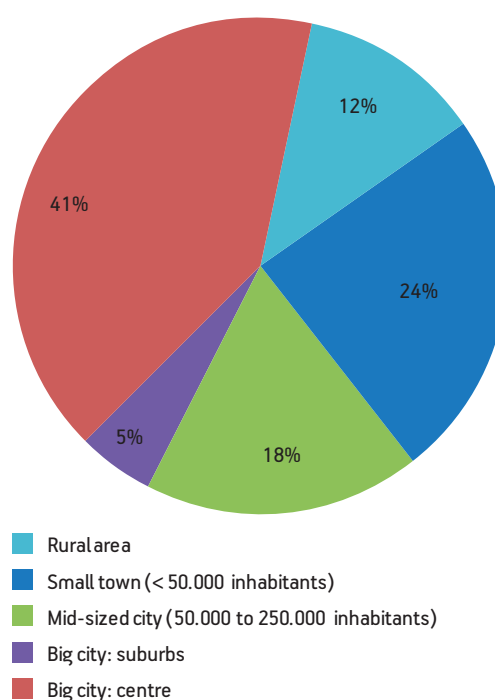


Fig.1. Location of stakeholders

¹ Access to online form: <http://form.jotformeu.com/form/30200797337351>.



NGOs constituted the majority of digital media literacy training providers which took part in the survey - 31 institutions or 15%, higher education institutions were 28 or 14% and libraries - 24 or 12%. Some differences between countries were observed in this respect. Uncategorized training providers were gymnasiums or colleges, army training centres, social public centres, city councils, professional studios and the like.

Media literacy training programmes normally include creation of content in different forms (text, video, audio, numeric, images, diagrams, wikis, public forums and reviews). Media literacy training programmes also offer knowledge about software/applications, simulations and visualisations, mind maps, digital systems and processes, coding and programming digital devices, different databases and digitally available resources, as well as use of appropriate licences for authoring and sharing content.

The results displayed in Table 5 demonstrate the focus and experience of respondents in the field of digital media literacy. Therefore the questionnaire contained a question about training programmes: Do you have initiatives and projects in specific areas of media literacy (commercial communication, audiovisual works, online environment including press and publishing?)

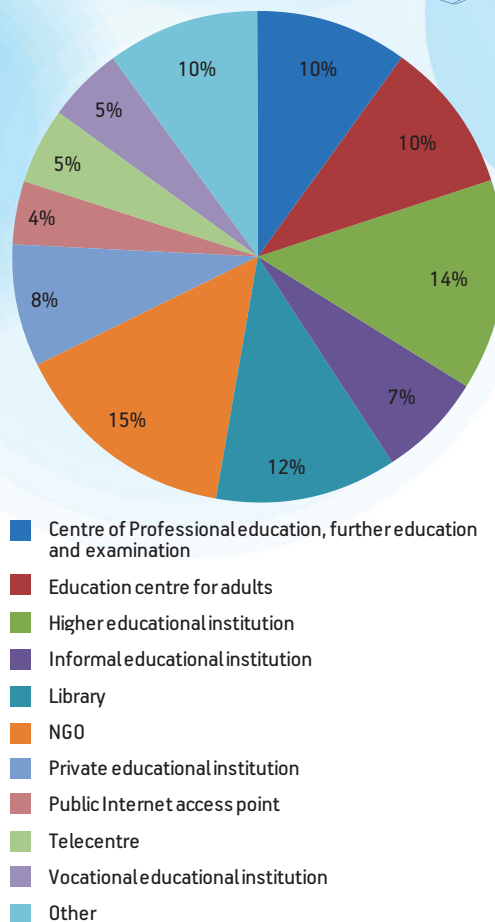


Fig.2. Types of institutions

Training programmes	Percentage							Total
	Croatia	Hungary	Latvia	Lithuania	Romania	Serbia	Spain	
Yes, most of our trainings are in specific areas of media literacy	30%	70%	10%	14%	67%	40%	35%	40%
Yes, but only occasionally. Media literacy is not the main focus of the ICT skills training in our organization	63%	30%	70%	81%	33%	60%	26%	50%
No, we don't have training programmes in specific areas of media literacy	7%	0%	20%	5%	0%	0%	39%	10%

Table 5. Training programmes (N=250)

*Several answers are possible

Course duration (hours)	Percentage							Total
	Croatia	Hungary	Latvia	Lithuania	Romania	Serbia	Spain	
From 1 to 160	48%	46%	99%	95%	100%	94%	100%	82%
From 161 to 220	23%	3%	2%	3%	0%	4%	0%	5%
More than 221	29%	51%	0%	3%	0%	0%	0%	13%

Table 6. Course duration

(N = 404, Croatia-4, Hungary-74, Latvia-56, Lithuania-36, Romania-66, Serbia-70, Spain-54)

There are different training courses in all countries that were included in the research but media literacy is not the main focus of the ICT skills training therefore this aspect is covered only occasionally in their organizations – 103 cases or 50%. Respondents from Hungary and Romania answered that most of their training programmes cover specific areas of media literacy. Spain is the only country where analysis of the collected data shows that in majority of institutions training programmes do not cover specific areas of media literacy at all.

The following Table 6 shows answers regarding course duration. All types of programmes included in the study have been divided in three groups. In the first group there are all programmes which last from 1 to 160 hours and typically these are informal education programmes. In the second group there are all programmes with the duration from 161 to 220 hours and usually these are programmes of further and vocational education. In the third group there are longer programmes with the duration of more than 221 hours and these are programmes of professional development or academic higher education programmes.

As it can be observed from this table, the highest percentage of courses - 333 or 82% are courses with the duration from 1 to 160 hours. This answer is prevalent in almost all countries, except Hungary where there are a lot of learning offers with the course duration of more than 221 hours. Analysis of data shows that the most balanced situation between learning programmes of different duration is in Croatia whereas in other countries more than 90% of all offers are with shorter course duration.

Motivation plays a crucial role in organizing and conducting courses (not only the motivation of participants to master new technologies, but also the motivation to use them afterwards thus strengthening skills and knowledge, working up thirst for knowledge and increasing courage to continue the training. Therefore the questionnaire contained a question about participants' motivation: what are the key arguments of motivation for an adult learner to attend media literacy courses and trainings?

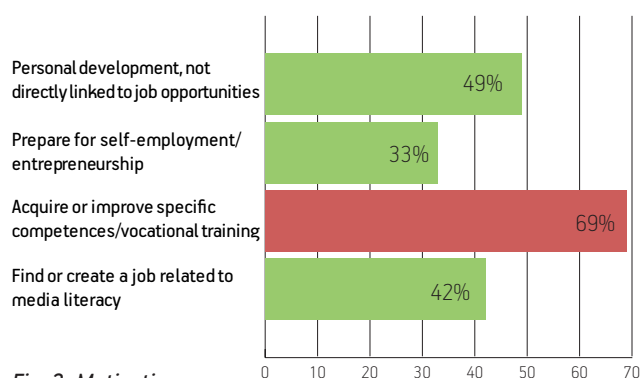
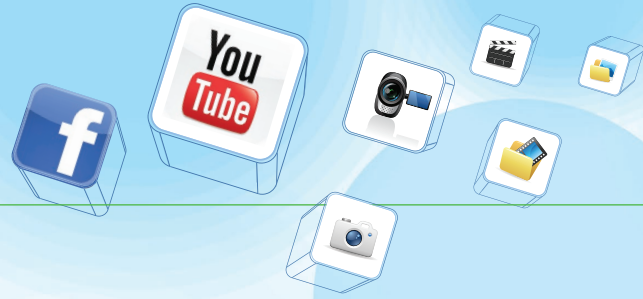


Fig. 3. Motivation

Overall analysis of data shows that most important motivation for trainees is to acquire or improve specific competences/vocational training - 69%. This answer is prevalent in almost all countries, except Croatia where majority of training providers answered that their main motivation was to be prepared for self employment/ entrepreneurship and Spain where personal development (not directly linked to job opportunities) was the most important argument for motivation. It is very important to



Specific materials in media literacy field	Percentage							Total
	Croatia	Hungary	Latvia	Lithuania	Romania	Serbia	Spain	
We have materials which satisfy our users' needs at the moment	27%	58%	37%	67%	67%	73%	26%	50%
We have developed materials for some parts but additional materials are needed	37%	18%	20%	19%	20%	17%	29%	23%
We would like to develop alternative training programmes and materials which would serve the training needs of our target audience better	17%	18%	23%	14%	13%	10%	32%	19%
We don't have the capacity to develop materials	20%	6%	20%	0%	0%	0%	13%	9%

Table 7. Specific materials in media literacy field (N=205)

work consistently on citizens' motivation both to acquire new skills and knowledge and to put it into practice. And training providers have to remember that motivation also depends on the availability of technologies and the quality of services.

One of the most important outcomes of this research was answers to the question: does your organization have specific materials in media literacy field?

Exactly 50% or 102 respondents answered that they have materials which satisfy their users' needs at the moment. This answer is prevalent in almost all countries, except Croatia, where most of training providers answered that they had developed some materials but additional materials were needed and Spain where they would like to develop alternative training programmes and materials which would serve the training needs of their target audience better. Overall the second answer was chosen by 47 or 23% and the third answer by 38 or 19% of respondents of all countries. Only 9% of respondents said that they did not have the capacity to develop materials.

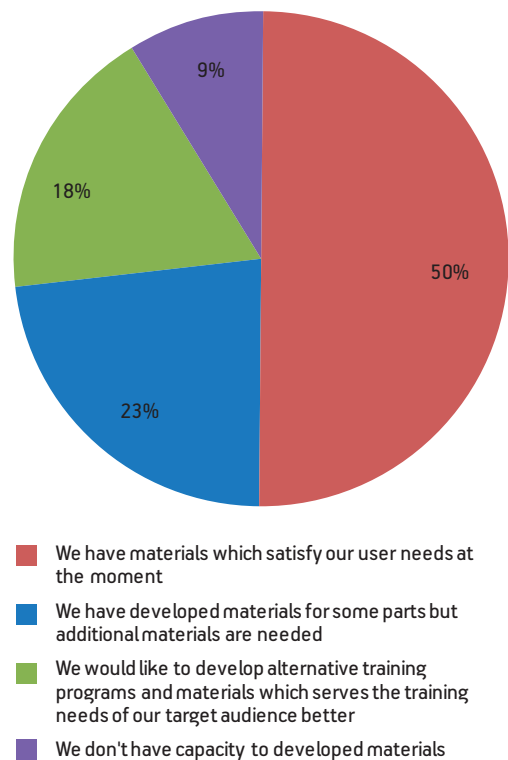


Fig.4. Specific materials in media literacy field

It is very important to note that half of all training providers actually would like to develop new, alternative or additional training materials in the media literacy field.

3.3. SKILLS/KNOWLEDGE AND ATTITUDES FOR DEVELOPMENT OF MEDIA LITERACY PROGRAMMES IN FUTURE

The [European e-Competence Framework](#) makes a reference to some common concepts defined and used within the [European Qualifications Framework \(EQF\)](#); namely knowledge, skill and competence. Competences are defined as “a demonstrated ability to apply knowledge, skills and attitudes for achieving observable results”. Consequently, the related e-Competence descriptions

embed and integrate knowledge, skills and attitudes. The answers in all tables below relate to job market demands and trainees’ interests that training providers have recognized based on their previous training experience in media literacy field. Respondents rated each of the allegations in categories somewhat important, important or very important. The results in tables 8, 9 and 10 demonstrate the top 3 answers about knowledge, skills and attitudes for the development of media literacy programmes in future.

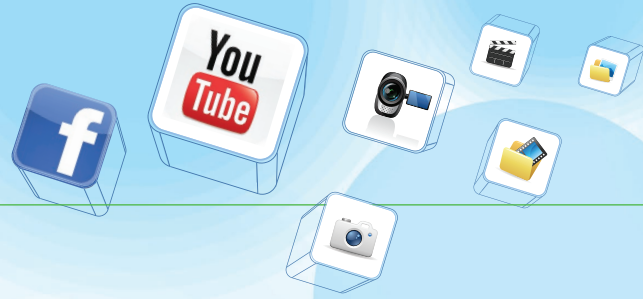
With regard to knowledge importance training providers have recognized the ability to understand how different content is created as the most important aspect in the training process – 184 or 90%, to get knowledge about software/application which fits better the kind of content they want to create – 178 or 87% and ability to understand

Knowledge importance	Somewhat important	Perc.	Important/ Very important	Perc.
Ability to understand how different content is created	21	10%	184	90%
To get knowledge about software/application which fits better the kind of content they want to create	27	13%	178	87%
Ability to understand how meaning is produced through multimedia (text, images, audio, video) and how culture is produced	26	13%	179	87%

Table 8. Knowledge importance

Skills importance	Somewhat important	Perc.	Important/ Very important	Perc.
Ability to use basic packages to create content in different forms (text, video, audio, numeric, images)	8	4%	197	96%
Ability to edit content created by him/herself or by others	7	3%	198	97%
Ability to use editing functions to modify content in simple, basic ways	17	8%	188	92%

Table 9. Skills importance



how meaning is produced through multimedia (text, images, audio, video) and how culture is produced – 179 or 87%.

With regard to skills importance, the most important aspect in the training process, according to training providers, is the ability to edit content created by him/herself or by others – 198 or 97%, then the ability to use basic packages to create content in different forms (text, video, audio, numeric, images) – 197 or 96% and the

ability to use editing functions to modify content in simple, basic ways – 188 or 92%.

With regard to importance of attitudes training providers have recognized satisfaction to create content, explore new ways and formats as the most important aspect in the training process – 194 or 95%, followed by the ability to appreciate the work of others – 189 or 92% and the ability to create confidence media content and expressions – 187 or 91%.

Importance of attitudes	Somewhat important	Perc.	Important/ Very important	Perc.
Satisfaction to create content, explore new ways and formats	11	5%	194	95%
Ability to appreciate the work of others	16	8%	189	92%
Ability to create confidence media content and expressions	18	9%	187	91%

Table 10. Attitudes importance

Conclusions

EUROPEAN AREA OF MEDIA LITERACY LEARNING OFFERS

1. Media literacy topic is addressed in [e-competence framework](#) and [digital competence framework](#). Consequently, the related e-competence descriptions embed and integrate knowledge, skills and attitudes. For each area of digital competence a description is provided, as well as a list of competences that belong to that area. Every competence is described in detail, examples of knowledge are listed together with attitudes and skills that can illustrate the competence. In this case the most immediate concerns appear in the area 3: Creation of content and knowledge. It is about creation and editing of new content (from word processing to images and video); integration and re-elaboration of previous knowledge and content and creative expression.
2. Several European standards/projects are defined in the media literacy field. Curricula, based on the convergence between media education and digital literacy (but in most cases media literacy) are integrated in the curricula of broader courses and programmes in media studies, journalism, public relations, communications, etc. This applies both to the formal education system and programmes and courses provided outside of school, such as adult learning.
3. Certification schemes in media literacy field are developed by ECDL foundation, Certiport, Examinations Institute, Council of European Professional Informatics Societies, New Horizons, Adobe training services, Microsoft and others, but they are mainly aimed at IT professionals who would like to stand out on the job market. It should also be noted that the above mentioned certification providers do not offer courses focused exclusively on media literacy, but rather on skills to access media and create media content via specialized software.
4. Studies and practice of media literacy are based on a number of fundamental concepts about media literacy programmes and the role of media literacy trainings for adults. Understanding these concepts is an essential first step in media literacy education. It is important to understand that different countries have different systems of vocational education and methods of informal education, different ways to organize promotion of knowledge, skills and competences. In conclusion, currently there is no comprehensive learning programme targeted at adult learners, which would include all aspects: digital competences, civic competences, cultural awareness and creativity (neither in formal, nor informal educational settings). As noted in the European Commission's "Study on the current trends and approaches to media literacy in Europe" it is still the norm to separate skills related to media education from digital skills.




RECOMMENDATIONS

General recommendations:

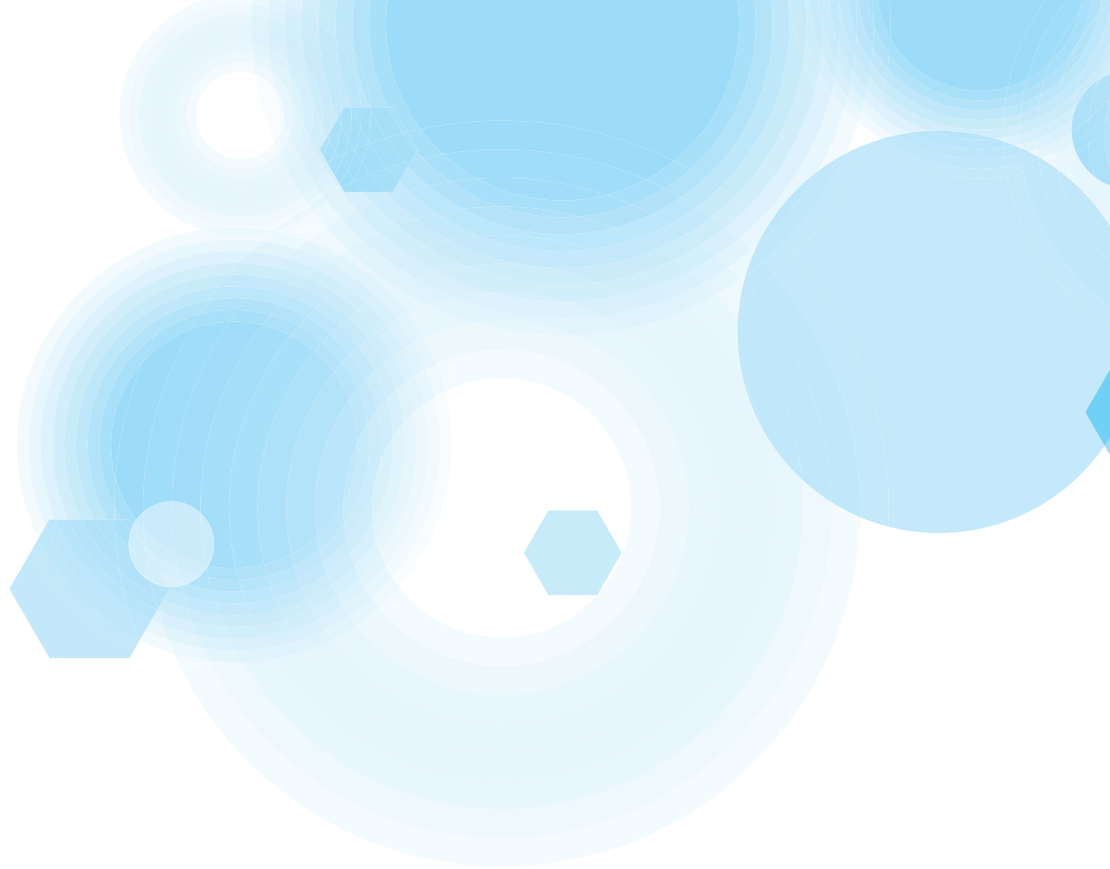
1. Curricula should complement already existing learning offers in Europe in the field of media literacy for adult learners;
2. Media literacy learning programmes should be suitable for the needs of various target groups and country specifics, that will allow to use them for adult education programmes with different learning needs and previous experiences as well as different knowledge and skill levels when entering the program;
3. It is crucial to provide adult learners with a flexible, simply implementable and modular learning pathway, easily transferable and applicable for a range of diverse contexts and organization types.
2. Curricula and learning materials for adult learners should contain two levels - basic and advanced;
3. The program should be compatible with major Pan-European certification schemes and some proficiency tests in the area.
4. Pilot learning materials need to be developed and program needs to be tested on both levels: basic and advanced. After testing the pilot projects, partner countries should give a feedback for the final version of training curricula and materials.


Methodological recommendations:

1. Curriculum should be connected to the [EU e-competence framework](#) and [digital competence framework](#). Three competence areas mentioned in the digital competence framework should be included in the curriculum: content production, integration and re-elaboration of previous knowledge and content, creation of digital and multimedia outputs and programming;



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The background is a gradient of blue, transitioning from a lighter shade at the top to a darker shade at the bottom. It is decorated with numerous concentric circles and hexagons of varying sizes and opacities, creating a bokeh-like effect. Some elements are sharp, while others are blurred.

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