MEDIA LITERACY IN PORTUGAL

1st Report under n. º 2 of Article 33.º A of the Audiovisual Media Services Directive (EU)

Measures and activities to promote and develop media literacy skills- September 2020- October 2022

ERC
ENTIDADE REGULADORA
PARA A COMUNICAÇÃO SOCIAL

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LIST OF ACRONYMS

AcBE- Learning with the School Library
ALMJ- Media Literacy and Journalism Association
API- Portuguese Press Association
AVMSD-Audiovisual Media Service Directive
BAD - Portuguese Association of Librarians, Archivists, Information and Documentation Professionals
EC- European Commission
CECS/UM- Communication and Society Studies Centre of the University of Minho
Cenjor- Protocol Centre for Professional Training of Journalists
CIS- Safer Internet Centre
CMTV- Correio da Manhã TV
CNCS- National Cyber-security Centre- Portugal
CNE- National Council of Education
CNU- UNESCO National Commission
DGLAB-Direction General of Books, Archives and Libraries (DGLAB)
DGE- Directorate-General for Education
EDMO- European Digital Media Observatory
EMIL- EPRA Media and Information Literacy Taskforce
EPRA- European Platform of Regulatory Authorities
ERC – Portuguese Regulatory Authority for the Media
ERGA- European Regulators Group for Audiovisual Media Services
ESCS- School of Social Communication
FCT- Foundation for Science and Technology
GILM- Informal Media Literacy Group
GMCS- Media Bureau
ICA- Institute for Cinema and Audiovisual
INCoDe.2030- National e.2030 Digital Skills Initiative
LTASD- Law on Television and Audiovisual Services on Demand
MILObs- Media, Information and Literacy Observatory
MUDA- Movement for Active Digital Use
Obercom- Communication Observatory
VSP- Video Sharing Platform(s)
PNA- National Arts Plan
PNC- National Cinema Plan
PNL 2027- National Reading Plan
PNLM- National Media Literacy Plan
RBE- Rede de Bibliotecas Escolares
REpM- Media Education Guidance
RTP- Rádio e Televisão de Portugal
SIC- Independent Communication Society
TVI- Independent Television
EU- European Union

INTRODUCTION

AVMSD and Media Literacy (ML)

Directive (EU) 2018/1808 - Audiovisual Media Services Directive (hereinafter AVMSD or "the Directive") in force[1]- is the document that regulates the coordination of the national laws of European Union (EU) Member States, relating to all audiovisual media services, to adapt them to changing market realities. The report presented here aims to materialize Portugal's response, through the **Portuguese Regulatory Authority for the Media (ERC)**, to the proposed n. º 2 of Article 33-A of the AVMSD. That is, the mission of Member States to report to the European Commission (EC), every three years, on the state of promotion and development of Media Literacy (ML) in their respective territories, focusing on the measures adopted to promote media literacy skills in the period between each new report. **The Directive thus directly calls on Member States to promote measures and activities to raise citizens' media literacy levels.**

By indication of the EC in the document entitled *Guidelines under Article 33a(3) of the Audiovisual Media Services Directive on the scope of Member States' reports on measures to promote and develop media literacy skills*[2] , published in the Official Journal of the European Union on 23 February 2023, **the analysis period covered in this first report runs from September 2020 to October 2022**, i.e. corresponding to the three years after 19 September 2020, the date set for the transposition of the Directive in the Member States. However, the same document also states that Member States wishing to do so may report measures outside that period. We have chosen to follow both guidelines, emphasizing the proposed timeframe, but recovering measures and activities that are essential to contextualize a field- media education- that in Portugal has had interventions in this field for some decades.

Regarding the reference period of this first report, it is important to put into context that the process of transposition of the Directive was not started or completed by all Member States simultaneously or within the deadlines originally foreseen[3] .

[1] Adopted on 14 November 2018, entered into force on 18 December 2018, Directive (EU) 2018/1808 amends Directive 2010/13/EU - to adapt it to the evolution of the digital single market. Overall, it should be borne in mind that the Directive aims to strengthen the promotion of European content, greater protection of underage audiences, fight hate speech more effectively, reinforce the independence of national regulatory authorities, introduce flexibility in the restrictions applicable to television and assign obligations to providers of Video Sharing Platforms as well as to audiovisual content shared on certain media services. The Portuguese version of the Directive is available at https://eur-lex.europa.eu/legal-content/PT/TXT/PDF/?uri=CELEX:32018L1808. Consolidated version available at: https://eur-lex.europa.eu/legal-content/PT/TXT/PDF/?uri=CELEX:02010L0013-20181218&from=PT .

[2] Link to the Portuguese version of the document: https://eur-lex.europa.eu/legal-content/PT/TXT/PDF/?uri=CELEX:52023XC0223(01)&from=EN

[3] The European Audiovisual Observatory has followed this issue, systematising in a table information concerning the transposition of the Directive in the various Member States, information which is available at the following link: https://www.obs.coe.int/en/web/observatoire/avmsd-tracking.

In Portugal, the legal diploma transposing the Directive - **Law nº74/2020**[4] - was published **on 19 November 2020** and came into force on **19 February 2021.**

As will be explained in more detail in section A of the report, this Law introduced amendments in two laws in force in the country - **the Law of Television and Audiovisual Services on Demand (Law N.º. 27/2007, commonly abbreviated as "Television Law" or LTASD)** and the **Law on the promotion, development and protection of the art of cinema and cinematographic and audiovisual activities (Law N. º 55/2012, generically referred to as "Cinema Law").** Among those changes, it is important to mention those that directly concern the ML and that, besides ERC, have formally summoned the intervention of some agents of the audiovisual media area, namely: the service providers of Video Sharing Platforms (VSP)[5] under national jurisdiction (Point h) of Article 69 of the LTASD and the public radio and television service (Point f), paragraph 2 of Article 51 of the LTASD).

ERC is responsible for monitoring and supervising the fulfilment of these (and other) obligations of these audiovisual services. The first steps regarding these new competences deriving from the Directive are naturally part of this report.

Although ERC is the entity legally responsible to produce this document, it resorted from the contribution of other agents with intervention in the field of ML at national level. Namely those with whom it has been cooperating more regularly in this area.

Audiovisual services covered by the AVMSD

Article 1 of Chapter I of the Directive defines the concepts provided for therein, which are described here without the legal references contained therein to facilitate their understanding.

Audiovisual media service: a service under the editorial responsibility of a media service provider consisting in the provision of programmes to inform, entertain or educate, in the form of broadcasting or on-demand, to the general public by electronic communications networks.

on-demand audiovisual media service: an audiovisual media service provided by a media service provider for the viewing of programmes at the individual request of the user and at a time chosen by the user based on a catalogue of programmes selected by the media service provider.

Video-sharing platform service: a service that offers to the general public programmes, user-generated videos or both, for which the video-sharing platform provider has no editorial responsibility, intended to inform, entertain or educate, over electronic communications networks, and the organisation of which is determined by the video-sharing platform provider, including by automatic means or algorithms, in particular by presentation, identification and sequencing.

In https://eur-lex.europa.eu/PT/legal-content/summary/audiovisual-media-services-directive-avmsd.html

[4] Includes Correction Declaration no. 2-A /2021 of 18 January, available at: https://files.dre.pt/1s/2021/01/01101/0000200003.pdf.

[5] The inclusion of VSPs in the scope of audiovisual media services is one of the major novelties of the Directive, which in its article 28b refers to the Member States, through the encouragement of co-regulation, the need to ensure that VSPs under their jurisdiction take adequate measures to protect the public (minors in particular, but also the public in general). Already on ML the Directive stipulates that VSP service providers must: "provide for effective measures and tools on media literacy and raise users' awareness of such measures and tools" (Article 28b(3)(j) of the AVMSD).

1st Report: from expectation to possible approach

Before going on to describe how it will be operationalised in terms of structure, content, and objectives, it is considered essential to make an **initial clarification related to expectations and what the report actually proposes to do**.

For this clarification it is important to bear in mind the terms in which it is provided for in Portuguese law:

*"(...) report on **the evolution of media literacy skills in Portugal**."* (Article 93A LTASD)

However, it should be clear from the outset that this first report does not have the ambition, nor will it have the capacity to correspond to a narrow interpretation of that objective, which may be considered in itself very complex and difficult to achieve. It is faced and assumed by the ERC as an **exploratory and initial work** that will be mainly limited to the EC guidelines. The following **main objectives** are thus established:

-To provide a first picture regarding the positioning and obligations in ML of the audiovisual media services directly concerned by the transposition of the Directive; this picture should be achieved on the basis of a description of their main measures/activities in the reference period, without formally assessing them;

- Identify the new competences of the ERC related to ML that derive from the Directive;

- Provide a brief picture of how the regulator has been intervening in this field;

- Highlight the way in which the ERC has been articulating its intervention with other agents in the field at national level;

- To map, in a non-exhaustive way, the intervention of other public entities which have formal attributions or responsibilities in the promotion of ML;[6]

-To highlight the intervention of other agents/projects without this formal attribution, but whose intervention in the promotion and development of the ML has stood out.

The choice of an exploratory approach is justified by different constraints:

- Although the ERC has begun to accumulate new attributions, around ML promotion and elsewhere, the reality is that in budgetary terms it is not duly endowed with the necessary means to be able to respond to these attributions and, simultaneously, to continue to respond to those previously foreseen.

- In the case of VSP service providers, being a recent field in terms of regulatory activity, although the ERC has been developing work in the sense of preparing its intervention in this field (see sections A and B), it is considered that it is still in an exploratory phase and in progress, starting from the first level of that intervention, that is, the identification of the very VSP that are under its jurisdiction;

- In the case of the public radio and television service, as will be reported, it is in a context of review of the concession contract that manages its activity, a process that may possibly be conditioning the development of the new obligations attributed to it;

- From a legal point of view, it should also be noted that although the reporting period is set to begin in September 2020, the changes resulting from the transposition of the Directive only officially entered into force on 19 February 2021;

[6] In this respect, Article 30(2) of the Directive should be recalled: "Member States shall ensure that national regulatory authorities or bodies have adequate financial and human resources, as well as enforcement powers, to carry out their tasks effectively and to contribute to the work of ERGA (...)".

- Moreover, it should not be forgotten that the time of the report coincides with an atypical historical period: the experience of the Covid-19 pandemic, which would end up deeply conditioning and changing the different dimensions of people's lives, but also of the institutions, posing them challenges that may have affected their usual intervention.

As for the structure, the report follows the six-section model proposed in the aforementioned *EC Guidelines* for a "best effort" approach, i.e. an attempt to report as much information as possible, naturally depending on the time and availability for collecting it.

Table 1 systematises the structure proposed in the EC guidelines, as well as the type of questions that correspond to it.

Table 1 - Structure of the report and questions proposed in the EC reporting guidelines

Sections of the Report	Specific issues
A. Legal and/or political measures	Which legislative and other legal measures applicable to audiovisual media services and video-sharing platform providers do you apply or, if appropriate, does your country envisage applying in order to promote and develop media literacy skills? - In your country, audiovisual media services and media sharing platform providers are required to videos the obligation to implement media literacy measures? - What broader policy measures exist in your country to promote and develop literacy skills media? - How do you rate the adequacy of the media literacy measures applied by media sharing platform providers videos under your country's jurisdiction, considering the media literacy toolkit?
B. Organisational measures	In your country, which authorities or entities are responsible for the promotion and development of media literacy, as well as supervising compliance with any obligations imposed on providers of audiovisual media services and video-sharing platform providers? What specific tasks have been entrusted to them? - Can you provide information on the stakeholder cooperation structure(s) and the different stakeholders cooperating with your country's authorities and entities for the purpose of your media literacy activities?
C. Public funding and other financing mechanisms for media literacy	Can you describe the extent and timing(s) of public financial resources allocated in your country to the promotion and development of media literacy skills and the funding instruments used to finance media literacy activities, including those designed to attract private funding?
D. Participation and awareness-raising activities, including media literacy curricula	What participation or awareness-raising activities does your country carry out or have been carried out by market players, scientific bodies or non-governmental organisations to promote and develop media literacy skills? - Your country has established structured means of communication with the national hubs of the European Media Observatory (EDMO) or explored this possibility? - What measures have been taken in your country to include the promotion and development of literacy skills media in the curricula of the various levels of formal education and initial and continuing vocational training of teachers and trainers, as well as to make relevant literacy resources available to the public media?
E. Assessment measures and methods	Does your country use or plan to introduce measures to assess the impact of regional or national media initiatives that promote media literacy, including referential indicators to assess the impact of your media literacy methods and measures? If so, please list and describe these measures and their results.
F. Additional information	Is there any other information that you consider relevant for this report?

This structure has undergone some changes:

- Since in Section A the guidelines recommended reporting on "broader policy measures to promote and develop media literacy skills", in order to articulate with that indication, in section B, besides reporting on ERC's ML attributions, it was decided to include information regarding the intervention of other national public entities with formal obligations and some that, not having those formal obligations in an explicit way, consider them in their mission; Taking into account that some of these entities are from the education area, it was decided to refer the inclusion of media literacy in the curricula of the different levels of formal education and in the professional and continuing training of teachers and trainers in that section instead of in section D;

- Section D was exclusively reserved for information on mapping the intervention of other actors, namely: other media not covered by the Directive; associations, non-governmental organisations, schools, and scientific bodies.

- Section F was reserved for the presentation of some general considerations and conclusions, as well as expectations for a future report.

As the overall table of contents shows, these sections are complemented by an introduction, a methodological chapter, a list of acronyms/acronyms used, a general table/figure index and the bibliographical references used.

Starting assumptions: Diversity of interventions and concepts

Although, as said, the report is mostly exploratory, it is important to stress that it does not start from scratch, that is, from a total ignorance of the existing reality. It starts from a conviction: **Portugal presents a diversity of *agents/players* (from the media field and outside it) who invest in the promotion of measures and activities aiming at the promotion of media literacy skills, some of them with a work that already goes back many years.**

At the basis of this conviction is the direct knowledge that ERC accumulates in relation to the work of several agents with whom it has been collaborating permanently for several years (namely in the context of **GILM-Informal Group on Media Literacy**[7]). Furthermore, this is not the first mapping of this terrain in which ERC is involved. In fact, in 2011, in the initial years of its intervention in this area, ERC funded a study that would end up becoming pioneer and a reference for the amplitude of the mapping carried out in it: ***"Educação para os Media em Portugal: experiências, actores e contextos[8]" (Media Education in Portugal: experiences, agents and contexts)***. This study was commissioned and developed by an experienced team of experts/researchers in media literacy from the Centre for Communication and Society Studies from the University of Minho (CECS/UM), with which ERC would come to collaborate in other initiatives in this area.

It should be recalled that this first state of the art of media education identified a **diversity of agents working in the area during the decade under study (2000 to 2010)**: a) associations; b) libraries; c) companies; d) higher education; e) schools/groups of primary/secondary education; f) government; public institutions; media; international organisations; providers; others.

More than a decade after the publication of that research work and having only the circumscribed mapping proposed in **this** report as a reference, it is still considered valid to state that there is a **diversity of agents intervening in this area in Portugal**. With a

[7] Concerning the action of this Group see the relevant paragraph in Section B of the report.

[8] In fact, in common with the present report, this first study aimed to draw a portrait for Portugal of the actors, the experiences and the contexts covered by those experiences for a period of a decade (2000 to 2010).

hypothesis that, for now, it will not be possible to confirm: besides diversity, possibly with a greater number of agents intervening.

Another starting assumption, which is also an aspect of continuity in relation to what was observed in that first study, is the diversity of concepts used to designate intervention in this field.

In this report, the reference concept could not be other than the one in the Directive (which is also the one ERC has been using over the years): Media Literacy. Its definition, as described in recital 59, is therefore recalled:

"*Refers to the skills, knowledge and understanding that allow citizens to use media effectively and safely. For citizens to access information and to use, critically analyse and create media content responsibly and safely, they should possess high media literacy skills. Media literacy should not be confined to learning centred on tools and technologies but should also seek to equip citizens with the critical thinking skills needed to make judgements, analyse complex realities, and recognise the difference between facts and opinions. It is therefore necessary that both media service providers and video-sharing platforms, in cooperation with all relevant stakeholders, promote the development of media literacy in all parts of society, for citizens of all age groups and for all media, and that its development be closely monitored.*"

Although it is not the aim of this report to review the multiplicity of concepts that may correspond and/or fit under the umbrella of ML, it is important to bear in mind that such diversity of concepts and approaches exists and is likely to hinder the identification of the agents intervening in the field. Multiple literacies that cross and intersect.

As an example of this difficulty, the concept of digital literacy should be highlighted here, with an increasingly more pronounced presence in recent years, as a result of/in parallel with the growing technological hegemony of digital environments/platforms (which the pandemic itself would eventually accelerate). The understanding of this concept does not seem to be common among those who use it. Some describe digital literacy as an aspect of ML, others consider it to be transversal to several literacies, and there are still those who, when referring to digital literacy, strictly speaking are only referring to the more instrumental dimension of the digital.

Without validating the digital literacy projects, it is difficult to know to what extent they correspond to the different competences inherent to ML. Due to the impossibility of making such a validation, in the examples identified we chose to consider those that declare combining access and use skills with critical thinking skills, in the light of the Directive's own definition of ML.

METHODOLOGY

Period considered in the analysis

Following the EC guidelines to produce this report, the first criterion chosen was to report on ML measures and activities developed between September 2020 and October 2022. Nevertheless, considering the opportunity also foreseen to report measures and activities outside that period, it was decided to mention them whenever relevant.

Research and information gathering

One of the main challenges inherent in the production of this first report was the need to define a methodology for researching and collecting information. The diversity of data to be reported meant at the outset the consultation of a panoply of information sources and the subsequent selection and treatment of the information collected. This in turn meant time and resources, which, as already mentioned, were limited. As such, three main ways of collecting information were used:

- Sending information requests to specific agents. These inquiries were based on self-completion of a form defined for this purpose (to facilitate the systematisation of some information considered crucial);
- Information research in online sources - especially *websites* and documents authored by agents involved in the promotion and development of measures and activities aimed at developing media literacy skills;
- Direct contacts, when necessary and possible, with some *players* to clarify doubts.

About the template form

A model form was designed to collect information. In terms of structure, it is composed of six sections:

- The **first introduces and contextualises the request for information**, highlighting the concept of media literacy adopted as a reference for this report, i.e. that defined in recital 59 of the Directive;

  In that first sheet, **two concepts considered structural to the completion of the form** were also **defined**, namely, measures (for the promotion and development of media literacy) and activities (for the promotion and development of media literacy).

  Measures were defined as "recommendations, guidelines and directives designed by the entities." Activities were defined as "initiatives, but also instruments designed to realise the measures."

  - **The second section systematises some general questions aimed at framing the respondent's intervention**, namely: Since which year they have had intervention in the field of ML; Whether there were periods when they interrupted this intervention and the justification for this; The concepts they generally use to refer to the work they carry out in this area; which theoretical referent(s) they use for the definition of these concepts; The existence of collaboration with other agents and the regularity of this collaboration; Articulation of their ML project with other existing national measures and activities.

- The **third and fourth sections** are aimed respectively at **characterising the measures and activities carried out**

during the period directly targeted by the report.

– The fifth and sixth sections reproduce the same logic as the previous ones, with the possibility of identifying measures and activities outside this period.

As shown in Table 2, preference was given to the collection of information based on filling in fields with closed answers (based on multiple-answer selection lists) or, in the case of open fields, with the recommendation of concise answers (preferably by topics).

The questionnaire was structured so that its fields could correspond to the information requested in the EC Guidelines (such as objectives, target entities and/or demographic data, implementation methods, results) and other information considered relevant to report on the measures and activities developed. The *framework* consisting of the six key principles for the definition and identification of good practices in media literacy defined in the report of Action Group 3 of the European Regulators Group for Audiovisual Media Services (ERGA)[9] entitled *Recommendations for key principles, best practices and a Media Literacy Toolbox for Video-sharing Platform*[10] : 1) transparency; 2) multi-stakeholder aspect, 3) Focus on the user/citizen; 4) Reach; 5) Localisation; 6) Evaluation) was also taken into account.

To better contextualise the meaning of each of these principles, the briefest definition of them given in the aforementioned report (p.s 20 and 21) is included here:

1. Transparency (meaning availability of data and information about a ML initiative).
2. Multi-Stakeholder aspect (meaning working in partnership with other organisations to deliver ML).
3. Focus on the citizen/user (meaning taking the user's perspective into account in all ML activities).
4. Reach (meaning the breadth and depth of a ML initiative, e.g., how many people it targets).
5. Localisation (meaning access in local languages or formats.
6. Evaluation (meaning an assessment as to the value, and impact of the ML initiative).

9 Group foreseen in ERGA's 2021 activity plan, for the Media Literacy area of 2021.It should be noted that ERC integrated the referred group, namely the respective team of *writers,* responsible for drafting the report.

10 This report can be consulted at the following link: https://erga-online.eu/wp-content/uploads/2021/12/ERGA-AG3-2021-Report-on-Media-Literacy.pdf.

Table 2 - Descriptors used for reporting on the highlighted measures and activities - Proposed Correspondence of these descriptors with the key principles of ML initiatives proposed by ERGA

Key principles proposed by ERGA	Descriptors for the characterisation of measures/activities	Type of response required
Transparency	Name/Description	open, concise
Transparency	Hyperlink	open, concise
Transparency	Starting date	open, concise
Transparency	Duration	open, concise
Transparency	Objectives	open, developed with topics
Transparency	Subjects/Topics	open, developed with topics
Transparency	Directly targeted media	based on the list: Radio, Press, Television, Internet; Cinema, Other
Transparency	Other media directly concerned	open, concise
Focus on the user	Types of target audiences	based on the list: General population School public (teachers, pupils, ...) Disabled population (accessibility) Minority groups (migrants, refugees, ...) Families Others
Focus on the user	Other target groups	open, concise
Focus on the user	Age groups of target audiences	based on the list: Children (0-12 years); Teenagers (13-17 years); Young people (18-24 years); Adults (25-64 years); Seniors (+ 65 years)
Focus on the user/localisation	Geographical scope	based on the list: International; National; Regional; Local; Other geographic scope
Focus on the user/localisation	Specification of geographical scopes	open, concise
Multi-stakeholder aspect	Collaborations / Links	open, concise
Transparency	Funding Responsibility (for activities only)	based on the list: From the institution itself; European Union/European Commission; Foundations; Public bodies/institutions; Companies; Other
Transparency	Specification of funding responsibility (for activities only)	open, concise
Reach/Evaluation	Impact assessment	open, concise
Reach/Evaluation	Methodologies/evaluation tools	open, concise
Reach/Evaluation	Impact data	open, concise
Multi-stakeholder aspect/Localisation	Articulation of the consulted promoter's intervention with other existing measures and activities at national level	Open but focused

In the case of the model form designed for audiovisual service providers with obligations arising from the transposition of the Directive, as well as in the case of the National Reading Plan (PNL), the entity indicated by the current Government to host the future National Media Literacy Plan

(PNLM) a question directly related to the respective obligations was included.

Processing of the information collected

To aggregate the information collected from the three specified routes, a database was built whose structure is based on the fields defined in the form itself. From this information were constructed the condensed lists of measures and activities for the promotion and development of ML skills provided in the tables in the body of the report. The more developed version can be accessed through a link that appears next to each table.

Based on the designation of activities, objectives and issues listed by the respondents, we tested the construction of a thematic typology and measures/activities to ease the immediate characterisation of national ML actions. As this is an exploratory work, it is anticipated that it will be subject to further study in the next report.

Although, as mentioned above, two of the structural concepts for completing the form have been described, namely measures and activities, analysis of the information revealed inconsistencies in their understanding. Thus, the tables join measures/activities.

Delimitation of the object

Based on the assumption that the information to be aggregated would not be exhaustive and that it would be impossible to fulfil all the expected objectives (see introduction), as a starting point we tried to make a **list of contacts to be** made **and sources to be consulted to respond to what was requested in the different sections of the report**.

In the case of audiovisual media services, the delimitation derives from the Law transposing the Directive. In this sense, information will be reported regarding those that are explicitly targeted: **the concessionaire of the public radio and television service - Rádio e Televisão de Portugal (RTP) and, in the case of providers of Video Sharing Platforms (VSP), MEO- Serviços de Comunicação e Multimédia SA,** the only one that had registration with ERC within the period covered by this first report.

Still, in order to map the involvement in the ML field by other audiovisual media services, under the collaboration with the regulated media bodies that the ERC statutes allow, a request for information was sent to the remaining private television operators (as they are the closest to the public service television obligations): **Sociedade Independente de Comunicação (SIC); Televisão Independente (TVI), Correio da Manhã TV (CMTV) and Porto Canal**.

Regarding the print media, also under the jurisdiction of the ERC[11] , it was decided to make reference to some experiences of ML promotion, long implemented and already rooted in the culture of these media organs.

The information request form was sent to the entities identified in table 3. 11 replies arrived on time, but all will be integrated in the database resulting from this contact.

[11] In this respect, it is important to recall that in accordance with its Statutes (Law no. 53/2005, of 8 November) the ERC, besides television operators with activity in the national territory, has under its jurisdiction news agencies; natural or legal persons that edit periodic publications, independently of the distribution medium they use; natural or legal persons that make available to the public, through electronic communications networks, radio or television programme services, to the extent that it is up to them to decide on their selection and aggregation;
and natural or legal persons who regularly make available to the public, through electronic communications networks, content which has been subject to editorial treatment and is organised as a coherent whole.

Table 3 - Entities to which ERC addressed requests for information

	Entities to which the request for information was sent
1	ALM - Media Literacy and Journalism Association
2	BAD - Libraries Association
3	Portuguese Cinematheque
4	CIS - Safer Internet Centre
5	CMTV
6	CNCS - National Cyber-security Centre
7	CNEDU - National Education Council
8	CNU - Unesco
9	DGE - Directorate-General for Education
10	Erasmus+
11	FCT - Foundation for Science and Technology
12	ICA - Institute for Cinema and Audiovisual
13	Incode2030
14	Lusa - News Agency
15	Media Lab
16	Meo/ Sapo / Altice
17	MILObs - Observatory on Media, Information and Literacy
18	PNC - National Cinema Plan
19	PNL - National Reading Plan 2027
20	Porto Canal
21	Smart Media Programme
22	Public at School
23	NSL - Network of School Libraries
24	RTP
25	SIC
26	TVI

Section A

Legal and political measures

A. LEGAL/POLICY MEASURES FOR THE PROMOTION/DEVELOPMENT OF ML SKILLS

Resulting from the transposition of the Directive

In Portugal the transposition of Directive (EU) 2018/1808 into national law occurred on 19 November 2020, with the approval of **Law No. 74/2020,** which came into force about three months later, on 19 February 2021. As mentioned in the introduction, this law had a direct impact on two laws in force in the country:

- It made the fifth and most recent amendment to the **Law on Television and Audiovisual Services on Demand (LTASD)**, commonly referred to as the "Television Law", which was approved by **Law No. 27/2007 of 30 July**[12] ;
- It materialised the third amendment to the **Law on the promotion, development, and protection of the art of cinema and cinematographic and audiovisual activities (Law No. 55/2012),** commonly referred to as the "Cinema Law".

Law 55/2012 will be considered in this report not because of the changes introduced with the transposition of the Directive, but because even before that transposition it already established obligations regarding the training of the school audience in one of the aspects of media literacy: **film literacy**. In fact, Article 23, called **training of school audience**, states that:

"The State promotes a

film literacy programme among school audiences for the dissemination of cinematographic works of historical importance and, in particular, the feature films, short films, documentaries and animated films of national production."

Fig. 1 Main steps until the publication of the Law transposing the Directive

June 2020
A draft law transposing the AVMS Directive, Draft Law 44/XIV, was submitted to Parliament on 29/06/2020:https://debates.parlamento.pt/catalogo/r3/dar/s2a/14/01/111/2020-06-29/39?pgs=39-129&org=PLC

July 2020
The bill was approved by the Portuguese parliament, in general terms, on 10 July 2020:

It has been placed on public consultation running from 11 to 31 July 2020:
https://app.parlamento.pt/webutils/docs/doc.pdf?Path=6148523063446f764c324679626d56304c334e706447567a4c31684a566b786c5a79394551564a4a535339545a584268636d463059584d765532567759584a686447456c4d6a41774d6a63756347526d&Fich=Separata+027.pdf

October 2020
On 14 October 2020, the Culture and Communication Commission of the Portuguese Parliament organised hearings with various stakeholders on the draft law:https://www.parlamento.pt/Paginas/2020/outubro/audicoes-comissao-cultura-comunicacao-

November 2020
The draft law transposing Directive (EU) 2018/1808 was passed by Parliament on 23 October 2020 and approved by the President of the Republic on 16 November 2020:
https://www.parlamento.pt/ActividadeParlamentar/Paginas/DetalheIniciativa.aspx?BID=45059.

The Act was published on 19 November 2020 and came into force 90 days after its publication Act No. 74/2020:
https://dre.pt/web/guest/pesquisa/-

Note: Diagram based on the *tracking by* the European Audiovisual Observatory and the overview of parliamentary activity available at https://www.parlamento.pt/ActividadeParlamentar/Paginas/DetalheIniciativa.aspx?BID=45059

[12] Originally designated "Television Law", since the second amendment introduced by Law 8/2011 of 11 April that transposed Directive 2007/65/EC of the European Parliament and of the Council of 11 December into national law, it is now called "Law on Television and On-Demand Audiovisual Services".

A year after the publication of that Law, in 2013, the National Film Plan (PNC) was created, becoming the entity

formally charged with the mission of promoting a programme of cinematographic dissemination among school audiences. Its attributions and activities will be discussed in more detail in Section II.

However, for this first section, the amendments to the LTASD are of particular importance. This is because it is in this legal diploma that new competences related to the promotion/development of ML are now listed. Table 4 identifies the new articles of the LTASD corresponding to these new specific ML attributions, matching them with the agents directly involved.

Table 4 - Legal attributions in the field of ML resulting from the transposition of the Directive

Law on Television and Audiovisual Services on Demand (LTASD)		
Agents with attributions in the field of ML	Articles	Reproduction of articles
Public Television Service	Article 51(2)(f) (referred to as "Specific obligations of the concessionaire of the public television service")	" To design and implement an action plan for the promotion of media literacy, in accessible formats adapted to people with special needs, including Portuguese sign language and subtitling, in partnership with other relevant actors in this field, including the production and dissemination of content on the subject ".
Video Sharing Platforms	Article 69 (h) (referred to as "mandatory functionalities")	Implement effective measures and tools for media literacy and raise users' awareness of these measures and tools".
Media Regulator (ERC)	Article 69d (entitled "Appropriateness of the measures")	"The ERC shall assess the adequacy and effectiveness of the solutions adopted by the video-sharing platform providers to implement the provisions of the previous article."
	Article 93(1) (entitled "Regulatory Powers")	"Unless otherwise provided by law, the Regulatory Authority for the Media is responsible for regulating the matters set out in this diploma and for supervising compliance with it"
	Article 93a Media literacy	" The ERC, until 30 November 2022 and every three years thereafter, shall publish on its website and send to the member of the Government responsible for the media area, so that the latter may arrange for its submission to the European Commission, a report on the evolution of media literacy skills in Portugal."

From the information specified in table 4 it can be seen that **in terms of audiovisual services covered, the amendments to the Television Act arising from the Directive only integrate media literacy as a specific obligation of public service television and as a mandatory feature of VSPs.**

Nothing is specified in relation to the remaining audiovisual media services, whose general obligations are set out in article 34. It should be noted, as referred in the methodological chapter, that despite this, ERC sent a request for information to television operators with free-to-air non conditioned access programme services- SIC and TVI - as well as to operators with generalist conditioned access programme services (CMTV and Porto Canal), solely with the exploratory purpose of trying to identify their interest and intervention in terms of ML.

In the case of the ERC, as media regulator, on the one hand it acquires formal responsibilities in what concerns the supervision and evaluation of the way the public service and the VSPs in national territory comply with those obligations. On the other hand, it is responsible for making the reports that Member States must deliver to the EC. About the way ERC has been intervening in the field of ML will report in Section B of this report.

Before directing the focus to the obligations of audiovisual services and the way they are positioning themselves in relation to these new attributions, we summarise information related to the development of the work of ERC in the context of preparation for the transposition of the Directive, which may help to better understand the process followed until this stage, namely as regards VSPs.

Aspects of the ERC's work in the context of transposition of the Directive

Regarding the direct invitation of the Directive to audiovisual media services, we recall the recommendation that was made to the media in general in a mapping study of media education in Portugal promoted by ERC:

"From the national and local media it is expected a consolidation of the ongoing initiatives and the emergence of new projects of articulation with the public. Two areas seem to be particularly worthy of investment, following the example of some experiences already existing in the country and abroad: the production and use of broadcast contents, in articulation with the contents of school and extra-school education; and the involvement in local partnerships with cultural and educational institutions, namely aiming at the development of dimensions of Media Education. Something similar is to be expected from the operators of the telecommunications sector and interactive multimedia services".

In "Educação para os Media em Portugal: experiências, actores e contextos[1] " (Media Education in Portugal: experiences, agents and contexts) ,pg.157

Considering the hypothetical changes resulting from the transposition of the Directive, on 17 October 2019, ERC's Regulatory Board approved a proposal[13] for the constitution of an "Internal Working Group on Preparation for the Regulation of VSPs - implications of the AVMS Directive". According to the approved proposal, this working group, composed of members of ERC most directly involved in responding to new tasks arising from this context, would have as main objectives: i) examining specific issues raised by the revision of the AVMS Directive to better prepare the national regulator to fulfil its duties; and ii) combating misinformation to ensure pluralism in the media.

[13] This proposal is presented following an ERC participation in the Workshop "The future of media regulation in the EU: what are the responsibilities of video-sharing platforms?", promoted by ERGA working subgroups 1 and 3 and held in Brussels on 27 September 2019.

One of the main results of this working group was the **Deliberation ERC/2020/143 of 29 July 2020**, corresponding to a *Legislative Opinion intended to respond to a Request from the Committee of Culture and Communication, on draft law no. 44/XIV/1.ª -Transposes Directive (EU) 2018/1808*[14] . It is recalled that this opinion noted that, regarding the forecast of competences of ERC related to ML, it was missing:

> "*Clarify and densify the competencies for action and the means available for this purpose, as well as clarify who is responsible for the effective promotion of media literacy initiatives - both in audiovisual media services and in society". Regarding the specific obligations of the concessionaire of the public television service, the same document drew attention to the fact that the proposal under discussion does not cover "the countless possibilities and needs for action in the public space, on the one hand, and in society (e.g. educational), on the other".*

On 2 February 2022, that is, already with the changes resulting from the Directive in force, the ERC's Regulatory Board decided to set up a new Internal Working Group with the purpose of "identifying and operationalising the criteria to be taken into account for the preparation of the list of video-sharing platform providers, on-demand audiovisual service operators and television operators that offer their services under the jurisdiction of the Portuguese State".

On 11 January 2023, ERC Regulatory Board approves an internal information where the criteria to be followed for the identification of video-sharing platform providers under the jurisdiction of the Portuguese State are listed, as well as the criteria for the jurisdiction of the activity of those providers and where the list of those providers is defined, as we shall see, is summarized to one supplier that took the initiative to register with the ERC and to another whose existence was notified to the ERC by the French regulator and that this year took the initiative to register, although, as it was outside the period covered, it was not included in the analysis.

The new obligations and mapping of measures/activities to promote ML

With reference to the articles specified in Table 4, ERC addressed a written request for information to the heads of public service television and video-sharing platforms under national jurisdiction.

In this first report, as explained in the introduction, has the following general objectives: to present a first portrait of its position regarding these obligations and to list the measures/activities carried out (in the period under analysis, when considered relevant by the same also outside it). In other words, without including the evaluation dimension, since it is considered to require greater availability, reflection, and testing. The information resulting from this consultation is then systematised, highlighting the results that emerge from it.

[14] Available for consultation on the ERC website, at the following hisperligation: https://www.erc.pt/document.php?id=NTFmNmVmY2YtNmM4ZC00OGE3LTlhMzAtMWYyM2M5ZWQ5MWE1.

RTP- Rádio e Televisão de Portugal S.A.

Website https://media.rtp.pt/empresa/

RTP is the public service broadcaster of Radio and Television in Portugal. Its first regular radio broadcasts began in 1935 and television broadcasts in 1957. According to information available on its *website,* in 1997 RTP *online begins* and in 2003 RTP Radio, Television and Online merge into a single company and Rádio e Televisão de Portugal is born. In 2011 RTP Play is launched, a digital platform for the distribution of radio and television content, with free access. 2014 is marked by the launch of reference and innovative digital projects: App 5i RTP and portal **RTP Ensina, the** latter, as will be seen, **one of the main initiatives of RTP regarding the promotion of ML.**

During the period covered by the report, RTP presented its "Strategic Project 2021-2023 - Hands on the present, eyes on the future"[15] , a document of about 30 pages in which it details the shape of its commitment to what it considers to be the five strategic pillars for its action: Information; Content; Audience; Technology; Organisation. In that document, RTP makes some explicit references in relation to media literacy, framing it as part of its objectives in relation to the strategic pillar of information, namely to combat misinformation. See:

- On page 3, when referring to the main challenges in today's information reality, it acknowledges the critical need for increased media literacy as a way to combat manipulated or false information content;
- On page 6, again in relation to the strategic pillar of information, it includes media literacy as a strategic objective to be achieved: *"to have information that is impartial, independent, plural, rigorous, reliable, agile, sober and trustworthy, that approaches issues in an innovative manner in content and form. To contribute to media literacy and the fight against misinformation."*
- On page 9, it details how it intends to implement this commitment *"All possible actions will be developed to increase media literacy in the country, with the aim of containing the proliferation of false information by fostering knowledge and critical thinking. RTP will develop projects using the possible synergies between radio, television and digital platforms, and together with public bodies, civil society or even companies, in a cross-work of measurable impact. The RTP Ensina platform should see its ambition extended to these themes and to more audiences, thus contributing to more knowledge and more citizenship.*

In legal terms, the public service objectives and the rights and obligations of RTP and the conceding State are defined in a concession contract, the current one dated 6 March 2015, with a duration of 16 years. In accordance with article 52(8) of the LTASD, "The concession contract must be reviewed at the end of each four-year period, without prejudice to any changes that may occur in the meantime".

In May 2021, the XXII Government presented a proposal for the first revision of the current contract, which was in public consultation until 31 May[16] . In terms of ML, this proposal defended "the fight against misinformation and media literacy should be a transversal

[15] Available for consultation on the RTP website: https://media.rtp.pt/empresa/wp-content/uploads/sites/31/2018/05/Plano-Estrategico-RTP-2021.pdf. This document is based on another document: https://media.rtp.pt/empresa/wp-content/uploads/sites/31/2021/01/LINHAS-DE-ORIENTACAO-ESTRATE%CC%81GICA-14-janeiro-2021.pdf .

[16] This proposal is available for consultation at: https://www.portugal.gov.pt/pt/gc22/comunicacao/documento?i=revisao-do-contrato-de-concessao-do-servico-publico-de-radio-e-de-televisao.

strategic axis" and stated: "It is intended to ensure a programme service oriented to literacies, to scientific dissemination and to meet the training and educational needs of different audiences and may serve as a platform for distance learning".

In contextual terms, it is important to note that at the date of the present report the public service concession contract is once again in the preparation phase to be revised. To make this process participatory and open to the involvement of different stakeholders, in November 2022 the Government, through its Minister of Culture, announced the constitution of a committee of experts to, within five months, draw up a white paper on public service radio and television, in which it would list the challenges facing the sector and reflect on the evolution that public service radio and television registered in recent decades in the European context.

Recently, on 9th May 2023, the White Paper resulting from the work of this commission was made public[17] . The document is structured in four parts : the first dedicated to portraying the Public Service of Media and Television; the second to the Perceptions on the Public Media Service; the third to a mapping of the experiences of Public Media Service in Europe and the last to the recommendations for the Portuguese Public Media Service. It should be noted that the recommendations made on media literacy go in the direction of the need for greater investment and involvement in this field by the public service concessionaire, of which we highlight:

> *"Recommendation 38. Give the SPM special responsibility in the fight against information disorder, including disinformation. The SPM should put in place systematic mechanisms to verify information of diverse nature (including mechanisms of machine learning and artificial intelligence), train journalists and content producers on ways to prevent and combat the multiple forms of information disorder, promote programmes/contents of media literacy applied to information and journalism for more vulnerable audiences, such as children and young people".*
>
> *Recommendation 58: "Increase, in a significant way, the action in the field of media literacy",* because it is observed that the action *"in this domain, has been of little relevance. Given the importance of the matter, it is necessary to significantly increase the supply of programs and content for the promotion of media literacy, in all platforms and services. It is also important that this supply includes programmes and content specifically designed to meet the specific needs of the various groups of the public".*
>
> *"Recommendation 59 Ensure an area of activity, ensuring its transversality to all directorates, platforms and services, dedicated to the promotion of media literacy, with plans, to which specific indicators and targets are associated"*
>
> *"Recommendation 60 Ensure the presence in all platforms and services of programmes and/or content aimed at promoting the development of the various skills comprised in media literacy".*

With this brief background in mind, we will now proceed to RTP's response to the request for information made by the ERC in the context of this report.

RTP response to ERC request for information

RTP indicates that it intervenes in the field of ML in particular since 2012, i.e. for about a decade. As regards the concepts he refers to as reference to refer to his work in this area he mentions: media literacy/media literacy,

[17] The White Paper on Public Service Media is available for consultation at: https://www.portugal.gov.pt/download-ficheiros/ficheiro.aspx?v=%3d%3dBQAAAB%2bLCAAAAAAABAAzNDY3MQYAkFAjnQUAAAA%3d.

information literacy, media and information literacy, digital literacy and media education.

Regarding the way RTP has been positioning itself in this field, beyond the new legal obligation resulting from the transposition of the Directive, it is mentioned that it has chosen to follow some actions/initiatives on the subject produced in other countries, and, as a permanent member of the Informal Group on Media Literacy (GILM)[18] , it has chosen to bet on collaboration in the activities developed by the group.

On the obligation to design and implement an action plan to promote media literacy

As already mentioned, in the case of RTP the transposition of the Directive resulted in the addition of one more specific obligation. Under this new responsibility it is expected that RTP should:

- Design and implement an action plan to promote media literacy;
- That this plan should be made available in accessible formats adapted for people with special needs, including Portuguese sign language and subtitling;
- That it should be thought out in partnership with other relevant actors in this field, including the production and dissemination of content on the subject.

In response to the question of the information request that asks what has been developed by RTP to comply with this new legal obligation (stages of development, context, measures implemented,...) **the concessionaire refers to the activities and measures listed in this report, without specifying explicitly at what stage of development is the design and implementation of its plan, nor regarding its availability in accessible formats and adapted to people with special needs.**

Although without relating them explicitly to the preparation of an action plan by RTP to promote ML, in the information provided, it stresses that it has been investing in some partnerships, namely at the level of production and dissemination of content on ML.

Table 5 systematises the information provided by the public television service concessionaire in relation to measures and activities to promote and develop ML skills in the highlighted period, and beyond.

[18] Information on GILM is available in section B of the report.

Table 5 - Measures/Activities to promote and develop ML skills carried out by RTP - General characterisation

RTP									
THEME	TYPE OF MEASURE / ACTIVITY	NAME	HYPERLINK	STARTING DATE	DURATION	TARGET AUDIENCES	GEOGRAPHICAL SCOPE	FUNDING	IMPACT ASSESSMENT
Cybersecurity	Awareness-raising sessions	Articles on cybersecurity	https://ensina.rtp.pt/tema/educacao-para-os-media/	2021	In progress	School public (teachers, students, ...)	National	The institution itself	Yes
Information literacy	Awareness-raising sessions	Media literacy tutors	https://ensina.rtp.pt/tema/educacao-para-os-media/	2020	In progress	School public (teachers, students, ...)	National	The institution itself	Yes
Information Literacy Digital Literacy	Awareness-raising sessions	Articles and reports on media literacy	https://ensina.rtp.pt/tema/educacao-para-os-media/	2020	In progress	School public (teachers, students, ...)	National	The institution itself	Yes
Information Literacy	Awareness-raising sessions	A group of stakeholders explore global themes such as new media, artificial intelligence, influencers, streaming, cancel culture, large corporate groups and new media powers.	https://www.rtp.pt/ https://www.rtp.pt/play/	September 2020	In progress	Population in general	National International	The institution itself	No
Information Literacy	Awareness-raising sessions	Work sessions on production of fiction and documentary content (RTP1)	n/a	n/a	In progress	School public (teachers, students, ...)	National	The institution itself	No
Media Literacy	Webinar	Webinar on citizenship "Using content from RTP Ensina in Citizenship and Development"	https://www.dge.mec.pt/noticias/webinar-utilizacao-de-conteudos-do-rtp-ensina-na-disciplina-de-cidadania-e-desenvolvimento	March 2023	In progress	School public (teachers, students, ...)	National	The institution itself	Yes

RTP									
THEME	TYPE OF MEASURE / ACTIVITY	NAME	HYPERLINK	STARTING DATE	DURATION	TARGET AUDIENCES	GEOGRAPHICAL SCOPE	FUNDING	IMPACT ASSESSMENT
Misinformation	News information	TV Program: "Programa Cautelar" - two seasons	https://www.rtp.pt/play/p8906/e549467/programa-cautelar	5 June 2021 to 10 July 2021; 19 March to 30 April 2022	2 months	Population in general Families	National and Global	The institution itself	No
Media Literacy	Information content	Radio programme: "In the Name of the Listener	https://www.rtp.pt/play/pesquisa?q=em+name+of+the+listener	September 2020 to 26 March 2021; 2 December 2021 to 30 June 2022	14 months	Population in general	National and Global	The institution itself	No
Media Literacy	Fiction content	TV Programme: National series "Pôr do Sol" - two seasons	https://www.rtp.pt/play/p9165/por-do-sol	16 August 2021 to 19 December 2022	16 months	Population in general Families	National and Global	The institution itself	No
Media Literacy	Information content	The television programme: documentary: "Digital World versus Real World	https://www.rtp.pt/programa/tv/p42844	September and October 2022	2 months	Population in general	National and Global		No
Media Literacy	Debates Public Service	Media Literacy - A European Perspective	https://www.ebu.ch/eurovision-news/european-perspective	July 2021	In progress	Population in general	National and Global	European Union/European Commission	No
Media Literacy	Information content	Media literacy and digital citizenship action (Zig Zaga on the net)	https://www.rtp.pt/play/zigzag/p5444/zigzaga-na-net	February 2020	In progress	General public School public (teachers, pupils, ...) Disabled population (accessibility)	National and Global		No
Film literacy	Awareness-raising sessions	Organisation of workshops (RTP1)	n/a	Reference period	In progress	School public (teachers, students, ...)	National	The institution itself	No

RTP									
THEME	TYPE OF MEASURE / ACTIVITY	NAME	HYPERLINK	STARTING DATE	DURATION	TARGET AUDIENCES	GEOGRAPHICAL SCOPE	FUNDING	IMPACT ASSESSMENT
Media Literacy	Information content	TV programme: "The Voice of the Citizen	https://www.rtp.pt/play/p6601/voz-do-cidadao	Reference period	In progress	Population in general	National and Global	The institution itself	No
Media Literacy	Information content	Radio programme: "Ouvido Critico	https://www.rtp.pt/play/p4406/ouvido-critico	Reference period	In progress	Population in general	National and Global		No
Media Literacy	Information content	TV programme: "Civil Society	https://www.rtp.pt/play/p8271/sociedade-civil	Reference period	In progress	General public School public (teachers, pupils, ...)	National and Global	The institution itself	No
Media Literacy	Information content	TV Programme: "Radar XS"	https://www.rtp.pt/play/zigzag/p10676/radar-xs	Reference period	In progress	School public (teachers, students, ...)	National and Global	The institution itself	No
Media Literacy	Information content	Media literacy - Rádio Zig Zag	https://www.rtp.pt/play/zigzag/direto/radio	Reference period	In progress	School public (teachers, students, ...)	National and Global		No
Media Literacy	Information content	Media Literacy - Information	https://www.rtp.pt/	Reference period	In progress	Population in general	National and Global	The institution itself	No
Media Literacy	Visits to the RTP Museum	Media Literacy - Visitable Collection of Radio and Television of Portugal	https://museu.rtp.pt/	Reference period	In progress	General public School public (teachers, pupils, ...)	National	The institution itself	No

RTP									
THEME	TYPE OF MEASURE / ACTIVITY	NAME	HYPERLINK	STARTING DATE	DURATION	TARGET AUDIENCES	GEOGRAPHICAL SCOPE	FUNDING	IMPACT ASSESSMENT
Media Literacy	Online resources	Media literacy - ENTR	https://entr.net/pt	Reference period	In progress	General public School public (teachers, pupils, ...)	National and Global	European Union/European Commission Public bodies/institutions	No
Media Literacy	Online resources	Media Literacy	https://antena1.rtp.pt/ https://www.rtp.pt/play/	Always present on air	In progress	Population in general	National and Global	The institution itself	No

Source: Data organised by the ERC based on the response to a request for information. Columns with information on the theme and type of measure/activity classified by the ERC.

MEO- Serviços de Comunicações e Multimédia, SA.

The **list of video-sharing platform providers** under national jurisdiction at the time of this report includes two providers. Howeve the purposes of this report only the follo will be considered:

- **MEO - Serviços de Comunicaçõ Multimédia, S.A.** with registration of two video-sh platforms: **Meo Kanal** and **Sapo Videos**, both in the Lisbon district.

It is important to put into context that the registration of VSP services was only formally required by the ERC as from 1 January 2022. After that date, MEO was the only provider that took the initiative to register, having this registration been made at the ERC's registration services on **29 March 2022,** covering the two VSPs indicated above.

About a year later, on 17 March 2023, the provider Fedrax, Lda., registered Tukif, a platform for sharing videos with pornographic content based in the municipality of Funchal (Madeira Island). The registration happens following an ERC intervention, after the French regulator flagged the platform as being under national jurisdiction.

As it was only registered in 2023, it was not the subject of consultation by ERC within the scope of this first report.

Brief characterization of the two VSPs registered by MEO

Table 6 - Identification of VSP registered by MEO

VSP	Website	Hyperlink to the terms of service
MEO kanal	https://kanal.pt/	https://kanal.pt/termos-de-servico
Sapo Videos	https://videos.sapo.pt/	https://ajuda.sapo.pt/condicoes-de-utilizacao-sapo-videos-62317

The Sapo Video Platform is described as a "free video hosting and sharing service available only for partners. With this service, you may host individual videos or create channels. It also allows sharing on social networks, directing and *embedding videos* in external sites".

To access this service, it is necessary to be a MEO customer- understood as a user with a SAPO registration.

In the conditions of use of this service, it may be read that "Access to SAPO Videos for publishing videos requires prior registration of the respective user and prior acceptance by MEO of the respective registration". The same *link* describes the measures for the protection of children and youngsters regarding contents that may harm their physical, mental or moral development. These measures consist of the existence of age verification systems for users and platform audiences, as well as parental control systems.

The MEO Kanal platform allows the creation of public channels for MEO customers (3 public channels for sharing photos and videos with all MEO customers and 3 private channels (with PIN) for family and friends of customers. It allows the creation of programming playlists and the association of Sapo Video and MEO Cloud video accounts.

To give a general idea of their reach, table 7 indicates the number of registered users and

views in the period under review for both platforms.

Table 7 - No. of users and no. of annual views of the Sapo Videos and Meo Kanal Platforms (years 2020, 2021 and 2022)

VSP	MEO Kanal			SAPO Videos		
Year	2020	2021	2022	2020	2021	2022
Nr. of registered users	67.919	68.670	69.726	337.708	337.664	336.393
Nr. of annual views	11.402.239	6.868.273	5.972.058	275.279.452	125.969.585	98.170.779

Note: 1- Data made available by MEO at the request of the ERC

MEO's answer to ERC's request for information

In order to be able to map the work that MEO has done in terms of media literacy, ERC decided to send a request for information that would allow understanding, among other aspects, how it is responding to the obligation to **"Implement effective measures and tools on media literacy and raise awareness of these measures and tools" (Point h) of Article 69 C)** and map the measures and activities carried out for the promotion of media literacy in particular between September 2020 and October 2022.

When asked whether it develops work around ML, **MEO replies that it "seeks to be a driver of innovation and social transformation through technology, directly or indirectly through the brands it operates or the Altice Foundation, developing products and solutions and investing in transformative projects, in particular for accessibility to communication and technology for all, for access to education, including information and dissemination of knowledge." In this sense, it states that it has been working with ML since its creation, although "with greater visibility since the creation of the Altice Foundation in 2003".** They consider that the concept of **digital literacy** is the one that best frames their work in this area.

Regarding the obligation of VSP providers in terms of media literacy, MEO reports that:

- Implemented (and improved) user-friendly functionalities and mechanisms that allow the audience of video-sharing platforms to report or flag and rate the content; systems to verify the age of users and audiences of video-sharing platforms; parental control systems; user-friendly and effective procedures for handling and resolving complaints;
- They have simplified the language;
- They added information on the need to obtain authorisations for use in connection with copyright and related rights.

Besides these measures, MEO also highlights its involvement in the ML area through the articulation and cooperation with other entities, namely:

- Through the **Altice Foundation, since 2009**, it has been developing initiatives and actions within the scope of **"Communicate Safely"[19] , a** programme to raise awareness of the

[19] According to information on the Altice Foundation *website* (https://fundacao.altice.pt/tecnologia/comunicar-seguranca), the Communicate Safely programme is part of the Safe Internet in Portugal consortium, coordinated by the CNCS- National Cyber Security Centre, with the partnership of the Directorate-General for Education, the Portuguese Institute for Sport and Youth, the Victim Support Association and Microsoft. It also has the support of the Public Security Police, under the Safe School Programme, the School Libraries Network and the National Association of Computer Science Teachers.

responsible use of telecommunications, through awareness-raising sessions on a wide range of topics.

- Through the **commitment assumed by MEO and SAPO as promoters of MUDA - Movimento pela Utilização Digital Ativa**[20]. According to the information provided on the respective *website*, MUDA "is a national movement promoted by several companies, universities and associations and by the Portuguese State that are committed to encouraging the participation of the Portuguese in the digital space, contributing to a more advanced, inclusive and participative country", which aims to "contribute, on the one hand, to reducing the number of people who never accessed the Internet and, on the other hand, by increasing the number of users with more advanced skills".

Regarding how it has positioned itself in relation to ML, beyond its new obligation as a platform provider, **MEO refers that, "especially through the Altice Foundation, it has been developing, promoting, and participating in numerous actions, projects, campaigns in the scope of ML."**

It also adds that "it has also been reinforcing its Social Responsibility commitment, for example by donating technological equipment to improve the living conditions of all Portuguese in particularly vulnerable situations, through the digitalisation of social institutions, schools and hospitals on national territory".

Regarding the work in partnership in ML, MEO clarifies that it has established permanent collaborations with:

- **Altice Foundation;**
- **MUDA;**
- **Safe Internet Centre Consortium;**
- **and ICT Coalition.**

It has not been made explicit since when this collaboration was instituted.

Table 8 systematises information on the measures/activities to promote and develop media literacy skills identified by MEO in the consultation that was carried out.

[20]Hyperlink to MUDA's website: https://www.muda.pt/.

Table 8 - Measures/Activities to promote and develop ML skills carried out by MEO - General characterisation

MEO								
THEME	TYPE OF MEASURE / ACTIVITY	NAME	HYPERLINK	STARTING DATE	DURATION	TARGET AUDIENCES	GEOGRAPHICAL SCOPE	IMPACT ASSESSMENT
Digital Literacy Cybersecurity	Competition	CHANGE	https://mudareganhar.pt/	1 February to 30 June 2022	4 months	Population in general	National	No
Cybersecurity	Online resource	Clarification and simplification of the text of the Terms of Service	https://ajuda.sapo.pt/condicoes-de-utilizacao-sapo-videos-62317	17 February 2021	In progress	Population in general	National	Yes
Cybersecurity	Online resource	Protection of minors (Content PIN)	n/a	2020	In progress	Population in general	National	No
Cybersecurity	Online resource	Protection of minors (Age Validation)	n/a	2020	In progress	Population in general	National	No
Digital Literacy Cybersecurity	Online resources	Scenes on the Net	https://fundacao.altice.pt/tecnologia/comunicar-seguranca	2020	In progress	Population in general	National	No
Digital Literacy Cybersecurity	Online resources	CHANGE	https://www.muda.pt/	2018	In progress	Population in general	National	No
Digital Literacy Cybersecurity	Online resources	ID your brand on the Net	https://fundacao.altice.pt/tecnologia/comunicar-seguranca	2015	In progress	Population in general	National	No
Platform information	Online resources	FAQS	https://kanal.pt/perguntas-frequentes	2012	In progress	Population in general	National	No
Cybersecurity	Online resources	Denunciation of Contents	https://kanal.pt/denuncia	2012	In progress	Population in general	National	No
Cybersecurity	Online resources	Content Privacy (Pin Access)	n/a	2012	In progress	Population in general	National	No
Digital Literacy Cybersecurity	Online resources	Digital games	https://fundacao.altice.pt/tecnologia/comunicar-seguranca	2009	In progress	School public (teachers, students, ...)	National	No

MEO								
THEME	TYPE OF MEASURE / ACTIVITY	NAME	HYPERLINK	STARTING DATE	DURATION	TARGET AUDIENCES	GEOGRAPHICAL SCOPE	IMPACT ASSESSMENT
Digital Literacy Cybersecurity	Online resources	Support Guides for teachers and educators	https://fundacao.altice.pt/tecnologia/comunicar-seguranca	2009	In progress	School public (teachers, students, ...)	National	No
Digital Literacy Cybersecurity	Awareness-raising actions	Awareness-raising sessions	https://fundacao.altice.pt/tecnologia/comunicar-seguranca	2009	In progress	Population in general	National	No
Digital Literacy Cybersecurity	Online resources	Tutorials for young people and adults	https://fundacao.altice.pt/tecnologia/comunicar-seguranca	2009	In progress	Population in general	National	No
Digital Literacy Cybersecurity	Online resources	Digital brochures	https://fundacao.altice.pt/tecnologia/comunicar-seguranca	2009	In progress	Population in general	National	No
Digital Literacy Cybersecurity	Webseries	Web series/Children's series	https://fundacao.altice.pt/tecnologia/comunicar-seguranca	2009	In progress	Population in general	National	No
Platform information	Online resources	Recommendations on the Help pages of the service	https://ajuda.sapo.pt/partilha-de-videos-65335	2006	In progress	Population in general	National	No
Platform information	Online resources	Recommendations on the Help pages of the service	https://ajuda.sapo.pt/videos-e-canais-65156	2006	In progress	Population in general	National	No
Digital Literacy Cybersecurity	Online resources	Safe Internet Consortium	https://www.internetsegura.pt/recursos/all/all	n/a	In progress	Population in general	National	No
Digital Literacy Cybersecurity	Online resources	Meo Blog	https://blog.meo.pt/6-dicas-para-fazer-compras-online-em-220680	n/a	In progress	Population in general	National	No

Source: Data organised by the ERC based on the response to a request for information. Columns with information on the theme and type of measure/activity classified by the ERC.

Other existing policy/legal measures

In Portugal the field of media and (its regulation) is not the only one where it is possible to identify political/legal measures aiming at the promotion and development of competences related to media literacy.

Over time, in areas such as education, culture and research, measures can also be identified that have contributed and continue to contribute to structuring the intervention in terms of ML. It is true that some predate the reference period of this report and the AVMSD itself.

To focus primarily on the measures that temporally coincide with the moment under analysis (or, at least, are close to it), it should be contextualized that in Portugal, in political terms, this period is marked by two Governments, the XXII Constitutional Government (in office between 16 October 2019 and 30 March 2022) and the XXIII Constitutional Government (in office since 30 March 2022). Both have the same ideological line and the same leadership, which stands out in their respective programmes. In terms of context, it is also important to bear in mind that the programme of the XXII Constitutional Government[21] , the one that coincides with most of the reference period for this report, is envisioned in a moment before the Covid-19 pandemic, while that of the XXIII is carried out against the backdrop of the pandemic.

The National Media Literacy Plan (NMLP)

By analysing the programmes of both governments, it is possible to identify **proposals for measures aimed at media literacy (which refer to it using that designation in the text itself) and others that are likely to intersect with it in terms of objectives.**

Table 9 systematises them, highlighting in bold the ones that directly refer to ML. Among the remaining specified measures, the focus on digital literacy and the promotion of participation and citizenship stand out.

[21] As stated in the respective introduction, the XXII Constitutional Government program elects four strategic challenges: Fighting climate change; responding to the demographic challenge; Building the digital society; Reducing inequalities. In a perspective of continuity, the program of the XXIII Constitutional Government lists those challenges again as follows: climate change climate transition; demography; inequalities; digital society, creativity and innovation.

Table 9 - Systematisation of ML and ML-related measure proposals included in the programmes of the XXII and XXIII Constitutional Governments

Name	Hyperlink to the document	Group of measures into which the proposed measure fits	Proposed measure
Programme of the XXII Constitutional Government (2019-2023)	https://www.portugal.gov.pt/gc22/programa-do-governo-xxii/programa-do-governo-xxii-pdf.aspx?v=%C2%ABmlkvi%C2%BB=54f1146c-05ee-4f3a-be5c-b10f524d8cec	Promoting democratic literacy and citizenship	Launch a National Democratic Literacy Plan led by a national commissioner and with a broad programme of activities, especially in schools and among the most disadvantaged groups. young people, to (pg.26)
		Promote access to lifelong training and qualification /Develop the Qualifica programme as the key to raising the population's qualifications adult	Launch the National Plan for Adult Literacy (...) in to promote literacy, social inclusion and qualification. (pag.145)
		Fostering the teaching of computing	Ensure computer education, from primary school onwards, aimed at digital literacy and ethics, based on computer science and supported in practice by programming, information and electronic systems (p. 180)
		Promoting digital citizenship	To support the launch of training and information actions aimed at increasing digital literacy (p. 184)
		Enshrining digital rights and guarantees	**Promote media literacy, at national and European level, as one of the priorities for action in combating online disinformation, without forgetting the growing involvement of journalists and "news checkers", journalism and quality information being indispensable allies in this fight against fake news in the digital environment. (p. 185)**
		Strengthen student participation *(continue the Voice of the Student policy initiative from 2016)*	Deepening the instruments of education for citizenship and democratic literacy as processes of empowering students towards freedom, responsibility and civic participation; (pag.35)
Programme of the XXIII Constitutional Government	https://www.portugal.gov.pt/gc23/programa-do-governo-xviii/programa-do-governo-xviii-pdf.aspx?v=%C2%ABmlkvi%C2%BB=54f1146c-05ee-4f3a-be5c-b10f524d8cec	Promoting democratic literacy and citizenship	To launch a National Plan for Democratic Literacy, with a wide-ranging programme of activities, especially in schools and among the younger generations, along the lines of the National Reading Plan and the National Arts Plan; (p. 36)
		Leading in digital skills at all levels of education	(...) strong digital focus on education, inclusion, digital literacy, information literacy and promoting the development of digital skills necessary for the full exercise of citizenship. It is therefore important to strengthen the National Initiative Digital Skills e.2030 (INCoDe.2030) and implement the RRP, aiming to improve the level of digital competences of Portuguese women and men (p. 167)
			Encourage computer literacy by developing a structured national programme

Name	Hyperlink to the document	Group of measures into which the proposed measure fits	Proposed measure
			for the definition, promotion and evaluation of computer education, ensuring the teaching of computer science from primary school onwards, defining learning aimed at digital literacy and ethics (p. 168)
		Guaranteeing citizens' access to the media	**Create a National Plan for Media Literacy, as a way to counter the deficit in accessing, consulting and reading press information content, and to promote the fight against misinformation and the dissemination of false content among the population, with special focus on the school age population; (pg.179)**
		Guaranteeing citizens' access to the media	**To guarantee the functioning and adequate financing of the public radio and television service in the development of its activity, as a tool and global communication platform of reference, which occupies an irreplaceable place in Portuguese society, ensuring the provision of continued, exempt, balanced and plural information, and promoting the development of media literacy, within the framework of the revision of the public radio and television service concession contract . (pg.179)**

As we can see from the analysis of Table 9, it is in the program of the XXIII Constitutional Government that the measure that stands out the most for the period under analysis is the announcement of the effective start of a **National Plan for Media Literacy (NPML**). Although the first public announcement was made in November 2022, it is already during 2023, namely on April 21, at the opening of the VI Congress Literacy, Media and Citizenship, that the Minister of Culture announces that the NPML should move forward so as to start being implemented by the end of the first semester of 2023. On the same occasion, information already advanced in November is confirmed, i.e. the integration of this new plan in the existing National Reading Plan (PNL), which will be discussed in more detail in section B. With the aim of taking advantage of and strengthening the resources and basic structure, namely in terms of partnerships, that the PNL has already established.

Given the type of measure and the announced scope, the expectation is created that we can evolve in this area towards a new stage (perhaps a new paradigm) in the history of this field of intervention: in which the ML is affirmed and recognised as a public policy essential to the life of all citizens. Moreover, something that, it should be remembered, the DSCA itself also advocates.

Up to the date of this report the axes and assumptions that will structure the NPML are not known. However, the Minister's speech highlights the commitment that not everything will start all over again in terms of public policies in this area, and the recognition of the legacy of those who have been in this area for many years.

Reinforcement of the Nacional Cinema Plan (PNC)

Another of the policy measures taken in the reference period concerns a strand of media literacy, in terms of public policy, that already has some years of work in Portugal: Film Literacy. In the context of the XXII Constitutional Government, it is worth mentioning, through the action of the Secretary of State for Cinema, Audiovisual and Media, **the approval of the dispatch no. 65/2022, through which the National Cinema Plan (PNC) for 2021-2030** is **promoted,** consolidating the actions carried out in the first years of the Plan and investing in new aspects to be developed until 2030. In section B we note the mission, the work and the activities that have been developed by what has already become one of the structural pillars of the promotion of competences in relation to cinema, with school audiences as its primary target: the **PNC.**

LEME- Media Literacy and Education Online

Also, in the context of the 22nd Constitutional Government, another measure that stands out concerns the support and **incentive to the creation of a support resource for media education**. By initiative of the Secretary of State for Cinema, Audiovisual and Media (SECAM) and the Assistant Secretary of State and Education, it **is proposed the creation of a kit with different types of media literacy resources specifically prepared to serve as support to teachers/trainers (from pre-school to secondary school) who are interested in working with media related themes and to promote the development of ML skills.**

This policy measure, announced in May 2020, would eventually be operationalized from the second half of the year in a collaborative project implemented by a Working Group, which was coordinated by the General Secretariat of the Presidency of the Council of Ministers (SGPCM)[22] and which would result in **LEME- Media Literacy and Education Online**, a free access digital platform available to the public at https://www.leme.gov.pt/, where users themselves can submit suggestions for new resources. In it are available videos, audio, games, proposals of activities, with synopses that clarify what they are and what themes

How does the LEME work?

The Media Literacy and Media Education online platform has as a central functionality the search of resources on Media Literacy and Media Education, which can be done in three ways:

a) Through the general site survey

b) Through filters which the user selects according to his or her interests, namely:

AREA

- Access, use and inclusion
- Communication, entertainment and information
- Informed consumption
- Privacy and security
- Identity and well-being
- Freedom, ethics and empathy
- Knowledge and understanding
- Research and analysis
- Production and languages
- Publication and participation

LEVEL OF EDUCATION

- Pre-school
- 1st Cycle
- 2nd Cycle
- 3rd Cycle
- Secondary

Source: www.leme.gov.pt

[22] Section B will also provide information on the work of the SGPCM in this area.

can be used in pedagogical activities to be developed in formal, non-formal or informal learning contexts. It became available to the public on 8 September 2021, i.e. at the beginning of the 2021/2022 school year.

In the working group, besides SGPCM, there were three other institutions representing the Informal Group on Media Literacy (ERC, the Directorate-General for Education, the School Libraries Network, the Centre of Communication and Society Studies from the University of Minho/MILObs), LUSA Agency, CENJOR - Professional Training Protocol Centre for Journalists, OBERCOM - Public School Communication Observatory, the Journalists Union, Visão Júnior and, individually, Paulo Pena, journalist and researcher specialist in disinformation issues and Vítor Tomé, journalist and researcher specialist in ML issues. The construction of the online Media Literacy and Education platform was sponsored by.PT, the entity responsible for the management, registration and maintenance of domains under .pt, top level domain corresponding to Portugal.

In terms of impact assessment, so far there has been no availability to conduct any evaluation of the actual use of the platform. However, it should be noted that in the context of its development focus groups were held with teachers (who volunteered to participate), which resulted in a positive evaluation.

The responsible Working Group has since been deactivated. So that the project could have continuity, it was decided that the administration of this platform would be managed by the Directorate-General for Education (an entity that will also be discussed in section B), with the remaining partners continuing to be able to contribute with the identification/signposting of new resources. In other words, this is an example of an operationalised measure based on the collaboration between several partners with intervention in the field of ML.

Fig. 2 - Screenshot of the website hosting the LEME Platform

Investment in measures to strengthen digital skills

In addition to the above-mentioned measures, explicitly aimed at the ML, the government programmes themselves indicate the choice of strategic lines that are considered to intersect with objectives and themes covered in the first one, as is the case of those aimed at promoting digital literacy skills (by different means). In fact, the digital transition and the focus on digital is evidenced in different aspects of government action. On **April 21st, 2020,** the Council of Ministers Resolution no. 30/2020 approves the **Action Plan for Digital Transition**, a strategic document to support the implementation of measures aimed at the **digital** transition of the State, companies and citizens in general, and the programme action **INCoDe 2030** (see more information in section B).

Measures before the reference period

Regarding previous political/legislative measures (namely in the last decade), we identify some that, in a direct way, have encouraged the promotion of ML and continue to contribute to its development, namely in the context of education, one of the areas where they have been most evident:

- The development of the RBE- School Libraries Network programme (created in 1996) which enabled the creation of an Education Guide - called *Learning with the School Library* (2012)[23]- which includes ML as one of the three basic literacies to be developed by school libraries and schools;
- The launch of the National Cinema Plan (2013, renewed, as mentioned, in the reference period);[24]
- The approval of the *Media Education Guidance*[25] (2014;)
- The creation of a National Strategy for Citizenship Education (2017)[26]

Although not directly taken by Governments or Parliament, **two recommendations of the National Education Council** (independent body responsible for issuing opinions, advice and recommendations on all matters relating to education, on its own initiative or in response to requests submitted by Parliament and the Government), one directly related to ML, the other by the relationship of this area with Citizenship, should also be highlighted due to their relevance to this area:

- **Recommendation No. 6/2011 entitled Education for Media Literacy**[27]- which is structural in the sense that it contextualises Media Education, defines the concept, makes a history on media education and ICT (Information and Communication Technologies) in education and, at a time when, in Portugal, the reflection on the curricula of primary and secondary education was being resumed, makes recommendations regarding the promotion of Media Literacy and how to include it in the curriculum;
- **Recommendation nº2/2021 entitled *"The voice of children and young people in school education"***[28]- aims to "address the current situation of the use of the voice and the participation of children and young

[23] See information on this Guide in Section B.
[24] *Ibid.*
[25] *Ibid.*
[26] *Ibid.*
[27] Document available for consultation at https://www.cnedu.pt/content/antigo/images/stories/2011/PDF/Recom_Educao_Literacia_Meditica.pdf
[28] Document available at the following link: https://www.cnedu.pt/content/deliberacoes/recomendacoes/Recomendacao_A_voz_das_criancas_e_dos_jovens_2021.docx.pdf,

people in school contexts and suggest guidelines to give greater importance to dialogue in the construction of curricular learning and the democratic socialization of students, ensuring their effective involvement in the education process itself", it is intended that this recommendation is generalized to Pre-School Education, Primary and Secondary Education and Vocational Education.

It should be noted that some of the measures listed above would eventually result in the attribution of competences to public bodies, under the tutelage of Government Ministries, which currently have formal attributions directly related to the promotion of measures and activities in the area of media literacy, as is the case of the Directorate General for Education (DGE); the School Libraries Network (NSL) and the National Cinema Plan (NCP). To understand in greater detail what their role is in fostering this area, more detailed information about them is provided in section B of this report.

Together with these entities, information on other public institutions with which ERC has been articulating in this area and to which requests for information on their intervention were addressed, will also be included.

Section B

Organisational measures

B. ORGANISATIONAL MEASURES

Until the transposition of the AVMSD there was no law in Portugal explicitly attributing to the media the obligation to contribute to the promotion and development of media literacy skills[29]. Likewise, there was no law explicitly attributing this obligation to the media regulator. At least not using that concept or another one that corresponds to it. Still, as we will see, this was not an obstacle for ERC, almost since its foundation, to include the ML in its activity.

Although the focus of the Directive in terms of ML is fundamentally on the role that regulatory bodies and audiovisual media service providers may have as agents that can stimulate and promote measures that effectively help to promote citizens' skills, it is essential that these agents are informed about the existing reality regarding the field of ML. Reports like this one are important exercises to become aware of which agents, types of measures, activities are in the field, and simultaneously an informative resource to rethink strategies, policies and ways to articulate, in order to enhance the synergies that these agents can develop.

In this section, besides approaching the way ERC has been facing its mission in this field, after the new attributions entrusted to it following the transposition of the Directive (already explained in section A), but also before those attributions, information will also be provided, as indicated by the EC, on the **main cooperation structure with which the ERC has been articulating initiatives of ML promotion and incentive for about 14 years: the Informal Group on Media Literacy (GILM).**

As advanced in the previous section, information will also be provided on the action of some public entities that, like ERC, have formal obligations in relation to the promotion and development of ML or that have decided to integrate them in axes of their missions. Note that most of these entities are part of GILM as permanent members.

ERC- Regulatory Authority for the Media

Website	https://www.erc.pt/pt/

Created by Law 53/2005[30] , of 8 November, the ERC - the entity responsible for the regulation of the media sector in Portugal – began its activity on 17 February 2006. All entities[31] that, under the jurisdiction of the Portuguese State, carry out media activities are subject to its supervision and intervention.

As for its legal nature, it is an independent administrative entity, endowed with

[29] Even so, this was not an impediment for some of them to decide to understand their mission in this sense and start projects that are presented under the umbrella of the ML. In section D, we will list some of the most paradigmatic ones, which, even without any legal obligation, have taken on this mission.

[30] Link to Law 53/2005, which creates the Regulatory Authority for the Media: https://dre.pt/dre/detalhe/lei/53-2005-583192. Link to the English translation available on the ERC website: https://www.erc.pt/documentos/legislacaosite/English/statutesofregulatoryauthorityforthemedia%20erc_uk%20(1).pdf.

[31] In accordance with its Statutes, the following entities are subject to the supervision of the ERC (a) news agencies;b) natural or legal persons who edit periodical publications, regardless of the distribution medium they use;c) radio and television operators, in relation to the programme services they broadcast or the complementary contents they provide, under their editorial responsibility, by any means, including electronically; d) Natural or legal persons who make available to the public, through electronic communications networks, radio or television programme services, to the extent that it is for them to decide on their selection and aggregation; e) Natural or legal persons who regularly make available to the public, through electronic communications networks, contents submitted to editorial treatment and organised as a coherent whole. Law no. 74/2020 also places within the scope of its intervention the providers of VSP services.

administrative and financial autonomy and its own assets. It freely defines the orientation of its activities, without being subject to any directives or guidelines from the political power, in strict respect for the Constitution of the Portuguese Republic and the law.

Its action is governed by the provisions of its Statutes and by the legal provisions specifically applicable to it, as is the case with the new competencies attributed to it by the LTASD (Law of Television and Audiovisual Services on Demand). In terms of structure, it is based on four bodies, with clearly differentiated competences: Regulatory Board, Executive Management, Advisory Board and Statutory Auditor.[32]

Relationship with the ML field

As explained in Section A, the transposition of the AVMSD into national legislation (Law no. 74/2020) provided the media regulator with specific competences in the field of Media Literacy. However, ERC's intervention in this field started in 2009. That year, at the invitation of the Centre for Communication and Society Studies at the University of Minho (CECS/UM), a national research group focused on this issue for several decades, it agreed to join a collaborative project on **Media Literacy** with other institutions equally interested: **the Informal Group on Media Literacy (GILM), which will be discussed below**. ERC is a permanent member and, since its foundation, establishes regular contacts with the other members and is actively involved in the internal working groups of GILM.

In those very first years, specifically in 2011, ERC took two measures that, even today, serve as a reference to the work it carries out in this area:

- It commits to the **Braga Declaration of Media Literacy**[33] (2011) - document produced following the I Congress Literacy, Media and Citizenship (held on March 25 and 26, in Braga), where goals and proposals were defined that aimed to contribute to a new stage of media education in Portugal; seen at a distance of more than a decade, many remain current.
- It promotes, by financing it, the realisation of the already mentioned study **Media Education in Portugal - Experiences, actors and contexts**[34] .

In its final recommendations, the study addressed one to ERC:

"The responsibilities that regulatory entities from different parts of the world have been assuming in terms of Media Education, it is desirable that the ERC, following the attention it has already shown in this matter, continues to take initiatives, within the framework of its sphere of competences and, in particular, to ensure compliance with the regulatory rules of the media activities and in what concerns the promotion of co-regulation practices and the incentive to self-regulation". (p. 157)

[32] As described on the ERC website, the Regulatory Board is the main face of the entity and is stated as the body responsible for the definition and implementation of the regulatory activity. The Executive Board is the body in charge of the direction of the services and of the administrative and financial management. The Advisory Board, composed of representatives of public and private entities representing relevant interests in the media and related sectors, is the body responsible for consultation and participation in defining the general lines of action of the entity. The Statutory Auditor is the body responsible for monitoring the legality and efficiency of financial and asset management and for consulting the Regulatory Board in this area.

[33] Link to the document: https://milobs.pt/wp-content/uploads/2011/06/Declara%C3%A7%C3%A3o-de-Braga.pdf#:~:text=Literacy%20of%20media%20Declara%C3%A7%C3%A3o%20of%20Braga%20Cerca%20de,Braga%2C%20no%20Congresso%20Nacional%20on%20Literacy%2CMedia%20and%20Citizenship.

[34] Available for consultation at the following link: https://www.erc.pt/download.php?fd=8548&l=pt&key=08fe2894b389d4790aa0cfd013884d54.

And that is what the ERC has been trying to do since then. In legal terms, prior to the Directive, it supported its action in the area of ML in articles of its Statutes explained in the following table.

Table 10 - ERC statutes - articles supporting ERC action in ML (before AVMSD)

ERC Statutes (Law no. 53/2005)	
Article 7(c)	Ensure the protection of sensitive audiences, such as minors, as regards content and services which might impair their development and which are offered to the public by media organisations subject to regulation;
Article 24(3)(ab)	ab) Ensure the conduct of studies and other research and dissemination initiatives in the areas of media and contents, within the framework of promoting the free exercise of freedom of expression and press and the critical use of the media;

This action has been made operational through the involvement in projects and initiatives, mainly at national level, but also internationally. **In its regular activity the ERC also promotes awareness-raising actions, mainly directed at the school and adult public**. As an example, in 2016, it **established a protocol with the EPIS Association - Entrepreneurs for Social Inclusion,** through which it took an ML programme based on themes included in the regulatory activity itself (conceived and streamlined by the ERC), to 3rd cycle and secondary school students[35] integrated in socially disadvantaged territories.

In the reference period of this report, in terms of involvement in this area:

- At a national level, its participation in GILM and awareness-raising actions stand out;
- In the international context, participation in working groups dedicated to the topic in international platforms of regulators, namely in the RIRM/MNRA - Mediterranean Network of Audiovisual Regulators, EPRA - European Platform of Regulatory Authorities and ERGA - European Regulators Group for Audiovisual Media Services.
- Also on the international scene, we highlight the national coordination of the EduMediaTest project - an interactive tool for evaluation and training, co-funded by the European Commission, under the Media Literacy for All initiative, starting in 2019, in partnership with six European countries. The project, authored and coordinated by the Consell de l'Audiovisual de Catalunya (CAC), aims to develop a digital tool to train and assess the level of media literacy of young people aged between 14 and 18. The following table summarises information on each of the ML promotion activities/measures developed by ERC in the reference period (and some outside it).

[35]This section will briefly explain the levels of education existing in Portugal.

Table 11 - Measures/Activities to promote and develop ML skills carried out by ERC - General characterisation

ERC									
THEME	TYPE OF MEASURE/ACTIVITY	NAME OF THE ACTIVITY	HYPERLINK	STARTING DATE	DURATION	TARGET AUDIENCES	GEOGRAPHICAL SCOPE	FINANCING RESPONSIBILITY	IMPACT ASSESSMENT
Media Literacy Disinformation Democracy Media regulation	Awareness raising action	Youth Parliament- Impact of misinformation on democracy	n/a	2022 (10 December)	1 day	School audience	National	Own	Yes
Media Literacy Media regulation	Awareness raising action	Youth Parliament- Briefing on the role of the ERC	n/a	2022	1 day	School audience	National	Own	Yes
Media Literacy Social Inequalities Democracy Media Regulation	Webinar	VII FILM- Informal Forum on Media Literacy- Media Literacy and Inequalities	n/a	2021 (7 May)	1 day	School audience	National	Own	No
Media Literacy Media regulation	Reflection group	RIRM- Media Literacy Group- Priorities and intervention areas	https://www.rirm.org/en/accueil-2/	2021 (30 November)	1 day	Another	International and National	Own	No information available
Media Literacy Disinformation Democracy Media regulation	Awareness raising action	Disinformation and fake news online	n/a	2021 (17 January, 4, 6 and 7 May))	1 day	School audience	National	Own	Yes
Media Literacy Media regulation Educational resources	Publication	ERGA- Media Literacy Group- Media Literacy Report Recommendations for Key Principles, best practices and a Media Toolbox for Video-Sharing Platforms	https://erga-online.eu/	2021	12 months	Another	International and National	Own	No information available
Media Literacy Disinformation	Awareness raising action	Seven days with Media 2020- "Disinformation, Fake News and online safety"	n/a	2020 (3 to 9 May)	1 day	School audience	National	Own	Yes

ERC									
THEME	TYPE OF MEASURE/ACTIVITY	NAME OF THE ACTIVITY	HYPERLINK	STARTING DATE	DURATION	TARGET AUDIENCES	GEOGRAPHICAL SCOPE	FINANCING RESPONSIBILITY	IMPACT ASSESSMENT
Media Literacy Information Literacy Media Regulation	Awareness raising action	Seven days with the media 2020- "What do those signs in the corner of the TV screen mean?" (ERC activity)	n/a	2020 (3 to 9 May)	1 day	School audience	National	Own	Yes
Media Literacy Media regulation Disinformation	Reflection group	ERGA- Media Literacy Group- National measures to combat pandemic-related misinformation Covid19	https://erga-online.eu/	2020	12 months	Another	International and National	Own	Yes
Media Literacy Digital Literacy Media Regulation	Webinar	VI FILM- Informal Forum on Media Literacy- "The digital in an active and empowering pedagogy	n/a	2020 (8 October)	1 day	School audience	National	Own	No
Media Literacy Educational resources	Aggregator of online teaching resources on media literacy	LEME- Media Literacy and Education Online	https://leme.gov.pt/	2020-2021	No duration defined	School audience	National	Own	No
Media Literacy Disinformation	Awareness raising action	Disinformation and false narratives online	n/a	2020 (9,10,15 and 17 December)	1 day	School audience	National	Own	Yes
Referential	Reflection group	Revision of the Media Education Guidance	n/a	2020-2021	12 months	School audience	National	n/a	No
Media Literacy Media Literacy Skills	Reflection group	EduMediatest	https://edumediatest.eu/	2020-2021	12 months	School audience	International and National	European Commission	Yes

ERC									
THEME	TYPE OF MEASURE/ACTIVITY	NAME OF THE ACTIVITY	HYPERLINK	STARTING DATE	DURATION	TARGET AUDIENCES	GEOGRAPHICAL SCOPE	FINANCING RESPONSIBILITY	IMPACT ASSESSMENT
Media Literacy Media regulation	Reflection group	RIRM- Media Literacy Group- Questionnaire on the state of Media Literacy in the Mediterranean Region	https://www.rirm.org/en/accueil-2/	2019-2020	12 months	Another	International and National	Own	Yes

Source: Data organised by the ERC based on the response to a request for information. Columns with information on the theme and type of measure/activity classified by the ERC.

Cooperation structure on ML that ERC is part of:

Informal Media Literacy Group

(GILM)

Website www.gilm.pt

Born in June 2009, from the combined will and interest of five public entities - the Centre for Communication and Society Studies at the University of Minho (CECS), the Media Cabinet (GMCS), the Regulatory Authority for the Media, the National Education Council (CNEDU) and the National UNESCO Commission (CNU) - the Informal Group on Media Literacy formally began its activity at a meeting of the heads of these entities, held in Lisbon on July 30 of that year. The initial goal of this working group was to combine efforts to include media literacy in the national public agenda, the possibility of creating synergies and enhancing the sharing and knowledge of the work of the different actors and the benefits that can be drawn from collaborative work.

As contextualized by Manuel Pinto (Portuguese expert in media education and media literacy), "an aspect that can be associated to the emergence of GILM relates to Directive 2007/65/EC of the European Parliament and of the Council, of 11 December 2007, on the pursuit of television broadcasting activities and other normative production of the EU and other international organisations. It states that, starting in December 2011 and every three years thereafter, the Commission shall submit to the European Parliament, the Council and the European Economic and Social Committee a report on the application of the directive in all Member States, in particular on "levels of media literacy" (Article 26). The initiative of gathering entities involved in media education, namely those who would be responsible for both the verification of compliance with the directive and for the preparation of the report foreseen therein, would be a way to (and an opportunity to) take a step forward in face of what was already being done in Portugal".

With almost fourteen years of existence, GILM has maintained its activity uninterruptedly, with meetings held at least once a month, aimed at the exchange and sharing of information among its members, the definition of strategies and paths to follow, as well as the planning of initiatives specifically aimed at achieving this purpose of bringing the relevance of media literacy to the public agenda, in its multiple aspects and concepts.

Nature and mode of operation

As Manuel Pinto describes "there is no guideline of a political nature, which defines general goals, modalities or rhythms of general and common action, except for what the GILM itself decides consensually. The Group is autonomous and so are each of its partners. But it is true that the entities that have some direct or indirect role in *policy making* are GILM partners. Although it is an informal association, without legal existence, the group has its own operating rules (introduced and/or modified by joint action) and in which each of the participating entities is assumed as a permanent member, which gives it the right to participate in all decisions and initiatives, to present proposals, without there being any hierarchy among them. They all have the same weight in voting, on the understanding that votes should preferably be taken unanimously and/or by a majority, in which case no partner should be clearly opposed. When there is clear opposition from at least one of the partners, the proposal is not taken forward.

In terms of representation, they are free to be represented by their institution's top representatives and/or by experts from their own institutions who are nominated for that purpose. It is also at the discretion of each

partner institution the number of people it appoints to participate in the group.

Current composition

At the date of the present report, the GILM has fourteen public entities as permanent members:

- LUSA Agency
- National Cyber Security Centre (CNCS)
- UNESCO National Commission (CNU)
- National Council of Education (CNE)
- Directorate-General for Education (DGE)
- Portuguese Regulatory Authority for the Media(ERC)
- School of Social Communication (ESCS-IPL)
- Foundation for Science and Technology (FCT)
- Instituto do Cinema e do Audiovisual (ICA)
- Communication Observatory (OberCom)
- National Reading Plan 2027 (PNL 2027)
- Rádio e Televisão de Portugal (RTP)
- Rede de Bibliotecas Escolares (RBE)
- General Secretariat of the Presidency of the Council of Ministers (SGPCM)

It also counts with the participation of Vítor Tomé, as an expert in the field.

Funding

In order to finance the activities it promotes, GILM has mainly used two ways: support from permanent members who are financially available for this; and recourse to partnerships and external support. It should be noted that the investment that its members make in terms of resources (material, human) is not formally counted as funding, but represents a substantive part of the investment.

Measures/activities to promote and develop LM skills

With regard to initiatives, the following stand out:

- The **Congress Literacy, Media and Citizenship** (held since 2011, has 6 editions; aims to be a space for debate at national and international level on different themes of ML) - https://congressolmc.gilm.pt/
- The **7 Days with the Media operation** (which has 11 editions, presents itself as the Portuguese week dedicated to promoting media literacy)- **https://7diascomosmedia.gilm.pt/**
- **FILMs (Informal Media Literacy Forums, open spaces for debate on specific themes**)

Besides the activities to promote media literacy, in the period under review, GILM also took some measures regarding its strategy and activity plan:

- He decided to propose the **presentation of his project to the Secretary of State for Cinema, Audiovisual and Media of the XXII Constitutional Government** - which would result in the idea of participating in the aforementioned LEME;
- It decided to propose to extend the participation of other actors in the way GILM manages its action, through the creation of **an Advisory Board**;
- To start the programming of the **VI Congress Literacy, Media and Citizenship, which would be centred on the theme "Digital transition and public policies"**.

During the period highlighted in this report, the Congress Literacy, Media and Citizenship was the only initiative that had no edition, due to the constraints caused by the Covid-19 pandemic regarding the realization of face-to-face events, the modality that the

Group considers to be more in line with the nature of this initiative. Between September 2020 and November 2022 GILM promoted the initiatives described in table 12.

As it is possible to see, GILM promoted activities whose main objective was to stimulate the debate and reflection of the general public in activities that relate media literacy with different phenomena evidenced by the prevalence of digital media in the context of the Covid-19 pandemic (especially in 2020 and 2021): the conditions of access to the digital (namely in the school environment), the inequalities that are evidenced in this access; the skills for using digital tools, the ability to understand and interpret the contents and the very functioning of the multiple platforms that have imposed themselves in this context, to the questioning around the capacity of creation/ production and participation in these environments. Besides the focus on digital, also *online* disinformation continued to be a theme addressed in the GILM activities, in 2020 and 2021 related mainly to disinformation related to covid-19, in 2022 related to the context of the Russia- Ukraine armed conflict.

Table 12 - Measures/Activities to promote and develop ML skills carried out by GILM - General characterisation

GILM									
THEME	TYPE OF MEASURE / ACTIVITY	NAME OF THE ACTIVITY	HYPERLINK	STARTING DATE	DURATION	TARGET AUDIENCES	GEOGRAPHICAL SCOPE	FINANCING RESPONSIBILITY	IMPACT ASSESSMENT
Media Literacy Digital Transformation	Webinar	V FILM- Digital in an active and empowering pedagogy	Not available	08 October 2020	1 day	General public	National	Public	n/a
Media Literacy Formal Education	Webinar	VI FILM- Media Literacy in the School Library	https://www.facebook.com/MILObs.uminho/videos/252136839654209)	28 January 2021	1 day	General public	National	Public	n/a
Media Literacy Inequalities	Webinar	VII FILM- Media Literacy and Inequalities	https://www.youtube.com/watch?v=yPoXKmO-_dU	7 May 2021	1 day	General public	National	Public	n/a
Media Literacy Media Freedom	Webinar	VIII FILM- Media Freedom: Victim of War	Webinar "Media freedom: victim of war?"- YouTube	17 March 2022	1 day	General public	National and International	Public	n/a
Media literacy Educational resources Awareness-raising actions	Awareness raising action	7 days with Media 2020- Without leaving home *	www.7diascomosmedia.gilm.pt	3 to 9 May 2020	1 week	General public	National (international participation possible)	Public; Private	n/a

GILM									
THEME	TYPE OF MEASURE / ACTIVITY	NAME OF THE ACTIVITY	HYPERLINK	STARTING DATE	DURATION	TARGET AUDIENCES	GEOGRAPHICAL SCOPE	FINANCING RESPONSIBILITY	IMPACT ASSESSMENT
Media Literacy Educational resources Awareness-raising actions	Awareness raising action	7 days with Media 2021	www.7diascomosmedia.gilm.pt	3 to 9 May 2021	1 week	General public	National (international participation possible)	Public + Private	n/a
Media Literacy Educational resources Awareness-raising actions	Awareness raising action	7 days with the Media 2022	www.7diascomosmedia.gilm.pt	3 to 9 May 2022	1 week	General public	National (international participation possible)	Public + Private	n/a

Next, as already mentioned, information is provided on the intervention of some public bodies that include, by formal attribution or by inclusion in their mission, ML as one of their areas of intervention.

As these agents include several entities with intervention in the field of education, by way of contextualisation, we briefly systematise information on how the ML is included in school curricula.

Brief contextualization: The integration of ML in the school curriculum

Compulsory education

In Portugal, compulsory schooling is organised according to the provisions in Table 13. That is, it is organised into three levels of education: **pre-school, basic education and secondary education.** In turn, basic education is subdivided into three cycles: 1st cycle, 2nd cycle and 3rd cycle. For each of these levels and cycles of education, the corresponding years of schooling and the age at which pupils are expected to attend are indicated.

Table 13 - Education system in Portugal - Compulsory schooling (by levels and cycles of education, years of schooling and age of students expected to attend these levels and cycles of education)

Education system in Portugal- compulsory schooling			
Levels and cycles of education (in the case of primary education)		Years of schooling	Expected age of frequency
Pre-school education			3 to 6 years old
Basic education	1st Cycle	1st year, 2nd year, 3rd year, 4th year	6 to 10 years old
	2nd Cycle	5th year, 6th year	10 to 12 years old
	3rd Cycle	7th grade, 8th grade, 9th grade	12 to 15 years old
Secondary Education		10th grade, 11th grade, 12th grade	15 to 18 years old

The general framework of the Portuguese education system is established by the Lei de Bases do Sistema Educativo (Law nº46/86 of 24 July 1986)[36] .

[36] Available for consultation at: https://dre.pt/dre/legislacao-consolidada/lei/1986-34444975.

National Strategy for Education for Citizenship (ENEC) [37]

Hyperlink to the document in English	https://cidadania.dge.mec.pt/sites/default/files/pdfs/national-strategy-citizenship-education.pdf.

The **National Strategy for Education for Citizenship** is the reference document of the national education system that has as its main purpose to guide the implementation of education for citizenship in the curriculum of compulsory schooling (for each level of education and teaching) in public and private schools, to provide students with a set of skills and knowledge on citizenship and respect for human rights.

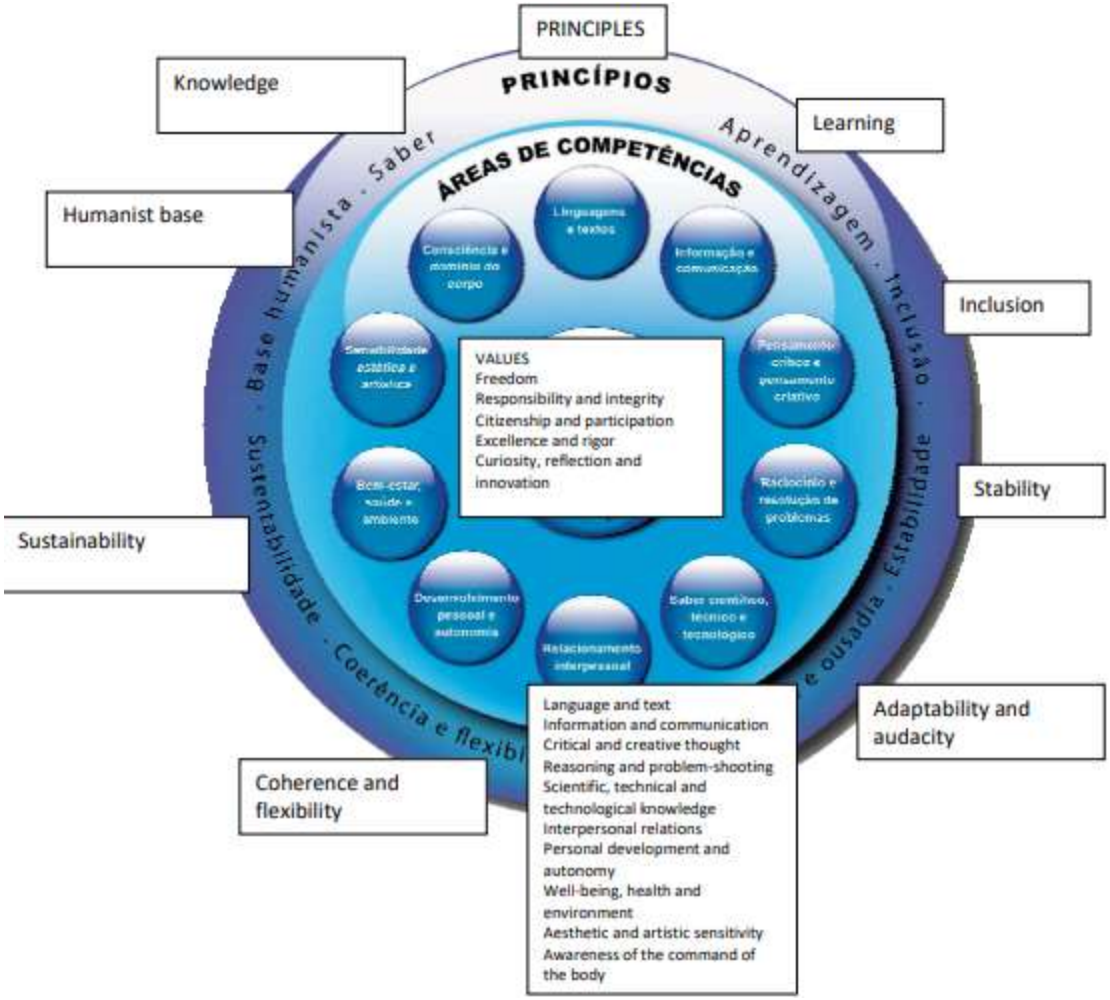
It is precisely in the scope of ENEC that ML (Media Education) is framed and where the way in which it is integrated in the curricular pathway is defined.

It is important to note that media education does not appear in the students' curricula in an autonomous way. It is one of the **17 domains** that ENEC defines as structuring the curricular approach to Citizenship Education. As defined by ENEC, "the approach to these domains should privilege the contribution of each of them to the development of the principles, values and areas of competences of the *Profile of Students Leaving Compulsory Education (2017)*[38] *(...)*", another of the structuring documents of the education system (see fig.3). According to ENEC, all domains to be worked on in Citizenship and Development should be seen as intercommunicating, based on a holistic view of the person.

[37] The National Strategy for Citizenship Education is available online: http://dge.mec.pt/sites/default/files/Projetos_Curriculares/Aprendizagens_Essenciais/estrategia_cidadania_original.pdf.

[38] Hyperlink to the document Profile of Students Leaving Compulsory School: https://dge.mec.pt/sites/default/files/Curriculo/Projeto_Autonomia_e_Flexibilidade/perfil_dos_alunos.pdf. As explained in its introduction, this aims to be "the reference document for the organisation of the whole educational system, contributing to the convergence and articulation of the decisions inherent to the various dimensions of curriculum development. (...) It thus constitutes the matrix for decisions to be adopted by managers and educational actors at the level of the bodies responsible for educational policies and educational establishments". It is stated that the document assumes a transversal nature and that this transversality "is based on the assumption that each curricular area contributes to the development of all areas of competences considered in the Pupils' Profile, there being no place for a strict indexation of each of them to specific components and curricular areas. The comprehensiveness and transversality contribute to the recursive nature of this document, which consists in the possibility of, in each school year, being continuously called upon for its content and purposes".

Fig. 3 Picture of the conceptual framework of the Profile of School Leavers



Source: Reproduction of the scheme according to the version available on p. 8 of the National Strategy for Education for Citizenship (ENEC).

The 17 domains of ENEC do not all have the same degree of compulsion. Table 14 summarises and allows distinguishing the three groups into which it organises and differentiates these domains in terms of curricular expression.

Table 14 - Organisation of the domains of the Citizenship and Development curricular area defined by the National Strategy for Citizenship Education - Positioning of the Media domain

Citizenship and Development		
1st Group	2nd Group	3rd Group
– Human Rights – Gender Equality – Interculturality – Sustainable Development – Environmental Education Health	– Sexuality – **Media** – Institutions and democratic participation – Financial literacy – Education for consumption – Road safety	– Entrepreneurship – World of Work – Security, Defence and Peace Risk – Animal welfare – Volunteering – Other areas, defined according to the needs diagnosed by the school
Compulsory for all school levels and cycles (as they are considered transversal and longitudinal areas)	**Compulsory in at least two cycles of basic education**	**With optional application in any year of schooling**

As can be seen from Table 15, the **Media domain is not compulsory at all school levels and cycles, but at least in two cycles of basic education**.

According to ENEC, the curricular approach to the area of **Citizenship and Development** takes place at two levels: at class level and at school level. The following table summarises how this approach at class level is implemented for the different levels and cycles of education.

Table 15 - Forms of Curricular Integration of Citizenship Education

Levels and cycles of education (in the case of primary education)	Mainstreaming Citizenship Education into the curriculum
Pre-school education	Integrated across the curriculum
Basic education 1st Cycle	Integrated across the curriculum
Basic education 2nd Cycle	Constituted as an autonomous subject- Citizenship and Development
Basic education 3rd Cycle	Constituted as an autonomous subject- Citizenship and Development
Secondary Education	It develops with the contribution of all disciplines and components training

Each school develops from ENEC its own Strategy for Education for Citizenship of the School, which should include projects "to be developed preferably in partnership with community entities, and may even extend to other schools (...), in a networking perspective". This means that the "school, within the scope of its autonomy, is responsible for monitoring and evaluating its Citizenship Education Strategy, defining the methodology to be applied and the impact indicators, namely in school culture, in school governance and in the relationship with the community".

From the above, it is clear that, in Portugal, media education is not an autonomous subject of the curriculum. It is a domain of the curricular component of education for citizenship and development and it is not compulsory in all levels and cycles of education. It is only compulsory in at least two cycles of basic education, where

students attending them are expected to have ages ranging from 6 to 15 years old. That is to say that in the extreme levels of compulsory schooling - pre-school and secondary education - there is no compulsory inclusion of media education in the curriculum.

Still, as we will see below, the document that serves as reference to the way to approach media education at school, which dates from 2014 (i.e., it is before ENEC itself) systematizes concrete ways to approach media education for the different levels and teaching cycles of compulsory education.

Media Education Guidance

Hyperlink to the document in English	https://www.dge.mec.pt/sites/default/files/ECidadania/Referenciais/media_education_guidance_dge_pt.pdf.

To contribute to the implementation and operationalization of the 17 areas that make up Education for Citizenship, the Directorate General for Education (DGE), in collaboration with various public and civil society partners, has been providing reference documents, the so-called Referencials (or Guides). The aim is that these documents serve to support the work to be developed by schools that, within the scope of their autonomy, use and adapt them according to the options taken, framing the practices to be developed.

On 29 April 2014 the Media Education Guidance was approved and made public[39] for Pre-school Education, Primary and Secondary Education.

Fig. 4 Cover image of the Media Education Guidance (2014) - Portuguese version

The document in force since then guides precisely how it is recommended that the teaching of the **media field** be made operational.

The reference tool presents a wide-ranging structure in terms of subjects which may be approached, proposing **12 general themes which may be explored**: 1. Communicating and informing; 2. Understanding today's world; 3. Types of Media; 4. ICT and the screens; 5. Digital networks; 6. Entertainment and spectacle; 7. Advertising and brands; 8. Production and industry / professionals and companies; 9. The Media as a social construction; 10. Audiences, audiences and consumption; 11. Freedom and ethics, rights and duties; 12. Us and the Media. Table 16 summarizes the expected learning in relation to each of these themes.

[39] The Portuguese version of the Media Education Guidance is available at: https://www.dge.mec.pt/sites/default/files/ficheiros/referencial_educacao_media_2014.pdf

Table 16 - Structuring themes of the Media Education Guidance (2014) and the expected learning outcomes

Table 2 - Summary of Learning Outcomes by Topic

TOPIC	Learning outcomes
1. Communicating and Informing	Students understand the importance of communication and distinguish different ways of communicating They realise how information is seen and valued in and by society.
2. Understanding the current world	Students understand what is happening in the world and are interested in topical issues, at home and abroad. They distinguish public communication space from private space. They understand the phenomenon of globalisation.
3. Types of Media	Students identify different kinds of media, they characterise their main functions and understand their specific languages. They show an ability to analyse and critically interpret the media and their content and messages.
4. ICT and screens	Students understand the various uses of ICT in different contexts, for different purposes. They are able to exploit the potential of ICT to search and learn.
5. Digital Networks	Students identify different social networks and are aware of their various uses and impact on people's lives and relationships.
6. Entertainment and shows	Students understand the importance of entertainment and shows in people's lives and examine their place in the various media. They are aware of the industry surrounding entertainment and exploit some of its products. They understand the phenomenon of fans.
7. Advertising and brands	Students have grasped the objectives and functions of advertising and are able to identify and critically analyse the diversity of techniques used.
8. Production and industry/ professionals and enterprises	Students realise that the media are produced in certain social, cultural and economic contexts. Students understand how the issues of ownership and concentration of the media relate to the principles of democracy and freedom of expression. They explore the concept of editorial freedom and its importance to ensure the independence of the media (as to who owns and official or unofficial actors). The students become aware of the editorial charters of different media. Editorials
9. Audiences and Consumption	Students discover how people use the media in their lives and identify the diversity of uses and functions of the media. They are able to reflect on their own media practices and interpret them critically. They recognise the importance of the context (social, family) to receiving and interpreting messages/texts.
10. Freedom and ethics, rights and duties	Students realise that a more informed citizen is better prepared to make decisions and participate in a democratic society. Students understand freedom of expression as a fundamental human right, essential for critical thinking. Students identify cases where there are restrictions on freedom of expression.
11. The Media as social construction	Students explore representation, presence and silence in the media in general. They are able to identify stereotypes conveyed by the media. They identify bias and manipulation strategies. They understand that the editing process gives the text/message a certain meaning.
12. We and the Media	Students are encouraged to produce content, getting involved in a process to explore, plan and do. Students use different types of media to express their ideas, voices and opinions through a creative process. They produce different messages that present various perspectives and representations. Use the media as a platform for the expression of their citizenship. They identify the different channels and platforms that the media provide for the public to interact and participate and assess them critically.

Source: Media Education Guidance (2014), p. 12

In a more detailed view, to the 12 general themes, the reference tool associates sub-themes, general learning objectives and specific objectives. They are also organised on the basis of a detailed description of the performance descriptors associated with each educational level and cycle. Tables 17 and 18 exemplify how this information is made available in the reference tool for the case of theme 1 "Communicating and informing".

Table 17 - Example of REM organisation in terms of correspondence between themes, sub-themes, general objectives and specific objectives (example for theme 1 of the 12)

TOPIC	SUB-TOPICS	GENERAL GOALS	SPECIFIC GOALS
I. Communicating and Informing	- Communication situations - Communication problems - History of communication - Communicating and informing - Information resources	To understand the phenomena of communication and information, their history, resources and issues.	- To understand what communicating is - To understand the nature of communication - To understand the rules of human communication - To be able to define the concept of information - To recognise what are sources of information - To recognise the selection and ranking of information - To recognise how information circulates - To realise that there is true information and false or distorted information, and know how to distinguish between them - To realise that information is quantifiable

Source: Media Education Reference Manual, p. 12

Table 18 - Example of REM organization in terms of performance descriptors by levels and cycles of education for each theme/set of sub-themes (theme 1 of 12)

TOPIC I: COMMUNICATING AND INFORMING

SUB-TOPICS Communication situations | Communication problems | History of communication | Communicating and informing| The media

PERFORMANCE DESCRIPTORS				
PRESCHOOL	1ST CYCLE	2ND CYCLE	3RD CYCLE	SECONDARY
- Learn to express ideas and feelings, listen to others and feel empathy - Feel free to express one opinion and listen to another - Learn that communication involves knowing how to listen to others - Understand what can disrupt the communication process - Learn to communicate an idea, an event, an opinion	- Learn the value and the importance of communicating - Be aware of the role of communication in everyday life and identify ways of communication - Learn to express ideas and feelings, listen to others and feel empathy - Reflect on how to communicate with others and learn that communication involves knowing how to listen to others - Learn to communicate an idea, an event, an opinion	- Value communication as a personal and social process - To know the etymological root of the word "communication" and words of the same family (from using a dictionary) - Inventory forms of communication in different social situations - Recognise languages and communication codes - Approximate and distinguish animal and human communication (search for, view and analyse shared videos) - Learn to express ideas and feelings, listen to others and feel empathy - Develop the ability to communicate an idea, an event, an opinion	- Discuss the role and importance of communication and information in everyday life - Learn to express ideas and feelings, listen to others and feel empathy - Develop the ability to communicate an idea, an event, an opinion - Develop the ability to discuss ideas, to defend views and to argue - Learn how to distinguish information, opinion and advertising texts - Learn to write texts for information purposes	- Discuss the role and importance of communication and information in everyday life - Learn to deal with excess information and remedy its lack - Learn detailed research and validation processes for information on the Internet - Learn to distinguish "good" from "bad" information - Understand the path of information yesterday and today (from information agencies to the bulletin and to the citizen-reporter's article) - Get to understand aspects of some theories of the media (agenda-setting, spiral of silence) and writings of the most relevant authors so as to develop a critical spirit

Source: Media Education Guidance (2014), p. 13

Higher Education

As regards the inclusion of ML in the school curriculum of higher education, the information gathered in this first report allows us to state that there is an educational offer in institutions located in different parts of the country, most often linked to courses in the areas of Communication Sciences, Education and Sociology. This offer occurs at the different

levels of higher education: undergraduate, masters, post-graduate and doctoral. It should be noted that ML is most addressed as a theme in the curricular units of these courses, in some cases in a compulsory way, in others in an optional way.

Directorate-General for Education (DGE)

Website	https://www.dge.mec.pt/ https://cidadania.dge.mec.pt/media (media area)

The Directorate-General for Education is a central service of the direct administration of the Portuguese State (under the tutelage of the Ministry of Education), endowed with administrative autonomy, which integrates in its mission a complexity of attributions, among which the promotion and development of initiatives and activities destined to promote the development of media literacy through media education.

The DGE intervention is based on the concept of **media education** which is directly linked to citizenship education. As defined in the DGE *website*[40] , media education **"aims to encourage students to use and decipher the media, namely the access and use of information and communication technologies, aiming the adoption of behaviours and attitudes appropriate to a critical and safe use of the Internet and social networks"**.

To correspond to its complex and wide range of attributions[41] , the DGE[42] comprises five nuclear organic units, three of which are composed of flexible organic units.[43]

The DGE's work in media education is mainly carried out by its Educational Projects Services Directorate (DSPE), but also by the Educational Resources and Technologies Team (ERTE). The latter has as main objectives the awareness and promotion of digital education in the student's educational pathway. In turn, the DSPE is responsible for the promotion of initiatives that seek to correspond to what is defined in the National Strategy for Education for Citizenship (ENEC).

[40] Hyperlink to the DGE website page where media education is discussed: https://www.dge.mec.pt/educacao-para-os-media.

[41] It is important to have in mind the mission and the global organization of the DGE to better contextualize media education. Article 2 (1) of the Decree-Law n.14/2012 of 20 January, document that approves the organic structure of the DGE, clarifies the different aspects that this central service has as mission: "to ensure the implementation of policies related to the pedagogical and didactic component of pre-school education, basic and secondary education and extra-school education, providing technical support to its formulation and monitoring and evaluating its implementation, to coordinate the planning of the various tests and exams, to design, organize and implement measures for risk prevention, safety and violence control in schools".

[42] In terms of organisation, the DGE is headed by a Director General, assisted by two Deputy Directors General. As clarified in Article 5.º of the referred Decree-Law, "the DGE obeys the mixed structural model: (a) in the areas of activity related to the pursuit of attributions in the fields of pre-school education, basic and secondary education, special education and socio-educational support, curriculum development, educational equipment, teaching materials and general administration, the hierarchical structure model is adopted; (b) in the areas of activities related to resources and educational technologies, educational projects or other transversal projects related to the mission and attributions of the DGE, the matrix structure model is adopted."

[43] The five organic units of DGE are: 1. DSJNE - National Examination Board Services Directorate ; 2. DSDC - Curriculum Development Services Directorate (composed of three flexible organic units - DES - Secondary Education Division; DEPEB- Pre-School and Primary Education Division; DRE - Educational Resources Division); 3 . DSPE - Educational Projects Services Directorate - includes the flexible organizational unit School Sports Division; 5. DSPAG - Planning and General Administration Services Directorate - comprises three flexible organizational units (DGOP- Budget and Asset Management Division; DRHAJ- Human Resources and Legal Affairs Division; DSIIT - Information Systems and Technological Infrastructures Division). Besides these service directorates and the respective flexible organic units, the DGE also integrates three multidisciplinary teams: ERTE- Educational Resources and Technologies Team; EGAP - Projects Management and Monitoring Team; EAMDC - Curriculum Development Monitoring and Follow-up Team).

It should be noted that a review process of the REM was initiated in 2020 and has not yet been finalised. This process has as main objective a general review of the proposed themes and sub-themes, in order to better update them considering the rapid and profound changes that have occurred in the communication panorama (it should be remembered that the reference dates back to 2014) and the adaptation of the structure of the reference itself in order to better correspond to that which was followed by the reference of other more recent domains[44] .

The REM 2014 revision process was triggered by DGE and involved its team of authors, as well as the consultation and cooperation of a working group coordinated by DGE and composed of several representatives from different institutions and experts with interest and work in the area of media literacy. As of the date of this report the process is not finalised.

Table 19 summarises the DGE's main ML measures and activities.

[44] The different references can be found at: https://cidadania.dge.mec.pt/documentos-referencia. Some are available in English.

Table 19 - Measures/Activities to promote and develop ML skills carried out by the DGE - General characterisation

DGE								
THEME	TYPE OF MEASURE / ACTIVITY	NAME OF THE ACTIVITY	HYPERLINK	STARTING DATE	DURATION	TYPES OF TARGET AUDIENCES FOR THE ACTIVITY	GEOGRAPHICAL SCOPE OF ACTIVITY	IMPACT ASSESSMENT OF THE ACTIVITY
Media Literacy Disinformation	Webinar	Information literacy in combating misinformation: a cross-cutting framework	https://cidadania.dge.mec.pt/media/noticias-e-eventos/webinar-literacia-de-informacao-no-combate-desinformacao-um-referencial	23/05/2023	60 min	School audience	National	No information
Radio Media Literacy Guide	Online resources	Making a Radio Production Plan, is a fiction film!	https://cidadania.dge.mec.pt/media/noticias-e-eventos/masterclass-fazer-um-plano-de-producao-de-radio-e-um-filme-de-ficcao	11/05/2023	45min	School audience	National	No information
Media Literacy Journalism Literacy	Training action	2nd National Meeting of Young Journalists	https://cidadania.dge.mec.pt/media/noticias-e-eventos/2o-encontro-nacional-de-jovens-jornalistas	03/05/2023	2 days	School audience	National	No information
Radio Media Literacy Guide	Online resources	Writing is how we understand each other!	https://cidadania.dge.mec.pt/media/noticias-e-eventos/masterclass-escrever-e-que-nos-nos-entendemos	27/04/2023	45min	School audience	National	No information
Media Literacy Radio	Online resources	The world of sounds	https://cidadania.dge.mec.pt/media/noticias-e-eventos/masterclass-o-mundo-dos-sons	23/03/2023	45min	School audience	National	No information
Media Literacy Guide	Online resources	The use of RTP Ensina content in Citizenship and Development	https://www.youtube.com/watch?v=kCUZQfJrc8M	09/03/2023	60 min	School audience	National	No information
Media Literacy	Online resources	"How to make a radio show... in 10 lessons?	https://www.youtube.com/watch?v=Rk6QBtgci6Y https://cidadania.dge.mec.pt/media/noticias-e-eventos/webinar-como-fazer-um-programa-de-radio-em-10-licoes	13/02/2023	60 min	No audience identification	National	No information

DGE								
THEME	TYPE OF MEASURE / ACTIVITY	NAME OF THE ACTIVITY	HYPERLINK	STARTING DATE	DURATION	TYPES OF TARGET AUDIENCES FOR THE ACTIVITY	GEOGRAPHICAL SCOPE OF ACTIVITY	IMPACT ASSESSMENT OF THE ACTIVITY
Media Literacy Digital Literacy	Awareness raising action	Media and Citizenship Education: How to potentiate the use of digital in school. Class- Porto	did not take place due to lack of enrolments (the face-to-face modality, post-pandemic, was found to be poorly attended)	2022-2023	No defined duration	No audience identification	National	No information
Media Literacy Advertising	Webinar Online resources	Lesson on Gender Equality in Advertising	https://youtu.be/0VMo9yU8PhM	2022	60 min	No audience identification	National	No information
Media Literacy	Webinar Online resources	School TV's These Webinars are intended to be Basic Tools kits to help teachers and students in the promotion of Information and Communication Clubs.	https://www.youtube.com/watch?v=YUFwLeOuZJk https://cidadania.dge.mec.pt/media/noticias-e-eventos/ciclo-de-webinares-clubes-de-informacao-e-comunicacao	28/10/2022	60 min	No audience identification	National	No information
Media Literacy Photojournalism	Webinar Online resources	Photography and Photojournalism These Webinars are intended to be Basic Toolkits to help teachers and students in the promotion of Information and Communication Clubs.	https://www.youtube.com/watch?v=2y4sTyNi3lI https://cidadania.dge.mec.pt/media/noticias-e-eventos/ciclo-de-webinares-clubes-de-informacao-e-comunicacao	27/10/2022	60 min	No audience identification	National	No information
Media Literacy School Newspapers	Webinar Online resources	School Newsletters and NewsLetters These Webinars are intended as basic toolkits to help teachers and students to run Information and Communication Clubs.	https://www.youtube.com/watch?v=IHeEs8VFnkM https://cidadania.dge.mec.pt/media/noticias-e-eventos/ciclo-de-webinares-clubes-de-informacao-e-comunicacao	26/10/2022	60 min	No audience identification	National	No information

DGE								
THEME	TYPE OF MEASURE / ACTIVITY	NAME OF THE ACTIVITY	HYPERLINK	STARTING DATE	DURATION	TYPES OF TARGET AUDIENCES FOR THE ACTIVITY	GEOGRAPHICAL SCOPE OF ACTIVITY	IMPACT ASSESSMENT OF THE ACTIVITY
Media Literacy Radio	Webinar Online resources	School Radios and Podcast These Webinars are intended to be Basic Toolkits to help teachers and students in boosting Information and Communication Clubs.	https://www.youtube.com/watch?v=Sv41KAPrT8A https://cidadania.dge.mec.pt/media/noticias-e-eventos/ciclo-de-webinares-clubes-de-informacao-e-comunicacao	25/10/2022	60 min	No audience identification	National	No information
Media Literacy Social networking	Webinar Online resources	Social Networks These Webinars are intended to be Basic Toolkits to help teachers and students in the promotion of Information and Communication Clubs.	https://www.youtube.com/watch?v=xgv2-esKV6M https://cidadania.dge.mec.pt/media/noticias-e-eventos/ciclo-de-webinares-clubes-de-informacao-e-comunicacao	24/10/2022	60 min	No audience identification	National	No information
Media Literacy Journalism Literacy	Conference	2nd national meeting Media Literacy and Journalism	https://indd.adobe.com/view/9328ee15-afcc-4659-b676-767c83b9aaba	12/10/2022	1 day	School audience	National	No information
Media Literacy Disinformation	Awareness-raising sessions	Campaign "Disinformation in a Context of War!	https://cidadania.dge.mec.pt/media/noticias-e-eventos/campanha-desinformacao-em-contexto-de-guerra	01/06/2022	No defined duration	No audience identification	National	No information
Media Literacy Journalism Literacy	Conference	VI- National Meeting on Media Education- Press Freedom Today	https://www.youtube.com/watch?v=a1kM25Qrz-g	03/05/2022	1 day	School audience	National	No information
Media Literacy Journalism Literacy	Conference	1st National Meeting of Young Journalists	https://www.youtube.com/watch?v=_kBWW02EWTY	27/04/2022	1 day	School audience	National	No information
Disinformation War coverage	Webinar Online resources	"Disinformation and Security- challenges for Citizenship"	https://youtu.be/kPCr7ZPXX2k https://cidadania.dge.mec.pt/media/noticias-e-eventos/webinar-desinformacao-e-seguranca-desafios-para-cidadania	01/04/2022	60 min	School audience	National	No information

DGE								
THEME	TYPE OF MEASURE / ACTIVITY	NAME OF THE ACTIVITY	HYPERLINK	STARTING DATE	DURATION	TYPES OF TARGET AUDIENCES FOR THE ACTIVITY	GEOGRAPHICAL SCOPE OF ACTIVITY	IMPACT ASSESSMENT OF THE ACTIVITY
Disinformation War coverage	Webinar Online resources	Media freedom: victim of war | 17.03.2022	https://youtu.be/flgcI85eJC8 https://cidadania.dge.mec.pt/media/noticias-e-eventos/webinar-liberdade-dos-media-vitima-da-guerra	17/03/2022	60 min	No audience identification	National	No information
Media Literacy Democracy	Debate	Democracy for what I want you?	https://cidadania.dge.mec.pt/media/democracia-para-que-te-quero You can watch the debates, in podcast format, on the TSF podcasts channel- Democracia, Para Que Te Quero (tsf.pt) https://www.tsf.pt/programa/democracia-para-que-te-quero.html	20 May to 14 December 2022	2h per session 8 episodes	School audience	National	No information
Media Literacy Digital Literacy	Awareness raising action	Media Literacy and Journalism Class- Faro	did not take place due to lack of enrolments (the face-to-face modality, after the pandemic, was found to be poorly attended)	October to December 2022	No defined duration	No audience identification	National	No information
Media Literacy Journalism Literacy	Training action	Media Literacy and Journalism Class: Figueira da Foz and Covilhã	-	January to April 2021	40 hours	No audience identification	National	No information
Media Literacy	Competition	Media@tion Contest	https://www.rbe.mec.pt/np4/Concurso-Mediaacao.html	2021 to the present	No defined duration	No audience identification	National	No information
Media Literacy Digital Literacy	Webinar Online resources	Presentation of the Online Media Literacy and Education Platform- LEME	https://youtu.be/__Q0m0eaZw0 https://cidadania.dge.mec.pt/media/noticias-e-eventos/apresentacao-e-abertura-ao-publico-do-sitio-leme-literacia-e-educacao-para	08/09/2021	60 min	No audience identification	National	No information

DGE								
THEME	TYPE OF MEASURE / ACTIVITY	NAME OF THE ACTIVITY	HYPERLINK	STARTING DATE	DURATION	TYPES OF TARGET AUDIENCES FOR THE ACTIVITY	GEOGRAPHICAL SCOPE OF ACTIVITY	IMPACT ASSESSMENT OF THE ACTIVITY
Media Literacy Journalism Literacy	Conference	V- National Meeting on Media Education- Practices and Resources	https://www.youtube.com/watch?v=dez4iBdQDjA https://cidadania.dge.mec.pt/media/noticias-e-eventos/5o-encontro-nacional-de-educacao-para-os-media-praticas-e-recursos https://cidadania.dge.mec.pt/media/noticias-e-eventos/5o-encontro-nacional-de-educacao-para-os-media-praticas-e-recursos-ja-pode	03/05/2021	1 day	School audience	National International	No information
Media Literacy Citizenship Guide	Webinar Online resources	National Strategy for Citizenship Education | Media	https://cidadania.dge.mec.pt/media/noticias-e-eventos/webinar-estrategia-nacional-de-educacao-para-cidadania-media	27/04/2021	60 min	No audience identification	National	No information
Media Literacy Journalism Literacy	Training action	Media Literacy and Journalism Class: Santarém	-	February to April 2021	40 hours	No audience identification	National	No information
Media Literacy Journalism Literacy	Training action	Media Literacy and Journalism Classes: Braga, Bragança, Figueira da Foz, Covilhã, Santarém, Lisboa, Cascais, Setúbal, Caneças	https://cidadania.dge.mec.pt/media/noticias-e-eventos/formacao-literacia-para-os-media-e-jornalismo-esta-de-volta-inscricoes	March to May 2020	40 hours	No audience identification	National	No information
Media Literacy Journalism Literacy	Training action	Media Literacy and Journalism (Azores)	https://cidadania.dge.mec.pt/media/noticias-e-eventos/literacia-para-os-media-e-jornalismo-chega-aos-acores	February, March 2020	40 hours	No audience identification	National	No information
Media Literacy Journalism Literacy	Competition	National School Newspaper Competition	https://www.publico.pt/publico-na-escola/jornais-escolares	2019-2020	1 year	No audience identification	National	No information
Media Literacy Journalism Literacy	Training action	Media Literacy and Journalism Project	https://cidadania.dge.mec.pt/media/literacia-para-os-media-e-jornalismo	01/01/2019	2 years	No audience identification	National	No information

DGE								
THEME	TYPE OF MEASURE / ACTIVITY	NAME OF THE ACTIVITY	HYPERLINK	STARTING DATE	DURATION	TYPES OF TARGET AUDIENCES FOR THE ACTIVITY	GEOGRAPHICAL SCOPE OF ACTIVITY	IMPACT ASSESSMENT OF THE ACTIVITY
Media Literacy Journalism Literacy	Online resources	Information and communication clubs	https://cidadania.dge.mec.pt/media/clubes-de-informacao-e-comunicacao	2019	In progress	School audience	National	No information

Rede de Bibliotecas Escolares (RBE)

Website	https://www.rbe.mec.pt/np4/home.html

The Rede de Bibliotecas Escolares Programme[45], abbreviated as SLN, is an organism under the tutelage of the Ministry of Education whose main objective is to install and develop libraries in public schools of all levels of education, to provide the users of these libraries with the resources and learning necessary for reading, accessing, using and producing information and knowledge, in analogue, electronic and digital support.

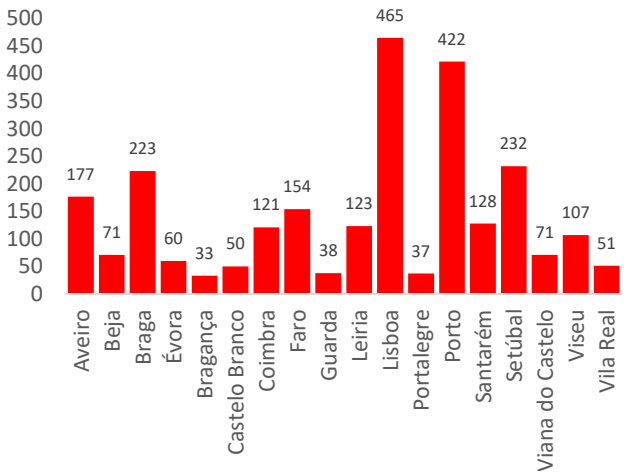
2009 appears as one of the most significant years in the history of the EBN. In that year two key figures are formally established in the operation of school library activities, both individually and as a network:

- The **teacher librarian**[46], who is given responsibility for the functional and pedagogical management of school libraries;
- The **inter-council coordinator** for school libraries, known in the network as *andorinha (swallow)*. This figure arises due to the high number of school libraries associated with the network and as a way to provide a continuous proximity support to teacher librarians of the country's municipalities and to ensure that the guidelines of the SLN programme are incorporated into the action of libraries, among other aspects, at the level of media and information literacy.

According to September 2022 data, the RBE programme currently has **2538 school libraries.**

When consulted by ERC regarding its intervention in the area of ML, **the SLN stated that it has been working systematically in this field since 2012,** precisely the year in which it launched the Guide Learning with the School Library[47] **(AcBE),** a guiding reference document for the work to be developed by the school and school libraries, in library initiatives and/or in partnership, curricular and extracurricular activities. It is also a practical tool, as it presents examples of proposed activities that can be applied in different subjects and curriculum areas.

Fig. 5 Number of school libraries per district by September 2022



Source: Ministry of Education|School Libraries Network, 16.09.2022

In that consultation, namely in the field that allowed identifying measures prior to the reference period of this report, the SLN highlights the Guide as its first measure for promoting and developing media literacy

[45] As the RBE website reports, thought of in 1995, this programme was launched in 1996, by joint action of the Ministry of Education and the Ministry of Culture (joint dispatch no. 184/ME/MC/96, of 27 August). According to the same source in 2001 ", this document was revoked by the joint dispatch no. 872/2001, of 18 September, which defines the competences and the composition of the Coordinating Office of the School Libraries Network, placing the focus not only on the installation and development of libraries, but also on the support to their operation."

[46] The figure of the teacher librarian is established through Ordinance No. 755/2009 of 14 July, currently Ordinance 192-A/2015 of 29 June.

[47] In November 2012, the first edition of the Guide Learning with the School Library was launched. It is available for consultation on the RBE website, at the following link: https://www.rbe.mec.pt/np4/%7B$clientServletPath%7D/?newsId=99&fileName=Learning_with_the_school_library.pdf.

(and other literacies, as will be seen below). Due to the centrality of this document in the SLN activity in terms of media literacy, it is highlighted and further explored here.

Learning with the School Library (AcBE) Guide

When it was launched in 2012, it was intended to be applied as a reference of the learning to be developed by school libraries with students in pre-school and primary education (1st, 2nd and 3rd cycles)[48] . In 2017, the AcBE was revised[49] to also cover secondary education.

In addition to highlighting the importance of the role of school libraries to meet the challenges of today's society "by the conditions of space and reception, equity of access to information and possibilities of learning that it promotes", in its first edition, the AcBE is addressed to school libraries and to the school. To school libraries for the need to guide their work "in order to integrate the knowledge, capacities and attitudes inherent to the different literacies in the teaching of the different curricular contents, as well as in the development of other projects and activities". To the school, so that "the school can envisage and make the most of the opportunities and possibilities provided by the school library, contributing to the development of practices of reflection on the management of the curriculum and the assessment of learning and the educational path of the students."[50] .

In both editions the Guide based on the three literacies assumed as structural to the activity of libraries, in this case school libraries:

A. Reading Literacy
B. **Media Literacy**
C. Information Literacy

The introduction of the second edition of the document states that "(...) the mastery of good levels of competence in the areas of reading, information and media, increasingly present in digital environments, is currently a basic condition for equality, social inclusion and ethical and productive participation in democratic society and libraries are a place of excellence within schools to promote them". Digital literacy, "given its nature, continues to be the object of a transversal approach, reflecting its presence in the descriptors of the three defined literacy areas".

In fact, in the consultation carried out for this report, the SLN clarifies that the concepts it uses to refer to its work in this area are: media literacy/media literacy, information literacy, media and information literacy and digital literacy.

Regarding the **definition of Media Literacy they usually use they** quote the one presented in the second edition of the AcBE:

"Media literacy consists of the ability to access, analyse, evaluate, produce and disseminate varied media messages, printed or digital (written, audio, film, video, Internet, etc.). Education for and with media aims to train for critical analysis and understanding of the nature of different media and the products, communication techniques and media messages used by them, as well as their impact on individuals and society."

The AcBE and the media literacy

At the beginning of the AcBE chapter on media literacy it is specified: "Media literacy practices aim to equip students with the knowledge necessary for their creative and informed use. The student uses media and social spaces of interaction and communication ethically and responsibly to

[48] Regarding the Portuguese education system, namely the levels of education included in compulsory schooling, see the section in this section which contextualises this information.

[49] Four years after the publication of the first edition, in March 2017 the 2nd edition of the Guide Learning with the School Library is published (revised and expanded version), also available for consultation on the RBE website: https://www.rbe.mec.pt/np4/%7B$clientServletPath%7D/?newsId=99&fileName=referential_2017.pdf.

[50] According to page 10 of the First Edition of the AcBE.

produce, communicate, and participate civically. The school library creates conditions for access and learning opportunities, empowering young people to critically understand the media message in order to contribute to their inclusion in a society dominated by technologies and media."[51]

In this chapter two tables are systematized, one which summarizes the knowledge/abilities that students are expected to acquire at the different levels of compulsory education and the other which identifies the attitudes/attitudes they are expected to develop. Finally, the operationalisation strategies of the reference tool for three aspects of media literacy are detailed: 1) Acquisition of knowledge about the media; 2) Critical reflection about the media role in society; 3) Media production and use.

This structure of presentation of the reference tool is the one also followed in the case of reading literacy and information literacy, the other two literacies highlighted in the document. The third part of the reference tool presents tables detailing for each level and cycle of education, on the one hand, the knowledge and skills associated with each of the three literacies and, on the other hand, the attitudes/values expected in each of these literacies. Technological and digital literacy is presented as being transversal to the others.

Regarding the AcBE, it should also be noted that since its launch, the EBN has been presenting reports that assess the impact of the implementation of this Guide. It should be noted that in the first three academic years (2012/2013; 2013/2014; 2014/2015), the application of the Guide was tested as a pilot experience. Table 20 highlights the links to these reports, ordering them from the most recent to the oldest.

[51] As per page 31 of the 2nd edition of the Learning with the School Library Reference Manual.

Table 20 - Hyperlinks to the application reports of the Guide Learning with the School Library

Learning with the School Library- Reports		
General Application Reports		
Implementation 2021/2022	Report	https://www.rbe.mec.pt/np4/3317.html
Implementation 2020/2021	Report	https://www.rbe.mec.pt/np4/1946.html
Implementation 2019/2020	Report	Guide Learning with the school library | Implementation report 2019.20 (mec.pt)
Implementation 2018/2019	Report	Guide Learning with the school library: Implementation report 2018.19 (mec.pt)
Implementation 2017/2018	Report	Guide Learning with the school library. Implementation report (mec.pt)
Implementation 2016/2017	Report	Guide Learning with the school library | Implementation report 2016.17 (mec.pt)
Implementation 2015/2016	Report	Learning with the school library - Implementation report: 2015-16 (mec.pt)
Pilot experience reports		
Report of the pilot project 2018/2019		Learning with the school library | Report of the pilot application in secondary education 2018/19 (mec.pt)
Report of the pilot project 2017/2018		Learning with the school library Report of the pilot implementation in secondary education 2017/ 2018 (mec.pt)
Report of the pilot project 2014/2015		Learning with the school library: Report of the pilot project for the implementation of the framework Learning with the school library 2014.15 (mec.pt)
Report of the pilot project 2013/2014		Learning with the school library: Report of the pilot project on the implementation of the reference tool Learning with the school library 20113.14 (mec.pt)
Report of the pilot project 2012/2013		Learning with the school library: Report of the pilot project for the implementation of the framework Learning with the school library 2012.13 (mec.pt)

Source: School Libraries Network

To facilitate the implementation of the reference tool by school libraries and schools, the EBN has created supporting documents:

- **Online resource aggregator of activity suggestions -** hyperlink to resources and assessment rubrics that teach how to use media at different levels of compulsory schooling **-**. https://www.rbe.mec.pt/np4/AcBE-Media.html
- **Guideline. Learning with the school library**: a programme for developing literacy - February 2022 - available at https://www.rbe.mec.pt/np4/%7B$clientServletPath%7D/?newsId=2716&fileName=guide_guidance_acbe2022.pdf
- **Activities for learning with the school library** - released in February 2016- available to view at https://www.rbe.mec.pt/np4/%7B$clientServletPath%7D/?newsId=99&fileName=activities_ref2016.pdf

The following summarises the information provided by the RBE regarding the measures and activities to promote ML that it has been developing.

Table 21 - Measures/Activities to promote and develop ML skills carried out by the RBE- General characterisation

RBE									
THEME	TYPE OF MEASURE / ACTIVITY*	NAME	HYPERLINK	STARTING DATE	DURATION	TYPES OF TARGET AUDIENCES	GEOGRAPHICAL SCOPE	FUNDING	IMPACT ASSESSMENT
Media Literacy Information Literacy	Competition	This is my business too!	https://www.rbe.mec.pt/np4/PnE-itec.html	2021	No defined duration	School public (teachers, students, ...)	National	Companies The institution itself	No
Media Literacy Information Literacy	Competition	Networking journalists	https://www.rbe.mec.pt/np4/PnE-jer.html	2021	No duration defined	School public (teachers, students, ...)	National	Companies The institution itself	No
Digital Literacy	Referential	Transposition to the SLN Portal of the *Digital School Library* support site, which includes the sections *Tools; Information and Media Tutorials* and Content Curation *(media)*. Maintenance, updating and expansion.	https://www.rbe.mec.pt/np4/bed-instrumentos https://www.rbe.mec.pt/np4/bed-tutoriais https://www.rbe.mec.pt/np4/bed-curadoria/?text=&from=&to=&tags=Media	2020	No duration defined	School public (teachers, students, ...)	National	n/a	No
Literacy	Referential	Transposition to the SLN Portal of the support site *Learning with the school library: activities and resources* (with availability of proposals for activities and resources). Maintenance, updating and extension.	https://www.rbe.mec.pt/np4/AprendercBE.html https://www.rbe.mec.pt/np4/AcBE-Media.html https://www.rbe.mec.pt/np4/AcBE-Informacao.html	2020	No duration defined	School public (teachers, students, ...)	National	n/a	No

RBE									
THEME	TYPE OF MEASURE / ACTIVITY*	NAME	HYPERLINK	STARTING DATE	DURATION	TYPES OF TARGET AUDIENCES	GEOGRAPHICAL SCOPE	FUNDING	IMPACT ASSESSMENT
Media Literacy	Online resources	bYou: Study of the experiences and expressions of children and young people about the media	https://www.rbe.mec.pt/np4/byou.html	2020	3 years	School public (teachers, students, ...)	National	n/a	No
Media Literacy Information Literacy Digital Literacy	Online resource	Publication of the *Digital School Library* support site, which includes the sections *Tools; Information and Media Tutorials* and Content Curation *(media)*	https://bibliotecaescolar-digital.blogspot.com/ https://digital-rbe-d01.blogspot.com/ https://digital-rbe-c06.blogspot.com/ https://digital-rbe-c04.blogspot.com/search/label/Media	2020	1 year	School public (teachers, students, ...)	National	n/a	No
Reading literacy Media literacy Information literacy Digital literacy	Online resource	Publication of the support website *Learning with the school library: activities and resources* with proposals of activities and resources available	https://sites.google.com/mail-rbe.org/aprenderbe-rbe/	2020	1 year	School public (teachers, students, ...)	National	n/a	No
Media Literacy Media Literacy Indicators	Online resources	Study: Media Literacy in School Libraries	https://www.rbe.mec.pt/np4/867.html	2019	2 years	School public (teachers, students, ...)	National	n/a	No
Digital Literacy	Awareness raising action	Training action *Digital Literacy in a School Context*	https://blogue.rbe.mec.pt/acao-de-formacao-literacia-digital-em-2223094	2019	6 months	School public (teachers, students, ...)	Regional	n/a	No

RBE									
THEME	TYPE OF MEASURE / ACTIVITY*	NAME	HYPERLINK	STARTING DATE	DURATION	TYPES OF TARGET AUDIENCES	GEOGRAPHICAL SCOPE	FUNDING	IMPACT ASSESSMENT
Information literacy	Training action	WEIWE(R)BE	https://www.rbe.mec.pt/np4/WEIWERBE.html	2019	No defined duration	School public (teachers, students, ...)		The institution itself	No
Media Literacy Information Literacy	Online resources	Publication of the *Knowing how to use the media* support site with proposals of activities and resources	https://arquivo.pt/wayback/20190902082602/https://media-rbe.webnode.pt/	2018	3 years	School public (teachers, students, ...)	National	n/a	
Information literacy	Webinar	Debaqi	https://www.rbe.mec.pt/np4/DEBAQI.html	2018	No duration defined	School public (teachers, students, ...)	National		No
Digital Literacy	Online resources	Maintenance and updating/ extending the *MILD* Platform - *Digital Literacy Instruction Manual*	https://mild.rbe.mec.pt	2017	No defined duration	School public (teachers, students, ...)	National	n/a	No
Digital Literacy	Online resources	Delivery to the School Libraries Network of the Platform *MILD - Instructional Manual for Digital Literacy*	https://mild.rbe.mec.pt	2017	No defined duration	School public (teachers, students, ...)	National	n/a	No
Media Literacy	Competition	Media@tion Contest	https://www.rbe.mec.pt/np4/Concurso-Mediaacao.html	2017	No defined duration	School public (teachers, students, ...)	National		
Media Literacy	Online resources	Maintenance, updating and expansion of the *Apps for Education* support site	https://appseducacao.rbe.mec.pt	2016	No defined duration	School public (teachers, students, ...)	National	n/a	Yes

RBE									
THEME	TYPE OF MEASURE / ACTIVITY*	NAME	HYPERLINK	STARTING DATE	DURATION	TYPES OF TARGET AUDIENCES	GEOGRAPHICAL SCOPE	FUNDING	IMPACT ASSESSMENT
Media Literacy Information Literacy Digital Literacy	Online resources	Publication of the supporting website *Apps for Education*	https://appseducacao.rbe.mec.pt	2016	No duration defined	School public (teachers, students, ...)	National	n/a	Yes
Media Literacy Information Literacy	Training action	Teacher training: *Being a Class Teacher: Relying on the School Library*	Does not exist	2016	2016-2019	School public (teachers, students, ...)		n/a	
Media Literacy Information Literacy	Awareness raising activity	Kids voting	https://www.rbe.mec.pt/np4/MiudosaVotos.html	2016	No defined duration	School public (teachers, students, ...)	National Local	The institution itself	No
Media Literacy Information Literacy	Online resources	GamiLearning: Digital games for media and information literacy	https://gamilearning.ulusofona.pt/?lang=pt	2016	2 years	School public (teachers, students, ...)	National	Public bodies/institutions	
Media Literacy Information Literacy Digital Literacy	Online resources	Learning digital	https://arquivo.pt/wayback/20150411172355/http://aprender-digital.webnode.pt/	2015	2015-2020	School public (teachers, students, ...)	National	n/a	No
Media Literacy Information Literacy	Training action	Teacher education: *Learning from the school library: Integrating and developing reading, media and information literacy in learning*	Does not exist	2013	2013-2017	School public (teachers, students, ...)	National	n/a	No
Media Literacy Media Literacy Indicators	Study	Levels of Media Literacy: An Exploratory Study of Youth in the 12th Grade	http://repositorium.sdum.uminho.pt/handle/1822/40488	2013	2 years	School public (teachers, students, ...)	National	n/a	

RBE									
THEME	TYPE OF MEASURE / ACTIVITY*	NAME	HYPERLINK	STARTING DATE	DURATION	TYPES OF TARGET AUDIENCES	GEOGRAPHICAL SCOPE	FUNDING	IMPACT ASSESSMENT
Media Literacy Information Literacy	Competition Awareness-raising activity	7 Days, 7 Tips with the Media Competition	An example: https://blogue.rbe.mec.pt/7-dicas-como-manter-a-seguranca-e-a-1552665	2013	5 years	School public (teachers, students, ...)	National	The institution itself	
Media Literacy Information Literacy Digital Literacy	Competition	*Freedom of Expression and Social Media* Competition	https://sicesperanca.org/liberdade-de-expressao-e-redes-sociais-1a-edicao/	2013	5 years	School public (teachers, students, ...)	National	The institution itself	
Media Literacy Information Literacy	Referential	Publication of the structuring document: *LEARNING WITH THE SCHOOL LIBRARY Guide of learning associated with the work of school libraries in pre-school education and in primary and secondary education*	https://www.rbe.mec.pt/np4/AcBE.html	2012/ 2017	No defined duration	School public (teachers, students, ...)	National	n/a	Yes
Literacy	Referential	Application by school libraries of the structuring document: *LEARNING WITH THE SCHOOL LIBRARY Guide of learning associated with the work of school libraries in preschool education and in primary and secondary education*	https://www.rbe.mec.pt/np4/AcBE.html	2012	No defined duration	School public (teachers, students, ...)	National	n/a	Yes

RBE									
THEME	TYPE OF MEASURE / ACTIVITY*	NAME	HYPERLINK	STARTING DATE	DURATION	TYPES OF TARGET AUDIENCES	GEOGRAPHICAL SCOPE	FUNDING	IMPACT ASSESSMENT
Media Literacy Information Literacy	Competition Awareness-raising activity	Competition What would life be like without the media?	No information	2012	1 year	School public (teachers, students, ...)	National	The institution itself	
Media Literacy Information Literacy	Awareness raising activity	Operation 7 days with the media	https://7diascomosmedia.gilm.pt/	2012	No defined duration	School public (teachers, students, ...)	National	The institution itself	No
Media Literacy Digital Literacy Cybersecurity	Online resources	Safer Internet Day	https://www.rbe.mec.pt/np4/internet-segura.html	2011	No defined duration	School public (teachers, students, ...)	National		No
Media Literacy Information Literacy Digital Literacy	Disclosure	Continuation of the regular publication of information on information, media and digital literacy on the SNL Blog	https://blogue.rbe.mec.pt/tag/literacia+of+media https://blogue.rbe.mec.pt/tag/literacia+of+information%C3%A7%C3%A3o https://blogue.rbe.mec.pt/tag/literacia+digital	2007	No defined duration	School public (teachers, students, ...)	National	n/a	No
Media Literacy Information Literacy Digital Literacy	Referential	Launch of the SNL Blog with regular publication of information on information, media and digital literacy	https://blogue.rbe.mec.pt/tag/literacia+of+media https://blogue.rbe.mec.pt/tag/literacia+of+information%C3%A7%C3%A3o https://blogue.rbe.mec.pt/tag/literacia+digital	2007	No defined duration	School public (teachers, students, ...)	National	n/a	No

RBE									
THEME	TYPE OF MEASURE / ACTIVITY*	NAME	HYPERLINK	STARTING DATE	DURATION	TYPES OF TARGET AUDIENCES	GEOGRAPHICAL SCOPE	FUNDING	IMPACT ASSESSMENT
Media Literacy Information Literacy Digital Literacy	Support for applications	Support for school library projects in the field of information and media literacy (among other areas of action) within the scope of RBE Applications	https://www.rbe.mec.pt/np4/candidaturas/	2005	No defined duration	School public (teachers, students, ...)	National	n/a	No
Media Literacy Information Literacy	Referential	Support for school library projects in the field of information and media literacy (among other areas of action) within the scope of RBE Applications	https://www.rbe.mec.pt/np4/candidaturas/	2005	No defined duration	School public (teachers, students, ...)	National	n/a	No
Media Literacy	Disclosure	Systematic dissemination of relevant practices in the different areas of action of school libraries, including literacy.	https://www.rbe.mec.pt/np4/praticas/?text=&from=&to=&tags=Literacia+of+information%C3%A7%C3%A3o+and+media https://blogue.rbe.mec.pt/tag/programas+of+literacies	2002	No defined duration	School public (teachers, students, ...)	National	n/a	No
Literacy	Referential	Systematic dissemination of relevant practices in the different areas of action of school libraries, including literacy.	https://arquivo.pt/wayback/20150914080359/http://www.rbe.mec.pt/np4/boas_praticas/	2002	No defined duration	School public (teachers, students, ...)	National	n/a	No

National Reading Plan (2027)

Website https://www.pnl2027.gov.pt/

The PNL, entity that will integrate the future National Media Literacy Plan (see corresponding point in section A), was launched in 2006 by initiative of the XVII Constitutional Government.

According to the Resolution of the Council of Ministers No. 48-D/2017[52] , the PNL "is an institutional response to the concern with the literacy levels of the population in general and, in particular, of young people. Over the past 10 years, the National Reading Plan (PNL) has implemented a set of strategies aimed at developing skills in the fields of reading and writing, as well as broadening and deepening the reading habits of Portuguese society, namely of the school population."

Responsibility for the mission of the PNL belongs to a commission with members from four government departments - local authorities, culture, science, technology and higher education and education. These members are responsible for pursuing the objectives of the PNL in each of the sectors in which they are involved, in order to enhance convergence and internal congruence of the actions carried out and to avoid redundancies. The leadership of the interministerial commission belongs to a commissioner, to be assisted by a sub-commissioner, and supported by a scientific council of specialists.

Through the aforementioned Resolution No. 48-D/2017, the Council of Ministers resolves to **renew the promotion of the PNL for the decade 2017 -2027 by focusing on the consolidation of the actions carried out in the first 10 years of the plan and in new strands**. The resolution approves the twelve guidelines of the PNL. In the context of this report, the paragraph that attributes to the PNL **"b) Launch programmes aimed at children, young people and adults, which aim to promote the development of multiple literacies, namely reading and writing, digital, visual information, scientific and technological, in order to prepare the Portuguese population for the demands of society in the 21st century"** is particularly noteworthy.

The strategic plan of the PNL, **available in English in a document entitled Quadro Estratégico Plano Nacional de Leitura 2027[53] (*National Reading Plan Strategic Framework)***, allows us to recognise this **focus of the PNL on the enhancement of all literacies,** in which reading and writing are transversal, as highlighted in the point of the document directed towards what is presented as field 3 of the 10 areas of intervention of PNL 2027- entitled precisely **"Enhancement of all literacies". "**The new reading scenarios require a new reader, able to master the multiple literacies of the informational and media environments in which we currently live and move, requiring learning and training processes that value the acquisition and development of new knowledge-, skills, attitudes and values, commonly referred to as 21st century skills", one can read.

In the document, **the PNL's commitment to ML** is explicitly referred to in point 1 of the different literacies[54] listed in that chapter: **"Involvement in media literacy initiatives,-in articulation with TV, radio, press and new media projects and activities;".**

[52] The Council of Ministers Resolution No. 48-D/2017 is available for consultation on the NLP online website, at the link https://www.pnl2027.gov.pt/np4EN/file/8/Resolucao_Conselho_Ministros_48_D_2017.pdf.

[53] Available at https://www.pnl2027.gov.pt/np4EN/file/8/QE.pdf. Also available in English at: https://www.pnl2027.gov.pt/np4EN/file/8/NRP framework.pdf.

[54] Besides media literacy, the focus on investment in activities/initiatives/projects related to technological and scientific literacy, health literacy, financial literacy, information literacy, statistics and data mining and intercultural literacy is highlighted.

In response to the ERC's request for information, the **PNL states that it has been working in the area of ML since 2019.** Regarding its positioning, it states that it has developed **training actions aimed at citizens in general and others aimed at teachers, the first informal and the second formal**. In terms of resources, it highlights that it makes available to schools **the PICCLE portal** that promotes media literacy. They also highlight the development of actions in partnership.

Regarding the concepts they use to designate the work they do in the ML area they signal media literacy/media literacy, media and information literacy, media education, information literacy, digital literacy. They also indicate having added, in the context of the training workshops developed by PNL 2027, the concept of **Digital Curatorship**. According to information available on the PNL *website*, in the workshops based on this concept "it is intended that the trainees assume themselves as curators of contents, that is to say that they search, select, analyse, filter and organise information from different sources, using different digital tools"[55] .

Regarding the future National Media Literacy Plan, no details are given, but it is confirmed that the PNL 2027 will develop "a strategy and an action plan in order to effectively promote media literacy among its audiences". The following table systematises the information provided on the measures/activities carried out to promote ML.

Main partners of the NLP

- Schools,
- Libraries,
- Higher education institutions,
- Training, recognition, validation and qualification centres,
- Research units,
- Institutions of culture, science and technology
- Local authorities.

[55] More information about these trainings is available at: https://express.adobe.com/page/GHqcqajfnqvFL/.

Table 22 - Measures/Activities to promote and develop ML skills carried out by the PNL - General characterization

NLP									
THEME	TYPE OF MEASURE / ACTIVITY	NAME	HYPERLINK	STARTING DATE	DURATION OF THE MEASURE	TARGET AUDIENCES	GEOGRAPHICAL SCOPE	FUNDING	IMPACT ASSESSMENT
Digital Literacy	Online resource	PICLLE Portal for improving literacy skills	https://piccle.pnl2027.gov.pt/	September 2020 and October 2022	No defined duration	School public (teachers, students, ...)	National	n/a	No
Media Literacy Information Literacy Digital Literacy	Awareness raising action	7 days with the media	https://7diascomosmedia.gilm.pt/	September 2020 and October 2022	No defined duration	School public (teachers, students, ...)	National	n/a	No
Information literacy Digital literacy	Online resource	Sitestar	https://www.sitestar.pt/	September 2020 and October 2022	No defined duration	School public (teachers, students, ...)	National	n/a	No
Media Literacy	Competition	Media@tion	https://www.rbe.mec.pt/np4/Concurso-Mediaacao.html | https://www.pnl2027.gov.pt/np4/mediacao2021.html	September 2020 and October 2022	No defined duration	School public (teachers, students, ...)	National	n/a	No
Digital Literacy	Training action	ACD: Methodologies and Resources to Promote Digital Literacies	n/a	September 2020 and 2021	training 20-21	School public (teachers, students, ...)	Regional	n/a	No
Digital Literacy	Training action	25 hours course - Methodologies and Resources to Promote Digital Literacy	n/a	September 2020 and 2021	training 20-21	School public (teachers, students, ...)	Regional	Own	No
Digital Literacy	Training action	Course, 15h| From learning networks to digital curation	https://spark.adobe.com/page/GHqcqajfnqvFL/ | https://bit.ly/3nCnQXp	September 2020 and 2021	training 20-21	Population in general	National	Own	No
Digital Literacy	Training action	The curatorship of contents at the service of autonomy and curricular flexibility projects	n/a	September 2020 and 2021	training 20-21	School public (teachers, students, ...)	Regional	Own	No

Source: Data organised by the ERC based on the response to a request for information. Columns with information on the theme and type of measure/activity classified by the ERC.

National Film Plan

Website https://www.pnc.gov.pt/

The National Film Plan (PNC) was created in 2013, through Order No 15377/2013 of 7 November[56] . According to the context described in the dispatch itself, the PNC arises as a way of responding to the provisions of Law No 55/2012 of 6 September (the so-called "Cinema Law"), which in its article 23 assigns to the State the mission to promote a cinema literacy programme for school audiences and to disseminate national cinematographic works. According to the same document, the PNC results from "a joint initiative of the Presidency of the Council of Ministers, through the Secretary of State for Culture, and the Ministry of Education and Science, through the Secretary of State for Basic and Secondary Education" of the XIX Constitutional Government of Portugal.

At its origin, because it was considered that the implementation of the NHP implies the participation and collaboration of services and bodies integrated into different ministries, it was assumed in the dispatch itself that it was essential to create a project group "of small size, with a high capacity for dialogue, as well as competence and technical and scientific independence". This Working Group, among several other attributions, was charged with establishing the general guidelines of the NHP and coordinating its implementation in the 2013/2014 school year. The operationalization of the PNC now included in its working team elements from the Cinemateca Portuguesa- Museu do Cinema (CP-MC), the Instituto do Cinema e do Audiovisual (ICA) and the Direção-Geral da Educação (DGE).

In 2022, the XXII Constitutional Government, through the joint initiative of the Secretary of State for Cinema, Audiovisual and Media and the Assistant Secretary of State and Education, decides to promote the **consolidation and reinforcement of the PNC,** in Order no. 65/2022 of 5 January[57] (already referred to in section A). As its summary indicates, this document "Promotes the National Film Plan 2021-2030, consolidating the actions carried out in the first years of the Plan and focusing on new aspects to be developed until 2030, integrated in the National Plan for the Arts"[58] , being a form of recognition of its growth and development potential in the first eight years of its execution.

The Dispatch also reinforces the articulation of the PNC with the areas of competence defined in the already mentioned *Profile of the Students Leaving Compulsory School*, considering that the mission of the plan is to "create the conditions for the school public to develop a taste for cinema, valuing it as an art form, and to promote a cinema literacy programme and the dissemination of national cinematographic works". To fulfil its mission, the document also defines the objectives of the PNC in the scope of pre-school education and compulsory schooling .[59]

[56]Order No. 15377/2013 is available for consultation at: https://files.dre.pt/gratuitos/2s/2013/11/2S229A0000S00.pdf.

[57] Order No. 65/2022 is available for consultation at https://dre.pt/dre/detalhe/despacho/65-2022-177143568.

[58] In 2019, the National Arts Plan (PNA) is created[58] for the 2019-2029 timeframe, which is tasked with "articulating, enhancing and expanding the existing cultural and educational offer, namely that arising from the mission, purposes and intervention areas of the following programmes and plans: i) National Reading Plan; ii) National Cinema Plan; iii) Aesthetic and Artistic Education Programme; iv) School Libraries Network Programme; v) Portuguese Museum Network".

[59] The eight objectives defined for the PNC in that dispatch are: (a) To value cinema as part of the personal, cultural and pedagogical development of children and young people, promoting dynamic pedagogical strategies on and with cinema, which cover the largest number of children and young people in Portugal and in Portuguese Schools Abroad; b) To enable children and young people to have the possibility of developing skills in the area of cinema, and to acquire a cinephile culture which includes all film genres and periods, from the so-called silent films to new interactive formats, valuing all the stages in the

In response to the request for information sent, **the PNC refers that its intervention in the ML area happens since 2013, year of its creation, without any interruptions**. In response to the question about the concern for articulation with other existing national measures and activities, they refer that they seek to articulate their intervention with all national programmes that promote activities for school audiences.

Table 23 - Measures/Activities to promote and develop ML skills carried out by the NHP - General characterisation

PNC								
THEME	TYPE OF MEASURE / ACTIVITY	NAME	HYPERLINK	STARTING DATE	DURATION	TARGET AUDIENCES	GEOGRAPHICAL SCOPE	IMPACT ASSESSMENT
Film literacy	Referential	National Film Plan	https://pnc.gov.pt/	2013	No defined duration	School public (teachers, students, ...)	National	No

UNESCO National Commission

Website	https://unescoportugal.mne.gov.pt/pt/a-cnu

The UNESCO National Commission[60] (CNU), created by Portugal in 1979 by Decree-Law Nº218/79 of 17 July, operates under the aegis of the Ministry of Foreign Affairs, where it is based. As its *website* documents, *CNU* "develops activities within the four areas of UNESCO's mandate - education, science, culture and communication- and in the thematic areas of this Organization, disseminating and stimulating in Portugal the policies and programmes approved within UNESCO, in collaboration with other governmental entities and the different groups active in society."

Regarding the relationship between the UNC and the ML the same source states: "In addition to its mission of promoting the free circulation of ideas through words and images, UNESCO has established the primary objective of building inclusive knowledge

history of cinema and new forms of digital creativity, including animation, 3D and video games, bearing in mind that it is fundamental to invest in the digital transition and in the development of a society of innovation c) To train school audiences, enabling them to acquire the basic tools to read and understand cinematographic and audiovisual works, and to encourage lifelong enjoyment of cinema d) To make children and young people aware of the language of the cinema, with its rules, conventions and variations, which condition the meaning of what is shown, awakening a taste for watching cinema in the theatre and for cinematographic and audiovisual creation; e) To value cinema as an art within schools and the rest of the educational community, and to make children and young people aware of the connections that cinema establishes with other artistic forms;
f) To consolidate the relationship between cinema and the curriculum, establishing, whenever possible, intersections and articulations with essential learning; g) To involve schools, encouraging them to appropriate the PNC in their curricular planning, within the framework of their respective educational project; h) To collaborate with entities in the cinema and audiovisual sector, in favour of the teaching and learning of cinema and the formation of audiences for cinema.

[60] UNESCO, the United Nations Educational, Scientific, Cultural and Communications Organization, is the only United Nations agency with a worldwide network of national cooperation bodies. These bodies are known as National Commissions for UNESCO, which are an element of UNESCO's architecture, acting on a permanent basis to associate national governmental and non-governmental groups competent in education, science, culture and communication with the work of the Organization.

societies through information and communication. Thus, the UNC follows and promotes the programmes developed by UNESCO such as access to ICTs, linguistic diversity in cyberspace, media and gender equality and capacity building, developing, **at national level, activities more particularly related to the themes of media literacy and also freedom of press and** expression." In the context of the UNC activity, media literacy thus appears mainly associated with the communication sector.

The CNU is one of the founding bodies of GILM and it is in the context of this group that it carries out most of its activities to promote and develop the ML, as attested by its activity reports:

- https://issuu.com/comissaonacionaldaunesco/docs/cnu_plano_de_atividades_e_quar_2021_homologado
- https://unescoportugal.mne.gov.pt/images/instrumentos_de_gestao/relatorio_de_atividades_final_cnu_2020.pdf

National Council of Education (CNE)

Website https://www.cnedu.pt/pt/

The National Council of Education (CNE), an advisory body to the Government and the Parliament on educational policies, is also one of the education actors with an interest in the promotion of ML. This interest justifies for example that it decided to accept to join the Informal Group on Media Literacy (GILM) since its foundation in 2009.

When consulted by ERC regarding its measures and activities to promote and develop media literacy skills, the CNE noted that it is its competence to assess and issue opinions and recommendations on issues relating to the implementation of national policies for the education and scientific and technological system. **Within the scope of this competence, the approval by the Plenary of the CNE, in 2011, of the Recommendation No. 6/2011 on Education for Media Literacy**[61].

Note that this recommendation continues to be identified as one of the reference documents of public policies in Portugal for the LM area.

It should also be added that in the period under analysis, **on 9 June 2021, the CNE adopted Recommendation no. 2/2021 entitled *"The voice of children and young people in school education"***[62] with the objective of "addressing the current situation of the use of the voice and the participation of children and young people in school contexts and suggesting guidelines to give greater importance to dialogue in the construction of curricular learning and in the democratic socialization of students, ensuring their effective involvement in the education process itself", it is intended that this recommendation be generalised to Pre-School Education, Primary and Secondary School and Vocational Education.

Both recommendations are also mentioned in section A.

Foundation for Science and Technology (FCT)

Website https://www.fct.pt/

The Foundation for Science and Technology (FCT) is the national public agency for the support of research in science, technology and innovation, in all areas of knowledge. Under the tutelage of the Ministry of Science, Technology and Higher Education, its mission is to:

- To promote the advancement of scientific knowledge in Portugal, a responsibility which it fulfils, namely

[61] Document available for consultation at https://www.cnedu.pt/content/antigo/images/stories/2011/PDF/Recom_Educao_Literacia_Meditica.pdf

[62] Document available at the following link: https://www.cnedu.pt/content/deliberacoes/recomendacoes/Recomendacao_A_voz_das_criancas_e_dos_jovens_2021.docx.pdf,

through the award of funding for research and development projects, grants and contracts for researchers, among others;

– To coordinate public policies for the Information and Knowledge Society in Portugal. This mission is materialized in the development of activities in the following areas of action: a) Research, Development & Innovation (R&D&I) in ICT; b) Digital Inclusion, Accessibility and Literacy, in which stands out the Internet Safety Centre and the "National Strategy for Digital Inclusion and Literacy" (ENILD) and c) Digital Skills (eSkills).

Based on these aspects of its mission the FCT's connection with the ML occurs in two ways: as a funding entity for projects (which explains the reference to this entity in section C on funding); but also as a promoter of initiatives, as shown in table 24, which systematizes the response given to the request for information sent. In most cases these initiatives are developed in partnership, especially with the GILM, of which the FCT is also a permanent member.

Table 24 - Measures/Activities to promote and develop ML skills carried out by the FCT - General characterisation

FCT									
THEME	TYPE OF MEASURE / ACTIVITY	NAME	HYPERLINK	START DATE	DURATION	TARGET AUDIENCES	GEOGRAPHICAL SCOPE	FUNDING	IMPACT ASSESSMENT
Media Literacy Digital Literacy Cybersecurity	Online resources	Mini-series Grandmothers on the Net	https://www.policiajudiciaria.pt/avos-na-net-mini-serie-online/	2020	6 episodes	Population in general	National	Own	
Media Literacy	Competition	Media@cao Contest	https://www.rbe.mec.pt/np4/Concurso-Mediaacao.html	2020/ 2021/ 2022/2023	No defined duration	School public (teachers, students, ...)	National	Own	Yes
Education and Training	Online resources	NAU platform	https://www.nau.edu.pt/pt/cursos/?limit=21&offset=0	2019	No defined duration	Population in general	National	EU/EC	Yes
Media Literacy Digital Literacy	Guides	National Strategy for Digital Inclusion and Literacy	https://former.fct.pt/dsi/inclusaoacessibilidadeliteraciadigitais/enild	2015-2020	5 years	Population in general	National		
Media Literacy	Congress	IV Congress Literacy, Media and Citizenship	https://congressolmc.gilm.pt/	2023		Population in general	International	Companies	

Source: Data organised by the ERC based on the response to a request for information. Columns with information on the theme and type of measure/activity classified by the ERC..

INCoDe2030

Website	https://www.incode2030.gov.pt/

Launched in 2017, INCoDe2030 is an integrated public policy initiative aimed at promoting the population's digital skills (digital literacy and knowledge production through research). It comprises ten intervention challenges with a view to the digital transition and five axes of action (education and vocational training, qualification and requalification, inclusion, advanced training and research). The promotion of digital literacy as an exercise of citizenship and social inclusion is transversal to these challenges and axes of action.

In collaboration with several partners associated with vocational training and education- including the FCT-, the INCoDE.2030 developed the Dynamic Reference Framework of Digital Competence **for Portugal, an instrument to assess the digital skills of the population, with five skill areas, including information literacy.** In this context it also addresses, among other skills, digital literacy and media literacy.

Table 25 - Measures/Activities to promote and develop ML skills carried out by INCoDe- General characterisation

InCode 2030										
PERIOD	THEME	TYPE OF MEASURE / ACTIVITY	NAME	HYPERLINK	STARTING DATE	DURATION	TARGET AUDIENCES	GEOGRAPHICAL SCOPE	FUNDING	IMPACT ASSESSMENT
Starting before September 2020, but covering the reference period	Digital literacy	Guides	Axis 1 - Education and vocational training: training of young people by strengthening digital skills at all levels of qualification and in all forms of education and training;	https://www.incode2030.gov.pt/eixos/	2017	No defined duration	School public (teachers, students, ...)	National	n/a	Yes
Starting before September 2020, but covering the reference period	Digital literacy	Guides	Axis 2 - Qualification and re-qualification: vocational training of adults, namely the active ones, providing them with the digital skills valued in the integration and reintegration in the labour market and aiming at the qualification of employment and the creation of more added value in the economy;	https://www.incode2030.gov.pt/eixos/	2017	No defined duration	Population in general	National	n/a	Yes
Starting before September 2020, but	Digital literacy	Guides	Axis 3 - Inclusion: training and generalisation for the whole population and the whole territory of access to digital technologies, to obtain	https://www.incode2030.gov.pt/eixos/	2017	No defined duration	Population in general	National	n/a	Yes

InCode 2030										
PERIOD	THEME	TYPE OF MEASURE / ACTIVITY	NAME	HYPERLINK	STARTING DATE	DURATION	TARGET AUDIENCES	GEOGRAPHICAL SCOPE	FUNDING	IMPACT ASSESSMENT
covering the reference period			information, to communicate and to access and use public and private digital services;							
Starting before September 2020, but covering the reference period	Digital Literacy	Guides	Axis 4 - Advanced Training: promotion of higher level training, reinforcing the offer of higher technical professional courses in this area, as well as professional graduate and post-graduate training;	https://www.incode2030.gov.pt/eixos/	2017	No defined duration	Population in general	National	n/a	Yes
Starting before September 2020, but covering the reference period	Digital Literacy	Guides	Axis 5 - Research: ensuring the conditions for the production of new knowledge namely in disruptive technologies and the active participation in international R&D networks and programmes.	https://www.incode2030.gov.pt/eixos/	2017	No defined duration	Population in general	National	n/a	Yes
Reference period (between September 2020 and October 2022)	Media Literacy Digital Literacy	Training action Online resources	Digital School	https://portugaldigital.gov.pt/formar-pessoas-para-o-digital/conhecer-a-escola-digital/	2020-2023		School public (teachers, students, ...)	National	Public bodies/institutions	Yes
Reference period (between September 2020 and October 2022)	Digital Literacy	Training action Online resources	Ensico - Computational Thinking	https://ensico.pt/?fbclid=IwAR2LppHW7Tzee3EGxYkOsotImqmeqov2MG4Ozvi16WjfKEKwBybEQjcQK1E	2020 to date	No defined duration	School public (teachers, students, ...)	National	Companies	Yes
Reference period (between September 2020 and	Digital Literacy	Training action Online resources	I am Digital	https://www.eusoudigital.pt/	2020 to date	No defined duration	Population in general	National	Other	Yes

InCode 2030										
PERIOD	THEME	TYPE OF MEASURE / ACTIVITY	NAME	HYPERLINK	STARTING DATE	DURATION	TARGET AUDIENCES	GEOGRAPHICAL SCOPE	FUNDING	IMPACT ASSESSMENT
October 2022)										
Reference period (between September 2020 and October 2022)	Digital Literacy	Training action	Digital Literacy Course for the Labour Market	https://w3.ese.ipsantarem.pt/literaciadigital/	2019-2021	2 years	Population with disabilities (accessibility)	National	Own	Yes
Reference period (between September 2020 and October 2022)	Digital Literacy	Training action Online resources	Programme for Digital Inclusion and Literacy	https://www.facebook.com/watch/?v=967307543731757	2020	No defined duration	Population in general	Regional	Own	
Reference period (between September 2020 and October 2022)	Media Literacy Digital Literacy Cybersecurity	Online resources	Mini-series Grandmothers on the Net	https://www.policiajudiciaria.pt/avos-na-net-mini-serie-online/	2020	6 episodes	Population in general	National	Own	
Starting before September 2020, but covering the reference period	Digital Literacy	Training action Online resources	ubbu	https://pt.ubbu.io/	2019 to date	No defined duration	School public (teachers, students, ...)	National	Companies	Yes
Starting before September 2020, but covering the reference period	Digital Literacy	Training action Online resources	Happy Code	https://www.happycode.pt/en	2018	No defined duration	School public (teachers, students, ...)	National	Own	Yes

InCode 2030										
PERIOD	THEME	TYPE OF MEASURE / ACTIVITY	NAME	HYPERLINK	STARTING DATE	DURATION	TARGET AUDIENCES	GEOGRAPHICAL SCOPE	FUNDING	IMPACT ASSESSMENT
Starting before September 2020, but covering the reference period	Digital Literacy	Awareness raising action	Engineers for a day	www.engenheirasporumdia.pt	2017 to date	No defined duration	School public (teachers, students, ...)	National	Public bodies/institutions	Yes
Starting before September 2020, but covering the reference period	Media Literacy Digital Literacy	Training action Online resources	Apps For Good	https://www.appsforgood.org.pt/AppsForGood/Home	2015 to date	No defined duration	School public (teachers, students, ...)	National	Own	Yes
Starting before September 2020, but covering the reference period	Digital Literacy	Training action Online resources	Sitestar	https://www.sitestar.pt/	2013 to date	No defined duration	School public (teachers, students, ...)	National	Companies	Yes

Safer Internet Centre (CIS)

Website	https://www.internetsegura.pt/

The project that frames the Safe Internet Centre Consortium dates back to 2004, in the context of the European Commission project, Safer Internet, and the national project SeguraNet, aimed at the enlightened, critical and safe use of the Internet among primary and secondary school students. The consortium has evolved following the various national political strategies for cyberspace security, whose first design is embodied in the Council of Ministers Resolution No. 36/2015. The current strategy has three strategic objectives, namely maximising national digital resilience and innovation and generating and securing resources for national digital cyberspace security. These objectives are based on six axes of action, being CIS responsible for the implementation of axis 2 dedicated to "prevention, education and awareness", thus contributing to the creation of "a more resilient society, stimulating citizens to develop digital skills" (v.p15. National Strategy for Cyberspace Security 2019-2023).

CIS, through its centres, under the coordination of CNCS - National Cyber-security Centre, involving the DGE - Directorate-General for Education, IPDJ - Portuguese Institute for Sport and Youth, FCT- Foundation for Science and Technology, APAV - Portuguese Association for Victim Support, Altice Foundation and Microsoft Portugal, contributes to raising the levels of digital and media literacy among citizens of various age segments through awareness-raising actions and campaigns for the use of the Internet in a critical and informed way.

Initiatives and resources

Among these actions are **courses in e-learning format available on the NAU platform** with the aim of creating cyber hygiene skills among citizens. Campaigns include "Disinformation in the context of war!", "What the Internet says about you!" and "Online dating violence". Through the resource centre, available on the CIS website, the general and school public can access publications and tools in the various fields of digital literacy.

General Secretariat of the Presidency of the Council of Ministers (SGPCM)

Website	https://www.sg.pcm.gov.pt/

The General Secretariat of the Presidency of the Council of Ministers (SGPCM) is a central service within the scope of the Presidency of the Council of Ministers, i.e., the central governmental area, whose mission is to provide support to the Council of Ministers, the Prime Minister and other members of the Government organically integrated therein, and to promote the inter-ministerial coordination of the various governmental areas. Endowed with administrative autonomy, the SGPCM depends directly on the Prime Minister or on the Government member to whom he delegates.

Considering the aspect of its work that concerns advice on the transposition of EU legislation into national law, it should be noted that the SGPM has worked on the transposition of the AVMSD. In this context, it is one of Portugal's representatives on the EC Contact Committee on the Directive.

According to the Decree-Law nº20/2021, of 15 March, which approves the current organic law of the SGPCM, one of its attributions is defined in paragraph d) of point 4[63] of Article 3: "d) Contribute, within

[63] Point 4 refers to the attributions of the SGPCM "in other matters that fall within its competences, namely in the scope of communication, information, attribution of financial support, inspection or audit". Decree-Law 20/2021 is available for consultation at https://dre.pt/dre/detalhe/decreto-lei/20-2021-159432383.

its sphere of action, to the promotion of Human Rights and education for Democracy and Citizenship", attribution in which the promotion of ML fits.

At present, the SGPCM is composed of the following departments among its organic units: Directorate of Human Resources Services; Directorate of Mobility, Sustainability and Procurement Services; Directorate of Financial Services; Directorate of Strategy and Foresight Services; Directorate of Legal, Audit and Inspection Services; Directorate of International Relations and Communication Services; Multidisciplinary Advisory, Information Management, Identity and Networking Team.

The Directorate of International Relations and Communication Services of the SGPCM is the one that has been intervening more directly in the field of ML, which is easy to understand if we consider that one of the axes defined as the mission of this directorate is "To promote the fulfilment of the attributions of the SGPCM in matters of conception and evaluation of public policies in the area of media and the information society". [64]

In addition, this department is also responsible for "supporting and promoting the intervention of agencies and services, integrated in the PCM or in the supported governmental areas, in their relations with the United Nations and its specialized agencies". In this way, the SGPCN has been developing several projects in partnership with the UNESCO National Commission (CNU), as is the case of the Human Rights & Integration Journalism Award[65] or the Mediation contest, an initiative to reward good ML practices that also has as partners the School Libraries Network (RBE), the National Reading Plan (PNL), the National Cinema Plan (PNC) and the National Cyber Security Centre.

At international level SGPCM represents Portugal in two European Commission expert groups: on Media Literacy; Expert Group on Safer Internet for Children.

[64] As per information available at https://www.sg.pcm.gov.pt/media/49579/unidades_organicas.pdf.

[65] Information on these awards is available at https://unescoportugal.mne.gov.pt/pt/premios-e-concursos/premios-cnu/premio-de-jornalismo-direitos-humanos-e-integracao.

Section C

Public funding and other financing mechanisms of the ML

C. PUBLIC FUNDING AND OTHER FINANCING MECHANISMS FOR MEDIA LITERACY

The funding of the measures and activities aimed at media literacy is based on public contributions, some resulting from EC funding lines, and private contributions, in particular through national or international foundations based in Portugal.

Some of the national programmes are systematised below, an initiative of the various governments, which have been funding projects in the field of media and digital literacy, namely through intervention areas for citizenship, social and digital inclusion and development of educational and digital skills. Other programmes that indirectly support the implementation of media literacy initiatives were identified, namely funding lines aimed at employability and regional development. It should be noted that public support also includes social support from local authorities to projects and actions within the axes of action described above.

Some private foundations and organisations that have contributed financially and in a more regular way to the implementation of media and digital literacy projects in a more systematic way, in particular cultural, educational and social foundations, but also private companies, are also pointed out.

As it is not possible to carry out an exhaustive survey of the funding agents and the amounts of their contributions, we have chosen to list the ones with the greatest presence in this area of intervention.

It seems useful to us not to forget the support and collaboration of public and private institutions that, although not framed as pecuniary support, make the realisation of many projects possible. As an example, the .PT, brand of the Association DNS.PT, which has collaborated in some projects and initiatives through the registration of domains of the web pages; the municipalities and parish councils that provide logistical and institutional support; among other agents.

In the period covered, the ML is now mostly associated with funding lines directed at the issues of disinformation and the development of digital skills.

Foundations

FCT- Foundation for Science and Technology

The Foundation for Science and Technology (FCT), the national public agency supporting research in science, technology and innovation in all areas of knowledge, under the tutelage of the Ministry of Science, Technology and Higher Education, promotes the advancement of scientific knowledge in Portugal. FCT pursues its mission by awarding funding, in peer-reviewed calls, to research and development projects, grants and contracts of researchers, among others.

FCT is responsible for coordinating public policies for the Information and Knowledge Society in Portugal. This mission is materialized in the development of activities in the following areas of action: a) Research, Development & Innovation (R&D&I) in ICT; b) Digital Inclusion, Accessibility and Literacy, in which stands out the Safe Internet Centre and the "National Strategy for Digital Inclusion and Literacy" (ENILD) and c) Digital Skills (eSkills).

Calouste Gulbenkian Foundation

The Calouste Gulbenkian Foundation (FCG), an international foundation based in Lisbon, promotes the development of knowledge through art, scientific research and culture. Through the EMIFUND - European Media Information Fund and Cidadãos Ativ@s programmes, the foundation has been

supporting national and European organisations and institutions in the creation of programmes aimed at combating misinformation and developing media and digital literacy skills.

EMIFUND, a fund managed by FCG and the European University Institute (EUI), running from 2021-26, has 25 million euros- donated by Google - to implement collaborative projects in the area of disinformation, media literacy skills and fact-checking. The programme is based on four priority areas: "Boosting Fact-Checking Activities in Europe; Media and Information Literacy for Citizens Empowerment; Multidisciplinary Investigations on Disinformation in Europe; and Supporting into Media Disinformation and Information Literacy in Europe.

In the period considered in the scope of this questionnaire, three applications were approved with the involvement of national entities, with a total value of around 569 thousand euros: FACTUAL | Fact-checking climate changes (39,253.63 euros), Omedialiteracy.Overview of the challenges and opportunites of media literacy policies in Europe (129,499.52 euros) and Yo-media: youngsters' media literacy in times of crisis (399,998.40 euros), which are still being implemented.

The Cidadãos Ativ@s programme, coordinated in Portugal by FCG and the Bissaya Barreto Foundation, is funded by EEA Grants, the Multiannual Financial Mechanism of the European Economic Area, through which Iceland, Liechtenstein and Norway support the European Union member states with the greatest deviations from the European average GDP *per capita*. The programme has €11 million between 2018-2024 to support non-governmental organisations in their role as drivers of democratic participation, active citizenship and human rights in short (twelve months) and long-term (thirty-six months) projects. Cidadãos Ativ@s is structured in four work axes dedicated to strengthening democratic culture and civic awareness; support and defence of human rights; empowerment of vulnerable groups and strengthening the capacity and sustainability of civil society. The six projects approved in the fields of disinformation and media literacy, framed within the dimensions of promotion of democracy and strengthening of civil skills and sustainability, were dedicated to the empowerment of school audiences (students and teachers) representing an investment of 260 thousand euros (see table 26 at the end of this section).

Bissaya Barreto Foundation

The Bissaya Barreto Foundation develops activities in the fields of social support, education, health, culture and vocational training. The foundation is a partner of the Calouste Gulbenkian Foundation in the management of the Cidadãos Ativ@s programme, under the Active Citizens Fund/EEA Grants, namely through support to eligible Non-Governmental Organisations, auditing and evaluation of the Programme.

José Neves Foundation

The José Neves Foundation invests in the continuing education sector for adults and higher education students in order to improve their professional skills. Its contribution to Público's media literacy programme - PSuperior, focusing on university students, fits in with the commitment to empower this universe so that they can participate critically and actively in the various dimensions of society. The foundation finances 1000 subscriptions to the Público newspaper for university final-year students with the intention of contributing to a "knowledge society".

Belmiro de Azevedo Foundation

The Belmiro de Azevedo Foundation (FBA) has several lines of support- education, social solidarity and biodiversity. With the aim of social inclusion and equal opportunities, among the educational projects are EDUSTAT and EDULOG, initiatives supported by the foundation dedicated to monitoring education in Portugal. Within the scope of

media literacy, the foundation financially supports the PÚBLICO na Escola project. This project, starting in 2019, also has the partnership of the Ministry of Education. Its objectives are "to help decode the language of the press and media in general, promote the development of critical thinking and provide tools to search, evaluate, use and create information effectively, in any format" in a school environment, both in the classroom and in libraries, thus contributing to bringing the universe of media and school closer together. According to the FBA Annual Report 2021-2022, €90k were invested (total contracted investment) (p.59).

Eugénio de Almeida Foundation

The Fundação Eugénio de Almeida (FEA) has as its mission the economic development and the reduction of social inequalities. Among its projects is the partnership with the EUSOUDIGITAL Programme, with national coverage, which aims to reach one million people, aged over 45, who never or rarely use the Internet, providing them with basic digital skills.

The FEA made available the space Centro de Inovação Social, in Évora, as headquarters of the EuSouDigital Centre with the aim of contributing to digital social inclusion in the region. For this purpose, organisations from the Municipality are also involved.

This programme is part of Portugal's Digital Transition Action Plan, an initiative that brings together the Portuguese State through the Mission Structure Portugal Digital, Caixa Geral de Depósitos and MUDA - Movimento pela Utilização Digital Ativa (Movement for Active Digital Use).

Supported by a national network methodology, the Programme has Caixa Geral de Depósitos as social investor and the Social Inclusion and Employment Programme (POISE), Lisbon 2020, CrescAlgarve 2020, Portugal 2020 and the European Union as co-financiers. It has several partners, namely FCT, INCODE 2030, Nova School of Business and Economics and .PT.

António Sérgio Cooperative for the Social Economy

The António Sérgio Cooperative for the Social Economy aims to strengthen the social economy sector. Among its projects is the partnership with the EUSOUDIGITAL Programme, with national coverage, launched in July 2021, which aims to reach one million people, aged over 45, who never or rarely use the Internet, providing them with basic digital skills.

This programme is part of Portugal's Digital Transition Action Plan, an initiative that brings together the Portuguese State through the Mission Structure Portugal Digital, Caixa Geral de Depósitos and MUDA - Movimento pela Utilização Digital Ativa (Movement for Active Digital Use).

Supported by a national network methodology, the Programme has Caixa Geral de Depósitos as social investor and the Social Inclusion and Employment Programme (POISE), Lisbon 2020, CrescAlgarve 2020, Portugal 2020 and the European Union as co-financiers. It has several partners, namely FCT, INCODE 2030, Nova School of Business and Economics and .PT.

National programmes at the initiative of the Government

Erasmus+ National Agency

The mission of the Erasmus + National Agency is to manage the Erasmus + programmes in Portugal. This European programme supports the networking of European and international organisations for the development of citizens in the fields of education, training, youth and sport. The programmes designed for 2014 to 2020 and 2021 to 2027 include, among other priorities related to the nature of the programme, media and digital literacy of young people and adults with the aim of strengthening

democracy and democratic participation by countering trends towards manipulation, propaganda and disinformation in various social areas.

COMPETE 2020 and COMPETE 2030

The Compete 2020 and Compete 2030 programmes materialise the partnership between Portugal and the European Commission for the application of cohesion policy funds. Both have the mission of stimulating economic competitiveness through the empowerment of companies in technological areas and training and strengthening the skills of human resources.

Portugal 2020

The Portugal Social Innovation initiative is part of the broader Portugal 2020 programme, an initiative of the Portuguese government which has mobilised over €150 million of European funds to boost social innovation and entrepreneurship initiatives (IIES), as well as to create social investment practices with the aim of attracting companies and investors and thus achieve greater scale in the financing of social innovation. The programme operates through four axes: capacity building for social investment, partnerships for impact, social impact bonds and fund for social innovation. Through the line of digital inclusion, this programme supports the Schools' Literacy for the Future, the Muda na Escola project, the EUSOUDIGITAL initiative, SafeWEB 2.0, the MAKE a Lab, the Guimarães Creative and Digital Inclusion Community and Switch to Inovation, UBBU learns to program, We and (A)you, Gamified Education, I'm 25: Through the eyes of cinema and the Alfândega da Fé Digital Citizenship Centre.

POISE

The mission of the Inclusion and Employment Operational Programme is social inclusion in Portugal through the professional training of citizens with a view to increasing their employability in the national market. Its intervention axes are: 1) Promoting the Sustainability and Quality of Employment; 2) The youth employment initiative; 3) Promoting social inclusion and combating poverty and discrimination; and 4) and technical assistance necessary for the development of this operational programme. The mission of the Inclusion and Employment Operational Programme is social inclusion in Portugal through the professional training of citizens with a view to increasing their employability in the national market. Its intervention axes are: 1) Promoting the Sustainability and Quality of Employment; 2) The youth employment initiative; 3) Promoting social inclusion and combating poverty and discrimination; and 4) and technical assistance necessary for the development of this operational programme.

Lisbon 2020

The pogram Por Lisboa 2020 is part of the Lisbon Regional Action Plan 2014-2020, together with the Regional Strategy for Smart Specialisation (RIS3). With the support of European funds, this funding line aimed to support projects promoting research, technological development, innovation and increased competitiveness of SMEs, energy efficiency and protection of the environment and biodiversity, inclusion, teaching and lifelong learning. An example of this support was the Gamezone project, which aimed to mitigate the Portuguese and mathematics skills deficit of students with low socioeconomic status through multimedia games.

Table 26 - Funding from the Calouste Gulbenkian Foundation under EMIFUND - European Media and Information Fund

Calouste Gulbenkian Foundation								
EMIFUND - European Media and Information Fund								
Partnership Financing	Measures	Mission	Shares	Duration	Leader	Partners	Target groups	€
FCG EUI Donors: Google	Supporting research on disinformation	Multidisciplinary Investigations on Disinformation in Europe	Title: Omedialiteracy.Overview of the challenges and opportunites of media literacy policies in Europe Link:https://gulbenkian.pt/emifund/projects/omedia literacy-overview-of-the-challenges-and-opportunities-of-media-literacy-policies-in-europe/	2022- 2023	Autonomous University of Barcelona	– Nova University of Lisbon (Portugal); – University of Vienna (Austria); – University of Amsterdam (Netherlands)	Population in general	129499,52
		Media and Information Literacy for Citizens Empowerment	Title: YO-MEDIA: YOUNGSTERS' MEDIA LITERACY IN TIMES OF CRISIS Link: https://gulbenkian.pt/emifund/projects/yo-media-youngsters-media-literacy-in-times-of-crisis/	2022 -2024	Portuguese Press Editors and Publishers Association	– University of Aveiro (Portugal); Catholic University of the Sacred Heart (Italy); Balmes University Foundation (Spain)	Media professionals Educators	399998,4
		Boosting Fact-checking Activities in Europe	FACTUAL | FACT-CHECKING CLIMATE CHANGES Link:https://gulbenkian.pt/emifund/projects/factual-fact-checking-climate-changes/	2022	Factual Polygraph		Young people	39253,63

Table 27 - Funding from the Calouste Gulbenkian Foundation under the scope of the Cidadãos Activ@s programme

Calouste Gulbenkian Foundation								
Active Citizens								
Partnership Financing	Measures	Mission	Shares	Duration	Leader	Partners	Target groups	€
FCG FBB Funding: EEA Grants	Promoting democracy and strengthening civil skills and sustainability	Strengthening democratic culture and civic awareness	Neighbourhood Correspondents Link:https://gulbenkian.pt/cidadaos-ativos/projects/correspondentes-de-bairro/	2019 -2022	Passa Sabi Association	– The Message	Minority groups	36496,8
		Strengthening democratic culture and civic awareness	Humano Festival - democratic literacy in the community Link: https://gulbenkian.pt/cidadaos-ativos/projects/humano-festival_literacia-democratica-na-comunidade/ https://humanofestival.pt/	2019 - 2022	4Change, Cooperative	– Histórias para Pensar - Associação; Agrupamento de Escolas do Bairro Padre Cruz; – Grouping of Schools of José Relvas - Alpiarça; – Carnide Parish Council; – Alpiarça Town Council; – National Arts Plan	School public Families	94400
		Strengthening democratic culture and civic awareness	(Un)Building on the Web Link: https://gulbenkian.pt/cidadaos-ativos/projects/desconstruir-na-web/	2019 - 2021	New Diatheke Association	Vila Nova de Poares School Grouping	School audience	17207

Calouste Gulbenkian Foundation								
Active Citizens								
Partnership Financing	Measures	Mission	Shares	Duration	Leader	Partners	Target groups	€
		Strengthening democratic culture and civic awareness	Reading the Media Link: https://gulbenkian.pt/cidadaos-ativos/projects/a-ler-os-media/	2019 - 2021	Sintra Parents' Association Federation - FAP Sintra	Ferreira de Castro School Grouping	School audience	19558
		Strengthening democratic culture and civic awareness	Mermaid Aquaculture Ltd. Link:https://gulbenkian.pt/cidadaos-ativos/projects/aquacultura-de-sereias-lda/	2019 - 2021	Citizen Academy Association	D. Dinis School Grouping	School public Families	26999
		Capacity building and civil sustainability	JáCáTá Link:https://gulbenkian.pt/cidadaos-ativos/projects/planeta-miudos-da-radio-miudos/	2019	Portuguese Association Radio Kids		General population Children Adolescents Young people	65339,32

Section D

PARTICIPATION, AWARENESS AND TRAINING ACTIVITIES ON ML

D. PARTICIPATION, AWARENESS AND TRAINING ACTIVITIES IN ML

The panoply of agents intervening in the field of media literacy in Portugal is far from being reduced to those listed in the previous sections.

This section aims to provide an overview of the diversity of measures and activities carried out by other actors in this field, namely: Other media (not covered by the obligations arising from the Directive), Associations, Non-governmental organisations, Observatories...

Since it was impossible to map the totality of actors who carried out activities in the period under review, it was decided to highlight some ML actors/projects based on at least one of the following criteria:

- They are considered to be examples of good practice;
- For the specific nature of the intervention;
- For the longevity of his intervention;
- Because they are examples of networking between actors from different quarters.

In cases where it was possible to compile more detailed information on the LM promotion measures/activities of these actors, namely in the reference period, tables systematising this information collection are presented.

MILOBS- Media, Information and Literacy Observatory

The specificity of the MILObs mission alone would be enough to pay attention to its intervention. In the presentation on its website, it is defined as "an Observatory on Media, Information and Literacy that follows, monitors and disseminates what is done in the field of Media Education, in Portugal and abroad, while promoting Media Literacy among the different sectors of society". In other words, **an observatory specifically focused on monitoring the theme of ML but which also calls to itself the practical aspect of promoting initiatives and activities that may contribute to develop media literacy skills**.

As a project, the beginning of MILObs dates back to 2012, with a Collaboration Protocol signed between the Centre for Communication and Society Studies of the University of Minho (CECS/UM) and the then Office for Media[66] . However, the idea behind its creation is linked to the constitution of GILM - Informal Media Literacy Group[67] and is provided for in the Braga Declaration of Media Literacy of 2011, signed by the first permanent members of GILM.

Some years passed until it was officially launched, which happened on 6 July 2018, at the University of Minho, where MILObs is based and where the research team that coordinates and drives it originates. The main MILObs team, in terms of research, is part of the CECS.

Throughout this report, this Observatory is referred to in relation to activities developed in collaboration with different partners: in the case of the concessionaire of the public **radio** and television service in relation to the **ML radio programme "Ouvido Crítico"** (**Critical Listening)**; in the case of PNL for its participation in the **PICLLE project, for the** promotion and research projects with RBE, for its participation in the **LEME** working group **- Media Literacy and Education Online**. It also intersects with other projects mentioned in this section, as is the case of

[66] Created in 2007 with the objective, among other tasks, of supporting the Government in the design, implementation and evaluation of public policies for the media, the Gabinete para os Meios de Comunicação Social (GMCS) replaced the Instituto da Comunicação Social (ICS). It was abolished at the end of 2014, after part of its functions had been distributed to other bodies. A small nucleus was preserved and transferred to the Presidency of the Council of Ministers to work as an advisor to the government on matters of public policies for the media.

[67] Information on GILM is available in section B.

Público na Escola and for having integrated COMEDIG - Competences for Digital and Media Literacy, project mentioned in Section E. It has been developing several research projects on media literacy and media consumption by children and young people. Below is a list of the main ML promotion measures/activities identified by MILObs.

Table 28 - Measures/Activities to promote and develop ML competencies carried out by MILObs - General characterization

MILOBS									
THEME	TYPE OF MEASURE / ACTIVITY	NAME	HYPERLINK	STARTING DATE	DURATION	TARGET AUDIENCES	GEOGRAPHICAL SCOPE	LIABILITY FOR FINANCING	IMPACT ASSESSMENT
Media Literacy Digital Literacy	Online resources Conference	1st Digital Wellness Week- Partnership	https://milobs.pt/primeira-semana-do-bem-estar-digital-entre-30-de-abril-e-06-de-maio/	April 2023	30 April and 06 May	Population in general	National	Other	No
Media Literacy	Research/Research	UNESCO International Media and Information Literacy Institute	https://milobs.pt/milobs-e-cecs-sao-parceiros-do-international-media-and-information-literacy-institute-da-unesco/	May 2022	indefinite	Population in general	International	n/a	No
Media Literacy	Conference	2nd International Congress on 21st Century Literacies- MILObs was a partner of the congress	https://milobs.pt/chamada-de-trabalhos-para-o-2-o-international-congress-on-21st-century-literacies-ate-05-de-junho/	July 2022	Two days- 7 and 8 July 2022	General population Other	International National	The institution itself	No
Media Literacy Digital Literacy	Conference	Congress Digital and Media Literacy: from Research to Education- Co-organized by and with the participation of MILObs	https://www.uc.pt/fpce/comedig/Congresso_COMEDIG_2022	June 2022	One-day congress	School public (teachers, students, ...) Other	National International	Public bodies/institutions	Yes
Cyber-security Media literacy	Research/Research	Impact assessment of the SeguraNet Awareness Centre initiatives- Publication of the report	https://milobs.pt/recurso/estudo-de-impacto-das-iniciativas-do-centro-de-sensibilizacao-seguranet/	October 2022	indefinite	School public (teachers, students, ...) Other	National	Public bodies/institutions	No
Media Literacy Youth citizenship	Webinar	bYou/MILObs seminars- Online seminars	https://milobs.pt/pratica/seminarios-milobs/	July 2022	by March 2024	School public (teachers, students, ...) Other	National International	Public bodies/institutions	Yes
Media Literacy	Conference	UNESCO World Higher Education Conference- Participation in the session Pillars for the International Media and	https://milobs.pt/evento-imili-pilares-para-o-international-media-and-information-literacy-	May 2022	One-day conference	General public School public (teachers, pupils, ...)	International	Other	No

MILOBS									
THEME	TYPE OF MEASURE / ACTIVITY	NAME	HYPERLINK	STARTING DATE	DURATION	TARGET AUDIENCES	GEOGRAPHICAL SCOPE	LIABILITY FOR FINANCING	IMPACT ASSESSMENT
		Information Literacy Institute: Futures of Literacy	institute-o-futuro-da-literacia/			Others			
Media Literacy Youth citizenship	Campaign	Express yourself campaign (bYou project)	https://milobs.pt/projeto-byou-convida-criancas-e-jovens-a-fazerem-ouvir-a-sua-voz-na-campanha-expressa-te/	November 2022	March 2024	General Population Other	National	Public bodies/institutions	Yes
Media Literacy Youth citizenship	Online resources	bYou Wall	https://milobs.pt/projeto-byou-convida-criancas-e-jovens-a-fazerem-ouvir-a-sua-voz-na-campanha-expressa-te/	November 2022	March 2024	Other	National International	Public bodies/institutions	Yes
Media Literacy	Research/Research	Contribution of MILObs-Observatory on Media, Information and Literacy to the Revision of the Public Service Concession Contract for Radio and Television- Publication of the contribution	https://milobs.pt/milobs-apresenta-contributos-a-revisao-do-contrato-de-concessao-de-servico-publico/	May 2021	indefinite	General Population Other	National	The institution itself	No
Media Literacy	Research/Research	Media Literacy in School Libraries- Publication of outputs	https://milobs.pt/recurso/literacia-mediatica-nas-bibliotecas-escolares/	March 2021	indefinite	School public (teachers, students, ...)	National	The institution itself	Yes
Media Literacy Youth citizenship	Research/Research	bYou- Study of the experiences and expressions of children and young people about the media- Project outputs	https://www.byou.ics.uminho.pt/	March 2021	by March 2024	School public (teachers, pupils, ...) General population Others	National International	Public bodies/institutions	Yes
Media Literacy	Online resources	Media in School- Publication of activities	https://milobs.pt/categoria-recurso/media-na-escola/	September 2021	by December 2022	School public (teachers, students, ...)	National	The institution itself	Yes
Media Literacy	Conference	PICCLE- Intervention Plan for Reading and Writing Competent Citizens- Participation in the final conference	https://milobs.pt/conferencia-final-do-piccle-decorre-em-outubro/	October 2021	One-day conference	School public (teachers, students, ...)	National	Public bodies/institutions	

MILOBS									
THEME	TYPE OF MEASURE / ACTIVITY	NAME	HYPERLINK	STARTING DATE	DURATION	TARGET AUDIENCES	GEOGRAPHICAL SCOPE	LIABILITY FOR FINANCING	IMPACT ASSESSMENT
Media Literacy Youth citizenship	Study	bYou- Study of the experiences and expressions of children and young people about the media	https://www.byou.ics.uminho.pt/	March 2021	by March 2024	School public (teachers, students, ...)	National	Public bodies/institutions	Yes
Media Literacy Youth citizenship	Research/Research	Contribution of MILObs-Observatory on Media, Information and Literacy to the Revision of the Public Service Radio and Television Concession Contract	https://milobs.pt/milobs-apresenta-contributos-a-revisao-do-contrato-de-concessao-de-servico-publico/	May 2021	indefinite	Population in general	National	n/a	No
Media Literacy Citizenship Educational competences	Awareness raising action	Media in School	https://milobs.pt/categoria-recurso/media-na-escola/	September 2021	by December 2022	School public (teachers, students, ...)	National	n/a	No
Media Literacy Digital Literacy	Study	Impact study of the SafeNet Awareness Centre initiatives	https://milobs.pt/investigacao/estudo-de-impacto-das-iniciativas-do-centro-de-sensibilizacao-seguranet/	May 2020	by October 2022	School public (teachers, students, ...)	National	n/a	Yes
Media Literacy	Online resources	Media at Home	https://milobs.pt/categoria-recurso/media-em-casa/	April 2020	March 2021	School public (teachers, students, ...) Families	National	n/a	No
Media Literacy	Referential	*Media* Education Guidance - Update of the 1st edition	Report (2nd edition) in press	June 2020	awaiting publication	School public (teachers, students, ...)	National	n/a	Yes
Media Literacy	Online resources	Media at Home- Publication of activities and suggestions	https://milobs.pt/categoria-recurso/media-em-casa/	September 2020	by March 2021	School public (teachers, students, ...) Families	National	The institution itself	No
Media Literacy Youth citizenship	Webinar	MILObs Seminars- Conducting online and face-to-face seminars	https://milobs.pt/pratica/seminarios-milobs/	October 2020	indefinite	General public School public (teachers, pupils, ...) Families	National International	The institution itself	No

MILOBS									
THEME	TYPE OF MEASURE / ACTIVITY	NAME	HYPERLINK	STARTING DATE	DURATION	TARGET AUDIENCES	GEOGRAPHICAL SCOPE	LIABILITY FOR FINANCING	IMPACT ASSESSMENT
Media Literacy	Webinar	COMEDIG webinars- Co-organisation and participation of MILObs	https://www.uc.pt/fpce/comedig	November 2020	Two one-day seminars, held in November 2020 and April 2022	School public (teachers, students, ...) Other	National International	Public bodies/institutions	Yes
Media Literacy	Online resources	LEME- Media Literacy and Media Education Online- Collaboration in the development of the platform	https://milobs.pt/cronologia/lancamento-da-plataforma-leme/	2020	2021	Population in general	National	Public bodies/institutions	No
Media Literacy	Study	Media Literacy in School Libraries- Development of the MILObs/RBE study	https://milobs.pt/recurso/literacia-mediatica-nas-bibliotecas-escolares/	2019	2021	School public (teachers, students, ...) Other	National	n/a	Yes
Media Literacy	Research/Research	MILObs monthly newsletter	https://milobs.pt/newsletter/	2019	No defined duration	Population in general	National International	n/a	No
Media Literacy	Online resources	PICCLE- Intervention Plan for Reading and Writing Competent Citizens	https://milobs.pt/investigacao/piccle/	2019	2021	School public (teachers, students, ...)	National	n/a	No
Media Literacy	Awareness raising action	Scientifically likely	https://milobs.pt/recurso/cientificamente-provavel-rates/	2019	2019	School public (teachers, students, ...)	Local	The institution itself	Yes
Media Literacy	Research/Research	COMEDIG: Digital and Media Literacy Skills in Portugal- Outputs	https://www.uc.pt/fpce/comedig/Homepage/	2018	No defined duration	School public (teachers, students, ...) Other	National International	Public bodies/institutions	Yes
Media literacy Educational competences	Training action	Teacher training (DGE)	No website	n/a	n/a	School public (teachers)	National	Public bodies/institutions	Yes
Media Literacy Digital Literacy	Study	COMEDIG: Digital and Media Literacy Skills in Portugal	https://www.uc.pt/fpce/comedig/Homepage/	July 2018	July 2022	School public (teachers, students, ...)	National	n/a	Yes
Media Literacy	Webinar Seminar	MILObs Seminars- Conducting online and face-to-face seminars	https://milobs.pt/pratica/seminarios-milobs/	November 2018	indefinite	General public School public (teachers, pupils, ...) Families	National International	The institution itself	No

MILOBS									
THEME	TYPE OF MEASURE / ACTIVITY	NAME	HYPERLINK	STARTING DATE	DURATION	TARGET AUDIENCES	GEOGRAPHICAL SCOPE	LIABILITY FOR FINANCING	IMPACT ASSESSMENT
Media Literacy	Training action	Media Literacy and Journalism- Participation in the development of this project of the Union of Journalists and the Ministry of Education	https://milobs.pt/lancado-site-do-projeto-literacia-para-os-media/	2017	2019	School public (teachers, students, ...)	National	n/a	No
Media Literacy	Research/Research	Transmedia Literacy. Exploiting transmedia skills and informal learning strategies to improve formal education- Outputs	https://milobs.pt/investigacao/transmedia-literacy/	2016	2018	School public (teachers, students, ...) Other	National International	European Union/European Commission	Yes
Literacy	Study	Transmedia Literacy. Exploiting transmedia skills and informal learning strategies to improve formal education	https://milobs.pt/investigacao/transmedia-literacy/	2016	2018	School public (teachers, students, ...) Other	National International	n/a	Yes
Media literacy Educational competences	Training action	Teacher training (e-mel project)	https://e-mediaeducationlab.eu/en/	2015	2017	School public (teachers, students, ...)	National International	European Union/European Commission	Yes
Media literacy Educational competences	Research/Research	E-Media Education Lab Project (e-mel)- Outputs	https://e-mediaeducationlab.eu/en/	2015	No defined duration	School public (teachers, students, ...) Other	National International	European Union/European Commission	Yes
Media Literacy Citizenship	Training action	Literacy, Media and Citizenship (Degree in Communication Sciences - UMinho)	https://www.uminho.pt/PT/ensino/oferta-educativa/Cursos-Conferentes-a-Grau/_layouts/15/UMinho.PortalUM.UI/Pages/CatalogoCursoDetail.aspx?itemId=4580&catId=14	2015	No duration defined	General public School public (teachers, pupils, ...)	National International	n/a	Yes
Media literacy Educational competences	Study	E-Media Education Lab Project (e-mel)	https://e-mediaeducationlab.eu/en/	2014	2017	School public (teachers, students, ...)	National International	n/	Yes
Media Literacy	Guides	*Media* Education Guidance - Publication of the 1st edition	https://milobs.pt/recurso/referencial-de-educacao-para-os-media-	2014	No duration defined	School public (teachers, students, ...)	National	Public bodies/institutions	

MILOBS									
THEME	TYPE OF MEASURE / ACTIVITY	NAME	HYPERLINK	STARTING DATE	DURATION	TARGET AUDIENCES	GEOGRAPHICAL SCOPE	LIABILITY FOR FINANCING	IMPACT ASSESSMENT
			para-a-educacao-pre-escolar-o-ensino-basico-e-o-ensino-secundario/						
Literacy	Referential	*Media* Education Guidance- Preparation of the 1st edition	https://milobs.pt/recurso/referencial-de-educacao-para-os-media-para-a-educacao-pre-escolar-o-ensino-basico-e-o-ensino-secundario/	2013	2014	School public (teachers, students, ...)	National	n/a	Yes
Media Literacy	Study	Levels of Media Literacy: an exploratory study with young people in the 12th grade	https://milobs.pt/recurso/niveis-de-literacia-mediatica-estudo-exploratorio-com-jovens-do-12o-ano-2/	2013	2015	General public School public (teachers, pupils, ...) Others	National	n/a	Yes
Media Literacy Citizenship	Conference	Congress Literacy, Media and Citizenship- Co-organization of five editions	https://milobs.pt/pratica/congresso-literacia-media-e-cidadania/	March 2013	May 2019	General public School public (teachers, pupils, ...) Others	National International	Other	
Media Literacy	Awareness raising action	7 Days with the Media- Co-organisation of the initiative in seven editions	https://milobs.pt/pratica/7-dias-com-os-media/	May 2013	May 2019	General public School public (teachers, pupils, ...)	National International	Other	
Media Literacy	Research/Research	Levels of Media Literacy: an exploratory study with young people in the 12th grade- Outputs	https://milobs.pt/recurso/niveis-de-literacia-mediatica-estudo-exploratorio-com-jovens-do-12o-ano-2/	2013	2015	General public School public (teachers, pupils, ...) Others	National International	Public bodies/institutions	Yes
Media literacy Educational competences	Research/Research	EMEDUS- European Media Literacy Education Study- Outputs	https://www.cecs.uminho.pt/projetos/emedus-european-media-literacy-education-study/	2012	No defined duration	School public (teachers, pupils, ...) Minority groups (migrants, refugees, etc.) General population Others	National International	European Union/European Commission	Yes

MILOBS									
THEME	TYPE OF MEASURE / ACTIVITY	NAME	HYPERLINK	STARTING DATE	DURATION	TARGET AUDIENCES	GEOGRAPHICAL SCOPE	LIABILITY FOR FINANCING	IMPACT ASSESSMENT
Media Literacy	Study	EMEDUS- European Media Literacy Education Study	https://www.cecs.uminho.pt/projetos/emedus-european-media-literacy-education-study		2014	School public (teachers, pupils, ...) Minority groups (migrants, refugees, etc.) General population Others	National International	European Union/European Commission	Yes
Media Literacy	Resources	Activity Agendas- Development and publication	https://milobs.pt/categoria-recurso/atividades/	2011	2019	General public School public (teachers, pupils, ...)	National	The institution itself European Union/European Commission	Yes
Media literacy	Research/Research	Creative schools- Project output	https://www.cecs.uminho.pt/projetos/escolinhas-criativas/	2011	2013	School public (teachers, students, ...) Families Others	National International	Public bodies/institutions	Yes
Media Literacy	Research/Research	Navigating with Magellan: Study on the impact of digital media on children- Outputs	https://milobs.pt/investigacao/projeto-magalhaes-fct/	2010	No defined duration	School public (teachers, students, ...) Other	National International	Public bodies/institutions	No
Media Literacy	Online resources	Creative Schools	https://www.cecs.uminho.pt/projetos/escolinhas-criativas/	2010	2013	School public (teachers, students, ...) Families Others	National	Public bodies/institutions	Yes
Media Literacy Digital Literacy	Study	Navigating with Magellan: Study on the impact of digital media on children	https://milobs.pt/investigacao/projeto-magalhaes-fct/	2010	2013	School public (teachers, students, ...) Other	National	Public bodies/institutions	Yes
Media Literacy	Study	Media Education in Portugal: experiences, actors and contexts- Study for ERC	https://milobs.pt/investigacao/projeto-educacao-para-os-media-em-portugal/	2009	2011	General Population Other	National	n/a	Yes

MILOBS									
THEME	TYPE OF MEASURE / ACTIVITY	NAME	HYPERLINK	STARTING DATE	DURATION	TARGET AUDIENCES	GEOGRAPHICAL SCOPE	LIABILITY FOR FINANCING	IMPACT ASSESSMENT
Media Literacy	Research/Research	Media Education in Portugal: experiences, actors and contexts- Outputs	https://milobs.pt/investigacao/projeto-educacao-para-os-media-em-portugal/	2009	No defined duration	General Population Other	National International	Other	
Media Literacy	Study	Television and Children: one year of programming in RTP 1, RTP2, SIC and TVI- Study for ERC	https://milobs.pt/investigacao/a-televisao-e-as-criancas/	2007	2009	Population in general Households Others	National	n/a	Yes
Media Literacy	Research/Research	Television and Children: one year of programming in RTP 1, RTP2, SIC and TVI- Outputs	https://milobs.pt/investigacao/a-televisao-e-as-criancas/	2007	No duration defined	Population in general Households Others	National	Public bodies/institutions	No
Media literacy	Research/Research	Studies within the scope of doctoral and master's degree projects- Completion of more than two dozen doctoral theses oriented by MILObs coordinators, with explicit or implicit relationship to the concept and dimensions of media education and literacy, as well as more than 30 master's dissertations or reports	https://repositorium.sdum.uminho.pt/handle/1822/822/browse?type=advisor&order=ASC&rpp=20&authority=999 https://repositorium.sdum.uminho.pt/handle/1822/822/browse?type=advisor&order=ASC&rpp=20&authority=1485 https://repositorium.sdum.uminho.pt/handle/1822/823/browse?type=advisor&order=ASC&rpp=20&authority=1485 https://repositorium.sdum.uminho.pt/handle/1822/823/browse?type=advisor&order=ASC&rpp=20&authority=999	2005	No defined duration	School public (teachers, pupils, ...) General population Others	National International	Other	
Media Literacy Digital Literacy	Training action	Master's and PhD orientations- UMinho	https://repositorium.sdum.uminho.pt/handle/1822/822/browse?type=advisor&order=ASC&rpp=20&authority=999 https://repositorium.sdu	2005	No defined duration	School public (teachers, pupils, ...) General population	National International	n/a	Yes

MILOBS									
THEME	TYPE OF MEASURE / ACTIVITY	NAME	HYPERLINK	STARTING DATE	DURATION	TARGET AUDIENCES	GEOGRAPHICAL SCOPE	LIABILITY FOR FINANCING	IMPACT ASSESSMENT
			m.uminho.pt/handle/1822/822/browse?type=advisor&order=ASC&rpp=20&authority=1485 https://repositorium.sdum.uminho.pt/handle/1822/823/browse?type=advisor&order=ASC&rpp=20&authority=1485 https://repositorium.sdum.uminho.pt/handle/1822/823/browse?type=advisor&order=ASC&rpp=20&authority=999						
Media Literacy	Training action	Master in Communication, Citizenship and Education	No website	2002	2015 (with interruption between editions)	General public School public (teachers, pupils, ...)	National International	n/a	Yes
Media Literacy	Guides	*Media* Education Guidance- Publication of the 2nd edition	Report (2nd edition) in press	awaiting publication	No defined duration	School public (teachers, students, ...)	National	Public bodies/institutions	
Media Literacy	Research/Research	Publication of articles, magazine editions, books and other scientific activities	https://repositorium.sdum.uminho.pt/browse?type=author&authority=1485&authority_lang=por https://repositorium.sdum.uminho.pt/browse?type=author&authority=999&authority_lang=por	1997	No defined duration	Other	National International	Other	

In addition to the activity of MILObs, in the same segment of observatory work, mention should be made of the ML connection by two others: Iberifier, the Iberian *hub of* the European Digital Media Observatory (EDMO) and OberCom - Observatório de Comunicação, which is also part of the Iberifier team.

Iberifier, the action of EDMO's Iberian hub

Iberifier- Iberian Digital Media Observatory is the hub of the European Digital Media Observatory (EDMO) for Portugal and Spain. Its main mission is to analyse the Iberian digital media ecosystem and invest in the fight against the problem of misinformation.

In terms of composition it has representatives from twelve universities, five fact-checking organisations and news agencies, and six multidisciplinary research centres. The coordination belongs to the University of Navarra. This project, which is funded by the European Commission under the agreement related to EDMO, is scheduled to last from 1 September 2021 to 29 February 2024. In other words, its activity begins within the period of analysis of this report.

According to information available at the *website of* this *hub*, two Portuguese projects directly related to ML served as inspiration for Iberifier: the project **"Media Literacy and Journalism"** (consists of training journalists who then train teachers and accompany them in school projects) and **"Digital Citizenship Academy"** (works with children between three and 10 years old, involving teachers, family and community). The reflection of this inspiration is explicitly seen in the fourth of the five lines of work on which Iberifier focuses its mission:

1. Research into the characteristics and trends of the Iberian digital media ecosystem;
2. Preparation of strategic reports on disinformation threats, both for public knowledge and for the authorities in Spain and Portugal;
3. Development of computer technologies for early recognition of misinformation.
4. **Promoting media literacy initiatives, targeting journalists and informers, young people and society in general.**
5. Verification of disinformation in Iberian territory.

Although the other mission lines intersect with the objectives of media literacy, in the context of this report it is important to explore Iberifier's work, especially in relation to line 4, related precisely to the promotion of media literacy initiatives, as well as the relationships that the hub established in Portugal. Table 29 lists the **Portuguese entities that decided to join Iberifier**, highlighting the diversity of the profiles of the stakeholders: from the Portuguese News Agency (Lusa), about which we will report below, two universities, a professional training centre for journalists, an observatory focused on communication issues, a fact checker and an association that combines media literacy and journalism

Table 29 - Portuguese entities that are part of the Iberian hub

Entities	Typology of entities
Portuguese News Agency- Lusa	News agency
ALMJ- Media Literacy and Journalism Association	Association
Cenjor- Protocol Centre for Professional Training of Journalists	Training centre
ISCTE- Lisbon University Institute	University
OberCom- Communication Observatory	Observatory
Polygraph	Fact checker
Aveiro University	University

Communication / Iberifier-ERC articulation

Following EC recommendations, ERC contacted Iberifier. On 10 March 2023, it requested two technical meetings with representatives of the *hub* in Portugal, one on the issue of combating disinformation and another for the issue of ML.

Regarding the ML, the meeting allowed clarifying questions regarding the way the *hub* works, identifying common lines of work and the hypothesis of exploring synergies regarding the promotion of activities, which has not happened so far. The only collaboration involving both parties that existed was in the context of GILM, through the invitation of the Group to two representatives of Iberifier to participate as speakers in plenary sessions of the VI Congress Literacy, Media and Citizenship, which took place on 21 and 22 April 2023.

The *hub* representatives also alerted the ERC to the fact that they are working on a mapping of media literacy projects, through Obercom, one of the Iberifier partners. As a result, the study ***Media Literacy - Conceptual Horizons and mapping of actors and initiatives in Portugal and worldwide*** was published at .[68]

In order to follow the activity of Iberifier and the remaining EDMO *hubs*, the ERC followed several international meetings, namely those promoted by the Media and Learning Association[69] .So far, between the ERC and Iberifier no type of formal collaboration has been established.

Mapping the LM activities of the Portuguese Iberifier team

From the news page of the Iberifier *website,* we tried to list LM activities in which the Portuguese team participated. As shown in table 30, these activities are mainly of two natures: Courses/Training to journalism professionals and/or young people; Participation in debate and reflection initiatives (such as congresses, conferences, *webinars*,...). In most cases, in an expected way, since this is the *core* theme of the EDMO *hubs*, focusing on the theme of disinformation/fake news, relating it to the LM. In the case of the training courses, they show an attempt at geographic diversification within the country and also reach stakeholders in Portuguese-speaking countries.

Table 30 - Media literacy initiatives developed by Iberifier in Portugal in the reference period (September 2020 - October 2022)

Title of the initiative	Type of initiative	Date	Recipients of the activity	Venue of the Activity
Communication at the workshop "Media and Information Literacy: The role of Academia and media Experts	communication	27/Oct/22	Not specified	Online
Communication "MLA4MediaLit Conference on Teacher Education in Digital and Media Literacy	communication	19/Oct/22	Not specified	Online
Communication at the ALMJ National Meeting	communication	12/Oct/22	Not specified	Coimbra
Communication to the conference "Europe tackles information chaos	communication	23/sep/22	Not specified	Online
"Education for Digital Citizenship,	training initiative	12/sep/22	around 70 teachers	Cape Verde

[68]Publication available at: https://obercom.pt/wp-content/uploads/2023/04/Literacias_Final_28Abril.pdf

[69] Attention is drawn in particular to the meeting which talks about the media literacy work of DeFacto, Iberifier and BENEDMO, the French, Iberian, Belgian and Dutch hubs. Video of the meeting available at: https://media-and-learning.eu/event/media-literacy-in-practice-in-france-spain-portugal-belgium-and-the-netherlands/.

Title of the initiative	Type of initiative	Date	Recipients of the activity	Venue of the Activity
"Digital literacy in action against disinfodemy"	training initiative	12/jul/22	journalism professionals	Lisbon
"Digital literacy in action against disinfodemy"	training initiative	29/jun/22	14 journalists from Radio Universidade de Coimbra	Coimbra
"Digital literacy in action against disinfodemy"	training initiative	22/jun/22	journalists from Diário de Coimbra	Coimbra
Paper to the Panel "Media and Information Literacy" of the annual EDMO conference	communication	13/jun/22	Not specified	Brussels
Communication in a meeting of the project "Digital Citizenship Education",	communication	01/jun/22	the project experts and the international network of Digital Citizenship promoters	Strasbourg
Communication at the 2nd "National Meeting on Autonomy and Curricular Flexibility (AFC) and Equity + Quality of Learning",	communication	24/May/22	Not specified	Santa Maria da Feira
Paper at the IV Iberian Meeting of Science Communication and Journalism, Scicom	communication	11/May/22	Not specified	Azores
"Digital literacy in action against disinfodemy"	workshop "Media Literacy against Disinformation"	10/May/22	Iberifier project journalists	Azores
Stimulation of the webinar "Digital Citizenship Academy: young children becoming social actors in their own lives" integrated in the webinar cycle "Children, Youth and Digital Media 2022",	webinar	27/Apr/22	students in Erasmus mobility	Online
Communication on training course "The Veracity and Fidelity of Information. Disinformation".	communication	19/Apr/22	Not specified	Online
Communication	webinar "Digital Citizenship Academy: young children becoming social actors in their own lives	23/Mar/22	Not specified	Online
Workshops against misinformation	training initiative	10 and 11 mar 2022	40 students; members of the Independent Media Commission (IMC)	Kosovo
Paper on "Digital Citizenship Education and Foreign Language Learning	communication	02/feb/22	students in Erasmus mobility	Online
"What strategies to combat disinformation? - The impact of Fake News on democracy	training initiative	27/Nov/21	75 students	Famalicao
"What strategies to combat disinformation? - The impact of Fake News on democracy	training initiative	27/Nov/21	120 students	Ponte de Lima
Communication at the international conference "Media Literacy Week".	communication	28/Oct/21	Not specified	Online
Presentation to the Bilateral eTwinning Seminar Portugal - Spain	communication	22/Oct/21	Not specified	Online

Note: Information compiled from the Iberifier *website*.

OberCom

OberCom - Observatório da Comunicação, created in 1999, focuses its action on the analysis of contemporary communication dynamics and the media landscape in Portugal. It invests in the analysis and support to public policies, to companies of the sector and to academic research in communication sciences. As referred in the Statutes section of its website, this observatory seeks to document "with some amplitude, trends and changes in Europe and internationally in order to analyse the Portuguese Media sectors in a wide context".

OberCom is a partner of EJO (European Journalism Observatory) in Portugal and regularly publishes the results of OberCom studies on the EJO European network.

In the *Research* section of its *website*, OberCom specifies that it currently publishes research in the thematic areas specified in table 31, from which, in the context of this report, the area "Media Consumption and Literacy" stands out. Recently, in April 2023, it published the study *Media Literacy - Conceptual Horizons and Mapping of Actors and Initiatives in Portugal and in the World*[70] , as referred above, in partnership and association with Iberifier, project that OberCom integrates.

As of 2021, the OberCom has joined the GILM as a permanent member and has strengthened its relationship with the ML through this route as well.

Table 31 - Thematic areas in which the OberCom publishes

1	News, Market and Prospective Agencies
2	Cinema and Audiovisual Contents
3	**Media consumption and literacy**
4	Covid-19 and the pandemic crisis
5	Disinformation and fake news
6	Digital News Report
7	Journalistic Case Studies
8	Press Market and Prospective
9	Internet in Portugal
10	Research
11	Media Management
12	DTT Migration
13	Mobility, Mobile and Media
14	New Authorship Trends
15	New Media Business Models
16	Advertising
17	Radio Market and Prospective
18	Public Service and Public Value of the Media
19	Information Society and Social Networks
20	Television Market and Prospects

Source: OberCom website, Research section, as of May 2023.

Media Literacy and Journalism Association (ALMJ)

Formalized as an association, the Association for Media Literacy and Journalism (ALMJ) is born on 20 November 2020. However, the project "**Media Literacy and Journalism**", which is the basis for its creation, started to be idealized **in January 2017,** following the 4th **Congress of Portuguese Journalists**[71] **, which approved a motion considering urgent to promote media literacy**. In that context, the Union of Portuguese Journalists decided to submit to the Ministry of Education an intervention proposal in the area- a teacher

[70]Publication available at: https://obercom.pt/wp-content/uploads/2023/04/Literacias_Final_28Abril.pdf

[71] The 4th Congress of Journalists, held from 12 to 15 January 2017, had the motto "Affirming Journalism". Information about the initiative is available at https://4congresso.jornalistas.eu/.

training project in ML - conceived by journalists and communication academics. The project would take place through a partnership involving the Union, the DGE and the Centro Protocolar de Formação para Jornalistas (Cenjor), with the high patronage of His Excellency the President of the Republic. It began to be implemented in the form of a pilot project on 26 January 2019. According to the information on its website, 100 teachers were involved in this pilot project, from the 3rd cycle of basic education and secondary education, from 40 schools, spread across five regions of the country: Alentejo (Évora), Algarve (Faro), Centre (Águeda), Lisbon (Lisbon) and North (Porto).

Currently, the ALMJ mission is to provide teachers and other audiences with methodologies, resources and tools that may be used in media literacy activities with students, school and educational communities, or others. It should be noted that it is also one of the Portuguese entities which integrate Iberifier, and that the President of its General Assembly, Vítor Tomé, although not representing the ALMJ, is also part of the GILM as invited expert.

The teacher training strand is the one in which the ALMJ stands out as is visible in table 32.

Table 32 - Measures/Activities to promote and develop ML skills carried out by the ALMJ - General characterisation

ALMJ									
THEME	TYPE OF MEASURE / ACTIVITY	NAME	HYPERLINK	STARTING DATE	DURATION	TARGET AUDIENCES	GEOGRAPHICAL SCOPE	FUNDING	IMPACT ASSESSMENT
Media Literacy Journalism Literacy	Training	Media Literacy and Journalism	www.associacaoliteracia.pt	2019	No defined duration	School public (teachers, pupils, ...) Minority groups (migrants, refugees, etc.)	National	n/a	Yes
Digital Literacy Media Literacy Journalism Literacy	Training action	Media literacy training for journalists	www.associacaoliteracia.pt	November 2017	No defined duration	Other	National	Public bodies/institutions	No
Digital Literacy Literacy for Journalism Disinformation	Training action	Training other audiences	www.associacaoliteracia.pt	September 2022	No defined duration	Minority groups (migrants, refugees,...) Other	National	EU/EC	No
Misinformation	Training action	Training journalists (in service and in training) in combating disinformation	www.associacaoliteracia.pt	July 2022	No duration defined	Other	National	EU/EC	Yes
Media Literacy Journalism Literacy	Training action	"From newsroom to schools" - Support for the creation and monitoring of ML projects in schools	www.associacaoliteracia.pt	May 2022	No defined duration	School public (teachers, students, ...)	National	Public bodies/institutions	Yes
Media Literacy Journalism Literacy	Webinar	"From newsroom to schools" - Unique visits to schools	www.associacaoliteracia.pt	May 2022	No defined duration	School public (teachers, students, ...)	National	Public bodies/institutions	No

Source: Data organised by the ERC based on the response to a request for information. Columns with information on the theme and type of measure/activity classified by the ERC.

MediaSmart

Website	https://www.mediasmart.com.pt/

Established in 2008, MediaSmart is a non-profit media advertising literacy programme. It develops and provides free pedagogical materials to schools, children's organisations, teachers and educators, with the aim that they can be used to help children- aged between 7 and 14- to think critically about advertising in the context of their daily lives.

As stated in the section of the website dealing with the Programme, MediaSmart "is a teaching method that educators (teachers and parents) can adapt according to their personal wishes. Each teacher is free to use what he or she finds interesting or adaptable to his or her subject and can even extend the reflection to cases with which children are confronted on a daily basis".

The MediaSmart Programme is funded by the industry (Associação Portuguesa de Anunciantes) and sponsors. The programme is supported by the Government.

Through its secretariat, which ensures the implementation of the programme on the ground, its *website is* updated, questions from schools, teachers, parents and students are answered, the creation of new materials is promoted and monitored, and permanent contact is maintained with Media Smart across Europe. The programme is monitored by a group of experts who decide on its pedagogical goals.

Teacher training strand

To provide adequate support to teachers in the implementation of the Programme, it has an **E-Learning Training course** from a specific platform created in partnership with the Portuguese Catholic University. On its *website there* is a section specifically dedicated to this aspect, in which it is highlighted that the course is structured to allow learning flexibility, time saving and personalised learning.

In the context of its activity related to the **creation of resources, the most recent one (launched in May 2022) stands out as the** Lesson on Gender Equality in Advertising[72] , aimed mainly at children between 12 and 14 years old.

Os Filhos de Lumière

Website	https://www.mediasmart.com.pt/

Os Filhos de Lumière is the name of a cultural association born in 2000 and dedicated to raising awareness about cinema, based on the conception, organisation and guidance of activities aimed mainly at children and adolescents. The aim is for them to get involved in these activities by seeking to appreciate, analyse, understand, and criticise the works that result from the practice of cinematographic art.

Media Veritas

Website	https://www.mediasmart.com.pt/

Promoted by the Portuguese Press Association (API) in partnership with Google.org, Media Veritas, presents itself as a **programme to combat media illiteracy, journalistic manipulation and misinformation**. Launched in 2019 and ending in 2022, it aims to **promote Media Literacy among the communities it considers most vulnerable: teenagers, young people and seniors.**

[72] Available for download at https://www.mediasmart.com.pt/professores/licao-sobre-igualdade-de-genero-em-publicidade/.

In terms of funding, the programme has the support of the North American Tides Foundation. Regarding the involvement with other national partners, the programme is part of the group of partner entities of the already mentioned MUDA- Movimento pela utilização Digital Ativa.

According to the programme's *website*, to achieve its objectives with the senior community, Media Veritas developed the **Media Veritas Academy** project[73] , with the support of the Municipality of Gaia. The aim of this project was to enable the population of this municipality over 55 years old to access, analyse, evaluate, and act upon media messages, based on the realization of five weekly sessions, face-to-face or *online* (lasting one hour) in which contents for education in journalism based on UNESCO are approached in order to reduce cases of opinion manipulation and online scams.

In the area of **youth awareness, the workshop "Escolas Media Veritas- The truth in the** Media**" is referred to,** proposing as themes The Media as a social construction (social networks; the dependence on online and the youth in the media); Behind the Fake News (types of fake news, fact *vs.* opinion); The writing of a newspaper (who wants to be a journalist?, printed and digital newspapers in Portugal).

Initiatives promoted by other media (not covered by obligations under the Directive)

Among the Portuguese media, some initiatives to promote ML also stand out, with the particularity that they are **mainly aimed at children and young people**, namely as a school audience.

One of these initiatives- Público in School- stands out for being one of the oldest reference projects in Portugal in this area, being promoted by Público, one of the national daily newspapers. It is also among the printed media that we find another double project with several years of implementation, MediaLab, the journalistic laboratory of the daily newspapers Diário de Notícias and Jornal de Notícias. Although not so much for their longevity, but for being examples of contents created by media organs explicitly thought for the children-youth public, we highlight Expressinho (from the weekly Expresso) and Visão Júnior (from the magazine Visão).

Público na Escola (Public at School)

Website	https://www.publico.pt/publico-na-escola

Público in School is one of the longest running media literacy projects in Portugal, with over three decades of activity. It was officially launched in 1990 together with Público, the national daily newspaper of general information, which is responsible for promoting it. As its name suggests, this project is mainly aimed at **raising the awareness of the school public to journalism issues, in** line with the strategies for the development of the competences included in the *"Profile of School Leavers"*, the reference document of the education system, on which more detailed information is reported in section B.

The project was active between 1990 and 2015. At that time, due to a lack of resources and support, it would eventually come to a halt, having been resumed in the 2019/2020 school year **in a partnership with the Ministry of Education and the Belmiro de Azevedo Foundation, the entity responsible for its funding**.

According to information available on the Público na Escola website, the project is relaunched keeping the initial assumptions, although with this digital existence integrated into Público's website. According to the objectives described therein, the project aims to:

[73] On its *website*, MediaVeritas provides the Media Veritas Academy Handbook 2020-2022.

- To contribute to a closer relationship between current affairs in the media and the school;
- Helping to decode the language of the press and the media in general
- Promote the development of critical thinking;
- Provide tools to search, evaluate, use and create information effectively in any format;
- To make available proposals of activities for the classroom/school library, based on the contents of the newspaper PÚBLICO (in a first phase, we will privilege the 3rd cycle of basic education and secondary education);
- Disseminate ongoing initiatives in schools in the field of media education;
- Promote contact and articulation with other projects already underway;
- Propose training tools for teachers;
- Giving students a voice;
- Maintain visits to newsrooms.

Among the different activities developed by «Público na Escola», it is worth highlighting the National School Newspaper Contest, for all levels and cycles of compulsory education, a contest that was already running before this re-edition of the contest whose main objective is to showcase good practices in school journalism.

Público newspaper's investment in the promotion/development of projects aimed at improving citizens' ML skills is reflected in other projects, whose digital version, is also hosted on the newspaper's website: P Superior, Artéria, Vozes de Gaia.

MediaLab-DN and Media/Lab/JN

Website	https://dn.medialabedu.org/ https://jn.medialabedu.org/

Diário de Notícias and Jornal de Notícias are two more national daily newspapers of generalist information that develop ML initiatives, namely through MediaLab-DN and MediaLab-JN. Created in 2010[74] , this project creates two journalism laboratories, one in Diário de Notícias (based in Lisbon) and another in Jornal de Notícias (based in Porto) that aim to raise awareness about the field of journalism, the journalism profession, journalistic production and the work of a newsroom. The youngest, as a school public, families and seniors are some of the targets of the MediaLab initiatives.

[74] The book "Media Education in Portugal: experiences, actors and contexts" refers to the projects which were at the origin of these two laboratories, reporting on the dynamics they generated at the time of their creation.

Table 33 - Initiatives of the MediaLab programme - available in different years

Media Lab LIVE - 100% online		Media Lab at School and in the Community
Workshop - Writing for the 21st Century		Media Lab LIVE - 100% online
Workshop - Drafting for the 21st century for young people (1st and 2nd cycles)		Workshop - Writing for the 21st Century
|Peter the Journalist! Now at your School (Pre-School)		Workshop - Writing for the 21st century for children (1st and 2nd cycle)
Workshop - TSF Radio News		Pedro, the Journalist, now at your School (Pre-School)
Workshop - Distribution in Social Networks		Workshop - TSF Radio News
Workshop - Make Your Own Page		Workshop - Distribution in Social Networks
Workshop - Working in Publishing		Workshop - Make Your Own Page
Thematic Workshops available 22/23		Workshop - Working in Publishing
Workshop - "Ecojournalists: 5Rs Mission		Thematic Workshops available 2022/23
Workshop - "Talking about Europe		Workshop - "Ecojournalists: 5Rs Mission
Workshop - "Reporter in World War I		
Workshop - "Talking about Science		

Source: websites of MediaLabDN and MediaLabJN

LUSA- Portuguese News Agency

Website https://www.lusa.pt/

Lusa is the only Portuguese news agency. By its nature, it is bound to a Service Provision Agreement (News and Information) of Public Interest, which is in force for a period of six years, the most recent dating from 1 January 2022[75] (in force until 31 December 2027). As explained in that document, Lusa has as its "objective the collection and processing of news material or of informative interest, the production and distribution of news to a wide range of users (national and international media, companies and various institutions of public and private nature) and the provision to the Portuguese State of a service of public interest related to citizens' information".

In its response to the request for information sent by ERC, **Lusa states that its incursion into the ML area will take place from 2019.**

As for the concept generally adopted by Lusa to refer to its work in this area it is media literacy/media literacy, without, however, indicating a definition he uses as a reference, his own or another source.

Lusa states that it considers the ML a fundamental factor in the fight against disinformation. In this sense, it has oriented its action in this area to train journalists and young people. In order to strengthen its fight against disinformation through ML, Lusa, in partnership with Inesc-ID, from Instituto Superior Técnico, CNCS- National Center for Cybersecurity and in: know, Portuguese technology (see table 35), developed **the project Contrafake- which is now available online at https://combatefakenews.lusa.pt/**[76] . As

[75] The document is available at the following link to LUSA's *website:* https://www.lusa.pt/about-lusa/servi%C3%A7o-p%C3%BAblico.

76 As Lusa reports in the presentation of the project available on the *website*, the *website* itself predates the Contrafake project. It served as support to the organization of two conferences manipulation and disinformation (one in Lisbon, and another one in Madrid), events organized in partnership with the Spanish news agency Efe.

defined on its presentation page on the website, Contrafake is "a project of information aggregation and development of computational resources and technological tools, based on artificial intelligence, for protection and support to communication professionals, citizens and institutions against disinformation actions conveyed through social networks and other sources of digital information". The project started in 2020 and was completed in 2022, having been financed with EU funds, under the Portugal2020 programme.

Table 34 - Lusa collaborations / partnerships in the ML area

Regularity of Collaboration	Identification of the agents with whom the entity collaborates	Year(s) of collaboration
Permanent *(e.g.: effective members of working groups/networks; associations)*	Media Literacy Working Group (GILM); Media Literacy and Education Online (LEME)	2021
Regular *(e.g. partnerships developed for specific initiatives and occurring regularly)*	Iberian Media Research and Fact-Checking (IBERIFIER);	2021
	INESC ID (Counterfeit)	2020-22
Sporadic/Pontual (e.g. collaborations that occur sporadically)	CNCS (Counterfeit and Cyber-informed Citizen)	2020-23
	INKNOW (Counterfeit)	2020-22

As systematised in Table 36, collaborative work has been present throughout these years in which it began to invest in ML projects. The entry in 2021 as a permanent member of the GILM and the fact that it is part of the Iberian *hub of* EDMO should be highlighted.

Table 35 lists the measures/activities reported by Lusa itself in the response to the request for information sent by the ERC.

Table 35 - Measures/Activities to promote and develop ML skills carried out by Lusa- General characterisation

LUSA									
Theme	Type of measure / activity	Name	Hyperlink	Starting date	Duration	Target Audiences	Geographical scope	Funding	Impact assessment
Disinformation / Fake News	Online resource	Introduction of ML measures tools, in particular to combat disinformation, on the Combat Fake News website	https://combatefakenews.lusa.pt/	2019	No defined duration	Population in general	National	n/a	No
Disinformation / Fake News	Training	Protocol signed with the Union of Journalists and Media Technicians of Guinea-Bissau to train journalists and other professionals involved in projects to combat Fake News	n/a	June 2020	No defined duration	Population in general	National	n/a	No
Media Literacy Digital Literacy Disinformation	Conference	Online conference "Disinformation in times of covid-19"	n/a	May 2020	1 day			Own	No
Media Literacy Journalism Literacy	Conference	Participation of the Chairman of the Board of Directors in the 2nd National Meeting on Media Literacy and Journalism	n/a	October 2022	No defined duration	Population in general	National	Own	No
Media Literacy Disinformation	Training action	Training action on journalism with a component on ML and combating disinformation	n/a	November 2021	7 days		International	Own	No
Media Literacy Disinformation	Online resources	Participation in the Counter-Fake project, to combat disinformation, which lasted until 2022	n/a	2021	No defined duration		National	n/a	No
Media Literacy Digital Literacy Disinformation	Training action	Launch of the 1st "Cyber-informed Citizen" course	https://www.lusa.pt/pdfs/lusacncs.pdf	June 2020	No defined duration	Population in general	National	Public bodies/institutions	No
Media Literacy Disinformation	Conference	Conference "Combating Fake News - A Democratic Issue	n/a	2019	1 day	Population in general	International National	Own	No
Media Literacy Disinformation	Conference	Conference "Trust in Journalism - Escaping Disinformation	https://www.youtube.com/watch?v=ZbZtstgvuwo	27 April 2023	1 day	School public (teachers, pupils, ...) General population	National	Own Public bodies/institutions	No
Media Literacy Disinformation	Online resources	Open news service on fake news on lusa website and google news case	https://combatefakenews.lusa.pt/	2019 e 2023	No defined duration	Population in general	International National	Own	No
Misinformation	Training action	IBERIFIER Disinformation Training	n/a	2023	No defined duration		National	Own	No

Source: Data organised by the ERC based on the response to a request for information. Columns with information on the theme and type of measure/activity classified by the ERC.

In the case of other media organisations, the objectives of developing ML skills, particularly for children and/or youth audiences, have been included in the creation of journalistic products aimed at them. Here are some examples.

- Visão Júnior", monthly magazine of general information aimed at children and young people, created in 2004, integrated in the editorial project of Visão. Besides stimulating the reading of newspapers and citizenship among the younger public (through initiatives such as the contest "Kids voting"[77]), it is also the means used to promote media literacy among these publics through initiatives of different nature;
- The Expresso, a national weekly newspaper, during the first confinement of 2020 launched "Expressinho", an information supplement aimed at children, produced by Estrelas & Ouriços;
- Jornalíssimo[78] , is a general information *website* aimed at young people aged 12 and over, but which is also designed with parents, guardians and teachers in mind. As explained in the about section of its *website*, founded in 2015, this editorial project aims to awaken young people's interest in reading the written press, foster curiosity, promote critical thinking and the ability to question.

As a result of the requests for information directly sent by ERC to the audiovisual media service operators, the work carried out by SIC is also identified.

SIC

SIC, Sociedade Independente de Comunicação SA, is a private Portuguese television operator, which in October 1994 launched its first programme service to be broadcast in Portugal: the generalist channel SIC.

In response to ERC's request for information, SIC refers that concerns with ML have been a concern since the beginning of its activity, although it refers to the year 2000 as the beginning of its most effective action. It specifies the positioning it has had in relation to ML as follows: "Since its constitution, SIC, namely SIC Generalista, has had a general concern with the information of its public. SIC Notícias came, because of its theme, to make a strong contribution to the informative, reflective and interventive efforts of the public on current affairs. Technological evolution and awareness has been of great importance in the operator's activity. Added to this, there has been a growing concern with health issues, in a constant fight against misinformation. The goal is to have an increasingly informed, alert, opinionated and autonomous public when making decisions". In other words, it associates media literacy directly with news information literacy and its function of informing the public.

77 This is an initiative promoted jointly with the School Libraries Network and VISÃO Júnior, which simultaneously promotes reading and citizenship. It has existed since the 2016/2017 school year.

78 Link to the *website:* https://jornalissimo.com.

Table 36 - Measures/Activities to promote and develop ML skills carried out by the SIC - General characterisation

SIC								
Theme	Type of measure / activity	Name	Hyperlink	Starting date	Duration	Target groups for the measure	Geographical scope	Impact assessment
Disinformation / Fake News	Information	Report " The impact of children's exposure to screens	https://sicnoticias.pt/programas/essencial/2021-11-24-O-impacto-da-exposicao-das-criancas-aos-ecras-2323c253?utm_source=site&utm_medium=share&utm_campaign=mail	23 November 2021	1 day	School public (teachers, pupils, ...) General population Families	International National	Yes
Disinformation / Fake News	Information	Reportage Fake News: the illusion of truth	https://sicnoticias.pt/arquivo/a-ilusao-da-verdade	March 2021	1 day	Population in general	International National	Yes
Disinformation / Fake News	Information	Reportage The Unbearable Lightness of Lying	https://opto.sic.pt/vod/d487248e-6f31-455a-a4fc-ed7951a54b23	23 March 2021	1 day	Population in general	International National	Yes
Disinformation / Fake News	Information	Report The dangers of fake news in mental health	https://sicnoticias.pt/especiais/desafios-da-mente/2021-01-29-Os-perigos-das-fake-news-na-saude-mental-ffbabfd9	29 January 2021	1 day	Population in general	International National	Yes
Disinformation / Fake News	Information	Project "SIC Polygraph | Europe"	https://www.facebook.com/watch/hashtag/poligrafosiceuropa?__eep__=6%2F https://sicnoticias.pt/arquivo/poligrafo-sic-europa	1 January 2021	No defined duration	Population in general	International National	Yes
Disinformation / Fake News	Information	Programme 15|25	https://opto.sic.pt/series/15or25/b748c0bc-97b6-4d58-b098-b0caa837e62f	September 2020	No defined duration	Population in general	International National	Yes

SIC								
Theme	Type of measure / activity	Name	Hyperlink	Starting date	Duration	Target groups for the measure	Geographical scope	Impact assessment
Disinformation / Fake News	Information	SIC Polygraph	https://sicnoticias.pt/programas/poligrafo and OPTO	1 April 2019	weekly 10 months a year	Population in general	International National	Yes
Disinformation / Fake News	Information	Hello Portugal" Programme	https://sic.pt/programas/alo portugal/	2008 at SIC Internacional 2018 at SIC Generalista	No duration defined	Population in general	International National	Yes
Digital Literacy New technologies	Information	The Future Today" Programme	https://sicnoticias.pt/programas/futurohoje	November 2007	No defined duration	Population in general	International National	Yes

Source: Data organised by the ERC based on the response to a request for information. Columns with information on the theme and type of measure/activity classified by the ERC.

In the radio projects strand, in addition to **Rádio Zig-Zag,** specified in section A, regarding the ML activities of the public service concessionaire, we identify:

- Radio Kids[79] , which is the responsibility of an association with the same name. It is an exclusively *online* radio, broadcasting 24 hours/7 days a week, which began with experimental emissions in November 2015. It targets children of all ages, parents and educators, Portuguese, Luso-descendants, or Portuguese speakers living in Portugal, abroad and in the PALOP, in order to facilitate their relationship with the Portuguese language and culture.

In addition to the exclusively *online* content, Radio Miúdos, since 2022, is developing two projects that, due to their characteristics and objectives, can be considered in the ML area:

- The **"Radio-Schools",** which aims to **implement school radios in Primary Schools** (1st to 9th grade) as mini incubators, within schools, oriented towards the promotion of participative citizenship, of informed, active and participative citizens, creating forms of regular citizenship.
- **Deaf Kids on Radio Kids** is a channel that "gives voice" to deaf kids, with equal opportunities to hearing kids.

Libraries

Libraries and library networks also appear among the agents that boost the field of ML, sometimes as promoters of activities, sometimes by opening and associating their physical spaces to the activities promoted by other actors. In Portugal, besides the strategic intervention of RBE (reported in Section B of this report) at the level of hundreds of school libraries and the individual action of these school libraries, it is also possible to associate to the field of ML the intervention of other organizations, although with another type of participation:

- The Directorate General of Books, Archives and Libraries (DGLAB), which, among other duties, is the coordinating body of the National Public Libraries Network Programme that liaises with municipalities, which manage these libraries, has been participating mainly as a disseminator of ML initiatives. In 2022, the organism was designated to monitor the implementation of the project **"Comunicação Digital de Proximidade" (Proximity Digital Communication),** with DGLAB selecting the Association of Municipalities of the Setúbal Region and its Intermunicipal Network of Libraries as partners for its implementation. This project aims to bring the digital media closer to the citizens, namely through a Mobile Digital Studio. "Besides a Mobile Studio, the project foresees the installation of communication equipment in the libraries of the several municipalities of AMRS: Alcácer do Sal, Alcochete, Barreiro, Moita, Montijo, Palmela, Santiago do Cacém, Seixal, Sesimbra and Setúbal, where media literacy training sessions will be carried out and multimedia communication workshops promoted. Besides the production of digital contents and the awareness for the importance of digital communication, resources will be made available for experimentation and production of small communications, as well as for the development of individual or collective projects of media contents production and communication". [80]
- The Portuguese Association of Librarians, Archivists, Information and Documentation Professionals (BAD), a non-profit organization that aims to

[79] Hyperlink to Radio Kids: https://www.radiomiudos.pt/.

[80] According to information from a news release of 12 July 2022 consulted on the DGLAB *website:* http://bibliotecas.dglab.gov.pt/pt/noticias/Paginas/Comunicacao-Digital-Proximidade.aspx.

protect the activity of its members, has been developing the project "Information Literacy and Critical Thinking in Higher Education: Combating Disinformation"[81] , which aims to correspond to the needs of young people, through librarians in Higher Education Institutions (HEIs), so that these professionals help empower them to pursue their academic and scientific work, but also in lifelong learning and in solving everyday problems, as is the case of combating disinformation, and it is mainly at this level that it highlights the relationship with the ML, since its first focus is mainly on information literacy. The ADB is also one of the entities that make up the advisory board of the GILM.

Schools, Higher Education Institutions and Research Centres

Schools, higher education institutions and research centres are also agents with a strong involvement in ML initiatives in Portugal. Either as participants in activities promoted by other agents (for example, the «*7 days with the media* operation») or as promoters of their own projects/activities. Although data on their intervention has been started, given the number of entities involved, in this first report we chose not to present data/ distinguish information on any one in particular.

[81] Project materials are available at https://bad.pt/formacao/projetos/combater_desinformacao/.

Teacher Training

In Portugal, Decree-Law No. 22/2014 of 11 February[82] establishes the legal framework for continuous teacher training and defines the respective coordination, administration and support system. According to the document, the teachers covered are: of pre-school education and basic and secondary education in effective exercise of functions in school groupings or non-grouped schools of the public network; Who integrate the career of childhood educators and teachers of basic and secondary education who teach Portuguese abroad, Portuguese public schools abroad and European schools; Of private and cooperative education in exercise of functions in schools associated with a School Association Training Centre (CFAE)[83] ; to teachers who exercise functions legally equivalent to the exercise of teaching functions." As established by the mentioned decree, the **Scientific Pedagogical Council for Continuing Training (CCPFC)** is the Portuguese entity responsible for the accreditation of training entities and continuing teacher training actions, as well as to monitor the evaluation process of the continuing training system and carry out the accreditation of specialized training courses.

The training actions may have the following modalities: a) Training courses; b) Training workshops; c) Study circles; d) Short duration actions. The first three modalities have a minimum duration of 12 hours and are accredited by the CCPFC. The short duration actions have a minimum duration of three hours and maximum of six hours.

According to the referred diploma, training entities can be:

a) The Training Centres of School Associations (CFAE);
b) Higher education institutions;
c) The training centres of non-profit professional or scientific associations;
d) The central services of the Ministry of Education and Science;
e) Other public, private or cooperative non-profit entities accredited for this purpose.

This is a general diploma, applicable to the different training areas[84] that teachers can do. In order to try to map examples of entities proposing training in ML to the CCPFC, a search was made on its *website for* keywords. Table 37 gathers the results of one of these searches.

[82] Hyperlink to the diploma: https://dre.pt/dre/detalhe/decreto-lei/22-2014-570766.

[83] The CFAE are training entities with statute, competences, constitution and the rules of operation established in the Decree-Law nº127/2015 of 7 July. Hyperlink to the diploma: https://dre.pt/dre/detalhe/decreto-lei/127-2015-69736208. On its website, the RBE provides a link to the CFAE: https://www.rbe.mec.pt/np4/Formacao-CFAE.

[84] According to Decree Law n.22/2014 the areas of continuous training are:
a) The rea of teaching, i.e. areas of knowledge which constitute curricular subjects at the various levels of education;
b) Teaching and didactic practice in teaching, namely training in classroom organization and management;
c) General educational training and educational organisations;
d) School administration and educational administration;
e) Leadership, coordination and pedagogical supervision;
f) Ethical and deontological training;
g) Information and communication technologies applied to specific teaching methods or to school management.

Table 37 - Examples of training in ML areas proposed for accreditation with the CCPFC - May 2023

Name of the training proposal	Training entity	Recipients of the training	No. of accredited hours	Modality	Frequency Regime	Validity of the training
MEDIA EDUCATION	School of Education of Santarém	Early Childhood Educators and Primary and Secondary School Teachers	25	Training Course - Unique Discipline of Higher Education	b-learning	07.07.2023
MEDIA EDUCATION AND DIGITAL LITERACY	Faculty of Psychology and Education Sciences of the University of Porto	Teachers of the 2nd and 3rd Cycles of Basic Education and Secondary Education	50	Training Course	Presencial	14.12.2023
MEDIA AND CITIZENSHIP EDUCATION: HOW TO EMPOWER THE USE OF DIGITAL IN SCHOOL	Lusophone University of Porto	Early Childhood Educators and Primary and Secondary School Teachers	50	Training Workshop	Presencial	08.04.2024
SCHOOL PRESS AND MEDIA EDUCATION	Teacher's House Training Centre	Early Childhood Educators and Primary and Secondary School Teachers	25	Training Course	e-learning	20.09.2024
MEDIA AND CITIZENSHIP EDUCATION: HOW TO EMPOWER THE USE OF DIGITAL IN SCHOOL	Directorate-General for Education	Early Childhood Educators and Primary and Secondary School Teachers	50	Training Workshop	Presencial	03.11.2024
MEDIA EDUCATION AND ADVERTISING - CONCEPTS AND ACTIVITIES IN CITIZENSHIP	Directorate-General for Education	Early Childhood Educators, Primary, Secondary and Special Education Teachers	30	Training Course	e-learning	09.02.2025
MEDIA EDUCATION - LITERACIES IN THE FLEXIBILISATION OF THE CURRICULUM	NOVA ÁGORA - SCHOOL ASSOCIATION TRAINING CENTRE	Primary and Secondary School Teachers	15	Training Course	Presencial	17.10.2025
NEWS AND MEDIA EDUCATION	LUSOPHONE UNIVERSITY OF PORTO	Early Childhood Educators and Primary and Secondary School Teachers	25	Training Course	Presencial	31.10.2025
DIGITAL MEDIA EDUCATION	TRAINING CENTRE FOR SCHOOLS IN THE MUNICIPALITY OF ALMADA	Primary and Secondary School Teachers	25	Training Course	e-learning	13.02.2026
READINGS ON PAPER, READINGS ON SCREEN: LIBRARIES, INCLUSION AND LITERACIES IN THE PATHWAYS OF AGENDA 2030	ANTÓNIO SÉRGIO SCHOOL TRAINING CENTRE	Kindergarten teachers, Primary and Secondary School teachers and Special Education teachers	25	Training Course	e-learning	20.12.2024
SCHOOL LIBRARY, READING AND LITERACY FOR THE CURRICULUM(S)	LUÍS ANTÓNIO VERNEY TEACHER TRAINING CENTRE	Kindergarten teachers, primary and secondary school teachers	25	Training Course	e-learning	28.03.2025

Name of the training proposal	Training entity	Recipients of the training	No. of accredited hours	Modality	Frequency Regime	Validity of the training
INSERT - DIGITAL EDUCATIONAL STRATEGY FOR INCLUSIVE AND FLEXIBLE FILM LITERACY	SCHOOL OF ARTS OF THE PORTUGUESE CATHOLIC UNIVERSITY	Primary and Secondary School Teachers	13	Training Course	b-learning	30.05.2025
FILM LITERACY AT SCHOOL: PATHS AND DISCOURSES OF CINEMA	CEFOPNA - NORTH-EAST ALENTEJO TEACHER TRAINING CENTRE	300, 320, 330, 400, 410 e 600	25	Training Course	Presencial	02.10.2023
MEDIA EDUCATION AND DIGITAL LITERACY	FACULTY OF PSYCHOLOGY AND EDUCATIONAL SCIENCES OF THE UNIVERSITY OF PORTO	Teachers of the 2nd and 3rd Cycles of Basic Education and Secondary Education	50	Training Course	Presencial	14.12.2023
FILM LITERACY AT SCHOOL: PATHS AND DISCOURSES OF CINEMA	BASTO TRAINING CENTRE	Teachers in Groups 300, 320, 330, 400, 410 and 600	25	Training Course	Presencial	02.10.2023
DIGITAL JOURNALISM - INTENSIVE LAB	FACULTY OF SOCIAL SCIENCES AND HUMANITIES OF THE NEW UNIVERSITY OF LISBON	Teachers in Groups 200, 210, 220, 300	25	Training Course	Presencial	01.07.2024
MEDIA LITERACY AND JOURNALISM: PEDAGOGICAL PRACTICES WITH AND ABOUT MEDIA	Directorate-General for Education	Kindergarten teachers, Primary and Secondary School teachers and Special Education teachers	40	Training workshop	Presencial	04.10.2024
MEDIA LITERACY AND JOURNALISM: PEDAGOGICAL PRACTICES WITH AND ABOUT MEDIA	CAMÕES, INSTITUTE FOR COOPERATION AND LANGUAGE (CAMÕES, I.P.)	Kindergarten teachers, Primary and Secondary School teachers and Special Education teachers	40	Training workshop	Presencial	04.10.2024
MEDIA LITERACY AND JOURNALISM: PEDAGOGICAL PRACTICES WITH AND ABOUT MEDIA	LEONARDO COIMBRA TRAINING CENTRE - (ANPEB)	Kindergarten teachers, Primary and Secondary School teachers and Special Education teachers	40	Training workshop	Presencial	04.10.2024

Source: Website of the Scientific Pedagogical Council for Continuous Training (CCPFC). Table systematized from research conducted in May 2023 based on the keywords: media education; film literacy and journalism. The keyword media literacy and media literacy did not return any search results. As this was merely an illustrative exercise of the diversity of training courses available, all the training courses searched for were included, particularly using the keyword digital literacy (which returned the highest number of results).

Taking as reference the actors mapped in a more detailed way in this report, it should be noted that in their activity some of them also include the training of teachers as is the case of the Association for Media Literacy and Journalism - "From the newsroom to the Schools" program - https://associacaoliteracia.pt/peca-uma-formacao/, the Directorate General for Education, the National Reading Plan, the School Libraries Network. It should be noted that GILM itself has accredited its Congresses Literacy, Media and Citizenship as certified training for teachers.

Website https://www.cenjor.pt/

Besides teachers, also journalists, professionals and communication students are potential trainers in this area. In Portugal, in the context of professional training of these professionals it is important to highlight the experience that is carried out by CENJOR - the Protocol Centre for Professional Training for Journalists. Created through Order No. 667/86[85] , of 7 November and results from a protocol signed between the Institute of Employment and Vocational Training (IEFP), the Directorate General of Media, the Journalists' Union, the Daily Press Association and the Non-Daily Press Association (currently the Portuguese Press Association- API).

As described in the About section of its *website*, Cenjor is a legal entity under public law, with administrative and financial autonomy and its own assets, whose mission is to promote education and vocational training activities aimed primarily at journalists and other employees of news companies. Through these trainings, it is expected to improve the service provided to the community. The training provided essentially covers journalistic techniques in the areas of Press, Radio, Television, Digital, Multimedia and Photography.

Part of the centre's activity is of local, national and international scope[86] . In order to correspond to specific training needs, Cenjor has been investing in specialized training on relevant themes in the treatment (thematic seminars/workshops), establishing agreements and protocols with public/private activities.

The integration of Cenjor in the Portuguese team of Iberifier (the Iberian hub of EDMO-European Digital Media Observatory)[87] is one of the examples of this orientation of Cenjor towards specialized training, namely in terms of ML. In fact, in the context of this project, Cenjor is responsible for the promotion of training actions in the field of media education. The training actions that are being developed are made available by the Centre in the "Iberifier Courses" section of its website, which, as expected, given EDMO's central area of intervention, have

Remember that the National Council for Cybersecurity (CNCS) also provides training, which can be taken not only by teachers, but by anyone interested in the area of cybersecurity (https://www.cncs.gov.pt/pt/cursos-e-learning/).

Training of journalists/journalism professionals

Cenjor

[85] Hyperlink to ordinance no. 667/86, of 7 November: https://dre.pt/dre/detalhe/portaria/667-1986-221137

[86] Internationally, namely at the European level, CENJOR develops training programmes (that go beyond the EU countries) in partnerships with other centres, institutes and universities, in the framework of the European Journalism Training Association (EJTA).

[87] Concerning Iberifier, see the section on its activity in section D of this report.

privileged the connection between Media Literacy and the fight against disinformation. The target audience are journalists, communication professionals or communication students. The following trainings included in this project are listed:

- Digital literacy in action against disinfodemy - Free four-hour workshop[88]
- Digital literacy in action against malaria - Free one-hour awareness action [89]

In the period highlighted in this report, it should also be noted the participation of Cenjor as partner of GILM- Informal Group on Media Literacy in the context of the operation 7 days with the Media 2020 - edition without leaving home[90] . In this context seven educational resources were created that are still current.

Table 38 - Resources created by Cenjor in partnership with GILM in the context of 7 days with media 2020

Title of the challenge	Target Audience	Objectives	Activity sheet	Video of the challenge
Disinformation: Identifying "fake news	Young people (3rd cycle and secondary)	Learn to identify a "fake news"; Know how to explain the criteria that led to the identification of " fake news ".	https://drive.google.com/file/d/1xKCnlOqRYWxYaIZE5FSyzcwvXdeqnMzK/view	https://www.youtube.com/embed/HKym1eLxu1o?start=1&feature=oembed
Create and share quality videos with your smartphone	Young people (3rd cycle and secondary) and Families	Use competently the smartphone to shoot and edit video; Understand how technical aspects build and condition the message	https://drive.google.com/file/d/1-dT6qUsPg4dMXGSyjeksOaC7DFA4gFVI/view	https://www.youtube.com/embed/NQQgdVo-_tA?feature=oembed
Sound portraits and the voice as a caption of sound	Young people (3rd cycle, secondary, university) and Families	Understanding the importance of sound elements and voice in radio reportage ; Learning to communicate and express themselves through the language of radio	https://drive.google.com/file/d/1NfOBKN7LI_TsRBu069CPlGjcQ9r7Y0Ou/view?fbclid=IwAR1zSIJ2LgNxX7qNqRr3TPjAX4-XBT0VZJ1G1LdiOQkRim-m-BE4SrMfT5w	https://www.youtube.com/embed/rAvb3sn4Byg?start=1&feature=oembed
From news to fiction, the power of manipulation	Young people (3rd cycle, secondary, university), Families	Realise that news and images are a constructed representation of reality; Understand some construction processes of news and images; Develop critical thinking	https://drive.google.com/file/d/1AwVT5KRO3vpns3K5WtZkLT9YDB-K8T-e/view	https://www.youtube.com/embed/laFSmyz6WAY?start=1&feature=oembed
Using a professional sound and image kit	Young people (secondary school, vocational, university)	Using in a competent and creative way, in video production, the equipment for capturing sound and image; Understanding how the technical aspects build and condition the message	https://drive.google.com/file/d/1O9ELm_L56ZnqXBDkDewrjS5qVx9WU1zI/view	https://www.youtube.com/embed/2hVpcE5YJmE?start=1&feature=oembed
The importance of photojournalism	Young people (3rd cycle, secondary,	Understanding the importance of photojournalism; Knowing	https://drive.google.com/file/d/1o2Ml1EwiHj0OOjD8PtFyR3PyRbumXWQ8/view	https://www.youtube.com/embed/NEq1dXA4au0?feature=oembed

[88] Detailed information about this workshop is available at the following link: https://www.cenjor.pt/desinfodemia-workshop/.
[89] Detailed information on this awareness raising action is available at https://www.cenjor.pt/desinfodemia-sensibilizacao/.

[90] The 7 days with Media operation, created in 2013, is defined as the Portuguese media literacy week and is promoted in Portugal by GILM . Information on this initiative and on the activity of GILM in the corresponding point of section B.

Title of the challenge	Target Audience	Objectives	Activity sheet	Video of the challenge
	university) and Families	how to use photography to create a photo story		
Information and data	Young people (secondary, university) and Families	Understand the importance of accurate and objective data to combat misinformation and unsubstantiated opinions; Know how to research objective and accurate data from credible sources	https://drive.google.com/file/d/1XggSfa571748eIPwkeuRgUPbIZUPQRJe/view	https://www.youtube.com/embed/tzYDoTrOEaQ?feature=oembed

Sources: 7 dias com os Media website (https://7diascomosmedia.gilm.pt/desafios/). Videos available on GILM's Youtube channel (https://www.youtube.com/@7diascomosmedia/playlists)

Section E

Assessment measures and methods

The mapping of measures and activities listed throughout the report, even though not exhaustive in relation to reality, allows us to see that **impact assessment is one of the dimensions of the work (perhaps the one in which this happens most) with the least investment**. In this first study, the reasons for this have not been ascertained. However, several hypotheses can be put forward: the scarcity of resources (financial, material, human) that such work requires; the demand it represents in terms of knowledge and time invested, the difficulty in finding adequate and effective models/tools/measures, especially if we consider that an impact evaluation in this area requires monitoring over time; the lack of knowledge and/or devaluation. **When it exists it tends to be tendentially/ exclusively quantitative, based on numbers of beneficiaries reached and/or based on self-perceptions and self-assessments of those beneficiaries**.

In the case of the experiences carried out in formal education contexts - which has the added value of allowing the monitoring of the measures/initiatives to be extended in time - Guides are foreseen, composed of objectives and performance descriptors for the different educational levels, which may be used as a reference to support the assessment by teachers/trainers of the students' pathway.

As far as ERC is concerned, it should be noted that, for its part, the competences attributed to it with the transposition of the DSCS point in the direction of investing in measures and assessment methods. In fact, in relation to providers of VSP services under its jurisdiction, this requirement is explicit in the law, to the extent that it is up to the regulator to assess the adequacy of measures and instruments used in those VSPs to promote the development of LM competences of their users (as well as the awareness made in that sense), the same happening in the case of the follow-up to the new obligation in this matter of the concessionaire of the national public radio and television service. As **regards the responsibility for producing reports for the EC, the way this attribution was transposed into national law requires monitoring the evolution of ML skills in Portugal, from which we can infer evaluation needs that go far beyond tri-annual mappings**.

So far ERC has not adopted/developed any evaluation model. From its own experience as promoter of initiatives aimed at developing ML skills it has mostly remained at the descriptive level, based on quantitative diagnoses and/or self-assessments of the recipients involved.

The collaboration in the European project *EduMediatest*[91] - coordinated by the Audiovisual Council of Catalonia and developed in partnership between entities from seven countries - was one of the few experiences that allowed the regulator to test an assessment model, which was based on a questionnaire composed of exercises that tested media literacy skills and knowledge in different areas, with prominence for those related to digital media. Besides the project's name, EduMediatest gives the name to its main *outcome, that* is, a digital tool proposed as an auxiliary resource for the assessment of media literacy skills in a school context, in students aged between 14 and 18 years old. In theoretical and conceptual terms, the project has as reference the proposal for the assessment of media skills that has been developed in the research of Joan Ferrés, a Spanish researcher specialized in audiovisual communication and education, which is structured based on six assessment dimensions 1) Language; 2) Technology;

[91] Already mentioned in section B of this report regarding the activity of the ERC. We recall here the report produced by the ERC which highlights the experience carried out in Portugal, available at: file:///C:/Users/afons/Downloads/ERC%20-%20Relat%C3%B3rio%20Nacional%20of%20the%20EduMediaTest.pdf.

Interaction processes; Production and diffusion, Ideology and values; Aesthetics. To enhance the tool, it would be relevant to strengthen investment so that it could be fed with more than different exercises, as well as with new educational resources to support the weaknesses diagnosed.

In the context of the present report, ERC did not invest in this process of identification of measures and assessment methods mainly due to the demand for resources that such task requires so that, as a finality, it may have an adequate, objective, fair and transparent application. Moreover, as said and demonstrated in this report, in Portugal the very regulatory scenario regarding this point is still in its first steps: the public television service has not yet formalized the presentation of a plan and in the case of VSP providers the regulatory intervention is at a very early stage at different levels (not only in the case of ML obligations), namely that of the prospection of existing platforms.

As in any other context, it is undeniable that the adoption of assessment measures and methods will always present benefits, resistance, and limitations. In the context of the evaluation (of the evolution) of ML skills this may be truer. For it to be adequate and able to translate the existing reality, it requires that it be a continuous process, extended in time. Whatever the way forward, work aimed specifically at mapping and comparing experiences, methods and models of assessment is essential. Perhaps the information gathered through this report will speed up this process.

"COMEDIG- Digital and Media Literacy Skills in Portugal".

The mapping carried out in this report allowed us to identify, in the period under review, a research project carried out in Portugal whose main objective was to assess media literacy skills, once again using the school environment as a reference: "COMEDIG - Competences for Digital and Media Literacy in Portugal"[92] . Although it started before the reference period of this report, it was developed throughout this period, under the coordination of the University of Coimbra, in a collaboration involving experts in the field from other national and international higher education institutions.

According to the information available in the section of its website called "Work Plan", the project was structured in three phases corresponding to its three main objectives:

- PHASE 1- aiming at defining the profile of digital and media literacy competencies at different schooling levels. The result of this phase is the development of a Conceptual Model for the Assessment of Digital and Media Literacy, which identifies the dimensions that make up digital and media competences, and a set of operational indicators, necessary for their assessment.
- PHASE 2- aimed at assessing **the level of digital and media competencies in the school community and identifying further training needs.** In this case, the proposed result is a characterisation of the digital and media literacy profiles according to the pre-established conceptual model, highlighting the deficit areas and training needs identified.
- PHASE 3- aiming at: Developing digital educational resources and offering

[92] Hyperlink to the COMEDIG project *website:* https://www.uc.pt/fpce/comedig/Homepage/. With two seminars held (one virtual in November 2020, the final in face-to-face format in June 2022), a recording of the first is available online, which aimed to provide a space for reflection on the trends, challenges and opportunities emerging in the area of media education: https://www.facebook.com/watch/?v=749843428942797. The Project is co-funded by COMPETE 2020, Portugal 2020 and the European Union, through FEDER and by the Foundation for Science and Technology I.P./MCTES through national funds (PIDDAC). In this report, it is also mentioned in section D regarding the activities in which MILObs - Media, Information and Literacy Observatory participates.

guidelines for training in digital and media literacy, to meet the educational needs previously identified. As a result of this phase, the creation of two educational resources aimed at promoting media and digital competences, a manual in the form of an *eBook* for teachers with recommendations regarding media education. A mobile application for students that promotes the acquisition of knowledge and the development of skills through interactive and playful activities.

The project targets include: Students in primary, secondary and higher education; Teachers at all levels of education; Researchers; Managers of education and training institutions; Youth workers, trainers and adult educators; Social partners and civil society organisations.[93]

At a time when public policy in this area proposes the adoption of a National ML Plan, the context is certainly propitious for those interested and involved in stimulating this area to also reflect on evaluation issues jointly to articulate and consider the specificities, idiosyncrasies and needs of the diversity of experiences existing in the field, which, as a whole, allow to trace what exists.

[93] In the Resources section of the *website*, there are links to other research projects on the assessment of ML skills. Among these projects, for having tested the assessment of ML skills in adults, attention is drawn here to the project "Media literacy and citizenship. Practices and skills of adults in training in Greater Lisbon", developed between 2009 and 2013 in the context of a PhD thesis at the Centre for Research and Sociology Studies (CIES). The study involved the application of a questionnaire survey and a media literacy test to a sample of around 500 adult students. The final product of this research is available at https://repositorio.iscte-iul.pt/bitstream/10071/8666/1/TESE_FINAL_Paula_Lopes_JURI.pdf. Attention is drawn in particular to the technical annexes of the study, available on p.s 340 to 348.

Section F

Final considerations

E. FINAL CONSIDERATIONS

In the previous sections, information was gathered to correspond to the delivery of Portugal's first report on Media Literacy (article 93ªA of the Law on Television and Audiovisual Services on Demand, Law N. º. 27/2007), based on the European Commission's guidelines defined for the scope of this first document, namely focusing on the reference period indicated for it (September 2020-October 2022).

Although not mapping in an exhaustive way the existing measures/activities aimed at promoting/developing ML competencies in Portugal, this document aims at giving a first picture of part of the diversity of existing interventions (associating them to the actors that promote them). Some ideas are systematized here:

- The recent transposition of the Audiovisual Media Services Directive (AVMSD) into the national regulatory framework, Law N. º 27/2007, brings specific competences to RTP (Art. 51, paragraph f), the concessionaire of the public television service in the field of ML and to the providers of Video Sharing Platforms (PPV) services (Art. 69 - C, paragraph h)). The remaining media (audiovisual and not only) are not covered by these obligations.

- In this context, the public operator was formally obliged to design and implement a literacy plan that is not known to date. In RTP Strategic Project 2021-2023 there are explicit references to ML and the way RTP interprets it, namely relating it to the fight against disinformation. In any case, RTP has integrated in its acting lines a set of activities that the public broadcaster frames as media literacy (e.g. initiatives like RTP Play, App 5i RTP and portal RTP Ensina). The report presents the measures and activities that the national operator includes in this domain.

- As for PPV service providers, they are responsible for implementing effective measures and tools on media literacy and raising users' awareness. In the period to which this report refers only two platforms had registered themselves with ERC, both part of the communications and multimedia services operator MEO: Sapo Videos and Meo Kanal. The integration of functionalities and protection mechanisms for vulnerable audiences and parental control are among some of the measures signalled by MEO itself for ML purposes. Simultaneously, the company identifies its involvement in this area through the Altice Foundation, of which it is part, integrating initiatives for awareness and responsible use of telecommunications ("Communicate Safely") and promotion of digital inclusion ("MUDA- Movimento pela Utilização Digital Ativa").

- In terms of public policy, in the reference period, measures that denote intervention in the area were identified, namely the reinforcement of the National Cinema Plan or the incentive and creation of the digital platform LEME- Media Literacy and Education. However, in November 2022, the Ministry of Culture announced the intention to move forward with a National Media Literacy Plan (PNLM), which should be known during the second half of this year (according to a new announcement made by the same Ministry in April 2023).

- Despite the absence, until the present, of a national strategy, a strong aspect stands out: the investment in collaboration by several agents who intervene in this area. In fact, it is evident the effort that has been made for several years by different agents in the field to articulate their action and cooperate in common goals, even during the circumstances and restrictions caused by the Covid-19 pandemic.

- The evidence of this cooperation effort is identifiable from many of the activities reported in this document, some with many years of existence. It is worth mentioning, as an example, the « Operation 7 days with the Media», which is presented as the Portuguese week for the promotion

of ML and is promoted by GILM- a cooperation structure involving several partners, among which the ERC itself.

- It is important to highlight the role of the stakeholders that, despite not having formal obligations in the field of media literacy, have been investing in its promotion and development for several years.

- The diversity of existing measures/activities is mirrored in the intervention of agents with different origins and missions: public institutions, government bodies, associations and organisations, libraries, primary/secondary schools/groups of schools, higher education bodies and media are some examples.

- The exact quantification of the multiplicity of interventions, to be carried out continuously, would require hard work in terms of study/research, primarily due to issues of conceptual nature; in fact, some interventions with ML objectives may be framed under other designations; similarly there may be initiatives that define themselves as ML, but in practice may not be; the growing number of initiatives that call themselves as promotion of digital literacy skills is an example that reflects this difficulty.

- The promotion and development of media literacy competencies in the curricula of compulsory schooling are framed under the National Strategy for Citizenship Education, being media one of the 17 domains which integrates it. Media literacy is thus associated with media education, both transversally to the different curricular subjects and in the subject of citizenship and development. However, it is not an autonomous subject in the curricula of compulsory education.

- The Media Education Guidance, addressed to pre-school education, primary and secondary education and the Learning with the School Library Framework are two guiding documents for the intervention in this area by schools.

- Also, in higher education there is an educational offer related to media education and media literacy. Namely in the study plan of some courses in the areas of Education Sciences, Communication Sciences, Media and Journalism and Sociology, in most cases as curricular units of those courses.

- The professional training of teachers and trainers integrates the training offers provided by different agents. Among those analysed are the initiatives of the Association for Media Literacy and Journalism (ALMJ) and the Centre of Professional Training for Journalists (CENJOR).

- As for financing in this area, the picture is not conclusive. In formal terms we identify programmes that have been providing funds for the promotion of projects in this area and others that are not specifically for this area but end up being used in proposals that promote the development of ML skills.

- In addition to public bodies dedicated to financing, foundations also play a role as funding agents, as well as some public institutions; it should also be noted that there is funding that is more difficult to account for, which is assumed by the agents themselves with intervention in this field.

- In more recent years, particularly in the those covered by this report, as can be seen from the themes highlighted in the identified measures/activities, there is a prevalence of investment in initiatives aimed mainly at fighting online disinformation and developing digital skills, which may have neglected other areas of ML relevant to the training of citizens.

- Regarding the relationship with the European Digital Media Observatory (EDMO), it should be noted that Portugal is part of the Iberian hub- IBERIFIER. The Portuguese representation in the hub is made by the Portuguese News Agency - Lusa, the Media Literacy and Journalism Association, the Protocol Centre of Professional Training for Journalists- CENJOR, the University

Institute of Lisbon- ISCTE, the Communication Observatory- OBERCOM, the Polygraph and the University of Aveiro. So far, ERC has no formal relationship with this project, although it has already contacted it and follows its work.

- So far the country has not adopted any model for impact assessment of regional or national initiatives in the media field, although the LTASD foresees the need for assessment in relation to the public radio and television service and the providers of video sharing platforms.

Table 1 presented in the Introduction (which systematises the structure of the report and questions proposed by the EC in the Guidelines on the scope of the reports) is retrieved below, with the readjustments made to the model followed in this report. For each question in sections A to D, comments are added to support the reading of the report and facilitate a balance between what is intended to be the information and what is achieved.

		Information made available			Additional comments
Sections of the Report	Specific issues	Yes	Partially	To materialize	
A. Legal and/or political measures	Which legislative and other legal measures applicable to audiovisual media services and video-sharing platform providers do you apply or, if appropriate, does your country envisage applying to promote and develop media literacy skills?	✕	□		
	In your country, are audiovisual media services and video-sharing platform providers required to implement media literacy measures?	✕	□		
	What broader policy measures are in place in your country to promote and develop media literacy skills?		✕		Indicated in a generic way; due to borders that are not always clear, it would be necessary to carry out a work that would allow to deepen and study, in terms of public policies, on the one hand those aimed at promoting media literacy skills, and on the other hand those aimed at promoting digital literacy skills
	How do you assess the adequacy of the media literacy measures applied by **video-sharing** platform providers **under your country's jurisdiction, taking into account the media literacy toolkit?**			✕	Evaluation measures and methods still to be defined; information collected from targeted audiovisual media services for reporting on measures/activities carried out in the reference period.
B. Organisational measures	In your country, which authorities or bodies are responsible for promoting and developing media literacy skills, as well as for supervising compliance with any obligations imposed on audiovisual media service providers and video-sharing platform providers? What specific tasks have been entrusted to them?	✕			

Sections of the Report	Specific issues	Information made available			Additional comments
		Yes	Partially	To materialize	
	In your country, which authorities or bodies are formally responsible for the promotion and development of media literacy skills? What specific tasks have been entrusted to them?		×		Question arising from the previous one, in order to be able to complement information on formal interventions in relation to the ML in fields other than the media directly targeted by the AVMSD and the regulation Provided information on other public entities that besides ERC have formal attributions in the field of ML promotion
	Can you provide information on the stakeholder cooperation structure(s) and the different stakeholders cooperating with your country's authorities and entities for the purpose of your media literacy activities?		×		Information made available on the structure in which the ERC is directly involved
	What measures have been taken in your country to include the promotion and development of media literacy skills in the curricula of the various levels of formal education?	×			The process of collecting information on higher education started but not completed
	And in the initial and continuing professional training of teachers/trainers?		×		Contextualise how training for teachers and other trainers is planned (e.g. journalists); it would be useful to include a survey of existing training options in this area in higher education.
C. Public funding and other funding mechanisms for media literacy	Can you describe the size and timing(s) of the public financial resources allocated in your country to the promotion and development of media literacy skills and the funding instruments used to finance media literacy activities, including those aimed at attracting private funding?		×		Funding system is complex. Much information is not publicly available, nor catalogued in a way that is directly associable with the ML area. To be rigorous, requires contact/work with those responsible for funding.
D. Participation and awareness-raising activities on media literacy	What participation or awareness-raising activities does your country carry out or have been carried out by market players, scientific bodies or non-governmental organisations to promote and develop media literacy skills?		×		Given the diversity of existing interventions, exhaustiveness was ruled out from the outset.
	Has your country established structured means of communication with the national hubs of the European Digital Media Observatory (EDMO) or explored this possibility?	×			
E. Assessment	Does your country use or plan to introduce measures to assess			×	As signalled in section A, with the available resources no evaluation

Sections of the Report	Specific issues	Information made available			Additional comments
		Yes	Partially	To materialize	
measures and methods	the impact of regional or national media initiatives promoting media literacy, including benchmarking indicators to assess the impact of your media literacy methods and measures? If so, please list and describe these measures and their results.				measures and methods were adopted; the number of media with formal obligations in the ML area is limited to public service radio and television and VSP providers.

TABLES AND FIGURES

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