



# MEDIA LITERACY **BEST PRACTICES** IN THE EUROPEAN UNION

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A handbook of inspirational initiatives  
by audiovisual media regulators

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## **IN THE EUROPEAN UNION**

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2024

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# INTRODUCTION

Media literacy has become a fundamental set of competencies, knowledge, attitudes, and values in today's digital world, where the sheer volume of information – and misinformation – is greater than ever.

Empowering individuals to critically evaluate and interpret media content enables a more informed, resilient, and engaged society. Media literacy helps people identify credible information, recognise biases, and avoid falling prey to misinformation, which ultimately strengthens democratic values and safeguards public trust. As stated by the European Commission, "media-literate people are able to make informed choices, understand the nature of content and services and take advantage of the full range of opportunities offered by different communication technologies. They can better protect themselves and their families from harmful or illegal content. Media literacy can also serve as a valuable tool for combatting the spread of disinformation by enabling users to critically assess the source of information and thus detect false or misleading content. (...) Media literacy therefore empowers people to participate in a more open and informed democratic debate."<sup>[1]</sup> This is especially vital at the dawn of generative artificial intelligence, when digital manipulation and misinformation have grown more sophisticated, impacting everything from individual decision-making to national and international security.

However, as this handbook's colourful array of initiatives and best practices clearly proves, media literacy is much more than recognising and fighting disinformation. It displays a wide range of competencies, including an understanding of different forms of media, their functioning, purpose, and impact on society. It teaches people to communicate effectively, use tools creatively, respect copyright and ethical principles, as

well as participate in online communities with a respectful and responsible attitude towards others. Media literacy also plays a significant part in defending fundamental principles, such as equality promoted by the Charter of Fundamental Rights of the European Union<sup>[2]</sup>, which benefits all citizens.

Audiovisual national regulatory authorities play a key role in advancing media literacy as part of their social responsibility to protect and empower the public and uphold information standards. By actively promoting media literacy, these authorities help build a society that is better informed and better equipped to discern truth from falsehood, making it less susceptible to manipulation. Additionally, as each authority faces unique challenges due to the various national situations, the opportunity to learn from one another's experiences fosters a more effective, cohesive approach. By sharing insights, successful strategies, and best practices, authorities can create stronger, more adaptable media literacy initiatives, benefiting both their nations and the international community at large.

## Background

Building on the efforts of the Media Literacy Action Group of the European Regulators Group for Audiovisual Media Services (ERGA) in 2021, the informal liaison group in 2022, and Action Group 2 on Media Literacy in 2023, the ERGA Action Group on Media Literacy continued its work in 2024. This ongoing initiative promotes media literacy and facilitates the exchange of best practices among national regulatory authorities (NRAs) across the European Union. These practices relate to tools and measures designed to foster media literacy. The 2023 ERGA Media Literacy

[1] Communication from the European Commission, "Guidelines pursuant to Article 33a(3) of the Audiovisual Media Services Directive on the scope of Member States' reports concerning measures for the promotion and development of media literacy skills", 21/02/2023.

[2] <https://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=CELEX:12012P/TXT#01te364-393-1>

Report, titled "Experiences on the Reporting Exercise Pursuant to Article 33a (2) of the AVMSD", in addition to reflecting on the experience related to the production of the first reports on media literacy delivered to the European Commission, began mapping the media literacy expertise and activities of NRAs. As a follow-up to this mapping exercise, the Media Literacy Action Group (MLAG) in 2024 set out to collect media literacy best practices from EU NRAs, reflecting various activities and approaches that NRAs have implemented to promote and advance media literacy.

#### Methodology and goals

In the first half of 2024, a questionnaire was developed to guide data collection. Members of the ERGA Action Group on Media Literacy were then tasked with gathering inspiring practices from their country's first Audiovisual Media Services Directive (AVMSD) report (pursuant to Article 33a(2) of the Audiovisual Media Services Directive) and beyond – this also included initiatives not covered in the AVMSD report as well as initiatives implemented after its submission. The purpose of this exercise was not to document every media literacy-related activity of the NRAs but rather to compile exemplary practices that could serve as inspiration for other NRAs. It is also important to clarify that this exercise focused on collecting best practices specifically from national regulatory authorities, not from member states in a broader sense. However, best practices of NRAs carried out in partnership with other organisations were welcomed.<sup>[3]</sup>

[3] Some of the initiatives included in this handbook (e.g., Media Literacy Week) may also be implemented in other EU member states, aside from the NRA that submitted the best practice, though they might involve or not NRAs in their implementation.

The goal of this exercise was to create a structured, systematic, and comprehensive overview of good practices and inspirational initiatives implemented by European audiovisual media authorities in media literacy between 2020 and 2024. These could include initiatives that had started before this date but are ongoing and continued to this period or even to this day. This collection of best practices forms the core content of this handbook.

#### Structure and navigation

Concerning the structure of the handbook, the best practices are organised into chapters according to activity types or genres. It begins with activities primarily focused on educational purposes, such as education centres, educational resources, training and workshops, and events. This is followed by research-related practices and their outputs, including research, studies, reports, publications, and databases. These provide a natural transition to communication activities like thematic websites, campaigns, podcasts, hotlines, and other communication activities and efforts. The sequence concludes with collaborative initiatives, such as networks and panels of experts, partnerships, and other cooperative efforts. It is important to note that many best practices span multiple activity types and could fit into more than one category. For example, a media literacy week, while mainly an event, may also involve training sessions, campaigns, educational resources, publications, and networking opportunities. In such cases, each best practice was placed in the chapter that best reflects its primary focus and essence rather than being repeated across multiple relevant chapters. This also means that, to find inspirational best practices, specific types of media literacy activities or particular topics and

themes, readers are encouraged to not only consult the relevant chapters but also use the document's search function. This approach leverages digital tools and competencies, fully utilising the possibilities of a digital publication. In each chapter, best practices are organised chronologically, starting with the earliest initiative and moving forward to the most recent.

Each initiative is presented in a unified format to facilitate easy navigation, allowing consistency and quick reference across the various practices. Each description includes details on the title (both in English and its original language), target group(s), type or genre, and theme(s) or topic(s) of the media literacy practice. In addition, a brief overview and the objectives of the practice are summarised, followed by the specific media literacy competencies it aims to develop, as well as the practice's data, frequency, format, and reach. Additional information covers outputs, information about the national regulatory authority responsible for the practice, and any partner organisations involved in its implementation and funding. Each entry also provides a URL link and contact details for those interested in learning more. Lastly, a note indicates whether the practice was part of the respective country's first (2020–2022) AVMSD reporting cycle.

#### From a booklet to a handbook

This collection of media literacy initiatives was initially conceived as a brochure or digital booklet of best practices. However, once data gathering was complete, the impressive volume of submissions transformed it into a 136-page handbook. The result of this effort, presented here by ERGA's 2024 Action Group on Media Literacy, includes 42 best practices from

17 audiovisual national regulatory authorities within the European Union, all collaborating under the ERGA framework, as well as one additional best practice contributed by the NRA of an observer country. We sincerely hope this collection serves as a source of inspiration and a practical guide for national regulatory authorities and other stakeholders who wish to expand their initiatives in the field of media literacy and provides practical examples of how to cooperate with the regulators at this level.

#### Joining forces for an international initiative

In 2024, ERGA's Action Group on Media Literacy and Sub-Group 3 on Countering Disinformation and Strengthening Democracy in the Digital Environment launched a pioneering media literacy initiative, which resulted from the joint efforts and collaborative work of ERGA members and the European Commission. This initiative featured an audiovisual media literacy campaign designed to raise awareness of the risks of disinformation and information manipulation.

The campaign was made available across all European Union member states and accessible through major social media platforms (such as YouTube, Facebook, Instagram, LinkedIn, and X). It was also broadcast on public and private television and radio channels in 17 member states during the month leading up to the European elections, held from June 6 to 9, 2024. The campaign video was made available in all 24 official languages of the Member States. It was also shared through the communication channels of the European Commission, ERGA, some online platforms, and the National Regulatory Authorities (NRAs), resulting in a previously unprecedented international reach of a media literacy campaign.

**EDUCATION  
CENTRES**



## MAGIC VALLEY MEDIA LITERACY EDUCATION CENTRES (HU)

Bűvös völgy  
Médiaértés-  
oktató Központok

### DESCRIPTION OF THE BEST PRACTICE

The National Media and Infocommunications Authority (NMMHH) established the Magic Valley Media Literacy Education Centres to help young people understand how media works and how content is created, to develop their media literacy skills and competencies, and to instil a critical approach to media consumption. The first Magic Valley centre in Hungary opened in Budapest in 2014, followed by a second centre in Debrecen in February 2017 and a third in Sopron in the autumn of 2020. Our programme, offered free of charge, is designed for students aged 9 to 16. Elementary and secondary school teachers can register their classes for a visit via our online registration platform, which is open three times a year. Our workshops – led by skilled media literacy instructors – focus on various core topics in media and information literacy. For example, the Net Risks workshop aims to equip teenagers and adolescents with tools to navigate the dangers of the internet in an informal, discussion-based setting. The heart of these activities is always interactive stories, addressing issues such as cyberbullying, sexting, grooming, online identity, fact-checking, and online privacy. Each 60-minute workshop includes 5 to 10 minutes of video material. Naturally, the session ends with a group discussion and a summary of the lessons learned.

**Type of the best practice**  
Education centre

**Target groups of the best practice**  
Students aged 9–16

**Theme/topic of the best practice within media literacy**

A combination of themes covering the topics of information and news literacy, online harassment and intimate image abuse, online safety, understanding media messages, digital skills and competencies, and algorithmic literacy

**Aims of the best practice**

The goal of Magic Valley is to enhance children's awareness of how media messages impact their lives. By focusing on the influence of media in their immediate environment, social media, and the broader online universe, the program aims to equip children with critical thinking skills to navigate and interpret media content effectively. Magic Valley seeks to foster a deeper understanding of how media shapes perceptions, behaviours, and values, empowering students to make informed decisions and engage with media in a responsible and reflective manner.

**Competencies within media literacy targeted by the best practice**

All aspects of media literacy and digital literacy competencies are addressed

**Date of the best practice**  
From 2014 to the present

**Frequency of the best practice**  
Ongoing

**Format of the best practice**  
Standalone

**Language of the best practice**  
Hungarian, and occasionally in English for international students and visitors

**Outputs of the best practice**  
Media and digital literacy knowledge and competence development, and media products created by the students. In addition, at the Magic Valleys, we



also conduct a variety of pilot studies among children aged 12–16, to provide up-to-date information on popular online trends among young people and the online issues that affect them, including the latest trends, challenges, and benefits. The pilot studies serve as a basis for further, larger-scale, nationally representative studies.

**Reach of the best practice**

In the last 10 years, over 90,000 students have attended the one-day program provided by the education centres. In addition, yearly 4,000–5,000 children participate in our research.

**Geographic reach of the best practice**

National

**Impact of the best practice**

Knowledge and competence development of the over 90,000 students who have attended the one-day program provided by the education centres in the last 10 years

**Partners involved**

None

**Role of the national regulatory authority in implementing the best practice**

The NRA both funded and implemented the activity

**Funding**

National Media and Infocommunications Authority / Nemzeti Média- és Hírközlési Hatóság (NMMHH)

**Best practice mentioned in the first (2020-2022) AVMSD report of the country** ✓

Name and country of the national regulatory authority in charge of / actively involved in the best practice:

**National Media and Infocommunications Authority/  
Nemzeti Média- és Hírközlési  
Hatóság (NMMHH), Hungary**

Link to the best practice:

<https://magicvalley.hu/>  
<https://buvosvolgy.hu/>



Contact information:

[info@nmhh.hu](mailto:info@nmhh.hu)

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[gyermekvedelmifooosztaly@nmhh.hu](mailto:gyermekvedelmifooosztaly@nmhh.hu)



## THE CENTRE OF MEDIA EDUCATION POLAND OPERATING AT POLISH RADIO KIELCE (CEM) (PL)

Centrum Edukacji  
Medialnej przy Polskim  
Radiu Kielce SA

### DESCRIPTION OF THE BEST PRACTICE

This is the first place of its kind in Poland to provide a venue for media education and media literacy, how to distinguish disinformation from information and how to react in such cases. In a specially renovated building on the premises of Polish Radio in Kielce, rooms have been created for interactive lessons and workshops on media production and reception. They are divided into a radio history zone, an analogue studio, a zone for listening to radio programmes from all over the world, an educational zone, an interactive projection zone, a recording studio, a Dolby Surround studio, and a zone for learning how to verify fake news. A dedicated team of animators and media education specialists enable visitors to learn not only in theory at the CEM, but also in practice. Visitors can, for example, stand behind the camera while a news report is being filmed, prepare a commentary for film footage, or take part in educational quizzes. The CEM also plans to offer workshops and other forms of training for various professional groups, including those with a high level of influence on society, such as journalists, civil servants, and health workers. The CEM also plans activities to educate senior citizens, particularly on how to protect themselves from misinformation. The organiser maintains a website where publications and lesson plans can be downloaded.

**Type of the best practice**  
Education centre

**Target groups of the best practice**  
General population (children, youth, seniors, teachers, educators of media education)

**Theme/topic of the best practice within media literacy**

A combination of themes covering the topics of media influence, manipulation, and persuasion (press, radio, television, internet), information and news literacy, mis- and disinformation (fake news, propaganda, clickbait, sponsored and satirical content), media genres of information and journalism, hate speech, cyberbullying, disinformation

**Aims of the best practice**  
Media education for children and young people and the public; informing about the history, present day and future of the media; teaching critical analysis of media content; combating manipulation and disinformation; supporting teachers, educators and parents in media education; providing knowledge and proposing innovative forms of education

**Competencies within media literacy targeted by the best practice**

Verifying information; spreading knowledge about the media; fighting disinformation; teaching how to identify media genres; teaching how to be a responsible media consumer; teaching how to use the media safely

**Date of the best practice**  
From 7 October 2022 to the present

**Frequency of the best practice**  
Ongoing

**Format of the best practice**  
Standalone

**Language of the best practice**  
Polish

**Outputs of the best practice**  
Media and digital literacy knowledge and competence development; website

**Reach of the best practice**  
By the end of April 2024, CEM had been visited by over 12,000 people

**Geographic reach of the best practice**  
Regional

**Impact of the best practice**  
In the first year of its operation, the institution was visited by about 3,000 students from primary and secondary schools. The educators of the Center conducted 30 workshops. Meetings were organized with the principals of Kielce schools, in which a total of 80 people participated. In addition, meetings with teachers and consultations with over 200 educators were organized.

**Partners involved**  
Radio Kielce

**Role of the national regulatory authority in implementing the best practice**  
The NRA only funded/co-funded but not implemented the activity

**Funding**  
National Broadcasting Council of Poland / Krajowa Rada Radiofonii i Telewizji (KRRiT)

**Best practice mentioned in the first (2020-2022) AVMSD report of the country** ✓



WYBIERZ CYKL PODCASTÓW:

#MEDIACHALLENGE

ZOBACZ LISTĘ ODDIEMÓW >

ERYSTYKA

ZOBACZ LISTĘ ODDIEMÓW >

Name and country of the national regulatory authority in charge of / actively involved in the best practice:

**National Broadcasting Council of Poland/**

**Krajowa Rada Radiofonii i Telewizji (KRRiT), Poland**

Link to the best practice:

<https://cempolska.pl/>



Contact information:

[biuro@cempolska.pl](mailto:biuro@cempolska.pl)

+48 509 661 131

**EDUCATIONAL  
RESOURCES**

**2**

## MEDIA TOOLHOUSE – ONLINE EDUCATIONAL RESOURCES FOR TEACHERS (HU)

Médiaszertár –  
Online oktatási  
segédanyagok  
tanárok számára

**Type of the best practice**  
Educational resource

**Target groups of the best practice**  
Primary and secondary school teachers

**Theme/topic of the best practice within media literacy**

A combination of themes covering the topics of information and news literacy, online harassment and intimate image abuse, online safety, understanding media messages, online hate speech, digital skills and competencies, digital parenting, and algorithmic literacy

**Aims of the best practice**

In Hungary, media education is integrated across various curricula. The aim of this initiative is to support the work of teachers of various subjects with up-to-date media literacy materials and educational resources. The materials offered are regularly updated to reflect current trends and challenges in media literacy.

**Competencies within media literacy targeted by the best practice**

All aspects of media literacy and digital literacy competencies are addressed

**Date of the best practice**  
From 2020 to the present

**Frequency of the best practice**  
Ongoing

**Format of the best practice**

Part of the website of the Magic Valley Media Literacy Education Centres, supported by a closed Facebook group

**Language of the best practice**  
Hungarian

### DESCRIPTION OF THE BEST PRACTICE

In response to the epidemiological situation in 2020, the Hungarian National Media and Infocommunications Authority (NMIHH) suspended the operation of workshops at the Magic Valley Media Literacy Education Centres and launched Médiaszertár (Media Toolhouse), a set of online educational resources, accompanied by a closed Facebook group under the same name. Médiaszertár was created to support teachers involved in media education who were affected by the shift to remote learning. The platform offers a range of teaching materials, expert advice, and a forum for professional discourse. All resources were developed by the media educators of the Magic Valley Media Literacy Education Centres. Even after the pandemic, Médiaszertár has continued to serve as a valuable resource for teachers across the country, maintaining its relevance and importance in the field of media education.



## médiaszertár

Buvosvolgyi Médiaértés-oktató Központ csoportja

### Médiaszertár

Privát csoport · 1,7 E tag

**Outputs of the best practice**

Website and closed Facebook group

**Reach of the best practice**

Closed Facebook group with over 1.700 members

**Geographic reach of the best practice**

National

**Impact of the best practice**

Impact measured via personal feedback, according to which hundreds of teachers involved in teaching media literacy across various subjects are utilising the educational materials

**Partners involved**

None

**Role of the national regulatory authority in implementing the best practice**

The NRA both funded and implemented the activity

**Funding**

National Media and Infocommunications Authority / Nemzeti Média- és Hírközlési Hatóság (NMHH)

**Best practice mentioned in the first (2020-2022) AVMSD report of the country** ✓

Name and country of the national regulatory authority in charge of / actively involved in the best practice:

**National Media and Infocommunications Authority / Nemzeti Média- és Hírközlési Hatóság (NMHH), Hungary**

Link to the best practice:

<https://buvosvolgy.hu/tudastar>  
<https://www.facebook.com/groups/mediaszertar>



Contact information:

[info@nmhh.hu](mailto:info@nmhh.hu)  
[informacio@buvosvolgy.hu](mailto:informacio@buvosvolgy.hu)  
[gyermekvedelmifooosztaly@nmhh.hu](mailto:gyermekvedelmifooosztaly@nmhh.hu)

**TRAINING  
AND  
WORKSHOPS**

# 3

## EXPERIENTIAL WORKSHOPS ON MEDIA LITERACY SKILLS (CY)

### Βιωματικά Εργαστήρια για δεξιότητες Παιδείας στα Μέσα

#### DESCRIPTION OF THE BEST PRACTICE

This practice considers the provision of Experiential Workshops on Media Literacy and seeks to provide youth with critical skills and competencies and to give them greater freedom by empowering them to access, analyse, evaluate, and create media content both offline and online. It is a national program that covers urban and rural areas. All school establishments of primary and secondary education operating in the Republic of Cyprus are eligible to apply to participate in the workshops. CRTA officers visit the interested schools and offer the workshops. There is a list of topics from which educators may choose but we are always willing to adjust the content so that it better satisfies the needs of those attending the workshops.

**Type of the best practice**  
Training

**Target groups of the best practice**  
Pupils aged 8-12 and secondary school students

**Theme/topic of the best practice within media literacy**  
A combination of themes covering the topics of information and news literacy (identifying and combating information disorders, verification of sources of information); online harassment and intimate image abuse (cyberbullying); online safety (digital identity, digital footprint); understanding media messages (advertisements); and online hate speech (deconstructing gender stereotypes)

**Aims of the best practice**  
It is expected that by attending these workshops, students will develop critical media and digital skills and competencies; understand how to protect their digital identity and digital footprint; understand how media content, including advertisements, are constructed and created; identify fake news, disinformation, misinformation, and be able to verify sources.

**Competencies within media literacy targeted by the best practice**  
Identifying information disorders; verifying sources; understanding the elements of advertisements and their target groups; protecting digital identity and digital footprint; preventing cases of cyberbullying

**Date of the best practice**  
From the school year of 2014/2015 to the present

**Frequency of the best practice**  
Ongoing (workshops are offered upon request)

**Format of the best practice**  
Standalone



Name and country of the national regulatory authority in charge of / actively involved in the best practice:

**Cyprus Radio Television Authority (CRTA) /  
Αρχή Ραδιοτηλεόρασης Κύπρου,  
Republic of Cyprus**

Link to the best practice:

<https://cрта.org.cy/παιδεία-για-τα-μέσα.html>

Contact information:



**Antigoni THEMISTOKLEOUS**  
[a.themistokleous@cрта.org.cy](mailto:a.themistokleous@cрта.org.cy)

**Language of the best practice**  
Greek (in case of English-speaking educational establishments, also English)

**Outputs of the best practice**  
An educational toolkit detailing the structure and the content of the workshops has been prepared.

**Reach of the best practice**  
No information available

**Geographic reach of the best practice**  
National

**Impact of the best practice**  
Currently, CRTA does not implement any scientific measures to assess the impact of its national media literacy initiatives. However, CRTA acknowledges the importance of the adoption of measures that assess the impact of media literacy initiatives and is likely to adopt such measures in the future. Taking into consideration the demand on behalf of educators so that their students attend the workshops, its impact is believed to be noteworthy.

**Partners involved**

This practice has been initially designed in cooperation with the Cyprus Pedagogical Institute. For the last 5 years, this best practice is entirely run by Cyprus Radio Television Authority.

**Role of the national regulatory authority in implementing the best practice**

The NRA both funded and implemented the activity

**Funding**  
Cyprus Radio Television Authority (CRTA) /  
Αρχή Ραδιοτηλεόρασης Κύπρου

**Best practice mentioned in the first (2020-2022) AVMSD report of the country** ✓

## POCKET DOCUMENTARY PROJECT (FR)

### Projet Documentaire de poche

#### DESCRIPTION OF THE BEST PRACTICE

This project aims at raising awareness of students on copyright protection by placing them in the position of content creators. It consists of making them produce a documentary on a smartphone on a given topic. For almost six months, students worked with Arcom experts and professional filmmakers to explore topics such as documentaries and copyright. At the end of this project, the documentaries made by the students were shown at the Forum des Images, a cultural institution in Paris, France.

**Type of the best practice**  
Training, event

**Target groups of the best practice**  
High school students

**Theme/topic of the best practice within media literacy**  
Digital skills and competencies (copyright, content creation)

**Description of the best practice**

**Aims of the best practice**  
This project aims at raising awareness of students on copyright protection.

**Competencies within media literacy targeted by the best practice**  
This project helped students to develop artistic skills and a better understanding of current media issues.

**Date of the best practice**  
From 2015 to the present

**Frequency of the best practice**  
Regularly recurring (yearly)

**Format of the best practice**  
Standalone

**Language of the best practice**  
French

**Outputs of the best practice**  
Copyright guidance brochure / documentaries

**Reach of the best practice**  
In 2024, this project reached 192 students; in 2023, 116 students; in 2022, 125 students.

**Geographic reach of the best practice**  
Regional (Région Ile-de-France and Bretagne)



**Impact of the best practice**  
All the students from the project were impacted, as well as their teachers. No proper impact evaluation. Both Arcom and Scam (French organisation that manages copyright rights) communicate on this project on their website and social networks.

**Partners involved**

The project was implemented in cooperation with Scam, Forum des Images (a cultural institution of the City of Paris) and next year Arte Education (Arte is a French-German service public broadcaster. Arte Education is a branch of Arte media, that is dedicated to spreading knowledge to young people in order to promote equal access to culture and to help them becoming informed citizens) will be involved in this project. As a matter of fact, Arcom signed a partnership with Arte Education in 2024 to collaborate on this project and also to develop joint educational kits on these topics.

**Role of the national regulatory authority in implementing the best practice**

The NRA both funded/co-funded and implemented the activity.

**Funding**

Arcom / Scam / Forum des images and for 2024 edition Arte Education.

**Best practice mentioned in the first (2020-2022)**

AVMSD report of the country ✓

Name and country of the national regulatory authority in charge of / actively involved in the best practice:

**Autorité de régulation de la communication audiovisuelle et numérique (Arcom), France**

Link to the best practice:

<https://www.arcom.fr/sites/default/files/2024-06/Arcom-education-medias-protection-creation-Documents-taire-de-poche-Guide-eleves.pdf>

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## MEDIA & ME – BEHIND THE SCENES OF MEDIA PROFESSIONS (LU)

Media & Me  
– Backstage bei  
Medienberufen

### DESCRIPTION OF THE BEST PRACTICE

"Media & Me" is an annual cross-border program that offers up to 15 young participants from Germany, France, Luxembourg, and Belgium an opportunity to gain insights into various media professions, acquire practical skills, and gather hands-on experience. Participants will engage in a comprehensive program consisting of seven modules, spanning over 6–7 months, each focusing on different aspects of media production and the media landscape within the Greater Region. This program is hosted by over 20 companies and institutions across the region, representing a diverse range of media sectors, including press, broadcasting, publishing, communications and advertising, public relations, media regulatory bodies, and media literacy centres. Participants will complete up to three-hour workshops at each location, exploring the varied dimensions of media in this cross-border context.

#### Type of the best practice

Training, onsite visits, and creative workshops

#### Target groups of the best practice

Young people aged 15–25

#### Theme/topic of the best practice within media literacy

A combination of themes covering the topics of information and news literacy, understanding media messages, and digital skills and competencies. With a new motto each year, the project's thematic focus evolves annually. In 2024, the theme for the project's 9th season is: "Use of AI in Journalism – Opportunities and Risks for the Media Landscape".

#### Aims of the best practice

The broad goal of the project is to provide participants with a comprehensive understanding of the regional media landscape by offering hands-on experience and specific skills through direct engagement with various media sectors, which in turn will facilitate valuable career orientation and networking opportunities within the industry. In return, local journalism is strengthened by fostering young talent.

#### Competencies within media literacy targeted by the best practice

Due to the extensive partnership structure and the diverse modules included in the program, the competencies can only be broadly encompassed in the following areas: content creation, digital literacy, news literacy, ethics and regulation, information management.

#### Date of the best practice

From 2016 to the present (annually, for 6–7 months)

#### Frequency of the best practice

Ongoing

#### Format of the best practice

Standalone

#### Language of the best practice

German (occasionally French)

#### Outputs of the best practice

On-site visits, creative workshops (possible contributions in text, image, video, audio, or multimedia created by participants during the workshops, may be published or broadcast by the media partners or featured as part of (press) coverage about the project by the participating media partners)

## MEDIA & ME

LMS  
Luxembourg  
Saarland

„Irgendwas mit Medien?“



Aber Du weißt nicht was?  
Beginn doch mit einem Blick  
hinter die Kulissen!

[www.media-and-me.de](http://www.media-and-me.de)

#### Reach of the best practice

As "Media & Me" is a cross-border project spanning four countries and involving approximately 26 partners working together, it will target young people aged 15 to 25 across the entire Greater Region each year. While the program has a broad geographical reach, it is designed to engage a select group of participants due to the program's specific focus and tailored nature. As a result, only 15 applicants will be chosen to join the program each year. This selective approach ensures that the program can provide personalized and high-quality experiences to a smaller group, maximizing the effectiveness and impact.

#### Geographic reach of the best practice

Regional

#### Impact of the best practice

Many program graduates have already secured jobs with one of the partner companies in the Greater Region. As a cross-border project, "Media & Me" contributes to cultural exchange.

#### Partners involved

**DE:** Becker/Bredel Photographers; bigFM Saarland; FORUM Agency for Publishing, Advertising, Marketing, and PR; HDW Neue Kommunikation GmbH; LMS; Medienebene e.V.; RADIO SALÜ - Euro-Radio Saar GmbH; Saarbrücker Zeitung Verlag und Druckerei GmbH; Saarländischer Rundfunk; Saarländische Wochenblatt Verlagsgesellschaft mbH; The Saarland State Chancellery; SWR Regionalstudio Trier  
**BE:** The Radio Group German-speaking Community of BE; 1005 DAS HITRADIO; Belgian Broadcasting and Television Center of the German-speaking Community; GrenzEcho AG; Ministry of the German-speaking Community of Belgium; Media Center East Belgium  
**FR:** MosalkCristal-Télévision sans frontière; Radio Mélodie; RCF Jerico Moselle; Voisins Nachbarn  
**LU:** ALIA; Luxemburger Wort; Radio 100.7; Radio ARA/Graffiti; RTL Luxembourg

#### Role of the national regulatory authority in implementing the best practice

Media Authority for the German Federal State of Saarland (Project leader); Luxembourg Independent Authority for Audiovisual Media (Participating partner; co-funding and implementation of one activity)

#### Funding

In 2024, the project was funded by: The Saarland State Chancellery; ALIA – Luxembourg Independent Authority for Audiovisual Media; The Ministry of the German-speaking Community of Belgium; The QuattroPole City Network; The Media Authority for the German Federal State of Saarland (LMS)

#### Best practice mentioned in the first (2020-2022)

AVMSD report of the country ✓

Name and country of the national regulatory authority in charge of / actively involved in the best practice:

**Media Authority for the German Federal State of Saarland (Landesmedienanstalt Saarland – LMS) (Project lead), Germany**  
**Luxembourg Independent Authority for Audiovisual Media (ALIA) (Participating partner), Luxembourg**

Link to the best practice:

<https://www.media-and-me.de/>

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## ERC'S MEDIA LITERACY ACTIONS IN 'EPIS SCHOOLS' (PT)

### Ações de literacia mediática da ERC em 'Escolas EPIS'

#### DESCRIPTION OF THE BEST PRACTICE

This initiative is conducted under a cooperation protocol signed by the Portuguese media regulator (ERC) and EPIS (a Portuguese association), and was implemented over 3 academic years (2016/2017, 2017/2018, 2018/2019). During these years, ERC technical teams visited schools participating in the "Mediadores para o Sucesso Escolar" programme of the EPIS association, which focuses on students from contexts characterized by social vulnerability. They organised a series of awareness sessions designed, prepared, and implemented by ERC technicians, aiming to highlight the relevance of media literacy. In some academic years, visits were organised for participating students to media outlets (local ones, near their geographical area or to public radio and television services). Besides this three-year protocol, in the 2019/2020 and 2020/2021 academic years, the ERC also conducted sessions in several 'EPIS schools', focusing on disinformation and fake news.

**Type of the best practice**  
Cooperation, training

#### Target groups of the best practice

Classes of students aged 14 to 18 years from schools with high failure rates and a risk of dropping out (some of these students were characterised by the vulnerability of their social and family contexts)

**Theme/topic of the best practice within media literacy**

A combination of themes covering the topics of information and news literacy (understanding journalism; distinguishing between facts and opinions, recognising accuracy versus sensationalism, decoding television news; exploring freedom of press and expression, and human rights); understanding media messages (privacy in celebrity magazines and in social media; recognising advertising messages within television programs; exploring the production of reality TV; discovering stereotypes, ideologies, and values embedded in media content); digital competencies (navigating digital environments safely, consciously, and efficiently); understanding media regulation and what media regulators do

#### Aims of the best practice

In 2020 and 2021, the sessions focused mainly on raising awareness of how to recognise credible information and strategies to combat the proliferation of disinformation.

**Competencies within media literacy targeted by the best practice**

To recognise, analyse, and interpret messages conveyed in various television content, including reality shows, advertisements, and news programs; to identify the different players in the media ecosystem and understand the roles they play; to understand the extent to which both traditional and new media operate as businesses; to identify markers of rigour and sensationalism in journalistic work; to search, differentiate, and utilise various sources of information; to distinguish between information and opinion; to know the resources and institutions available to citizens as media services consumers; to contextualise and critically evaluate digital media contents to make in-



## Programa de Literacia Mediática da ERC em "Escolas EPIS" (2016-2019)

formed decisions; to use media to express oneself and participate in online environments as well as offline; to recognise stereotypes, ideologies, or hate speech present in media contents and develop strategies to counter them; to employ strategies to identify disinformation and prevent its spread

#### Date of the best practice

2016-2019 (the main phase of the protocol signed with EPIS). In 2020 and 2021, specific sessions focused on disinformation (primarily related to COVID-19) were also developed.

#### Frequency of the best practice

Three-year project (2016-2019) and some awareness sessions about disinformation and fake news (2020-2021)

#### Format of the best practice

Part of larger educational efforts or programmes

#### Language of the best practice

Portuguese

#### Outputs of the best practice

Awareness-raising sessions

#### Reach of the best practice

436 students (from 14 different schools) reached between 2016-2019, near 150 students in 2020-2021

#### Geographic reach of the best practice

Regional

#### Impact of the best practice

In addition to the 436 students who participated in the awareness sessions during the first three years of the protocol and the 150 reached in 2020-2021, this experience ultimately involved the participation of approximately 20 teachers. However, no follow-up study was conducted to assess how the project impacted the lives of the students and teachers. Nonetheless, it is worth noting that most schools – through shared emails containing comments from their students – also expressed their favourable appreciation for the sessions held, as did EPIS itself. A reflection of this interest

was the organisation of new sessions in 2020 and 2021. Publicly, the project was presented at the Literacy, Media, and Citizenship Congress, one of the biennial meetings with the highest participation from the community interested in media literacy (both nationally and internationally).

#### Partners involved

EPIS – Empresários pela Inclusão Social (a Portuguese Association dedicated to fight against school failure and dropout), <https://www.epis.pt/homepage>

**Role of the national regulatory authority in implementing the best practice**

The NRA both funded/co-funded and implemented the activity

#### Funding

Portuguese Regulatory Authority for the Media / Entidade Reguladora para a Comunicação Social (ERC)

**Best practice mentioned in the first (2020-2022) AVMSD report of the country** ✓

Name and country of the national regulatory authority in charge of / actively involved in the best practice:

**Portuguese Regulatory Authority for the Media/  
Entidade Reguladora para a Comunicação Social (ERC),  
Portugal**



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## REGULATOR COOPERATION WITH THE EUROPEAN PROJECT TEAM-UP! – MEDIA FOR ADULT EDUCATION (PT)

Cooperação do regulador com o projeto europeu Team-Up! – Media for adult education

### DESCRIPTION OF THE BEST PRACTICE

As part of the European-funded project "Team Up! Media for Adult Education," the Portuguese NRA has collaborated with a Portuguese non-governmental organisation (4Change) to provide training in Media and Information Literacy (MIL), with a particular emphasis on digital skills. This initiative targets professionals who work with or are interested in engaging with MIL topics for adults aged 18 to 65. The objective is to equip these professionals with the necessary resources to enhance MIL competencies in diverse contexts. The training adopts a hybrid model, comprising 15 hours of face-to-face sessions complemented by 9 hours of remote work. It is structured around five modules:

- 1) Introduction to Media and Information Literacy – Emphasising critical thinking skills;
- 2) Understanding Media Functioning – Exploring the modes of media operation, its languages, and the media industry;
- 3) Stereotypes and Online Hate Speech – Addressing harmful representations and discourse in digital environments;
- 4) Information Disorders – Focusing on the phenomenon of online disinformation;
- 5) Content Production – Particularly in audio-visual formats.

**Type of the best practice**  
Training, cooperation

**Target groups of the best practice**  
Teachers, educators, librarians, and various other professionals in formal and non-formal education

**Theme/topic of the best practice within media literacy**

A combination of themes covering the topics of information and news literacy (information disorders; debunking and responding to disinformation); understanding media messages (stereotypes, discrimination in media); online hate speech; digital skills and competencies (media production; developing audiovisual production skills); understanding media industry and how media work, understanding media regulation and regulators' work

**Aims of the best practice**

To provide effective MIL training for professionals working with adult citizens; encourage trained practitioners to act as multipliers; stimulate trained practitioners to become multipliers by developing MIL activities tailored for adults within their various professional, social, and cultural contexts; enhance awareness of the importance of MIL topics; improve awareness of the relevance of specific MIL topics for societal life, particularly regarding citizen participation in digital environments.

**Competencies within media literacy targeted by the best practice**

Critically analyse and evaluate media messages; develop the ability to assess media content thoughtfully; understand the impact of media organisations; assess their influence on public perception and cultural norms; identify and address harmful representations and narratives in media; develop strategies to counteract these negative portrayals; implement strategies for recognising, challenging, and countering false information; build resilience against misinformation; acquire technical knowledge about media production; gain insights into the processes involved; produce audiovisual materials; communicate messages creatively through various media forms; utilise media to express and participate in online and offline environments; engage effectively in diverse media landscapes

# Teami

**Date of the best practice**  
June 2022 – June 2023

**Frequency of the best practice**  
One-off (a one-year-long project)

**Format of the best practice**  
Part of larger educational efforts or programmes

**Language of the best practice**  
Portuguese, Greek, French, Italian, English

**Outputs of the best practice**  
Training sessions, educational resources

**Reach of the best practice**  
274 participants in activities developed by the trainers (in Portugal), 542 participants in activities developed by the trainers in the four project countries

**Geographic reach of the best practice**  
International

**Impact of the best practice**

In addition to the 274 participants directly impacted by the training and the subsequent activities during the project period, there was no opportunity to evaluate how the trainees went on to influence new groups based on the resources provided during the training. The collaborative experience based on this project was also presented by the Portuguese team at two conferences.

**Partners involved**

In Portugal: 4 Change (a Portuguese ONG) and ERC. The other partners: ERIM (French ONG); FORMA. Azione (Italian training centre), KARPOS (Greek ONG).

**Role of the national regulatory authority in implementing the best practice**

The NRA implemented but not funded/co-funded the activity

**Funding**  
Erasmus+ programme

**Best practice mentioned in the first (2020-2022) AVMSD report of the country** ✕

Name and country of the national regulatory authority in charge of / actively involved in the best practice:

**Portuguese Regulatory Authority for the Media/  
Entidade Reguladora para a Comunicação Social (ERC),  
Portugal**

Link to the best practice:

<https://mediaforinclusion.eu/>



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## MEDIA EDUCATION: INFORMATION AND AWARENESS (RO)

Educație media: informare și conștientizare

### DESCRIPTION OF THE BEST PRACTICE

In January 2024, the "Media Education: Information and Awareness" program was presented at the Christian Tell County Library in Gorj, with participation from local educational institutions. Following this, the National Audiovisual Council of Romania established two cooperation protocols: one with the Christian Tell Library to conduct media literacy workshops for students aged 14–17, and another with the Gorj Teachers' Training House to promote media literacy in schools and school libraries in Gorj County. From January to June 2024, workshops were held twice a month, covering topics like news, disinformation, and online safety, with around 280 students participating from 8 high schools, divided into groups. In April 2024, a presentation for 30 school librarians included a demonstration workshop. Starting in September 2024, the program will be implemented in three high schools in Târgu Jiu, aiming to integrate media literacy into classroom teaching.

#### Type of the best practice

Training, event, educational resource

#### Target groups of the best practice

High school students aged 14–17; teachers of various subjects; school librarians

#### Theme/topic of the best practice within media literacy

A combination of themes covering the topics of information and news literacy (critical analysis of news and media content, disinformation and misinformation), online safety (digital footprints), online harassment (cyberbullying), understanding media messages (critical thinking and media analysis, understanding the influence of advertising and influencers, recognising and combating stereotypes and propaganda); responsible interaction on social networks

#### Aims of the best practice

To enhance students' critical thinking and media literacy skills; to provide teachers and librarians with the tools to incorporate media literacy into their teaching practices; to promote responsible media consumption and interaction among students; and to facilitate the understanding and identification of harmful media content

#### Competencies within media literacy targeted by the best practice

Critical thinking and media analysis, identification, and avoidance of disinformation, understanding and deconstructing media messages, safe and responsible online behaviour, digital literacy and online safety

#### Date of the best practice

January–June 2024, with ongoing activities planned for the 2024–2025 school year

#### Frequency of the best practice

Regularly recurring (bi-monthly workshops)

#### Format of the best practice

Part of larger educational efforts or programmes

#### Language of the best practice

Romanian



#### Outputs of the best practice

A series of media literacy workshops for students and librarians, educational materials and guidelines for teachers and librarians, practical exercises and examples for classroom use

#### Reach of the best practice

Approximately 280 students from 8 high schools participated in the workshops, and around 30 librarians attended the training session

#### Geographic reach of the best practice

Local (Târgu Jiu city, Gorj County)

#### Impact of the best practice

The program significantly improved students' ability to critically analyse media content and recognise disinformation. Teachers and librarians were equipped with the skills and resources needed to promote media literacy in their institutions. The initiative fostered a deeper understanding of media literacy's importance in the digital age.

#### Partners involved

Christian Tell County Library (Public education and literacy programs), Gorj Teachers' Training House (Teacher training and educational development)

#### Role of the national regulatory authority in implementing the best practice

The NRA only implemented but not funded/co-funded the activity.

#### Funding

The program was not funded. All activities were carried out without specific financial support, relying on the collaboration and resources of local institutions, such as the County Library and the Teachers' Training House.

#### Best practice mentioned in the first (2020-2022) AVMSD report of the country X

Name and country of the national regulatory authority in charge of / actively involved in the best practice:

**National Audiovisual Council (NAC) of Romania/**

**Consiliul Național al Audiovizualului din România, France**



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## NEW MEDIA PEDAGOGY ADULT EDUCATION PROGRAMME AND NET-COACH COMMUNITY (HU)

### Új média-pedagógia felnőtteképzési program és Net-Coach közösség

#### DESCRIPTION OF THE BEST PRACTICE

The National Media and Infocommunications Authority of Hungary (NIMHH) and the Apor Vilmos Catholic College have a common goal to promote media literacy among children and young people as well as to promote and support their protection in the online space. The aim of the new media pedagogy adult education training is to provide its participants with the knowledge and communication tools related to the phenomena and challenges of the online space. By completing the programme, the participants can become members of the Net-Coach community built by the NIMHH. A net-coach is a specialist in digital media literacy for young people and families. The role of net-coaches is to help their communities to use smart devices and social media in a more aware and safer way through presentations, advice, and consultations.

#### Type of the best practice

Training, network, cooperation

#### Target groups of the best practice

Teachers, trainee teachers, educators and people working in media communication, vocational training, higher education, or psychology

#### Theme/topic of the best practice within media literacy

A combination of themes covering the topics of information and news literacy, online harassment and intimate image abuse (cyberbullying, grooming, sexting), online safety, understanding media messages, digital skills and competencies, and algorithmic literacy

#### Aims of the best practice

The primary aim of the Net-Coach programme is to bring together professionals who are committed to educating young people in digital media literacy. In addition to young people, net-coaches also work with young people's parents and their teachers. Through the new media education training, net-coaches acquire practical and theoretical knowledge that helps them identify problems and difficulties related to digital life and to solve them in their daily work.

#### Competencies within media literacy targeted by the best practice

Various aspects of media literacy and digital literacy competencies are addressed. Participants gain experience in counselling, content development and conflict management related to the challenges of the online space, as well as deepen their digital literacy, which helps them support the digital awareness of children, young people, school communities, and parents. The programme prepares them for advisory and expert tasks related to the functioning and impact of new media, media literacy and safe use of new media, with a particular focus on school groups, public education staff, and parents.

## NIMHH net-coach PROGRAM

#### Date of the best practice

From June 2024 to the present

#### Frequency of the best practice

Regularly recurring (every semester)

#### Format of the best practice

Standalone

#### Language of the best practice

Hungarian

#### Outputs of the best practice

A Net-Coach community has been created, open to participants in the new media pedagogy adult education programme and to all those who are committed to promoting and teaching digital media literacy in their daily work.

#### Reach of the best practice

Every year, 60-70 new professionals participate in the new media pedagogy adult training programme

#### Geographic reach of the best practice

National

#### Impact of the best practice

Not available yet

#### Partners involved

Apor Vilmos Catholic College (AVKF), <https://avkf.hu/>

#### Role of the national regulatory authority in implementing the best practice

The NRA both funded and implemented the activity

#### Funding

National Media and Infocommunications Authority / Nemzeti Média- és Hírközlési Hatóság (NIMHH)

#### Best practice mentioned in the first (2020-2022)

AVMSD report of the country **X**

Name and country of the national regulatory authority in charge of / actively involved in the best practice:

**National Media and Info-communications Authority/**

**Nemzeti Média- és Hírközlési Hatóság (NIMHH), Hungary**

Link to the best practice:

<https://nmhh.hu/netcoach/>;

<https://avkf.hu/kepzesek/fel-nottkepzes>



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# EVENTS



## MEDIA LITERACY WEEK (FI)

### Mediataitoviikko

#### DESCRIPTION OF THE BEST PRACTICE

The aim of the Media Literacy Week (MLW) is to advance the media literacy skills of children and young people, as well as to support professional educators, guardians, and other adults in their important media educational tasks. The Media Literacy Week celebrates diversity in creating and developing a better internet. The number and scope of the activities designed for every MLW illustrate the variety of the perspectives related to fostering wellbeing in this digitalised world. Every year around 30 different materials or campaigns are created together and in cooperation with more than 50 partner organisations from all sectors of society, from public institutions to NGOs and private companies.

#### Type of the best practice

Event, training, campaign, educational resource, publication, network

#### Target groups of the best practice

Children and young people, as well as professional educators, guardians, and other adults

#### Theme/topic of the best practice within media literacy

A combination of themes covering the topics of information and news literacy; online harassment and intimate image abuse; online safety; understanding media messages; online hate speech; digital skills and competencies; digital parenting; and algorithmic literacy

#### Aims of the best practice

To promote and advance media literacy in Finland

#### Competencies within media literacy targeted by the best practice

All different aspects of media literacy

#### Date of the best practice

From 2012 to the present

#### Frequency of the best practice

Regularly recurring (annually in February)

#### Format of the best practice

Part of larger educational efforts or programmes

#### Language of the best practice

Finnish, Swedish, English, Sæpmi

#### Outputs of the best practice

Lots of different campaign materials. Together with the partner organizations, 77 materials in Finnish,



Mediataitoviikko  
Mediekunskapsveckan  
5.–11.2.2024



European unionin  
osarahjoittama

Swedish and Sæpmi languages were published for the MLW, 17 events were organized, and 51 articles were published in the Media Literacy Magazine.

#### Reach of the best practice

Over 1800 professionals nationwide

#### Geographic reach of the best practice

National

#### Impact of the best practice

No information available

#### Partners involved

70 partner organisations, listed here: <https://mediataitoviikko.fi/kumppanit/>

#### Role of the national regulatory authority in implementing the best practice

The NRA both co-funded and implemented the activity

#### Funding

The National Audiovisual Institute; European Commission

#### Best practice mentioned in the first (2020-2022) AVMSD report of the country ✓

Name and country of the national regulatory authority in charge of / actively involved in the best practice:

**Kansallinen audiovisuaalinen  
Instituutti (KAVI)/**

**The National Audiovisual  
Institute, Finland**

Link to the best practice:

**<https://mediataitoviikko.fi/>**

Contact information:

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## MEDIA LITERACY DAYS (HR)

Dani medijske  
pismenosti

### DESCRIPTION OF THE BEST PRACTICE

The Croatian Agency for Electronic Media, in collaboration with UNICEF, developed and launched the Media Literacy Days in April 2018, the largest media literacy project in Croatia. The project consists of two main segments: events (workshops, lectures, conferences, and film screenings) and educational materials (in cooperation with experts, booklets and teaching materials were developed to support media literacy lessons in kindergartens and schools). Starting from the idea that stronger, long-lasting, and far-reaching results in fostering and developing media literacy can only be achieved through the collaboration of numerous stakeholders, the project involved many partners. From the outset, the Agency and UNICEF agreed on strategic cooperation for the project, which is held under the auspices of the Ministry of Culture and Media and the Ministry of Science and Education. This cooperation lends institutional significance and has greatly contributed to the success of the project.

#### Type of the best practice

Event, educational resource, training, campaign, publication, research

#### Target groups of the best practice

Children and students; teachers and educators working in kindergartens, primary and secondary schools, universities, libraries, and NGOs; parents; seniors; general population

#### Theme/topic of the best practice within media literacy

Media Literacy Days are held every year since 2018 and focus is on a different theme every year. Over the years, the topics of information and news literacy; online harassment and intimate image abuse; online safety; understanding media messages; online hate speech; digital skills and competencies; digital parenting; and algorithmic literacy have all been covered. In 2024, the topics of AI, the reading of political messages, and critical thinking were in focus.

#### Aims of the best practice

To create a platform for gathering and cooperation among various social stakeholders; encourage and develop sustainable media literacy projects; support educators by developing materials for media education; raise public awareness of the significance of media literacy

#### Competencies within media literacy targeted by the best practice

Development of critical thinking, protection from disinformation, safer use of social media, and understanding their impact on mental health

#### Date of the best practice

From 2018 to the present

#### Frequency of the best practice

Regularly recurring (annually in springtime)

#### Format of the best practice

Part of larger educational efforts or programmes

#### Language of the best practice

Croatian (with some of the educational materials translated to English, Serbian, and Montenegrin)

#### Outputs of the best practice

As part of Media Literacy Days from 2018 to 2024, altogether 71 educational materials were published (34 brochures, 31 video lessons, and 6 digital quizzes) and downloaded more than 1.3 million times in the past six years. Most of the materials were developed in cooperation with Croatian experts, but several were translated and adapted from Finnish, Norwegian, Swedish, Irish, and French educational materials. In total, more than 2,600 events were held all over Croatia with more than 137,000 participants, mainly children and youth. Many trainings for educators were also organized as a part of the project. Every year, a survey was conducted on media literacy, media use and their influence. Most years also featured social media campaigns focusing on different topics.

#### Reach of the best practice

Since 2018, a total of more than 2,600 events were organised, in which 137,000 participants took part. In 2024, it was more than 37,000 participants with more than 460 primary and secondary schools and kindergartens involved in 185 cities and towns across the country. The number of more than 1.3 million downloads of educational materials published as part of Media Literacy Day also shows wide reach and usability.

#### Geographic reach of the best practice

National

#### Impact of the best practice

The project had an impact on improving the public's understanding of the importance of media literacy, and perhaps even more on the understanding in key ministries of the importance of stronger integration of media education into school curricula. Also, it influenced and encouraged a significant part of teachers and schools to systematically organise events related to media literacy and give greater importance to media education.

#### Partners involved

UNICEF Office in Croatia is the main partner of the project. For specific events or production of specific educational materials, there were cooperations with different organizations, such as the Agency for Education, Croatian Film Association, faculties, schools, libraries, media outlets, and embassies.

#### Role of the national regulatory authority in implementing the best practice

The NRA both funded/co-funded and implemented the activity

#### Funding

Agency for Electronic Media and UNICEF Office in Croatia

#### Best practice mentioned in the first (2020-2022) AVMSD report of the country ✓

DANI

MEDIJSKE

PISMENOSTI



Name and country of the national regulatory authority in charge of / actively involved in the best practice:

**Agency for Electronic Media (AEM), Croatia**

Link to the best practice:

<https://www.medijska-pismenost.hr/dani-medijske-pismenosti-2024/>

<https://www.medijska-pismenost.hr/obrazovni-materijali-za-preuzimanje/>

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# POSITIVE MEDIA WEEK (SK)

## Mediálne pozitívny týždeň

### DESCRIPTION OF THE BEST PRACTICE

22nd June is designated as a global #positivemediaday. In the long term, good news has not been attracting sufficient media attention, as negative media content tends to receive more coverage. Therefore, the members of the platform Media Literacy+ have decided to declare the week from June 19th to June 25th, 2023, as Positive Media Week (#positivemediaweek) in Slovakia, in connection with the global Positive Media Day.



#### Type of the best practice

Event, campaign

#### Target groups of the best practice

General population

#### Theme/topic of the best practice within media literacy

Information and news literacy, understanding media messages

#### Aims of the best practice

The goals of the Positive Media Week initiative are: spreading and creating positive media content, contributing to respectful communication in online discussions, appreciating the work of responsible creators of media content, contributing to increased critical thinking among recipients through activities, communicating about the impact of media content on mental health.

#### Competencies within media literacy targeted by the best practice

Media literacy in general

#### Date of the best practice

19–25 June 2023

#### Frequency of the best practice

One-off/short-term

#### Format of the best practice

Part of larger educational efforts or programmes

#### Language of the best practice

Slovak

#### Outputs of the best practice

Panel discussion "Good news are not sexy"; social media posts shared by members of the Media Literacy+ platform; information in the newsletter; press release

### POSITIVE MEDIA DAY

22. júna 2024



### #positivemediaday

#### VYTVÁRAJ POZITÍVNY OBSAH:

fotografie reels články  
stories blogy podcasty  
statusy videá filmy



### #positivemediaday

### ZDIELAJ OBSAH, KTORÝ INSPIRUJE A MOTIVUJE

Oceň a podpor konštruktívne komentáre a reakcie.



### #positivemediaday

### V DISKUSIÁCH REŠPEKTUJ INÉ NÁZORY

Oceň a podpor konštruktívne komentáre a reakcie.



#### Reach of the best practice

No information available

#### Geographic reach of the best practice

National

#### Impact of the best practice

No information available

#### Partners involved

The list of members of the platform Media Literacy+ that participated on the campaign is available here: <https://rpms.sk/en/node/836>

#### Role of the national regulatory authority in implementing the best practice

The NRA both funded and implemented the activity.

#### Funding

Rada pre mediálne služby (RpMS) / Council for Media Services (CMS)

#### Best practice mentioned in the first (2020-2022) AVMSD report of the country

[X](#)

Name and country of the national regulatory authority in charge of / actively involved in the best practice:

### Rada pre mediálne služby (RpMS) / Council for Media Services (CMS), Slovakia

Link to the best practice:

<https://rpms.sk/en/node/842>

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**RESEARCH**





## DIGITAL PARENTING RESEARCH

(HU)

### Digitálisszülőség-kutatás

#### DESCRIPTION OF THE BEST PRACTICE

The Digital Parenting Research is a large-scale, nationally representative study conducted by the National Media and Infocommunications Authority (NMHH). It examines the media use and online experiences of Hungarian children aged 7–16, as well as the digital parenting strategies employed by their parents. The study explores children's access to media devices, their online presence, media consumption habits, and how they engage with new media. A particular focus is placed on the risks and threats children may encounter in the online space. The research also investigates how parents can support their children in these processes, their knowledge and attitudes towards their children's media use, and the strategies they apply to regulate, control, and guide their children in accessing and evaluating digital content in a more informed, conscious, and responsible manner. The study is based on a nationally representative sample of 2,000 children and 2,000 parents across 118 municipalities in Hungary. Data collection is carried out through personal interviews with children and their parents, using a structured questionnaire administered via CAPI technology. The empirical data collection is conducted on behalf of NMHH by Psyma Hungary Kft. The first survey took place in 2017, the second in 2020, and the next round of data collection is planned for Spring 2025.

**Type of the best practice**  
Research.

**Target groups of the best practice**  
Children and youngsters aged 7–16, and their parents

**Theme/topic of the best practice within media literacy**

A combination of themes covering the topics of digital parenting, information and news literacy, online harassment and intimate image abuse, online safety, understanding media messages, digital skills and competencies, and algorithmic literacy

**Aims of the best practice**

The aim of this large-scale study on children's media use and online experiences, as well as on their parents' attitudes towards and knowledge of their children's media habits and online safety, is to provide nationally representative empirical data on the media usage of children aged 7–16 and the digital parenting strategies employed by their parents.

**Competencies within media literacy targeted by the best practice**

The primary aim of the research – by its very nature – was not competence development but rather the examination of participants' media use, attitudes, and competencies. Nevertheless, participation in the study may also serve informative and educational purposes, allowing participants to develop various media and information literacy competencies during the questioning process as they reflect on aspects of digital parenting and media use they may not have previously considered.

**Date of the best practice**  
From 2017 to the present

**Frequency of the best practice**  
Regularly recurring

**Format of the best practice**  
Standalone

**Language of the best practice**  
Hungarian

**Outputs of the best practice**

Research reports, lectures, and presentations at national and international conferences and workshops are also part of the dissemination of findings. Additionally, the results of this large-scale, nationally representative study provide data for NMHH's educational booklets on various aspects of digital media literacy and serve as the foundation for the authority's awareness-raising campaigns. The representative data from the research are also used by independent researchers at conferences or in their further studies as reference points.

**Reach of the best practice**

The research involves 4,000 participants in each round of data collection (2,000 children aged 7–16 and their parents), covering a nationally representative sample of the target population.

**Geographic reach of the best practice**

National

**Impact of the best practice**

No direct impact assessment has been carried out. However, the results of the research are consistently disseminated at national and international conferences, as well as through various educational programmes, workshops, and lectures. These results impact both the general public and professionals, becoming a key reference point in research on digital parenting.

**Partners involved**

None (except the research company, Psyma Hungary Kft.)

**Role of the national regulatory authority in implementing the best practice**

The NRA both funded and implemented the activity

**Funding**

National Media and Infocommunications Authority / Nemzeti Média- és Hírközlési Hatóság (NMHH)

**Best practice mentioned in the first (2020-2022)**

AVMSD report of the country ✓



Name and country of the national regulatory authority in charge of / actively involved in the best practice:

**National Media and Infocommunications Authority / Nemzeti Média- és Hírközlési Hatóság (NMHH), Hungary**

Link to the best practice:

[https://nmhh.hu/cikk/224269/Digital-parenting\\_kutatas\\_716\\_eves\\_gyermekkel\\_es\\_szuleikkel](https://nmhh.hu/cikk/224269/Digital-parenting_kutatas_716_eves_gyermekkel_es_szuleikkel)

[https://english.nmhh.hu/article/224644/NMHH\\_research\\_Hungarian\\_children\\_start\\_to\\_use\\_internet\\_younger\\_and\\_younger\\_but\\_third\\_of\\_parents\\_see\\_no\\_need\\_to\\_enhance\\_digital\\_literacy](https://english.nmhh.hu/article/224644/NMHH_research_Hungarian_children_start_to_use_internet_younger_and_younger_but_third_of_parents_see_no_need_to_enhance_digital_literacy)

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## ASSESSMENT OF MEDIA LITERACY COMPETENCIES OF PORTUGUESE STUDENTS (WITHIN THE EDUMEDIATEST PROJECT) (PT)

Avaliação de competências de literacia mediática de alunos portugueses

### DESCRIPTION OF THE BEST PRACTICE

The implementation of an online interactive survey to assess the different media literacy competencies of students aged 14–18 took place in a formal education context, as part of the European EduMediatest project. In Portugal, this initiative was coordinated by the ERC, which conducted the survey across 27 educational establishments in various regions of the country (within the constraints imposed by the Covid-19 pandemic), involving around fifty teachers who participated in virtual training sessions regarding the survey's implementation (27 virtual sessions). The implementation of the survey in Portugal contributed to strengthening the overall results of the project, with approximately 2,600 of the 8,699 validated tests collected for the international consortium across seven geographical areas, including Catalonia, Croatia, Slovakia, Greece, France, Ireland, and Portugal.

#### Type of the best practice

Research

#### Target groups of the best practice

Young people aged between 14 and 18; teachers (from schools across all regions of the country, including both larger and smaller schools located in rural and urban areas)

#### Theme/topic of the best practice within media literacy

A combination of themes covering the topics of information and news literacy (fact-checking, mis- and disinformation, fake news, the distinction between accurate and non-accurate journalism; understanding different types of information sources); online safety (personal data protection, online reputation, digital identity, digital footprints, cybersecurity, the distinction between public and private); understanding media messages (ideologies and values in media messages, stereotypes and their implications; analysing the aesthetics of media messages and their impact on audience perception); digital skills and competencies (digital navigation, problem solving, content creation, choosing digital filters according to messages); media content consumption, uses, and production

#### Aims of the best practice

The objectives of the interactive survey assessing media literacy competencies (the same survey applied in Portugal and in the other six geographical areas involved in EduMediatest) were to: assess students' media literacy competencies through 43 questions covering the six competence dimensions identified in Ferrás & Piscitelli's theory, to facilitate comparisons of findings across different geographical areas of Europe; to identify areas of greatest weakness among students and address them through appropriate training; to inform teachers about the importance of media education and the need to diagnose students' competencies to better guide them in the learning process and in the use of the variety of available resources

#### Competencies within media literacy targeted by the best practice

A wide scale of MIL competencies

#### Date of the best practice

March 2021 (pre-test of the survey) and May 2021 (test of the survey)

#### Frequency of the best practice

One-off/short-term

## EDUMEDIATEST

UMA FERRAMENTA INTERATIVA DE AVALIAÇÃO E FORMAÇÃO EM EDUCAÇÃO PARA OS MÉDIAS DE JOVENS COM IDADES ENTRE OS 14-18 ANOS

## Relatório Final

### Format of the best practice

Part of larger educational efforts or programmes (an international research project)

### Language of the best practice

Portuguese (+ Catalan, Spanish, Irish (Gaelic), French, Croatian, Greek, English, Slovak)

### Outputs of the best practice

<https://www.flipsnack.com/ercpt/erc-relat-rio-nacional-do-projeto-edumEDIATEST/full-view.html>

### Reach of the best practice

In Portugal, the survey was administered to 2,756 pupils, including 120 from two schools during the pilot phase and 2,636 pupils from 25 schools across various regions of the country (mainland as well as the Azores and Madeira). The initiative also involved over 50 teachers who participated in a training session (one for each school) to implement the survey in their classes.

### Geographic reach of the best practice

International

### Impact of the best practice

Only available quantitative data relating to directly measurable reach in terms of the number of students and schools reached. No further impact assessment has been carried out. The results of the research conducted in Portugal were also featured in several news outlets applicable.

### Partners involved

**In Portugal:** Rede de Bibliotecas Escolares; EPIS – Emparários pela Inclusão Social  
**Internationally:** Universitat Pompeu Fabra (UPF); Catalan Audiovisual Council (CAC); Agencija za elektroničke medije (AEM); Rada pre vysielanie a retransmisii; Conseil Supérieur de l'Audiovisuel; National Centre of Audiovisual Media & Communication (EKOME); Webwise –Dublin West Education Centre (DWEC)

### Role of the national regulatory authority in implementing the best practice

The NRA both funded/co-funded and implemented the activity

### Funding

European Commission (60%); the ERC and the other seven partners of the consortium (40%)

### Best practice mentioned in the first (2020-2022) AVMSD report of the country

✓

Name and country of the national regulatory authority in charge of / actively involved in the best practice:

### Portuguese Regulatory Authority for the Media/

Entidade Reguladora para a Comunicação Social (ERC), Portugal

Link to the best practice:

<https://www.flipsnack.com/ercpt/erc-relat-rio-nacional-do-projeto-edumEDIATEST/full-view.html>



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## NORDIC MIL INDEX (SE)

### Nordiskt MIK Index

#### DESCRIPTION OF THE BEST PRACTICE

After having tested a questionnaire developed in collaboration with the Nordic media authorities in a pilot study, the plan is to conduct a baseline study in all the five Nordic countries. The population to be studied should include both children and adults. Mainly because enhancing MIL in the Nordic countries is important in all ages and part of lifelong learning. Therefore, the desired age-range of the population to be studied should be between 9 years and up.

**Type of the best practice**  
Research.

**Target groups of the best practice**  
Children aged 9–15 and general population

**Theme/topic of the best practice within media literacy**

A combination of themes covering the topics of information and news literacy, online safety, understanding media messages, digital skills and competencies, and algorithmic literacy.

**Aims of the best practice**

The aim with the MIL Index is to be able to contribute with a more comprehensive understanding of MIL in the general population of the Nordic countries and possibly also discover similarities and differences in the different countries that were not anticipated. Ultimately, the aim is to be able to deliver a tool that can be used to build knowledge over time and ultimately improve efforts aiming at the promotion of MIL in all of the five Nordic countries.

**Competencies within media literacy targeted by the best practice**

No information available

**Date of the best practice** 2023–2025

**Frequency of the best practice** One-off

**Format of the best practice** Standalone

**Language of the best practice**

Reports in the Nordic languages, summary in English

**Outputs of the best practice**

Reports

**Reach of the best practice**

The survey will be based on quantitative data from a questionnaire. The target audience is containing MIL actors, government authorities, media, and stakeholders working with MIL.

**Geographic reach of the best practice**

International/regional (5 Nordic countries)

**Impact of the best practice**

Not yet applicable

**Partners involved**

<https://www.norden.org/en/nordic-council-ministers>


**Role of the national regulatory authority in implementing the best practice**

The NRA both funded/co-funded and implemented the activity

**Funding**

The Nordic Council of Ministers

**Best practice mentioned in the first (2020-2022)**

AVMSD report of the country 



Name and country of the national regulatory authority in charge of / actively involved in the best practice:

**The Swedish Agency for the Media  
Mediemyndigheten, Sweden  
(together with the NRAs in Norway,  
Finland, Denmark, and Iceland)**



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**REPORTS**



## YEARLY REPORT ON MEDIA LITERACY (FR)

### Rapport sur l'éducation aux médias et à l'information

#### DESCRIPTION OF THE BEST PRACTICE

The report highlights media literacy actions carried out by French audiovisual companies and makes a list of recommendations to help them to increase their impact regarding these matters. The report also presents Arcom's own initiatives, such as its training programs and educational resources for teachers aiming at helping them to address the challenges of doing media literacy in class.

**Type of the best practice**  
Report

**Target groups of the best practice**  
General population (this report is aimed at the audiovisual sector, media literacy actors, and, more broadly, anyone interested in learning about the best practices adopted by the media and the regulator)

**Theme/topic of the best practice within media literacy**

A combination of themes covering the topics of information and news literacy, online harassment and intimate image abuse, online safety, understanding media messages, online hate speech, digital skills and competencies, digital parenting, algorithmic literacy, ecological transition, digital citizenship

**Aims of the best practice**

The main aim behind the implementation of this media literacy activity is to raise awareness of the best practices carried out by French media and to enable the regulator to make recommendations in this field.

**Competencies within media literacy targeted by the best practice**

Understanding actions led by the French audiovisual companies and Arcom and trying to make recommendations to improve them.

**Date of the best practice**  
From 2021 to the present

**Frequency of the best practice**  
Regularly recurring (yearly)

**Format of the best practice**  
Standalone

**Language of the best practice**  
French (the summary of the last report also available in English)

**Outputs of the best practice**  
Report



#### Reach of the best practice

No information available on this regard. However, Arcom has met with the broadcasters and stakeholders in April 2024 to tackle the report and the page of Arcom's website dedicated to the 2023 report has been visited 2,430 times by 1,893 unique visitors since December 2023 (data collected on August 6, 2024).

#### Geographic reach of the best practice

National

#### Impact of the best practice

No impact evaluation available. Since Arcom highlights the best practices of audiovisual companies and offers them recommendations, this report has enabled the media to improve their actions and progress further.

#### Partners involved

None

#### Role of the national regulatory authority in implementing the best practice

The NRA both funded and implemented the activity.

#### Funding

Autorité de régulation de la communication audiovisuelle et numérique (Arcom)

**Best practice mentioned in the first (2020-2022) AVMSD report of the country** ✓

Name and country of the national regulatory authority in charge of / actively involved in the best practice:

**Autorité de régulation de la communication audiovisuelle et numérique (Arcom), France**

Link to the best practice:

**<https://www.arcom.fr/nos-resources/etudes-et-donnees/mediatheque/rapport-sur-leducation-aux-medias-et-linformation-exercice-2022-2023>**

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## THE AGCOM ANALYSIS: THE DIGITAL AND MEDIA LITERACY NEEDS OF THE ITALIAN POPULATION (IT)

I fabbisogni di alfabetizzazione digitale e mediatica: un report di ricerca

**Type of the best practice**  
Report, research

**Target groups of the best practice**  
General population and the stakeholders in the media literacy field (media services providers, video-sharing platforms, national and local authorities, associations, civil society organizations, etc.)

**Theme/topic of the best practice within media literacy**

A combination of themes covering the topics of information and news literacy, online harassment and intimate image abuse, online hate speech, digital skills and competencies, digital parenting, algorithmic literacy, digital citizenship

**Aims of the best practice**

The report is part of the general strategy in the media and digital literacy field prepared by AGCOM following the AGCOM Performance Plan 2023-2025 (adopted with Deliberation no. 11/1/23/CONS and updated by Deliberation no. 166/23/CONS), which includes "the promotion of digital literacy and culture and the protection of the most vulnerable groups" among its strategic missions. Furthermore, this analysis is prior to the monitoring tasks in the media and digital literacy field entrusted to AGCOM by the national legislation (Article 4, Paragraph 4 of the Audiovisual Media Services Law, approved with legislative decree no. 208/2021 and modified by the legislative decree no. 50/2024). The main aim of this research activity is to outline specific policy indications addressed to any (public or private) actor interested in promoting initiatives, measures, and good practices in this field.

**Competencies within media literacy targeted by the best practice**

Since this best practice is a research activity, no specific competencies with media literacy have been targeted. The final report of this activity could be anyway considered a useful tool for any stakeholder interested in promoting media literacy initiatives and measures in different fields (disinformation and hate speech, news and information literacy, etc.).

### DESCRIPTION OF THE BEST PRACTICE

The AGCOM report aims to identify the main media/digital literacy needs of different age groups of the Italian population. In particular, the report will include four sections. Firstly, it presents the main results of research about the availability of devices, access to media, access to news media, and ways to regulate minors' (aged 6–15) media access adopted by parents. The second section is dedicated to the analysis of media and digital literacy needs, through the analysis of legacy and digital media risks (disinformation, hate speech, illegal content, cyberbullying, etc.) and the ways in which citizens prevent and tackle such phenomena. The third section is dedicated to algorithmic literacy, through the analysis of knowledge of algorithmic recommendation systems and of the use of specific algorithmic curation tools provided by the online platforms. The fourth and final section is dedicated to the policy conclusions. The report is based on a survey addressed to a representative sample of Italian population, with a specific focus on minors (analysed in two categories, the first one from 6 to 13-year-olds, the second one from 14 to 17-year-olds) and on the over-65-year-old age group.

**Date of the best practice**  
The research activity was launched by a preliminary analysis conducted in January/February 2023 and was finally approved by the AGCOM Board in December 2023. The survey, entrusted to a specialized market research company, was completed in May 2024 (the questionnaire had been prepared by AGCOM before the launch of the survey) and AGCOM is going to complete the data analysis and report drafting activities by March 2025.

**Frequency of the best practice**  
One-off/short-term

**Format of the best practice**  
Standalone

**Language of the best practice**  
Italian

**Outputs of the best practice**  
Report

**Reach of the best practice**  
The report will be available to the general population and to specific stakeholders.

**Geographic reach of the best practice** National

**Impact of the best practice**

The impact of the report on the stakeholder activities (in public and private sector) will be carefully evaluated even through the monitoring report AGCOM is going to draft annually according to the Article 4, Paragraph 4 of the Audiovisual Media Services Law.

**Partners involved**

No partner has been expressly involved in this activity. The market research company has been entrusted only with the fieldwork activity (the questionnaire drafting, the data analysis and the report drafting activity have been entirely deployed by the AGCOM Department for Studies, Research and Statistics).


**Role of the national regulatory authority in implementing the best practice**

The NRA both funded and implemented the activity.

**Funding**

Italian Communications Regulatory Authority / AGCOM – Autorità per le Garanzie nelle Comunicazioni

**Best practice mentioned in the first (2020-2022)**

**AVMSD report of the country** 



Name and country of the national regulatory authority in charge of / actively involved in the best practice:

**Italian Communications Regulatory Authority/**

**AGCOM – Autorità per le Garanzie nelle Comunicazioni, Italy**



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# PUBLICATIONS



## EDUCATIONAL BOOKLETS ON MEDIA LITERACY (HU)

Edukációs kiadványok  
a médiatudatosság  
témáiban

### DESCRIPTION OF THE BEST PRACTICE

The National Media and Infocommunications Authority of Hungary (NMHH) publishes educational booklets to inform, educate, and support children, young people, parents, and teachers about various aspects of media literacy, such as cyberbullying, parental control, online threats, or video gaming. The booklets provide practical advice on the safe and aware online presence of children and the youth and draw attention to both the risks and the potentials of digital media use. The booklets are available in print as well as online.

**Type of the best practice**  
Publications, educational resources

**Target groups of the best practice**  
Children, students, parents, teachers, educators (each booklet has its own specific target group)

**Theme/topic of the best practice within media literacy**

A combination of themes covering the topics of information and news literacy, online harassment and intimate image abuse (cyberbullying), online safety, understanding media messages, digital skills and competencies, and digital parenting (parental control, video gaming).

**Aims of the best practice**

The booklets' aim is to enhance children's awareness and safety, furthermore, to develop children's skills and competencies to use the online environment safely and responsibly. The booklets contain relevant information about topics on children's safe and aware use of the internet and new media and provide practical advice for parents and teachers as well.

**Competencies within media literacy targeted by the best practice**

In the various booklets, most aspects of media literacy are targeted

**Date of the best practice**  
From 2023 to the present

**Frequency of the best practice**  
Ongoing

**Format of the best practice**  
Part of larger efforts or programmes

**Language of the best practice**  
Hungarian

**Outputs of the best practice**  
Booklets



### Funding

National Media and Infocommunications Authority / Nemzeti Média- és Hírközlési Hatóság (NMHH)

**Best practice mentioned in the first (2020-2022) AVMSD report of the country X**

### Reach of the best practice

The NMHH regularly organises workshops in connection with its publications, where expert colleagues help parents through roundtable discussions. Participants can ask questions anonymously and shape the conversation by answering quiz questions, ensuring they receive answers to issues that matter most to them. In addition to these workshops, NMHH experts frequently participate in national and international media literacy conferences, including those held alongside national film festivals, which are co-organised and co-funded by the authority.

### Geographic reach of the best practice

National

### Impact of the best practice

No impact measurement was made. However, the booklets were presented to teachers, parents, and children at various events including expos, festivals, lectures, and conferences. Besides the positive feedback received at these events, the NMHH was approached by further schools and organisations having heard about the booklets and expressing interest in them.

**Partners involved**  
None

**Role of the national regulatory authority in implementing the best practice**

The NRA both funded and implemented the activity

Name and country of the national regulatory authority in charge of / actively involved in the best practice:

**National Media and Info-communications Authority/  
Nemzeti Média- és Hírközlési  
Hatóság (NMHH), Hungary**

Link to the best practice:

<https://gyerekaneten.hu/temak>

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**DATABASES**



## ONLINE PLATFORM FOR MEDIA AND INFORMATION LITERACY MIPI

(SI)

Spletni portal za medijsko in informacijsko pismenost MiPI

### DESCRIPTION OF THE BEST PRACTICE

Since its establishment, the portal has successfully established itself as one of the most important sources for media literacy in Slovenia. Today, it features a wealth of current content and brings together a significant network of partners working in this field in the country. This is a portal where the Agency for Communication Networks and Services of the Republic of Slovenia (AKOS) published a wide range of content on media and information literacy, which falls within the Agency's remit as a convergent regulator. To increase the reach and age structure of the target audience, the Agency upgraded its Facebook posts and opened an Instagram account in 2022. The content of the articles published there has been adapted by AKOS for publication on both networks. AKOS thus aims to protect end users of electronic communications by using various communication channels to inform different target audiences about current issues in the media and information landscape. It also raises awareness of the diverse challenges faced by end users in the age of ubiquitous digital media and the rapid digitisation of all aspects of social life.

**Type of the best practice**  
Website/database

**Target groups of the best practice**

Children and students (aged 7–14 and 14–18); parents; teachers and educators (elementary and high school); seniors; minorities and vulnerable groups (including children, consumers, and the elderly); general population

**Theme/topic of the best practice within media literacy**

A combination of themes covering various themes of media literacy, including the topic of information and news literacy, online harassment and intimate image abuse, online safety, understanding media messages, online hate speech, digital skills and competencies, digital parenting, and algorithmic literacy

**Aims of the best practice**

MiPI is a portal for the promotion of media and information literacy, through which the Agency aims to raise public awareness about the importance of critical and thoughtful use of media content and information technologies. With the portal, we aim to help the end user better understand media and information technology; to recognize an advertisement even when it is cleverly disguised; to know why there are far more commercials on television programmes than allowed; to advise their child on which content to watch; to distinguish between paid and organic search results when browsing the web; to identify a news story that might not be entirely true and to know how to verify it; to understand how Facebook offers content in the timeline (news feed) that is supposed to interest the user; to comprehend e-Taxes, and what happens to our data online.

**Competencies within media literacy targeted by the best practice**

Understanding the functioning of media and the internet; current phenomena; contribution to critical thinking; enhancing awareness of the importance of selecting quality content; and consumer protection.

**Date of the best practice**  
From 2019 to the present

**Frequency of the best practice**  
Ongoing

**Format of the best practice**

Part of larger educational efforts or programmes

**Language of the best practice** Slovenian

**Outputs of the best practice**

Website with regular weekly updates, newsletter, two social media accounts, publications, recommendations, promotional campaigns

**Reach of the best practice**

The annual traffic of the portal is around 8,000 visitors, with individual content reaching an average of about 4,000 users. This refers to the website traffic, while the agency achieves a significantly larger reach through its promotional campaigns and participation in awareness-raising activities. Additionally, the agency also reaches its audience through newsletters and social media accounts.

**Geographic reach of the best practice** National

**Impact of the best practice**

The agency observes the greatest impact of its content directly from user feedback, primarily from parents and teachers who use our materials in their work with children. There is significant interest in each set of materials we prepare for the MiPI portal. Additionally, feedback from end users who can protect themselves from harmful practices with advice from MiPI has led to a reduction in user disputes with the agency.

**Partners involved**

All project partners, along with links to their websites, are available here: <https://www.mipi.si/nasipartnerji>

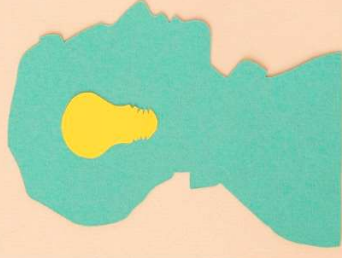
**Role of the national regulatory authority in implementing the best practice**

The NRA both funded/co-funded and implemented the activity.

**Funding**

The agency funds the project through its regular legal responsibilities, occasionally receives funds from other project partners.

**Best practice mentioned in the first (2020-2022) AVMSD report of the country** ✓



Name and country of the national regulatory authority in charge of / actively involved in the best practice:

**Agency for Communication Networks and Services of the Republic of Slovenia/**

**Agencija za komunikacijska omrežja in storitve Republike Slovenije (AKOS), Slovenia**

Link to the best practice:

**[www.mipi.si](http://www.mipi.si)**



Contact information:

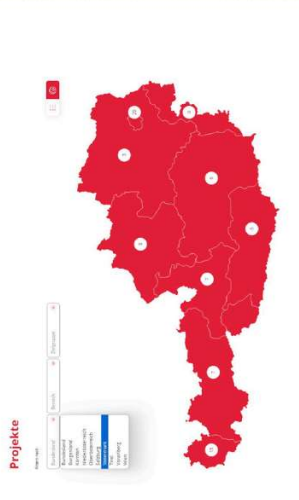
**Petra Zupancic**  
[petra.zupancic@akos-rs.si](mailto:petra.zupancic@akos-rs.si)

## MEDIA LITERACY ATLAS (AT)

### Medienkompetenz-Atlas

#### DESCRIPTION OF THE BEST PRACTICE

The Media Literacy Atlas is a website that provides information about media literacy, primarily in Austria. Anyone offering a project or initiative promoting media literacy can submit an entry to be published on the site. Projects and initiatives that receive public funding must be listed on the website.



**Type of the best practice**  
Website/database

**Target groups of the best practice**

General population (each project and initiatives collected and presented in the Media Literacy Atlas has its own target group)

**Theme/topic of the best practice within media literacy**

The Media Literacy Atlas collects and presents several projects and initiatives. Each of these projects and initiatives has its own topic or theme, covering a variety of media literacy topics.

**Aims of the best practice**

The idea of the Media Literacy Atlas is to offer as much information as possible in one place and especially to provide an overview of learning opportunities.

**Competencies within media literacy targeted by the best practice**

The Media Literacy Atlas itself provides basic information, the individual projects and initiatives cover various competencies.

**Date of the best practice**

From March 2021 to the present

**Frequency of the best practice**

Ongoing

**Format of the best practice**

Standalone

**Language of the best practice**

The Media Literacy Atlas itself is available in German, but there is no requirement for the projects and initiatives to be provided in a certain language.

## Projekte

Filtern nach

Bundesland

Bereich

Zielgruppe



Projekt

**Achtsamer Umgang mit Handy, Tablet & Co**



Projekt

**Banonda - Dialog und Integration**



Projekt

**BIDE - Bildungscoaching und berufsbezogene Deutschkurse**

**Outputs of the best practice**

Website (<https://medienkompetenz.rtr.at/>), and a printed brochure exists as well.

**Reach of the best practice**

The Media Literacy Atlas itself has great breadth, aiming at providing all kinds of information and a list of education opportunities. The projects and initiatives presented by the Atlas – in many cases – are more in-depth.

**Geographic reach of the best practice**

National

**Impact of the best practice**

No information available

**Partners involved**

None

**Role of the national regulatory authority in implementing the best practice**

The NRA both funded and implemented the activity.

**Funding**

Austrian regulatory authority for broadcasting and telecommunications / Rundfunk und Telekom Regulierungs-GmbH (RTR)

**Best practice mentioned in the first (2020-2022) AVMSD report of the country** ✓

Name and country of the national regulatory authority in charge of / actively involved in the best practice:

**Austrian regulatory authority for broadcasting and telecommunications Rundfunk- und Telekom Regulierungs-GmbH (RTR), Austria**

Link to the best practice:

**<https://medienkompetenz.rtr.at/>**



Contact information:

**[medienkompetenz@rtr.at](mailto:medienkompetenz@rtr.at)**

## MEDIA LITERACY DATABASE (LV)

### Medijpratības datubāze

#### DESCRIPTION OF THE BEST PRACTICE

The National Electronic Mass Media Council of Latvia (NEPLP) created this unified media literacy platform, the Media Literacy Database. This database/platform serves as a long-term knowledge repository, as well as a communication platform, posting up-to-date information and materials related to the promotion of media literacy in Latvia. The database was created in cooperation with around 30 stakeholders working in the field of media literacy in Latvia, thus at the same time contributing to the maintenance of the cooperation network. NEPLP is always looking to expand the partner network, therefore new partners are encouraged to sign up.

**Type of the best practice**  
Website/database, network/panel of experts

**Target groups of the best practice**  
General population

**Theme/topic of the best practice within media literacy**

The Media Literacy Database collects and presents several projects and initiatives. Each of these projects and initiatives has its own topic or theme, covering a variety of media literacy topics.

**Aims of the best practice**

To connect with all stakeholders in the media literacy field in Latvia; create a place where all materials can be found in one place; create a platform where news and upcoming media literacy events can be accessed; there are a lot of short-term projects/activities in Latvia and the database is a long-term project

**Competencies within media literacy targeted by the best practice**

The database accumulates information and knowledge that can be useful for achieving the general goal of public education, as well as, for example, the information and data for policymakers. The database also aims to strengthen the media literacy/cooperation network of the involved stakeholders in Latvia.

**Date of the best practice**  
From March 2023 to the present

**Frequency of the best practice**  
Ongoing



Medijpratības  
datubāze  
database.nepplp.lv

**Format of the best practice**  
Standalone

**Language of the best practice**  
Latvian

**Outputs of the best practice**  
Website: <https://database.nepplp.lv/>

**Reach of the best practice**  
No information available

**Geographic reach of the best practice**  
National

**Impact of the best practice**  
More than 30 partners are participating in maintaining the database, with around 200 materials posted on it.

**Partners involved**

All the partners can be found here: <https://database.nepplp.lv/partner/>. Partners include state institutions, NGO's, experts, universities, etc.

**Role of the national regulatory authority in implementing the best practice**

The NRA both funded/co-funded and implemented the activity.

**Funding**

National Electronic Mass Media Council of Latvia / Nacionālā elektronisko plašsaziņas līdzekļu padome (NEPLP) (12.662 EUR as of July 2024, including VAT)

**Best practice mentioned in the first (2020-2022) AVMSD report of the country** ✓

Name and country of the national regulatory authority in charge of / actively involved in the best practice:

**National Electronic Mass Media Council of Latvia/**

**Nacionālā elektronisko plašsaziņas līdzekļu padome (NEPLP), Latvia**

Link to the best practice:

<https://database.nepplp.lv/par-mums/>

<https://www.nepplp.lv/lv/jaunums/>

[latvijas-medijpratibas-datubaze-ir-pieejama-ikvienam-interesentam-bez-maksas](https://www.nepplp.lv/lv/jaunums/latvijas-medijpratibas-datubaze-ir-pieejama-ikvienam-interesentam-bez-maksas)



Contact information:

Māra Madara LŪSE

[mara.madara.luse@nepplp.lv](mailto:mara.madara.luse@nepplp.lv)

**THEMATIC  
WEBSITES**



## MEDIA LITERACY WEBSITE (HR)

— [medijskapismenost.hr](https://www.medijskapismenost.hr)

### DESCRIPTION OF THE BEST PRACTICE

The Croatian Agency for Electronic Media launched the media literacy website [medijskapismenost.hr](https://www.medijskapismenost.hr) in 2016. This website is primarily intended for parents and teachers, providing support for their own media education as well as offering educational tools for teaching media literacy both at home and in school. The portal has become the central national hub for media literacy, offering a comprehensive overview of reliable and useful information about the media and media literacy. It serves as a one-stop resource for media literacy practitioners, and everyone involved in the education of children and youth. The website's content includes research findings on the impact of media on children, young people, and adults; recommendations for parents; examples of good practices from Croatian schools, kindergartens, and NGOs, as well as examples from other countries; educational materials for teaching children about various aspects of media literacy, and articles about global media and communication technology trends, media literacy initiatives, and European policies related to media literacy.

#### Type of the best practice

Website, database, educational resource

#### Target groups of the best practice

Primary target groups: teachers and educators (working in kindergartens, primary and secondary schools, libraries, etc.), parents. Secondary target groups: seniors, general population

#### Theme/topic of the best practice within media literacy

Covers all aspects of media literacy, including the topics of information and news literacy, online harassment and intimate image abuse, online safety, understanding media messages, online hate speech, digital skills and competencies, and algorithmic literacy

#### Aims of the best practice

The main goal is to empower educators and parents with media literacy skills, and to provide support to teachers and educators through the production of educational materials and the organisation of workshops and lectures on media education.

#### Competencies within media literacy targeted by the best practice

Developing the ability of teachers and educators to effectively deliver media education in kindergartens and schools, which in turn can influence (and is influencing) the development of critical thinking in children and young people

#### Date of the best practice

From 2016 to the present

#### Frequency of the best practice

Ongoing

#### Format of the best practice

Part of larger educational efforts or programmes

#### Language of the best practice

Croatian

#### Outputs of the best practice

The website regularly publishes articles (on average 20–25 per month) on current topics related to media literacy and serves as a repository for more than 70 educational materials for free download or online use (brochures, handbooks, video lessons, and quizzes).



#### Reach of the best practice

The website has an average of about 35,000 monthly visits, more than 26,500 Facebook followers, more than 6,500 members in the Facebook group for educators, and 650 Instagram followers. Articles on the portal are published regularly, almost daily, and there are more than 1,700 articles on the portal.

#### Geographic reach of the best practice

National and international (neighbouring countries)

#### Impact of the best practice

The website has the strongest impact on educators and parents, and indirectly on children and young people, as well as on the public in terms of raising awareness. We measure this using analytics tools like Google Analytics, which track the number of visits and visitors, as well as the most popular content. For example, educational materials have been downloaded more than 1.3 million times from the website in recent years. We also use social media analytics to monitor reach and engagement on social platforms. More information about the impact comes from activities, research, and evaluations within the connected project Media Literacy Days, for which the website [medijskapismenost.hr](https://www.medijskapismenost.hr) serves as the main communication platform.

#### Partners involved

The main partner is the UNICEF Office in Croatia, and there are also cooperations with the Croatian Film Association, the Croatian Audiovisual Centre, the Faculty of Political Science and other faculties in journalism, media and communication studies.

#### Role of the national regulatory authority in implementing the best practice

The NRA both funded/co-funded and implemented the activity

#### Funding Agency for Electronic Media (AEM)

**Best practice mentioned in the first (2020-2022) AVMSD report of the country** ✓

Name and country of the national regulatory authority in charge of / actively involved in the best practice:

### Agency for Electronic Media (AEM), Croatia

Link to the best practice:

<https://www.medijskapismenost.hr/>



Contact information:

**Robert TOMLJENOVIC**  
[robert.tomljenovic@aem.hr](mailto:robert.tomljenovic@aem.hr)

## NIMHH'S EDUCATIONAL WEBSITES: CHILDONTHENET, DIGIPEdia, ONLINEPLATFORMS (HU)

[digipedia.hu](http://digipedia.hu), [gyerekaneten.hu](http://gyerekaneten.hu), [onlineplatformok.hu](http://onlineplatformok.hu)

The National Media and Infocommunications Authority of Hungary (NIMHH) considers the strengthening of media literacy among the public to be a priority and an ongoing public task. The authority applies various channels for reaching the public, including publications, events, online and print awareness campaigns, and thematic websites.

### DESCRIPTION OF THE BEST PRACTICE

Digipedia ([digipedia.hu](http://digipedia.hu)) is a Hungarian website, validated by experts from the NIMHH and external specialists, featuring reader-friendly articles that provide practical knowledge for everyday digital life. The articles are designed to reflect current content consumption trends. The website's content is divided into one-, three-, and five-minute sections: the one-minute section delivers key information, while the three- and five-minute sections explore additional points of interest for more in-depth learning. Even in the one-minute section, readers accustomed to short-form social media content receive concrete, practical advice. Additionally, the website's monitoring system offers an up-to-date overview of the digital challenges and issues faced by the Hungarian population.

## digipedia

**Type of the best practice**  
Website

**Target groups of the best practice**

Young people (18–24-year-olds), digitally less literate, middle-aged adults (25–49-year-olds) and senior citizens (50+ year-olds)

**Theme/topic of the best practice within media literacy**

The digital knowledge library of Digipedia is structured around five main themes: 1. child protection (gaming, bullying, influencers, sexting, sharenting), 2. online threats (spam, phishing, fake profiles, internet and gaming addiction), 3. online finance (online shopping, digital wallets, fintech, cryptocurrencies), 4. data protection (passwords, biometric identification, encrypted chats, copyright online), and 5. innovation (artificial intelligence, deepfake content, robotics, quantum computer, electro smog). Within these sec-

## digipedia

Digitális tudástár a média- és hírközlési világ szakértőitől



**OTTHONKÉRDÉLEM**  
Mit tudsz a digitális hírközlésről?

**NETES VESZÉLYEK**  
Hogyan legyél tudatosabb az online világon?

**ONLINE FÁJCSÓFÉK**  
Milyen, amit a digitális hírközlésről tudsz?

**ADATVÉDELLEM**  
Személyes adataidat kinek látja?

**INNOVÁCIÓ**  
A digitális hírközlés új lehetőségei és kihívásai.

tions, a combination of media literacy related topics appears, including the areas of information and news literacy, online harassment and intimate image abuse, online safety, understanding media messages, digital parenting, and algorithmic literacy.

**Aims of the best practice**

Throughout NIMHH's operation, we have seen that there is a demand among consumers for more in-depth and practical knowledge transfer on digital skills. In response, we created the Digipedia page, which aims to provide the entire Hungarian society with the most necessary skills in everyday digital life, supporting legal certainty and informed decisions in a structured and segmented way.

**Competencies within media literacy targeted by the best practice**

A wide scale of digital skills and competencies, understanding how the media works

**Date of the best practice**

From October 2022 to the present

**Frequency of the best practice**

Ongoing

**Format of the best practice**

Standalone

**Language of the best practice**

Hungarian

**Outputs of the best practice**

Website

**Reach of the best practice**

The website's visitor analytics are monitored, and awareness-raising campaigns were also implemented at its launch. The website is also constantly promoted at various conferences, expos, and festivals by NIMHH experts.

**Geographic reach of the best practice**

National

**Impact of the best practice**

No specific impact assessment has been carried out.

**Partners involved**

Most of the content is prepared out of NIMHH's own expertise. In support of the Digipedia website, a content delivery strategy partnership was established with the University of Public Service and the Cyber Threat Report.

**Role of the national regulatory authority in implementing the best practice**

The NRA both funded and implemented the activity

**Funding**

National Media and Infocommunications Authority / Nemzeti Média- és Hírközlési Hatóság (NIMHH)

**Best practice mentioned in the first (2020-2022)**

**AVMSD report of the country** X

## DESCRIPTION OF THE BEST PRACTICE

ChildOnTheNet (gyerekneten.hu) is a website launched by the National Media and Infocommunications Authority of Hungary (NMHH) in 2020, during the Covid-19 pandemic, when many aspects of daily life shifted online. As a result, the digital world became not only the primary platform for children's leisure activities but also an integral part of their daily routines. Structured as a dictionary, the website primarily supports adults – including parents, grandparents, teachers, and educators – in understanding children's digital environment. It features entries that explain key concepts and phenomena of the digital world, along with interpretations of online slang and emojis used by young people. Additionally, it includes expert-written articles on current topics related to safer internet use, as well as quizzes to test users' knowledge. The website also offers freely downloadable educational publications, booklets, and guidebooks developed by NMHH experts on topics such as video gaming, cyberbullying, and parental controls.



**GYEREK  
A NETEN**

**Type of the best practice**  
Website

**Target groups of the best practice**

Primary target group: parents (and grandparents); secondary target groups: teachers, educators, young people, general population

**Theme/topic of the best practice within media literacy**

The primary theme of the website is digital parenting (topics related to the protection of minors, such as sharenting, parental control, filtering software, etc.). Besides, the initiative targets a combination of themes, covering the topics of information and news literacy, online harassment and intimate image abuse, online safety, understanding media messages, digital skills and competencies, and algorithmic literacy.

**Aims of the best practice**

The website aims to provide parents with a concise 'translation' and explanation of the digital world, which their children seem to navigate with confidence. It highlights both the dangers and risks, as well as the opportunities that the online world offers to children. It recommends family internet safety measures and parental control tools, while also offering guidance on making informed decisions in complex online situations. From algorithms to fact-checking, the website covers a wide range of topics. However, its main goal is to present key themes and encourage parents to engage in discussions with their children about internet-related issues that have no simple answers.

GYEREK A NETEN

SZÓTÁR

TÉMÁK

KVÍZEK

HÍRLEVÉL

# Szavak, témák és kvízek a digitális nevelés világából.

**Competencies within media literacy targeted by the best practice**

Competencies of media literacy related to digital parenting

**Date of the best practice**

From March 2020 to the present

**Frequency of the best practice**

Ongoing

**Format of the best practice**

Standalone

**Language of the best practice**

Hungarian

**Outputs of the best practice**

Website, newsletter, publications

**Reach of the best practice**

The website's visitor analytics are monitored, and an awareness-raising campaign was implemented at its launch. It is continually promoted by NMHH experts at various conferences, expos, and festivals. Additionally, a monthly newsletter has been created to keep users informed about updates to the site.

**Geographic reach of the best practice**

National

**Impact of the best practice**

Every three years, the DiDigital Parenting Research maps the visibility of the website among the target group of parents. Besides, no specific impact assessment has been carried out.

**Partners involved**

Most of the content is prepared out of NMHH's own expertise. For the monthly theme articles of the ChildOnTheNet website, external experts (psychologists, media researchers, generation experts, educators, etc.) are also involved as authors of articles.

**Role of the national regulatory authority in implementing the best practice**

The NRA both funded and implemented the activity

**Funding**

National Media and Infocommunications Authority / Nemzeti Média- és Hírközlési Hatóság (NMHH)

**Best practice mentioned in the first (2020-2022)**

AVMSD report of the country ✓



## @ online platformok

**Type of the best practice** Website

**Target groups of the best practice**

General population (primarily users of online platforms but even domestic intermediary service providers)

**Theme/topic of the best practice within media literacy**

The website offers comprehensive information on a diverse range of topics, classified by hashtags, encompassing most of the main themes of media literacy. However, the focus is clearly on online platforms, social media and digital citizenship, since the National Media and Infocommunications Authority (NMHH) has dedicated initiatives with a more concentrated focus on other aspects of media literacy (such as ChildOnTheNet for digital parenting), which may result in less emphasis on these topics on this website.

**Aims of the best practice**

As the digital services coordinator in Hungary, the NMHH is responsible for supervising and enforcing the DSA within the country. In addition to its regulatory role, the NMHH considers it essential to help users of online platforms become well-informed, make responsible choices, and fully benefit from the advantages of the DSA. To this end, the authority decided to create a dedicated website for educational purposes. Experts from the authority, along with independent researchers, regularly contribute to the website with articles, reports, and studies, offering comprehensive information on the operation of online platforms and providing best practices for their safe and informed use.

**Competencies within media literacy targeted by the best practice**

Understanding the growing influence of the media on society; understanding how media are produced; understanding how the media shape reality; using equipment, software, and applications; navigating media environments; finding and processing information; participating in social networks; reflecting on one's own media usage.

**Date of the best practice**

From May 2023 to the present

**Frequency of the best practice**

Ongoing

### DESCRIPTION OF THE BEST PRACTICE

The purpose of the Online Platforms (onlineplatformok.hu) website is to provide information on various topics within the scope of the EU's Digital Services Act (DSA, Regulation (EU) 2022/2066), particularly those related to online platforms. As the scope of the DSA is quite broad, covering issues such as online safety (illegal content), disinformation, and content recommendation systems, this is reflected in the wide range of topics covered by the articles on the website. In addition, some articles offer practical advice on how to use online platforms responsibly. To help users find the topics they are most interested in, the website is divided into three main sections – Articles, Research, and Regulation – and several subtopics, organised under hashtags. The Articles section contains the aforementioned information for the public. The Research section features research reports related to online platforms, published by NMHH. Finally, the Regulation section explains DSA-related regulatory developments in simple terms for the general public.



Cikkek  
Felkészülten a digitális  
térben



Kutatásaink  
Online platform szakmai  
műhely



Szabályozás  
Az interneti szerepe az online  
világban

**Format of the best practice**

Standalone

**Language of the best practice**

Hungarian

**Outputs of the best practice**

Website, publications, research reports, articles

**Reach of the best practice**

The website's visitor analytics are monitored, and an awareness-raising campaign was also implemented at its launch. The website is also constantly promoted at various conferences, expos, and festivals by NMHH experts.

**Geographic reach of the best practice**

National

**Impact of the best practice**

No specific impact assessment has been carried out.

**Partners involved**

Most of the content is prepared out of NMHH's own expertise. The OnlinePlatforms website contains studies, reports, and research articles authored by external experts and researchers.

**Role of the national regulatory authority in implementing the best practice**

The NRA both funded and implemented the activity

**Funding**

National Media and Infocommunications Authority / Nemzeti Média- és Hírközlési Hatóság (NMHH)

**Best practice mentioned in the first (2020-2022) AVMSD report of the country**

**X**

Name and country of the national regulatory authority in charge of / actively involved in the best practice:

**National Media and Infocommunications Authority/  
Nemzeti Média- és Hírközlési  
Hatóság (NMHH), Hungary**

Link to the best practice:

**<https://gyerekaneten.hu/>**

**<https://digipedia.hu/>**

**<https://onlineplatformok.hu/>**



Contact information:

**ChildOnTheNet:**

**[info@nmhh.hu](mailto:info@nmhh.hu)**

**[gyerekaneten@nmhh.hu](mailto:gyerekaneten@nmhh.hu)**

**Digipedia:**

**[info@nmhh.hu](mailto:info@nmhh.hu)**

**[info@digipedia.hu](mailto:info@digipedia.hu)**

**OnlinePlatforms:**

**[info@nmhh.hu](mailto:info@nmhh.hu)**

**[onlineplatformok@nmhh.hu](mailto:onlineplatformok@nmhh.hu)**

**CAMPAIGNS**

**10**

## NMHH'S CAMPAIGNS ON MEDIA LITERACY: THE BRIEF, RED FLAG, IS MY FAMILY MOBILE?, CYBERSHIELD (HU)

Az NMHH médiatudatosság témájú kampányai: Eligazító, Red Flag, Mobil a családom?, Kiberpajzs

### DESCRIPTION OF THE BEST PRACTICE

**The Brief:** The series Eligazító [The Brief] provides educational videos for use in schools or at home, featuring popular influencers and celebrities who teach media literacy in an engaging and accessible way for all ages. The series explores various aspects of media and entertainment, including show business, popular TV shows, reality TV, and talent competitions. One episode takes viewers behind the scenes of a major TV show final, discussing the difference between scripted and authentic elements, the spontaneous or planned nature of judges' behaviour, conflicts, and audience reactions. The series critically examines the sensationalism in reality TV and the economic motivations behind such productions, questioning how they generate revenue and captivate audiences. It encourages viewers to think critically about the authenticity of social media content and influencer behaviour, exploring how influencers' photos are often staged, the extent of image editing, and the nature of product promotions. The series also tackles misinformation, including fake news, clickbait, and conspiracy theories, highlighting the reasons behind their spread and offering practical tips for identifying credible content. Humorous examples make these complex concepts more accessible and understandable, encouraging viewers to critically evaluate media messages.



#### Type of the best practice

Campaign, educational resource

#### Target groups of the best practice

General public

#### Theme/topic of the best practice within media literacy

A combination of themes covering the topics of information and news literacy (fact-checking, disinformation, misinformation, fake news), reality television, talent search shows (manipulation and editing, pressure and well-being, fairness and transparency), techniques of persuasion (how influencers use storytelling, emotional appeals, and endorsements to persuade their audience); identifying authenticity; sponsored content (distinguishing between genuine personal endorsements and content that is influenced by external factors like brand deals or incentives); source verification; understanding algorithms and reach; behavioural influence (how influencers shape consumer behaviour and social norms, including trends and consumer decisions)

#### Competencies within media literacy targeted by the best practice

A complex set of competencies in relation to media literacy is addressed: to access, understand, analyse, evaluate, and reflect upon the media content seen, as well as ethical and legal considerations are targeted.



## Notice the red flags, you don't owe anyone any nudes!

### DESCRIPTION OF THE BEST PRACTICE

**Red Flag:** In connection with the Safer Internet Day, the National Media and Infocommunications Authority of Hungary (NMHH) launched a mini-campaign entitled "Notice the red flags, you don't owe anyone any nudes!" The aim of the campaign was to raise awareness among young people about the dangers of sharing intimate photos and to reassure them that they have the right to say "no" and that they are not obliged to send intimate photos of themselves to anyone under emotional manipulation. The campaign also advertised that anyone who has been a victim of intimate image abuse can ask the online information and assistance service of the Internet Hotline for help. The 30-second video, titled "If you feel something is wrong, you're right", was released on the occasion of the Safer Internet Day, mainly on popular social media platforms used by children and young people (YouTube, Instagram, TikTok).

#### Type of the best practice

Campaign

#### Target groups of the best practice

Youngsters aged 13–18

#### Theme/topic of the best practice within media literacy

Online harassment and intimate image abuse (sexting)

#### Competencies within media literacy targeted by the best practice

Recognition of manipulation; understanding the dangers of sexting; raising self-confidence related to aware media use; raising legal awareness

#### Date of the best practice

From 2020 to the present

#### Frequency of the best practice

One-off/short-term (but the educational resources are still available/ongoing)

#### Format of the best practice

Part of larger educational efforts or programmes

#### Language of the best practice

Hungarian

#### Outputs of the best practice

Video series on YouTube, with explanatory articles (educational resources) online

#### Reach of the best practice

The series has over 1 million views on YouTube.

#### Geographic reach of the best practice

National

#### Impact of the best practice

No information available

#### Partners involved

None

#### Role of the national regulatory authority in implementing the best practice

The NRA both funded and implemented the activity

#### Funding

National Media and Infocommunications Authority / Nemzeti Média- és Hírközlési Hatóság (NMHH)

#### Best practice mentioned in the first (2020-2022)

AVMSD report of the country **X**



**Date of the best practice**  
February 2022 (on the occasion of the Safer Internet Day)

**Frequency of the best practice**  
One-off/short-term

**Format of the best practice**  
Standalone

**Language of the best practice**  
Hungarian

**Outputs of the best practice**  
Video campaign. The landing page of the online campaign is accessible under the following link: [https://nmhh.hu/internetheadline\\_nemoke](https://nmhh.hu/internetheadline_nemoke)

**Reach of the best practice**  
The intense, two-week-long campaign ran on social media platforms (YouTube, Instagram, TikTok). No data on the specific reach is available.

**Geographic reach of the best practice**  
National

**Impact of the best practice**  
The number of reports received by the Internet Hotline concerning intimate image abuse has significantly increased following the campaign.

**Partners involved**  
None

**Role of the national regulatory authority in implementing the best practice**  
The NRA both funded and implemented the activity

**Funding**  
National Media and Infocommunications Authority / Nemzeti Média- és Hírközlési Hatóság (NMHH)

**Best practice mentioned in the first (2020-2022) AVMSD report of the country** ✓



# MOBIL? a családom

## DESCRIPTION OF THE BEST PRACTICE

**Is My Family Mobile?:** The National Media and Infocommunications Authority of Hungary (NMHH) launched the nationwide “Mobil a családom?” [Is My Family Mobile?] campaign to help parents and children find a balance between online life and family life. In collaboration with the Momentán Theatre Company, the offline events accompanying the online campaign present the joys and challenges of using digital devices through engaging theatre games at each location. The campaign, which began in 2023, has enjoyed successful, sold-out performances in several Hungarian cities. The theatre company’s performance is an improvisational stage play, accompanied by expert explanations, in which the actors portray the everyday struggles of a family of four and their online lifestyles with mobile devices. Invited students, parents, teachers, and NMHH experts work together to explore possible solutions to various online-related issues, such as excessive mobile use, video game addiction, and online abuse of children. The programme offers practical and playful ideas for parents and children, including how to have regular mobile-free family time, how to create shared rules for mobile device usage, and how to ensure that online experiences are included in family conversations.



**Type of the best practice**  
Campaign, events

**Target groups of the best practice**  
Students aged 12–18, teachers, parents, seniors

**Theme/topic of the best practice within media literacy**

A combination of themes covering the topics of digital parenting, information and news literacy, online harassment and intimate image abuse, online safety, understanding media messages, digital skills and competencies, and algorithmic literacy

**Competencies within media literacy targeted by the best practice**

The focus is on digital parenting skills but also competencies related to online safety, intimate image abuse, mental health and various digital skills are addressed.

**Date of the best practice**  
From 2023 to the present

**Frequency of the best practice**  
Ongoing

**Format of the best practice**  
Standalone

**Language of the best practice**  
Hungarian

**Outputs of the best practice**  
Online campaign with practical pieces of advice for parents and families; improvisational stage plays accompanied by expert discussions

**Reach of the best practice**  
In the last year, over 2,000 participants attended a one-day program

**Geographic reach of the best practice**  
National

**Impact of the best practice**  
No information available

**Partners involved**  
None

**Role of the national regulatory authority in implementing the best practice**

The NRA both funded and implemented the activity

**Funding**

National Media and Infocommunications Authority / Nemzeti Média- és Hírközlési Hatóság (NMHH)

**Best practice mentioned in the first (2020-2022) AVMSD report of the country** ✗



**KiberPajzs**  
Védelem a pénzügyekben

## DESCRIPTION OF THE BEST PRACTICE

The KiberPajzs [CyberShield] campaign and programme is built on collaboration among several organisations. As part of this initiative, institutions and market participants are conducting comprehensive, coordinated communication campaigns to raise awareness about cybersecurity risks and ways to mitigate them. CyberShield goes beyond simple communication; it involves intensive collaboration to analyse and improve cybersecurity regulations and market processes. Additionally, there is an ongoing exchange of professional knowledge and best practices at both national and international levels, aimed at strengthening and enhancing financial cyber defences.

### Type of the best practice

Campaign, partnership and cooperation

### Target groups of the best practice

General public

### Theme/topic of the best practice within media literacy

Online safety (personal data protection)

### Competencies within media literacy targeted by the best practice

To become more aware of personal data protection and improve financial awareness

### Date of the best practice

From 2023 to the present

### Frequency of the best practice

Ongoing

### Format of the best practice

Standalone

### Language of the best practice

Hungarian

### Outputs of the best practice

Campaigns (online and offline, e.g., street advertising; and a website (<https://kiberpajzs.hu/>) which contains tips and advice on financial safety and awareness)

**A CSALÓK SOKSZOR  
ALAPOZNAK ARRA, HOGY  
KÉRDÉS NÉLKÜL NYITUNK  
MEG CSATOLMÁNYOKAT,  
ÉS KATTINTUNK  
HIVATKOZÁSOKRA.**

**HASZNOS TANÁCSOK!**



**ANNA**

**\* SZERINTE CHILVEL MINDEN ÉTEL FINOMABB  
\* KÉTSZER FUTJA A SZICETHÖRT  
\* MINDIG KÖRÜLTEKINTŐEN  
OLVASSA EL AZ E-MAILEKET**



**KiberPajzs**  
Védelem a pénzügyekben

Name and country of the national regulatory authority in charge of / actively involved in the best practice:

**National Media and Info-communications Authority/  
Nemzeti Média- és Hírközlési Hatóság (NMH), Hungary**

Link to the best practice:

### The Brief:

**[https://buvosvolgy.hu/tudastar/video/Eligazito\\_showbiznisz\\_Tillaval\\_es\\_Tanulom\\_magam\\_Attissal](https://buvosvolgy.hu/tudastar/video/Eligazito_showbiznisz_Tillaval_es_Tanulom_magam_Attissal)**  
**[https://buvosvolgy.hu/tudastar/video/Eligazito\\_influenszerek\\_Vizszok\\_Fruzsival](https://buvosvolgy.hu/tudastar/video/Eligazito_influenszerek_Vizszok_Fruzsival)**  
**[https://buvosvolgy.hu/tudastar/video/Eligazito\\_alhitek\\_Csebevel](https://buvosvolgy.hu/tudastar/video/Eligazito_alhitek_Csebevel)**

### Red Flag:

**[https://nmhh.hu/internetonline\\_nemoke](https://nmhh.hu/internetonline_nemoke)**

### Is my family mobile?:

**<https://nmhh.hu/mobilacsalodom>**

### CyberShield:

**<https://kiberpajzs.hu/a-kezdemenyezesrol>**

Contact information:



**The Brief:**  
**[info@nmhh.hu](mailto:info@nmhh.hu)**  
**[informacio@buvosvolgy.hu](mailto:informacio@buvosvolgy.hu)**

**Red Flag:**  
**[info@nmhh.hu](mailto:info@nmhh.hu)**  
**[internetonline@nmhh.hu](https://nmhh.hu/internetonline)**  
**[internetonline.hu](https://nmhh.hu/internetonline)**

**Is my family mobile?:**  
**[info@nmhh.hu](mailto:info@nmhh.hu)**  
**[gyermekvedelmifosztaly@nmhh.hu](mailto:gyermekvedelmifosztaly@nmhh.hu)**

**CyberShield:**  
**[info@nmhh.hu](mailto:info@nmhh.hu)**  
**[gyermekvedelmifosztaly@nmhh.hu](mailto:gyermekvedelmifosztaly@nmhh.hu)**

### Reach of the best practice

No information available

### Geographic reach of the best practice

National

### Impact of the best practice

No information available

### Partners involved

Magyar Nemzeti Bank; Rendőrség; Nemzeti biztonssági Szakszolgálat; Nemzeti Kibervédelmi Intézet; Magyar Bankszövetség; Igazságügyi Minisztérium; Pénzügyi Békéltető Testület; Szabályozott Tevékenységek Felügyeleti Hatósága; Nemzeigazgatásügyi Minisztérium; Magyar Államkincstár; Nemzeti Védelmi Szolgálat

### Role of the national regulatory authority in implementing the best practice

The NRA both funded and implemented the activity

### Funding

The campaign was implemented in cooperation and co-funded by the National Media and Infocommunications Authority and the partners listed above.

### Best practice mentioned in the first (2020-2022) AVMSD report of the country X

## “READ MIPI AND YOU WILL KNOW MORE!” CAMPAIGN (SI)

“Beri MiPi in vedel boš več!”

### DESCRIPTION OF THE BEST PRACTICE

The promotional campaign “Read MiPi and you’ll know more!” primarily targets the younger population, followed by the public, and then other age groups. To this end, the Agency for Communication Networks and Services (AKOS) has produced a poster and a brochure encouraging users to follow the MiPi portal, the main portal for media literacy in Slovenia. The materials have been distributed to individual educational establishments, libraries, and other public institutions.

#### Type of the best practice

Campaign, educational resource, training, event, publication, network

#### Target groups of the best practice

Children and students (aged 7–14 and 14–18), parents; teachers and educators (elementary and high school); seniors; minorities and vulnerable groups (including children); general population

#### Theme/topic of the best practice within media literacy

Information and news literacy; understanding media messages; digital parenting

#### Aims of the best practice

Under the slogan “Read MiPi and you’ll know more!”, AKOS aimed to raise awareness about the importance of media literacy in society and to draw attention to the MiPi portal. In this way, AKOS actively contributes to raising the media and information literacy of the population. It is essential for every digitally competent user to be safe and competent in the use and co-creation of digital technologies and media services.

#### Competencies within media literacy targeted by the best practice

Strengthening critical thinking skills and the importance of choosing quality content

#### Date of the best practice 2022–2024

#### Frequency of the best practice

One-off/short-term

#### Format of the best practice

Part of larger educational efforts or programmes

#### Language of the best practice

Slovenian

**MiPi** MEDJSKA IN INFORMACIJSKA PISMENOST  
AGENCIJA ZA KOMUNIKACIJSKA OMREŽJA  
IN STORITVE REPUBLIKE SLOVENIJE

Mi vključimo in nadziramo medije in elektronske komunikacije. Ti pa se z MiPi-jem sam zaščitite pred tvevanji, ki jih prinaša uporaba digitalnih virov.

Name and country of the national regulatory authority in charge of / actively involved in the best practice:

**Agency for Communication Networks and Services of the Republic of Slovenia/**

**Agencija za komunikacijska omrežja in storitve Republike Slovenije (AKOS), Slovenia**

Link to the best practice:

**<https://www.mipi.si/teme/medijska-pismenost/zakaj-je-pametno-brati-mipi>**



Contact information:  
**Petra ZUPANCIC**  
[petra.zupancic@akos-rs.si](mailto:petra.zupancic@akos-rs.si)

#### Outputs of the best practice

Posters and brochures were sent to all primary and secondary schools and libraries. AKOS also collaborated with bus and railway operators, who displayed our posters in their public spaces. The MiPi portal was present at numerous events, where its representatives promoted the importance of media literacy campaigns.

#### Reach of the best practice

All primary and secondary schools in the country, all public libraries in the country, all major state railway stations, all city buses.

#### Geographic reach of the best practice

National

#### Impact of the best practice

No information available

#### Partners involved

All regular partners of the Media and Information Literacy (MiPi) portal participated in the distribution of the materials, accessible here: <https://www.mipi.si/nasipartnerji>

#### Role of the national regulatory authority in implementing the best practice

The NRA, both funded/co-funded and implemented the activity.

#### Funding

Agency for Communication Networks and Services of the Republic of Slovenia / Agencija za komunikacijska omrežja in storitve Republike Slovenije (AKOS)

**Best practice mentioned in the first (2020-2022) AVMSD report of the country ✓**

## “THINK BEFORE YOU CLICK” CAMPAIGN (S)

“Premisli, nato stisni”

### DESCRIPTION OF THE BEST PRACTICE

The campaign named “Think Before You Click”, delivered by the Agency for Communication Networks and Services of the Republic of Slovenia (AKOS) was designed to raise awareness among both young people and adults about the presence of peer bullying and hate speech online, as well as their dangers and harmful consequences.



### Outputs of the best practice

A series of roundtable discussions were organised across Slovenia, where representatives from the fields of education, social work, the police, and the prosecution, alongside the agency, shared their experiences and insights on the topic at hand. To better address current issues, the campaign also included lessons in primary and secondary schools. Communication about peer violence was also encouraged among employees in public administration, as well as members of the Chamber of Commerce and the Chamber of Craft and Small Business. The campaign was further supported by advertising featuring well-known athletes. At the conclusion, the ministers of the relevant departments signed a memorandum committing to specific actions to be taken in the discussed area within a designated timeframe. In addition to the participation of MiPi representatives at campaign events, the agency prepared numerous educational materials, which were published on the MiPi portal, along with a brochure.

### Reach of the best practice

Advertising campaign across the country, in media, in schools, and in public administration.

### Geographic reach of the best practice

National

### Impact of the best practice

No information available

### Partners involved

In the campaign under the auspices of the Ministry of Digital Transformation, in addition to the Agency with the MiPi portal and its partners (SI-CERT National Cyber Security Response Centre, Safe, si, and the National Institute for Public Health), the following also participated: the Ministry of Education and Sport, the Ministry of the Interior, the Ministry of Health, the Ministry of Justice, the Ministry of Labour, Family, Social Affairs and Equal Opportunities, the Police, the Chamber of Commerce and Industry of Slovenia, the Chamber of Craft and Small Business, the Association of Municipalities of Slovenia, the Community of Municipalities of Slovenia, the Association for Nonviolent Communication, the State Prosecutor's Office, the municipalities, the University of Ljubljana, the Faculty of Social Sciences, the Office for Nationalities, the Association of Patient Organizations of Slovenia, and the Chamber of Health and Nursing Care of Slovenia – Union of Professional Associations of Nurses, Midwives, and Health Technicians of Slovenia.

### Role of the national regulatory authority in implementing the best practice

The NRA both funded/co-funded and implemented the activity.

### Funding

Agency for Communication Networks and Services of the Republic of Slovenia (AKOS) and the Ministry of Digital Transformation

### Best practice mentioned in the first (2020-2022) AVMSD report of the country X

Name and country of the national regulatory authority in charge of / actively involved in the best practice:

**Agency for Communication Networks and Services of the Republic of Slovenia/ Republic of Slovenia/**

**Agencija za komunikacijska omrežja in storitve Republike Slovenije (AKOS), Slovenia**

Link to the best practice:

**<https://www.mipi.si/teme/medijska-pismenost/mipi-sode-luje-v-kampanji-ob-mesecu-bo-ju-in-sovraznemu-govoru-na-spletu>**



Contact information:

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## MEDIA COMPETENCE FOR PRESCHOOL AGES (AL)

### Kompetencë mediatike për moshat parashkollore

#### DESCRIPTION OF THE BEST PRACTICE

The awareness campaign in the context of media education targets preschool children aged 5 to 6, assessing their ability to navigate the media and digital world as highly important, especially on the eve of a significant milestone in their lives—schooling. The campaign was extended to 20 kindergartens in Tirana and involved 425 participants, of whom 12% were educators, 14% were grandparents, and 74% were parents, 16% of whom were fathers. The audiovisual campaign, which included 23 videos, focused on raising awareness and sensitising the public to the responsible use of audiovisual and online media. As part of this effort, the dedicated "Media Education" section on the Audiovisual Media Authority's official website, as well as its social media accounts, continuously publish information, videos, and other awareness-raising materials, aiming, among other objectives, to protect the public from disinformation.

#### Type of the best practice

Campaign, educational resource, publication, training

#### Target groups of the best practice

Children aged 5–6; teachers of preschool education, parents, grandparents

#### Theme/topic of the best practice within media literacy

A combination of themes covering the topics of online harassment and intimate image abuse; online safety; understanding media messages; digital skills and competencies; digital parenting; algorithmic literacy; online games; advertising and online shopping

#### Aims of the best practice

The focus of this campaign was to educate parents and children on how to navigate the digital environment.

#### Competencies within media literacy targeted by the best practice

Knowledge and familiarisation of parents and children with signage in the audiovisual environment, digital parenting, balanced use of the internet, digital risks, protection of personal data in digital environments, digital games, disinformation, online advertising and shopping, cyber security

#### Date of the best practice

15 May 2024–4 June 2024

#### Frequency of the best practice

One-off/short-term

#### Format of the best practice

Part of larger educational efforts or programmes

#### Language of the best practice

Albanian



#### Outputs of the best practice

23 awareness-raising videos and illustrative leaflets were produced for the selected topics.

#### Reach of the best practice

The campaign was extended to 20 kindergartens in Tirana and involved 425 participants, of whom 12% were educators, 14% were grandparents, and 74% were parents, of whom 16% were fathers.

#### Geographic reach of the best practice

Local

#### Impact of the best practice

The interactive discussions with the parents showed that the concerns expressed by them were mainly related to the lack of time on the part of the parents; the negative impact of the environment; the challenge of digital parenting in an unknown cyber environment; the lack of online control mechanisms on some platforms, etc. At the end of each awareness-raising meeting, parents were provided with the right information to navigate the digital world and protect their children from harmful audiovisual content.

#### Partners involved

The campaign was carried out in cooperation with the General Directorate of Kindergartens and Nurseries of Tirana Municipality (<https://femijetiranes.al>)

#### Role of the national regulatory authority in implementing the best practice

The NRA both funded and implemented the activity

#### Funding

Audiovisual Media Authority / Autoriteti i Mediave Audiovizive (AMA)

#### Best practice mentioned in the first (2020-2022) AVMSD report of the country

[x](#)

Name and country of the national regulatory authority in charge of / actively involved in the best practice:

**Audiovisual Media Authority/  
Autoriteti i Mediave Audiovizive  
(AMA), Albania**

Link to the best practice:

<https://ama.gov.al/edukim-mediatik/>



Contact information:

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**Ledjona DALIPAJ**  
[ledjona.dalipaj@ama.gov.al](mailto:ledjona.dalipaj@ama.gov.al)



## MEDIA LITERACY CAMPAIGN (BG)

—  
Медийна  
грамотност

### DESCRIPTION OF THE BEST PRACTICE

The campaign involves producing and distributing a video that promotes media literacy by informing audiences about the dangers of fake news, deepfakes, online fraud, and social engineering, while emphasizing the importance of fact-checking with the message "Check before you trust." The video is distributed daily in two formats – 30 and 15 seconds – across various media, including public and commercial TV and radio stations such as Bulgarian National Television (BNT) and Bulgarian National Radio (BNR), as well as leading commercial channels and online platforms, with an audio-only version for radio broadcasting. The campaign, carried out through this audiovisual clip, is the result of a one-year Memorandum of Partnership in Conducting a Media Literacy Campaign.

**Type of the best practice**  
Campaign

**Target groups of the best practice**  
General population

**Theme/topic of the best practice within media literacy**

A combination of themes covering the topics of information and news literacy (fact-checking, disinformation, misinformation, fake news), understanding media messages, and algorithmic literacy (artificial intelligence, deepfake content)

**Aims of the best practice**

The aim of the video is to increase media literacy among users, encouraging them to be critical and careful about the information they encounter online.

**Competencies within media literacy targeted by the best practice**

Critical thinking and evaluation of information, recognising fake news and misinformation

**Date of the best practice**

June – August 2024

**Frequency of the best practice**

One-off/short-term

**Format of the best practice**

Standalone

**Language of the best practice**

Bulgarian

**Outputs of the best practice**

Video

**Reach of the best practice**

No information available

**Geographic reach of the best practice**

National



**Impact of the best practice**

No information available

**Partners involved**

Minister of Culture of Bulgaria;  
Association of Bulgarian Broadcasters – ABBRO – a non-profit, non-governmental organisation that brings together Bulgarian commercial media service providers;

Bulgarian National Television – BNT;

Bulgarian National Radio – BNR;

The Media Literacy Coalition – KMG – a non-profit organization with a leading role in the development of media literacy in Bulgaria through civic sector projects and initiatives and cross-sector partnerships

**Role of the national regulatory authority in implementing the best practice**

The NRA both funded and implemented the activity

**Funding**

Council for Electronic Media – CEM / Съвет за електронни медии – CEM

**Best practice mentioned in the first (2020-2022)**

AVMSD report of the country

Name and country of the national regulatory authority in charge of / actively involved in the best practice:

**Council for Electronic Media  
– CEM/**

**Съвет за електронни  
медии – CEM, Bulgaria**

Link to the best practice:

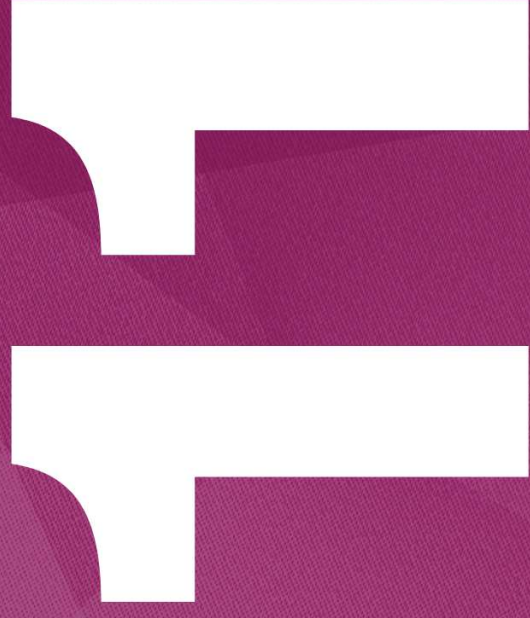
**<https://www.cem.bg/infobg/463>**



Contact information:

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# PODCASTS



## NMHH PODCAST (HU)

### NMHH Podcast

#### DESCRIPTION OF THE BEST PRACTICE

The digital world is deeply intertwined with our everyday lives, sometimes becoming inextricably mixed with the real world. This situation has a significant impact on the younger generation and also requires a mindful approach from adult users. Therefore, the National Media and Infocommunications Authority (NMHH) in Hungary considers the strengthening of media literacy among the public to be a priority and an ongoing public responsibility. The authority uses various platforms to reach the public, including publications, events, thematic websites, and both online and print awareness campaigns. In response to trends in media consumption, the authority launched this podcast series to provide valuable insights for everyday digital life, interpreting and explaining the background of familiar terms and processes.

#### Type of the best practice

Podcast series (audio and video)

#### Target groups of the best practice

General population (The digitally savvy and/or younger generations, who are interested in contemporary digital topics, have basic knowledge but wish to deepen their understanding, and those who want to stay informed about today's innovations from a reliable, professional source, are familiar with the podcast format and already listen to it, making them eager to consume longer audio content. Our primary target audience is the 20-55+ age group, predominantly urban, with at least a secondary education.)

#### Theme/topic of the best practice within media literacy

The theme of the first season was the AI, therefore the main topics addressed online safety and algorithmic literacy (AI – possibilities and limits, AI Act, AI and the labour market, AI and healthcare, AI and contemporary art, the deepfake technology, and online trust: media literacy, self-image and the digital world, responsible digital parenting, the emotional impact of new media). The theme of the upcoming second season will be in digital child protection.

#### Aims of the best practice

With the launch of the weekly podcast series, the National Media and Infocommunications Authority (NMHH) aims to provide credible and easy-to-understand information about our everyday digital lives, helping listeners and viewers make informed choices in the digitised world.

#### Competencies within media literacy targeted by the best practice

A wide scale of digital skills and competencies, digital parenting, understanding how the media works

#### Date of the best practice

June 2024

#### Frequency of the best practice

Regularly recurring

#### Format of the best practice

Standalone

#### Language of the best practice

Hungarian

#### Outputs of the best practice

Audio podcasts are available on the NMHH Apple Podcasts and Spotify for Podcasters channels. The video format can be viewed on NMHH's YouTube channel and LinkedIn page.

#### Reach of the best practice

The target audience reached by our best practices on YouTube in the first two months (as of August 2024) is 680,424 viewers. On Spotify, during the same period, the series has accumulated 1,576 plays. The average number of plays per episode during this timeframe is 107.

#### Geographic reach of the best practice

National

#### Impact of the best practice

One of the effects of this initiative is that the NMHH increased its visibility in the digital world. Another impact of the podcast was the strengthening of the helpful, innovative approach and image of the authority. The ultimate aim is the impact on viewers' digital literacy.

#### Partners involved

The podcast discussions are held between NMHH's in-house experts and external specialists on the topic, with a moderator facilitating the conversation.

#### Role of the national regulatory authority in implementing the best practice

The NRA both funded and implemented the activity

#### Funding

National Media and Infocommunications Authority / Nemzeti Média- és Hírközlési Hatóság (NMHH)

#### Best practice mentioned in the first (2020-2022) AVMSD report of the country X

## NMHH PODCAST

Name and country of the national regulatory authority in charge of / actively involved in the best practice:

**National Media and Info-communications Authority/**

**Nemzeti Média- és Hírközlési Hatóság (NMHH), Hungary**

Link to the best practice:

**<https://www.youtube.com/nmhhvideo>**

**<https://podcasters.spotify.com/pod/show/nmhhpodcast>**

**<https://podcasts.apple.com/us/podcast/nmhh-podcast/id1754500249>**

**<https://www.linkedin.com/company/nmhh>**



Contact information:  
**[info@nmhh.hu](mailto:info@nmhh.hu)**  
**[sajto@nmhh.hu](mailto:sajto@nmhh.hu)**

**OTHER  
COMMUNICATION  
ACTIVITIES**

**12**

## MSCHOOLS – MEDIA LITERACY CHALLENGE (PT)

mSchools – Desafio de Educação para os Media / Reto por la Educación Mediática

### DESCRIPTION OF THE BEST PRACTICE

This international competition identified and recognised the best practices in media literacy implemented in schools across six different geographical contexts: Argentina, Catalonia, Colombia, Mexico, Peru, and Portugal. It was also an effective opportunity to widely showcase the work being done in formal education media literacy experiences with students aged 6 to 18 years, including the methodologies and tools used (namely how technology is integrated), the challenges teachers face, and the opportunities and needs they identify to improve these experiences. Between October and November 2022, each of the six involved NRAs (all of them part of the Media Literacy Working Group of the Plataforma de Reguladores del Sector Audiovisual de Iberoamérica – PRAI network) had the chance to highlight media literacy experiences in their own territory.

#### Type of the best practice

International media literacy competition

#### Target groups of the best practice

Teachers of primary to secondary school education

#### Theme/topic of the best practice within media literacy

A combination of themes covering the topics of information and news literacy (disinformation, critical consumption of information), online safety (digital identity and internet security), and digital skills and competences, active and responsible online citizenship

#### Aims of the best practice

The recognition of teaching work in the field of media education through a process of identifying, selecting, and publicly recognising the best media education practices carried out by school teachers; to facilitate both virtual and in-person exchanges among the teachers responsible for the six selected experiences (one from each geographical context); to ensure that the selected experiences are shared across various communication channels, primarily on the mSchools website, a virtual Catalan platform used by a large community of educators. The goal is to inspire them to implement similar or new media literacy experiences; to provide an opportunity to enhance teacher training in media literacy and to design educational experiences that effectively integrate technology into the educational process, without reducing it to a merely instrumental role

#### Competencies within media literacy targeted by the best practice

To enhance teachers' ability to design media literacy school project proposals that are grounded in methodologies, tools, and technological resources which place students at the centre of the learning process by fostering collaborative work; deepen students' understanding of media, particularly digital media, with a focus on how they operate; aim to develop students' critical thinking skills when interpreting and analysing media content (distinguishing between reliable and unreliable information)

**Date of the best practice** October 2022 – May 2023



mSchools | Challenge Educación Mediática

#### Frequency of the best practice

One-off/short-term  
Part of larger educational efforts or programmes

#### Format of the best practice

Part of larger educational efforts or programmes

#### Language of the best practice

Spanish, Catalan, and Portuguese (also available in English)

#### Outputs of the best practice

English version website: <https://mschools.com/ohallenge/challenge-for-media-education/>  
Portuguese applications on the ERC website: <https://www.erc.pt/pt/fs/experiencias-de-educacao-para-os-media-de-portugal-candidatas-ao-desafio-de-educacao-para-os-media-2022-2023>

#### Reach of the best practice

Internationally more than 50 media education experiences have been identified and shared as meeting criteria for best practices (considering the rules of the challenge), 22 of them in Portugal.

#### Geographic reach of the best practice

International

#### Impact of the best practice

More than 50 teams of teachers who developed media literacy projects have been directly impacted by the experience, as has the school community of the six schools selected as best practices. The six winners of the challenge have presented their experiences in the Mobile World Congress Barcelona 2023. In terms of communication, their experiences also have been made available as educational resources on the mSchools website and the communication channels (official websites, social media of the six regulators). The winner team was invited by the ERC to present their experience at the VI Congress on Literacy, Media, and Citizenship, an international event focused on media literacy that had over 350 participants in Portugal, the teacher representing the winning team was interviewed for a report on the public television service. The competition was covered by various media outlets.

#### Partners involved

A consortium that includes mSchools (general coordinator), the ERC and the following five NRAs: The Consell de l'Audiovisual de Catalunya (CAC), the Comisión de Regulación de Comunicaciones (CRC) from Colombia, the Consejo Consultivo de Radio y Televisión (CON-CORTV) from Peru, the Ente Nacional de Comunicaciones (ENACOM) from Argentina, and the Instituto Federal de Telecomunicaciones (IFT) from Mexico. Portugal also had specific partnerships with the Directorate-General for Education and the School Libraries Network.

#### Role of the national regulatory authority in implementing the best practice

The NRA only implemented but not funded/co-funded the activity

#### Funding

mSchools project (a public-private partnership programme promoted by Fundación Mobile World Capital Barcelona in partnership with the Government of Catalonia, the City Council of Barcelona and the GSMA)

#### Best practice mentioned in the first (2020-2022) AVMSD report of the country x

Name and country of the national regulatory authority actively involved in the best practice:

**Portuguese Regulatory Authority for the Media/**

**Entidade Reguladora para a Comunicação Social (ERC), Portugal**

Link to the best practice:

<https://mschools.com/es/challenge/reto-por-la-educacion-mediatica/>



Contact information:  
[info@erc.pt](mailto:info@erc.pt)

## MEDIA LITERACY – A GUIDE FOR CITIZENS (EL)

### Παιδεία για τα Μέσα – Οδηγός για τους πολίτες

#### DESCRIPTION OF THE BEST PRACTICE

The National Council for Radio and Television (NRCTV) published a guide for the citizens, full of information and tools, aiming at informing them about their rights and the actions they can take when they believe they are in contact with illegal content.

**Type of the best practice**  
Information on a website

**Target groups of the best practice**  
General population

**Theme/topic of the best practice within media literacy**

A combination of themes covering the topics of information and news literacy, online harassment and intimate image abuse; online safety; online hate speech; digital parenting

**Aims of the best practice**

To inform people about safe internet use, how to submit complaints/reports for illegal content, reports of harmful/illegal content on the platforms, misinformation, psychological support

**Competencies within media literacy targeted by the best practice**

Awareness of how to respond to illegal or harmful content, as well as misinformation, on platforms.

**Date of the best practice**

From the end of 2023 to the present

**Frequency of the best practice**

Ongoing

**Format of the best practice**

Standalone

**Language of the best practice**

Greek

**Outputs of the best practice**

Website

**Reach of the best practice**

No information available

**Geographic reach of the best practice**

National



**Impact of the best practice**

No information available

**Partners involved**

POLICE – Cyber Crime (Διεύθυνση Διάξης Ηλεκτρονικού Εγκλήματος της Ελληνικής Αστυνομίας);  
Intellectual property organisation (Οργανισμός Πνευματικής Ιδιοκτησίας);  
Consumers protection (Γενική Διεύθυνση Προστασίας Καταναλωτή);  
Mediterranean Digital Observatory (Μεσογειακό Παρατηρητήριο Ψηφιακών Μέσων);  
Check4facts

**Role of the national regulatory authority in implementing the best practice**

The NRA both funded and implemented the activity.

**Funding**

National Council for Radio and Television (NRCTV) / Εθνικό Συμβούλιο Ραδιοτηλεόρασης (ΕΣΡ)

**Best practice mentioned in the first (2020-2022)**

AVMSD report of the country **X**

Name and country of the national regulatory authority in charge of / actively involved in the best practice:

**National Council for Radio and Television (NRCTV)/  
Εθνικό Συμβούλιο  
Ραδιοτηλεόρασης (ΕΣΡ), Greece**

Link to the best practice:

<https://www.esr.gr>



Contact information:

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papadaki@esr.gr

**HOTLINES**

**13**

## INTERNET HOTLINE ONLINE INFORMATION AND HELP SERVICE (HU)

### Internet Hotline internetes tájékoztató és segítségnyújtó szolgálat

#### DESCRIPTION OF THE BEST PRACTICE

The Internet Hotline is an online information and assistance service established with the purpose of promoting safe use of the internet as a public interest objective, targeted in particular to the protection of minors, raising awareness and reducing violent, inciting or otherwise abusive content on the internet. The service is operated by the National Media and Information Communications Authority of Hungary (NMHH) since 2011, within the framework of tasks carried out in the public interest. It handles reports that can be submitted in 8 reporting categories, which are the following: (1) Child Sexual Abuse Material (CSAM) / Child pornography, (2) Content published without consent, (3) Online harassment, (4) Racist content, incitement against a community, (5) Content that promotes or encourages the use of illegal psychoactive substances, (6) Content that incites or promotes illegal acts of violence, (7) Phishing content, (8) Other content that is harmful to minors.



#### Type of the best practice

Hotline/online advisory and help service

#### Target groups of the best practice

General public

#### Theme/topic of the best practice within media literacy

Online harassment and intimate image abuse (cyberbullying, sexting, revenge porn, etc.); online safety (personal data protection, online reputation, digital identity, digital footprints, cybersecurity, etc.); online hate speech; digital parenting (protection of minors; sharenting, parental control, filtering software, etc.); Child Sexual Abuse Material (CSAM)

#### Aims of the best practice

The tasks of the Internet Hotline include promoting the conscious use of the internet. The Internet Hotline regularly monitors the various online phenomena and new services, especially those affecting minors, and draws attention to the risks and dangers of these. On its website, the Internet Hotline publishes analyses of online phenomena, detailing the risks involved, and in all cases draws the attention of the reporting persons to these.

#### Competencies within media literacy targeted by the best practice

The analysis of the Internet Hotline regularly provide workshops for youngsters in order to educate them about the safe use of the internet. These trainings are interactive and aim to deliver practical knowledge to the participants.

#### Date of the best practice

From 2011 to the present

#### Frequency of the best practice

Ongoing

#### Format of the best practice

Standalone

#### Language of the best practice

Hungarian. (The service is provided in Hungarian; however, an English reporting web form is also available on the website, allowing reports to be submitted in English. Nevertheless, only a small proportion of the reports are submitted in English.)



#### Outputs of the best practice

The number of incoming reports indicates that there is a huge need for the hotline. Although their number has not been increasing in the past few years, the contents of the reports have become more and more severe over the years. As an accompanying communication activity, the Internet Hotline has developed a series of awareness-raising school posters in cooperation with the Integrated Right Protection Service, which coordinates the work of all child rights advocates in the country. The main goal of the posters was to remind children that their rights also apply online, that in the event of a violation they are entitled to protection, and that they always have someone to turn to. The posters reached the students in nearly 4,500 public education institutions.

#### Reach of the best practice

The latest Annual Report of Internet Hotline is accessible here: [https://english.nmhh.hu/article/247238/Internet\\_Hotline\\_Annual\\_Report\\_2023](https://english.nmhh.hu/article/247238/Internet_Hotline_Annual_Report_2023).

#### Geographic reach of the best practice

National

#### Impact of the best practice

The Internet Hotline has reached altogether 1.700 people through 65 lectures/workshops in 2023. The service's Annual Report is accessible as indicated above.

#### Partners involved

The Internet Hotline's main cooperating partners are the following: the Hungarian law enforcement agency (National Bureau of Investigation), the INHOPE, and partnerships are established with the following providers: Meta, Google/YouTube, TikTok, Discord

#### Role of the national regulatory authority in implementing the best practice

The NRA both funded and implemented the activity

#### Funding

National Media and Information Communications Authority / Nemzeti Média- és Hírközlési Hatóság (NMHH)

#### Best practice mentioned in the first (2020-2022) AVMSD report of the country

Name and country of the national regulatory authority in charge of / actively involved in the best practice:

**National Media and Information Communications Authority/**

**Nemzeti Média- és Hírközlési Hatóság (NMHH), Hungary**

Link to the best practice:

<https://english.nmhh.hu/inter-nethotline/>

Contact information:

[info@nmhh.hu](mailto:info@nmhh.hu)

[internethotline@nmhh.hu](mailto:internethotline@nmhh.hu)

[www.nemethotline.hu](http://www.nemethotline.hu)





**NETWORKS  
AND PANELS  
OF EXPERTS**

**14**

## INFORMAL GROUP ON MEDIA LITERACY (GILM) (PT)

### Grupo Informal sobre Literacia Mediática (GILM)

#### DESCRIPTION OF THE BEST PRACTICE

In Portugal, the Informal Group on Media Literacy (GILM) represents a unique multistakeholder approach to fostering media literacy since its inception in 2009. For over 15 years, GILM has brought together a permanent alliance of stakeholders from diverse sectors – including education, regulation, and media – to collectively enhance the public's media literacy and promote it across all societal strata. The ERC is one of the founders and one of its 15 permanent members. The network promotes initiatives with national and international reach. The main ones are: the Portuguese media literacy week (Operação "7 Dias com os Média"), the Congress Media, Literacy and Citizenship (Congresso Literacia, Média e Cidadania), and the Informal Forums on Media Literacy (Fóruns Informais sobre Literacia Mediática).

#### Type of the best practice

Network/panel of experts (includes the promotion of the Portuguese media literacy week)

#### Target groups of the best practice

General population (with the most involved groups of the school community, academics, policymakers, certain interested associations, and professionals in the media field)

#### Theme/topic of the best practice within media literacy

All topics related to the world of media, covered by the different dimensions of media literacy (digital literacy, algo-literacy, news literacy, film literacy, etc.)

#### Aims of the best practice

Since its foundation (2009), GILM's work has been dedicated to bringing and maintaining Media Literacy (ML) in the national public agenda, contributing to a better articulation among different agents/projects and the improvement of the practice of media literacy education through the promotion of its own ML initiatives in conjunction with other partners and publics. The global aim is to promote literacy for all citizens, to encourage the development of projects in these or related areas, and to encourage strong, active, and transversal participation.

#### Competencies within media literacy targeted by the best practice

To equip, sensitise, and motivate people to acquire the knowledge, skills, and understanding that will enable them to access and use the media critically, effectively, and safely; to develop skills that are not confined to learning focused on tools and technologies; but more in the critical thinking needed to make judgments, analyse complex realities so that they can participate and practice citizenship; to analyse, understand and critically evaluate the different elements of the media ecosystem and the process of media content creation, taking into account the perspective of the producer and the audience, as well as the political, ideological, aesthetic, and economic contextualisation of the information processed.

#### Date of the best practice

From 2009 (GILM's foundation) to the present

#### Frequency of the best practice

Regularly recurring



GRUPO INFORMAL SOBRE  
LITERACIA MEDIÁTICA

Name and country of the national regulatory authority in charge of / actively involved in the best practice:

**Portuguese Regulatory Authority for the Media/  
Entidade Reguladora para a Comunicação Social (ERC),  
Portugal**

Link to the best practice:

<https://www.gilm.pt/>

Contact information:

[geral@gilm.pt](mailto:geral@gilm.pt)  
[info@erc.pt](mailto:info@erc.pt)



#### Format of the best practice

Part of larger educational efforts or programmes

#### Language of the best practice

Portuguese, English

#### Outputs of the best practice

<https://www.gilm.pt/>; [https://www.gilm.pt/iniciativas/#iniciativas\\_gilm](https://www.gilm.pt/iniciativas/#iniciativas_gilm); <https://www.gilm.pt/congressoimlc/operacao-7-dias-com-os-media/>; <https://www.gilm.pt/iniciativas/iniciativas/film/>

#### Reach of the best practice

We don't have official numbers that evaluate the reach of GILM's actions. However, its main initiatives have already engaged teachers from compulsory school levels across all regions of the country, as well as academics and researchers from various universities – primarily in the fields of Communication and Education, but also in Sociology. Additionally, students from different educational levels, private associations, and NGOs working on media literacy projects have been involved, along with media outlets that already develop media literacy initiatives. GILM's initiatives have also obtained the interest of government officials, including ministers and state secretaries from various sectors.

#### Geographic reach of the best practice

National / International

#### Impact of the best practice

No impact studies have been conducted regarding the actions of GILM, nor its main initiatives.

#### Partners involved

In Portugal: Agência Lusa; Centro de Internet Segura (do Centro Nacional de Cibersegurança); Comissão Nacional da Unesco; Conselho Nacional da Educação; Direção-Geral da Educação; Entidade Reguladora para a Comunicação Social; Escola Superior de Comunicação Social; Instituto do Cinema e do Audiovisual; Observatório da Comunicação (OberCom); Plano Nacional de Leitura; Rádio e Televisão de Portugal; Rede de Bibliotecas Escolares; Secretaria-geral da Presidência de Conselho de Ministros; PT; and Vítor Tomé, as a specialist.

#### Role of the national regulatory authority in implementing the best practice

The NRA both co-funded and implemented the activity.

#### Funding

The GILM partners, the Congress registration fees, and other supports

#### Best practice mentioned in the first (2020-2022)

AVMSD report of the country **X**

## INTERNET ROUNDTABLE FOR CHILD PROTECTION (HU)

### Gyermekvédelmi Internet-kerekasztal

#### DESCRIPTION OF THE BEST PRACTICE

The 21-member advisory board aims to promote the protection of minors online and support the work of the President of the National Media and Infocommunications Authority of Hungary (NMHH). To this end, it develops position papers and recommendations on the promotion of child-friendly internet use, including the effective use of filtering software and raising media literacy among children and their parents. It does not have the power to set binding legal standards but aims to become an effective player in media regulation by encouraging self-regulation and good practices.

**Type of the best practice**  
Network and panel of experts

**Target groups of the best practice**

General population, with focus on the stakeholders of digital child protection and media literacy

**Theme/topic of the best practice within media literacy**

Digital parenting, online safety, and topics related to the protection of minors in the online sphere (minors' personal data protection, parental control, filtering software, digital footprints, online challenges, etc.)

**Aims of the best practice**

The board aims to promote the child-friendly internet use and the effective use of filtering software and raising media literacy among children and their parents. Furthermore, it encourages self-regulation and good practices among the stakeholders, including media service providers.

**Competencies within media literacy targeted by the best practice**

Various competences related to the safe and aware media use of children and parents

**Date of the best practice**

From 2014 to the present

**Frequency of the best practice**

Ongoing

**Format of the best practice**

Standalone

**Language of the best practice**

Hungarian



**Outputs of the best practice**

Recommendation on warning signs and filtering software:  
[https://nmhh.hu/dokumentum/162986/szurowszof-ver\\_ajnlalas.pdf](https://nmhh.hu/dokumentum/162986/szurowszof-ver_ajnlalas.pdf)  
Catalogue of filter software and parental control tools:  
<https://nmhh.hu/dokumentum/173242/szurowszof-verek.pdf>

**Reach of the best practice**

No information available

**Geographic reach of the best practice**

National

**Impact of the best practice**

No information available

**Partners involved**

Child protection organisations, professional associations active in the internet market, and the respective ministries

**Role of the national regulatory authority in implementing the best practice**

The NRA both funded and implemented the activity

**Funding**

National Media and Infocommunications Authority / Nemzeti Média- és Hírközlési Hatóság (NMHH)

**Best practice mentioned in the first (2020-2022) AVMSD report of the country ✓**

Name and country of the national regulatory authority in charge of / actively involved in the best practice:

**National Media and Infocommunications Authority / Nemzeti Média- és Hírközlési Hatóság (NMHH), Hungary**

Link to the best practice:

[https://english.nmhh.hu/articulo/187273/Internet\\_Roundtable\\_for\\_Child\\_Protection](https://english.nmhh.hu/articulo/187273/Internet_Roundtable_for_Child_Protection)



Contact information:

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[gyermekvedelmiinternet-kerekasztal@nmhh.hu](mailto:gyermekvedelmiinternet-kerekasztal@nmhh.hu)  
[gyermekvedelmifosztaly@nmhh.hu](mailto:gyermekvedelmifosztaly@nmhh.hu)

## MEDIA LITERACY+ PLATFORM (SK)

Platforma Mediálna  
gramotnosť+

### DESCRIPTION OF THE BEST PRACTICE

The Council for Media Services (the Slovak national regulatory authority) took on the role of an organiser and coordinator of a platform bringing together representatives of various organisations and institutions, as well as experts engaged in the promotion of media literacy activities. The platform meets on a regular basis to exchange information and foster collaboration and so contribute to the development of media literacy in Slovakia.

**Type of the best practice**  
Network/panel of experts

#### Target groups of the best practice

Media literacy professionals and stakeholders (we are bringing together state and non-state actors, NGOs, and individuals that are active in the field of media literacy)

**Theme/topic of the best practice within media literacy**

A combination of themes covering the topics of information and news literacy, online harassment and intimate image abuse, online safety, understanding media messages, online hate speech, digital skills and competencies, digital parenting, and algorithmic literacy

#### Aims of the best practice

The mission of the platform is to create a constructive environment for organisations, institutions, as well as experts active in the field of media literacy in Slovakia, with the aim of emphasising the need and necessity of media literacy development for all age groups of the population. The platform is based on the principles of participation, mutual cooperation, a proactive approach, and transparent communication among individual actors, with a vision to create systemic conditions for enhancing media literacy in terms of legislation, prevention, upbringing, education, and funding.

**Competencies within media literacy targeted by the best practice**

No information available

#### Date of the best practice

From June 2023 to the present

#### Frequency of the best practice

Ongoing

#### Format of the best practice

Standalone (based on the competencies in law)

#### Language of the best practice

Slovak

## MEDIÁLNA GRAMOTNOSŤ

Spoločne. Zodpovedne. Aktivne.

#### Outputs of the best practice

MIL week and other campaigns organised together; newsletter informing about activities of the members

#### Reach of the best practice

The platform has over 30 members.

#### Geographic reach of the best practice

National

#### Impact of the best practice

The main impact is on the members as they can exchange information and establish cooperation. When a conference or other campaigns are organised together with the members, the impact depends on the target group that we choose for the activity (e.g., a conference for teachers, librarians and school digital coordinators was organised in two Slovak regions).

#### Partners involved

Membership in the Platform Media Literacy+ is open to organisations, institutions, as well as experts active in the field of media literacy in Slovakia. The list of members of the platform is available here: <https://rpms.sk/en/node/836>

#### Role of the national regulatory authority in implementing the best practice

The NRA both funded and implemented the activity.

#### Funding

Rada pre mediálne služby (RpMS) / Council for Media Services (CMS)

#### Best practice mentioned in the first (2020-2022)

AVMSD report of the country ✓

Name and country of the national regulatory authority in charge of / actively involved in the best practice:

**Rada pre mediálne služby (RpMS)**  
**Council for Media Services**  
**(CMS), Slovakia**

Link to the best practice:

<https://rpms.sk/en/node/837>



Contact information:

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## ITALIAN MEDIA AND DIGITAL LITERACY COORDINATION COMMITTEE (IT)

Tavolo di Coordinamento  
in materia di  
alfabetizzazione  
digitale e mediatica

### DESCRIPTION OF THE BEST PRACTICE

AGCOM has launched the Media and Digital Literacy Coordination Committee to facilitate the exercise of its media and digital literacy monitoring duties, as conferred by national law. The Committee brings together national public bodies, civil society organisations, and NGOs operating in the media and digital literacy field, as well as audiovisual media service providers and video-sharing platforms. Media literacy experts, researchers, and other stakeholders may also participate as observers.

**Type of the best practice**  
Network/panel of experts

**Target groups of the best practice**  
Public bodies, civil society organisations and NGOs, audiovisual media services providers, video-sharing platforms, media literacy experts, media literacy researchers and other stakeholders

**Theme/topic of the best practice within media literacy**

A combination of themes covering the topics of information and news literacy, digital citizenship, online harassment and intimate image abuse, online hate speech, digital skills and competencies, digital parenting, and algorithmic literacy.

**Aims of the best practice**

The AGCOM Media and Digital Literacy Coordination Committee supports the implementation of the annual media and digital literacy monitoring activity entrusted to AGCOM by Article 4, Paragraph 4 of the Audiovisual Media Services Law, approved by Legislative Decree No. 208/2021 and recently amended by Legislative Decree No. 50/2024. In particular, the Committee brings together the stakeholders mentioned in the European Commission Guidelines pursuant to Article 33a(3) of the Audiovisual Media Services Directive on the scope of Member States' reports regarding measures to promote and develop media literacy skills. These guidelines are being carefully used by AGCOM in drafting its annual monitoring reports and serve as a discussion forum for any stakeholder potentially contributing to the development of media literacy initiatives in Italy. During the Committee's work, media and digital literacy definitions, impact evaluation strategies, and the collection of best practices could also be discussed.

**Competencies within media literacy targeted by the best practice** No information available

**Date of the best practice**  
From November/December 2024 to the present

**Frequency of the best practice**  
Ongoing

**Format of the best practice**  
Standalone (based on the competencies in law)



**Language of the best practice**  
Italian

**Outputs of the best practice**  
No specific output for now

**Reach of the best practice**

The Coordination Committee has over 20 members and over 10 observers for now. Other applications are still possible.

**Geographic reach of the best practice**

National

**Impact of the best practice**

Even if the main aim of the Coordination Committee concerns the performing of the media and digital literacy annual monitoring activity by AGCOM, it can have an impact on the members too, as they can exchange information and establish cooperation.

**Partners involved**

Information not publicly available yet

**Role of the national regulatory authority in implementing the best practice**

The NRA has implemented the activity. No additional costs in the AGCOM annual/pluri-annual budget are foreseen for this initiative.

**Funding**

Italian Communications Regulatory Authority / AGCOM – Autorità per le Garanzie nelle Comunicazioni

**Best practice mentioned in the first (2020-2022)**

AVMSD report of the country **X**

Name and country of the national regulatory authority in charge of / actively involved in the best practice:

**Italian Communications Regulatory Authority/  
AGCOM – Autorità per le Garanzie nelle Comunicazioni, Italy**

Link to the best practice:

[https://www.agcom.it/sites/default/files/media/allegato/2024/avviso\\_1.pdf](https://www.agcom.it/sites/default/files/media/allegato/2024/avviso_1.pdf)

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**PARTNERSHIPS  
AND  
COOPERATIONS**

# 15

## COOPERATION WITH NGOS (HU)

### Civil szervezeti együttműködések

#### DESCRIPTION OF THE BEST PRACTICE

In the fall of 2014, the National Media and Infocommunications Authority (NMHH) of Hungary extended its pursuits in child protection with the addition of a special target group: in cooperation with the Hungarian foundation of SOS Children's Villages International, it launched its corporate social responsibility programme. In 2024, this cooperation was extended to further NGOs: the Single Parents' Centre and the National Association of Large Families. In the framework of this cooperation, the NMHH organises awareness-raising interactive workshops for children and parents represented by NGOs on various topics, like online safety, use of parental control, and understanding media messages. Furthermore, the cooperation provides an opportunity to ensure that partners' needs and interests are reflected in the NMHH's child protection programmes. The NMHH provides support for families in relation to aware media use, for example distributes its educational booklets and articles by experts to the families. This cooperation offers a vital opportunity for the authority to gain an even better understanding of children's media consumption habits and the experiences of children and parents regarding the challenges of new media.

**Type of the best practice**  
Network, cooperation, event

**Target groups of the best practice**

Vulnerable groups of children and youngsters being raised up in non-average contexts (children raised in foster care, by single parents and in large families)

**Theme/topic of the best practice within media literacy**

A combination of themes covering the topics of online harassment and intimate image abuse (cyberbullying), online safety (online risks), understanding media messages (the impact of social media), and digital skills and competencies (media content production)

**Aims of the best practice**

The aim of this best practice is to establish close cooperation with NGOs representing the interests of children and families. Cooperation with NGOs is aimed at enabling the authority to target families where their living situation (for example, children in foster care or parents raising their child alone) makes it more challenging for parents to pay constant attention to their child's online safety. For these families, it is essential to support parents and children to be prepared for potential harm and risks and, furthermore, to be able to take advantage of the opportunities offered by new media.

**Competencies within media literacy targeted by the best practice**

Most aspects of media literacy related to digital parenting and online safety are targeted

**Date of the best practice**  
From 2014 to the present

**Frequency of the best practice**  
Ongoing

**Format of the best practice**  
Standalone

**Language of the best practice**  
Hungarian

**Outputs of the best practice**  
Interactive workshops and programmes

**Reach of the best practice**

The National Association of Large Families currently has nearly 16.000 member families, the SOS Children's Villages takes care of more than 400 children through a network of foster parents, while Single Parents' Centre is trying to reach the more than 300.000 families in which one parent is raising a child alone.

**Geographic reach of the best practice**

National

**Impact of the best practice**

No impact measurement available yet

**Partners involved**

SOS Gyermekfalu Magyarországi Alapítványa (SOS Children's Villages);  
Egyedülálló Szülők Klubja Alapítvány (Single Parents' Centre);  
Nagycsaládosok Országos Egyesülete (National Association of Large Families)

**Role of the national regulatory authority in implementing the best practice**

The NRA both funded and implemented the activity

**Funding**

National Media and Infocommunications Authority / Nemzeti Média- és Hírközlési Hatóság (NMHH)

**Best practice mentioned in the first (2020-2022)**

AVMSD report of the country **X**



Name and country of the national regulatory authority in charge of / actively involved in the best practice:

**National Media and Info-communications Authority/  
Nemzeti Média- és Hírközlési Hatóság (NMHH), Hungary**

Link to the best practice:

**[https://nmhh.hu/cikk/246946/  
Civil\\_szervezetekkel\\_az\\_online\\_gyermekvedelemert](https://nmhh.hu/cikk/246946/Civil_szervezetekkel_az_online_gyermekvedelemert)**



Contact information:

**info@nmhh.hu  
gyermekvedelemiinfoosztaly@  
nmhh.hu**

## PUBLIC CALL FOR CO-FINANCING MEDIA LITERACY PROJECTS

(HR)

Javni poziv za  
sufinanciranje projekata  
medijske pismenosti

### Type of the best practice

Public call

### Target groups of the best practice

Educational institutions (universities, faculties, schools, colleges) and NGOs

### Theme/topic of the best practice within media literacy

Diverse media literacy projects targeting any topic of media literacy are co-financed

### Aims of the best practice

The main goal is to encourage the educational and civil sectors to develop media literacy projects, and to provide financial assistance.

### Competencies within media literacy targeted by the best practice

Various competencies of media literacy

### Date of the best practice

From 2015 to the present

### Frequency of the best practice

Regularly recurring (yearly)

### Format of the best practice

Standalone

### Language of the best practice

Croatian

### DESCRIPTION OF THE BEST PRACTICE

In 2015, the Croatian Agency for Electronic Media launched a fund for media literacy projects, a regular annual public tender for co-financing media literacy projects. All universities, institutes, educational institutions, NGOs, and other legal entities developing and implementing media literacy related projects (seminars, workshops, conferences, lectures, or surveys, for instance) had the right to participate. In the first years, they awarded just over 20,000 EUR in total, and in 2024, the sum rose to 53,000 EUR. An individual project can receive a maximum of 6,000 EUR in a year. On average, around 20–23 projects are co-financed annually.



### Outputs of the best practice

There are numerous outcomes of the project, e.g., educational materials, workshops, lectures, research (e.g., EU Kids Online).

### Reach of the best practice

Over the course of 9 years, a total of about a hundred media literacy projects were co-financed with a total of 420,000 EUR.

### Geographic reach of the best practice

National

### Impact of the best practice

No impact measurement available. The impact is on various target groups and stakeholders, from the empowerment of elementary school students and young people to the strengthening of media literacy skills of senior citizens, as well as the education of educators.

### Partners involved

None

### Role of the national regulatory authority in implementing the best practice

The NRA both funded/co-funded and implemented the activity

### Funding

Agency for Electronic Media (AEM)

### Best practice mentioned in the first (2020-2022)

AVMSD report of the country ✓

Name and country of the national regulatory authority in charge of / actively involved in the best practice:

### Agency for Electronic Media (AEM), Croatia



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## ARCOM'S POLICY ON PARTNERSHIPS WITH EDUCATIONAL INSTITUTIONS (FR)

### DESCRIPTION OF THE BEST PRACTICE

1. Agreement with the Académie of Créteil (2020): The Académie of Créteil (the school and university district) and the digital regulator Arcom signed an agreement in 2020 to develop educational resources and training for teachers, as well as educational activities for students, with a focus on schools located within the Académie of Créteil.
2. Agreement with the Ministry of Education (2023): Arcom and the Ministry of Education, together with Réseau Canopé, signed an agreement on 17th January to strengthen their cooperation in the field of media and information literacy (MIL) in schools. This cooperation includes various commitments, such as the distribution of Arcom's educational resources to teachers, the organisation of national and academic training courses for teaching staff, the promotion of school media practices (e.g., web radio, school newspapers), and raising public awareness of responsible digital behaviour.
3. Agreements with universities, such as the journalism school Celsa (in 2023) and teacher training institutions like INSPE de Bretagne (in 2024), aim to facilitate Arcom's interventions in classrooms and raise awareness of media literacy among future journalists and teachers.

#### Type of the best practice

Policy, training, educational resources

#### Target groups of the best practice

Students aged 18–24, teachers, and educators

#### Theme/topic of the best practice within media literacy

A combination of themes covering the topics of information and news literacy, understanding media messages and online hate speech (freedom of speech, pluralism, representation issues, etc.)

#### Aims of the best practice

The main aim is to enable students to receive training on media literacy issues, ensuring they become informed citizens.

#### Competencies within media literacy targeted by the best practice

Competencies in understanding and fighting misinformation, freedom of speech, information construction, issues of representation of diversity and gender equality.

#### Date of the best practice

From 2023 to the present

#### Frequency of the best practice

Ongoing

#### Format of the best practice

Part of larger educational efforts of programmes

#### Language of the best practice

French



#### Outputs of the best practice

Agreements, trainings, and educational toolkit

#### Reach of the best practice

More than 930 students have been trained by Arcom thanks to these partnerships.

#### Geographic reach of the best practice

National

#### Impact of the best practice

No impact measurement available

#### Partners involved

Académie of Créteil; Ministry of Education; Celsa; INSPE de Bretagne

#### Role of the national regulatory authority in implementing the best practice

The NRA both funded and implemented the activity.

#### Funding

Autorité de régulation de la communication audiovisuelle et numérique (Arcom)

#### Best practice mentioned in the first (2020-2022)

AVMSD report of the country **X**

Name and country of the national regulatory authority in charge of / actively involved in the best practice:

**Autorité de régulation de la communication audiovisuelle et numérique (Arcom), France**

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## PARTNER SCHOOL PROGRAMME

(HU)

### Partneriskola Program

#### DESCRIPTION OF THE BEST PRACTICE

The partnership in the Partner School Programme of the National Media and Infocommunications Authority of Hungary (NMHH) offers an opportunity for the authority and public educational institutions to jointly develop children's media literacy and digital awareness, building on each other's experiences and incorporating the perspectives of children and teachers. Through this partnership, the NMHH provides professional and financial support for media literacy sessions in schools and explores children's media use habits, as well as their attitudes towards the risks and opportunities of media use through research. The NMHH also supports and encourages the production of creative and useful media content, and recognises teachers and students for their outstanding achievements in media literacy development. In addition, the Partner School Programme collects good practices from schools and encourages mutual sharing.

**Type of the best practice**  
Network, cooperation

**Target groups of the best practice**  
Primary and secondary school institutions

**Theme/topic of the best practice within media literacy**

A combination of themes covering the topics of online harassment and intimate image abuse (cyberbullying), online safety (online risks), understanding media messages (the impact of social media), and digital skills and competencies (media content production)

**Aims of the best practice**

The aim of the initiative is to support the development of media literacy and digital awareness in primary and secondary education institutions in Hungary, as teachers, alongside parents, play a crucial and unquestionable role in educating children to use media consciously.

**Competencies within media literacy targeted by the best practice**

Most aspects of media literacy are targeted

**Date of the best practice**

From 2024 to the present

**Frequency of the best practice**

Ongoing

**Format of the best practice**

Standalone

**Language of the best practice**

Hungarian



## NMHH Partneriskola Program

**Outputs of the best practice**  
Research, interactive workshops in media literacy topics, media labs in schools

**Reach of the best practice**  
No information available yet

**Geographic reach of the best practice**  
National

**Impact of the best practice**  
No impact measurement available yet

**Partners involved**  
Currently, 23 public education institutions are involved.

**Role of the national regulatory authority in implementing the best practice**

The NRA both funded and implemented the activity

**Funding**

National Media and Infocommunications Authority / Nemzeti Média- és Hírközlési Hatóság (NMHH)

**Best practice mentioned in the first (2020-2022) AVMSD report of the country** **X**

Name and country of the national regulatory authority in charge of / actively involved in the best practice:

**National Media and Infocommunications Authority/**

**Nemzeti Média- és Hírközlési Hatóság (NMHH), Hungary**

Link to the best practice:

**[https://nmhh.hu/cikk/246947/Elistartolt\\_az\\_NMHH\\_Partnerskola\\_Programja](https://nmhh.hu/cikk/246947/Elistartolt_az_NMHH_Partnerskola_Programja)**

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## MEMORANDUM OF PARTNERSHIP FOR CONDUCTING A MEDIA LITERACY CAMPAIGN (BG)

МЕМОРАНДУМ ЗА ПАРТНЬОРСТВО ПРИ ПРОВЕЖДАНЕ НА КАМПАНИЯ ЗА МЕДИЙНА ГРАМОТНОСТ

### DESCRIPTION OF THE BEST PRACTICE

The Memorandum of Partnership for conducting a media literacy campaign was created to raise broad public awareness of media regulation and self-regulation, the rules and principles of good journalistic practice, and ethical journalism, as outlined in the Code of Ethics of the Bulgarian Media. It also covers the standards for honourable and truthful advertising, in accordance with the National Ethical Rules for Advertising and Commercial Communication. On 5 February 2024, the Council for Electronic Media and the Ministry of Culture of Bulgaria signed the Memorandum of Partnership to implement the media literacy campaign. The memorandum was concluded between the Ministry of Culture, represented by the Minister, the Council for Electronic Media, the Association of Bulgarian Radio and Television Broadcasters (ABBRO) as the representative organisation of commercial media service providers in Bulgaria, the general directors of the Bulgarian National Radio (BNR) and the Bulgarian National Television (BNT), and the Media Literacy Coalition Association.

#### Type of the best practice

An administrative initiative aimed at furthering the activities of the national regulator and media as partners

#### Target groups of the best practice

General population

#### Theme/topic of the best practice within media literacy

A combination of themes covering the topics of information and news literacy, online harassment, and intimate image abuse, and understanding media messages

#### Aims of the best practice

The Memorandum of Partnership aims to establish a framework for cooperation to promote media literacy across society, among citizens of all ages, and in relation to all forms of media. Based on the signed Memorandum, the CEM and the MK plan to develop a media literacy campaign spanning the year 2024. The campaign aims to raise awareness and encourage Bulgarian citizens to adopt a critical approach and make informed choices regarding media content.

#### Competencies within media literacy targeted by the best practice

The aim of the campaign is to inform Bulgarian citizens about the need for a critical approach and informed choices regarding media content. It focuses on key aspects such as assessing information sources and media service providers, ethical standards for good journalistic practice, media regulation and self-regulation, ethical rules for honest and truthful advertising, as well as copyright and related rights.

#### Date of the best practice

April–December 2024

#### Frequency of the best practice

One-off/short-term

#### Format of the best practice

Standalone

#### Language of the best practice

Bulgarian

#### Outputs of the best practice

Video and audio clips

#### Reach of the best practice

No information available

#### Geographic reach of the best practice

National

#### Impact of the best practice

No information available

#### Partners involved

The Ministry of Culture of Bulgaria, the Association of Bulgarian Radio and Television Broadcasters (ABBRO) as the representative organisation of commercial media service providers in Bulgaria; the Bulgarian National Radio (BNR); the Bulgarian National Television (BNT); the Media Literacy Coalition Association

#### Role of the national regulatory authority in implementing the best practice

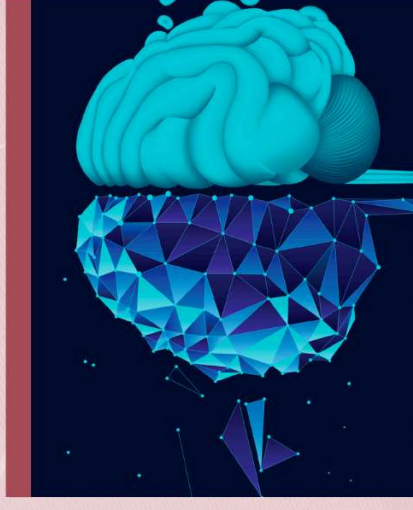
The NRA both funded and implemented the activity

#### Funding

The Bulgarian national media authority, the Council for Electronic Media, is to provide funding for the production of video clips and audio clips. The national public broadcasters and some private media distribute them free of charge as part of a social campaign. Thus, this falls under the clauses of the Radio and Television Act that provide exemptions for charity payments when broadcast.

#### Best practice mentioned in the first (2020-2022)

AVMSD report of the country **X**



Name and country of the national regulatory authority in charge of / actively involved in the best practice:

**Council for Electronic Media – CEM**  
**Съвет за електронни медии – CEM, Bulgaria**



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