Media and Information Literacy Policies in Belgium (2014)

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December 2014

1. **Dimension**	(Short) Historical background

Media literacy in Belgium should be seen against the educational, political and institutional developments in Belgium over the last 40-50 years. Belgium has developed from a centrally organized country with three languages, towards a more decentralised system in which the different communities—based on language and territory—have a high level of autonomy. The Belgium institutional setup is highly complex. However, simply put, the current Belgian system consists of one national state with its own government and three communities: the Flemish Community, the French Speaking Community and the German Community and three regions: Flanders, Wallonia and the Brussels Capital Region with their own governments. The communities—especially the large Flemish and French Speaking Community—are since 1977 responsible for *person related matters* amongst which education, culture and media. In this report we focus on the post 1977 era. The report will therefore treat both communities separately. The sections on Flanders and the French Speaking Community are written respectively by Leo Van Audenhove, Ilse Mariën and Jana Bens (Flanders) and Pierre Fastrez and Thierry De Smedt (French Speaking Community).

It is however important to note that most economic and welfare matters are still the prerogative of the national government. This means that e.g. telecommunications policy and regulation is taken care of at the national level. It also means that issues such as the digital divide, e-inclusion or welfare are (partly) handled at the national level. As the concept of media literacy is becoming more comprehensive and comprises aspects of digital literacy, digital inclusion, e-health related skills, etc. policy and regulations at the national level might need to be taken into account.

Flanders

The current debate on media literacy in Flanders has two main antecedents: 1) the discussion on media literacy from an educational and cultural point of view, 2) from developments in the field of the digital divide and e-inclusion which are the result of the gradual digitalisation of media and society.

In the Flemish Government the responsibility for education falls under the Minister of Education and Training. In 2004 the Flemish Government established a semi-independent Agency for Educational Communication *Agentschap voor Onderwijscommunicatie.* Its main goal is to create a communication space in which teachers, students, parents and third parties are informed, can communicate and take action in relation to education. Its mandate also comprises the stimulation of cultural participation and education of kids and youth with a specific focus on critical, active and autonomous engagement with art and culture. The agency has two specific initiatives, which are important in the field of media literacy. *Canon Cultuurcel* is responsible for the Agencies mission in relation to cultural education. 'It aims to encourage teachers to build a school environment in which personal development (discovering each talent) and social interaction (exploring identity) is realised through culture education. (…) How media function in the learning process (…) has been a long tem focus of CANON Cultural Unit (Ine Vos, 2013). *Klasse* develops specific communication about education in Flanders for teachers, students, parents, etc. Through its offline magazines, its newsletters and its online presence

Klasse touches upon many issues related to youth and education. Its mandate is summarised as: knowing, acting, participating, wanting and preventing. Over the years issues of media, gaming, social media, privacy, etc. have been handled from the different perspectives.

Several action plans for a *digital* Flanders were formulated as a result of progressing digitalisation of media and society. Two flagship action plans were eFl@nders in 2002 and the Digital Action Plan in 2005. Both action plans were mainly concerned with digitalisation, innovation and some of its negative consequences such as the issue of the digital divide. Not surprisingly these early initiatives focussed on ensuring access to all or the distribution of computers in schools. Characteristic for Flanders was the development of a large and highly active field of scattered bottom-up initiatives working in the field of digital divide. The majority of these initiatives were were in 2005 integrated in an umbrella organisation called VSNG (Vlaams Steunpunt Nieuwe Geletterdheid), founded by LINC vzw. The goal of the VSNG is to exchange knowledge and experiences, to coordinate actions and strategies and to actively influencing government policy. Initially, these organisations mainly focused on providing alternative access to computer and the Internet, and on informal training sessions to improve the operational skills of participants. More recently, bottom-up initiatives have evolved from an access-oriented approach to a more diversified recognition of digital skills. In this respect media literacy (and more particularly digital media literacy) have gained more importance in the working and policy orientation of these organisations.

French Speaking Community

As in many European countries, media education in French-speaking Belgium stemmed from a movement of pioneer practitioners: educators. It is them who, by intuitive actions in their various fields, especially in schools, laid the foundation for what progressively came to be known as media education. This process took place in successive phases of about a decade, which can be presented as follows:

- the 1970s: the invention of educational actions by pionier practitioners, initially centerd on moral / ethics issues, such as sexuality in the media, the subversion of established values, or the oppressive nature of mass media;
- the 1980s: the constitution of groups of agents including both teachers and educators as well as cultural agents and academics, around the term "media education". At this stage, the core of the pedagogy was education to audiovisual media, considered as the main stake of media culture.
- the 1990s: the official recognition of media education as a public educational project, with the creation of the *Conseil Supérieur de l'Education aux Médias*, in charge of advising the government of the French-speaking community on how to introduce media education in school curricula. At that time, the decision to scatter media education on all existing disciplines was taken by the *Conseil*.
- the 2000s: the increasing integration of media education into the educational system, along with a paradigm shift in favor of the concepts of user production and interaction, under the influence of the growing presence of digital media in households and in the workplace.

2. Dimension	Legal policy framework

Overall legal policy framework

As indicated in the introduction Belgium has a complex institutional setup. Generally speaking policy and regulation in relation to the "technical aspect" of the telecommunications (e.g. radio frequencies) on the one hand and policy and regulation of "audio-visual contents" on the other hand, are taken care for at different levels.

- Telecommunications policy is the prerogative of the federal government under the current Vice-Prime Minister for Economy, Consumer Issues and North Sea. This ministry is responsible for telecommunications and the information society. Media policy is the prerogative of the communities.
- The "technical aspect" is regulated by a federal authority, the BIPT/IBPT: *Belgisch Instituut voor postdiensten en telecommunicatie/Institut belge des services postaux et des télécommunications/Institut für Postdienste und Telekommunikation*. Interestingly the BIPT/IBPT has a mandate to foster *social inclusion* amongst others in terms of price regulation of telecommunication services, universal access and consumer information.
- The audiovisual contents are regulated by regional authorities: de *Vlaamse Regulator van de Media* (VRM) for Flanders and the *Conseil supérieur de l'Audiovisuel* (CSA) for Wallonia and Medienrat for the German East Cantons.

In contrast to many other countries, none of the regulatory authorities mentioned above are in charge of Media Literacy. Responsibilities are arranged differently in the different communities.

Flanders

Although media literacy has been part of educational practice in the past, it is the last government that put the broader concept of media literacy on the overall policy agenda. In the *Flemish Policy Agreement 2009-2014* (Vlaams Regeerakkoord) overcoming the digital divide, providing universal access to the Internet at democratic prices, and making citizens more media literate are explicitly stated in the document. Media literacy is only briefly defined as 'having the skills to handle new media adequately' (Vlaamse Regering, 2009). The concept is more developed in the *Concept Brief Media Literacy* (Conceptnota Mediawijsheid) from 2012 which was jointly written by the Ministry of Media and the Ministry of Education and Training. In the Concept Brief media literacy is defined as:

> 'Media literacy is the whole of knowledge, skills and attitudes that allow citizens to deal with the complex, changing and mediatised world in a conscious and critical way. It is the ability to use media in an active and creative way, aimed at societal participation' (Lieten & Smet, 2012).

The Concept Brief on Media Literacy identifies four strategic goals that are central to the current policy in Flanders. Education plays a central role in the realisation of all of them. The strategic goals are:

1) Creating a strategic framework in Flanders. The Policy Brief is only seen as the start of a broader set of activities involving other stakeholders and policy fields.
2) Stimulating competences. A central focus of policy should be the development of knowledge, skills, attitudes through both formal and informal learning. Special attention should go to disadvantaged sections of society.
3) Creating an e-inclusive society. Citizens should have equal opportunities in the information society.
4) Creating a safe and responsible media environment. Especially for young people.

Both the *Flemish Policy Agreement 2009-2014* and the *Concept Brief Media Literacy* foresee the establishment of a dedicated Flemish Knowledge Centre for Media Literacy. The centre was established in January 2013 as *Mediawijs.be* and has a broad mandate with four central aims:

1) Consultation and Coordination: The centre works with other organisations in the field, consults with stakeholders and has a coordinating function;
2) Innovation and Synergy: By way of bringing stakeholders from the social sector, education and industry together around new projects, mediawijs.be stimulates innovation and synergy;
3) Knowledge Development and Sharing: The centre brings together knowledge on media literacy in terms of theory and practices and disseminates them;
4) Vision and Policy development: The centre plays a central role in vision and policy developments.

The centre's mandate covers the social sector, the educational sector and the private industry. It is meant to be complementary to other existing initiatives. In this sense it is complementary to the activities of CANON Cultuurcel and other institutions.

The Flemish Public Broadcaster VRT has a specific mandate to focus on media literacy. The *Management Contract 2012-16* (Beheersovereenkomst) of the public broadcaster VRT, stipulates that the VRT should:

1. Contribute to a democratic and conscious attitude of its viewers by way of independent information about media and by way of inclusive general programming, learning citizens to engage more critically and consciously with media;
2. Informs citizens in its general programming about the possibilities and the dangers of media applications (e.g. social media, gaming…) and aspects of media use (e.g. privacy);
3. Develops a specific and adapted program offer for kids, youngsters and digital immigrants to acquaint them with (new) media applications;
4. Actively works together with other stakeholders to support media literacy.

The first three objectives are related to programming and internal working of the VRT. The fourth one however is important for the field of media literacy in general. Over the last years the VRT has supported many initiatives from third parties by providing airtime, integrate aspects in its programming and market initiatives on its radio channels and television stations.

Flanders has different school networks that are rather autonomous in terms of teaching methods, teaching programmes, student evaluation and pedagogical projects. The Ministry of Education and Training develops the curriculum at the level of *learning outcomes*. It is up to the individual school or the network to reach these learning outcomes at specific stages of the education. Over the last years media education has become more important in all curricula. For a detailed description we refer to two recent reports by Ine Vos (2013) and Jan De Craemer (2013) on media literacy in Flemish curricula. However, as we will see in the evaluation of media literacy, the actual impact on media literacy and ICT skills among pupils is often limited. The reasons might be various. First, media literacy is often defined too broadly. Second, at the secondary level media literacy is a cross-curricular final objective. It means that it is not handled by a dedicated teacher or a specific handbook, but is seen as a capacity to be acquired over the curriculum. The reality often is that it not treated as a priority. Third, schools or networks are independently responsible for attaining the learning outcomes. Media literacy might not be seen as an important issue.

French-speaking community of Belgium

The French speaking community has an official coordination body in media education: the *Conseil Supérieur de l'Education aux Médias* (CSEM), since 1995. Since 2008, the new version of this council is defined and established by law through the decree 'Education aux Médias', adopted by the Parliament of the French-speaking Community. The CSEM council associates representatives from research, media, industry, civil society and public administrations. It is in charge of advising, promoting and coordinating media education inside and outside the school system. The CSEM has been provided with budgets dedicated to specific missions targeting schools and lifelong learning initiatives and associations.[1] CSEM's mission description mentions five clear goals:

(1) Promoting media education and stimulating knowledge exchange and collaboration amongst actors of the French-speaking community, such as the different media sectors and formal education institutions;

(2) Give particular attention to (a) combating stereotypes and discrimination in media content, (b) the technical, economic, social and cultural evolution of activities in media and ICT-related technologies, and to (c) decoding advertisement strategies and messages;

(3) Maintaining an inventory of initiatives active in the field of media education, and to stimulate and coordinate these activities;

(4) Enhancing and stimulating the integration of media education in education programmes and curricula, along with promoting pedagogical uses of media and ICTs;

(5) Formulating a motivated vision on radio-based programs and activities within the French-speaking community, the educational use of written press within formal education and the construction of a textbook, software or other pedagogical tool that directly or indirectly relates to media education.

Other legislations regarding media regulation make references to media literacy. For example, the legal framework for radio frequencies offers the possibility for schools to obtain a radio frequency and broadcast programs produced by the students. RTBF, the French-speaking public

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[1] For more information, see http://www.educationauxmedias.eu/

service television, also has a legal Media Education mission, although limited, stated in its management contract.

Media Education is integrated in different curricula levels of compulsory education, depending to the level and the school networks. The general approach is to introduce media education as a transversal topic, producing a very large range of integration in the curricula and in the practices. Mainly, media education is not introduced as a specific discipline. There is no integrated pedagogical framework, even if we can find some partial framework inside part of school programs. Regarding media literacy, circumstances are somehow different. Media literacy is part of the transversal competences framework of the educational system but is not implemented as a key competence. There is no core course on media literacy in the curriculum, but in some primary school network, media literacy appears as a specific chapter, with precise objectives and competencies. In the other curricula, media literacy is scattered between other courses, mainly language, history, geographic, ethic (or religion), aesthetics, and social sciences. Media literacy is however part of the cross-curricular competences framework. Its implementation takes place in a diverse range of disciplines, depending the school levels and the school networks.

3.1 Dimension	Capacity-building: *Teacher training Materials and other relevant content*

Flanders

Teacher training institutes and other organisations play an important role in providing professional training for teacher, both at the level of initial teacher training and for in-service training (Vos, 2013).

(1) Initial Training

There is very little information on media literacy and learning at the level of initial teacher training programmes. As Ine Vos (2013) states: 'The mind shift that is taking place on societal and cultural level, has not yet been implemented in a broad sense on a didactical level. Students may be big users of the latest media, they don't make a related transition towards didactical applications.'

In her report for the MEDEAnet Ine Vos describes the role CANON Cultuurcel is playing in trying to stimulate media literacy training at this level. The organisation founded a network that deals with cultural education within teacher training programmes, in which all teacher training institutes in Flanders are represented. Within this network, CANON Cultural Unit has matched the laboratory projects, with the further development and the sharing of expertise around the platform for media literacy, INgeBEELD. The support offered by CANON Cultural Unit has developed from financial funding in the beginning to coaching on the level of content. The projects in 2012 were focused on remembrance education and how the use of media can lift this subject to a different level. Their results are available on the platform. Within the teacher training network, a special focus group on media literacy was founded in 2012. All teacher training institutes, supplemented with the schools of arts meet twice a year to discuss media

literacy related issues (2013). Although INgeBEELD is an interesting approach to media literacy it for the moment only works with selected teacher training colleges.

In 2013 mediawijs.be launched a call for innovative projects in relation to media literacy. 28 projects proposals were handed in of which a couple involved teacher training colleges, vocational training and adult education organizations. It is an indirect sign that these educational organisations are starting to be interested in media literacy. It is clear that more efforts will be needed in the future at this level.

(2) In-service training

Flemish schools—and their teachers—are not obliged to follow in-service training. Schools are fully autonomous to develop an in-service plan and policy. However, every school in Flanders does receive an earmarked budget for in-service training (De Craemer, 2013).

Different organizations have directly or indirectly stimulated the take up of media literacy by teacher training colleges. An Innovation fund for teacher training programmes was set up by the Flemish Government to finance project that benefit teacher training for professionals. Both in 2011 and 2012 projects were supported in relation to media literacy (De Craemer, 2013). At the moment VIAA and Mediawijs.be are independently and jointly investigating how they can contribute to in-service teaching training on the basis of their content.

One project, which is worth highlighting, is Media Coach. It is a project focused on increasing the media literacy expertise of professionals in libraries, schools and the youth sector. It provides extensive training to professionals who work with students and youth in different settings. The project is jointly carried out by Bibnet (Flemish Library Network), LINC, Socius (two non-profit organizations) and KHLeuven (a university college), supported by the Flemish Government and the Evens Foundation. The initiatives have set up a collaboration with Média Animation who works in Brussels and the French-Speaking Community.

French-speaking community

(1) Initial Training

Media literacy teachers' training is very limited: a few hours of courses, depending on the school and curriculum, mainly mixed with training about the use of media for educational purposes. For this reason, many teachers confuse media education and pedagogy using media. The only exception applies (as everywhere in Europe) for traditional literacy focused on authors and books.

In September 2013, the IHECS Brussels School of Journalism and Communication launched a new two-year Master's program (120 ECTS credits) in Applied Communication, specializing in Media Education. It aims to train professional media educators. This program was designed in partnership with the Université catholique de Louvain (UCL).

(2) In service Training

The different school networks have the obligation to set up in service trainings but it is not compulsory for teachers to follow specialized training, which is the case for media education training. Thus, the training depends on the initiatives of the teachers as individual and the agreement of school managers. Approx. 20 training sessions are proposed to the teachers/year in the French speaking community (500 teachers/year on a total of approx. 70.000 Full time equivalent).

There is no systematic evaluation of teachers' media literacy levels.

Three resource centres for media literacy recognized by the legal framework for media literacy are in charge of tutoring for teachers' training:
- for the French-speaking Community public school network: The Centre d'autoformation et de formation continuée de la Communauté française (Center for Self-Education and Lifelong Education of the French-speaking Community) in Tihange;
- for the subsidized official public school network: the Centre Audiovisuel (Audiovisual Centre) of the City of Liège;
- for the free denominational subsidized school network: Média Animation ASBL.

They provide teachers' training and in some of their training programmes introduce tutoring methodologies. Each of those centres can support the tutoring of teachers belonging to all three school networks.

3.2 Dimension	Capacity-building: *Teaching/training materials and other relevant content*

Flanders

In Flanders there are different organisations that develop and provide teaching/training materials in relation to media literacy. Although much of the material is at the disposal of teachers, few initiatives actively engage with teachers or organize teacher training initiatives based on these materials.

- CANON Cultuurcel has traditionally been active in developing training materials and teacher training in relation to culture and media. One of their initiatives is INgeBEELD (In Images/Imagined). In the first phase of the initiative 2 media packages were developed for primary schools INgeBEELD 1 for ages 3-8 and 2 for 6-14. Both packages were initially disseminated through specific training initiatives. These packages are still used. In 2012 115 packages were spread via teacher training institutes & school visits.
- Mediawijs.be offers a lot of content on media literacy on its website. It has developed dossiers on several topics that can be read and resources can be downloaded. Recently Mediawijs.be has published a book on Media Literacy Online. Youth and Social Media that will be distributed to all schools. It has several projects that develop materials for

schools. So far the initiatives are not supported by teacher training initiatives. However, plans exist to develop teacher training initiatives both online and offline.

- VIAA Vlaams Instituut voor Archivering (Flemish Institute for Archiving) was set op in 2012 and is responsible to digitally archive audio-visual and other cultural heritage. One of VIAAs first goals is to make the archive accessible for schools and libraries. At the moment it is still in an experimental phase. Together with Mediawijs.be it is looking into the possibility of integrating media literacy as a central component in making the archive accessible.

- Kranten in de klas (Newspapers in class) is an educational initiative of the Flemish News Media supported by the Ministry of Media. Schools and teachers get free subscriptions to the different digital or physical newspapers in Flanders. The initiative is supported online with materials (interactive and more static) on news, newspapers, journalism, sources, etc. The project reaches a large amount of schools in Flanders.

- Lessen in het donker (School in the dark) develops educational material for teachers and students in relation to new and old movies. Movies can be watched on location in collaborating cinema's or in the school.

- Klascement is a protected online databank that provides educational material that is made by and meant for teachers in formal education. It was founded in 1998 by Hans De Four and was integrated in the Agentschap Onderwijscommunicatie in 2013, and as such, became an official part of the Flemish Ministry of Education and Training. It has over 50.000 active users.

French-speaking community

Resource Centers are an integrated set of services that manage the resources in equipment and training materials in Media Education. They promote the development of synergies with other organizations involved in Media Education policy (RTBF, Point Culture, local television stations and cultural associations specialised in the matter). They support projects of teachers and groups of teachers.

These centers are primarily responsible for designing and promoting lifelong education activities in Media Education for teachers of elementary, secondary and higher education. They are responsible for:

- assisting in the training of trainers in Media Literacy
- developing programmes of lifelong education
- informing education officials, users and associations
- facilitating meetings in schools, as part of an educational project
- lending and producing documents, in coordination with the Distribution Centers
- providing schools with existing material
- engaging, under the auspices of the Conseil de l'Education aux Médias, in research to promote Media Literacy
- coordinating educational activities with other organizations concerned with media education

A vast amount of pedagogical tools and educational material is available within Wallonia:

- Cliquer futé (cf supra: "actions at national or regional level linked to media literacy in school")
- The Belgian Safer Internet project (http://www.saferinternet.be/) is a collaboration between Child Focus and the CRIOC (Center for Research and Information for Consumer Organizations). The project is intended to promote the safety of minors on the Internet and new technologies for online communication. It provides information and tools to educators who seek to guide children and young people to use these technologies responsibly. The project also includes initiatives aimed directly at young people, as the website web4me.be. The Belgian part of this European project is supported by the European Commission, DG Information Society and monitored by a committee of experts.
- Des médias en jeux : 80 fiches pour se jouer des médias (Media in games : 80 cards to play the media) : a collection of games focused on radio, newpapers and television targeted at youth organisation counsellors and educators. Developed by Media-Animation in collaboration with the CJEF (Conseil de la Jeunesse d'Expression française) and the CJC (Coordination d'Organisations de Jeunesse).
- Coffret Educaunet : Education critique à Internet (the Educaunet case : critical education to the Internet). Educaunet is a Media Education programme focused on the Internet and the risks related to its use. It includes twenty activities for teaching youngsters from 8 to 18 how to navigate responsibly on the net. The case includes the trainer's guide presenting 10 key activities, the cyber-notebook intended for children, a cd-rom with all activites and pdf files allowing one to print the necessary materials themselves.
- Valise Educaunet : Education critique à Internet (the Educaunet suitcase : critical education to the Internet): a more complete version of the Educaunet case, including all the activity materials (cards decks, dice, pawns…)

The following actions can be taken as examples of initiatives that have been carried out in school.

- « Ouvrir mon Quotidien », in collaboration with « Les Journaux francophones belges ». This action is targeted at the last year of primary school and all six years of secundary school. Schools that request it from JFB receives all the French-speaking daily newspapers of Belgium during the school year, along with an array of pedagogical tools and training sessions that allow teachers to undertake Media Literacy projects in their classes or with groups of pupils.
- « Journalistes en Classe », in collaboration with « l'Association des Journalistes Professionnels » - This action is targeted at the two last years of primary school and all six years of secundary school. Based on a request submitted by the teacher, their class hosts the visit of a professional journalist either to explain the job their exert on a daily basis, or to work on one or another aspect of the news, or to help pupils develop a project in Media Literacy.
- « Journalistes en Herbe » in collaboration with the « Cellule Culture - Enseignement de la Communauté française ». This competition aims at completing the pedagogical use of media contents provided by "Ouvrir mon quotidien" with a creative dimension, by inviting classes to produce their own newspaper and to become familianr with the world of media and journalism as a professional activity.

- « Écran large sur tableau noir » is an initiative organised by the "Les Grignoux" cultural center in Liège, that encompasses two aspects: on the one hand, a program of films aimed at school audiences, and on the other side a collection of pedagogical resources designed to accompany the films of this program. This action is relayed by partner organisations (cultural centers and/or avant-garde cinemas) in the main cities of the French-Speaking Community.

- « Cliquer futé » - The "Cliquer futé" campaign is an action that was initiated by the Childhood Ministry of the French-Speaking Community of Belgium. Aimed at all primary schools in the French-Speaking Community, it relied on the Educaunet educational programme. The approach of the Educaunet project concentrates on an original educational strategy centred on helping children or youngsters to develop an autonomous, responsible attitude in their use of the Internet. This process rests on the postulate that education is a major safety component in the use of the Internet. Following the many questions from parents, teachers and educators about the Internet and young people, it seemed more useful to develop the critical, autonomous and responsible mind rather than to prohibit young people to confront the world which surrounds them. After distributing 3,000 teaching kits in schools, a day of study was organised in order to discuss the teaching work necessary to educate young people to the risks they could meet.

- « Bye bye Belgium » was a fake documentary produced by the French speaking Belgian public TV station RTBF, broadcasted on Wednesday, December 13, 2006. Regular programming on the channel La Une was interrupted for a news bulletin which claimed the Flemish parliament had unilaterally declared independence from Belgium, thereby ending the existence of the country. Interviews with prominent Belgian politicians (some of whom had been informed about the hoax) as well as staged footage of the evacuation of the royal family gave credence to the event. The broadcast of the report led to vivid reactions in French-speaking Belgium. Subsequently, a significant number of schools spontaneously organised sessions dedicated to the analysis (by teachers and pupils) of the report and its making as a mediatic object. This series represents an example of Media Literacy actions in school stemming directly from the field, without being conducted by any authority.

- « Radios d'école » - Articles 62 and 106 of the February 27, 2003 law on radiobroadcasting of the French-Speaking Community of Belgium organises the status of school radios. Article 62 states that the Government of the Frensh-Speaking Community can authorise a primary or secundary school to organise a school radio. This autorisation is granted after a positive opinion from the Media Literacy Superior Council (Conseil Supérieur de l'Education aux Médias), based on an application submitted to the French-Speaking Community Ministry's General Secretariate.

- « Mediacoach » - A certifying training process for educational professionals. This projects intends to train those professional to become ML assistants or coaches in their professional environments. Mediacoach is recognized and certified by a large range of medias and organizations (RTBf, la Médiathèque, Les journaux francophones belges,...)

An up-to-date list of relevant resources is available at: http://www.educationauxmedias.eu/outils

3.3 Dimension	Capacity-building: funding

Flanders

(1) Public funding

- In 2012 and 2014, an inventory and analysis of media literacy initiatives in Flanders was carried out. These studies show that most of the media literacy initiatives are funded by way of public means. In 2014 nearly 1/3 of the larger organisations (regional, transnational) is financed by the Flemish Government. This includes regular as well as pilot-based activities. Smaller and local organisations are, obviously, also more regularly funded by local authorities. The field of media literacy initiatives in Flanders is highly divers and scattered. This is also reflected in the funding which originates from diverse policy domains as poverty, culture, education, welfare, employment or integration (Vermeersch et al., 2012; Bens et al., 2014).
- Only a small number of initiatives is funded through international (or European) means, see for example the European INCLUSO project or the "Look beyond disability" Grundtvig project.

(2) Civil society funding

- Civil society organisations are important actors in the field of media literacy. Their funding is mainly project based, depending on a number of project calls by foundations, private organisations or other actors, such as:
  - Telenet Foundation – funding through an annual project call, framed within the CSR strategy of Telenet (telecom operator mainly operating in Flanders), with a main focus on families or youth living in poverty or at-risk of being socially excluded. Some examples of funded projects are RECUP PC (City of Ghent), Media-W, Bits & Bites for everyone or Playing for Success.
  - Koning Boudewijn Stichting – funding that mainly consists of limited financial support for updating technical equipment.
  - PC solidarity – funding through an annual project call, offering free delivery of refurbished high quality computers, accompanied by the necessary technical support for installation.

(3) Industry funding

- The number of initiatives funded by private companies is limited. However, the past two years a clear transition towards more public-private and multi-stakeholder partnerships has taken place.
  - In December 2012 the Flemish Government started the Social Innovation Factory, and launched a call for projects that aimed at combining the development of business-case oriented solutions for broader societal issues. Here, funding has been allocated to initiatives that focus on the development of media literacy through innovative means. A good example is the GameChangers project that aims to stimulate media literacy in primary

education by way of a kids game lab that focuses on coaching children how to code and co-create game concepts.

- Mediawijs.be, the Flemish Knowledge Centre for Media Literacy, also tries to stimulate multi-stakeholder partnerships in which private companies are taking the lead in and co-financing projects. In January 2014 Mediawijs.be funded 4 new pilot projects based on such partnerships. Sharing is Caring? – Care to share is a project lead by Google Belgium and the city of Bruges. Its main goal is to make youngsters in professional education aware of the implications of online behaviours. SjarabangTV is based on a partnership of Sultan Sushi, Thomas More and Sjarabang vzw and assists individuals with a mental disability to produce media content which is published on an online TV-channel. *Hit the City* developed by *Carabas, Vliegwerk* and *Link in de Kabel* develops a city game with and for disadvantaged youth in Leuven. *Media? Wijs!* is a collaboration between *Storycatchers, SPK and Digipolis*. In this project video messages are developed in which individuals talk openly about e-inclusion and media literacy problems and solutions.

- Simultaneously a number of private companies are supporting media literacy initiatives through their CSR activities:
  - Belgacom has a certain history of supporting civil society organisations or other actions. They have funded the Wie Online project that consists of installing public computer spaces in poverty organisations in Flanders. Belgacom also offers access to training kits through the www.webexperts.be website. Belgacom however, no longer has fixed and transparent support or funding schemes.
  - In 2006 Telenet launched the Telenet Foundation with the aim of closing the digital divide. Since then a yearly project call funds a number of civil society projects with a focus on e-inclusion and the development of digital skills.

French-speaking community

(1) Public funding

- Funding comes mainly from regional and community-level authorities, mostly for:
  - School system
  - Media programmes produced by the public media sector
  - Continued / lifelong education initiatives
- At the European level
  - Media education and media literacy action plans

(2) Civil society funding

- Different organisations are funded by membership fees
- Private foundations (e.g. the Evens foundation) award prizes for best practices

(3) Industry funding

- Some private companies support media education actions, on an episodic basis, and mainly oriented by marketing interests.

4. Dimension	Role of actors (outside school system)

Flanders

In Flanders the Ministry of Media commissioned a report on the state of the sector involved in media literacy in 2011, which led to a Media Literacy Field Study (Veldstudie Mediawijsheid) identifying and surveying the sector (Vermeersch et al., 2012). The study was carried out a second time in 2013 under the supervision of Mediawijs.be, which has become responsible for a longitudinal analysis of the sector and will carry out the study on a two-yearly basis.

The goal of the media literacy field study of 2013 was to make an inventory of the Dutch-language media literacy actors in Flanders and Brussels and to explore the characteristics of the field. The policy domains of the initiatives were examined, as well as the geography, the media literacy aspects on which they focus, the objectives they pursue, and the blind spots that exist. The information for the 2013 field study was gathered through an online questionnaire that was spread via different means. In total 222 organizations participated in the study. They were divided into two subgroups for analysis: 132 national or supra-local organizations and 90 local organizations. These local organizations were not included in the first field study in 2012, but were in the edition of 2013. This gave new insight into the initiatives at the local level (Bens et al., 2013).

When educational organizations are excluded from the dataset, 168 actors with a focus on media literacy are left in the dataset – 96 national/supra-local organizations and 72 local organizations. Apart from government institutions, many of these are non-profit organizations. The group of supra-local organizations consist mainly of socio-cultural organizations, expertise centers, government institutes and umbrella organizations. The group of local organizations consist mainly of libraries and local government initiatives. Important to note is that media literacy is for most of these organisations not the mail goal or activity. Nevertheless, about a quarter of the questionnaire respondents declare that media literacy is a key aspect of the organization (Bens et al., 2013).

Many organizations offer access to media, but this answer was more often selected as an organizational goal at the local level than at the national and supra-local level. On the one hand this can be explained by the high amount of local public libraries in the dataset. All Flemish public libraries at the local level offer access to computers and the Internet. On the other hand this reaffirms the low-threshold approach to access to digital media in Flanders (Mariën et al. 2010). This is also in line with the observation that local organisations state that they mainly focus on operational skills and the use of applications and tools, whereas the national and supra-local organisations indicate they focus on more strategic media use. At the national and supra-local level the objectives 'encouraging and/or educating media use' and 'encouraging and/or educating information and communication skills' were mentioned most. Overall, organizations seem to become aware of the necessity to focus on more complex skills (Bens et al., 2013).

In the programmes of these organisations there seems to be a strong emphasis on digital media and a certain neglect of more traditional media. This can of course be explained by the new

challenges and risks posed by digital media. However, even with a focus on digital media, few organisations offer courses or materials on e-services or online banking. In terms of the targeted audiences, people with mental or physical disabilities are underrepresented.

The 2013 survey for the first time looked at the funding of organisations. As can be expected, media literacy programs are often supported by public funds. However, it is striking that even for national/supra-local organizations, a large part of their resources is generated through project-based financing. This raises questions on the financial stability of media literacy initiatives (Bens et al., 2013), which would be in line with former research on the financial stability of e-inclusion initiatives (Marien et al. 2010).

French-speaking community

There is no official database for the actors of media education in French-speaking Belgium outside of the school system.

Civil society agents that are active in the field of media education include:
- Youth movements, that integrate media education as a component of their global vision of individual and social education;
- Civil associations oriented towards prevention (of school dropout, drug abuse, cultural exclusion, etc.), that include media education into their pedagogical model as a tool to reach their objectives;
- Cultural associations (theatres, book clubs, movie clubs, Point Culture, etc.), as well as unions (CSC, CNE, CGSLB) and professional associations that include media education initiatives into their activities.

Industry agents that are active in the field of media education are mostly actors of the media and technology sector (e.g. Apple, Microsoft). Their actions are punctual and pursue marketing interests (e.g. funding connected classrooms, organizing teacher training sessions on interactive technologies, etc.). The industry also produces a mass of documents (animations, presentations, flyers), the contents of which exert educational side effects on the general population as they develop their awareness of existing or novel media technologies and their associated uses.

Media Literacy surveys (e.g. Mediappro) have shown that the main educational channel for basic media literacy development is interaction between peer users, exchanging their own experience and soliciting one another. As of today, this channel probably plays a much larger role in the development of contemporary media literacy than what is produced by formal educational systems, especially in the case of digital interactive media.

5. Dimension	Evaluation mechanisms (inside and outside school)

Flanders

The Flemish government monitors the integration of ICTs in schools and the use of ICTs in schools since the 90s. These survey based studies initially looked at penetration and use. However, over the years these studies started to monitor skills and competences. In its last iteration of 2012 the MICTIVO (Monitor voor ICT-Integratie in het Vlaamse Onderwijs) research integrated questions related to media literacy into the survey. At the level of ICT competences, the 2012 study looked at 1) Computer attitudes (teachers, students), 2) Pedagogic-didactical competences of teachers (direction, teachers), 3) ICT-competences of students (teachers, students), 4) Computer experience (direction, teachers, students), 5) Media literacy (teachers, students). Depending on the indicator the school direction, teachers and/or students were surveyed. In the last survey several new indicators were introduced amongst which an indicator on media literacy, the use of social media and digital games in education and the professionalization of staff in relation to ICTs (Pyno et al. 2013).

The MICTIVO research paints a highly detailed analysis of ICT and ICT use in Flemish schools. In general the EU aim of 1 computer per 4 pupils in secondary education is reached, be it that infrastructure is often old (more than 4 years old). Teachers at different levels do integrate ICT in class, but a rather high proportion of teachers only does this occasionally. In basic education slightly more than 50% of the teachers uses ICTs in class on a regular basis.

Social media are barely used in education. More than half of the teachers in basic and secondary education has never used social media in class. Also students report to barely use social media in education, apart from chatting about homework. The same goes for digital games. In basic education digital games are used for exercises. However, in secondary education, 80% of the teachers reports never to use games in class.

Media are mainly used in a passive way to illustrate or to motivate students. Teachers indicate to often use newspapers, magazines, film, slides or photo's in a passive way. If media are used more actively it is most often restricted to writing an article or work with photo's. Actively constructing websites, work with social media are barely used or stimulated (Pyno et al. 2013).

A second study shedding light on media and ICT use in Flanders among youngsters (12-18) and kids (9-12) is the research report *Apestaartjaren.* It is carried out biannually by youth organisation and socio-cultural organisation: Mediaraven and LINC, in collaboration with the University of Ghent. The study shows that Flemish youth grows up in an ICT and media rich environment.

Media Ownership amongst Youth (12-18)		
	Present at home	Only used by me
Television	99,5%	22,1%
Laptop	93,1%	53,9%

Desktop	75,7%	14,7%
GSM/Smartphone	98,2%	86,0%
Mobile Gaming Device	73,5%	43,2%
Fixed Gaming Device	75,5%	31,0%
MP3 Player	82,3%	64,5%
Tablet	69,0%	26,8%
e-Reader	8,7%	2,0%
Source: Apestaartjaren 2014		

In this research a couple of questions focus on ICT and media use in the context of school. Interesting is that especially youngsters indicate that they use the electronic learning platforms of schools regularly. Apart from search engines electronic learning platforms are mentioned 3th on the top 10 websites used, after Facebook and Youtube. For kids the ranking is different. Interesting here, is that after Facebook and Youtube, Ketnet—the website of the youth TV channel of the public broadcasting service—ranks 3th (Apestaartjaren, 2014). The social network of Ketnet is even the most popular social network in Flanders amongst the kids.

The use of social media in the classroom is rising, but remains limited to 35% indicating they used social media in class over the last 6 months. Interesting is that privacy is currently discussed more than 2 years ago. Asked about whether youngsters would like their teachers to use more digital media 75% answers positive. It is important to note that these figures are not based on a random sample in all schools, but in selected schools. Actual figures will probably be even lower (Apestaartjaren, 2014). Interesting is that 50% of students themselves indicate they communicate online about homework. Facebook and SMS are most used with 78% and 75% respectively. Online learning platforms are much less used to communicate about homework 22%.

What media were used in the past 6 months (12-18)		
	2012	2014
Teacher uses Facebook, Twitter… during class	10%	35%
Students get info about privacy settings on Facebook	16%	41%
Students make movies in class and post them on Youtube	8%	21%
Source: Apestaartjaren 2014		

French-speaking community

As far as media literacy in concerned, no official certificate exists per say within the school system.

Skills related to the use of computers and the internet (digital literacy) are sanctioned by the Passeport TIC, a certificate for primary and secondary school students organized by a circulaire of the government of the French-speaking community. The Passeport TIC modules include:
- mastering the basics of the computer
- production and use of documents,
- exploiting sources of digital information,
- communicating through email,

- adopting a citizen attitude toward computers and the information they convey.

The objective of this project is to empower students in the use of computers and in a citizen practice of the Internet. The enrolment of schools into the Passeport TIC program is voluntary, but the qualification is official. However, some teacher's training programmes include evaluations of Media Literacy levels of the teachers. On the other hand, researchers lead experimental research on Media Literacy level assessment among different populations.

6. Dimension	Main concepts and legitimizing values

Flanders

Media literacy has certainly gained in importance over the last couple of years. The definition of media literacy as coined in the 2012 *Policy Note Media Literacy* has become a central goal of many or the organizations working in this field. The definition is:

> 'Media literacy is the whole of knowledge, skills and attitudes that allow citizens to deal with the complex, changing and mediatised world in a conscious and critical way. It is the ability to use media in an active and creative way, aimed at societal participation' (Lieten & Smet, 2012).

The definition refers to three central aspects of media literacy policy in Flanders 1) it is aimed at societal participation of citizens and consumers, 2) it refers to empowerment in a positive way, 3) it refers to the ability to use media in an active and creative way. In this sense media literacy as defined in Flanders is in line with the shifts in media literacy conceptualisations from passive critical audiences to more active critical and creative users. Much work however, needs to be done to further develop these goals. E.g. at the moment Flanders does not have it's own competence model in relation to media literacy.

French-speaking community

The necessity of media education has become the object of a consensus among all components of society in French-speaking Belgium. Nowadays, social inclusion and citizen participation are the core values legitimizing the media literacy paradigm.

Historically, media literacy has been defined as a set of themes or transversal key concepts that can be applied across a wide range of media, to be mastered by individuals. The first official report of the Conseil de l'Education aux Médias ("L'éducation à l'audiovisuel et aux medias") listed six such themes: producers, audiences, languages, representations, technologies, and typologies.

A more recent conceptual framework for media literacy defines it as a set of competences to be developed by individuals. This framework extends and further specifies common definition of media literacy as the ability to 'access', 'analyze and evaluate', and either 'communicate' or 'create' media messages in a variety of contexts. It defines media literacy as the competences required to perform different tasks (reading, writing, navigating, and organizing) on a variety of media considered as informational, technical and social objects. In 2013, this definition was

officially adopted by the Conseil Supérieur de l'Education aux Médias as a general framework for media education in French-speaking Belgium (cf. http://www.educationauxmedias.eu/sites/default/files/files/CompetencesEducationMedias_Web.pdf).

7. **Dimension**	**General appreciation (and recommendations)**

Flanders

The *Concept Brief Media Literacy* from 2012, which was jointly written by the Ministry of Media and the Ministry of Education and Training put in motion a process of heightened interest in media literacy in Flanders. It brought together the main actors in media and education as the driving forces of the media literacy initiatives in Flanders. The resulting establishment of the Flemish Knowledge Centre for Media Literacy in 2013—Mediawijs.be—and the inscription of media literacy as an important goal of the public broadcaster VRT are the visible results of this policy.

This being said sustained efforts are needed to realise the potential Flanders has to become a more media literate society. On the one hand, the research of apastaartjaren clearly demonstrates that Flemish youth grows up in a highly media rich environment. However, on the other hand the MICTIVO research clearly demonstrates that media literacy is still in its infancy in education at all levels. Explicitly being asked, youngsters however indicate they would like their teachers to use and discuss more media in class. The MICTIVO report on ICTs in education lists some clear policy recommendations, which are mainly focussed on ICTs, but can easily be extended to the broader aspect of media literacy (Pynoo et al. 2013):

1. develop a clear policy to stimulate the integration of ICT in education, with as a main goal the augmentation of learning time spent on learning with ICTs,
2. reopen the debate on financial support for targeted ICT investment in schools,
3. map and analyse the offer of ICT related education for teachers,
4. analyse the role of teacher training in preparing ICT literate and media literate teachers, as the ICT-coordinators in schools,
5. develop school specific feedback on ICT performances,
6. develop policies in relation to open educational resources and open software,
7. the measurement of ICT competences at the individual teacher and pupil level.

By the summer of 2014 the Knowledge Centre for Media Literacy—Mediawijs.be—developed its vision report for 2015 to 2017. This is the vision the Knowledge Centre would like to realise under the new government that will take office in September 2014 (Van Audenhove, et al. 2014). Apart from it's normal working, central new elements in it's functioning will be to: 1) sustain it's coordination and stimulation of the rich media literacy field in Flanders, 2) emphasize the involvement of private media industry in media literacy initiatives, 3) focus on media literacy training for the educational and the socio-cultural sector supported by it's own

MOOC platform, 4) develop—in collaboration with all stakeholders—a coherent Flemish competence model.

French-speaking community

The Conseil Supérieur de l'Education aux Médias adopted the recommendations formulated in the Declaration of Brussels on January 18, 2011:

(1) Leading actions in favour of media education
  • Single out media education as a mission of general interest pertaining to ambitious public policies and to volontarist public financing devices with full respect for the operational autonomy of beneficiaries.
  • Develop and promote various pedagogies adapted to each audience, to all ages of life, to varying social and cultural backgrounds.
  • Favour the production and dissemination of pedagogical resources in the field of media education adapted to specific groups of beneficiaries.
  • Provide school and association circles with equipment adapted to media education practices.
  • Develop training to media education for media professionals.
  • Identify and implement, for each education action, qualitative and quantitative evaluation criteria.
  • Warrant media diversity through an appropriate device with public and private means, among other things as concerns media partners who are useful for media trainers.
(2) Developing media competences in all citizens
  • Identify and care for the updating of a large range of necessary media competences, all life long, for everyone, for all media.
  • Validate these competences through a concerted process including civil society.
  • Adapt this range of media competences to the various education and training actors, in function of the role they play.
(3) Promoting the access of the citizen to media education
  • Enhance the citizen's awareness of media education through, for instance, the organization of a European Day for Media Education, a European Week for Media Education at school ...
  • Promote the public visibility of media education actions.
(4) Developing research in media education and media literacy
  • Supporting permanent extensive research on
    ▪ the appropriation of media through social groups and communities, at all age,
    ▪ the evolution of formal and informal practices of media education.
(5) Leading media education policies
  • Giving force without delay to the resolution of the European Parliament of 6 November 2008 wishing: "Media literacy to be made the ninth key competence in the European reference framework for lifelong learning set out in Recommendation 2006/962/EC.

8. **Dimension**	**Good practices**

9. Dimension	References and resources

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