



Media Literacy Action Group

# **ERGA Media Literacy Report 2023**

Experiences on the reporting exercise pursuant to Article 33a(2) of the AVMSD

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# 1. Introduction

The increasing significance of media literacy in contemporary society cannot be overstated, particularly in light of multifaceted challenges that include armed conflicts, electoral integrity, and the pervasive digital engagement of the younger generation. In an age where information flows ceaselessly and is often manipulated for various purposes, media literacy plays a pivotal role in equipping individuals with the critical thinking skills necessary to discern reliable information from disinformation, to understand the implications of media in shaping public perceptions, and to engage responsibly in democratic processes. Amidst armed conflicts, media literacy can help mitigate the propagation of propaganda and misinformation, promoting more informed and empathetic responses. In elections, it acts as a safeguard against the undue influence of false narratives, thereby preserving the integrity of democratic systems. Furthermore, addressing the digital engagement of the younger generation, media literacy is an essential tool to empower them with the ability to navigate the online landscape with discernment, fostering responsible digital citizenship. It is an undeniable cornerstone for building a more informed, resilient, and democratic society.

The ERGA Media Literacy Action Group (ML AG) holds a key role in sharing examples and best practices in all aspects of media literacy that can provide support to other peer authorities. Sharing experiences among regulatory authorities offers several significant benefits. First and foremost, it promotes consistency and articulation and the development of a common base/framework in regulatory approaches, which is essential for ensuring the safety, efficiency, and fairness of various industries. By learning from each other's successes and challenges, regulatory bodies can enhance their decision-making processes, streamline regulatory frameworks, and improve enforcement mechanisms. This collaboration fosters innovation and continuous improvement, leading to more effective regulations that can adapt to evolving technologies and emerging risks. Overall, the exchange of best practices among regulatory authorities not only enhances their individual capabilities but also strengthens the global regulatory environment, ultimately benefiting businesses, consumers, and society as a whole.

## 1.1 The ERGA Media Literacy Action Group

One of the defining characteristics of the ML AG is that its activities are linked to the provisions of the Audiovisual Media Services Directive<sup>1</sup> (AVMSD). The ML AG was tasked with writing a report on the experiences and lessons learned from the reporting exercise provided in Article 33a(2) of the AVMSD. Pursuant to Article 33a(2) of the AVMSD, by 19 December 2022 and every three years thereafter, Member States shall report to the European Commission on measures for the development of media literacy skills. According to the 2023 Terms of References of the ML AG (ToR), the report is based on a questionnaire in which the national

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<sup>1</sup> Directive 2010/13/EU of the European Parliament and of the Council of 10 March 2010 on the coordination of certain provisions laid down by law, regulation or administrative action in Member States concerning the provision of audiovisual media services (Audiovisual Media Services Directive).

regulatory authorities (NRAs) of the European Union can share their experiences. The ToR also states that, by the end of this work item, ERGA should have a better picture about the media literacy good practices, the actors involved, the timeline and steps of collecting relevant information, potential challenges of this reporting mechanism as well as the media literacy measures taken by the regulatory authorities.

During its first meeting, held on 17 March 2023, the Action Group agreed that the report should focus on the practical aspects of the reporting exercise rather than an in-depth analysis of the reports themselves. Although the AVMSD stipulates that the reports shall be sent to the Commission by 19 December 2022, the guidelines regarding the scope of the report as provided in Article 33a(3) of the AVMSD were only published by the European Commission on 23 February 2023, therefore many of the reports were sent to the Commission after the deadline set by the AVMSD (i.e., 19 December 2022). Thus, the current report focuses on the practical aspects of the reporting exercise: the role of NRAs in the reporting exercise, cooperation with other state actors (e.g., governments), methods of data collection, experiences with data collection, and suggestions for the next reporting cycle.

The present report provides a comprehensive picture on the reporting exercise from the regulators' point of view. ERGA also believe that this report does not only provide information on the reporting exercise provided in Article 33a of the AVMSD, but NRAs may also get a clear picture how much are their fellow ERGA members involved in media literacy activities and in connection with this, what tasks they assume in their Member States.

## 2. Results of the questionnaire

This report is based on the answers of the questionnaire on the reporting exercise pursuant to Article 33a(2) of the AVMSD. The questionnaire consisted of 27 questions, which contained 20 mainly closed-ended questions and 7 open-ended sub-questions asking to specify the reasons for choice (linked to Questions 1, 5, 6, 8, 9, 10, and 20). The questions were formulated around five topics, which are the following:

1. The role of national regulatory authorities in the reporting exercise pursuant to Article 33a(2) of the AVMSD;
2. Methods of data collection and work coordination;
3. Experiences with data collection, including the challenges and difficulties faced during the reporting exercise;
4. Suggestions for the next reporting cycle;
5. Media literacy expertise and activities of national regulatory authorities.

The subsequent sections of the chapter will introduce the results of the questionnaire organised according to the topics above. The questionnaire was answered by all NRAs of the 27 Member States of the European Union<sup>2</sup>. In addition, 2 NRAs from candidate countries also filled out the survey. The survey was conducted between 23 May and 30 June 2023. This report is based on the results of the EU NRAs and, in consequence, the results provide a comprehensive EU-wide picture of the questions targeted.

### 2.1 The role of national regulatory authorities in the reporting exercise

The first part of the questionnaire included five questions, aiming to map the role that the national regulatory authorities played in the process of the reporting exercise pursuant to Article 33a(2) of the AVMSD. As Figure 1 describing the answers to Question 1 shows below, in 12 of the Member States, it was the NRAs that took the leading role in this reporting exercise: they were the coordinators of the report, who collected the data necessary for the report from other organisations or actors of media literacy. Twelve other NRAs did not coordinate the report but provided data for the report to the coordinator of the reporting exercise. Only 3 NRAs did not play any role in the reporting exercise, while the 3 answers in the “Other” category included additional explanations on the specific frames of work coordination in the affected countries. All these three NRAs were, however, involved in the drafting process of the report. When asked for the reasons for the omission of those authorities from the reporting exercise which did not play any role in the reporting process (Question 1a), the answers of the affected authorities referred to the fact that the reporting exercise and the issues of media literacy are not in charge

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<sup>2</sup> In Member States with more than one NRA the questionnaire was generally answered by one of the NRAs (i.e., the NRA being delegated to the Media Literacy Action Group, see Appendix 4.2). In the case of Germany, the Federal German Media Authorities provided answers for each of their 14 media authorities. The answers were calculated as one for the report. Whenever different answers were given, the answer given most was considered in the report. Nonetheless, the 14 German Media Authorities reported individual answers which cannot be reflected in this report.

of the NRA of the respondent but either in charge of a relevant ministry or of another NRA within the Member State.

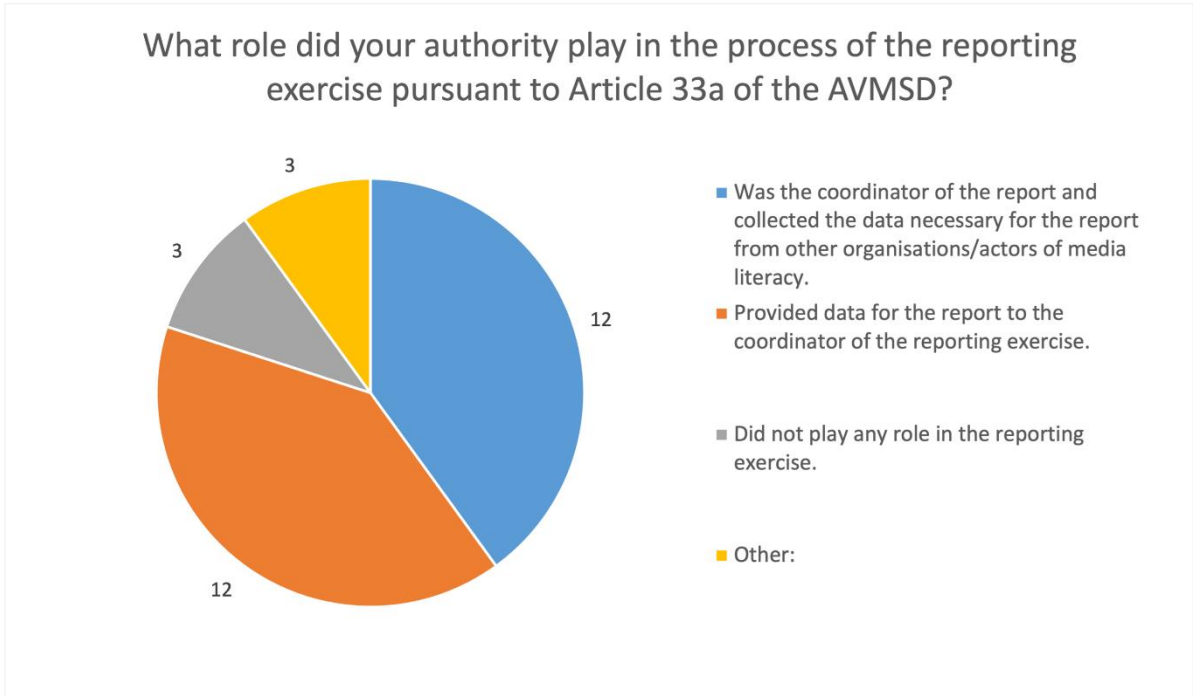


Figure 1. The role of NRAs played in the process of the reporting exercise pursuant to Article 33a of the AVMSD

Question 2 (see Figure 2 below) asked about the number of organisations or actors that contributed to the reporting exercise in the given Member State. In most countries (ten out of twenty-seven), the number of contributors to the reporting exercise was between 2 and 5. Four countries compiled the report with the involvement of only 1 contributor, two countries involved 6 to 10, three countries 11 to 15, two countries 16 to 20, and three countries more than 21 contributors. There were three respondents who did not have information about the number of contributors to the reporting exercise in their Member State.

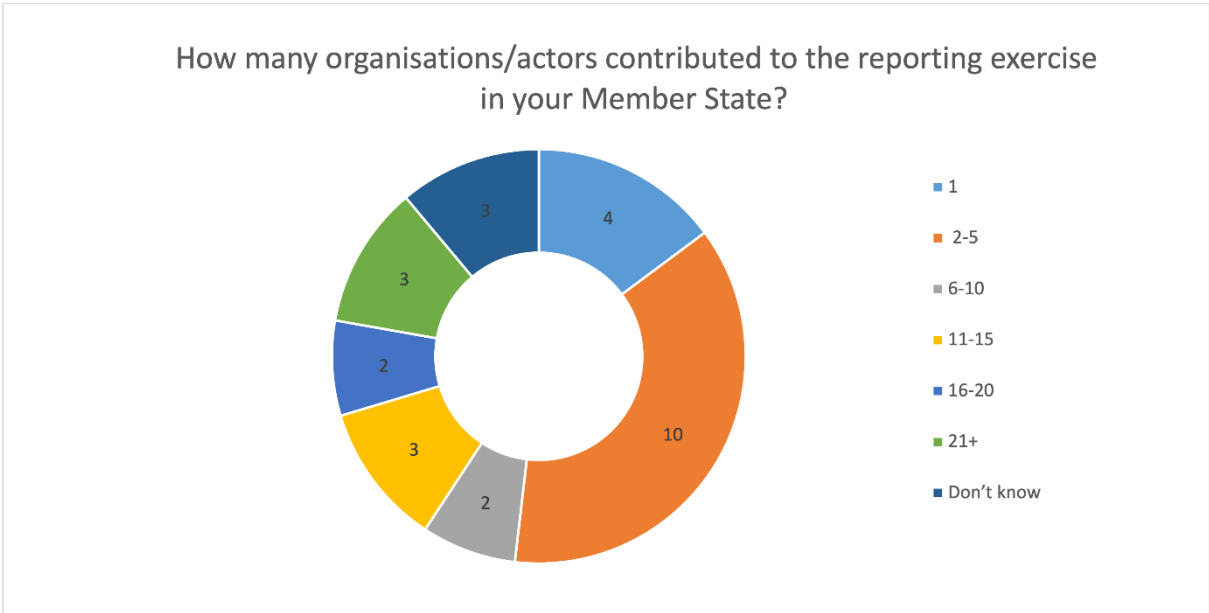


Figure 2. The number of contributors to the reporting exercise pursuant to Article 33a of the AVMSD

Question 3 asked the respondents to assess whether the number of organisations and actors involved in the preparation of the report provides for a comprehensive picture on media literacy in their Member State. As Figure 3 shows below, most of the questionees (twenty out of twenty-seven) found the number of contributors involved in the reporting exercise sufficient, one participant considered it unsatisfactory, while six respondents answered “Don’t know”.

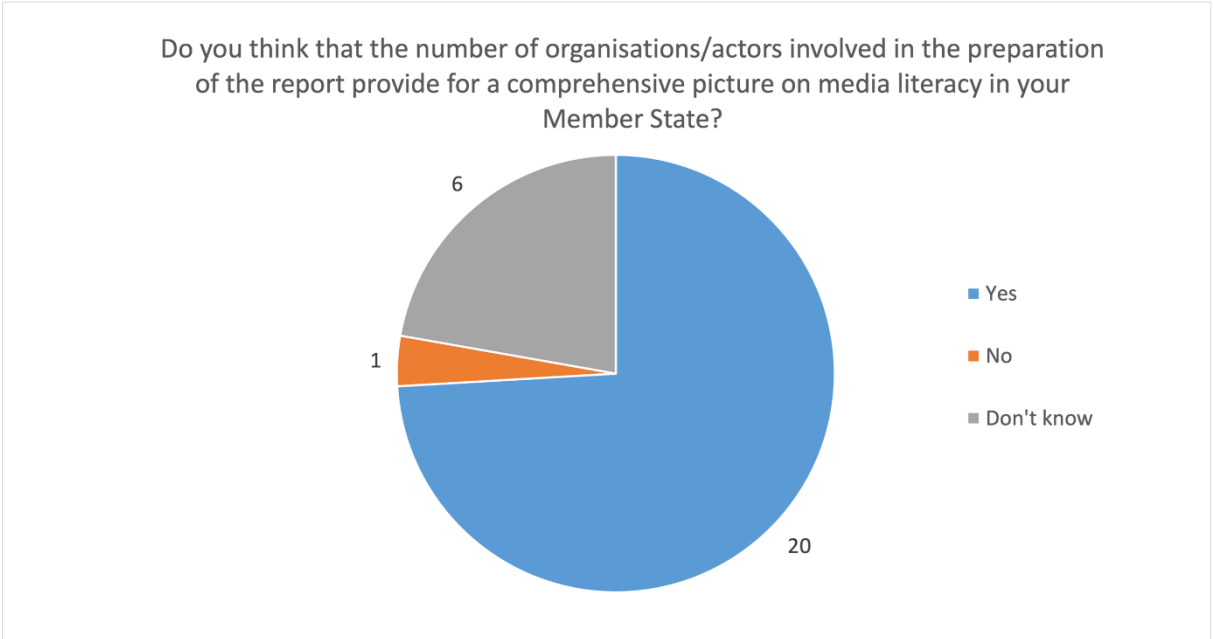


Figure 3. The satisfaction with the number of contributors involved in the reporting exercise in the Member State of the respondent

Question 4 inquired about the types of organisations and actors which were involved in the reporting exercise in the Member States. As Figure 4 displays below, the NRAs contributed in twenty-four out of twenty-seven countries. Besides, ministries or governmental departments were involved in twenty Member States, academic institutions (e.g., universities, research centres) in eleven Member States, NGOs in nine Member States, audiovisual media service providers in six Member States, public agencies in five Member States, schools and public education institutions in three Member States, regional media regulators and tech companies in two-two Member States, and Internet service providers in one Member State. Two respondents did not have information on the question, while six of them entered data in the “Other” category, referring to networks, boards, and think tanks dealing with media literacy.

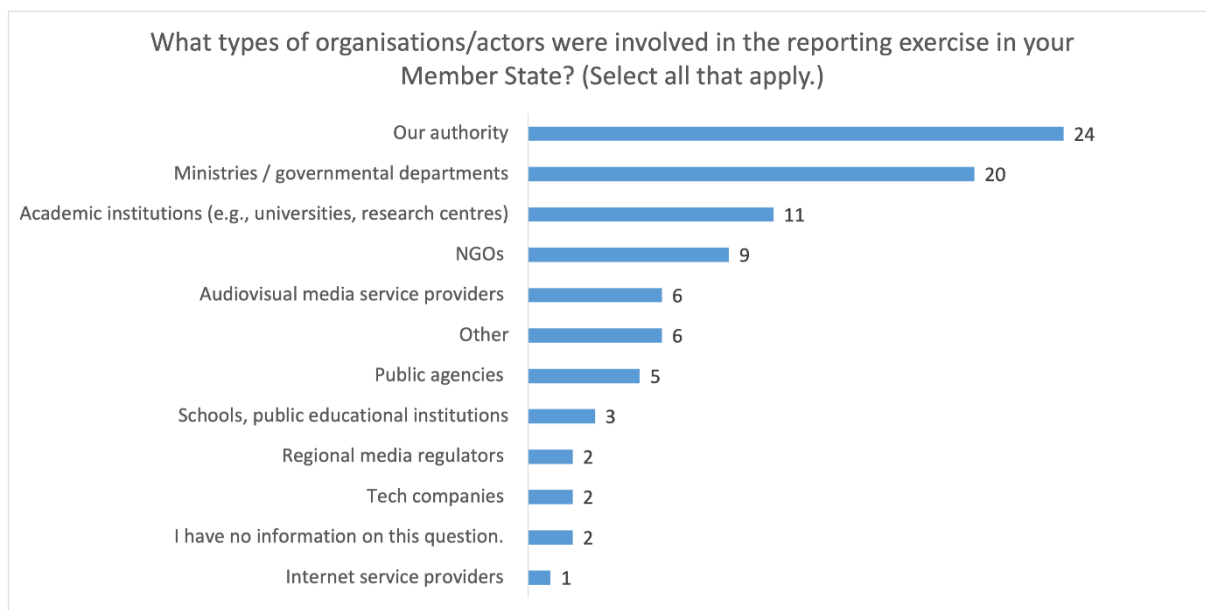


Figure 4. The types of organisations or actors involved in the reporting exercise in the Member State of the respondent

## 2.2 Methods of data collection and work coordination

The second part of the questionnaire focused on the data collection and work coordination approaches of the NRAs related to the reporting exercise. This section included seven questions. Question 7, which targeted the method of data collection for the reporting exercise in the Member States, found that in most (eleven) Member States the process of data collection was the following: the coordinator of the report sent the guidelines of the report to all relevant organisations/actors and collected the data via e-mail. In three Member States the coordinator of the report conducted the reporting exercise alone. Two respondents were not aware of the method of data collection, while in one Member State the guidelines were shared publicly (e.g., on its website) by the coordinator of the report, who announced a call for data collection. Also in one Member State, the coordinator of the report created an online spreadsheet for data collection, while sharing its link publicly at different sites by the coordinator was also a method applied by one Member State. One Member State did not answer this question. The “Other” category included further explanations, such as cases when the NRA was asked to support the reporting process; a yearly prepared report on media literacy was sent to the coordinator; information from websites was also collected as some actors of media literacy were not requested to provide information due to the lack of time; or certain actors were contacted directly to clarify doubts. Three comments explained that the data collection was not made based on the guidelines but started prior to the publication of the guidelines by the European Commission, bearing in mind the original submission deadline of the report. The results of this question are presented in Figure 5 below.



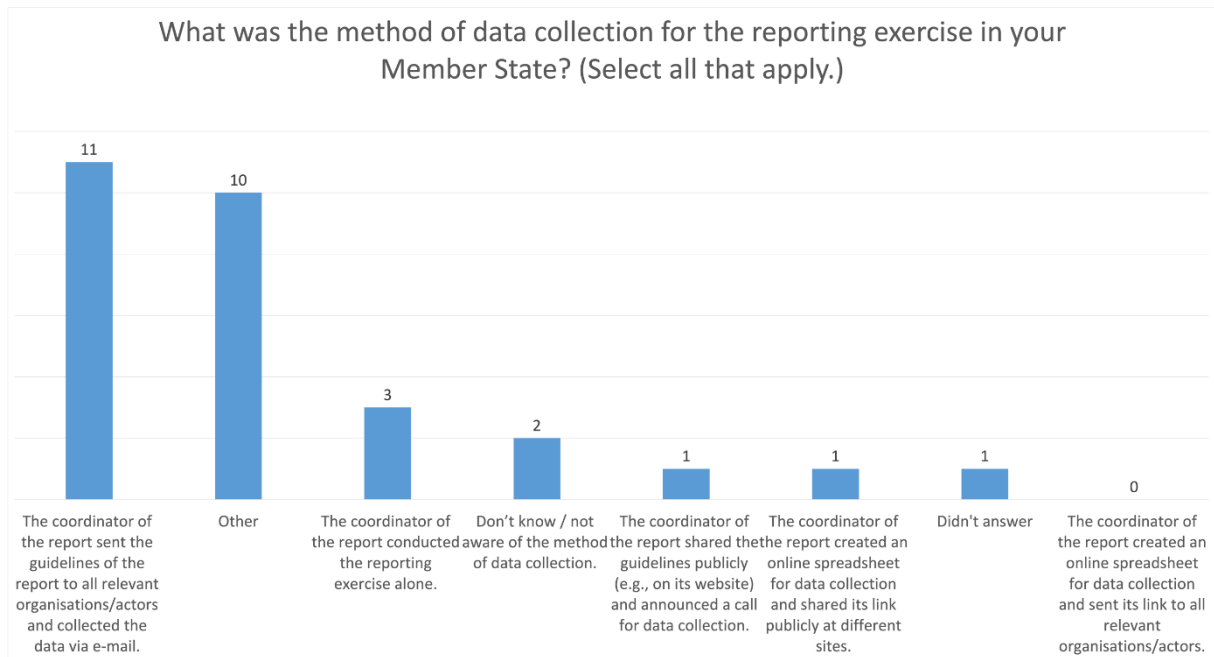


Figure 5. The methods of data collection for the reporting exercise in the Member States

Question 8 (see Figure 6 below) asked whether any steps were taken in the Member States to collect data for the reporting exercise before the guidelines pursuant to Article 33a(3) of the revised AVMSD were published by the European Commission on 21 February 2023. The results revealed that eleven out of twenty-seven Member States started the work before the publication of the guidelines, nine did not, while seven respondents did not have information on the question.

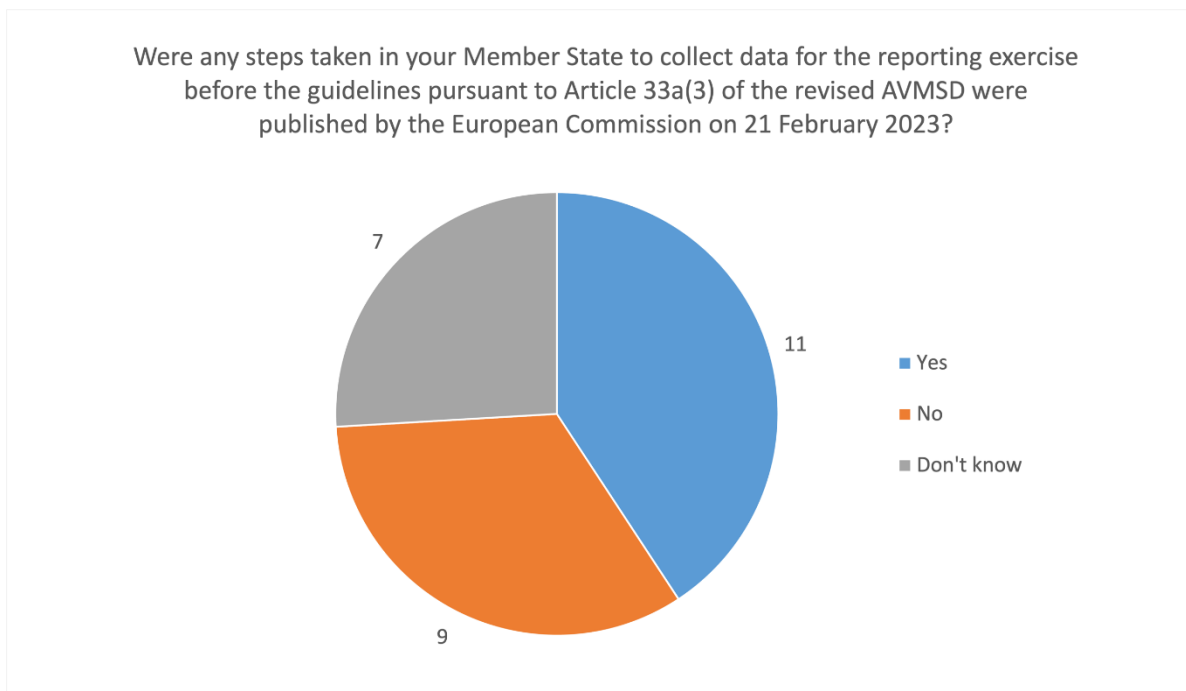


Figure 6. Steps taken to collect data for the reporting exercise before the guidelines were published by the European Commission on 21<sup>st</sup> February 2023

When specifying the steps taken before the publication of the guidelines (if there were any) in Question 8a, the answers revealed that the activities included the assignment of an NRA to coordinate the reporting exercise, the collection of data as well as providing data and information on behalf of NRAs to the coordinator of the report. In other Member States meetings took place with various stakeholders and the parties involved to discuss the content of the report, the process of data collection and to agree on the coordinator. Four NRAs reported that they already submitted the report by the publication of the guidelines, in accordance with the original submission deadline (i.e., by 19 December 2022).

When asked about their satisfaction with the way the reporting exercise was handled by their Member State (Question 5), most respondents (sixteen out of twenty-seven) answered “Yes,” eight answered “Partially,” and one answer mirrored dissatisfaction (i.e., “No”). One questionee did not provide any answer, while also one chose the option of “Don’t know” (see Figure 7 below).

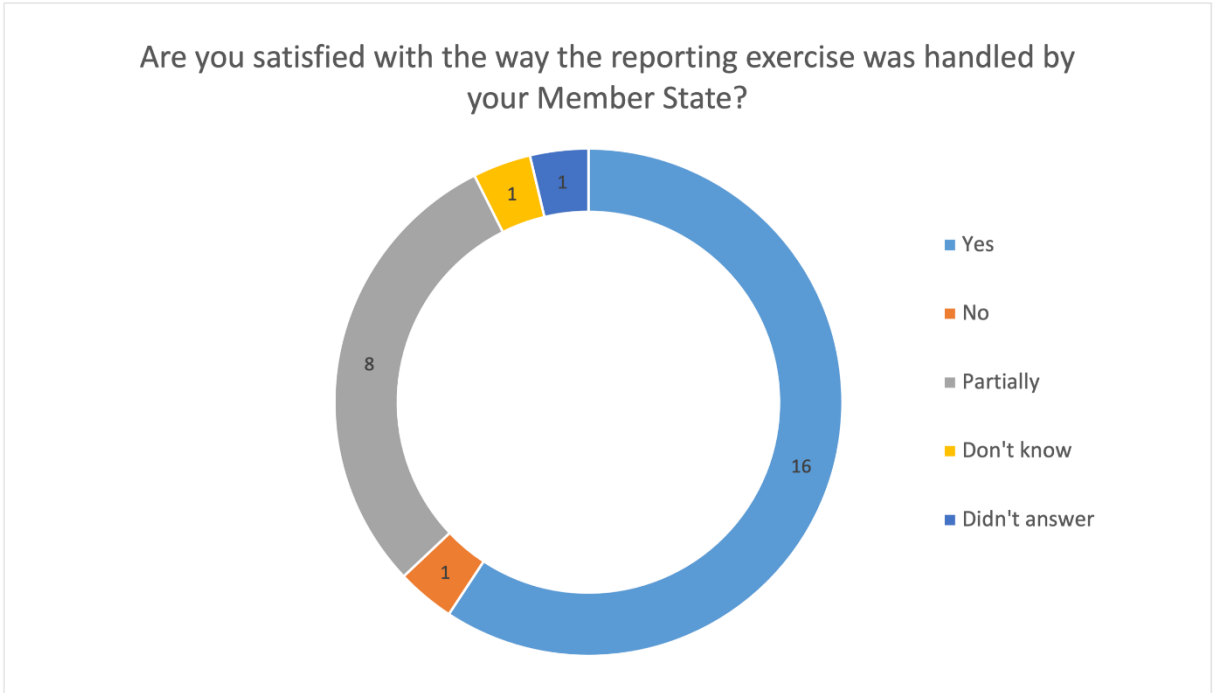


Figure 7. Satisfaction with the way the reporting exercise was handled by the Members States

When asked to specify any possible problems with the report or the process of the reporting exercise (Question 5a), most NRAs indicated the very tight deadlines; the delay in the publication of the guidelines by the European Commission; not being involved or not playing an active role as an NRA in the reporting exercise; the lack for clear communication about what information to submit; and the lack of feedback or update on the process and the final version of the report.

The last question of this section (Question 6) inquired about the satisfaction of the respondents about the outcome of the report. Most NRAs (sixteen out of twenty-seven) expressed their satisfaction with the outcome of the report, nine of them were satisfied partially, while two participants answered “Don’t know” (see Figure 8 below).

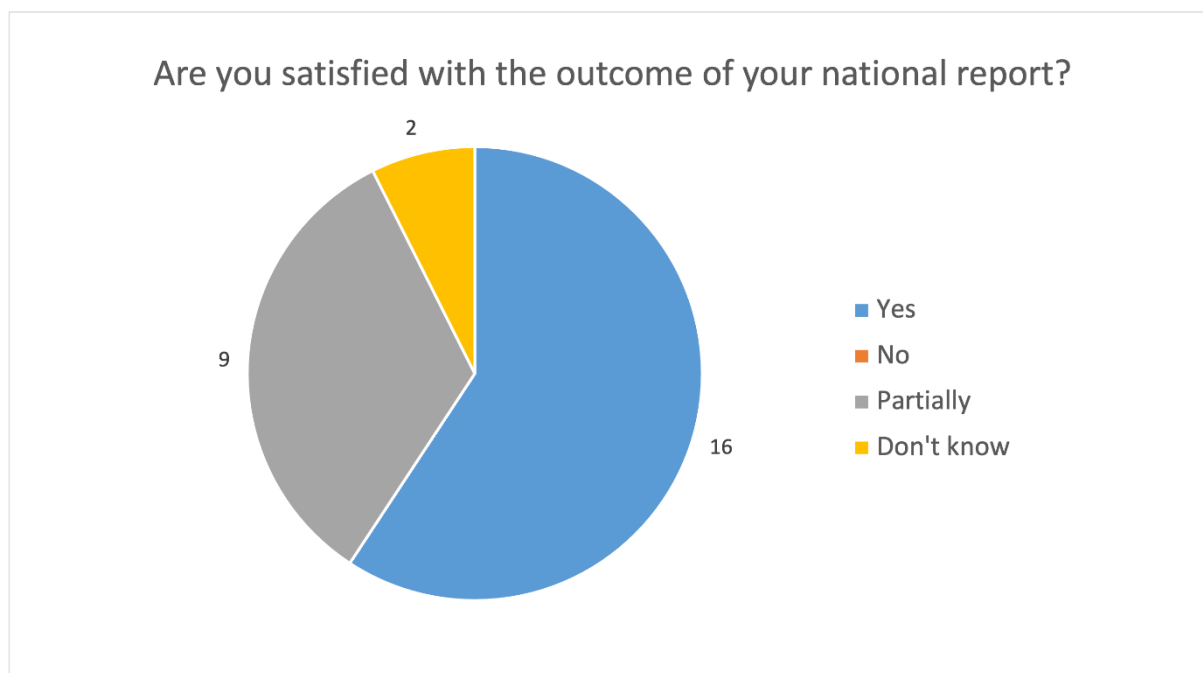


Figure 8. Satisfaction with the outcome of the national report

When asked to specify their problems with the outcome of the report (Question 6a), the following reasons were indicated: the report could be more comprehensive and more detailed if there was more time for it; more actors of media literacy could have been involved; it was not possible to include all media literacy activities and gather information from every actor to provide a comprehensive picture; there was no chance to read the final version of the report; a more elaborate template on the reporting would have provided a better structured base for comparison between the countries.

### 2.3 Experiences with data collection

The third topic of the questionnaire examined the experiences of the NRAs with the data collection, including any challenges and difficulties faced during the reporting exercise. In their responses to Question 10, which addressed this issue directly, most NRAs (seventeen out of twenty-seven) indicated encountering no challenges during the reporting exercise; eight NRAs took account of challenges, while two of them did not answer the question (see Figure 9 below). When (in Question 10a) asked to specify the challenges or difficulties (if there were any), the answers included the following explanations: the time for responding was too short; it was not clearly communicated exactly what information to submit; the guidelines were published too late, data collection needed to start earlier, before any input was received; some questions could not be answered due to lack of availability of data; the different entities working on media literacy needed to compile the information together; there was a shortage of human resources given the tight deadline; the process of gathering information was demanding due to the diversity of sources; there was a lack of expertise in media literacy.

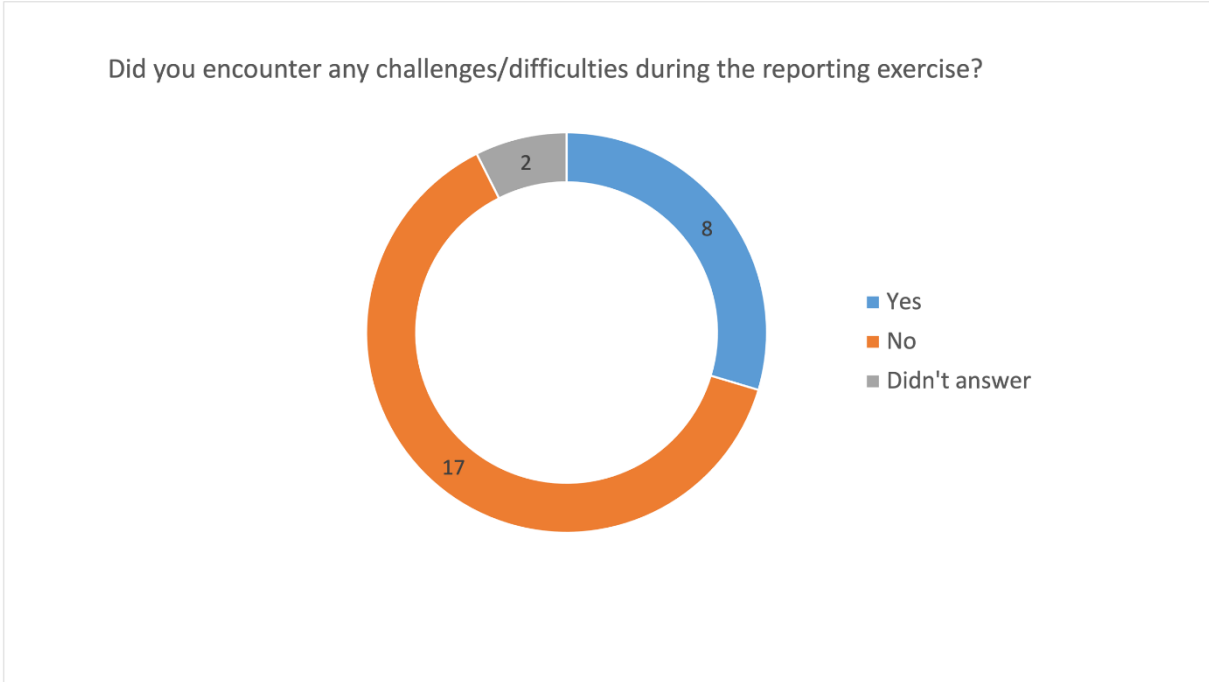


Figure 9. Encountering any challenges or difficulties during the reporting exercise

Question 11 examined whether the NRAs encountered any difficulties in obtaining data from service providers when furnishing data for the report – with special regard to the effective media literacy measures introduced by video-sharing platforms. As Figure 10 displays below, most NRAs (sixteen out of twenty-seven) did not obtain data from service providers. Seven NRAs indicated that they did not experience any problems, one respondent accounted for encountering difficulties, while two NRAs did not provide an answer to this question.

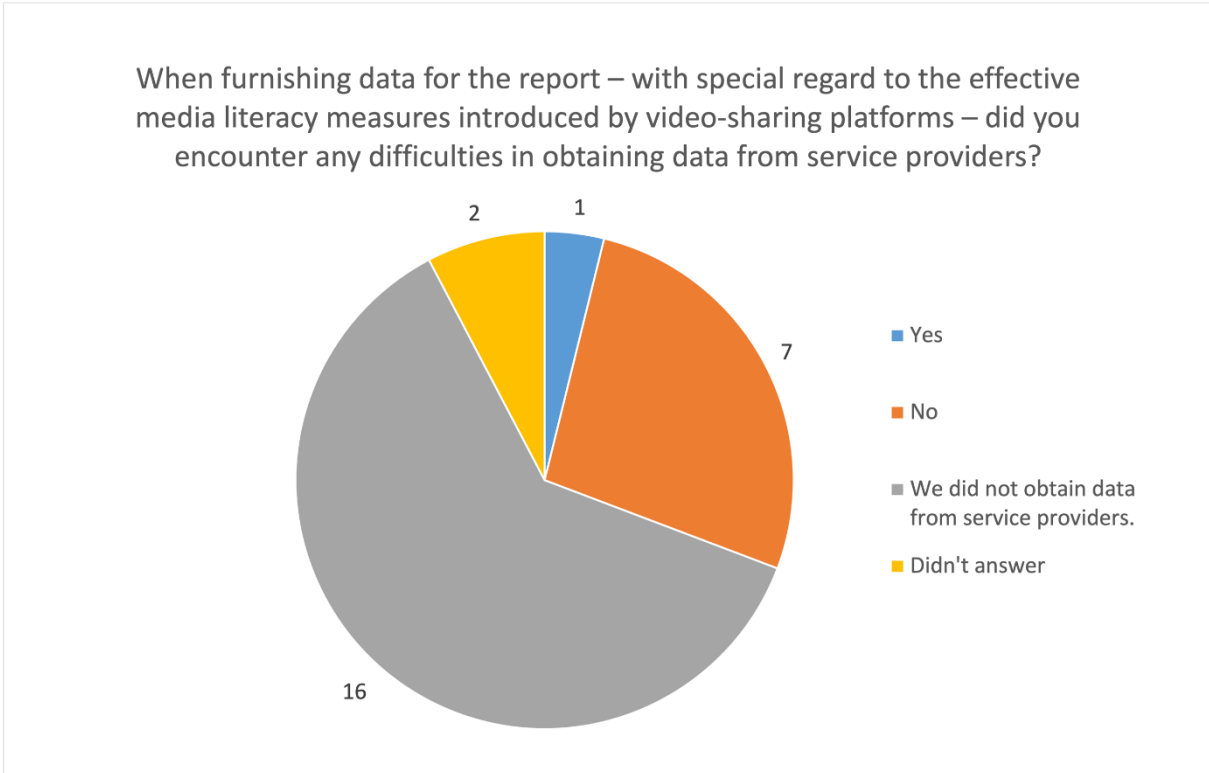


Figure 10. Difficulties experienced when obtaining data from service providers

To the question whether the guidelines provided enough guidance to prepare the report (Question 9), a considerable majority of NRAs (twenty-one out of twenty-seven) indicated their satisfaction with the guidelines, four NRAs articulated dissatisfaction and two NRAs did not answer (see Figure 11 below).

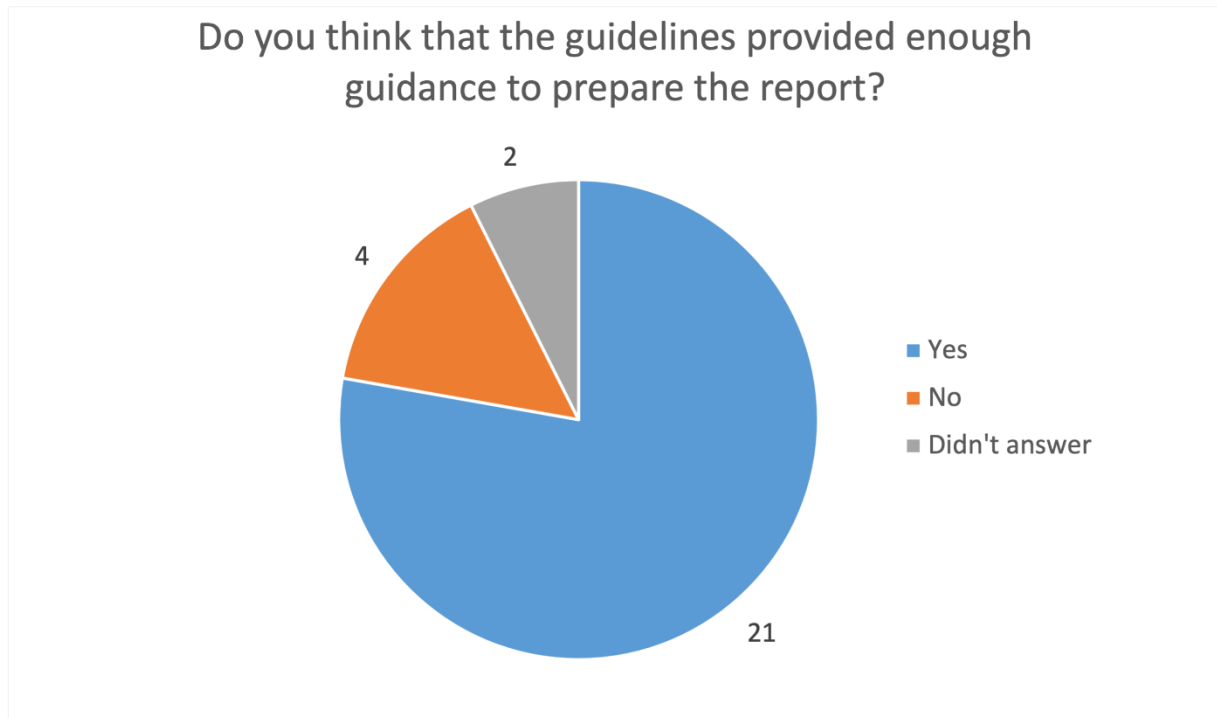


Figure 11. Satisfaction with the guidelines designed to provide guidance to prepare the report

When asked to express whether there are any areas that could be further elaborated (Question 9a), the respondents mentioned the detailedness of the requested information with specific regard to Section C of the guidelines pertaining to media literacy funding and suggested that the guidelines have a better-structured template and be more specific in general regarding the depth degree of the information that needs to be submitted.

The last question of this section (Question 20) examined whether the respondents think that the reporting exercise and the conclusions drawn from it could induce changes regarding the national policies on media literacy. A considerable majority of NRAs (twenty-one out of twenty-seven) agreed with the proposition, four NRAs did not do so, while two NRAs did not answer the question (see Figure 12 below).

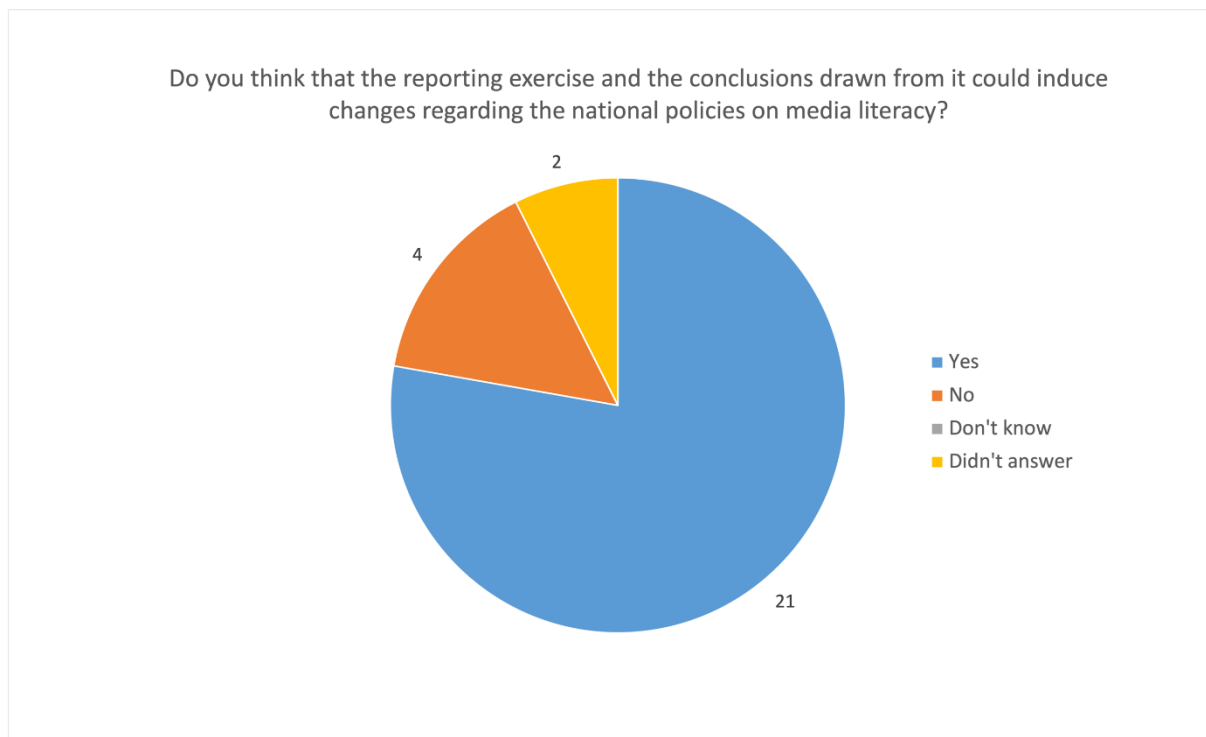


Figure 12. Opinions on the impact of the reporting exercise on the national policies on media literacy

When, in Question 20a, asked to specify the reasons for their choice, three respondents not believing in a considerable impact of the reporting exercise on the national media literacy policies mentioned that their Member States had already had their Media Literacy Action Plan, Digital Wellbeing Program, and long-lasting media literacy network, which had already been functioning and being implemented. Another participant explained that what was written in the report had been known to the decision-makers, therefore they did not expect the report to be an incentive. Another NRA commented that their council on media literacy has been doing as much as it could with the resources at its disposal, therefore, the results of the reporting exercise would not change anything regarding the work done in and by the council. As a last piece of explanation, the poor visibility of the report on national level was mentioned, adding that the reporting exercise could be a very good opportunity for the actors involved in the implementation of media literacy measures to learn about best practices of other member states and utilise them in their own practice.

## 2.4 Suggestions for the next reporting cycle

The fourth topic of the questionnaire (Question 12) was included to help the next reporting cycle by asking the NRAs to formulate suggestions for the next round of the reporting exercise. In the answers to this open-ended question, the most prevailing comment from the participants suggested that more time be given for preparing the report and contacting all entities involved in media literacy in the Member States. Closely connected to the above, the second most frequent answer highlighted the need to be informed in time and the publication of the guidelines well before the submission deadline of the report. A third recurrent comment

recommended the design of a clear framework, guidelines, and template for the collection of data, with more specific questions, standardizing the structure and format of the reports. The recommendation for the possibility of data collection via an online spreadsheet was also raised. In addition, the need for a clearer (legal) definition for media and digital literacy was formulated, to provide a common framework as well as to help recognize which are the media and digital literacy initiatives that need to be accounted for. Another NRA expressed the need for specifying the types of initiatives to be reported about. A summary and analysis of the reports was also expressed to be beneficial. Besides, the importance of receiving feedback on the report was highlighted (both from the coordinator of the reporting exercise as well as from the European Commission), in order to know more about each other's experiences (questionnaires like the actual one were also mentioned to serve this purpose). Lastly, one of the NRAs expressed the need to have a guidance on best practices of media literacy activities elaborated by the European Commission, which could also serve as a kind of follow-up report.

The respondents also expressed that, despite the difficulties reported above, the process of producing the report had a strong added value: it served as a learning process with reference to the work that needs to be done in the next reporting cycle. From the information collected, as well as from the one which could not be collected or systematised, the NRAs have a better picture of the media literacy activities in their Member States as well as of their own needs to be able to answer the next reporting exercise. The need to dedicate more resources (material as well as human) on media literacy was also expressed, to be able to develop and stabilise a model for monitoring the media literacy activities and information available.

## **2.5 Media literacy expertise and activities of NRAs**

In the last part, the questionnaire endeavoured to provide a brief mapping of the media literacy activities of the NRAs. The seven questions of this section of the questionnaire addressed the media literacy expertise of NRAs, the types of media literacy activities delivered by the NRAs, the actors and stakeholders involved as well as the main themes at the focus of the media literacy activities of NRAs.

Question 13 intended to map the media literacy expertise of the NRAs. The results show that most NRAs (seventeen out of twenty-seven) do have a specialist on media literacy, while ten NRAs do not have such an expert (see Figure 13 below).

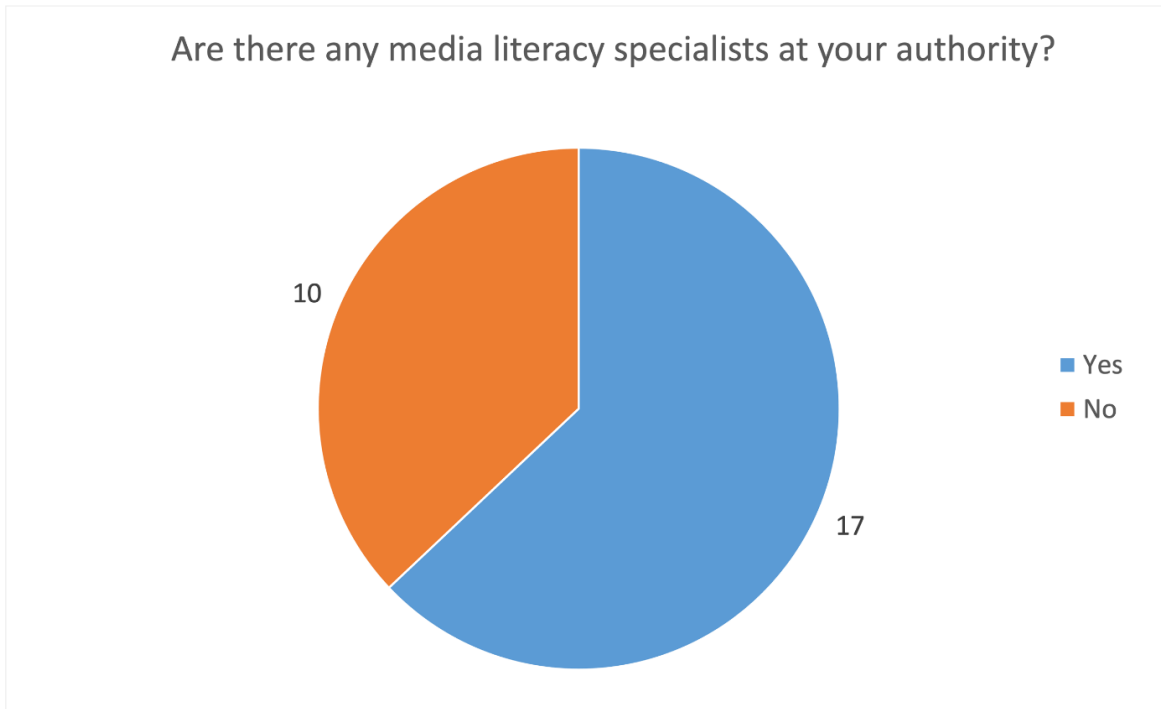


Figure 13. Media literacy specialists at the NRAs

When asked (in Question 14) whether there is a specific department or unit at the NRAs that is dedicated to media literacy or topics related to media literacy, digital literacy, children’s online safety, etc., twelve out of twenty-seven NRAs indicated to have such a unit or department, while fifteen NRAs accounted for not having a specific organisational unit on topics related to media literacy (see Figure 14 below). Question 15 revealed that these departments or units are dedicated mainly to media literacy, media education, audiovisual media, and child protection.

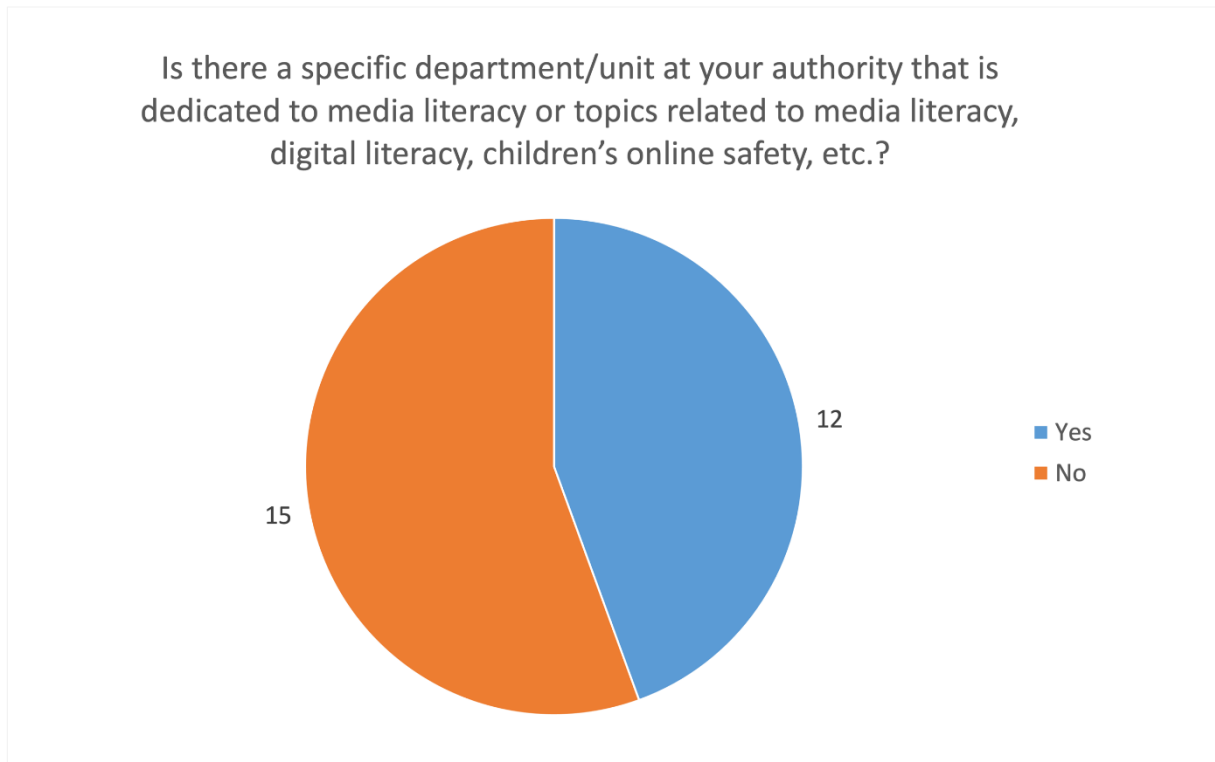


Figure 14. The existence of a specific department of unit dedicated to topics related to media literacy in the NRAs



Question 16 was interested in the types of organisations or actors that the NRAs actively cooperate with in questions related to media literacy. As Figure 15 displays below, the main stakeholder in this field turned out to be the ministries and governmental departments, as twenty-one out of twenty-seven NRAs indicated this answer. Secondly, the NRAs frequently cooperate with NGOs as well as academic departments (e.g., universities, research centres), as seventeen-seventeen respondents chose these options. Sixteen NRAs work together with audiovisual media service providers, thirteen of them cooperate with other authorities, eleven work with schools and public educational institutions, nine involve public agencies, five-five of them work with tech companies and Internet service providers, three cooperate with regional media regulators, and two involve the work of influencers. One participant did not answer the question. Among the answers of the “Other” category, journalists, broadcasters, community organisations, regional libraries, institutions of non-formal adult education, regional representatives, media companies as well as media literacy networks, organisations and development boards were mentioned.

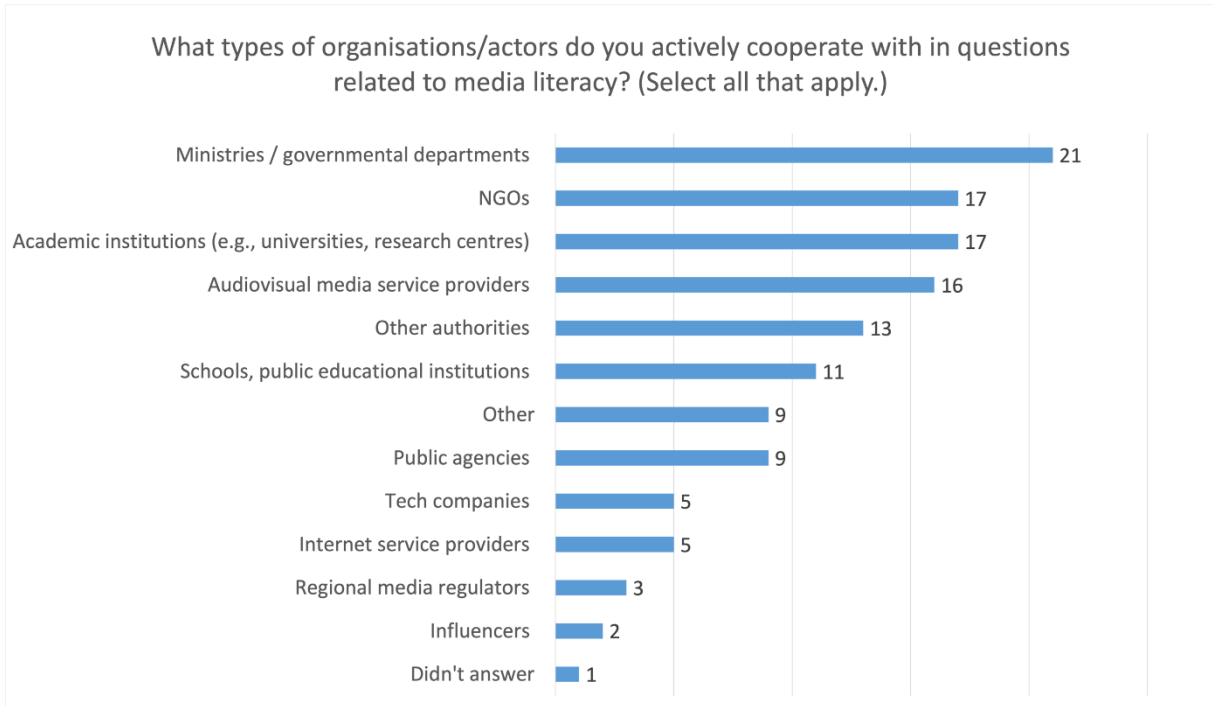


Figure 15. The types of organisations or actors that the NRAs actively cooperate with in questions related to media literacy

Questions 17 and 18 attempted to explore what types of media literacy activities are the ones that the NRAs are actively involved in (Question 17) and provide financial support for (Question 18). As Figure 16 shows below, a vast majority of NRAs (twenty-three out of twenty-seven) participate in international activities related to media literacy. Thirteen NRAs create resources and educational materials developing and promoting media literacy, twelve of them coordinate a network or a panel of experts on media literacy, which facilitates collaboration, information-sharing, and debate to improve media literacy in the Member State. Also, twelve NRAs conduct research on media literacy, while eleven authorities organise conferences, academic debates or other scientific events on media literacy. Likewise, eleven NRAs run

media literacy educational programmes or participate in information sessions and lectures to inform and educate about media literacy. Nine of them design, fund and run campaigns promoting media literacy, seven provide trainings for teachers and educators on media literacy. Six authorities run a continuous monitoring plan of media literacy initiatives carried out by other organisations and actors of media literacy, while also six of them operate a hotline or a channel where illegal or harmful online content can be reported. Three authorities operate media literacy education centres, two of them design tools for the evaluations of media literacy initiatives carried out by other organisations and actors of media literacy. Five NRAs do not carry out any activities related to media literacy. In the “Other” category, the following activities were added to the list: publication of a media literacy report; publication of a monthly newsletter on media literacy activities; cooperation with the international Insafe/INHOPE organisation; participation in an expert group established to develop the framework and methodology of the first national media literacy competence measurement; development of a database for media literacy activities; cooperation with public service media; cooperation in media literacy networks; initiation and support of media literacy activities.

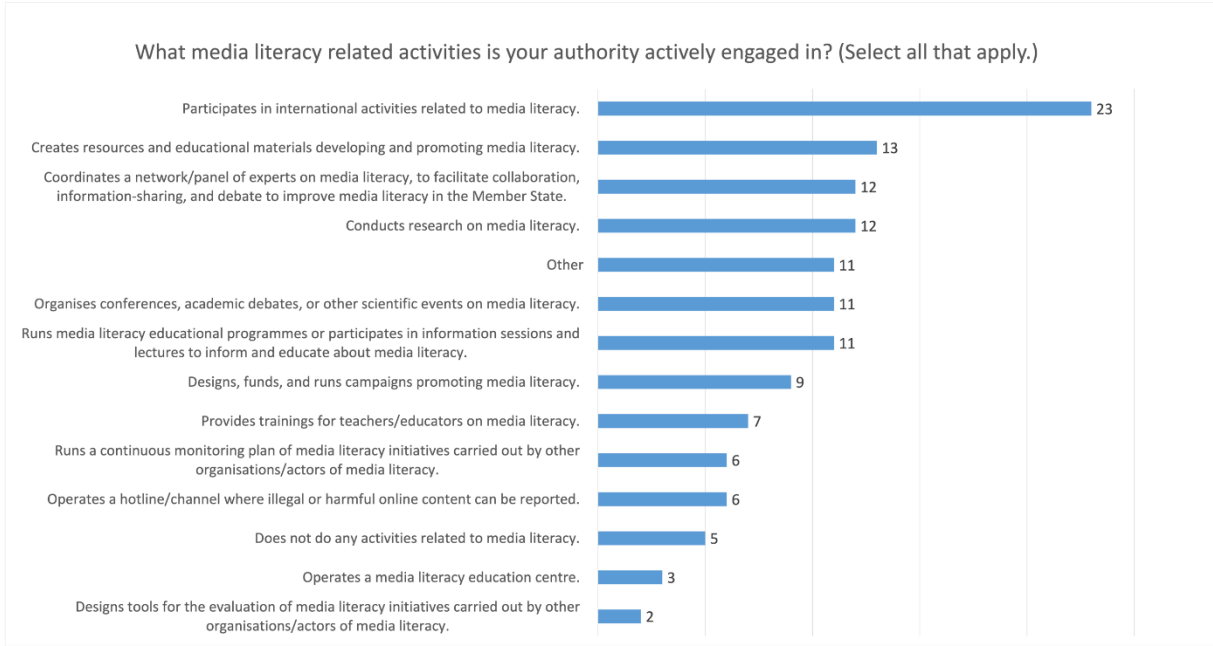


Figure 16. The types of media literacy activities that the NRAs are involved in

When asking the NRAs about the types of media literacy activities that they provide financial support for (Question 18), the responses revealed that fifteen out of twenty-seven NRAs do not provide financial support for any organisations or actors related to media literacy. Six authorities fund the organisation of conferences, academic debates or other scientific events on media literacy; also six of them fund media literacy educational programmes or the participation in information sessions and lectures to inform and educate about media literacy; and also six NRAs provide funding for the creation of resources and educational materials developing and promoting media literacy. Five authorities provide financial support for conducting research on media literacy; four of them fund campaigns promoting media literacy; three of them financially support trainings for teachers and educators on media literacy; two NRAs fund the design of tools for the evaluation of media literacy initiatives carried out by other organisations and actors

of media literacy, while also two authorities provide funding for coordinating a network or a panel of experts on media literacy, which facilitates collaboration, information-sharing, and debate to improve media literacy in the Member State. One NRA provides financial support for the operation of a hotline or a channel where illegal or harmful online content can be reported, and also one authority funds the operation of a media literacy education centre. No authorities fund the running of a continuous monitoring plan of media literacy initiatives carried out by other organisations and actors of media literacy (see Figure 17 below). The “Other” category extended the list with the following activities: one NRA allocates part of the licence fees to funding activities related to media education; another NRA sponsors a film festival, while a response also mentioned providing no financial support but assistance and meetings to enhance good quality programming.

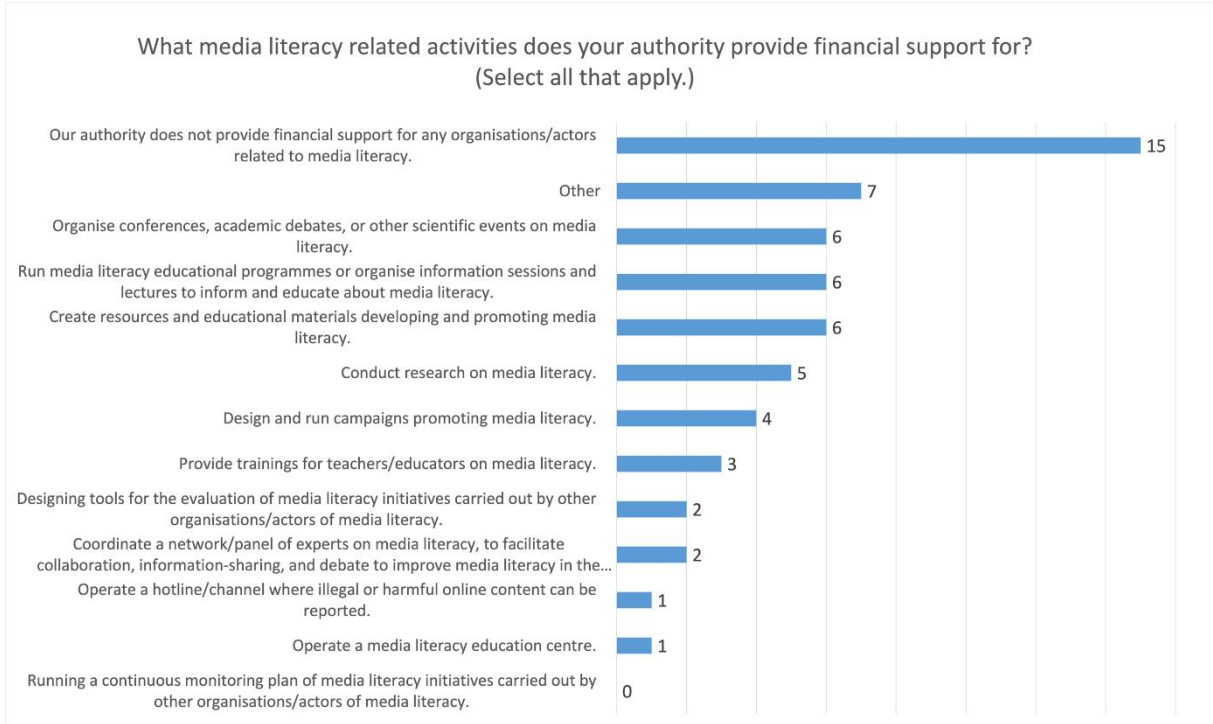


Figure 17. The types of media literacy activities that the NRAs provide financial support for

The last question of the section (Question 19) endeavoured to explore the main themes and topics at the heart of the media literacy initiatives carried out by the national regulatory authorities. The answers revealed that most NRAs (sixteen out of twenty-seven) focus on the topic of information and news literacy (fact-checking, disinformation, misinformation, fake news, etc.). Fifteen authorities deal with the topic of understanding media messages (movies, advertisements, influencers, visual storytelling, etc.), being closely linked to the field of media education. Fourteen NRAs thematize hate speech; and ten of them focus on the development of digital skills and competencies (digital navigation, problem solving, content creation, collaboration, etc.). Nine authorities deal with the themes of digital parenting (e.g., sharenting, parental control, filtering software); eight NRAs tackle the topic of online safety (personal data protection, online reputation, digital identity, digital footprints, cybersecurity, etc.); while seven authorities address the topic of online harassment and intimate image abuse (e.g., cyberbullying, sexting, revenge porn, etc.). Seven authorities are not actively engaged in any

media literacy activities, and also seven of them chose the “Other” category. Some of the answers entered in this latter category mentioned themes that can also be interpreted as parts of the previously listed topics (e.g., user protection from illegal content, online copyright, online secondary ticketing, online gambling as parts of the wider category of online safety). Others mentioned a combination of the topics listed above; mentioned activities (instead of themes/topics); or provided explanations (of future plans). The answers to this question are presented in Figure 18 below.

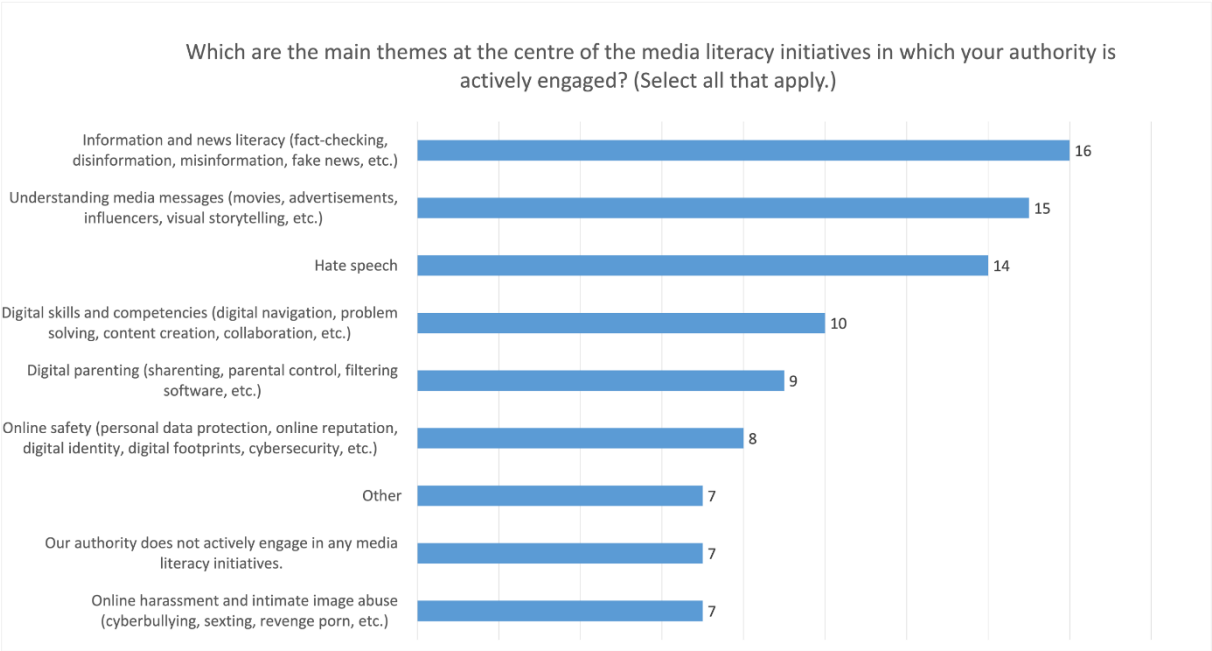


Figure 18. The main themes at the centre of media literacy initiatives in which the NRAs are actively engaged

### 3. Conclusions

Pursuant to the answers, it can be concluded that most regulators agree that the national reports provide for a comprehensive picture on media literacy in the Member States. Regulators are mostly satisfied with the way the reporting exercise was handled by the Member States. The majority of NRAs are satisfied or partially satisfied with the outcome of the result and think that the guidelines pursuant to Article 33a(3) of the AVMSD have provided enough guidance to prepare the report. While a broad majority of NRAs indicated their satisfaction with the outcome of the reporting exercise and the respective guidelines, this report also presents some suggestions from the experiences of NRAs that could be considered by the Commission should it consider to review and update the guidelines pursuant to Article 33a(3) of the AVMSD in the future. The most prevalent and recurring answers highlighted the need for the guidelines being published well before the submission deadline of the report and recommended more detailed guidelines with more precise template, standardizing the structure and format of the reports.

The majority of the regulators share the view that the reporting exercise and the conclusions drawn from it might induce changes regarding the national policies on media literacy. The answers also reveal that a great number of NRAs employ media literacy specialists, and almost half of the NRAs operate a specific unit or department dedicated to media literacy or topics related to media literacy. Yet, most regulators actively cooperate with other organizations and actors in issues related to media literacy.

The answers to the questionnaire reflect a very diverse picture as regards the tasks and involvement of NRAs in media literacy related issues. However, the fact that all ERGA members responded to the questionnaire, as well as the high number of participants at the meetings of the ML AG and the workshop organised on 11 October 2023, clearly indicate that there is a strong demand from regulators to exchange experiences and best practices on this topic as envisaged in the Memorandum of Understanding. These exchanges as well as this report show the diversity of the main themes at the centre of the media literacy initiatives: information and news literacy, understanding media messages, hate speech, digital skills and competences, digital parenting, online safety, online harassment and intimate image abuse, etc. As not all regulators focus on all media literacy issues included in the questionnaire, the exchange of best practices in this area might be of pivotal importance in the future. ERGA's 2021 media literacy report clearly identified the guiding criteria in implementing and developing media literacy initiatives.

As a result of the voting on ERGA's work programme for 2024, it has already been decided that in 2024 the Media Literacy Action Group will carry on with its activities. Based on the current report, we now have a picture on the role that ERGA members have played in the reporting exercise and more generally their tasks in connection with media literacy. Yet, the reports themselves are still uncharted territories: an in-depth analysis of the national reports could also provide food for thought for the NRAs as well as decision makers in the Member States.

## 4. Appendices

### 4.1 Questionnaire

#### Questionnaire on the reporting exercise pursuant to Article 33a(2) of the AVMS Directive

Your name: .....

Your member state: .....

Full name of your authority: .....

1. What role did your authority play in the process of the reporting exercise pursuant to Article 33a of the AVMSD? (Select all that apply.)

Our authority...

- was the coordinator of the report and collected the data necessary for the report from other organisations/actors of media literacy.
- provided data for the report to the coordinator of the reporting exercise.
- did not play any role in the reporting exercise.
- Other: .....

1a. If you did not play any role in the reporting exercise, what was the reason for the omission of your authority from the reporting exercise?

2. How many organisations/actors contributed to the reporting exercise in your Member State?

- 1
- 2-5
- 6-10
- 11-15
- 16-20
- 21+
- Don't know

3. Do you think that the number of organisations/actors involved in the preparation of the report provide for a comprehensive picture on media literacy in your Member State?

- Yes
- No
- Don't know

4. What types of organisations/actors were involved in the reporting exercise in your Member State?  
(Select all that apply.)

- Our authority
- Regional media regulators
- Ministries / governmental departments
- Public agencies
- Academic institutions (e.g., universities, research centres)
- Schools, public educational institutions
- Internet service providers
- Audiovisual media service providers
- Tech companies
- NGOs
- I have no information on this question.
- Other: .....

5. Are you satisfied with the way the reporting exercise was handled by your Member State?

- Yes
- No
- Partially
- Don't know

5a. If your answer to the previous question was other than "Yes", what was the problem with the report / the process of the reporting exercise?

6. Are you satisfied with the outcome of your national report?

- Yes
- No
- Partially
- Don't know

6a. If your answer to the previous question was other than "Yes", what was the problem with the report?

7. What was the method of data collection for the reporting exercise in your Member State? (Select all that apply.)

- The coordinator of the report sent the guidelines of the report to all relevant organisations/actors and collected the data via e-mail.
- The coordinator of the report shared the guidelines publicly (e.g., on its website) and announced a call for data collection.
- The coordinator of the report created an online spreadsheet for data collection and sent its link to all relevant organisations/actors.
- The coordinator of the report created an online spreadsheet for data collection and shared its link publicly at different sites.
- The coordinator of the report conducted the reporting exercise alone.
- Don't know / not aware of the method of data collection.
- Other: .....

8. Were any steps taken in your Member State to collect data for the reporting exercise before the guidelines pursuant to Article 33a(3) of the revised AVMSD were published by the European Commission on 21 February 2023?

- Yes
- No
- Don't know

8a. If your answer to the previous question was "Yes", please specify what steps were taken.

9. Do you think that the guidelines provided enough guidance to prepare the report?

- Yes
- No

9a. If your answer to the previous question was "No", in your opinion, which areas of the guidelines should be further elaborated?

10. Did you encounter any challenges/difficulties during the reporting exercise?

- Yes
- No

10a. If your answer to the previous question was "Yes", please specify these challenges/difficulties.

11. When furnishing data for the report – with special regard to the effective media literacy measures introduced by video-sharing platforms – did you encounter any difficulties in obtaining data from service providers?

- Yes
- No
- We did not obtain data from service providers.

12. Based on your experience, what would help the next cycle of the reporting exercise?

13. Are there any media literacy specialists at your authority?

- Yes
- No

14. Is there a specific department/unit at your authority that is dedicated to media literacy or topics related to media literacy, digital literacy, children's online safety, etc.?

- Yes
- No

15. Which unit/department is responsible for media literacy issues at your authority?

16. What types of organisations/actors do you actively cooperate with in questions related to media literacy? (Select all that apply.)

- Other authorities
- Regional media regulators



- Ministries / governmental departments
- Public agencies
- Academic institutions (e.g., universities, research centres)
- Schools, public educational institutions
- Internet service providers
- Audiovisual media service providers
- Tech companies
- NGOs
- Influencers
- Other: .....

17. What media literacy related activities is your authority actively engaged in? (Select all that apply.)

Our authority...

- creates resources and educational materials developing and promoting media literacy.
- conducts research on media literacy.
- designs, funds, and runs campaigns promoting media literacy.
- runs media literacy educational programmes or participates in information sessions and lectures to inform and educate about media literacy.
- organises conferences, academic debates, or other scientific events on media literacy.
- provides trainings for teachers/educators on media literacy.
- operates a media literacy education centre.
- operates a hotline/channel where illegal or harmful online content can be reported.
- coordinates a network/panel of experts on media literacy, to facilitate collaboration, information-sharing, and debate to improve media literacy in the Member State.
- designs tools for the evaluation of media literacy initiatives carried out by other organisations/actors of media literacy.
- runs a continuous monitoring plan of media literacy initiatives carried out by other organisations/actors of media literacy.
- participates in international activities related to media literacy.
- does not do any activities related to media literacy.
- Other: .....

18. What media literacy related activities does your authority provide financial support for? (Select all that apply.)

Our authority provides financial support for other organisations/actors to...

- create resources and educational materials developing and promoting media literacy.
- conduct research on media literacy.
- design and run campaigns promoting media literacy.
- run media literacy educational programmes or organise information sessions and lectures to inform and educate about media literacy.
- organise conferences, academic debates, or other scientific events on media literacy.
- provide trainings for teachers/educators on media literacy.
- operate a media literacy education centre.
- operate a hotline/channel where illegal or harmful online content can be reported.
- coordinate a network/panel of experts on media literacy, to facilitate collaboration, information-sharing, and debate to improve media literacy in the Member State.

- designing tools for the evaluation of media literacy initiatives carried out by other organisations/actors of media literacy.
- running a continuous monitoring plan of media literacy initiatives carried out by other organisations/actors of media literacy.
- Our authority does not provide financial support for any organisations/actors related to media literacy.
- Other: .....

19. Which are the main themes at the centre of the media literacy initiatives in which your authority is actively engaged? (Select all that apply.)

- Information and news literacy (fact-checking, disinformation, misinformation, fake news, etc.)
- Online harassment and intimate image abuse (cyberbullying, sexting, revenge porn, etc.)
- Online safety (personal data protection, online reputation, digital identity, digital footprints, cybersecurity, etc.)
- Understanding media messages (movies, advertisements, influencers, visual storytelling, etc.)
- Hate speech
- Digital skills and competencies (digital navigation, problem solving, content creation, collaboration, etc.)
- Digital parenting (sharenting, parental control, filtering software, etc.)
- Our authority does not actively engage in any media literacy initiatives.
- Other: .....

20. Do you think that the reporting exercise and the conclusions drawn from it could induce changes regarding the national policies on media literacy?

- Yes
- No

20a. If your answer to the previous question was “No”, please specify the reasons for your choice.

## 4.2 Participants

<b>EU NRA</b>	<b>Country</b>
Kommunikationsbehörde Austria (KommAustria)	Austria
Conseil supérieur de l'Audiovisuel (CSA)	Belgium
Council for Electronic Media (CEM)	Bulgaria
Agency for Electronic Media (AEM)	Croatia
Cyprus Radio Television Authority (CRTA)	Cyprus
The Council for Radio and Television Broadcasting (RRTV)	Czechia
The Media Council for Children and Young People and the Danish Radio and Television Board	Denmark
Consumer Protection and Technical Regulatory Authority (CPTRA)	Estonia
National Audiovisual Institute (KAVI)	Finland
Autorité de régulation de la communication audiovisuelle et numérique (ARCOM)	France
Director's Conference of the State Media Authorities (DLM)	Germany
National Council for Radio and Television (NCRTV)	Greece
National Media and Infocommunications Authority (NMHH)	Hungary
Coimisiún na Meán	Ireland
Autorità per le Garanzie nelle Comunicazioni – Communications Regulatory Authority (AGCOM)	Italy
National Electronic Mass Media Council of Latvia (NEPLP)	Latvia
The Radio and Television Commission of Lithuania (RTK)	Lithuania
Autorité luxembourgeoise de l'audiovisuel (ALIA)	Luxembourg
Broadcasting Authority	Malta
Commissariaat voor de Media	Netherlands
National Broadcasting Council (KRRiT)	Poland
Portuguese Regulatory Authority for the Media (ERC)	Portugal
National Audiovisual Council (CNA)	Romania
Council for Media Services (CMS)	Slovakia
Agency for Communication Networks and Services of the Republic of Slovenia (AKOS)	Slovenia
National Markets and Competition Commission (CNMC)	Spain
Swedish Media Council	Sweden
<b>Candidate countries NRA</b>	
Audiovisual Media Authority (AMA)	Albania
Icelandic Media Commission	Iceland