

BEST PRACTICES IN EUROPEAN MEDIA LITERACY REGULATION

MELHORES PRÁTICAS NA REGULAÇÃO EUROPEIA SOBRE LITERACIA MIDIÁTICA

BUENAS PRÁCTICAS EN LA REGULACIÓN EUROPEA SOBRE ALFABETIZACIÓN MEDIÁTICA

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Abstract

Although media literacy is not a new concept, it is currently experiencing heightened prominence, driven by the widespread dissemination of disinformation through social media, which has raised concerns among public authorities. This article examines European audiovisual legislation to identify best practices that stand out, offering insights into the direction media literacy implementation is taking from a public administration perspective. Funding media literacy initiatives, assuring that these include persons with special needs and families, making efforts to measure their effectiveness and collaboration with others emerge as best practices from the analysis. Given that these laws have a direct impact on everyday life through various national legislative measures, the findings of this study may be of interest to all stakeholders involved in media literacy implementation, including policymakers, researchers, and practitioners.

Keywords: Media literacy. Media literacy regulation. AVMSD. European Union.

Resumo

Embora a literacia midiática não seja um conceito novo, atualmente está ganhando maior destaque devido à disseminação generalizada de desinformação através das redes sociais, o que tem gerado preocupações entre as autoridades públicas. Este artigo examina a legislação audiovisual europeia para identificar as melhores práticas, oferecendo insights sobre a direção que a implementação da literacia midiática está tomando a partir de uma perspectiva da administração pública. Financiar iniciativas de alfabetização midiática, garantindo que incluam pessoas com necessidades especiais e famílias, fazendo esforços para medir sua eficácia e colaborar com outros, emerge como melhores práticas a partir da análise. Considerando que essas leis têm um impacto direto na vida cotidiana por meio de várias medidas legislativas nacionais, as conclusões deste estudo podem interessar a todos os envolvidos na implementação da literacia midiática, incluindo legisladores, pesquisadores e profissionais da área.

Palavras-chave: Literacia Midiática. Regulação sobre literacia midiática words. AVMSD. European Union.

Resumen

Si bien la alfabetización mediática no es un concepto nuevo, en la actualidad ha adquirido una mayor relevancia debido a la amplia difusión de la desinformación a través de las redes sociales, lo que ha generado preocupación

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entre las autoridades públicas. Este artículo analiza la legislación audiovisual europea con el propósito de identificar las mejores prácticas destacadas, proporcionando una visión sobre la dirección que está tomando la implementación de la alfabetización mediática desde la perspectiva de la administración pública. Financiar iniciativas de alfabetización mediática, garantizando que incluyan a personas con necesidades especiales y familias, haciendo esfuerzos para medir su eficacia y colaborar con otros, emergen como las mejores prácticas a partir del análisis. Dado que estas normativas inciden directamente en la vida cotidiana a través de diversas medidas legislativas nacionales, los hallazgos de este estudio pueden resultar de interés para todos los actores involucrados en la implementación de la alfabetización mediática, incluidos los responsables de la formulación de políticas, los investigadores y los profesionales del sector.

Palabras clave: Alfabetización mediática. Regulación sobre alfabetización mediática. AVMSD. Unión Europea.

Résumé

Bien que l'éducation aux médias ne soit pas un concept nouveau, elle connaît actuellement une importance accrue en raison de la large diffusion de la désinformation sur les réseaux sociaux, ce qui suscite des préoccupations parmi les autorités publiques. Cet article examine la législation audiovisuelle européenne afin d'identifier les meilleures pratiques qui se distinguent, offrant ainsi un aperçu de l'orientation prise par la mise en œuvre de l'éducation aux médias du point de vue de l'administration publique. Financer des initiatives d'éducation aux médias, en veillant à inclure les personnes ayant des besoins spéciaux et les familles, en s'efforçant de mesurer leur efficacité et de collaborer avec d'autres, émerge comme une meilleure pratique issue de l'analyse. Étant donné que ces lois ont un impact direct sur la vie quotidienne à travers diverses mesures législatives nationales, les résultats de cette étude peuvent être d'un grand intérêt pour l'ensemble des acteurs impliqués dans la mise en œuvre de l'éducation aux médias, y compris les décideurs politiques, les chercheurs et les professionnels du secteur.

Mots-clés: Éducation aux médias. Régulation sur l'éducation aux médias. DSMA. Union Européenne.

Introduction

Media literacy has been a subject of academic debate and interest for several decades. Scholars generally concur that media literacy encompasses specific knowledge and skills that facilitate the critical understanding and use of media (Adams & Hamm, 2001; Aufderheide, 1993; Ciurel, 2016; Hobbs, 2010; Maksl et al., 2015; Martens, 2010; Silverblatt, 2001). Aufderheide (1993) defines media literacy as “the ability to access, analyze, evaluate, and communicate messages in a variety of forms.” Similarly, Adams and Hamm (2001) describe media literacy as “the ability to create personal meaning from the visual and verbal symbols we take in every day from television, advertising, film, and digital media. It is more than inviting students to simply decode information; they must be critical thinkers who can understand and produce within the media culture surrounding them.” Silverblatt (2001) characterizes media literacy as a “critical thinking skill that allows audiences to develop independent judgments about media content.” The UK media regulator defines media literacy as “the ability to use, understand, and create media and communications in a variety of contexts” (OFCOM, 2024).

As a broad concept, media literacy intersects with various other forms of literacy, including information literacy, ICT literacy, news literacy, digital literacy, and data literacy (Polizzi et al., 2024, p. 1). Public authorities have acknowledged the growing body of evidence suggesting a positive correlation between higher levels of media literacy and improved media consumption behaviors and habits (Author & Salaverría, 2022, p. 21).

Additionally, during the last two decades, interest in media literacy has extended beyond the academic and educational spheres, becoming a matter of public and political concern. Governments quickly recognized the crucial role of the media in shaping public opinion. From a constructive perspective, there is a growing acknowledgment that an informed audience—one that understands the role of the media and how to engage with it—can be fundamental to sustaining Western democracies. This challenge has intensified with the widespread public access to the digital environment, where media literacy is continuously redefined, and its significance continues to grow. In recent years, the impact of disinformation has renewed interest in media literacy, which has been identified as an essential component of any strategy to combat misinformation and falsehoods (Author & Salaverría, 2022).

The European Union (EU) first provided a legal definition of media literacy in the Audiovisual Media Services Directive (AVMSD) 2007/65/EC, which came into force on December 19, 2007. In Recital 37, Directive 2007/65/EC defines media literacy as: *Media literacy refers to the skills, knowledge, and understanding that enable consumers to use media effectively and safely. Media-literate individuals can make informed choices, comprehend the nature of content and services, and fully benefit from the opportunities provided by new communication technologies.*

Since then, and before that, all EU member states, and the United Kingdom (UK), have been adapting or creating their own initiatives regarding media literacy. As a concept related to media consumption habits, and due to the impact of radio and television on the general population, audiovisual regulation has been the natural place for this kind of initiative, but lately it has extended to other fields as educational policies.

The increasing complexity of the media ecosystem necessitates the continuous updating of media literacy policies and legal frameworks. To keep pace with technological advancements, lawmakers must approach media literacy regulations dynamically and regularly assess their implementation. This article analyzes the legislation of the EU, its member states and the UK in the field of audiovisual regulations, which have typically focused on media outlets, with the aim of identifying best practices that may highlight

interesting trends for legislators, such as in countries seeking to join the EU, or for researchers and practitioners in the field of media literacy.

Methodology

To identify the best practices, this article employs document analysis and descriptive analysis methods. Document analysis is a data collection technique that systematically and comprehensively examines existing written materials to address research questions (Bowen, 2009). Descriptive analysis, on the other hand, is an approach that seeks to present the relevant phenomenon or situation in a clear and systematic manner by organizing and summarizing data within specific themes or categories (Yıldırım & Şimşek, 2013).

In this study, audiovisual media legislation in the EU, EU member states, and the UK was examined using document analysis. Based on this review, regulations concerning media literacy were analyzed using descriptive analysis methods, following these steps:

- 1) Examination of media literacy regulations within the scope of the AVMSD.
- 2) Assessment of media literacy regulations in EU member states and the UK in terms of their alignment with the AVMSD.
- 3) Analysis of audiovisual media legislation in EU member states and the UK that surpasses AVMSD standards.

Media literacy regulations within the audiovisual media legislation of EU member states were accessed in English through <https://avmsd.obs.coe.int/>. By searching this website using the relevant article provisions of the AVMSD concerning media literacy, it was possible to identify the corresponding legislative measures adopted by EU member states. Annex 1 shows the table of all the regulations included in both analyses.

Results

AVMSD is the EU's framework law regulating media services. Initially adopted in 1989 as the *Television Without Frontiers* Directive, it was expanded in 2007 to adapt to digitalization. The 2018 revision extended its scope to include video-sharing platforms and digital services, enhancing user protection, media pluralism, and platform responsibilities.

Under the AVMSD, **Article 33a** obliges member states to promote media literacy, while **Article 28b** mandates video-sharing platforms to implement mechanisms to protect children and vulnerable groups

from harmful content within the framework of media literacy. An analysis of the media literacy legislation of EU member states and the UK shows that all have revised their national laws to align with the AVMSD.

In this context, UE member states and the UK have introduced various legal regulations to promote media literacy, while some countries have gone beyond this directive by establishing more comprehensive legal frameworks. In this context, the most notable legal regulations focus on the five following areas that have been identified as best practices:

Funding for Media Literacy

Media Literacy for Persons with Disabilities

Media Literacy for Parents

Evaluation of Media Literacy Activities

Collaboration Between Media Literacy Actors

Along the next pages the reasons why these practices have been identified and selected as best ones will be elaborated.

1. Funding for Media Literacy

Several member states, including Germany, Croatia, Ireland, Austria, and Slovenia, have incorporated specific provisions within their primary audiovisual legislation to allocate funding for media literacy initiatives. These legal frameworks ensure sustainable support for media literacy projects, reinforcing the importance of informed and critical media engagement among citizens.

In Germany, Article 112(1) of the Interstate Treaty on Broadcasting and Telemedia explicitly allows financial resources to be directed toward media literacy initiatives. This is further supported by Article 10 of the Rundfunkfinanzierungsstaatsvertrag, which provides a structured mechanism for state media authorities to access dedicated funding. Such measures help in promoting digital awareness, critical thinking, and responsible media consumption among the public.

Similarly, Croatia's Electronic Media Act (Zakon o elektroničkim medijima) under Article 71(2) earmarks resources from the Fund for the Promotion of Pluralism and Diversity in Electronic Media to support media literacy projects. By mandating financial support for educational content and programs, Croatia ensures that public interest initiatives receive consistent backing, fostering a more informed society.

Ireland has also embedded media literacy funding in its legal framework through the Broadcasting Act 2009. Article 159F(2)(b)(ii) empowers Coimisiún na Meán to collaborate with Fís Éireann in developing

funding strategies for media literacy. This cooperative approach strengthens the integration of media education across different sectors, enhancing accessibility to reliable and comprehensive resources.

Austria's KommAustria Act (KOG), particularly Article 20a, assigns the RTR-GmbH a key role in promoting media literacy in the digital era. A dedicated portion of the national media budget is annually allocated to RTR-GmbH, ensuring the development of informational tools, public awareness campaigns, and educational measures that equip individuals and media providers with the necessary skills to navigate the digital landscape effectively.

Slovenia follows a similar path through its Act on Audiovisual Media Services (ZAVMS), where Article 11a(1) guarantees financial support for media literacy efforts. The ministry responsible for media affairs administers these funds, ensuring that projects align with public interest priorities and contribute to the country's broader media education strategies.

These legislative measures reflect a growing recognition of media literacy as an essential component of democratic societies. By embedding financial support within national laws, Member States can facilitate long-term, impactful media literacy programs, empowering citizens with the skills needed to critically assess and engage with media in an increasingly complex digital environment.

2. Media Literacy for Persons with Disabilities

Belgium and Portugal have enacted specific legislative provisions to promote media literacy among individuals with disabilities. Media literacy initiatives in these countries adopt an inclusive approach, emphasizing accessibility for all citizens, particularly persons with disabilities.

Belgium's Fifth RTBF Management Contract, under Article 29 of the Decree on Audiovisual Media Services and Video-Sharing Services, assigns RTBF the responsibility of devising a media literacy plan encompassing critical media content analysis and commercial communication evaluation. This plan incorporates measures to improve access to non-linear audiovisual media services and information society services. Furthermore, it includes targeted actions to facilitate media access for individuals with sensory disabilities. RTBF is required to submit this plan to the Ministry and provide annual implementation reports. The inclusion of these measures ensures that audiovisual content is more accessible to people with hearing and visual impairments, fostering greater participation in the media landscape. Additionally, the RTBF collaborates with organizations specializing in disability advocacy to ensure that the policies and resources developed are effective and inclusive.

Portugal's Television and Audiovisual On-Demand Services Law (Law 27/2007, Article 51) underscores the importance of media literacy initiatives for persons with disabilities. The legislation obligates broadcasters to produce accessible media literacy content, including formats such as sign language and subtitles. Additionally, broadcasters are encouraged to collaborate with relevant stakeholders to enhance media literacy accessibility. This legal requirement helps ensure that individuals with disabilities can engage with media content independently and meaningfully. Portugal's government has also promoted research initiatives focused on improving media accessibility, including the development of text-to-speech technologies and easy-to-read audiovisual formats that cater to individuals with cognitive impairments. By fostering an ecosystem where media literacy is prioritized for all, Portugal is taking meaningful steps toward closing accessibility gaps in the media sector.

Ensuring that media literacy policies address the needs of individuals with disabilities is essential for fostering a more equitable and inclusive media environment. By integrating accessibility measures into legal frameworks, countries can bridge the digital divide and promote full participation in the information society. These efforts not only benefit persons with disabilities but also enhance the broader societal understanding of inclusive communication practices. Additionally, these measures encourage innovation in media accessibility tools, creating a ripple effect that improves usability for various populations, including the elderly and individuals with temporary impairments.

The continued commitment to inclusive media literacy policies demonstrates a broader effort to uphold digital rights and create a media landscape that serves all citizens equitably.

3. Media Literacy for Parents

Spain's General Audiovisual Communication Law (Law 13/2022), Article 10(4), emphasizes the significance of promoting media literacy among parents. This regulation mandates that audiovisual authorities, media service providers, and video-sharing platforms cooperate with stakeholders, including educational institutions, parent-teacher associations, and media literacy organizations.

The objective is to support parents, guardians, and legal representatives in guiding minors towards the responsible, safe, and balanced use of digital devices, audiovisual media, and video-sharing services. These efforts align with the protective measures outlined in Article 84 of Organic Law 3/2018, reinforcing a collective responsibility among parents, educators, and media providers to foster a healthy digital environment for children.

To achieve these goals, the law encourages the development of accessible media literacy resources tailored to parents' diverse needs and technological proficiencies. Workshops, digital toolkits, and awareness campaigns are being implemented to provide guidance on recognizing harmful content, managing screen time effectively, and encouraging critical thinking in young users. Additionally, collaboration with child psychologists and digital safety experts aims to address emerging online threats such as cyberbullying, misinformation, and exposure to inappropriate content.

Beyond legal obligations, media service providers are incentivized to integrate parental controls and content classification systems that support informed decision-making. The promotion of co-viewing strategies and digital mediation techniques further enhances parents' ability to create constructive media experiences for their children. By equipping families with practical strategies and technological tools, Spain's approach underscores the importance of an inclusive, well-informed society that can navigate the evolving digital landscape responsibly.

Strengthening parental media literacy ensures that families can play an active role in safeguarding children from online risks while also empowering them to navigate the digital world confidently and responsibly. These measures contribute to the broader goal of fostering media resilience and digital well-being among future generations, ensuring that children grow up with the knowledge and skills necessary to engage with digital content thoughtfully and securely.

4. Evaluation of Media Literacy Activities

The systematic monitoring and evaluation of media literacy initiatives are vital for ensuring their effectiveness and societal impact. Several countries, including Latvia, Poland, Slovakia, Lithuania, and the UK, have established legal frameworks for the regular assessment of media literacy programs.

Latvia's Electronic Media Sector Development Strategy 2023-2027 integrates data-driven strategies for media literacy advancement. Upon securing funding, biennial surveys are conducted to assess media literacy levels, collecting both qualitative and quantitative data. The results inform stakeholders and guide future policy decisions. Media literacy training initiatives are continuously adapted based on research findings to optimize outreach. Additionally, collaboration with academic institutions enhances the robustness of evaluations, ensuring that methodologies remain rigorous and reflective of evolving digital behaviors.

Poland's Broadcasting Act, Article 6-2(14), mandates periodic reviews and assessments of media education efforts, including those implemented by media service providers and video-sharing platforms.

These reviews help policymakers and regulatory bodies refine media education strategies, ensuring they align with contemporary media consumption trends and digital literacy challenges.

Slovakia's Media Services Act, Article 110(3)(g), assigns the national regulatory authority the responsibility of conducting media research and analysis to evaluate the media landscape, including media literacy trends. This legislative requirement ensures continuous monitoring and facilitates the development of responsive and adaptive policies that address emerging issues in media literacy.

Lithuania's Law on the Provision of Information to the Public, Article 28(6), requires the government-designated public information authority to collaborate with relevant entities in assessing the implementation and societal impact of media literacy activities. This cooperative approach fosters a comprehensive evaluation process, integrating diverse perspectives from media experts, educators, and civil society organizations.

In the UK, OFCOM is tasked with promoting media literacy under the Communications Act. OFCOM periodically reviews media literacy initiatives and submits annual reports assessing their impact and effectiveness. The Communications Act mandates that OFCOM formulate a media literacy strategy, monitor its implementation, and summarize the progress in an annual media literacy statement. OFCOM also engages with digital platforms and stakeholders to assess the effectiveness of industry-led initiatives, ensuring that media literacy efforts remain relevant in the face of rapidly changing online environments.

Regular evaluation of media literacy programs is crucial for ensuring their relevance and long-term effectiveness in an evolving digital environment. By continuously analyzing the impact of these initiatives, policymakers can identify gaps and develop strategies to adapt to emerging challenges. Furthermore, leveraging advanced analytical tools, such as big data assessments and AI-driven insights, can refine evaluation mechanisms, offering a more precise understanding of media literacy trends. These efforts contribute to the continuous evolution of media education, equipping societies with the necessary skills to navigate the complexities of modern media landscapes.

5. Collaboration Between Media Literacy Actors

Effective media literacy promotion requires broad-based cooperation to cultivate informed and responsible digital citizens. Several countries, including Spain, Bulgaria, Poland, Latvia, Ireland, Belgium, Portugal, Greece, and the UK, recognize the importance of stakeholder collaboration within their audiovisual media legislation. In these jurisdictions, media literacy initiatives extend beyond governmental

entities to encompass a diverse range of actors, including regulatory authorities, educational institutions, non-governmental organizations (NGOs), and media corporations.

For instance, Spain's audiovisual regulatory body collaborates with media service providers, educational authorities, parent-teacher associations, and other stakeholders to ensure safe and responsible digital engagement among children (Law 13/2022, Article 10(4)). Similarly, Bulgaria's Radio and Television Act mandates the Electronic Media Council to coordinate with ministries, academia, NGOs, and media providers to enhance media literacy (Article 33a(3)).

In Latvia, the National Electronic Media Strategy 2023-2027 promotes inter-ministerial cooperation and encourages NGOs and academic institutions to contribute to media literacy initiatives. Ireland's Broadcasting Act 2009, Article 7(3)(g), entrusts the Commission with fostering media literacy education through partnerships with educational institutions and community organizations. Greece's Law 4779/2021, Article 35(1), prescribes collaborative efforts among government agencies, media service providers, and regulatory bodies to advance media literacy skills among citizens.

Belgium and Portugal have also adopted multi-stakeholder approaches to media literacy. In Belgium, the RTBF Management Contract includes specific obligations for public broadcasters to partner with civil society organizations and digital platforms to develop educational content aimed at improving media literacy. Portugal's Law 27/2007, Article 51, requires media service providers to engage with accessibility experts, educators, and policymakers to ensure inclusive media literacy programs, particularly for vulnerable populations, such as individuals with disabilities.

The UK's approach, spearheaded by OFCOM under the Communications Act, involves a structured partnership with schools, technology firms, and community organizations to provide comprehensive media literacy resources. OFCOM also works with industry stakeholders to evaluate and refine media literacy strategies, ensuring they remain effective in addressing digital challenges.

These cooperative frameworks highlight the importance of cross-sector partnerships in strengthening media literacy efforts. By leveraging expertise from multiple sectors, these initiatives can more effectively address misinformation, online safety, and digital resilience. Enhancing collaboration among different stakeholders will help create more comprehensive and sustainable media literacy initiatives, fostering a digitally literate society equipped to navigate the complexities of the modern media landscape.

Conclusions

This study analyzes European audiovisual legislation to highlight media literacy regulations that go beyond the requirements set by the AVMSD. The findings reveal that while all EU member states and the UK have incorporated AVMSD media literacy provisions into their national legal frameworks, some countries have adopted more proactive legal measures to strengthen media literacy across different segments of society.

Key areas where national legislation has made significant progress include the establishment of funding mechanisms, initiatives targeting persons with disabilities, media literacy support for parents, systematic evaluation of media literacy programs, and efforts to foster collaboration among stakeholders. Funding mechanisms have been introduced to ensure the sustainability of media literacy projects and to support their reach to broader audiences. Regulations for persons with disabilities aim to enhance media accessibility through measures such as subtitles, sign language interpretation, and audio descriptions. Media literacy programs for parents are designed to guide children in navigating the digital world safely and responsibly. The evaluation of media literacy programs is carried out through regular research and reports to assess their effectiveness and ensure continuous improvement. Lastly, stakeholder collaboration brings together governments, educational institutions, media providers, and civil society organizations to expand media literacy initiatives through joint efforts.

In addition to these key areas, several countries have implemented national strategies that go beyond the AVMSD framework, integrating media literacy into formal education curricula and lifelong learning programs. Schools and universities play a crucial role in fostering media literacy by incorporating digital skills training, critical thinking exercises, and fact-checking methodologies into their syllabi. These initiatives help equip students with the tools necessary to navigate digital content responsibly and to recognize misinformation and online manipulation.

Moreover, technological advancements have led to innovative approaches in media literacy education, including the use of artificial intelligence and data analytics to assess user interactions with digital content. Several countries have developed online platforms and mobile applications that provide interactive media literacy training tailored to different age groups and educational levels. These digital resources enhance accessibility and engagement, allowing individuals to improve their media literacy skills at their own pace.

These measures, implemented in certain EU countries and the UK, serve as valuable references for policymakers, legislators, researchers, and practitioners seeking to develop and enhance media literacy

policies in their own countries. By examining successful case studies and adopting best practices, governments can further strengthen their media literacy frameworks, ensuring that citizens are well-equipped to engage with the digital world responsibly and critically.

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Annex:

This table provides an overview of the implementation of the provisions on media literacy in the AVMSD 2018/1808 into the national legal systems of the 27 EU Member States and the United Kingdom. This information was taken from the The European Audiovisual Observatory's AVMSD Database (<https://avmsd.obs.coe.int/>) and tabulated.

Table: Media Literacy Regulations in EU Member States and the United Kingdom

Country	AVMSD Art. 28b(3)(j)-Responsibilities of Video-Sharing Platforms Regarding Media Literacy	AVMSD Art. 33a (1) - Regulations for Promoting Media Literacy	Regulations Exceeding AVMSD in Member States and UK
Austria	Federal Act on Audiovisual Media Services (AMD-G) - Art. § 54e	[AT] Federal Act on the establishment of an Austrian Communication Authority (KommAustria Act, KOG) - consolidated 1st January 2021 - Art. § 20a.	Funding for Media Literacy (Federal Act on the establishment of an Austrian Communication Authority (KommAustria Act: Art. § 20a.
Belgium	*[BE] French community - Decree on audiovisual media services and video-sharing services - 4 February 2021 - Art. 2.5-2, § 2 (6), Art. 2.3-2, § 2 (4), Art. 2.4-2, § 2 (4) and Art. 5.5-1, § 2 (4) *[BE] German community - Decree 1 March 2021 - Decree. on Media Services and Cinema Screenings - Art. 32 §3 (10) *[BE] Brussels-capital region - Law of 5 May 2017 on audiovisual media services in the bilingual Brussels-Capital Region - as amended by Law 21 July 2021 - Art. 29 1/ § 2 (5) and Art. 29 2/ § 2 (4) *[BE] Flemish community - Decree on radio and television broadcasting - Consolidated 1 December 2022- Art. 176/4 §2 (9) and Art. 176/6 §1 (9)	[BE] French community - Fifth RTBF Management Contract 2019-2022 - Art. 29 *[BE] French community - Decree on audiovisual media services and video-sharing services - 4 February 2021 - Art. 9.1.2-3 §1 17° *[BE] German community - Decree 1 March 2021 - Decree. on Media Services and Cinema Screenings - Art. 5 §1 1. and 129 9. *[BE] Brussels-capital region - Law of 5 May 2017 on audiovisual media services in the bilingual Brussels-Capital Region - as amended by Law 21 July 2021 - Art. 29/1. §2, 5° and 29/2., §2, 4°	Collaboration Between Media Literacy Actors (French community - Decree on audiovisual media services and video-sharing services - 4 February 2021 - Art. Art. 5.5-1) Media Literacy for Persons with Disabilities (Decree on Audiovisual Media Services Art. 29)
Bulgaria	[BG] Radio and Television Act - Art. 19e (8) (8)	[BG] Radio and Television Act - Art. 33a (1).	Collaboration Between Media Literacy Actors (Radio and Television Act (Article 33a(3)).
Croatia	[HR] The Electronic Media Act - Consolidated 23 September 2022- Art. 96 (7) (10)	[HR] The Electronic Media Act - Consolidated 23 September 2022 - Art. 19 (1) and 71 (1) and (2)	Funding for Media Literacy (Electronic Media Act: Art. 71)
Czechia	[CZ] Act 242/2022 of 10 August 2022 on video-sharing platform services and amending certain related acts (the Video-Sharing	[CZ] Act No 231/2001 on the operation of radio and television broadcasting and amending other laws - Consolidated 15 September 2022 - Art. 5 (2) a)	

	Platform Services Act) -Art. 8 (3) (j)		
Denmark	[DK] Order No 1158 of 18 June 2020 - Order on video sharing platform services - Section 12 (1) (8) *[DK] The Radio and Television Broadcasting Act - consolidated 4 September 2020-Article 51b (2)		
Estonia	[EE] Media Services Act - Consolidated 28 June 2022 – Article 19°1 (6) and 19°2	[EE] Media Services Act - Consolidated 28 June 2022 - Art. 53°2 and 53°3	
Finland	[FI] Act on Audiovisual Programmes (710/2011) – Consolidated 1st January 2021:Article 7a § * [FI] Act of Åland (2011: 95) on radio and television broadcasting – Consolidated 1st January 2021: Article 30 § * [FI] Electronic Communications Services Act (917/2014) – Consolidated 19 January 2023: Article 226c §	[FI] Act on the National Audiovisual Institute (1434/2007) – Consolidated 1st January 2014 - Art. 2 (2) § *[FI] Act on Audiovisual Programmes (710/2011) – Consolidated 1st January 2021 - Art. 8 §	
France	[FR] Law No. 86-1067 of 30 September 1986 on the freedom of communication (Loi Léotard) - Consolidated 18 August 2022: Article 60 II and III	[FR] Law No. 2018-1202 of 22 December 2018 on the fight against information manipulation - Consolidated 27 october 2021 - Art. 11 I point 6°	
Germany	*[DE] Act to Improve Law Enforcement in Social Networks (NetzDG) - Consolidated 3 June 2021: Art. 3 * [DE] Telemedia Act - Consolidated 1st December 2021: Art. 10b (5) and Art. 6 (3) *[DE] Interstate Treaty on the Protection of Minors in the Broadcasting and Telemedia-JMStV - Consolidated 30 June 2022: Art. 5a (2) *[DE] Interstate Treaty on Broadcasting and Telemedia - Consolidated 30 June 2022: Art. 98 (3)	[DE] Interstate Treaty on Broadcasting and Telemedia - consolidated 30 June 2022 - Art. 112 (1)	Funding for Media Literacy (Medienstaatsvertrag Art. 112(1))
Greece	[GR] Law 4779 of 20 February 2021: Art. 32 (6) (j)	[GR] Law 4779 of 20 February 2021 - Art. 35	Collaboration Between Media Literacy Actors (Law 4779/2021, Art. 35(1))

Greek Administration of Southern Cyprus	[CY] Law on Radio and Television Organisations - Consolidated 23 December 2021 - Art. 32F (6) to (9)	[CY] The Cyprus Broadcasting Corporation Act - Consolidated 9 December 2021 - Art. 18D *[CY] Law on Radio and Television Organisations - Consolidated 23 December 2021 - Art. 30C	
Hungary	[HU] Act CVIII of 2001 on certain issues concerning e-commerce services and services related to the information society (as amended by act XXIV of 2020) – Consolidated 12 June 2020: 15/H. §	[HU] Act CLXXXV of 2010 on Media Services and Mass Communication - Consolidated 23 juin 2021 - Art. 132. § point k)	
Italy	[IT] Legislative Decree No 208 of 8 November 2021-Consolidated Text on Audiovisual Media Services: Art. 42 (7)(l)	[IT] Legislative Decree No 208 of 8 November 2021 - Consolidated Text on Audiovisual Media Services - Art. 4 3. and 4.	
Ireland	[IE] Broadcasting Act 2009 - Consolidated 2 March 2023: 139K (2)(d)	[IE] Broadcasting Act 2009 - Consolidated 2 March 2023 - Art. 7(3)(g) and 159F(2)(b)(ii)	Funding for Media Literacy (Broadcasting Act 2009, Art. 159F(2)(b)(iii)) Collaboration Between Media Literacy Actors (Broadcasting Act 2009, Article 7(3)(g))
Latvia	[LV] Electronic Mass Media Law - Art. 23.2 (3)	[LV] Electronic Mass Media Law - Art. 60 (1) 12)	Evaluation of Media Literacy Activities [LV] National strategy for the development of the electronic media sector 2023-2027 - A-3 Collaboration Between Media Literacy Actors (The National Electronic Media Strategy 2023-2027)
Lithuania	[LT] Law on the provision of information to the public of the Republic of Lithuania - Consolidated 12 May 2022: Art. 40-4 (2) 10	[LT] Law Amending the Law on the Provision of Information to the Public (No. XIV) of 14 January 2021 - Art. 28 6.	Evaluation of Media Literacy Activities (Law Amending the Law on the Provision of Information to the Public (No. XIV) of 14 January 2021 - Art. 28 6.)
Luxembourg	[LU] Amended Electronic Media Act of 27 July 1991 - as last amended by the Act of 26 February 2021: Art. 28septies 3) j	[LU] Amended Electronic Media Act of 27 July 1991 - as last amended by the Act of 26 February 2021 - Art. 35 2) point j)	
Malta	[MT] Broadcasting Act 350 – Consolidated 7 December 2020:Art. 16S (6)(j)	[MT] Broadcasting Act 350 – Consolidated 7 December 2020 - Art. 16MA	
Netherlands	[NL] Media Act 2008 - Consolidated - 1 July 2022: Art. 3a.3(3)(b)	[NL] Media Act 2008 - Consolidated - 1 July 2022: Art. 3a.3(3)(b)	
Poland	[PL] Broadcasting Act - Consolidated 21 April 2022: Art. 47w	[PL] Broadcasting Act - Consolidated 21 April 2022 - Art. 6 2. 13 and 14) and 3. 5)	Evaluation of Media Literacy (Activities Broadcasting Act, Article 6-2(14))

			Collaboration Between Media Literacy Actors (Broadcasting Act - Consolidated 21 April 2022 - Art. 6 2. and 9 to 12)
Portugal	[PT] Law 27/2007, of 30th July - Television and Audiovisual On-Demand Services Law – Consolidated 19 November 2020: Article 69-C(h)	[PT] Law 27/2007, of 30th July - Television and Audiovisual On-Demand Services Law – Consolidated 19 November 2020 - Art. 51; Art. 93-A	Media Literacy for Persons with Disabilities (Law 27/2007, of 30th July - Television and Audiovisual On-Demand Services Law – Consolidated 19 November 2020 - Art. 51) Collaboration Between Media Literacy Actors (Law 27/2007, of 30th July - Television and Audiovisual On-Demand Services Law – Consolidated 19 November 2020)
Romania	[RO] Law No 504/2002 of 11 July 2002 (the Audiovisual Act) - Consolidated 3 July 2022: Article 42 ⁸ (7)(j):	[RO] Law No 504/2002 of 11 July 2002 (the Audiovisual Act) - Consolidated 3 July 2022 - Art. 10 (3) point (i) and (o)	
Slovakia	[SK] Law of 22 June 2022 on media services and on amending and supplementing certain laws (Media Services Act): § 49 (1)(g)	[SK] Law of 22 June 2022 on media services and on amending and supplementing certain laws (Media Services Act) - Art. § 110 (3) b) 4., g) and j)	Evaluation of Media Literacy Activities (Media Services Act: Article 110(3)g)
Slovenia	[SI] Audiovisual Media Services Act (ZAvMS) - Consolidated 15 December 2021: Art. 38č (4)	[SI] Act amending the Audiovisual Media Services Act (ZAvMS-B) - 15 December 2021 - Art. 42 (4) *[SI] Audiovisual Media Services Act (ZAvMS) - Consolidated 15 December 2021 - Art. 11a (1) and (2) and 14b (2)	(Funding for Media Literacy Audiovisual Media Services Act (ZAvMS), Art. 11a(1))
Spain	[ES] Law 13/2022 of 7 July on General Audiovisual Communication: Art. 89 1. h	[ES] Law 3/2013, of 4 June, on the creation of the National Commission for Markets and Competition - Consolidated 28 December 2021 - Art. 9 2. *[ES] Law 13/2022 of 7 July on General Audiovisual Communication - Art. 10, 15.4 point m) and 151 1) point g)	Media Literacy for Parents (Law 13/2022 of 7 July on General Audiovisual Communication - Art. 10 (4) Collaboration Between Media Literacy Actors (Law 13/2022, Article 10(4)).
Sweden	[SE] Radio and Television Act (2010:696) - Consolidated 30 June 2022: Chapter 9a, Section 3	[SE] Ordinance with instructions to the Swedish Media Council 2010:1923 – Consolidated 1st January 2021 - Art. 1	
United Kingdom	The Communications Act. Section 11	The Communications Act. Section 11	Evaluation of Media Literacy Activities (The Communications Act. Section 11) Collaboration Between Media Literacy Actors (The Communications Act. Section 11)