

National Review of Policies and Good Practices on Media, Citizenship and Intercultural Education Abstracts

This document presents the abstracts of the five national reports written in the framework of [MEET](#), a European project aiming at supporting social inclusion for young people in intercultural context thanks to media education. These reports aim at reviewing the more recent developments of policies and the good practices in the areas of media, citizenship and intercultural education in five countries (Austria, Belgium, Germany, Italy and Slovenia), as well as at producing an updated evaluation of the [e-EAV project](#).

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Review of Policies and Good Practices on Media, Citizenship and Intercultural Education in Austria

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Abstract

The Austrian report provides an overview of actors, national policies and practices in Austria regarding citizenship-, media- and intercultural education. It considers the years between 2012 and 2017 and places a special focus on economically and socially disadvantaged students, migrants and refugees. For further developing MEET's teaching and learning materials against discrimination, i.e. e-EAV good practises, the forth section is dedicated to a short evaluation of teachers and educators who participated in the e-EAV project. This data revealed that the e-EAV good practises were seen as tools to arise awareness on the field of media education. Even though the current national policies are promising major developments in the field of critical media education, the review indicates that the main actors are still single teachers who are willing to put additional resources in the field or non-formal educators. In addition, there is a strong urban tendency regarding non-formal educational projects as well as a Vienna centralisation concerning teacher education on media education. It is worth noting that focussing on economically and socially disadvantaged students much more efforts must be made that lead to increased awareness of the consequences of structural and institutional inequalities in education in general.

Review of Policies and Good Practices on Media, Citizenship and Intercultural Education in French-speaking Belgium

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Abstract

The Belgian report gives an overview of the current policies on media, citizenship and intercultural education in French-speaking Belgium and evaluates the effectiveness of the media education platform e-EAV.

It first highlights the crucial role played by associations in the fields of intercultural and citizenship education in Belgium and the importance of continuing to support their autonomy with policies such as the "Permanent Education" and "Youth Organisation" decrees, since civil society is in the best position to reveal the needs of the citizens in these fields and provide answers to it.

Secondly, the evaluation of the e-EAV platform reveals the teachers' difficulty to integrate media education activities in their courses without infringing upon their compulsory heavy curriculum. It also draw attention on their lack of initial training in media education which appear as the greatest obstacle to the development of media education activities in class.

Finally, the report concludes on the bridges to be made between media education, intercultural and citizenship education. These three fields are indeed closely linked: decoding media, being able to use them to make ones voice heard, position oneself and take a critical step forward: all these skills are developed by media education and useful for young people to have an active citizen's life. Media education could therefore be incorporated into the new citizenship education courses as long as it is not being removed from all other courses where it is a transversal competence. Leave media education be a cross-curricular competency, possibly as a graduating competence in the citizenship course, and encourage the initial training of teachers in media education or even make it compulsory would be a great solution for a better implementation of media education activities in schools. The reports also stresses the importance of building bridges between the school field and civil society on issues of intercultural and citizenship education. Finally, it also emphasizes the importance for every ethno-cultural minority to be represented equitably and to have its voice heard in civil society through associations that are legitimate and financially supported by the Wallonia-Brussels Federation in order to provide to citizens a relevant and useful intercultural education.

Review of Policies and Good Practices on Media, Citizenship and Intercultural Education in Germany

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Abstract

The German report begins with an overview of the German education system on the national and state levels, explaining the levels responsible for strategy development and implementation of programmes in media literacy, participatory citizenship and civil education, and intercultural learning. National strategies for activities outside of schools can be formulated on the federal level, but in the school sector the individual states are sovereign. However, the federal government and the conference of (state) Ministers of Culture (KMK) can make recommendations. Outside of the school sector, there is a wide range of governmental and non-governmental initiatives addressing contemporary media and socio-cultural issues related to skills for democracy. Overall, in the three areas of activity named above, there are numerous strategies being pursued alongside one another. The challenge for teachers and youth social workers is to be well-informed about all these programmes and to integrate them into their daily work. Funding frameworks for most projects foresee a limited duration and, as a result, necessitate additional administrative effort while potentially reducing sustainability. More coordination and continuity would be of great advantage. A comprehensive impact analysis of the strategies and programmes would be too extensive within the framework of this report. In the area of media education, however, some current measures are surveyed.

In an evaluation of the materials now available in English and French from the predecessor project e-EAV, it is concluded that a number of adaptations would be required to render them applicable in German schools.

Review of Policies and Good Practices on Media, Citizenship and Intercultural Education in Italy

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Abstract

The first part of the Italian report provides an overview of the social actors dealing with Media Literacy Education (MLE) in Italy, as well as a snapshot of the national policies regarding media, citizenship and intercultural education. In Italy since the 1990s some Civil Society Organisations and several academic research centres have played a crucial role in promoting MLE's initiatives at school, from the elaboration and dissemination of instructional guides on media education to media educators' training. At institutional level, instead, MLE has been acknowledged only recently, particularly with the last National Plan for the Digital School (2016). Indeed, although MLE is not a curricular subject in the Italian school, presently the Ministry of Education is strongly advocating a competency-based approach to digital literacy, which connects in many respects with the MLE's rationale, as well as with a participatory model of citizenship education. The second part of this report consists of an evaluation of e-EAV good practices at national level. Overall teachers and educators involved in the e-EAV project evaluate very positively the media education materials and activities both in the short term and in the mid/long term. However, also some criticality emerged from this assessment, particularly the discontinuity of face to face training, the scarce cooperation among teachers and the difficulty to contrast discriminatory attitudes of young people. The report concludes with a set of recommendations on how current policies and media education good practices might be further improved, especially through the adoption of a more 'critically oriented' approach to MLE and a stronger cooperation between teachers and researchers in order to develop 'co-design skills' and knowledge in the areas of MLE and intercultural education.

Review of Policies and Good Practices on Media, Citizenship and Intercultural Education in Slovenia

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Abstract

The Slovenian report provides a review on policies and practices considering media, citizenship and intercultural education in Slovenia, with a special focus on inclusion of children from disadvantaged social contexts, specifically migrants, in the educational system. It maps main governmental and non-governmental actors in the field, including their programs, policies and the system of funding; presents and discusses contemporary policies related to media, citizenship and intercultural education; analyses the effectiveness of the educational modules from e-EAV project and possibilities of their upgrading; and provides policy recommendations. The review shows that general objectives of the Slovenian education system set at the policy level include respect of human rights, fostering of intercultural dialogue and promotion of solidarity. There is however a considerable lack in policy measures which would in fact enable the realisation of these goals in practice. Most urgently needed is the systematisation of measures, which would enable children from deprived social context (including migrant children) equal access to education. Currently the focus is only on language education, but even this measure is legally loosely defined. The analysis as well revealed that the topic of media education is not adequately addressed in policies and in the curriculum. The curriculum for example to a large part ignores contemporary media use of the young people and rapid changes in mediatised societies. The review of the field of citizenship education revealed the problem of political interventions, which in recent years shifted the curriculum toward patriotic education and nationalism, as well as problems with quality assurance of the educational process within the corresponding course in primary schools. Recent (2017) evaluation of the e-EAV educational modules by teachers who participated in the 2014 testing has shown that main challenges respondents face in addressing hate speech in the class are related to the general social and political climate, which is marked by an increased use of hate and discriminatory speech. Current mainstream politics acts in a way that legitimizes discrimination and delegitimizes the professional field of citizenship, media and intercultural education, which disempowers teachers in their everyday practice. Based on these findings, several recommendations have been formed, which include a re-conceptualisation and re-positioning of the media education in the school system, assuring the quality of educational process, encouraging and funding activities of the non-formal sector, and systematization of intercultural education and measures aimed at children from specific disadvantaged social contexts, including migrants. Teachers trainings are most needed in the field of media education and intercultural competences.