

AN EVALUATION OF EUROPEAN UNION MEDIA LITERACY POLICIES AND LEGISLATION

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Abstract

The aim of this study is to evaluate the media literacy policies and legislation of the EU and to investigate the tendencies of the European Union in this field. In the study, a documentary scanning was conducted and primary sources were utilized. Some of the results reached in the study as follows: Since 2007, the EU has taken legal measures to monitor the development of Member States on media literacy and to promote good practices in this regard. In 2018, with the amendment made to the Audio-Visual Media Services Directive, video-sharing sites, as well as traditional media, were given responsibility regarding media literacy. In recent years, the European Union has been leaning towards efforts aimed at combating disinformation, especially within the scope of media literacy.

Keywords: Audiovisual Media Services Directive, AVMSD, European Union, Disinformation, EU Media Literacy Policy.

Avrupa Birliği Medya Okuryazarlığı Politika ve Mevzuatına Yönelik Bir Değerlendirme

Öz

Bu çalışmanın amacı AB'nin medya okuryazarlığı politikalarını ve mevzuatını değerlendirecek, Avrupa Birliği'nin bu alandaki eğilimlerini araştırmaktır. Çalışmada belgesel tarama yapılarak birincil kaynaklardan yararlanılmıştır. Çalışmada ulaşılan bazı sonuçlar şunlardır: AB 2007 yılından bu yana, Üye Devletler'in medya okuryazarlığı konusundaki gelişmelerini takip etmek ve bu konudaki iyi uygulamaları teşvik etmek üzere hukukî önlemler almıştır. 2018 yılında Görsel-İşitsel Medya Hizmetleri Yönergesinde yapılan değişiklik ile geleneksel medyanın yanı sıra, video paylaşım sitelerine de medya okuryazarlığı konusunda

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sorumluluk yüklenmiştir. Avrupa Birliği'nin son yıllarda, medya okuryazarlığı kapsamında özellikle dezenformasyonla mücadeleye yönelik çalışmalara ağırlık verdiği görülmektedir.

Keywords: Avrupa Birliği, AB Medya Okuryazarlığı Politikası, Dezenformasyon, Görsel İşitsel Medya Hizmetleri Yönergesi, GİMHY.

Introduction

Mass media are tools that can reach a wide audience through different distribution channels such as newspapers, radio, television, cinema, video, internet and virtual communities. Informative and creative content is created by these tools with different forms of communication, such as text, audio and video. While the development of information and communication technologies provides numerous advantages such as instant access to information, interaction, access to unlimited data, participation in content production, it also brings many risks such as disinformation, abuse of the vulnerable, inappropriate content for minors and unwanted surveillance. In other words, these technologies have the potential to have both positive and negative effects on consumers. At this point, the need for media literacy emerges.

Understanding the language of the media and reading media messages correctly has become an important requirement of today.¹ Media literacy is a popular topic among national and international organizations, media professionals, educators, consumer activists, and parents who are concerned about the risk of their children being exposed to the media.² The importance of media literacy has been emphasized by many international organizations in numerous audiovisual policy documents for many years. Media literacy is an issue that the European Union (EU) has been focusing on for many years. It is essential to create better knowledge and understanding of the place of media in the digital world, who the new stakeholders in the media economy are, and what new advantages and disadvantages digital media consumption can offer.³ Media literacy has

¹ İbrahim E. Bilici, "Medya Okuryazarlığında Paydaşlar Arası İşbirliği ve Anahtar Kriterler [Stakeholder Collaboration and Key Criteria in Media Literacy]", in *Medya Okuryazarlığı [Media Literacy]*, ed. Meltem Bostancı (Ankara: Nobel Publications, 2019), 17.

² W. James Potter, "The State of Media Literacy", *Journal of Broadcasting & Electronic Media* 54, No 4 (30 Kasım 2010): 675, <https://doi.org/10.1080/08838151.2011.521462>.

³ European Commission, 'Communication on a European Approach to Media Literacy in the Digital Environment', 2007, 2, <https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52007DC0833&from=el>.

become a life skill that must be learned in the digital world. At the launch of the European Commission's Communication on Media Literacy in December 2007, Information Society and Media Commissioner Viviane Reding said about importance of media literacy:

In a digital era, media literacy is crucial for achieving full and active citizenship. The ability to read and write – or traditional literacy – is no longer sufficient in this day and age. People need a greater awareness of how to express themselves effectively, and how to interpret what others are saying, especially on blogs, via search engines or in advertising. Everyone (old and young) needs to get to grips with the new digital world in which we live. For this, continuous information and education is more important than regulation.

With the introduction of internet technologies, media literacy studies have entered a different process all over the world. In this context, the targets for media literacy in the EU are being restructured through policy documents and legislative amendments. This study aims to evaluate the EU's policies and legal regulations on media literacy and to investigate trends in this area. It is thought that the study may provide guidance to policy makers, practitioners and researchers, especially in terms of guiding Turkey's media literacy policies.

As a result of the literature review, many studies examining EU media literacy policies were found in both national and international literature.⁴

⁴ Aviva Silver, "A European Approach to Media Literacy: Moving toward an Inclusive Knowledge Society", *Comunicar* 16, No 32 (01 Mart 2009): 19-20, <https://doi.org/10.3916/c32-2009-01-004>; Brian O'Neill, "Current Policy Developments in European Media Literacy", *International Journal of Media & Cultural Politics* 6, No 2 (01 Eylül 2010): 235-41, https://doi.org/10.1386/mcp.6.2.235_3; Laura Manuel Pérez Cervi, Oralia Paredes, and José Tornero, "Current Trends of Media Literacy in Europe: An Overview", *International Journal of Digital Literacy and Digital Competence* 1, No 4 (01 Ekim 2010): 1-9, <https://doi.org/10.4018/jdlldc.2010100101>; Adnan Altun, "Tavsiye Kararları Çerçevesinde Avrupa Birliği'nin Medya Okuryazarlığı Eğitimi Vizyonu [The European Community's The Vision of Media Literacy Education Within The Frame of The Recommendations]", *The Journal of Van Yüzcüncü Yıl University Faculty of Education* 8, No 1 (2011): 58-86; Joseph Borga ve Mary Anne Laurib, "A Comparative study of EU Documents on Media Literacy", *In Media Education Research Journal* 2, No 1 (2011): 30-42; Sonia Livingstone vd., "Critical insights in European media literacy research and policy", *Media Studies* 3, No 6 (2012): 2-12; Ayşen Akkor Gül, "Avrupa Birliği'nde Medya Okuryazarlığı: Düzenleme ve Çalışmalarda Gözlemlenen Eğilimler", *AJIT-e: Online Academic Journal of Information Technology* 4, No 11 (15 Şubat 2013): 15-33, <https://doi.org/10.5824/1309-1581.2013.1.002.x>; Roberto Viola, "Media literacy from the EU perspective" (Media and Learning Conference, Brussel: European Commission, 2016); Petranová Dana , Hossová Monika , Velický Peter, "Curent Development Trends of Media

There is no doubt that these studies will continue as public concern about media use and potentially negative effects increases. The most important feature that distinguishes this study from other studies is that it also includes the current trends in the dynamic EU media literacy policy and legislation (such as policy documents published in the recent years, and the Audiovisual Media Services Directive revised in 2018).

In this context, the research questions that this study seeks to answer are:

- What are the current trends of the EU on media literacy?
- What are the regulations regarding media literacy in the Audiovisual Media Services Directive, which was revised in 2018? What is the importance of these regulations in terms of media literacy?

In the study, documentary scanning was conducted and primary sources such as recommendations, action plans, communications, projects, reports, legislation, etc. were utilized. Firstly, the concept of media literacy is explained, then the policy documents published by the Council of the European Union and the European Commission on media literacy are discussed and finally the media literacy regulations in the Audiovisual Media Services Directive are analyzed. In the conclusion section, a general assessment of the EU media literacy policy documents and legislation was made. This study provides an overview of EU media literacy policy and legislation.

Literacy in European Union Countries”, *Communication Today* 8, No 1 (2017): 52-65; Danail Danov, “Development of Media Literacy as a Key Requirement of the European Union”, *Postmodernism Problems* 9, No 2 (2019): 284-94; Oğuz Güner, “Avrupa Birliği’nde Dijital Medya Okuryazarlığına Dair Bir Değerlendirme [An Assessment on Digital Media Literacy In The European Union].”, *Dicle Üniversitesi Sosyal Bilimler Enstitüsü Dergisi [Dicle University Social Sciences Institute Journal]*, No 29 (2022): 473-99.

I. The Concept of Media Literacy

“I can not think of anything better than media literacy”

European Commissioner Tibor Navracsics

Media literacy is a concept that has different meanings for different stakeholders in different countries. In the literature, various similar terms and concepts such as 'digital literacy', 'computer literacy', 'cultural literacy', 'media education', 'information literacy' are used in relation to media literacy.⁵ However, 'media literacy' is an inclusive concept that includes all these concepts. Nevertheless, media literacy is a dynamic concept that develops with technological and social changes.

The concept of media literacy has been defined by many national and international institutions and scientists. Media literacy is defined by the European Commission as "the ability to access media, to understand and critically evaluate different aspects of media and media content, and to communicate in a variety of contexts."⁶ This definition focuses on many different stakeholders of the media (teachers, media professionals, institutions, educators) and three main areas. These are: “1) access to the media and media content; 2) critical approach, ability to decipher media messages, awareness of how the media work; 3) creativity, communication and production skills”⁷.

According to the definition by the Media Literacy Expert Group, media literacy is an umbrella term that includes all the technical, cognitive, social, civic and creative capacities that allow a citizen to access, critically understand and interact with the media⁸. Media literacy allows people to have the skills, knowledge and understanding they need when using the opportunities offered by both traditional and new communication services. Media literacy also helps people manage content and communication and protect themselves and their families from the possible risks of using these services⁹. Adams and Hamm define media literacy as follows¹⁰:

⁵ European Association for Viewers' Interests [EAVI], “Study on Assessment Criteria for Media Literacy Levels” (Brussel: EAVI, 2009), 21.

⁶ European Commission, “Communication on a European approach”.

⁷ Silver, “Media Literacy”, 12.

⁸ European Commission, ‘Media Literacy Expert Group’, 20 September 2022, <https://ec.europa.eu/transparency/expert-groups-register/screen/expert-groups/consult?do=groupDetail.groupDetail&groupID=2541>.

⁹ Office of Communications [OFCOM], ‘Children and Parents: Media Use and Attitudes Report’ (OFCOM, 2017), 17, <https://www.ofcom.org.uk/research-and-data/media-literacy-research/childrens/children-parents-2017>.

Media literacy may be thought of 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 in the media culture swirling around them.

According to Çiftci¹¹, media literacy encompasses all the skills of accessing, analyzing, making sense of and evaluating media messages, ignoring and avoiding harmful content, and ultimately conveying messages to others when necessary. Media literacy focuses on educating children, young people and adults in both formal and informal settings to consume media messages critically and consciously¹². Media literacy, which aims to help participants better interpret content, also helps to ensure a more accurate reading of media messages by better understanding the media production process. According to Aufderheide¹³, at its core, media literacy refers to the ability to access, analyze, evaluate and communicate various media messages in a variety of ways. The main basis in all possible definitions of media literacy is the development of critical thinking by users¹⁴. In order to better understand the concept of media literacy, it is necessary to explain what kind of skills this concept is aimed at developing.

In the report titled "Mapping of Media Literacy Practices and Actions in Eu-28" published by the European Audiovisual Observatory, five main categories of media literacy skills are defined as follows¹⁵:

Creativity: such as creating, building and generating media content.

Critical thinking: such as understanding how the media industry works and how media messages are constructed; questioning the motivations of content producers in order to make informed choices about content selection and use; recognising different types of media content and

¹⁰ Dennis M. Adams and Mary Hamm, *Literacy in a Multimedia Age* (Christopher-Gordon Pub, 2001), 33.

¹¹ Ahmet Çiftci, "Kitle İletişim Hukuku: Temel Kavramlar ve Genel Olarak Denetim [Mass Media Law: Basic Concepts and Control in General]", in *Kitle İletişiminde Denetim [Control in Mass Media]*, ed. Ahmet Çiftci (Ankara: Adalet Publications, 2021), 37.

¹² Daniel Ciurel, "Media Literacy: Concepts, Approaches and Competencies", *Professional Communication and Translation Studies*, No 9 (2016): 13.

¹³ Patricia Aufderheide, *Media Literacy: A Report of the National Leadership Conference on Media Literacy*, The Aspen Institute Wye Center, Queenstown, Maryland, December 7 - 9, 1992, Forum Report (Queenstown, Md: Aspen Inst, 1993), 9.

¹⁴ Viola, 'Media Literacy from the EU Perspective', 2.

¹⁵ European Audiovisual Observatory, 'Mapping of Media Literacy Practices and Actions in EU-28' (Strasbourg: European Audiovisual Observatory, 2016), 41.

evaluating content for truthfulness, reliability and value for money; recognising and managing online security and safety risks.

Intercultural dialogue: *such as challenging radicalisation and hate speech.*

Media use: *such as the ability to search, find and navigate and use media content and services.*

Participation and interaction: *interaction, engagement and participation in the economic, social, creative, cultural aspects of society through the media and promoting democratic participation and fundamental rights.*

Based on the definitions and media literacy skills described above, it is possible to say that media literacy is a skill that aims to develop the ability to use mass media such as the press, radio, cinema, television and the internet, to produce content using these tools and to critically and consciously analyze the messages given by these tools.

II. Studies Guiding Media Literacy Policies in the European Union

The documents created by the EU have a major impact on Europe's international communication order. Looking at the policies followed in the EU countries and candidate countries, it is seen that these policies are shaped within the framework of the rules established by the EU. In this part of the study, the most important milestones that guide the EU media literacy policy will be summarized. EU initiatives on media literacy only started in the 2000s with the efforts of the European Parliament. When compared to the work of other Organizations, this was a rather late initiative. For example, UNESCO's attention to media education dates back to the 1980s. UNESCO conferences on media literacy were held in Grünwald (1982)¹⁶, Toulouse (1990)¹⁷, Vienna (1999)¹⁸ and Seville (2002)¹⁹ and seminars were held in Paris in 2005 and 2007²⁰.

¹⁶ The Grünwald Declaration was the first document to encourage citizens to develop a critical perspective on the media.

¹⁷ Media education was defined in a systematic way.

¹⁸ The view that media education should be updated due to the emergence of new media environments was accepted.

¹⁹ An action plan was prepared to be carried out in five areas. These are: 1) Research platforms; 2) Education; 3) Cooperation between schools, media, non-governmental organizations, private and public institutions; 4) Supporting public space 5) Strengthening the relationship between society and media.

²⁰ European Commission, "Conclusions on a European approach to media literacy in the digital environment" (Brussels: European Commission, 2008), 1; José Manuel Pérez

Media literacy was first raised in the EU at the Lisbon European Council on March 23 and 24, 2000. The Council stated that a higher level of media literacy could significantly contribute to the EU becoming a more inclusive society and achieving its goals, especially in terms of a more competitive knowledge economy²¹. Starting in 2000, this awareness-raising gained momentum with the studies carried out after 2006 and raised the EU to an important position in the world in terms of media literacy education²². Since the 2000s, the EU has carried out a series of activities to promote media literacy in Member States and to monitor progress in this area.

A. Council of the European Union's Activities on Media Literacy

In the 'Conclusions on a European approach to media literacy in the digital environment'²³ published by the Council of the EU on May 22, 2008, the responsibilities imposed on Member States in terms of media literacy in the Audiovisual Media Services Directive of 2007 were stated and it was recommended that best practices in the field of media literacy be identified and that the private sector and other expert stakeholders should contribute to this work.

On November 27, 2009, the Council published 'Conclusions on media literacy in the digital environment'²⁴. The elements proposed in the Council Conclusions are based on the premise that media literacy plays an important role in the development of the cultural and democratic life of society. With this Decision, the Commission and the Member States are invited to work towards improving media literacy.

On February 4, 2014, following a meeting with the Council of the EU and EU Member States, 'Conclusions on media freedom and pluralism in the

Tornero ve Mireia Pi, "Media Literacy Policy in European Union A New Horizon", in *New questions, new insights, new approaches: Contributions to the research forum at the World Summit on Media for Children and Youth 2010*, ed. Cecilia von Feilitzen, Ulla Carlsson, and Catharina Bucht (Nordicom: University of Gothenburg, 2011), 327-28; Ayşen Akkor Gül, *Görsel-işitsel politikayla avrupa birliği: televizyon yayıncılığında yöndeşen medyaya*, 1. baskı, Yayın İletişim dizisi, 103 = 2930 [des Gesamtzw.] (İstanbul: Beta, 2013), 256.

²¹ European Commission, 'Communication on a European Approach to Media Literacy in the Digital Environment', 2.

²² Altun, "Tavsiye Kararları", 60.

²³ See <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A52008XG0606%2801%29>

²⁴ See <https://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2009:301:0012:0012:en:PDF>

digital environment²⁵ was published. In Conclusions, it is stated that media ownership should be easily accessible to citizens and the importance of media literacy in terms of access to information on media ownership is emphasized.

On December 3, 2014, the Council published 'Conclusions on European Audiovisual Policy in the Digital Era'²⁶. This document outlines the Council's perspective on the future of EU audiovisual policy and invites the European Commission and Member States to take specific actions on media literacy. Two years later, On 14 June 2016, the Council published 'Conclusions on developing media literacy and critical thinking through education and training'²⁷. At the Conclusions, a number of suggestions were made for the improvement of media literacy in the Member States.

On 4 June 2018, the Council issued a Recommendation titled 'key competences for lifelong learning'²⁸. The Recommendation emphasizes the significance of digital competence, hence media literacy, as part of lifelong learning. On 19 December 2018, the Council published 'Conclusions on the strengthening of European content in the digital economy'²⁹. The Conclusions emphasized that media literacy is a key factor for both users and content producers and encouraged Member States to promote and support media literacy and digital literacy training for citizens to have a critical approach towards media content. In addition, it has been proposed to improve media literacy through awareness-raising campaigns within civil society.

On 19 February 2019, the Council and Member States published 'Conclusions on securing free and fair European elections'³⁰. Conclusions emphasize that citizens' evaluation of information flows from online media, social networks and similar sources affects their decision-making processes as voters. In this context, March 18-22, 2019 has been declared as 'Media

²⁵ See [https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52014XG0204\(02\)&from=EN](https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52014XG0204(02)&from=EN)

²⁶ See [https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52014XG1203\(01\)&from=GA](https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52014XG1203(01)&from=GA)

²⁷ See [https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52014XG1203\(01\)&from=GA](https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52014XG1203(01)&from=GA)

²⁸ See <https://op.europa.eu/en/publication-detail/-/publication/297a33c8-a1f3-11e9-9d01-01aa75ed71a1/language-en>

²⁹ See [https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52018XG1219\(01\)&from=EL](https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52018XG1219(01)&from=EL)

³⁰ See <https://data.consilium.europa.eu/doc/document/ST-6573-2019-REV-1/en/pdf>

Literacy Week'. Media Literacy Week is an initiative to promote media literacy skills and projects across the EU. Media literacy stakeholders at national level are encouraged to organize their own events during or around this week to celebrate and discuss media literacy (European Commission, 2020). In the following years, Media Literacy Week activities continued.

On October 14, 2019, the Council published 'conclusions on democracy'³¹. The Conclusions emphasize that supporting and promoting online media literacy where necessary will contribute to the resilience of today's democracies in the medium and long term and argue that it is necessary to promote the use of online technology to enable democratic participation.

On December 10, 2019, the General Affairs Council published 'conclusions on complementary efforts to enhance resilience and counter hybrid threats'³². In the Conclusions, the importance of media literacy was emphasized to combat disinformation and secure free and fair elections.

B. European Commission's Activities on Media Literacy

Many studies have been carried out by The European Commission to improve media literacy. In 2005, the European Parliament asked the European Commission to launch an initiative on media literacy. This demand was also repeated by the media industry and some EU Member States. The Commission's work on this issue started in 2006 with the establishment of a Media Literacy Expert Group with an advisory role for the European Commission.³³ This group consisted of a number of media literacy experts, including academics and media professionals. The Group's mission is to: discover, bring to light, document and disseminate good practices in the field of media literacy; facilitate networking between different stakeholders; explore synergies between different EU policies and media literacy initiatives³⁴. In the last quarter of 2006, the European Commission launched a public consultation process involving formal and non-formal education institutions, media organizations and industry, research and cultural institutions, content providers and producers, regulators

³¹ See <https://data.consilium.europa.eu/doc/document/ST-12836-2019-INIT/en/pdf>

³² See <https://data.consilium.europa.eu/doc/document/ST-14972-2019-INIT/en/pdf>

³³ Silver, "Media Literacy", 12-13.

³⁴ European Commission, 'Media Literacy Expert Group'.

and citizens' and consumers' associations³⁵. In May 2006, a study on "Current trends and approaches to media literacy in Europe" was carried out to map current practices in Europe, to promote media literacy and to recommend some measures towards media literacy in consultation with the public. The research results were published on the EU's website in 2007³⁶.

The MEDIA 2007 Program, one of the EU's projects to create a strong European audiovisual market for 2007-2013, emphasized media literacy education and supported the film education initiative launched in cooperation with schools³⁷.

A Communication titled "A European approach to medial literacy in the digital environment"³⁸ was published by the European Commission on December 20, 2007. The Communication stated that a pluralistic and highly competitive media sector in Europe is important for the European economy and emphasized that media literacy will play an active role in achieving the objectives of the Lisbon Strategy.

On August 29, 2009, the Commission adopted a Recommendation "on media literacy in the digital environment for a more competitive audiovisual and content industry and an inclusive knowledge society"³⁹. The Recommendation included suggestions for Member States and the media industry on media literacy. With this Recommendation, the EU's policy on media literacy has become clearer⁴⁰. Furthermore, with the Recommendation, the Commission encouraged Member States to discuss the inclusion of media literacy in the compulsory education curriculum. For many years, most European countries have included media literacy education in their formal education systems, either as a separate subject or as part of other courses with related content⁴¹.

In the Audiovisual Media Services Directive issued in 2007, it was envisaged that the work of the Member States on media literacy would be monitored periodically. In this context, the European Commission has initiated several studies to develop a valid methodology to objectively assess

³⁵ European Commission, "Communication on a European approach", 4.

³⁶ European Commission, 5.

³⁷ European Commission, 5.

³⁸ See <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex%3A52007DC0833>

³⁹ See <https://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=CELEX:32009H0625&from=EN>

⁴⁰ Akkor Gül, *Görsel-işitsel politikasıyla avrupa birliği*, 256.

⁴¹ Petranová Dana , Hossová Monika , Velický Peter, "Curent Development", 53.

the media literacy levels of Member States. In 2009, The European Association for Viewers' Interest (EAVI)⁴² coordinated the "Study on Assessment Criteria for Media Literacy Levels"⁴³ on behalf of the European Commission. The purpose of this research was to provide an understanding of how media literacy levels should be assessed⁴⁴. Also in 2010, the Danish Technological Institute (DTI), EAVI and the Oxford Internet Institute (OII) conducted research on behalf of the European Commission. The results of the research, which started in 2010 and was completed in 11 months, were summarized in 2011 in a report titled "Testing and refining, criteria to assess media literacy levels in Europe"⁴⁵. An important result of this research is that it is a tool that measures media literacy levels across various ages, education levels, income levels, access levels and geographical locations⁴⁶.

On May 2, 2012, the Commission published a Communication titled 'European Strategy for a Better Internet for Children (BIK' Strategy)⁴⁷. The purpose of this Communication is to make children more confident in their online activities. With the Communication, targets were set for the Commission, the Member States and the industry and cooperation towards these targets was proposed. Among these objectives is the development of media literacy. In the Communication, it is envisaged that strategies that will include teaching online safety will be included in school curricula by 2013.

On 6 May 2015, the Commission published a Communication titled "A Digital Single Market Strategy for Europe"⁴⁸, with the aim of ensuring better access to online goods and services for consumers and businesses, creating

⁴² The European Association for Viewers Interests: an international non-profit organization advocating for media literacy and full citizenship. EAVI promotes the embracement of initiatives that engage citizens in reading, writing and participating in public life through the media. For more details about EAVI see <https://eavi.eu/about-us/>

⁴³ See https://ec.europa.eu/assets/eac/culture/library/studies/literacy-criteria-report_en.pdf

⁴⁴ Paolo Celot ve José Manuel Pérez Tornero, "Study on Assessment Criteria for Media Literacy Levels:A Comprehensive View of the Concept of Media Literacy and an Understanding of How Media LiteracyLevel in Europe Should be Assessed" (Brussel: European Commission, 2009).

⁴⁵ See <https://op.europa.eu/en/publication-detail/-/publication/4cbb53b5-689c-4996-b36b-e920df63cd40>

⁴⁶ Danish Technological Institute [DTI] and European Association for Viewers' Interests [EAVI], 'Testing and Refining Criteria to Assess Media Literacy Levels in Europe Final Report' (Brussel: European Commission, 2011), 1.

⁴⁷ See <https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52012DC0196&from=EN>

⁴⁸ See <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex%3A52015DC0192>

the right conditions for the development of digital networks and services and maximizing the growth potential of the European Digital Economy. The Communication contains a number of recommendations for improving digital skill levels in relation to media literacy.

On 25 May 2016, a Communication titled 'Online Platforms and the Digital Single Market Opportunities and Challenges for Europe'⁴⁹ was published. In this Communication, the Commission has set out its general assessment of online environments. The Communication announced that the Commission will propose an updated Audiovisual Media Services Directive, which will include measures to protect minors from harmful content and hate speech, including on video sharing platforms. As a matter of fact, the Directive was revised accordingly in 2018.

On 10 June 2016, the Commission published a Communication titled 'A New Skills Agenda for Europe', which aims to promote a series of actions to provide people in the EU with the right skills, the right training and the right support, including the promotion of digital skills. This work is a five-year plan to help individuals and businesses develop more and better skills. The renewed Skills Agenda, which is a continuation of this study, was published by the European Commission on July 1, 2020.

In 2016, a report titled 'Mapping of media literacy practices and actions in EU-28' was prepared by The European Audiovisual Observatory⁵⁰ on behalf of the European Commission. The report investigates the best media literacy projects in the 28 EU Member States between 2010 and 2016. The aim of this study is to highlight some of the most diverse, interesting and innovative projects on media literacy in Europe, in order to inspire future activities and collaboration across Europe⁵¹.

On September 28, 2017, the Commission published a Communication titled 'Tackling Illegal Content Online Towards an enhanced responsibility of online platforms'⁵². This Communication sets out a set of guidelines and principles for online platforms to accelerate the fight against illegal content

⁴⁹ See <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A52016DC0288>

⁵⁰ "The European Audiovisual Observatory was set up in Strasbourg in 1992 to reply to a distinct lack of information and transparency concerning this industry. To the present day, it continues to provide a comparative European overview of the audiovisual industry in 40 different countries as well as detailed analysis of national and even regional industries." (The European Audiovisual Observatory, 2022).

⁵¹ European Audiovisual Observatory, "Mapping", 27.

⁵² See <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A52017DC0555>

online, in cooperation with national authorities, Member States and other relevant stakeholders.

In 2018, Andrus Ansip, Vice President of the European Commission, asked political adviser Guillaume Klossa for his opinion on 'the challenges and opportunities for Europe linked to the development of technologies such as Artificial Intelligence and Blockchain with a specific focus on the media sector'. In response, Klossa prepared a report titled 'Towards European Media Sovereignty An Industrial Media Strategy to Leverage Data, Algorithms and Artificial Intelligence'. In the report, Klossa emphasized the importance of promoting media and social media literacy to help citizens understand the role of journalists and social media and to build trust in the media⁵³.

On June 9, 2020, the European Council published "Council conclusions on media literacy in an ever-changing world"⁵⁴, which represents an important step forward in how media literacy is viewed at policy level across the EU. In the conclusions, a number of measures that can be taken for media literacy and financial and political issues related to media literacy are explained. In the Conclusion, the Council recommended Member States to work on media literacy at regional, national and thematic levels.

On 3 December 2020, the Commission adopted The Media and Audiovisual Action Plan (MAAP) for Video Sharing Platforms (VSP) to put in place significant media literacy measures and tools in partnership with ERGA and VSPs. On the same day, the European Commission published the European Democracy Action Plan, which details how media literacy can be used to combat online disinformation and the task of the European Digital Media Observatory (EDMO)⁵⁵ in media literacy activities.

⁵³ Guillaume Klossa, 'Towards European Media Sovereignty An Industrial Media Strategy to Leverage Data, Algorithms and Artificial Intelligence' (Brussels: European Commission, 2019), 76.

⁵⁴ See <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A52020XG0609%2804%29>

⁵⁵ EDMO is an independent observatory that brings together fact-checkers and academic researchers with expertise in the field of online disinformation, social media platforms, journalist-driven media and media literacy practitioners. The European Digital Media Observatory (EDMO) project started its activities on June 1, 2020. EDMO promotes scientific knowledge on online disinformation, advances the development of fact-checking services and supports media literacy programs (European Digital Media Observatory [EDMO], 2022).

‘The Creative Europe programme 2021-2027’⁵⁶ is the European Commission's flagship programme to support the culture and audiovisual sectors. Creative Europe's objectives include “*promoting cross-sectoral innovative and collaborative actions, including support for media literacy and a diverse, independent and pluralistic news media environment*”.

Published in 2021, 'The European Pillar of Social Rights Action Plan'⁵⁷ proposes the main targets for the EU to achieve by 2030. Among these goals are the goals related to the acquisition of basic digital skills by citizens. The Action Plan aims for the proportion of adults with at least basic digital skills to reach 80% by 2030.

On May 11, 2022, ‘A Digital Decade for children and youth: the new European strategy for a better internet for kids (BIK+)’⁵⁸ was adopted by the Commission. The new European strategy identified shortcomings in media literacy and made recommendations for Member States and the industry to strengthen media literacy.

1. European Commission's Efforts for Fighting Disinformation

Nowadays, especially with the spread of Internet technologies, disinformation has increased enormously and the concept of "post truth" has started to be used for this period⁵⁹. Disinformation, defined by the European Commission as "verifiably false or misleading information created, presented, and disseminated for financial gain or intentional deception of the public", has become an important problem for democratic contemporary societies. Such damages may include undermining democratic processes or threats to public property, such as health, environment and security⁶⁰. The growing interest in media literacy is actually simultaneous with the growing concern for the phenomenon of disinformation and its effects⁶¹. In the face

⁵⁶ See <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=OJ:L:2021:189:TOC>

⁵⁷ See <https://op.europa.eu/webpub/empl/european-pillar-of-social-rights/en/>

⁵⁸ See <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=COM:2022:212:FIN>

⁵⁹ Ralph Keyes, *Hakikat Ötesi Çağ: Günümüz Dünyasında Yalancılık ve Aldatma [The Post-Truth Era: Dishonesty and Deception in Contemporary Life Hardcover]*, trans. Deniz Çetin (İzmir: Delidolu, 2019).

⁶⁰ European Court of Auditors, ‘EU Action Plan against Disinformation.’, 2020, 4, https://www.eca.europa.eu/Lists/ECADocuments/AP20_04/AP_Disinformation_EN.pdf.

⁶¹ Charo Sádaba ve Ramón Salaverría, “Combatir la desinformación con alfabetización mediática: análisis de las tendencias en la Unión Europea”, *Revista Latina de Comunicación Social*, No 81 (28 Nisan 2022): 20, <https://doi.org/10.4185/RLCS-2023-1552>.

of disinformation, the key role of media literacy is increasingly growing. In this regard, enhancing media literacy is crucial in terms of avoiding the harms caused by disinformation.

It is possible to say that the measures taken by the European Commission to protect against the harmful effects of disinformation have increased in recent years. On 26 April 2018, the Commission published a Communication titled 'Tackling online disinformation: a European Approach'⁶² outlining the key overarching principles and objectives that should guide actions to raise public awareness of disinformation and effectively combat the phenomenon. The Communication set out a series of recommendations to strengthen media literacy to combat online disinformation. On 5 December 2018, the Commission presented the Commission's assessment of the progress made in implementing the recommendations contained in the Communication. On the same day, the Commission and the High Representative published a Joint Communication titled 'Action Plan against Disinformation'⁶³. The Joint Communications made recommendations focusing on how to tackle disinformation both within and around the EU. On 14 June 2019, the report 'the implementation of the Action Plan Against Disinformation'⁶⁴ assessed how the objectives set out in the Action Plan against Disinformation have contributed to the combat against disinformation.⁶⁵ As the spread of unsubstantiated news and information during the pandemic has a negative impact on public health, The Commission and the High Representative published a Joint Communication 'Tackling COVID-19 disinformation - Getting the facts right'⁶⁶ on 10 June 2020 to raise awareness and propose actions to address fake news, particularly about Covid-19.

In light of the Commission's work to combat disinformation, on 26 September 2018, the Commission published 'The Code of Practice on Disinformation'⁶⁷, which sets out self-regulatory standards to combat disinformation by major online platforms, emerging and specialized platforms, players in the advertising industry, fact-checkers, research and civil society organizations. This Code is a non-legally binding agreement that lists the measures that must be taken to combat disinformation. The

⁶² See <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A52018DC0236>

⁶³ See https://ec.europa.eu/info/sites/default/files/eu-communication-disinformation-euco-05122018_en.pdf

⁶⁴ See https://eur-lex.europa.eu/legal-content/EN/ALL/?uri=comnat:JOIN_2019_0012_FIN

⁶⁵ See https://eur-lex.europa.eu/legal-content/EN/ALL/?uri=comnat:JOIN_2019_0012_FIN

⁶⁶ See <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A52020JC0008>

⁶⁷ See <https://digital-strategy.ec.europa.eu/en/library/2018-code-practice-disinformation>

Code was signed in October 2018 by the online platforms Facebook, Google, Twitter and Mozilla, as well as advertisers and other actors in the advertising industry. Microsoft joined the Code in May 2019 and TikTok in June 2020⁶⁸. On 26 May 2021, the European Commission and the High Representative published 'Guidance on Strengthening the Code of Practice on Disinformation'⁶⁹. Then, in 2022, The 2022 Strengthened Code of Practice on Disinformation⁷⁰ was published, building on the 2018 code and setting more ambitious commitments and measures against online disinformation.

III. Media Literacy Legislation

A. *Audiovisual Media Services Directive (2007)*

The Television without Frontiers Directive (1989 and 1997) was revised and replaced by the Audiovisual Media Services Directive (AVMSD), which entered into force on December 18, 2007 upon publication in the Official Journal of the EU. The AVMSD includes a set of rules to manage free movement in the audiovisual field in Member States. The most important step towards media literacy at the policy level was taken with AVMSD (2007)⁷¹. In other words, media literacy in the EU has been legally included in this regulation for the first time. The inclusion of regulations on media literacy in this text, which is binding for Member States, shows the importance the EU places on the issue⁷². The recognition of media literacy in the Directive and the consequent development of media literacy indicators were realized after a long period of work⁷³. Recital 37⁷⁴ of the Directive, which refers to media literacy, includes a definition of 'media literacy' and objectives in this area. In Article 26⁷⁵, an arrangement was made to measure

⁶⁸ European Commission, '2018 Code of Practice on Disinformation', 2022, <https://digital-strategy.ec.europa.eu/en/library/2018-code-practice-disinformation>.

⁶⁹ See https://ec.europa.eu/commission/presscorner/detail/en/IP_21_2585

⁷⁰ See <https://digital-strategy.ec.europa.eu/en/policies/code-practice-disinformation>

⁷¹ O'Neill, 'Current Policy Developments in European Media Literacy', 236.

⁷² Akkor Gül, 'Avrupa Birliği'nde Medya Okuryazarlığı', 21.

⁷³ Pérez Tornero ve Pi, "Media Literacy", 327.

⁷⁴ AVMSD 2007, Recital 37: " 'Media literacy' refers to skills, knowledge and understanding that allow consumers to use media effectively and safely. Media-literate people are able to exercise informed choices, understand the nature of content and services and take advantage of the full range of opportunities offered by new communications technologies. They are better able to protect themselves and their families from harmful or offensive material. Therefore the development of media literacy in all sections of society should be promoted and its progress followed closely."

⁷⁵ AVMSD 2007, Article 26: "Not later than 19 December 2011, and every three years thereafter the Commission shall submit a report on the application of this Directive and, if necessary, make further proposals to adapt it to developments in the field of audiovisual

the status of media literacy in all Member States. Thus, the media literacy practices in the Member States would be shared and the measures to be taken in this context would be identified and the policies to be developed would be guided⁷⁶. The AVMSD (2007) had been codified by Directive 2010/13/EU. With the amendment made in the AVMSD numbered 2010/13/EU, which was published in the Official Journal of the EU on April 15, 2010 and entered into force, it is seen that the definition of media literacy in recital 47⁷⁷ has not changed, but some additions have been made to the objectives for media literacy, especially regarding internet use. Article 26 of the 2007 AVMS Directive was included in Article 33 in the 2010 codified version of the Directive.

B. Amendments to the Revised Audiovisual Media Services Directive on Media Literacy

Proposals for amendments to the Audiovisual Media Services Directive 2010/13/EU were first launched in May 2016 to adapt to new developments in audiovisual technologies and the audiovisual market. After two years of negotiations with legislators, the revised AVMSD was adopted on 14 November 2018 and entered into force after being published in the Official Journal of the European Union on 28 November 2018.

By September 2020, EU countries are required to transpose the new AVMSD into their domestic law.⁷⁸ By this deadline, the vast majority of EU countries have transposed the new AVMSD. However, the Czech Republic, Ireland, Romania, Slovakia and Spain did not implement the revised directive on audiovisual media services by the agreed deadline. These

media services, in particular in the light of recent technological developments, the competitiveness of the sector and levels of media literacy in all Member States".

⁷⁶ Akkor Gül, *Görsel-işitsel politikasıyla avrupa birliği*, 257.

⁷⁷ AVMSD 2010, Recital 47: "(...)The Recommendation of the European Parliament and of the Council of 20 December 2006 on the protection of minors and human dignity and on the right of reply in relation to the competitiveness of the European audiovisual and on-line information services industry (2) already contains a series of possible measures for promoting media literacy such as, for example, continuing education of teachers and trainers, specific Internet training aimed at children from a very early age, including sessions open to parents, or organisation of national campaigns aimed at citizens, involving all communications media, to provide information on using the Internet responsibly."

⁷⁸ AVMSD 2018, Article 2: *Member States shall bring into force the laws, regulations and administrative provisions necessary to comply with this Directive by 19 September 2020. They shall immediately communicate the text of those provisions to the Commission.*

countries were therefore referred to the Court of Justice by the EU.⁷⁹ Therefore, it is possible to say that the EU has been meticulous in the implementation of the regulations in the new Directive by all EU member states. The fact that the EU's media and media literacy regulations in general are implemented in all EU member states is extremely important in terms of the effectiveness and functionality of the regulations.

1. The Definition of Media Literacy in The New Directive

The adoption of the renewed Directive is important in terms of media literacy and strengthens the role of media literacy. The previous version of the AVMSD included the role and definition of media literacy, but in recent years, with the emergence of the problem of online disinformation, the old definition has become insufficient. The definition of media literacy in the new Directive is as follows (AVMSD 2018, recital 59):

Media literacy' refers to skills, knowledge and understanding that allow citizens to use media effectively and safely. In order to enable citizens to access information and to use, critically assess and create media content responsibly and safely, citizens need to possess advanced media literacy skills. Media literacy should not be limited to learning about tools and technologies, but should aim to equip citizens with the critical thinking skills required to exercise judgment, analyse complex realities and recognise the difference between opinion and fact.

As can be seen, the definition of media literacy in the new Directive portrays it as a term that indicates the importance of not only technical skills, but also critical thinking. Thus, the Directive now includes a comprehensive definition of media literacy. Furthermore, the revised Directive clearly emphasizes the importance of multi-stakeholders and recommends that media service providers and video sharing platform providers (Facebook, Instagram/IGTV, YouTube, Snap, TikTok, Dailymotion, etc.) cooperate with all groups of society (AVMSD 2018, recital 59):

It is therefore necessary that both media service providers and video-sharing platforms providers, in cooperation with all relevant stakeholders, promote the development of media literacy in all sections of society, for citizens of all ages, and for all media and that progress in that regard is followed closely.

⁷⁹ CPI, 'EU Sues Five Countries Over Media Content', *Competition Policy International*, 19 May 2022, <https://www.competitionpolicyinternational.com/eu-sues-five-countries-media-content/>.

In addition, the new AVMSD includes three separate regulations on media literacy, namely Article 28b(3)(j) (on video sharing platforms), Article 30b(3)(b) (on the responsibilities of the ERGA on media literacy) and Article 33a (on the responsibilities of Member States on media literacy). Information on these regulations is given below.

2. Regulation of Video Sharing Platforms

The importance of video sharing platforms in the audiovisual world has increased rapidly in the last decade. The new Directive emphasizes that media service providers as well as video sharing platform providers are responsible for media literacy⁸⁰. Article 28b of the AVMSD sets out the duties and responsibilities that video sharing platforms must abide by. AVMSD Article 28b (3)(j) states that Member States must provide for effective media literacy measures and tools and raising users' awareness of those measures and tools. Regulation is very important, especially in terms of the protection of minors.

Video sharing platforms undertake a very wide range of activities that can be classified related to media literacy and aimed at improving media literacy levels. These include⁸¹: Content labelling and prominence, 2) Behavioural nudges and service design, 3) Resources, 4) Advertising transparency, 5) Funding, partnerships and events, 6) Campaigns.

A classification has been made for the activities of video sharing platforms. However, researchers studying the current situation suggest that the steps taken by video sharing platforms towards media literacy do not yet have a common feature⁸²:

⁸⁰ For detailed information on the responsibilities of video sharing platform servers for media literacy within the scope of AVMSD, see European Platform of Regulatory Authorities (2021, January 18). Reflections on Video-Sharing Platforms' promotion of Media Literacy under the Audiovisual Media Services Directive.

⁸¹ European Platform of Regulatory Authorities., 'Reflections on Video-Sharing Platforms' Promotion of Media Literacy under the Audiovisual Media Services Directive from.', 2021, 3, https://cdn.epra.org/attachments/files/3922/original/VSP_MIL_AVMSD_Reflections_EPR_A_final.pdf.

⁸² Sally Broughton Micova ve Ivana Kostovska, ""Video-sharing platforms: Study on the implementation of the new provisions in the revised audiovisual media services directive (AVMSD)", in *Study on the implementation of the new provisions in the revised Audiovisual Media Services Directive (AVMSD) Final Report (Publication pending)* (European Union Publication, 2020), 77, <https://data.europa.eu/doi/10.2759/135983>.

Media literacy tools or initiatives were evident on YouTube, Facebook, Instagram/IGTV, TikTok, Snap and Dailymotion. However, on Instagram/IGTV, Snap and Dailymotion, these were limited to information and tools for parents and educators on how to protect minors and help them become more literate. There was very limited use of this measure in relation to adult users or other potential harm.

In this context, due to the different characteristics of video sharing platforms, different measures should be taken for these characteristics. Therefore, it would be beneficial to clarify the regulation made by the AVMSD in more detail and explicitly.

3. Tasks of the European Regulators Group for Audiovisual Media Services on Media Literacy

Article 30b (3) of the AVMSD sets out the tasks of the European Regulators Group for Audiovisual Media Services (ERGA). To ensure the exchange of information, experience and good practice examples among the national independent regulatory authorities of the European Union (EU) Member States operating in the audiovisual media services sector, to create a basis for cooperation among regulatory authorities in the EU as stipulated in the EU Audiovisual Media Services Directive (AVMSD), to advise/assist the EU Commission in its work on the sector and to ensure the consistent and holistic implementation of the AVMSD, The European Regulators Group for Audiovisual Media Services (ERGA) was established by a decision adopted by the EU Commission on February 3, 2014. Finally, with Article 30b of the AVMSD, which was revised in 2018, its establishment within the scope of the Directive was confirmed and its duties and powers were strengthened.⁸³

According to Article 30b(3)(b), ERGA's task regarding media literacy is to exchange experience and best practices on the application of the regulatory framework for audiovisual media services, including on accessibility and media literacy. In this context, ERGA has carried out many studies aimed at strengthening media literacy.⁸⁴

⁸³ Radyo ve Televizyon Üst Kurulu [RTÜK]., 'The European Regulators Group for Audiovisual Media Services', 2022, <https://www.rtuk.gov.tr/ab-bunyesinde-yurutulen-faaliyetler/1755>.

⁸⁴ ERGA Report on Protecting Children in Audiovisual Media Services – The effectiveness of age verification and media literacy (2018); ERGA Report on Implementation of the revised AVMS Directive (2019); ERGA Report on Improving Media Literacy Campaigns

4. Responsibilities of Member States Regarding Media Literacy

AVMSD Article 33a (1) states that “*Member States shall promote and take measures for the development of media literacy skills*”. In the continuation of the same article, it is envisaged that Member States will report to the Commission every three years on the measures taken to improve media literacy, as envisaged in previous versions of the Directive. Furthermore, the last paragraph of Article 33a states that the Commission will issue directives in line with the reports of the Member States. It is important for the EU to follow the media literacy practices of the Member States in order to produce the latest necessary policies.

Conclusion

In this study, significant documents such as recommendations, action plans, communications, projects, reports and legislation representing the EU's general view of media literacy were examined. The EU has been producing and implementing many regulatory and supervisory policies since the 2000s to enhance citizens' media literacy skills. In this context, many studies have been carried out by EU bodies such as the Council of the European Union, the European Commission and the European Parliament. Given EU policy documents, it is clear that the Union is committed to making citizens co-responsible for media literacy.

Especially due to the increasing disinformation problem with the widespread use of the Internet, it is observed that the EU media literacy studies that started in the 2000s have gained momentum in recent years (especially after 2018). In this context, many recommendations have been made in the EU policy documents on the prevention of disinformation and the development of critical thinking skills against disinformation, and various measures have been taken. The necessity of media literacy to combat disinformation has often been reiterated in EU policy documents.

With the AVMSD published in 2007, the EU for the first time legislated to monitor the progress of Member States in media literacy and to promote good practices in this field by requiring Member States to submit reports every three years. This regulation has been included in all revised versions of

on Disinformation (2020); ERGA Report on Notions of Disinformation and Related Concepts (2020); ERGA Media Literacy Report (2021)... For more details about ERGA reports and opinions see: https://erga-online.eu/?page_id=14

the AVMSD. This situation shows the sensitivity of the EU on media literacy. With the amendment made to the AVMSD in 2018, in addition to traditional media, video sharing platforms have also been given responsibility for media literacy. In the new Directive, the definition of media literacy has been expanded, the importance of not only technical skills, but also critical thinking has been emphasized. The new Directive encourages cooperation in strengthening media literacy by requiring media service providers and video sharing platform providers to work with all relevant stakeholders to improve media literacy. With the Article 30b of the AVMSD, which was revised in 2018, the establishment of ERGA was confirmed and its duties and powers were strengthened. One of the duties and powers of ERGA is to share experience and best practices related to the implementation of the regulatory framework for media literacy. In this context, many reports and opinions on media literacy have been published by ERGA.

In media literacy, which has gained importance globally, the efforts carried out by individual countries alone will often be insufficient. For this reason, the measures taken by the EU are very important. The fact that the majority of EU countries have transposed the new AVMSD into their domestic laws is an important development in media literacy. However, the fact that the Czech Republic, Ireland, Romania, Slovakia, Romania, Slovakia and Spain have not yet transposed the new AVMSD may hinder the success of media literacy policies. Therefore, it is of utmost importance that these countries adapt to the new AVMSD as soon as possible.

In summary, it is possible to say that the EU has carried out quite comprehensive and systematic studies on media literacy. This study is limited only to the evaluation of EU media literacy policies and legislation. In future studies, new research can be conducted on the impact of EU media literacy policies at the policy and practice level in EU countries and candidate countries.

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