

**Media and Information Literacy Policies in Poland (2013)**



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| <b>1. Dimension</b> | <b>(Short) Historical background</b> |
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Compulsory education in Poland was introduced by a decree in February 1919 (shortly after Poland regained independence) for children aged 7 to 14. Since the latest major school system reform in 1999, Poland has had 10 years’ compulsory education. As of age 6 children must spend one year at pre-school, six years at primary school and three years at pre-secondary school (middle school).<sup>1</sup> Education at public schools is free of charge.

The last two decades have witnessed a particularly dynamic growth of higher education: the number of college and university graduates increased from 9.7% to 21.2% between 1995 and 2009 (Śliwowski and Grodecka 2013: 13) . Between 1990 and 2010 the number of students (in higher education) among all 19-24-year-olds grew from 13% to 54% (*Raport o stanie edukacji 2011*: 126).

Poland is a post-communist country, with a relatively young democracy. The year 1989 marks a major political, economic, social turning point, and the beginning of an ongoing democratic transition period, featuring 2004 as Poland’s EU accession. In the nearly 25 years of the post-transition period the Polish educational system was reformed, and the core curriculum at all educational levels was modified. The educational system was defined by the Act on Education of 1991 [*Ustawa o systemie oświaty z dnia 7 września 1991*] and the structure of educational institutions was radically reformed in 1999. Higher education is separately regulated by the Law on Higher Education [*Prawo o szkolnictwie wyższym*] of 30 August 2005.

The decade of the 1990’s was indeed a period of major economic and social change, understandably affecting the area of education. It was then that the relevance of ICT was explicitly recognized. For example, in 1996 Waclaw Strykowski, one of the Polish pioneers of media education, pointed to three main goals to be accomplished:

- use of media for intellectual and professional ends
- developing a critical understanding of media messages as means of value transmission and attitude formation

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<sup>1</sup> In a current hot public debate a new reform is discussed to lower the age of beginning compulsory education by one year. Opponents argue that Polish schools are not adequately prepared to take in six-year-olds (in terms of both infrastructure and care).

- appropriate use of media for entertainment (Strykowski 1997).

During this first decade of free-market economy and socio-political change towards democracy the need for media education was increasingly recognized. It was then understood as media pedagogy, education *through* media, but mostly education *for* media (Drzewiecki 2010: 35). Not long after the political turnover of 1989, Strykowski called for general and curriculum based media education as required by the new social order, to support (and enhance) the educational process and to keep the youth secure, both in their choice and use of media.

Reading literacy and media literacy education was introduced to schools of primary and junior high level in 1999 as part of the core curriculum. Its aims focused on developing competences of critical media content reception and responsible media use. However, the implementation of the curriculum proved inconsistent and the media education programme was given up by 2008.

In the following decade, this first programme of media education was criticised and the problem was soon taken up by the Polish media regulatory authority, i.e. the National Broadcasting Council [*Krajowa Rada Radiofonii i Telewizji*]. The Council commissioned a report from the Institute of Audiovisual Arts at the Jagiellonian University. Although the report (*Raport o stanie edukacji medialnej* by a team of researchers led by prof. W. Godzic ) confirmed the relevance of media education for society in general (Drzewiecki 2010: 37), the teaching programme was ultimately abandoned. The coordinating efforts of the Council were to be gradually given up in the years to come.

In the years 2003-2008 media education was more of a social movement than a policy of the government. Numerous initiatives grew out of European-based programmes, for example *Media Programme* or *Safer Internet*. Websites devoted to education for the media were set up, e.g. EdukacjaMedialna.pl, Edunews.pl. However, there was no coordination at the national level of these initiatives, neither was media education extensively promoted (Drzewiecki 2010: 38).

In late 2007, the European Commission Communication on media literacy of December 2007 [COM(2007)833 - A European approach to media literacy in the digital environment] invited member state governments to coordinate and regulate the activities of all parties involved in media literacy development. As a media regulatory institution called upon, the Polish National Broadcasting Council resumed its role of a coordinating body: in May 2008 it initiated a series of conferences [*Forum Edukacji Medialnej*], which gathered media education experts and were

devoted to the dissemination of knowledge and research results about media education (see section 2.6.) Also a further European initiative [European Parliament resolution of 16 December 2008 on media literacy in a digital world (2008/2129(INI)] urged the relevant member state institutions to make media education an important and relatively independent component of education.

In spite of these initiatives on the part of the Council as well as various non-governmental organisations, the Ministry of National Education decided against the extensive presence of media education as an integral part of school programmes. The new core curriculum, issued in 2009, drastically limited media education by restricting it severely. Significantly, the integrity of the initial media education programme was effectively eliminated, with merely some aspects remaining in teaching selected school subjects.

In reality, the teaching of media competences was restricted to IT skills and reception of ICT messages, in other words, passive skills rather than active and creative use of media (Boroń 2010). Although there seems to exist a strong conviction on the part of educators that all modern teaching requires the use of ICT, school curricula and teaching practice do not give enough credit to education *for* media. Most experts consider this policy insufficient and lacking integrity.

Overall, media education has – according to a variety of authors – addressed all the component literacies (information literacy, computer literacy, media literacy, digital literacy). Initially, that is in the 1970s, 1980s and early 1990s, the focus was on ‘traditional’ media, and media education concerned particularly the ability to interpret media content, to understand the mechanisms of media impact, to use media for educational purposes.

Understandably, with the advent of computer technology, media education shifted its focus towards digital literacy to enhance the participation skills of the audiences. Since the beginning of the twenty first century digital technologies have practically taken over massive media markets and much attention have been devoted to digital literacy, yet the main concern of media education is much the same.

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| <b>2. Dimension</b> | <b>Legal policy framework</b> |
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## **2.1. Terminology**

According to the National Broadcasting Council, media education is a process of shaping and disseminating the competence of conscious and critical use of communication media in all social groups and age groups.<sup>2</sup> Both the Council and experts in the field of media education distinguish between the theoretical approach to the function of media in the **process of education** [P. *pedagogika medialna*, lit. media pedagogy] and the applications of media in the **practice of teaching** [P. *edukacja medialna*, lit. media education/literacy].<sup>3</sup>

## **2.2. The legal documents framing the current Polish media education policies and the institutions responsible for their implementation are the following:**

### **2.2.1. THE BROADCASTING ACT OF DECEMBER 29, 1992**

The Broadcasting Act called into being the **National Broadcasting Council** as the state authority on radio and television broadcasting. The law thus obliged the Council “to promote media literacy (media education) and to cooperate with other state authorities, non-governmental organizations and other institutions in the area of media education” (Art. (6) (13)). Further in the same act (Art. 21), radio and television are made responsible for producing and ensuring access to educational programmes and contributing to media education. The Council was also to make sure that public broadcasting “encourages an unconstrained development of citizens' views and formation of the public opinion” (Art. (21)(2)(3)). The Act explicitly linked the education mission of television and radio programming with that of the school:

“Public radio and television broadcasting organisations shall produce and transmit educational programmes for schools and other educational institutions.” (Art. (25)(2)).

“Educational programmes shall comply with the requirements of school curricula.” (Art. (25)(3)).

In fact, the Council’s task was to involve other institutions, such as the Ministry of Culture and National Heritage (see Art. 28; Art. 43).

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<sup>2</sup><http://www.krrit.gov.pl/dla-mediow-i-analitykow/dyrektywa-medialna/pytania-i-odpowiedzi/index,2.html>

<sup>3</sup> See also <http://www.krrit.gov.pl/drogowskaz-medialny/>.

In its regulations issued over the years, the Council has taken on obligations concerned with the protection of media audiences, for example against “an adverse impact upon a healthy physical, mental or moral development of minors”.<sup>4</sup> Moreover, the Council implemented a few initiatives to support the research on and development of media education, among others, it set up a website devoted to media education [*Drogowskaz Medialny*] (<http://www.krrit.gov.pl/drogowskaz-medialny/>) and organised a series of conferences on the topic [*Forum Edukacji Medialnej*].

In its resolution of June 2008 [*Stanowisko z 10 czerwca 2008 roku Krajowej Rady Radiofonii i Telewizji w sprawie potrzeby upowszechnienia wiedzy z zakresu edukacji medialnej*], the National Broadcasting Council sustained its support for media education, with special attention to electronic media, and particularly in the context of the European directives on audiovisual services (e.g. 2007/65/EC). At the same time, the Council expressed concern over the marginalisation of media education in Polish school curricula.

### **2.2.2. REGULATION OF THE MINISTRY OF NATIONAL EDUCATION 2008**

The Regulation of the Ministry of National Education of 25 December 2008 concerning the core curriculum at pre-school and schools of all levels includes aspects of media education: “Because mass media play an ever increasing role, both in public life and in the lives of individuals, every teacher should pay much attention to media education, that is to educating pupils for proper media reception and use” (Attachment 4, p. 2). The Regulation in fact delegates media education tasks to a number of school courses and proposes a rather diffuse model of teaching and relatively spread responsibilities.

### **2.2.3. STRATEGY OF SOCIAL CAPITAL DEVELOPMENT 2020**

The Ministry of Culture and National Heritage drafted the **Strategy of Social Capital Development** [*Strategia rozwoju kapitału społecznego 2020*] and went through extensive public consultations in 2011-2013. It was accepted by the government in March 2013. It outlines a

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<sup>4</sup> Regulation of the National Broadcasting Council of 23 June 2005, at [http://www.krrit.gov.pl/Data/Files/\\_public/pliki/regulations/23june2005.pdf](http://www.krrit.gov.pl/Data/Files/_public/pliki/regulations/23june2005.pdf)

long-term policy supporting programmes of civic, cultural and media education, and the development of media competences in a life-long learning process. It defines media education as “oriented toward shaping the skills of conscious, critical and selective use of media, particularly mass media, and toward active and creative communication” (p.13). Media education should be implemented at all levels of school education and should include tasks and issues such as interpreting an audiovisual work, critical analysis of advertisements, use of social networking, safe use of the internet (p. 42). The formal education in this respect, according to this document, should be complemented by young people’s self-learning activities.

All in all, the main concerns of the Strategy related to the implementation of media education were: successful social communication, cultural competence and creativity. Finally, cooperation between all parties involved – schools, socio-cultural institutions, NGOs and individual activists – was called for.<sup>5</sup>

#### **2.2.4. MINISTRY OF ADMINISTRATION AND DIGITIZATION OF POLAND**

This is a relatively new ministry, established in 2011. It describes its own responsibilities as concerning:

- computerization of public administration
- public administration ICT systems and networks
- IT standards
- development of information society. (<https://mac.gov.pl/eng/>)

In its mission statement, the Ministry first of all mentions the ‘digitization of Poland’, which in obvious ways contributes to enhancing citizens’ participation in information society: “the state needs to focus on developing the broadband infrastructure, support the development of web content and services, and promote digital literacy among its citizens” (<https://mac.gov.pl/eng/>). The Ministry’s current activities include supporting media education, mostly with respect to making technologies widely available. It also supports and subsidizes numerous national and, importantly, local initiatives which involve its main priority: digitization of public life with a view to equal opportunities as well as GDP growth. The development of information society in

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<sup>5</sup> *Strategia Rozwoju Kapitału Społecznego 2012* - Załącznik do uchwały nr 61 Rady Ministrów z dnia 26 marca 2013r. [http://ks.mkidn.gov.pl/media/download\\_gallery/20130520SRKS\\_na\\_stronie\\_internetowej.pdf](http://ks.mkidn.gov.pl/media/download_gallery/20130520SRKS_na_stronie_internetowej.pdf)

Poland is the ultimate goal and is being monitored by the Ministry. Its recent report is an example: *Information society in numbers 2013* summarizes the current state of affairs with respect to Poles’ digital competences, internet access, the use of new (digital) tools for social and educational ends. The report follows the government’s Strategy for the Development of Information Society in Poland until 2013, approved in 2008.

### 2.2.5. European documents

The documents of European Union institutions have for many years now formulated priorities and guidelines for its member states, including Poland. They have instigated public debates and legislative action. The most important ones for media education policies have been as follows:

- **Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions - A European approach to media literacy in the digital environment** 12 December 2007 COM(2007)833
- **European Parliament Resolution of 16 December 2008** on Media Literacy in a Digital World 2008/2129(INI)
- **Commission Recommendation of 20 August 2009** on media literacy in the digital environment for a more competitive audiovisual and content industry and an inclusive knowledge society 2009/625/EC
- **Directive 2010/13/EU of the European Parliament and of the Council of 10 March 2010** on the coordination of certain provisions laid down by law, regulation or administrative action in Member States concerning the provision of audiovisual media services (Audiovisual Media Services Directive)
- **Recommendation of the European Parliament and of the Council of 18 June 2009 on the establishment of European Quality Assurance Reference Framework for Vocational Education and Training** 2009/C 155/01
- **Recommendation of the European Parliament and of the Council of 18 December 2006 on Key Competences for Lifelong Learning** 2006/962/EC

### 2.3. Public institutions authorized to oversee media education in Poland

Media education initiatives are undertaken by a variety of institutions and organizations, primarily by non-governmental ones, yet a tendency towards balanced participation is apparent, with a growing activity of both public and commercial actors (Dąbrowska 2011: 176). Because media education is not a separate subject in the school curriculum, there is no coherent coordination or supervision. Nevertheless, many public organizations have included aspects of media education in their mission statements. The most important ones are the following:

**Ministry of National Education** (<http://www.men.gov.pl/>)

The Ministry also co-ordinated the **Digital school** programme [Cyfrowa Szkoła], which was running between April 2012 and August 2013 to pilot a future long-term policy aimed at developing pupil and teacher competences in ICT use in education. This policy has also been intended to foster informal education and self-education. Ultimately, it is to prepare people to living in information society.<sup>6</sup> The Polish government has decided to continue the programme. In January 2012 the Minister of National Education created an advisory council [*Rada Informatyzacji Edukacji*] for the implementation of digital technologies in education.

**Ministry of Culture and National Heritage** (<http://www.mkidn.gov.pl/>)

The Ministry of Culture and national Heritage supports projects in the field of media education and information which are related to cultural education. In 2011, the Ministry of Culture announced the program Cultural Education in which media education is mentioned as one of the priorities.

**National Audiovisual Institute** [Narodowy Instytut Audiowizualny] (<http://www.nina.gov.pl/>)

NInA was established in April 2009 (under the Ministry of Culture and National Heritage), with a primary aim to digitize and publish archives documenting Polish national heritage. NInA implements projects aimed at digitizing and archiving of products of Polish culture, audiovisual recording of important cultural events, as well as making these products and archives widely available to the public. NInA publish teaching materials in the field of media education on a dedicated website <http://www.nina.gov.pl/edukacja>.

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<sup>6</sup> <http://www.cyfrowaszkoła.men.gov.pl/index.php/informacje-o-programie>

**National Broadcasting Council** [Krajowa Rada Radiofonii i Telewizji (KRRiT)] (<http://www.krrit.gov.pl/>) was created as a constitutional regulatory body nominated to shape and monitor the broadcasting system. Because one of its primary aims is to guard the freedom of speech, the right to information and the public interest in broadcasting (Art. 213.1 of the Polish Constitution), it has been obliged, by the power of the **Act on radio and television broadcasting** of 29 December 1992, “to promote media literacy (media education) and to cooperate with other state authorities, non-governmental organizations and other institutions in the area of media education.” (art. 6 (2) (13)).<sup>7</sup>

**Polish Film Institute** [Polski Instytut Sztuki Filmowej] (<http://www.pisf.pl/pl>) was established in 2005 and since then has completed many projects dealing with film, animation and digitization, including those related to media education. Besides, thanks to numerous donations, PFI has supported a number of initiatives, such as funding scholarships for young people to make their own films and projects. The **School Film Library** project is one of the educational PFI projects, carried out in cooperation with the Polish Ministry of Culture and National Heritage and the National Audiovisual Institute. Packages of DVDs containing more than 55 feature films, documentaries and animated films were sent to nearly 14,000 schools in Poland.

**NASK Research and Academic Computer Network** [Naukowa i Akademicka Sieć Komputerowa NASK] is a research institute, a data networks operator offering state-of-the-art telecommunications and data solutions to business, administration and academic customers. Its research projects focus on telecommunications, data quality and security of IT systems ([http://www.nask.pl/run/n/Who\\_we\\_are](http://www.nask.pl/run/n/Who_we_are)). In 1991, NASK connected Poland to the Internet. Since 2005 it has been involved, together with **Nobody's Children Foundation** [Fundacja dzieci Niczyje] (<http://fdn.pl/en>), in implementing a European Commission programme *Safer Internet* ([saferinternet.pl](http://saferinternet.pl)), aimed at improving the safety of children in their use of the Internet and new technologies. NASK also supports other awareness-raising initiatives towards the safety of the ICT network use targeted at specific user groups, such as young people, seniors and teachers.

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<sup>7</sup> <http://www.krrit.gov.pl/en/for-broadcasters-and-operators/legal-regulations/>  
<http://www.krrit.gov.pl/en/krrit/about-the-national-broadcasting-council/legal-status/>

## 2.4. Inter-ministerial relations

There are at least three ministries in Poland whose primary responsibilities involve media education. The inter-ministerial relations are not regulated or facilitated in the legislation in any comprehensive way. Rather, the common activities and cooperation are predicted by the overlapping aims of the particular programmes implemented. Similarly, the formal links between governmental and other actors involved in media education are not explicitly sanctioned in *general terms*. However, there are some initiatives and programmes that do involve the collaboration of two or more parties in supporting and, importantly, financing media education. One example is the following initiative, proposed by a social organisation, supported by influential individuals and approved by the government. The social movement, **Citizens of Culture** [*Obywatele kultury*], postulated an increase of public expenditure on culture. The **Pact for Culture**, supported by a few hundred Polish artists, culture managers and animators, was approved by the government in 2011. Claimed to be the first social agreement between the public authorities and citizens, it requires the state to ensure equal access to culture and thus prevent cultural exclusion. It also makes the state responsible for the development of cultural competences of the citizens. Both sides of the agreement, Citizens of Culture and the government, acknowledged the need to reform the educational system and to extend the funding of civic, cultural and media education. ([obywatele.kultury.pl](http://obywatele.kultury.pl))

## 2.5. Non-governmental organisations conducting media education in Poland

| NGO  | about  |
|--|--|
| <b>Centre for Citizenship Education</b> [Centrum Edukacji Obywatelskiej CEO]                     | works towards the improvement of the educational system, the dissemination of civic awareness and knowledge, and promotes practical skills for building civic society.<br><a href="http://www.ceo.org.pl">http://www.ceo.org.pl</a>  |
| <b>Polish Coalition for Open Education</b> [ <u><a href="#">Koalicja Otwartej Edukacji</a></u> ] | “is an agreement of non-governmental organisations and institutions working in the field of education, science and culture. The goal is to build its operation, promotion and activism on behalf of Open Educational Resources understood as materials available in an open way which guarantees their recipients freedom to use, redistribute and remix the content and make derivative works.” |

| NGO  | about  |
|--|--|
|  | <a href="http://koed.org.pl/english/">(http://koed.org.pl/english/)</a> .  |
| <b>Modern Poland Foundation</b><br>[Fundacja Nowoczesna Polska]  | The Modern Poland Foundation “build open educational resources, develop free digitalization technologies and effectively influence public policies in the field of exclusive rights”. They “built the Polish free online library Wolne Lektury which has already gained the audience of 4,5 million users.”<br><a href="http://nowoczesnapolska.org.pl/about-us/">(http://nowoczesnapolska.org.pl/about-us/)</a>   |
| <b>Nobody’s Children Foundation</b><br>[Fundacja Dzieci Niczyje] | “is a non-governmental non-profit organization working toward the goals of protecting children from abuse and providing help for abused children, their families, and their caregivers.” The Foundation <ul style="list-style-type: none"> <li>- offers psychological, medical, and legal help to victims of abuse and their caregivers</li> <li>- acts for the improvement of the situation of children participating in legal procedures as witnesses</li> <li>- runs preventive activities to reduce threats to children on the Internet</li> <li>- organizes specialized training programmes addressing the problem of child abuse for various groups of professionals and for interdisciplinary teams (<a href="http://fdn.pl">http://fdn.pl</a>).</li> </ul> |
| <b>New Media Foundation</b><br>[Fundacja Nowe Media]             | was established in 2008 by people interested in media and social life in Poland. Its main aim is to teach a responsible creation and reception of media communicués.<br><a href="http://www.fundacjanowemedia.org/">(http://www.fundacjanowemedia.org/)</a>  |
| <b>Media Desk Polska</b>   | promotes media and film education, especially through international conferences dealing with media education.<br><a href="http://mediadeskpoland.eu/">(http://mediadeskpoland.eu/)</a>   |
| <b>5th Medium Foundation</b>                                     | is a locally-based NGO, which deals with extracurricular media education, focusing on the applications of so-called new media in the process of education. ( <a href="http://www.5medium.org/index.php/o-nas">http://www.5medium.org/index.php/o-nas</a> )   |
| <b>Good Reception Foundation</b> [Fundacja Dobrego Odbioru]      | is particularly interested in shaping media competences, such as critical media content analysis and reception, and in supporting media in its roles of developing culture. ( <a href="http://fundacjado.pl/cele/">http://fundacjado.pl/cele/</a> )  |
| <b>Centrum Cyfrowe Projekt: Polska</b>                           | works towards social change and enhancing citizens’ participation through the use of digital technologies and open, cooperative models based on sharing knowledge and other resources.<br><a href="http://centrumcyfrowe.pl/english/">http://centrumcyfrowe.pl/english/</a>  |

## 2.6. Conferences and forums

The relations between different actors in the area of educational activity and content creation are dealt with by means of numerous forums of communication, either direct or mediated. Among them are media education conferences (organized mostly by state institutions and by academics) and online forums (animated by practitioners).

| Conference  | Organizer  | Participants   | Start/<br>Frequency  |
|---|--|--|--|
| Regular conferences   |  |  |  |
| Ogólnopolskie Sympozjum Naukowe „CZŁOWIEK – MEDIA – EDUKACJA”<br><br>Polish Research Symposium “People – Media – Education” | Pedagogical University of Cracow, Dept.of Educational Media and Technology | academics, experts, teachers   | 1991 annual (between 1991-2009 called “The Computer in Education”) |
| International Conference on Media Education   | Zakład Technologii Kształcenia UAM Poznań                                  | academics, experts, teachers   | 1997 annual  |
| Media Education Forum [Forum Edukacji Medialnej]  | National Broadcasting Council  | przedstawiciele kultury, edukacji, pracy, nauki, przedstawiciele wyższych uczelni, instytucji, stowarzyszeń i ekspertów w tej dziedzinie | 2008   |
| Zielonogórskie Dni Pedagogiki Mediów  | Zielona Góra (Uniwersytet Zielonogórski)                                   | academics, experts, teachers   | 2005   |
| Ogólnopolska Konferencja Metodologiczna Medioznawców  | Uniwersytet Warszawski   | academics, experts, teachers, government representatives, journalists  | 2010   |
| International Conference on Communication –   | Civitas Christiana, Toruń  | academics, experts, teachers   | 2002   |

ANR TRANSLIT and COST “Transforming Audiences/Transforming Societies”

| <b>Conference</b>  | <b>Organizer</b>   | <b>Participants</b>   | <b>Start/<br/>Frequency</b> |
|--|--|---|-----------------------------|
| Media – Language – Education (Komunikacja-Media-Język-Edukacja)  |  |   |                             |
| “Informatyka w edukacji”   | Uniwersytet Mikołaja Kopernika w Toruniu                                       | academics, experts, teachers  | 2003                        |
| Single event conferences   |  |   |                             |
| Konferencja “Edukacja Medialna. Jak to się robi?”  | Centrum Edukacji Obywatelskiej (w ramach programu “Włącz się. Młodzi i media”) | academics, experts, teachers, government representatives, journalists, young people | 2013                        |
| Międzynarodowa Konferencja „Media i edukacja w globalizującym się świecie”   | Olsztyn (Uniwersytet Warmińsko-Mazurski)                                       | academics, experts, teachers  | 2003                        |
| „Edukacja medialna. Nowa generacja pytań i obszarów badawczych”,   | Olsztyn (Uniwersytet Warmińsko-Mazurski)                                       | academics, experts, teachers  | 2004                        |
| Konferencja Międzynarodowa “Edukacja filmowa i medialna w świecie i w Polsce – nowe możliwości oraz studia przypadków. “ | Polski Instytut Sztuki Filmowej  | academics, experts, teachers, journalists   | 2012                        |
| Międzynarodowa konferencja “Media – Kultura – Edukacja – Edukacja na pograniczu narodów i kultur “                       | Uniwersytet Rzeszowski   | academics, experts, teachers  | 2007                        |
| “Internet – Nowe Media – Kultura 2.0. Perspektywy rozwoju wirtualnej nauki i edukacji”                                   | Lublin (UMCS)  | academics, experts, teachers  | 2010                        |

The less formal environments for communication between media education experts and practitioners are the following

### **Websites**

Wortal Edukacja Medialna <http://edukacjamedialna.edu.pl/>

Edunews <http://www.edunews.pl/>

Edukacja Medialna wyzwaniem XXI wieku <http://www.edukacjamedialna.pl/news.php>

### **Blogs**

<http://presscafe.eu/>

<http://edukatormedialny.pl/>

### **Events**

Projekt: “Włącz się. Młodzi i media” <http://www.ceo.org.pl/pl/media/opis-programu>

Wielki Turniej Edukacji Medialnej <http://www.mediaevo.pl/projekty-edukacja.html>

## **2.7. Reporting**

The **Position of the European Parliament adopted at first reading on 26 September 2006 with a view to the adoption of a recommendation of the European Parliament and of the Council on key competences for lifelong learning (P6\_TC1-COD(2005)0221)** specified the key competences for lifelong learning and asserted the intention of the Commission to “review the impact of the Reference Framework within the context of the Education and Training 2010 work programme and report (...) to the European Parliament and to the Council on the experience gained and the implications for the future”, as the Recommendation assumes the “exchange of information between the Member States and the Commission (...) with the aim of achieving the agreed European reference levels.”<sup>8</sup>

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| <b>3.1 Dimension</b> |
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| <b>Capacity-building: teacher training</b> |
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### **3.1. Teacher training**

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<sup>8</sup><http://www.europarl.europa.eu/sides/getDoc.do?pubRef=-//EP//TEXT+TA+P6-TA-2006-0365+0+DOC+XML+V0//EN>

In Poland teacher training takes place at the level of higher education: during the first degree studies (BA), second degree studies (MA), postgraduate studies and supplementary training courses. Studies in the field of media education are conducted at the universities offering a major in education studies. Their graduates are qualified teachers of media education and ICT, with both theoretical and practical backgrounds, and interdisciplinary competence in the humanities and social sciences.

There are several universities and higher education schools which offer majors (or major specializations) closely related to media education. Most of them are state universities, yet a few are private institutions. The latter, more strictly dependent of having a competitive educational offer, may have recognized the enormous market potential of media education as a university major.

| <b>Major or specialisation</b>   | <b>faculty</b>  | <b>university/college</b>                                      |
|--|---|--|
| <b>BA</b>  |   |  |
| Distance education   | Faculty of Education Studies, Educational Technology Department | Adam Mickiewicz University in Poznań                           |
| Media and IT Education at School [Edukacja medialna i informatyczna w szkole]  | Institute of Pedagogy   | University of Rzeszów  |
| Media Education [Edukacja medialna]  | Faculty of Humanities   | Maria Curie-Skłodowska University in Lublin                    |
| Media Education; Distance education and computer graphics [Edukacja medialna; Edukacja zdalna i grafika komputerowa] | Faculty of Pedagogy   | The Maria Grzegorzewska Academy of Special Education in Warsaw |
| Media and IT Education [Edukacja medialna i informatyczna]   | Pedagogy  | University of Zielona Góra                                     |
| Media Education [Edukacja medialna]  | Faculty of Economics and Pedagogy in Opole                      | School of Banking in Wrocław [Wyzsza Szkoła Bankowa]           |
| Media education and information technologies   | Faculty of Social Sciences                                      | Warsaw Management Academy                                      |

ANR TRANSLIT and COST “Transforming Audiences/Transforming Societies”

| <b>Major or specialisation</b>  | <b>faculty</b>  | <b>university/college</b>   |
|---|---|---|
| Media education with computer graphic design<br>[Edukacja medialna z projektowaniem graficznym]                               |   | Higher School of Pedagogy in Białystok<br>Niepaństwowa Wyższa Szkoła Pedagogiczna w Białymstoku |
| <b>MA</b>   |   |   |
| Media education and information technologies  | Faculty of Education Studies  | Adam Mickiewicz University in Poznań  |
| Media and IT Education [Edukacja medialna i informatyczna]  | Faculty of Pedagogy, Sociology and Health Studies                               | University of Zielona Góra  |
| Media Education   | Faculty of Pedagogy   | University of Warsaw  |
| Media education specialisation [specjalność medialno-edukacyjna]  | Faculty of Theology, Institute of Media Education and Journalism                | Cardinal Stefan Wyszyński University in Warsaw  |
| Media education and information technologies  | Faculty of Social Sciences  | Warsaw Management Academy   |
|   |   |   |
| <b>Postgraduate studies</b>   |   |   |
| Media education   | Institute of Polish Studies   | Pedagogical University of Cracow  |
| E-Learning for Polish Schools: Implementation and Management [E-learning dla polskiej szkoły wdrażanie, zarządzanie, obsługa] | Faculty of English, Center for Educational Technologies and Language Processing | Adam Mickiewicz University in Poznań  |
| Media education [Edukacja medialna]   | Faculty of Theology   | The John Paul II Catholic University of Lublin  |
| Culture studies and media education [Wiedza o kulturze i edukacja medialna]   | Studium Kształcenia Podyplomowego i Nauczycieli GWSH w Gdańsku                  | Gdańska Wyższa Szkoła Humanistyczna w Gdańsku   |
| Media education [Edukacja medialna]   |   | University of Economics and Innovation in Lublin  |

| Major or specialisation  | faculty                           | university/college   |
|--|-----------------------------------|--|
| Media and virtual education<br>[Edukacja medialna i wirtualna] | Wydział Zamiejscowy w<br>Lublinie | Pedagogical University in<br>Warsaw [Wyższa Szkoła<br>Pedagogiczna im. J.<br>Korczaka] |

Additionally, teacher training centres [*ośrodki doskonalenia nauczycieli*] offer courses on media competence and IT skills, ending with a certificate of completion. These courses and workshops usually last about 30-60 hours and deal with using educational technologies in school teaching and learning (e.g. use of interactive boards, multimedia, e-learning platforms).

There are no standard-setting instruments included by media education policies.

### 3.2. Media competences

The Modern Poland Foundation prepared a catalogue of media and information literacy competences approved by the Polish National Commission for UNESCO as a significant input into the *Information For All* international program. The catalogue was published in May 2012, as part of the Digital Future programme [*Cyfrowa przyszłość: Katalog kompetencji medialnych i informacyjnych*], and includes topics ranging from information literacy, media discourses and internet safety to economic, ethic and legal aspects of media competence. It constitutes a set of guidelines for media education as a lifelong process. Importantly, one of the institutions supporting the programme is the Ministry of Culture and National Heritage.

The catalogue of competences, published by the authors of the Digital Future report, based on the Commission communication COM/2007/0833<sup>9</sup>, lists the following eight thematic areas in which competences are to be considered: 1) use of information 2) media relations 3) language of media 4) creative use of media 5) ethics and values in media and communication 6) safety in media and communication 7) legal aspects of media and communication 8) economic aspects of media (*Cyfrowa przyszłość: Katalog kompetencji medialnych i informacyjnych*, 12-23).

<sup>9</sup> COMMUNICATION FROM THE COMMISSION TO THE EUROPEAN PARLIAMENT, THE COUNCIL, THE EUROPEAN ECONOMIC AND SOCIAL COMMITTEE AND THE COMMITTEE OF THE REGIONS of 20 December 2007 - A European approach to media literacy in the digital environment

Media competence convergence process is well acknowledged by Polish researchers and media experts. For example, *media literacy* and *information literacy* are treated by some researchers (e.g. Dąbrowska et al. 2011: 16) as convergent: the two combine media competence, information competence, audiovisual-, film-, critical- and reading competences. A number of literacies (and the respective training programs) still function as separate, as evinced by the terms used in the social sphere (cf. information, digital, media, audio-visual, software education). Some researchers (and practitioners) do point to the need of merging the definitions into one (e.g. Lipszyc et al. 2011).

The authors of *Social Diagnosis 2013* point to the relatively limited use of the home computers (and internet access) for the purposes of school education: the school – they say – should promote responsible use of internet resources, focusing on applications other than just entertainment, towards the development of ICT competences (Batorski 2013: 345): computer literacy [*kompetencje informatyczne*] and information literacy [*kompetencje informacyjne*]. The level of competence in computer applications is relatively low. This result is due to a steady flow of newcomers whose competence is expectedly low, but also to relatively little progress made by the more experienced users. The progress is not motivated either by the educational system or the job market: neither of the two has much expectation of people to use the internet creatively and to extend their range of competence (Batorski 2013: 352).

|                      |  |
|----------------------|--|
| <b>3.2 Dimension</b> | <b>Capacity-building: Teaching/training materials and other relevant content</b> |
|----------------------|--|

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The production of textbooks is based on the free market system. Educational materials are state controlled only with respect to their quality and compliance with the curriculum requirements. The once state-owned publishers were privatised after 1989, as a consequence the textbook market became very fragmented and later partially reconsolidated (Śliwowski and Grodecka 2013: 14). “Over the last two-three years, Poland moved from being a country where openness of resources was just a topic of public discussion, awareness raising by activists, and limited use by the educational sector – to a country which is the first to introduce a national programme for the creation, with public funding, of textbooks that are open educational resources.” (Tarkowski 2013: 70)

The Coalition for Open Education organised a conference on 23 April 2009 in the National Assembly. It was the first conference to promote open educational resources in Poland. It was supported by the Minister of National Education, members of parliament and experts working in the field of education. “In 2009, MNE started work on the educational project “Involve Poland!”, which became the first MNE-funded service offering open education resources.” (Śliwowski and Grodecka, 2013: 46). The project started operating in July 2011.

### 3.3.1. Resource initiatives

Teaching resources and materials have since been made available by numerous other initiatives:

| <b>Initiative</b>                       | <b>Description</b>   |
|---|--|
| <b>Scholaris.pl</b>                     | portal, launched in 2005, a database to be used by teachers (with digital resources as lesson ideas, educational movies, presentations, interactive exercises, etc.)<br>Scholaris is managed by the Centre for Educational Development (Ośrodek Rozwoju Edukacji, <a href="http://www.ore.edu.pl/">http://www.ore.edu.pl/</a> ). |
| <b>Interkl@sa</b>                       | educational website created as part of a national programme for information society started in 1998, later developed into the Polish Educational Portal “Interkl@sa [Polski Portal Edukacyjny Interkl@sa], launched in 2001 and supplemented by resources from Eduseek   |
| <b>WolneLektury.pl</b>                  | website established by the Modern Poland Foundation (Fundacja Nowoczesna Polska).<br>It is a free readings Internet library.   |
| <b>The Wikimedia Polska Association</b> | Polish chapter of the <u>Wikimedia Foundation</u><br>The chapter represents the Polish and Cashubian Wikipedias and other Polish Wikimedia projects.<br>“Wikimedia is a global movement whose mission is to bring free educational content to the world.” ( <a href="http://www.wikimedia.org/">http://www.wikimedia.org/</a> )  |
| <b>Didakta. Edukacja XXI wieku</b>      | website with multimedia educational programmes for primary and middle schools ( <a href="http://www.didakta.pl/">http://www.didakta.pl/</a> )  |
| <b>Wolne Podręczniki</b>                | movement of teacher volunteers who create and publish online New handbooks for Polish pupils ( <a href="http://wiki.wolnepodreczniki.pl/O_nas">http://wiki.wolnepodreczniki.pl/O_nas</a> )   |
| <b>Digital School</b>                   | governmental program implementing the goals set by the Opening up  |

| Initiative | Description   |
|------------|---|
|            | Education initiative launched by the European Commission.<br>( <a href="http://www.cyfrowaszkola.men.gov.pl/">http://www.cyfrowaszkola.men.gov.pl/</a> ) <sup>10</sup><br>It makes educational resources available, including textbooks for primary, middle and secondary schools (beta version available for testing at <a href="http://www.epodreczniki.pl/front/welcome">http://www.epodreczniki.pl/front/welcome</a> ). |

### 3.3.2. Universities and libraries for open resources

Numerous state-run libraries and university libraries make their resources available online, for example:

**Polona.pl** - gives access to the digitized resources of the Polish National Library (<http://www.polona.pl/>)

#### University repositories:

- **AMUR - Adam Mickiewicz University Repository** whose aim is to provide access to and disseminate the University’s research output as well as to promote AMU’s research. ([http://lib.amu.edu.pl/index.php?option=com\\_content&task=view&id=672&Itemid=94](http://lib.amu.edu.pl/index.php?option=com_content&task=view&id=672&Itemid=94))
- Repozytorium Uniwersytetu Łódzkiego (<http://repozytorium.uni.lodz.pl:8080/xmlui/>)
- Repozytorium Uniwersytetu Warszawskiego (<http://depotuw.ceon.pl/>)
- Repozytorium Uniwersytetu im. Mikołaja Kopernika w Toruniu (<http://repozytorium.umk.pl/>)
- Repozytorium Politechniki Krakowskiej (RPK) (<http://suw.biblos.pk.edu.pl/>)
- Repozytorium Wydziału Elektrycznego Politechniki Wrocławskiej (ENY) (<http://zet10.ipee.pwr.wroc.pl/?ln=pl>)

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<sup>10</sup> „Digital School” is a governmental program dealing with the use of ICT in Polish schools and raising ICT competences. The program is divided into four segments: e-school (infrastructure and equipment for schools), e-teacher (teacher trainings), e-student (ICT equipment for students) and e-resources (creating open textbooks, redesign of Scholaris, the national platform for educational resources, and production of ICT tools for school management). The program was formally adopted on the 4th of April 2012 through a resolution of the Council of Ministers of Poland. (<http://creativecommons.pl/open-educational-resources-in-the-digital-school-program/>)

- Repozytorium Cyfrowe Instytutów Naukowych Polskiej Akademii Nauk (RCIN) (<http://rcin.org.pl/dlibra>)
- Repozytorium Instytutu Biochemii i Biofizyki (<http://eprints.ibb.waw.pl/>).

**Serwis e-Naukowiec** - a platform which makes available and promotes scholarly books in a variety of disciplines as well as popular science books and educational books (unrestricted access under a Creative Commons license) <http://e-naukowiec.eu/>

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| <b>3.3 Dimension</b> | <b>Capacity-building: funding</b> |
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Media education processes are funded by government subsidies and substantially supported by grants from European financial mechanisms, for example the Human Capital Programme (<http://www.efs.gov.pl/>), one of whose main priorities is the “improvement of the quality of educational services and a stronger correlation between them and the needs of the knowledge economy” (<http://www.efs.gov.pl/english/Strony/Introduction.aspx>).

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| <b>4. Dimension</b> | <b>Role of actors (outside school system)</b> |
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#### **4.1. Non-governmental organizations**

There are numerous non-governmental organizations which conduct media education in Poland (see Table, pp. 11-12 above). NGOs organize conferences or report on the state of Polish media education (see *Digital Future* report). More significantly, they bring forward initiatives aimed at educating *for* media (e.g. Edunews; Edukacjamedialna.pl), media awareness-raising campaigns as well as organize workshops, training sessions and small, locally-based school projects. In this respect, non-governmental initiatives outnumber and surpass state actions.

#### **4.2. Youth participation**

Youth participation may be referred to as both passive and active, however media-related activities are for the most part organized by adults, through initiating projects such as:

**Turn on. Youth and Media** [Włącz się. Młodzi i media] designed by the Polish Centre for

Citizenship Education and the Evens Foundation. “The aim of the project is to raise awareness on opportunities and risks related to media, to develop skills of searching for and verifying information and, most of all, to make information a tool for one’s education, shaping their outlook on life, expressing their opinions, developing interests, and engaging in creative and civil activities.”<sup>11</sup> Pupils learn how to analyze and critically evaluate media texts, they also create their own media messages. (<http://www.ceo.org.pl/pl/media/opis-programu>)

The MediaEvolution foundation runs projects which involve pupils, such as **Moja Szkoła Jest Medialna** (<http://www.mediaevo.pl/moja-szkola-jest-medialna/projekty-edukacja.html>) and **Young Media. We Are** (<http://www.mediaevo.pl/1-young-media-we-are/projekty-edukacja.html>)

Many of the projects listed above have inspired and given voice to communities which now continue and elaborate on the first initiatives. Pupils will also participate through teaching tools used in the teaching practice: the educational platforms allow learners to communicate with the teacher as well as other pupils, and to give feedback and collaborate in preferred ways.<sup>12</sup>

#### 4.3. Professional organisations

Polish Society for Educational Technologies and Media Education was founded in 1996 by professor Waclaw Strykowski of Adam Mickiewicz University in Poznań. It is the organizer of a series of conferences called “Media and education” (1997-2012) and closely connected with the research on media education conducted at the Zakład Technologii Kształcenia at AMU.

The Polish Communication Association (PCA) was created in 2007. According to its statute, PCA is to lead to the integration of the diversified research environment and communications practices by organizing the realm of studies on communication and media in Poland, raising their rank and level, as well as the cooperation with similar associations abroad. One of the priority goals is to undertake efforts to separate research on media and communication as an independent scholarly discipline in Poland

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<sup>11</sup> <http://www.evensfoundation.be/en/programs/media/media-literacy-train%E2%80%90the%E2%80%90trainer-program/poland-turn-youth-and-media>

<sup>12</sup> blogs: <http://dziecisięci.blox.pl/html>, e-learning platform of the campaign: "Dziecko w Sieci" <http://dzieckowsięci.fdn.pl/>

(<http://www.ptks.pl/index1.php?id=onas&lang=en>). PCA works through 16 different research sections, one of which is Instructional & Developmental Communication (Edukacja medialna), headed by prof. W. Skrzydlewski of Adam Mickiewicz University in Poznań.

Polish Association of Media Education was created in 2012 at the initiative of academics as well as practitioners concerned with media education. Its main aim is to spread knowledge of media and media education, and to support research in this area (<http://ptem.org.pl/o-nas/statut/>). The organisation is headed by prof. Ogonowska of the Pedagogical University in Cracow.

Media producers also associate, as a professional group, to provide feedback to media education engagements. Polish Radio Media Education Centre [Centrum Edukacji Medialnej Polskiego Radia S.A.] is a notable example.

#### **4.4. Parents**

Parents are as a rule invited to collaborate with the creators of educational portals, which typically carry tabs with materials for parents. As for parent training initiatives, these are more often organized by local authorities and community centres. The following are links to two examples:

[http://www.mcp-swidnik.pl/?page\\_id=367](http://www.mcp-swidnik.pl/?page_id=367)

<http://www.postawnarodzine.pl/aktualnosci-z-gmin/394-skawina-woj-malopolskie-edukacja-medialna-dla-rodzicow-192>

“**Drogowskaz medialny**” is a website created in 2013 by the National Broadcasting Council, which presents information about media education in Poland and globally. It also has a Facebook profile.

**Edunews.pl** is a portal established in 2008, which caters to the needs of everyone who wants to participate in the debate on modern education in Poland. It includes a section called Parents and Education.

|                     |  |
|---------------------|--|
| <b>5. Dimension</b> | <b>Evaluation mechanisms (inside and outside school)</b> |
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### **5.1. Media accountability**

The idea of media accountability is salient and exhaustively spelled out by the Broadcasting Act of 1992 as the “public mission of Polish broadcasting media”: “it offers the entire community and its individual parts a variety of programmes and other services involving information, journalism, culture, entertainment, education and sport services which are characterised by pluralism, impartiality, balance and autonomy as well as innovation, high quality and integrity of the transmitted message.” As part of its mission, the Public Radio and Television Broadcasting is in particular responsible for:

- 1) creating and distributing national and regional programmes, programmes for foreign audiences in Polish and other languages as well as other programmes that address the democratic, social and cultural needs of local communities;
- 2) creating and distributing specialized programmes for which a concession was obtained;
- 3) construction and operation of radio and television broadcasting and relay stations;
- 4) dissemination of text communication;
- 5) working on new techniques of creating and distributing radio and television programmes;
- 6) production, service and commercial activity associated with audiovisual work, including export and import;
- 7) promotion of artistic and literary creation as well as the scientific and educational activity;
- 8) promotion of the Polish language knowledge;
- 9) taking into account the needs of national and ethnic minorities and communities using regional languages, including transmission of information programmes in languages of such national and ethnic minorities and in regional languages;
- 10) creation and making available of educational programmes for Polish immigrant communities and Polish nationals living abroad.

(<http://www.krrit.gov.pl/en/for-broadcasters-and-operators/public-broadcasters/>).

### **5.2. Evaluation**

The evaluation of particular media education initiatives is a part of an internal procedure dictated by the funding process: each institution is obliged to present the *effects* of the project it conducts. Otherwise, there are no legal mechanisms that would provide for effects evaluation and quality assurance.

### 5.3. Media users

Most comprehensive reports of media exposure and use include statistical information about an array of social groupings, categorised by age, sex, education, occupation, residence, etc. The socio-demographic characteristics of the media literate are the following: younger, better educated, bigger city inhabitants, with higher economic status.

On the whole, access to technologies stopped being an obstacle and – with the relative saturation of the market – it is lack of motivation and competence that has emerged a problem: among 75,7% Poles who have internet access only 60,8% are users. In the 2013 census data, “lack of need”, together with the declared “lack of skill”, is the most frequent justification of non-use (Batorski 2013). It seems that behind this declared “lack of need” there is in fact lack of awareness of the potential applications and advantages of internet use. In other words, education could be the most desirable and efficient means to change the situation.

### 5.3. Reports

There are two major reports regularly published by NGOs:

**Social Diagnosis** [*Diagnoza Społeczna*] is a series of reports diagnosing “the conditions and quality of life of the Poles as they report it.” The study is based on panel research and thus reveals major trends in the development of Polish society (<http://www.diagnoza.com/index-en.html>). Every two years, ever since 2003, the Diagnosis has been reporting on the practices of new media use, providing extensive statistics as well as insightful commentary on the processes of change (e.g. “Towards an information society”, Czapiński and Panek 2003; see also Batorski 2013).

**Digital Future** [*Cyfrowa Przyszłość*] is a report prepared by the Modern Poland Foundation.

Two volumes have been published, each a comprehensive and up-to-date (2011, 2012) diagnosis of on the state of media and information literacy (<http://cyfrowaprzyszlosc.pl/publikacje/>).

Overall, if media education is understood as consisting of two components – reception of media communiqués and the use of media tools – it is difficult to keep these two apart. Strykowski refers to them, respectively, as cultural-intellectual and technical-practical (*intelektualno-kulturowe i techniczno-praktyczne*) aspects of media education (see also Siemieniecki: *cultural and technological*). Excessive emphasis on the latter and the marginalisation of the former has brought negative consequences to education (Siemieniecki 2007: 137). Lipszyc et al. (2011: 10) thus describe the major obstacle to the forwarding of media education in Poland: no existing analysis of current (media and information) competence and needs of the users, no established models for extending this competence.

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| <b>6. Dimension</b> | <b>Main concepts and legitimizing values</b> |
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Poland is in the process of shifting paradigms in that new mechanisms are being formed as there is no coherent policy in media education. Transmission seems (still?) very important.

Many of the documents, organisation programmes and event agendas mention citizenship and civic education as a means to the ultimate aim of developing a responsible society, aware of its rights, empowered and accountable. Presumably, access to information and equity of participation may be viewed as essential values in a post-communist society and thus critically inform education for the media.

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| <b>7. Dimension</b> | <b>General appreciation (and recommendations)</b> |
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**7.1.** The provision of technologies to schools has not been accompanied by the development of media competences, including IT competences, let alone media participation competences.

According to *Social Diagnosis 2013*, access to technologies and tools is no longer an obstacle; among the population aged over 50, access to computers and internet is at 80%, yet active use decreases with age, with lack of motivation and skills pointed to as major reasons. The differentiating factor has now become the possession of competences to use media to users’ own advantage and towards enhancing life quality (as opposed to ability to use of media exclusively for entertainment). There seems to be a major competence divide between users still within the educational system (pupils, students) and those who have already left it and may at best participate in the lifelong learning process. Jasiewicz (2011) points to the distinct ways of reaching the two groups for promoting media literacy.

**7.2.** Most of the ongoing activity in the area of media education in Poland has an international and global dimension. Most (though not all) of the internet forums, which are in fact the primary means of communication between the individuals and institutions involved, have English language versions.

**7.3.** Throughout this report, the Polish media regulatory authority, the National Broadcasting Council, surfaces as a long standing and influential institution, which from early on brought forth media education as an education *for* the media and has persevered in its attempts to raise public awareness by its own means (media) as well as through influencing the educational system. Even though the Council does not have the power to coordinate and control the extremely wide range of media education-related activity of public and private organisations, it should be singled out as fundamentally important for trend-setting, if not policy setting.

**7.4.** An international conference recently held in Warsaw pinpointed the role of technologies for inclusive education and special needs education (<http://eduentuzjasci.pl/en/conference.html>). Polish researchers and teachers shared their experiences with colleagues from abroad and acknowledged enormous potential as well as progress in the use of ICT-aided teaching for integrating all learners and towards equity of opportunities.

**7.5.** Significantly, in the recently announced Programme for International Student Assessment (PISA 2012) Poland comes out very well: its results are above the OECD average and since 2006

have bettered on all counts (for mathematics, reading and science). This surprised the public, as is apparent from numerous media commentaries. Experts explain that in the new school curriculum of 2008 more emphasis was put on so-called complex skills (for complex problem solving) and the recent PISA results may be showing the effects of a shift in teaching and evaluation. From the point of view of the fundamental aims of media education, which is the development of *selective and critical media reception*, the shift of the educational system towards complex problem solving is hopeful.

| 8. Dimension | Good practices |
|--------------|----------------|
|--------------|----------------|

8.1. The activities of the Polish media regulatory authority, the National Broadcasting Council (see 7.3. above)

8.2. The engagement of non-governmental organizations (see table on pp. 11-12 above). NGOs organize conferences or report on the state of Polish media education. They bring forward initiatives aimed at educating *for* media, media awareness-raising campaigns as well as organize workshops, training sessions and small, locally-based school projects.

| 9. Dimension | References and resources |
|--------------|--------------------------|
|--------------|--------------------------|

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