Media and Information Literacy Policies in Portugal (2013)

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1. Dimension	(Short) Historical background

The History of Portugal has a very important event, known as the '25th of April', the day when the 'Carnation revolution' took place, in 1974. Therefore Portugal is a young democracy – and such fact explains in part what happened latter on in the 80's, namely in what concerns education. The main legal document on education – *Lei de Bases do Sistema Educativo* – was approved in Portugal in 1986, instituting education as free and mandatory for the first time for 9 years and until the child is 15 years-old.

In 2009, the legal document *Lei n. 85/2009* (27 August) established the extension of the age of compulsory schooling to 18 years-old, changing the compulsory education from 9 to 12 years of schooling. Preschool education, intended for 3-6-year-old children, is optional and is often given in public or private kindergartens; basic education lasts for 9 years, from the ages of 6 to 15, and comprises three sequential cycles; after finishing the secondary school, *i.e.*, the 12 years, students can apply for a position at the higher education.

The 80's were, according to Figueiredo (2007), one of the most encouraging decades to the development of what is usually called Information Society, as, following the reforms of the previous education minister Veiga Simão (1970-74), the number of researchers earning a PhD abroad had increased "returning to the country enriched with varied experiences and willing to change a country recently released from a dictatorship" (Figueiredo, 2007: 143).

It is also relevant to pay attention to the levels of education. The demographic census in 1981 has shown that almost 3.5 million people could not read or write, a huge illiteracy rate of 18,6%. In 1991 the illiteracy rate was 11,0%, then it has decreased in 2001 to 9,0% and in 2011 the rate was 5,2% (PORDATA, 2012). Concerning Higher Education, only about 4% of the Portuguese population had a graduate degree in the 80s.

A relevant event in the same decade, specifically in 1986, was the integration of Portugal in the European Union. This fact would have a great influence in the implemented policies, namely regarding Information and Communication Technologies (ICT).

In the beginning of the second half of the 90ies, with the Internet development, Portugal had 2.2% or 7.8% of Internet users, according to respectively EU and Marktest studies (Coelho, 2007: 233-234). In the EU study it is established the comparison with other countries like Sweden, with 13.8%, France, with 12.3%, or the United Kingdom with 10.5%. Around that time 45.4% of the Portuguese population had access to a computer and 25% had it in their own homes.

In the change of the millennium, the times are promising for the increased importance of technologies in people's lives, for example, with the birth of a highly relevant document at a European level, the Lisbon Agenda. It is in the Lisbon European Council that one of the most important objectives to be accomplished by 2010 is defined: "to become the most competitive and dynamic knowledge-based economy in the world". In the 'Europe 2002 Action Plan – An Information society for all', the main axis for action were promoting a cheaper, safer and faster Internet, stimulate the Internet usage and invest in people qualifications.

In 2005, the government of the Socialist Party has a motto and creates the 'Technological Plan', having an action plan specific to education named as 'Technological Plan for Education', following the Lisbon Council guidelines.

In a bit over 3 decades, the difference of conditions in accessing school and technology (in school and outside) is enormous. The technological developments and the increased access have amplified rapidly. The 2008 study 'Children and Internet: uses and representations - The family and school' mentions that the introduction of new information and communication technologies in children's daily life is an unavoidable fact having this study revealed "an almost universal access to a computer with Internet connection" (Almeida, 2008: 166). This is an evidence of the priority several governments in Portugal gave to ICT in Education. The following table presents the most relevant governmental initiatives between 1985 and 2013.

Table 1 – Main governmental projects, programmes and technological
initiatives connected to education in Portugal (Pereira, 2013)

Name	Period
Projeto MINERVA	1985-1994
Programa Nónio-Século XXI	1996-2002
uARTE- Internet nas Escolas [Internet in Schools]	1997-2002
Programa Internet@EB1	2002-2005
Projecto CBTIC@EB1	2005-2006
Iniciativa Escolas, Professores e Computadores Portáteis [Schools, Teachers and Laptops]	2006/2007
Plano Tecnológico da Educação [Technological Plan for Education]	2007-2011
Internet Segura [Safe Internet]	2007/…
Iniciativa e-Escolinha [e-Little School]	2008-2011
Aprender e Inovar com TIC [Learning and Innovating with ICT]	2010-2013

In most of them, the focus was on the equipment; how to bring computers to schools, initially desktops, then laptops and Internet. As an exception, for instance, 'Internet

Segura' [Safe Internet] is more concerned to the safe use of the Web. The other programmes, such as 'Iniciativa Escolas, Professores e Computadores Portáteis' [Schools, Teachers and Laptops] and 'Plano Tecnológico da Educação' [Technological Plan for Education], although they consider training and support to teachers the measures that created most impact were the equipment access. The approach of the first initiative, 'MINERVA', was actually very wide, it included also teacher training, content producing and research. However, all these strategies are much more likely to be connected to the perspective of the educational technology, i.e., more learn 'with' than 'about'.

Below, we elaborate more on the Technological Plan for Education, considering the great impact they had on the computer literacy at primary and secondary schools.

On media education, as a research conducted by a team from the University of Minho reports, "for several decades a number of initiatives and movements included media education as a goal even though their coordinators were not aware of that" (Pinto *et al.* 2011: 70). According to this study, funded by the Portuguese Regulatory Authority for the Media, the starting point of media education were the school newspapers. After April 1974, there was an explosion on the number of newspapers. The national competition launched in the 1990s by the project 'Público na Escola' – one of the most relevant initiatives in media education in Portugal, sponsored by the newspaper with the same name, 'Público', and supported by the Ministry of Education – became a witness, and at the same time responsible, for the most significant action in schools in this area of media education (*see Good practices section*).

On the other hand, the 'Educational Innovation Institute' (IIE), under the Ministry of Education, was pushing several initiatives on media education – but the IIE has been extinguished in 2005.

Until 2010, we can identify several attempts to create national initiatives, for instance the creation of a curriculum of media education for the Secondary Schools or a network of schools providing activities for developing media education (Pinto *et al.* 2011). However, most of the time it was not possible to give continuity to the initiatives and some of them were not even implemented, due to the change of governments and of political strategies. 'The National Cinema Plan' is a good example of that, as Vitor Reia-Baptista, from the University of Algarve, has highlighted in the interview we conducted for this report. When the Secretariat of State (Francisco José Viegas) responsible for the initiative to implement the cinema at schools has left the Government, the entire programme has been delayed.

Appreciation and comments:

Considering that Portugal is a young democracy with an historical delay in education levels, the path Portugal has been doing on media education can be considered positive. Policies were focused on literacy and education in general, while at the same time some initiatives were contributing to media education without an explicit agenda towards it. Education policies in general also suffered from the continuous instability and lack of a long-term strategy, changing with every government. With the financial crisis, the lack of a national strategy for media education is made more evident.

2. Dimension	Legal policy framework

The current official designation for media education in Portugal is 'educação para os media' (media education), but often 'literacia mediática' (media literacy) is used. The two congresses held until the present had the designation of 'Literacy, Media and Citizenship Conference'. This is a contrast with Brazil, where, despite sharing the same language, terms used are 'educomunicação' or 'mídia-educação'.

Media education in Portugal is understood as the set of knowledge, skills and competences (and the processes of acquisition) for the access, informed use, search and critical analysis of the media as well as the capabilities of expression and communication through the media (Pinto *et al.* 2011: 24). This definition of media education is consistent within the European Commission's concept as stated in the *2007/65/EC Directive* and lacks, as other discussions of media literacy, an "examination of the sociocultural competencies expected of, or desirable in, a digitally-mediated society" (Livingstone *et al.*, 2013, p. 217).

The main legal document framing media education policies in Portugal is the *Recommendation on Media Literacy in the digital environment (2009/625/EC)* and, nationally, *Recommendation from the National Council for Education (CNE)*[1], published in Diário da República, *on Education for Media Literacy* (Recomendação nº 6/2011, sobre Educação para a Literacia Mediática). The latter document, which is based on the EC Recommendation on Media Literacy, clearly states that "media literacy is a matter of inclusion and citizenship in today's information society [...] avoiding or reducing the risks of exclusion from community life" (Diário da República, 2.ª série - N.º 250 - 30 de dezembro de 2011). This Recommendation is justified by external and internal reasons.

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[1] "The CNE - Conselho Nacional de Educação - is the national education council in Portugal. It is an organization, with advisory functions, of which the President was elected by Assembly of the Republic. The CNE is responsible to issue opinions, statements and recommendations about all educational issues, at its own initiative or on request that may be proposed by the Government or Assembly of the Republic. The CNE promotes the participation of various social forces, cultural and economic, contributing to the social dialogue and consensus-building on Education", in http://www.cnedu.pt/, accessed in 2-Ago-2013.

The main external reasons appointed were the study *Current Trends and Approaches to Media Literacy in Europe* (2007), the Paris Agenda or *12 Recommendations for Media Education* (2007) and the Article 26 of the *2007/65/EC Directive* which establishes that until December 2011 and every three years thereafter, the Commission shall submit to the European Parliament, the Council and the European Economic and Social Committee a report on the application of this Directive, including the issues of recent technological developments, levels of media literacy and an assessment on advertising targeted to children in all Member States. In terms of Education, the main driving force seems to be the European Commission *Recommendation 2009/625/EC*, which advances the idea of media literacy inclusion in school curriculum. The Portuguese Recommendation from the National Council for Education makes an explicit link to *the UNESCO Media and Information Literacy Curriculum for Teachers*. This has not been used by schools in classroom, but is used by the Ministry of Education, in DGE (Directorate General of Education) and RBE (School Libraries' Network).

While we have to think of the legal policy dedicated to media education, some tangential areas have to be considered. The most significant political programme in the field of education in the last years was the Technological Plan for Education (PTE, in Portuguese) The legal support for it is the *Resolution from the Ministers' Council n. 137/2007*, which sets as a priority the "technological modernization of schools". This political programme, which was part, as mentioned before, of the main agenda – 'Technological Plan' (PTE) – of the Governments led by the Socialist Party from 2005-09 and 2009-11, was mainly focused on distributing technology (both equipment and broadband) and access.

In PTE there is a great focus on resource allocation, namely of technology and infra-structure, but it was not accompanied by teacher training, as we discuss in Dimension 3.1. Nevertheless, CNE Recommendation mentions that need, as had previously done in CNE nº2/98 opinion, stressing: "the need for initial and ongoing training of teachers on 'the use of instruments - equipment and software services - search and structuring of online information and the design and dissemination of multimedia teaching". CNE also advocates new teaching approaches that will promote student's initiative and teamwork supported by new technologies. This would imply that teachers acquire new competencies such as "learning to manage and animate groups of students, ensuring monitoring and individual evaluation".

In the 2008 disposition regarding the curriculum (in *Despacho n. 19308/2008*), by the Secretary of State of Education (Valter Lemos), media education is one of the competences to be developed "throughout the elementary schooling", along with

education for health and sexuality, environment, consumption, sustainability, work and entrepreneurship, human rights, and road safety. This area should be coordinated by the main teacher of the class and reported back to the main services of the region. Under this frame, the main teacher could take over the different subjects, including media education, or delegate in others, or even subcontract people from outside school, if they can afford it. This means that teachers might look out for civil society or private companies programs to pursue media education, since there is no approved curriculum developed or imposed by the Ministry of Education. In 2011, the Minister of Education issued a law (*Despacho no. 17169/2011*) that gives a clear emphasis to the basic competences, mainly of Portuguese language and Mathematics, which leaves subjects such as Education for Citizenship as secondary. This was followed by the Decree-Law n. 139/2012 (July 5th) and Decree-Law n. 91/2013 (July 10th), where education for citizenship is expected to be worked in curricula as a transversal competence, in every curricular unit.

The Television Law (n. 27/2007) states that the public broadcaster should "participate in activities of media education". The activity of RTP has been important in terms of supporting an Ombudsman and also a programme dedicated to media education, 'Nativos Digitais', in collaboration with University of Minho.

There is no law to designate a clear authority or entity to oversee media education. In fact, the committee that has organized the two congresses in 2009 and 2011 is informal (Grupo Informal de Literacia Mediática – GILM), and results of a coalition of institutions. The GILM does not have a statute or rule book, and therefore is subject to the autonomy and goodwill of the institutions and its changing directors, as well as budgets and agendas. No reporting is done by each entity to GILM nor from GILM to the public, although they have a website (www. literaciamediatica.pt).

Media education is a matter of competence, at the governmental level, under the Ministries of Regional Development (GMCS) and Education (Ministry of Education; FCT; RBE – School Libraries' Network); other institutions such as ERC (connected with Ministry of Regional Development) and CNE (advisory body connected with Education) are nominated by the Parliament.

The Informal Group for Media Literacy (GILM) was formed in 2009, bringing together stakeholders around the topic: the Portuguese Commission of UNESCO, The National Council of Education (CNE), The Regulatory Entity for Communication (ERC), The Media Communication Bureau (GMCS), The Ministry of Education, The Foundation for Science and Technology (FCT-former UMIC), The Portuguese public operator of radio and television (RTP) and University of Minho. The GILM organized two congresses in

2011 and 2013 that had the designation of 'Conference of Media Literacy and Citizenship' and constituted a space for knowledge sharing (mainly for academia and school teachers). The congresses were financed by the GMCS (Silva, 2013).

Since GILM is "informal", as its very designation indicates, there are also no clear mechanisms to facilitate inter-ministerial relations around the topic of media education. GILM is not a formal mechanism to ensure a clear articulation of the different institutions. To what we as researchers could see and understand from interviews conducted with people in charge in several of the institutions of GILM, there is no clear role but it was the will of bringing the media literacy to policies and public agenda that gathered the several entities.

There are no formal links with other entities or social actors that may deliver media education, in the private and civic sectors. The exception is 'SeguraNet', which is dedicated to promoting Internet safety among young people and families, in the form of a consortium of several public entities and private ones, namely the Ministry of Education (through DGE/ERTE) and FCT, on the public side; and FCCN - Fundação para a Computação Científica Nacional [Foundation for Scientific Computation,][2] and Microsoft Portugal, on the private side. SeguraNet is mostly funded through 'Safer Internet Programme', of the European Commission. SeguraNet runs a programme dedicate to schools and the school community, to create awareness towards a safe use of the Internet.

At a smaller level, Media Smart is also a civil society programme (National Association of Advertisers – APAN) with the support of a public entity (Ministry of Education – ME, through DGE/ERTE). 'MediaSmart' is an international programme for advertising and commercial literacy created in Canada and implemented also in the United Kingdom, and is running in Portugal since 2009. With the financial support of the food industry companies, in its 4th edition, and after existing in direct association between the organisation and the schools, it has now the support of the ME. The 'School Libraries' Network' (under ME) has also connection with 'Grande (C)', a project on copyright from the national association that runs the money of intellectual rights.

Since there is no formal organization to oversee media education policies, the practice to report to the state is not institutionalised. In fact, there is a problem of accountability and transparency in Portugal *(see more on Dimension 5)*.

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[2] FCCN is responsible for the management and operation of the Portuguese RCTS - NREN (national research and education network). It is a private entity with an acknowledgment of public interest. (In http://www.fccn.pt/).

In regard to the entity that is in charge of reporting to the European Union, it is the Media Communication Bureau (GMCS) and Regulatory Entity for Communication (ERC) which are responsible for reporting to European Commission. In 2011, it was ERC to commission a study to the University of Minho to do a report on the then current state of media education in the country (Pinto *et al.*, 2011). In March 2012, GMCS commissioned to University of Minho the creation of a 'Media Education Observatory', with the purpose of "show the practices and productions related with media literacy and collect, analyse and make available relevant information in this domain, particularly in the Portuguese reality"[3]. This Observatory hasn't been active, at least to a public level. In the interview with ERC representative for media education, ERC stated that they feel that it will be GMCS to take up the role to report, as they usually do so in matters of concern of EC, but nothing was set.

In September 2013, it was announced in the GMCS newsletter[4] that a pilot study was commissioned by GMCS and RBE (School Libraries Network) to the University of Minho to respond to EC's request for evaluation of media literacy levels of the population. The study should provide benchmarks for media education, at the elementary and secondary cycles; in its pilot phase, it will be conducted with a sample of students in the higher level of compulsory education (12th grade), through a survey.

The regulatory agency ERC is in charge of traditional media regulation, but no entity is in charge of the new media content that circulates on the Internet. While televisions, radios and newspapers are responsible for the content they publish, Internet Service Providers (ISPs) are not responsible for the content or services that transport through the network, because they are seen as carriers (Costa, 2013: 69). However, without their cooperation it is not possible to know who sent an improper message or violent content for a child or an adult.

Appreciation and comments:

Media literacy policies in Portugal are characterized, in part, by the political will to follow the policies of the European Commission and, at the same time, a lack of consistency and a lack of resources to put those existing policies into practice. The lack of consistency can be seen in the absence of a Strategic Plan for Media Education, from which school teachers could benefit. There is legislation that recommends the inclusion of media

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[3]   In   http://www.comunicacao.uminho.pt/cecs/content.asp?startAt=2&categoryID=936&newsID=2898, consulted in 02-Nov-2013. Manuel Pinto and Sara Pereira, from the University of Minho, said in their interview that the 'Media Education Observatory' it has been done a lot of work so far but it is not ready to be available online.

[4] In www.ics.pt, consulted on 29-Oct-2013.

education in primary and secondary education, but it is not supported with curriculum contents. In terms of resources, we cannot ignore that schools are satisfactorily equipped as a result of the Technological Plan for Education (2007-11), although this has not been accompanied by special curricula contents or teachers' special training.

3.1 Dimension	Capacity-building: teacher training

As mentioned above, the most significant political programme in the field of Education in the last years was the Technological Plan for Education (PTE), which was mainly focused on technology and Internet access. The most visible programmes of PTE were the 'e.escolinha' (e-little School), created to deliver the laptop 'Magalhães' (Magellan) for children, the 'e.professor' (e-teacher) directed to school teachers and that allow them to buy laptops with broadband access and the 'e-oportunidades' (e-opportunities), directed to adults that were in training programs, and mainly related to computer skills acquisition. Therefore, the certification program in ICT skills for teachers was regulated by the *Ministerial Order no. 731/2009 of 7 July*. By 2011 roughly 45,000 teachers have attended a training course in Pedagogical and ICT skills, under the Technological Plan. There is no specification about the category of teachers (ICT teachers, all the teachers?) who received the training, and they represent only 29% of the Elementary and Secondary teachers in 2011 (PORDATA, 2011). Furthermore, the above mentioned training was a process of media education in computer and information literacy, related with skills to access and use the computer and the Internet, not about other important dimensions of media literacy, such as critical understanding of media messages and communication and participation via media.

Under the article 5 of *The Recommendation nº 6/2011* made by CNE (Diário da República 2.ª série, 2011, p. 50945) the teacher training is addressed:

> *«Ensuring the (technical and pedagogical) training for teachers, Librarians' teachers and other education agents, studying the possibilities of continuing the training activities initiated and planned by the Technological Plan for Education and adaptation and dissemination of the curriculum proposed by UNESCO for educational agents - among other necessary training measures».*

In Portugal, the training of teachers of public schools from elementary to secondary levels is a competence of the school. The training centres belong to groups of schools, and there are 90 training centres in the country. Usually there is a training need identified by the school and sent to the Director of the Centre, which triggers a mechanism for coming to meet this need. Because the training is decentralized, there is no public information

available on the school teachers training, what also makes it difficult for the civil society, namely private companies, to offer training.

Between 1993/4 and 2007, 90% of the training of teachers was financed by European Union (EU) funds, but since those funds were out a few years ago, teachers' training is very limited nowadays. Besides the policies, there is no budget under the Ministry of Education for media education training; there is only training offered by the Ministry of Education (ME) for the priorities' goals ("metas curriculares"), that are the Portuguese Language and Mathematics (Pedroso, 2013).

Nowadays, most of the schools don't have any budget for training, so training centres need to ask a fee to teachers. In some cases the training centres use their own resources: rooms and equipament, as well teachers from associated schools, who do not have full time on teaching component. More cuts are still expected in the ME's budget. The DGE representative states there is a need for offering guidelines on media education for teachers selftraining, as well pedagogical reources they can use with students (Pedroso, 2013).

Until 2011, the number of higher education institutions (in public and private sectors) that make a clear commitment in the field of media education is very limited, being the exception the Universities of Minho, Algarve, Coimbra, Trás-os-Montes e Alto Douro and the Polytechnics Institutes of Setúbal and Castelo Branco (Pinto *et al.*, 2011: 129).

Our research on the study plans of Degrees in Educational Scienses that address the majority of teachers' training (and are accepted by the Ministry of Education as a certification for teachers) shows that Media Education still continues very limited in Portuguese higher education institutions. Furthermore, our analysis is focused only in Education Sciences, trying to find out not only courses labeled 'media education' but also courses related with forms of new literacies (computer literacy, coding literacy and media analysis, design and production) that are included as curricular units in the Bachelor, Master and PhD degrees.

Information about higher education institutions' offer on media education is not systematized by the Observatory of Media Literacy or other entities; therefore, our analysis departed from Pinto *et al.* (2011), was followed by a search on the higher education institutions' Websites, and a categorization judging by the course's title, since their abstracts were not available for all courses. In Annex I, we present the compulsory and optional courses in new literacies, among Portuguese Universities and Politechnic Institutes, ordered by the total number of courses in new literacies. The maximum number of courses in 'new literacies' is 8 and the minimum is 1, putting altogether the 3 cycles in Higher Education.

The Institute of Education of the University of Minho, the University of Coimbra and the ESE of Santarém lead the Schools that offer more initial training in new literacies for school teachers (8), followed by the Lusófona University (5) and the Aberta University, ESE-Leiria, ESE-Setúbal, ESE-Viseu and University of Madeira (4).

But if we address only courses about media education included in Educational Sciences, another ranking is presented in Table 2: only 5 Universities and 1 Polytechnic Institute offer courses in media education at degrees aimed for school teachers.

Table 2 – Higher Education Institutions that offer media education courses

Courses that address media education in Higher Education	compulsory	optional
Universidade de Coimbra		
Faculdade de Psicologia e Ciências da Educação		
Licenciatura em Ciências da Educação da FPCE (1st cycle)		
Educação e Meios de Comunicação	X	
Transliteracia Digital		X
Mestrado em Ciências da Educação (2nd Cycle)		
Teoria e Prática da Educação para os Media		X
Total	3	
Universidade Lusófona de Humanidades e Tecnologias	compulsory	optional
Mestrado em Ciências da Educação - Esp. Em Bibliotecas Escolares e literacias do século XXI (2nd Cycle)		
Professor Bibliotecário: desenvolvimento de novas competências	X	
Instituto de Educação		
Doutoramento em Ciências da Educação (3th Cycle)		
Seminário em tecnologia, media e sociedade		X
Total	2	
Universidade de Trás-os-Montes e Alto Douro	compulsory	optional
Departamento de Educação e Psicologia		
Mestrado em Ensino do 1º e 2ª Ciclo do Ensino Básico (2nd cycle)		
Educação para os Media		X
Total	1	
Universidade Aberta	compulsory	optional
Licenciatura em Educação (1st Cycle)		
Educação e Literacias (Literacies and Education)	X	
Total	1	
ESE - Instituto Politécnico de Castelo Branco	compulsory	optional
Mestrado em Educação Pré-Escolar e Ensino do 1º Ciclo do Ensino Básico (2nd Cycle)		
Pedagogia e Literacia dos Media		X
Total	1	
Universidade Nova de Lisboa	compulsory	optional
FPCE		
Mestrado em Ciências da Educação (2nd Cycle)		
Educação e Media		X
Total	1	

Legend	
	Courses mainly in ITC or programme languages (coding)
	Courses mainly in media production (newspapers, advertising)
	Courses mainly related with multimedia or digital resources for Education
	Courses that address Education and Literacies, Media Education and "Digital Transliteracy"

The Higher Education Institutions also provide continuous training, but, at the present, it seems to be residual. As already mentioned, there are no national nor European funds to offer training to teachers, and continuous training is mainly a competence of the School's Training Centres.

The Disposition no. 139/2012 of 5 July *(Decreto-Lei nº 139/2012)* formalises education for citizenship as a transversal area, which can be addressed in all areas of the curriculum and not being imposed as a mandatory subject in its own, but allowing schools to the decision of its offer as a separate subject. It allows, for instance that each school could decide about the inclusion of a civil society programme, such as 'Media Smart' (see Dimension 2).

In each of the two editions of the 'Conference Media Literacy and Citizenship', two publications with practical suggestions for educators were available for attendants for free. Coordinated by the Communication and Society Research Centre (University of Minho), the first 'handbook' – *Activities on Media Education*[5] (2011) – was supported by one of the member of GILM, GMCS; the second one, *Activities on Digital Literacy*[6] (2013), was supported by the project Creative Schools (University of Porto).

The actual media education policies propose competences but the guidelines and pedagogical resources are under development by University of Minho (commissioned by the GMCS and RBE), in a pilot study to a sample of 12th graders. There are no indicators proposed by policies. Despite being a milestone in mapping media education in the country, Pinto et al. (2011) study does not contain any measures of media literacy and there is no usage in Portugal of the indicators to assess media literacy levels in all EU States (Danish Technological Institute, 2011).

Appreciation and comments:

The initial training of teachers in media education has witnessed drawbacks, especially due to the Bologna Process of the higher education system in bachelors. With the cuts of European funding for teachers continuous training, the autonomy of the schools, the financial crisis and correspondent major cuts in the governmental budget, training has been left to teachers and schools' initiative, and it is stalled. More and more it is important that Higher Education institutions prepare future teachers to deal with media education as a process of granting inclusion, empowerment for participation and employment and awareness of the human rights respect in online and offline environments. In the face of a

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[5] URL: http://www.literaciamediatica.pt/pt/artigo/agenda-de-actividades-de-educacao-para-os-media.
[6] URL: http://www.literaciamediatica.pt/pt/artigo/agenda-de-atividades-de-literacia-digital.

gap between the European and Portuguese policies regarding media education and the national resources to conduct action to attain the objectives, a strong cooperation among Ministry of Education and Higher Education institutions' is needed, in order to make media education a part of the mandatory training of teachers.

3.2 Dimension	Capacity-building: Teaching/training Materials and other relevant content

As exposed above, the guidelines for media education in Portuguese curriculum are under construction by the University of Minho with support from The Media Communication Bureau (GMCS) and School Libraries' Network (RBE), as well the resources that allow teachers self-training and pedagogical content they can use with students, by the ERTE/DGE-Ministry of Education. There is no information available if the resources that are been developed are an adaptation of other European resources or UNESCO or if they will be made from scratch.

The main role of research institutions has been to do research that aims to influence policies, measure the results of such policies and/or to create experiments of media education programmes. One example of the latter is the project 'Media Education in Castelo Branco' that ran from 2007 to 2010 in a partnership between the University of Lisbon and the Polytechnic Institute of Castelo Branco and a local (regional) newspaper, 'Reconquista'. The project was funded by the national Foundation for Science and Technology (FCT) and consisted in teacher training and the distribution of a CD-Rom with a layout for online newspapers, in order to make the school newspapers an everyday practice. It was implemented in the region of Castelo Branco, in the country's interior, within schools of the 2nd and 3rd cycles of education (5th-9th grades). The website[7] is still available and materials can be downloaded.

A recent study (2010-13) ran by University of Minho and also funded by the same national research agency (FCT), about the impact of the project 'e-escolinha' (Magalhães laptop) in children's lives in Braga region, has shown that children, their parents and teachers evaluate positively the project. Moreover, 500,000 Magalhães' have been distributed by children of the 1st cycle of elementary school. About the usage of Magalhães at school, 54% of children report having used it sometimes in Portuguese language, Mathematics and ICT classes. Only 8% of teachers report never using the Magalhães in classes, while 21% report using it frequently. About the reasons for never

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[7] http://www.literaciamedia.com

using it, children report that the laptop was broken or they prefer another computer, while teachers name the lack of computers maintenance, of Internet access and of power outlets as the main reason for not using the computers in class (Pereira, 2013). According to Manuel Pinto (Pinto, Personal Communication, 2013), one of the most positive sides of 'e.escolinha' programme was that 14% of the children in the sample only had access to the computer with the Magalhães' laptop; it was the first computer at home for 30% of households in the sample and Magalhães was also the children's 'object'.

The academia has been a very relevant actor in giving an impulse to media education in Portugal. Several projects and theses (PhD and postdoctoral) were dedicated to the topic: between 2001 and 2010, twelve research projects directly related to media education and literacy were funded by national and EU programs (Pinto *et al.*, 2011: 81), but these numbers are certainly higher at the present, despite not being centralized in Media Literacy Observatory, which has not been publicly active.

A special Working Group on Media Education in the national Association for Media Studies (SOPCOM) was created in Braga, after the conference, and has had panels in the two following general congresses of the Association.

The project "School Libraries Network Program" (Rede de Bibliotecas Escolares-RBE)", a joint initiative of the Ministries of Education and Culture that was launched in 1996, has a relevant contribution for literacies, be it reading, writing, information and digital literacy. RBE has been developed actively and, in 2008, embraced all students from the 2nd and 3rd cycles of Compulsory Education. According to RBE's website, a total of 40 million Euros has been invested in the network between 1997 and 2011, which was applied in infrastructure and teacher training (Pinto *et al.*, 2011: 78). Furthermore, the creation of the "librarian teacher" in 2009, as a consequence of the REB's Program, centralised the development of students' new literacies in that figure:

> «*At school, the librarians' teachers assure the functioning and management of libraries: the articulation of activities and curriculum, the development of students' literacies and the training of readers. They must manage the cluster libraries as spaces of knowledge, with diversified resources that allow the needed change in educational practices, such as the support to the curriculum of information literacy and digital technology development, the formation of critical readers and the construction of citizenship.*» (RBE, 2013)

The RBE programme seems to be an exception in the application of educational and cultural policies, maintaining a rich website, making available resources, sharing good practices and corresponding results achieved. The RBE program has also the merit of resisting the country political changes since 1996 until now. RBE is, then, an active force inside schools for media education, although not in classrooms.

The fact that there are no guidelines or resources conceptualized by the Ministry of Education inhibits the creation of resources by publishers of textbooks or other companies. There is no public information or a study about this issue, but from the most visible projects in school, the resources are mainly produced by projects that involve several stakeholders. This is the case of 'SeguraNet', a project to promote a critical and safe use of the Internet, by children and young people, as well as by families, workers and citizens at large. Supported by 'Safer Internet Programme of the European Commission', this public-private consortium is coordinated by Fundação para a Ciência e a Tecnologia (FCT), and brings together DGE/ERTE, Fundação para a Computação Científica Nacional (FCCN) and Microsoft Portugal. The SeguraNet has a website[8] with content for children, young people, parents and teachers. Particularly interesting are the educational games addressed to children, developed by the Polytechnic Institute of Santarém in 2005: if they are not comparable with the most up-to-date videogames from the industry, they are an innovative approach in learning, inside and outside school, and they are very much used by children. Some other content is adapted and translated from Microsoft Portugal. There is also a participation of young people in the design of new activities and content. A total of 40 young people participate as an advisory board.

Scratch, a freeware program that allows the creation of interactive stories, games, and animations using visual programming, created by a group of researchers of the MIT Media Lab – The Lifelong Kindergarten Research Group, is localised in Portuguese and freely distributed by 'SAPOKids'[9], a Portuguese portal for kids from Portugal Telecom Group. This is a good example of the private sector working in favour of a bundle of literacies for children (to develop creativity and logical, mathematical and scientific reasoning and share their creations with others in the online community).

In the case of the project 'Media Smart', an initiative of the private sector for advertising literacy and supported by the Ministry of Education, the resources are freely distributed from the website and are not localised but only translated by the Ministry of Education (from the UK version). The programme is financed by APAN (The Portuguese Association of Advertisers) and has sponsorships from companies that could be problematic (candy industry and a alcoholic beverages' company)[10], with a direct link to products' Website.

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[8] http://www.seguranet.pt
[9] http://kids.sapo.pt/scratch/
[10] http://www.mediasmart.com.pt/media_smart.1.html#seccao_patrocinios_e_apoios

Media Companies also play a role in the field (Ponte & Jorge, 2010). 'Media Lab', run by the national daily newspaper 'Diário de Notícias', with the support of UNESCO, is an example to illustrate this, with actions of content and newspaper design aimed to youngsters and the elderly. Since 2006, the ombudsmen programs of public radio and television received letters and emails from audience members, experts and the station staff, and have brought to the screen and the radio a forum of critical reflection on the contents in relation to the public broadcasting responsibilities (Braumann, 2013; Ponte & Jorge, 2010: 59). However, with an uncertainty on the future of public broadcast, due mostly to financial reasons, there has been a new mandate for the broadcast Ombudsman. RTP also broadcast the programme 'Nativos Digitais' (Digital Natives) in 2011-12, fully devoted to create public awareness of the role of the media in the Portuguese contemporary society, with scientific participation of University of Minho.

According to Pedro Braumann, the RTP representative in GILM, the area of media education as always had been present at RTP (the public TV and Radio Broadcaster): there is an old tradition of children's programming in Portuguese language and channel 2 has a particular focus in education and culture (Braumann, 2013).

Appreciation and comments:

The scarce resources available on media education are not being funded by the Ministry of Education, nor being designed like the traditional textbooks that involve experts, authors clearly identified (not corporate authors) and the book industry that should make the textbooks approved by the Ministry of Education, before they are distributed. Therefore, the situation is mainly characterized by the fragmentation of resources, eventually duplication, no quality standards available and no evaluation of the resources adequacy. Even if in most of cases there are a group of experts, usually adults (being 'SeguraNet' the exception), their evaluation or criteria are not made public.

There are good initiatives from the academia but most of them, mainly experiments on media education, are not visible outside the research community. The sponsoring of media education initiatives by the private sector could be an interesting approach in a time when public funds are scarce and media education is not a priority; however, the institutions in charge of children like the School and the Family should be aware that 'there are no free lunches':

> *«Why, one might ask, should the media cooperate to demystify their processes? To tell citizens what they do with their personal data? To clearly identify sponsored content? To make advertising less*

persuasive? To make transparent who owns what, who is responsible for what, how to complain or get redress?» (Livingstone, 2011: 32)

The academia could have an important role in advising not only policies, but in creating and evaluating resources in partnership with the government and the private sector.

3.3 Dimension	Capacity-building: funding

The media education policies and resources are residually financed by the Ministry of Education, ERC and GMCS. Most of the resources available are financed by Communitarian projects, the Portuguese FCT, and the private sector, as explained before. The training programmes are at the moment stalled because there is no funding from the European Union, the Ministry of Education, schools or groups of schools, and where training exists, teachers have to pay for it themselves.

We don't have data to answer this question; our best approach is what we get from the DGE/ME interview: "there is no funding for media education" (Pedroso, 2013). In 2011 it was the regulatory agency ERC to comission a study on Media Education to the University of Minho; in 2013, it was GMCS to commission a pilot project on measurement media literacy to the University of Minho.

There is no financial report focused on media education publicly available.

Appreciation and comments:

Under the present financial crisis and without media education being seen as a priority by the present government, media education will continue to have difficulties in reaching national and European scale and scope.

Since GILM is informal in its nature, their work is subject to the autonomy and goodwill of the institutions and its changing directors, as well as budgets and agendas.

4 Dimension	Role of actors (outside school system)

In the scope of the subject of education for citizenship in compulsory system, there is collaboration with private and civil entities. Each teacher coordinating the subject can build partnerships to ensure the program of media education as well as any of the other areas within it. Some schools pay to associations, but most often they engage with programmes of media or the civil society sectors such as 'Media Lab', 'MediaSmart', 'Grande ©', 'Público na Escola' (*see Good Practices Section*).

Media education is not previewed as such in the media regulation entity's (ERC) statutes, but ERC has been an active player in GILM and media education field, taking its mission

of protecting the most vulnerable audiences. ERC considers media education a good investment since the regulatory action only concerns traditional media, and doesn't have jurisdiction over online media.

Besides acknowledging the importance of media education and being the initiator and supporter of the major milestone study in the field (Pinto *et al.*, 2011), ERC has been involved in the activities in 'Week with the Media' (2013), promoting seminars in schools especially focusing on television information. However, no public account of those initiatives has been presented.

Media companies also play a role in the field (Ponte & Jorge, 2010). 'Público' has one of the biggest and longest running programmes in media education: 'Público na Escola' has run since the 1990s including a bulletin, competitions and support to school newspapers, but has been facing cuts in investment. 'Media Lab', run by the national daily newspaper 'Diário de Notícias', with the support of UNESCO, is an example to illustrate this, with actions aimed to youngsters and the elderly. However, there is not a tradition of reporting publicly on the results and impact of the projects.

In the media sector, the Ombudsman role, that newspapers such as 'Diário de Notícias' and 'Público' have, are also good examples of it.

Some newspapers have also supported the edition of books and other activities: 'Jornal de Notícias' and 'Diário de Notícias' have supported 'Media Lab'; the regional newspaper 'Diário do Minho' supported the production of booklets about TV, Digital Games and Social Media – the outcome of the awarded project 'Media Education in Booklets: learning, knowing and acting'[11] by the Evens Foundation; the local newspaper 'Reconquista' supported the project 'Media Education in Castelo Branco', in printing school newspapers.

The Portugal Telecom Group (PT) also has been playing a role in the field. 'Sapo Challenge 2007'[12], an initiative of Portugal Telecom in partnership with the Ministry of Education, is an example of bundled literacies education. 'Sapo Challenge' aimed to develop young people's (12-18 years-old) skills in creating and publishing content on the Internet, to reinforce the reading of Portuguese literature and teamwork. This initiative involved 2,800 students and 560 teachers in 277 schools in phase (Create/Read +), and its results are documented as a case study in the PhD dissertation of the researcher Célia

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[11] The full versions of the three booklets both in Portuguese and English are available online: http://www.lasics.uminho.pt/edumedia/?lang=en.
[12] URL: http://challenge2007.blogs.sapo.pt.

Quico (2008). At the end of the project it was evaluated by students and teachers trough a survey in what respects motivation and positive and negative aspects of the context.

Another initiative of Portugal Telecom is the localisation of Scratch for Schools – an educational programming language developed by the MIT – available online and free by 'SAPOKids', a portal for children owned by Portugal Telecom.

One of the most visible programmes is 'Media Smart', introduced in 2008 in Portugal by the Association of Advertisers (APAN) with the support of Ministry of Education, in translating the Program for Portuguese language. In 2013/14, the Ministry of Education has deepened the cooperation and the programme is now highlighted in the ERTE/DGE website. However, the programme has received some criticism: Bloco de Esquerda party (Left Bloc) has questioned in 2007 the Minister of Education about the program: "the Government needs to clarify why those companies that spend millions of Euros on advertising to children, are better able to teach a critical reading of their own ads?» (Diário Digital/Lusa, 2007). In its website, Media Smart states its purpose is to "create in every child the necessary skills to a critical vision of advertising".

'Grande ©' is a programme promoted by AGECOP, the association that deals and manages the copyright of private copies, to raise awareness among school population for the respect of copyright and prevent illegal copies. 'Grande ©' promoted a contest in schools, with an edition for 1st cycle and another for the rest of compulsory school system, inciting young students to produce photography, lyrics, music and writing in order to sensitize them to authorship matters. A toolkit for teachers was also available to prepare participation. The evaluation commissioned by AGECOP was conducted by a market study agency focusing on brand reputation, not on the awareness of the topic among teachers or young people.

Most of the projects are developed to foster participation but are not involving children and young people in the design of the project. However, some projects make the exception. 'SeguraNet' has a panel of young people of about 40 participants, in a diversified sample, who are consulted regularly regarding the programme and its strategy. Another example is 'RadioActive101', a participatory research-action project, funded by Longlife Learning Programme of the European Commission and taking place also in Portugal, where the involvement of young people in the development of the project is a crucial part.

There is no involvement of parent associations or of professionals such as journalists, librarians in media education programmes, from the grassroots level.

GILM organized the 'National Day with the Media', in May 2012, and extended it to organizing the 'National Week with the Media', in 2013, with an array of different initiatives by each of the entities, following the UNESCO initiative 'World day of Press Freedom', designed not only to schools but to the whole society (Ormeche, 2013), as a consequence of the fragmentation of actors but also of the need to raise public awareness towards the topic of media education. No public collection of the initiatives was done, though.

School libraries (RBE) and SeguraNet, both working inside the Ministry of Education, work in several initiatives together. As a consortium, SeguraNet also works with its partners (including Microsoft and some technological companies) to bring digital inclusion to disadvantaged communities in 'Escolhas', a social inclusion project of the State running since 2001.

Appreciation and comments:

The academia and associations of civic society have played a very relevant role in promoting media education in Portugal and calling the topic to public agenda. As for media agents, although one should recognise the important contribution of the media sector in terms of the involvement in programmes and projects to promote media education, in what concerns the visibility of the topic of media education in the media agenda, this has not been attained. A more visible space in the media to bring the topic to the public agenda would compensate the fact that GILM nor any of the governmental bodies has funds to conduct an awareness campaign directly to the public.

5 Dimension	Evaluation mechanisms (inside and outside school)

In the lack of a clear media education policy and strategy, we can't say that the programmes in action respond to an intention of testing media accountability.

As a consequence of a lack of an integrated policy and strategy, there doesn't exist an evaluation of the policy focused on assessing its efficiency.

Until the present, there is no evaluation of programmes and resources dealing in media education field. In September 2013, it was announced that there is a pilot test taking place where indicators will be developed by University of Minho, in a work commissioned by the GMCS and RBE; the pilot will be conducted with a sample of students from the last year of the now compulsory education system: 12th grade[13].

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[13] In www.gmcs.pt.

The publics of media education are on the large majority children and young people in elementary and secondary school. As for social origin, we can see that there are programmes running in or through schools (SeguraNet, RBE, Media Lab, MediaSmart) that are broadband initiatives; 'Escolhas' is a network of social support for disadvantaged communities, where digital inclusion is one of the tasks, without sufficient consistency for a media education process.

However, in the last years there has been a greater concern for other publics, even if still in minority: for instance, 'Media Lab' has targeted some workshops for the elderly.

There is not a single yearly report concerning media education, which could be produced by GILM or the Observatory created by its designation.

The public entities that are involved in media education, such as GMCS (Media Bureau), ERC (regulatory agency) and RTP (public broadcasting) that are obliged to have public reports about their activities mention, where applicable, their activities concerning media education, but not their costs nor impact.

During the first year, Media Smart programme claims to have reached more than 30% of public elementary schools, and publicized it through the media. However, this only measures the number of schools where the materials (print and CD) were distributed and not how many teachers applied the programme to their students. Besides that information, there is no evaluation or information about the impact of MediaSmart on children's education (Costa & Damásio, 2010, p. 5).

RBE is one of the most active institutions in assessing its activities in the field of literacies. However, they haven't assessed their programmes in the area of media literacy, especially concerning digital literacy activities.

Appreciation and comments:

In fact, evaluation and accountability are some of the main problems in Portugal, as there is not a public tradition for the conduct of public and private entities. There is lack of centralization, transparency about funding and reporting on the impact of each project.

6 Dimension	Main concepts and legitimizing values

At elementary and secondary school, the most dominant paradigm still is the transmission, participation being the exception. Since media education is a transversal competence and there is no official curriculum available, it depends of each school teacher to choose the best method and resources to use for media education. If we consider the ICT courses that

are more established, most of the teachers use demonstration and active methods (learning by doing) as the main pedagogical approach.

The project SeguraNet (*see Good practices section*) uses transmission and active methods. The former is particularly used when the SeguraNet representatives go to the schools and make teachers and parents aware of the project and the latter is used when children are at the Web site, learning internet safety when playing games. The project EDuScratch uses demonstration and also learning by doing since children develop their own interactive stories during the classes.

Most projects claim to promote media education as a tool for citizenship, in accessing and assessing information, with a critical attitude towards media but also the capacity to create contents. For instance, 'Media Smart' promotes critical viewing of advertising, while RBE and 'SeguraNet' are concerned with the safe access to information and prevention of exposure to risk online; 'Media Lab' and 'EDuScratch' incite media production in an isolated moment, whereas 'Media Education in Castelo Branco' or 'RadioActive' work on more regular and engaged ways to give children and young people access to media production and participation in the community life. However, if we analyse the quality of content in every project, we find that 'Sapo Challenge 2007' and 'EduScratch' favour more the usage of media and tools than the quality of the content. Furthermore, in the advertisements made by children under 'Media Smart' programme the aesthetic aspects of the spots are not taken into account.

The idea of empowerment is present at the discourses' level, although the implementation often falls short of that aim, and is mostly achieved at the level of awareness and prevention. Employment and inclusion are the main values stated in the programmes above mentioned. The question of human rights is not present in Portuguese policies or programmes.

For market reasons, it seems that projects outside schools and the formal system have focused more on creativity as key message. For instance, 'Sapo Challenge 2007' was about information search on the Internet with a dimension of creativity; 'Grande ©' also tries to promote young people's engagement in creative activities such as producing photography, music or writing.

The European project Radioactive has a participatory research-action perspective that is focused on employability and building capacity among semi-excluded young people in traditional and formal schooling system.

The 'Cinema Plan', which has been in pilot phase during 2012/13 with some failures in implementation, relies heavily on a transmission model, instituting a list of films of

reference (especially classic and European movies) which children and young people can be taken to see in cinema theatres. The program does not envisage a discussion of films with students nor a participation of children and young people in defining the movies to be used for discussing topics.

Appreciation and comments:

This issue needs further research, since the diversity of media education initiatives (particularly pilot projects from academia researchers at school) difficult the gather of that type of data under the present report.

7 Dimension	General appreciation (and recommendations)

In Portugal, the overall situation regarding media education is that of an evolution in the last decade, mostly through the pressure of European legislation and the effort of the academia; while there is also a lack of consistency on the ground, as projects from civil society, state and private companies do not respond to a coherent strategy nor report back to the community. Transparency and accountability are features that are not being achieved. The Observatory created by the Informal Group for Media Literacy (GILM) is not delivering so far. Despite the good initiatives taken by GILM in promoting media literacy, as an informal group it doesn't have the power to put in action the policy of media education nor to be accountable by it.

Media Literacy Website (www.literaciamediatica.pt) and some groups on Facebook (for instance the 'Conference Literacy, Media and Citizenship' group) have been developing some curating work and are relevant sites to follow the activities on media education in Portugal. When available, the Observatory will give a very valuable contribution to the assessment of the media education panorama in Portugal, as well of the levels of media literacy.

As far as school is concerned, media education is in the curriculum for citizenship classes, but prey to the fact that there are not enough available resources; it is developed by initiative of the coordinating teachers and it receives collaboration from private and civil society projects. The funding of media education projects by private companies arise questions about their agendas and their alignment (or not) with the European and Portuguese policies for media education.

The Technological Plan for Education was a major investment in the massification of computers and Internet access at school and out of school, but critical issues still need to be addressed regarding media education, as there was not teacher training and training for other purposes became scarce.

With the financial crisis and cuts throughout several political programmes, the public entities as well as associations and private companies are cutting down on resources for media education programmes.

The fact that education for citizenship (and media education as part of it) is not seen as a priority by the Ministry of Education, such as mathematics and Portuguese language, further worsens this situation.

Besides the lack of a Strategic Plan for Media Education, the major problems are the lack of initial and continuous training of teachers, as well as the absence of public awareness among ordinary citizens of the relevance of the subject (on the complexity of the media environment, also brought by digital media, and the corresponding impact in every aspect of their lives).

The understanding of media literacy as transversal in society and a strategy for in-school and out-of-school programmes and initiatives are urgent steps.

There is a need of a formal structure dedicated to media education that can transform the fragmentation of projects and initiatives in a multi-stakeholder network with a strategy. Such structure should involve the awareness of citizens and their participation in the design of media education programmes that take in account the particular context of each community. Furthermore, a multi-stakeholder network should involve the higher education (and researchers) and compulsory education system actors as well the private and civil sectors as part of a strategy definition for media education and action.

8. Dimension	Good practices

To define best practices, we used the criteria of duration, sustainability, including at the financial level, and impact. However, we were faced with the difficulty to assess the impact and sustainability of the projects and initiatives, since there is not a tradition to make public the funding or to assess the impact of the initiatives. Despite the fact that the Observatory for Media Education was created by recommendation of the study of Pinto *et al.* (2011), among other tasks, to "keep track and monitor, with rigorous methods, what's being done in this domain"[14], this is not being done to a public level.

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[14] In http://www.comunicacao.uminho.pt/cecs/content.asp?startAt=2&categoryID=936&newsID=2898, consulted in 27/10/2013.

Concerning impact, we considered, when available, indicators about number of individuals (children, young people, adults, elderly; other groups; teachers) participating in the programme; about the levels of media literacy attained. As for sustainability, we considered the financial and human resources involved in the initiative, vis-à-vis its reach; we also consider its possible replication, with long life resources and materials that can be used by third parties.

We present some projects, not as a top, but as several good examples with different features standing out in the field in Portugal:

- **Media Education in Castelo Branco**

The project Media Education in Castelo Branco ran from 2007 to 2010 and was funded with €169.500 by FCT, in a partnership between University of Lisbon and Polytechnic Institute of Castelo Branco and a local (regional) newspaper, Reconquista. The project was focused on school newspapers, with a CD-Rom with a layout for online newspapers, and had teacher training. It was implemented in the region of Castelo Branco, in the country's interior, within schools of the 2nd and 3rd cycles of education (5th-9th grades). It had a public conference to present results in the end of the project. The website is still available and materials can be downloaded (http://www.literaciamedia.com).

- **School Libraries Network (Rede de Bibliotecas Escolares – RBE)**

School Libraries Network was created in 1996 by the Ministries of Education and of Culture, to install and develop libraries in public schools of all education levels, to provide access to reading and information in analogical, electronic and digital support. It now oversees over 2000 libraries in schools and has a great concern with developing literacies and training reader, in articulation with the curricula. The "development of technological and digital information, the training of critical readers and the construction of citizenship" is a goal of this network, which brings together other departments in Ministry of Education, as well as city councils, city libraries and other institutions (universities, training centres for teachers, foundations and associations). It has invested on the librarian teachers training in order to achieve these goals.

Besides an internal evaluation system which is a reference in management, and sharing best practices as well as promoting a competition for innovation (Ideias com Mérito), in 2008, RBE was evaluated in a study commissioned to ISCTE, focusing on the network and management, but not on the results in terms of literacy, of information or other.

- **Público at School (Público na Escola)**

PÚBLICO at School is a project of the daily newspaper 'Público', and is presented in the page of the company that holds the newspaper under a social responsibility area. Its

purposes are to "contribute to a closer relationship between the present and the school; to stimulate young students to be aware of their rights and possibilities of action regarding media, by helping them to decode the press and media language in general; (…) to feed interest among school population (students and teachers) in a lasting way for the reading of newspapers and, in particular, 'Público' .

It has been supported by the Ministry of Education, and used to include publications (monthly bulletins, magazines 'Público at School', teacher guides), support initiatives to schools (training, conferences), and school trips to the 'Público' newsroom, as well as national competition of school newspapers.

'Público at School' was very significant for teachers and school community as a project in the 90s and early 2000s. In the last years, the project, led by the teacher Eduardo Madureira, has been resized, both because it has less funding from the company holding 'Público' and because Ministry of Education did not assign the teacher in charge to the project for a year. Its impact was not evaluated publicly.

- **Media Lab (Diário de Notícias)**

The Media Lab is a project that was conceived, developed and implemented (since 2010) by Brand Meaning for the 'Diário de Noticias' newspaper. It has programs for children and young people (adapted to grades), the elderly and families, where they have a guided tour to the building of the newspaper, and receive training to produce a cover of the newspaper. The project has been free until the academic year 2012/2013 and financed in majority by the newspaper 'Diário de Notícias'.

According to a representative of Brand Meaning, being a project with tremendous success within the educational community and DN funding no longer is possible, the schools started paying their visit (each individual participant pays a fee of €6), as well some companies are sponsoring schools with students from disadvantaged families (Varella Cid., A., 2013).

Since the beginning of the project more than 50,000 Portuguese attended the Media Lab DN being 69,55% from elementary school (30,15% - 1st cycle; 11,51% - 2nd cycle; 27,89 % - 3rd cycle), 10,89% from the secondary school, 11,94% professionals and 7,82% from several Institutions aged from 6 to 90 years old (ibidem).

Brand Meaning is preparing the internationalization of the project.

- **SeguraNet**

SeguraNet aims to promote an informed, critical and safe use of the Internet, by children and young people, as well as by families, workers and citizens at large. This public-private consortium was created to disseminate the strategy initiated by DGE/ERTE (Ministry of

Education) among schools and school community, in the scope of SeguraNet, supported by Safer Internet Programme of the European Commission, to other sectors of society and to create a hotline for reporting illegal and harmful content. It is coordinated by FCT, and brings together DGE/ERTE, FCCN and Microsoft Portugal.

In the scope of work with schools, SeguraNet has established goals for each cycle of school, from kindergarten to 9th grade (http://www.seguranet.pt/metas).

- **Projecto EDUScratch**

Scratch is a freeware program that allows the creation of interactive stories, games, and animations using visual programming. Created by a group of researchers of the MIT Media Lab – The Lifelong Kindergarten Research Group – Scratch allows young people to develop creativity and logical, mathematical and scientific reasoning and share their creations with others in the online community.

Under the slogan "Create stories, games, and animations - Share with others around the world", the Scratch, more than a software, is an online learning community with 4,052,340 projects shared (Lifelong Kindergarten Group at the MIT Media Lab).

In Portugal, since 2008 that Scratch has been localised for Portuguese and promoted directly to schools and indirectly through the SAPOkids Website (http://kids.sapo.pt/scratch/). The EduScratch community is one of the most actives in developing training at a national level for school teachers and students. The EduScratch is an initiative of the ICT Centre of Competences of ESE (Escola Superior de Educação) of Polytecnic Institute of Setúbal in partnership with ERTE-DGE from Ministry of Education.

Several projects have been created and shared by Portuguese students, teachers and other people. Most of the students projects are games, presentations and animations about the safe use of the internet (http://kids.sapo.pt/scratch/galleries/view/221).

At the moment we could easily mention a good dozen of initiatives we consider also as good practices, the most of them with a local or regional impact. For instance, "Reading and Media Literacy" – funded by the Calouste Gulbenkian Foundation and in development at the Secondary School of Caldas de Vizela; several research projects (Master and Doctoral thesis) or websites, as the Educomunicação (www.comedu.blogspot.com). In our opinion, this has to be seen as a relevant symptom of how the field of media education has been growing up in Portugal for the last couple of years, despite the fragmentation of the initiatives.

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Appendix I – Higher Education offer in New Literacies

Table 3 – Higher Education offer in Portugal (new literacies)

Higher Education offer related to new literacies (directly linked to training School Teachers)			
Universidade do Minho - Instituto de Educação	compulsory	optional	
Licenciatura em Educação Básica (1st Cycle)			
Tecnologias de Informação e Comunicação na Prática Profissional	X		
Licenciatura em Educação (1st Cycle)			
Tecnologia e Comunicação Educacional I	X		
Tecnologia e Comunicação Educacional II	X		
Materiais Educativos Multimédia		X	
Educação e Literacias		X	
Mestrado em Ensino do Português no 3º Ciclo do Ensino Básico e Ensino			
Tecnologia Educativa	X		
Doutoramento em Ciências da Educação (3rd Cycle)			
Tecnologia Educativa (not a course but a specialty)	X		
Doutoramento em Estudos da Criança (3rd Cycle)			
Tecnologias da Informação e Comunicação (not a course but a specialty)	X		8
Universidade de Coimbra	compulsory	optional	
Faculdade de Psicologia e Ciências da Educação			
Licenciatura em Ciências da Educação da FPCE (1st cycle)			
Tecnologia Educacional	X		
Educação e Meios de Comunicação	X		
Transliteracia Digital		X	
Mestrado em Ciências da Educação (2nd Cycle)			
Teoria e Prática da Educação para os Media		X	
Novas Tecnologias e Práticas de Formação		X	
Ambientes Virtuais de Aprendizagem		X	
Doutoramento em Ciências da Educação (3rd Cycle)			
Especialidade em Tecnologias Educacionais e da Comunicação(1)		X	8
ESE - Instituto Politécnico de Santarém	compulsory	optional	
Mestrado em Ciências da Educação- Orientação Pedagógica (2nd Cycle)			
Tecnologias de Difusão e Gestão da Informação	X		
Mestrado em Educação e Comunicação Multimédia (2nd Cycle)			
Aplicações Informáticas	X		
Argumento Interactivo	X		
Fundamentos de Lógica e Algoritmos de Programação	X		
Jornalismo	X		
Marketing e Publicidade	X		
Realização Audiovisual	X		
Televisão	X		
Mestrado em Ensino do 1º e do 2ºCiclo do Ensino Básico (2nd Cycle)			
Tecnologia Educativa	X		8

Legend	
	Courses mainly in ITC or programme languages (coding)
	Courses mainly in media production (newspapers, advertising)
	Courses mainly related with multimedia or digital resources for Education
	Courses that address Education and Literacies, Media Education and "Digital Transliteracy"

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Universidade Lusófona de Humanidades e Tecnologias	compulsory	optional	
Licenciatura em Ciências da Educação (1st Cycle)			
Informática e Multimédia	X		
Tecnologias e Educação	X		
Mestrado em Ciências da Educação - Esp. Em Bibliotecas Escolares e literarias do século XXI (2nd Cycle)			
Educação e Tecnologias de Informação e Comunicação	X		
Professor Bibliotecário: desenvolvimento de novas competências	X		
Instituto de Educação			
Mestrado em Ensino das Artes Visuais no 3.º Ciclo do Ensino Básico e Secundário (2nd cycle)			
Media e Educação: As Práticas Educativas e as TIC	X		
Doutoramento em Ciências da Educação (3th Cycle)			
Seminário em tecnologia, media e sociedade		X	
			6
ESE-instituto Politécnico de Leiria	compulsory	optional	
Mestrado em Ciências da Educação - Especialização em Utilização Pedagógica das TIC (2nd Cycle)			
Aprendizagem baseada em materiais interativos e multimédia	X		
Tecnologias na educação 1	X		
Tecnologias na educação 2	X		
Educação na sociedade do conhecimento	X		
Utilização de materiais multimédia em contextos educativos	X		5
Universidade de Trás-os-Montes e Alto Douro	compulsory	optional	
Departamento de Educação e Psicologia			
Mestrado em Ensino do 1º e 2ª Ciclo do Ensino Básico (2nd cycle)			
Educação para os Media		X	
Mestrado em Comunicação e Tecnologia Educativa			
A Educação na Era Tecnológica	X		
Tecnologias do Multimédia e Hipermédia	X	X	
Seminário de Investigação em Tecnologia Educativa	X		5
Universidade Aberta	compulsory	optional	
Licenciatura em Educação (1st Cycle)			
Os Media na Educação (Media in Education)	X		
Educação e Internet (Internet and Education)	X		
Educação e Literacias (Literacies and Education)	X		
Mestrado em Comunicação Educacional e Multimédia (2nd Cycle)			
Media digitais e socialização (Digital Media and Socialization)	X		4
ESE-Instituto Politécnico de Setúbal	compulsory	optional	
Educação Básica - (1st Cycle)			
Língua Portuguesa e Tecnologias de Informação e Comunicação			
Produção de Conteúdos para a Web	X		
Mestrado em Educação Pré-Escolar e Ensino do 1º ciclo do Ensino Básico (2nd Cycle)			
As TIC em Contexto Educativo	X		
Mestrado em Ensino de Educação Visual e Tecnológica no Ensino Básico (2nd Cycle)			
As TIC em Contexto Educativo	X		
Mestrado em Ensino do 1º e do 2º Ciclo do Ensino Básico			
As TIC em Contexto Educativo	X		4

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	compulsory	optional	
ESEV - Instituto Politécnico de Viseu			
Mestrado em Educação Pré-Escolar e Ensino do 1º Ciclo do Ensino Básico (2nd Cycle)			
Tecnologia Educativa	X		
Mestrado em Educação e Multimédia (2nd Cycle)			
Comunicação Mediatizada e Aprendizagem	X		
Audiovisuais	X		
Ambientes Virtuais de Aprendizagem	X		4
Universidade da Madeira	compulsory	optional	
Licenciatura em Educação Básica (1st Cycle)			
Tecnologia e Inovação na Educação	X		
Mestrado Ciências da Educação e Inovação Pedagógica (2nd Cycle)			
Tecnologia e Pedagogia Construtivista	X		
Ambientes Virtuais de Aprendizagem	X		
Doutoramento em Ciências da Educação			
TIC e Inovação	X		4
Universidade de Lisboa	compulsory	optional	
Instituto de Educação			
Licenciatura em Ciências da Educação (1st Cycle)			
Tecnologias Educativas I	X		
Tecnologias Educativas II	X		
Tecnologias Educativas III	X		3
ESE - Instituto Politécnico de Castelo Branco	compulsory	optional	
Licenciatura em Educação Básica (1st Cycle)			
Tecnologias de Informação e Comunicação na Educação	X		
Mestrado em Educação Pré-Escolar e Ensino do 1º Ciclo do Ensino Básico (2nd Cycle)			
Pedagogia e Literacia dos Media		X	2
Universidade do Algarve	compulsory	optional	
Mestrado em Educação e Formação			
Tecnologias da Informação e da Comunicação	X		1
Universidade Nova de Lisboa	compulsory	optional	
FPCE			
Mestrado em Ciências da Educação (2nd Cycle)			
Educação e Media		X	1
Universidade do Porto	compulsory	optional	
Faculdade de Psicologia e Ciências da Educação			
Licenciatura em Ciências da Educação (1st Cycle)			
Laboratório Multimédia e Educação	X		1