



Country profile
SPAIN
V4.0



Index

Overview.....	3
1. Media Literacy-related policies and actions.....	6
1.1 Government and authorities.....	6
1.2 Civil society.....	9
1.3 Commercial communication	13
1.4 Audiovisual works	14
1.5 Online environment.....	18
1.6 Media production skills.....	19
2. Media literacy in the curriculum	21
2.1 Media literacy in education.....	21
2.2 School enrolment and attainment.....	21
3. Country statistics	22
3.1 General data	22
3.2 Information society data	22
Studies and Bibliography	24



Overview

MEDIA LITERACY DEVELOPMENT					
Little consideration is given to the ML skills in the educational curriculum and life-long learning					<p>Media skills development is a core objective and is dealt with systematically in the curriculum. Adequate resources are available. Evaluation takes place both within and outside of the education system.</p>
Hardly any basic teacher training given					<p>ML forms part of basic and further teacher training. Both, technical and critical awareness are included. Systematic ML training for parents and teachers.</p>
Non existent ML evaluation systems					<p>ML is evaluated not only in an educational context, but as a basic life skill.</p>
Scarce access to and production of didactic resources					<p>Didactic resources aimed at teachers, parents and professionals exist. There are centres with up-to-date resources that are well organised and produced on a regular basis.</p>
Systems for guidance and orientation on ML doesn't exist.					<p>Important centres for ML guidance and orientation exist. Good systems for coordinating and uniting efforts.</p>
Stable ML campaigns doesn't exist.					<p>There are important, large-scale and far-reaching ML initiatives and events</p>
Specialised government or public departments on ML doesn't exist.					<p>Organised centres exist that bring together different areas of public administration</p>
Almost none Involvement of civil associations with ML					<p>There are important and influential associations involved with ML which unite different entities and promote relations between different institutions.</p>
They are hardly any regulatory authorities involved in the area of ML					<p>Regulatory authorities are constant and systematic in the area of ML. They endorse parliamentary, institutional and civic participation. They evaluate the progress of media literacy.</p>
Media barely broaches ML programmes and initiatives.					<p>Systematic and regular ML projects launched by public media take place, in conjunction with other institutions and entities.</p>
Media industry's mediation towards citizens is not well developed					<p>Systematic and coherent mediation. Particular attention paid to plans for media literacy. In connection with services for the defence of consumers.</p>
Very sporadic and incoherent visibility and public debate on ML					<p>Important events and fairs take place on a regular basis. Support of public institutions. Emphasis on media literacy. Active involvement of citizens.</p>
Incentives for creative production by citizens hardly exist.					<p>Good promotion in all contexts. There are prizes, support mechanisms and grants. There are also festivals and fairs specifically aimed at children and young people.</p>
Research rarely deals with ML subjects.					<p>There are specific institutions for research, Permanent Observatories and regular and continuous studies. High level of participation in international networks.</p>
Rare participation in international cooperation initiatives					<p>Leadership and international reference. Centres with international links.</p>
Participation of families					<p>Good level of association and dedication to the theme. There is cooperation and unity between institutions. Good participation at an international level.</p>
Few Commercial communication initiatives					<p>Specific centres and initiatives</p>

General Situation

Scarce development and hopeful symptoms

Spain has a **low media literacy development**: It has neither institutions nor projects solely devoted to media literacy, but it's important to underline some activities –always growing- coming from civil society, mainly from Associations related to the educational world. Nevertheless the cooperation of the media industry, except for a few cases, mainly the press, is poor.

There are no educational programmes in the most important media –with the exception of some newspapers that promote the connection between schools and media-, or in public television, and the development of the “Audience Offices” is mainly symbolic. Audience Protection Associations, where they exist, are regional, and State platforms are normally very weak. Only in very recent years has Media literacy become a transversal goal of education, but only following ICTs impulse and forgetting the mass-media. Moreover regional development varies considerably; good in some regions, poor in others, absent all together at a State level.

However it's possible to see some signs of change, mainly due to the perseverance of some sectors of civil society, followed by Public Institutions that are starting to be interested in media literacy.

Media Literacy in curriculum

Regarding the Spanish Educational System, the compulsory school curriculum (Primary and Secondary) contains digital literacy and media literacy, as a part of the skills that students must attain but currently there are no specific subjects. The annexe of The Royal Decree 1513/2006, of 7 December, establishes the incorporation of 8 basic competences in the curriculum of Primary Education to emphasize those skills that are considered to be indispensable which refer to the regular use of the available technological resources besides evaluating and selecting technological innovations depending on their utility in undertaking specific tasks.

The article 3 of the Royal Decree 1631/2006, of 29 December establishes that Secondary Education should contribute to the development of students and the abilities that allow them to develop basic skills in the use of information sources and to acquire new knowledge with critical judgement. To acquire basic preparation in the field of technologies, particularly in information and communication.

Actors in ML

Regulatory Institutions have a minimum presence, and moreover only at a regional level. Only the **Consell Audiovisual de Catalunya** makes some effort in promoting media literacy. Also the **Consejo de Navarra** has launched some initiatives in this field.

The Media Industry offer very few initiatives, such as the Audience Defender, (RTVE and Antena 3). The Press enters classrooms with projects promoted by, among others, “**El País**” and “**El Mundo**” newspapers.

Regarding production experiences, there are initiatives such as “Orson the kid”, a film-school for children, which make cinematographic work; but they are all relatively weak.

There are a few active Civil Associations of teachers and specialists. While as far as Public Institutions are concerned, the **Ministry of Education** has developed activities with the Autonomous Communities, but these have been neither systematic nor forceful.

The activities of some civic organizations are very important, especially, the **Grupo Comunicar**, from Andalusia and **Mitjans** and **Aula Mèdia** from Catalonia.

It is important to underline that the majority of the activities are related to teachers training and focus on audiovisual and multi-media with analysis and use of interactive material. The activity related to Commercial communication media literacy is very limited.

Statistics Information Society

With a population of 43, 800,000, Spain is the medium European country and occupies the 19th place in the HDI. 96% of the Spaniard in school age is studying in a free and inclusive system.

TV is hegemonic for media consumption: 99% of homes have at least one TV. 97% have phone access, and 46% have at least one computer, 39% of these have internet access. With the small but growing development of broadband currently access is 29% of homes, which shows that Spain more developed than 13 other European countries, slightly under the European average¹. Statistics show that 20.5% of the Spanish population watches TV for more than 3 hours a day, while 18.2% listen to radio 93.8% reads newspaper, even if for less than one hour a day.

¹ Available at <http://observatorio.red.es/documentacion/actualidad/boletines/18abr2006.pdf>

1. Media Literacy-related policies and actions

1.1 Government and authorities

Centro Nacional de Información y Comunicación Educativa (CNICE)

www.cnice.mec.es



Key reason

Promotes teacher training in media literacy.

Definition

Government Department run by the Ministry of Education and Science (MEC) dedicated to the integration of ICT into schools, supporting the production of material focused in media literacy.

Media Literacy-related campaigns or initiatives

- **Aula Mentor.** Open adult education, free and Internet-based. Offers courses focused on: working on-line, e-commerce; audio-visual media (the reading and interpretation of still and moving images, technology (the search for information, forums, chats, e-mail, etc.).

Target groups

Teaching Community: Learning Centres granted by public funds, training centres for teachers and university, teachers, trainers, students.

Consell de l'Audiovisual de Catalunya (CAC)

www.audiovisualcat.net



Key reason

Pioneer entity in media literacy development, but only at a regional level.

Definition

Independent Authority appointed by the Catalan Parliament to regulate public and private Catalan audiovisual media. It has the power to sanction in all related to broadcasting, except the revocation of licenses.

One of its functions as a regulatory and watchdog organization is assures compliance with European regulation (mainly in reference to the Television without Frontiers directive).

Media Literacy-related campaigns or initiatives

- **Foro de Entidades de Personas Usuarias del Audiovisual (Users' entities Forum):** This forum brings together over 40 entities, associations, universities, trade unions and professional Associations related to audiovisual media.
- In 2006 the Council approved in plenary session the **Manifiesto por la Educación en Comunicación Audiovisual y Multimedia**, (Manifiesto Education for Audiovisual and Multimedia Communication) to reinforce the importance of practices of reading messages and learning of the computer operations.
- **Prizes and Funds:** Prizes for and within schools. (e.g. "Premios del CAC a l'escola". Its objective is to encourage the school community to have a new vision of audiovisual media. Prizes are given in two areas: the critical analysis of publicity and the routines of the media.
- **Scientific Publication on Audiovisuals:** Essays and current affairs:
 - *Quaderns del CAC* (Quarterly magazine which covers the main themes of communications and audiovisual culture):

Monográficos No. 25 Collects contributions on education in audiovisual communication, a fundamental of study in the core school programming. Promotes the concept of competence in audiovisual communication, and establishes the basis for deeming a person "alphabetized" in audiovisual communications.

Libro Blanco: La educación en el entorno audiovisual -2003- (White book: Education in audiovisual environment) Promotes politics in media that include audiovisual teaching

literacy, as well as the promotion of skills related to data processing and communication networks.

Com veure la TV? (J. Ferrer) Book on Advertising, editing by CAC for children and young people.

- **Jornada de Formació: "Com veure la TV? (How to see the television?)** Organized between the CAC and the Department of Education as a point of encounter of the professionals of the education that utilizes the teaching materials published by the CAC and other authors.
- **Mesa para la diversidad en el audiovisual (Panel for diversity in audiovisuals):** Brings together representatives of different institutions, associations and companies interested in promoting a better representation of multiculturalism and difference into Catalan audiovisual media.
- **Oficina de Defensa de la Audiencia (Audience Defence Office):** Audiovisual media users can make complaints, express opinions or give suggestions on programming or advertising on private and public radio and TV.

Target groups

General public, public administration, associations, companies and journalists.

Consejo del Audiovisual de Navarra (COAN)

www.consejoaudiovisualdenavarra.es



Key reason

It develops some simple programmes for media literacy, including parents and families.

Definition

An independent authority appointed by the local parliament to ensure respect for Constitutional values and principles in public and private audiovisual media, to guarantee social communication rights users, arbitrating between business interests and socio-cultural values. Even more, CoAN aims to give parents information about tools to protect and educate minors regarding the use of TV.

Media Literacy-related campaigns or initiatives

- **Alfabetización audiovisual:** One of the CoAN's Missions is to protect minors and in that direction they have developed the campaign "Familia, televisión y otras pantallas (Family, TV and Other Screens), so that parents, professors and trainers can learn how to use effectively the audiovisual services to take advantage of the information while avoiding risky of products or its inappropriate use.
- **Oficina de Defensa de la Audiencia (Audience Defence Office):** This office gives orientation to citizens as media users. It receives people's suggestions and complaints.
- **Publications.** Studies and reports about audiovisuals such as "*La imagen de la juventud en la publicidad televisiva*" (2005). A Report that analyzes in depth the image of youth in television advertising.

Target groups

All communication-related fields in society: public administration, companies, private citizens, etc., of Navarra.

Key reason

Resources for students and teachers with some media literacy activities. It promotes creative works among children and the educational community.

Definition

Electronic resource forming part of the Plan for Educational IT (PIE) of the Education Department of the Generalitat of Catalunya, which links all primary, secondary and resource centres in Catalonia, to serve as a gateway to the Internet for teaching centres and the school community (teachers, students, parents, etc), stimulating learning through Internet and ICT, and thus improve the quality of education in Catalonia.

Media Literacy-related campaigns or initiatives

- **Canal Edu 365** (www.edu365.cat): Electronic resource providing resources and services to help teachers with educational tasks.
- **ButlletIC²**: Periodical publication from the ICT for the Education Projects Unit. Aims to inform and guide non-university-level teachers on educational resources on the Internet.
- **Linkat** (<http://linkat.xtec.cat/portal/>): Linkat is the educational distribution of GNU/Linux offered by Catalonia's Department of Education.
- **CDWeb** (<http://jasper.xtec.cat:7451/cdweb/CDpaquet.GeneralServlet>): media literacy Educational material. This is the web version of different CDs of educational material, which have been edited and updated.
- **Xarxa competències Bàsiques**: Site which serves as a meeting point for users to reflect on basic competences, a source of material, and space for the distribution of work carried out by Xarxa.
- **ZonaClic**: Service provided by the Generalitat de Catalunya's Department of Education, created to increase the use of free software applications in the creation of educational multimedia activities.

Target groups

Non-university students (pre-school, primary, secondary and bacalaureate), teachers and parents of students.

² Retrieved at: http://phobos.xtec.cat/butlletic/?page_id=2

1.2 Civil society

Grupo Comunicar

www.uhu.es/comunicar



Key reason

Association with a strong presence in many media literacy fields, especially in educational users to participate actively.

Definition

Association of teachers and journalists working in education and communication; to make educational, critical, creative and multiple use of media in the classroom more dynamic.

It organises research into the needs of teachers in media use, to show how teachers can take advantage of new media and understand needs and useful tools.

Media Literacy-related campaigns or initiatives

- **Teacher training:** Local Training Activities, such as seminars or congresses.
- **Information Campaigns:** “Haz de la tele tu colega” (Make TV your friend) “Jóvenes Telespectadores activos” (Young active audience).
- **Publications:** “Comunicar” (International Scientific Magazine).
- **Collections:** Curricular guides; Aula Media collection, for professionals and teachers; Aula de comunicación (proposal for the better use of media in Education); Intercultural Comics; Press and Education; Human Communication, Education and Media.

Target groups

Teachers, journalists, parents and students.

Teleduca

www.teleduca.org



Key reason

Promoted by civil society, it gathers together professionals, families and educators; it's a platform for the work of coordinating different media literacy players. It promotes, production and other activities.

Definition

Independent and multi-disciplinary organisation of civil society made up of professionals in the field of Education and Communication **to promote social awareness of media reality.**

Media Literacy-related campaigns or initiatives

- **Training:** workshops, courses and seminars on education in Communication for educators, media professionals, families, etc.
- **Research:** independent and autonomous research on audience, viewing and reception of Media, content analysis, as well as visual and audiovisual implementation of media into formal and informal education.
- **Production:** workshops on educational audiovisual and online productions (radio, television, press and internet)

Target groups

Teachers, educators, media professionals, parents.

Aula creativa

www.uhu.es/cine.educacion/index2.htm



Key reason

Web service dedicated to cinematographic education and production.

Definition

Web page of the investigator Enrique Martínez Salanova, specialized in teaching about the movies and the movies in teaching, emphasizing education in values to obtain a more worthy, supportive, efficient and imaginative education.

It has 5 sections: Learning about movies; Education and movies (the main themes of education carried to the screen); Themes in the movies; Things about movies (initiation to make movies in the classrooms) and Didactic units (for children, primary, secondary and degree level).

Media Literacy-related campaigns or initiatives

- **On line resources:** *Methodology and didactic:* resources for teachers

El periódico en las aulas (news in the classroom): Dedicated specifically to teach users to participate actively who use newspapers in the classroom.

Educar para los derechos humanos a través de los medios de comunicación (teaching on human rights through the media): guides for teachers and activities for students.

Cine y educación (movies and education): web page for learning about the movies, technology education, teaching about of the movies and movies in teaching.

Bibliography: Selection on movies, media and education.

Target groups

Educators of adults and young people, monitors, teaching program instructors, socio-cultural hosts.

Drac Màgic

www.dracmagic.com



Key reason

An association devoted to introducing cinema and audiovisual into formal and non-formal education.

Definition

A co-operative primarily dedicated to the promotion of film culture and the study and distribution of audiovisual products, and their use in different educational, social and cultural activities. One of its fundamental concerns is the representation of women in audiovisual media.

Media Literacy-related campaigns or initiatives

- **Cine para escolares (Cinema for schoolchildren):** Children's activity for primary schools that promotes the study of cinema as a specific subject and as a tool to gain a better understanding of many other subjects.
- **Recorridos cinematográficos (Cinematic Routes):** Secondary Education Programme dedicated to teaching cinema as an art, and to raising awareness among students of its importance in contemporary culture.
- **Teacher Training:** Courses for teachers in summer schools, institutes of educational sciences at dif Universities, and in the office.
- **Materials and didactic ideas.** Production of educational products relating to culture and movie interpretation.
- It takes part in the development of the "**Proyecto Educativo de Ciudad del Ayuntamiento de Barcelona**" (Educational Project of City of Barcelona) in the areas of coeducation and mass media.

Target groups

Parents, students, teachers.

Aire Comunicaci3n. Asociaci3n de Educomunicadores

www.airecomun.com



Key reason

Association of educators and professionals interested in media literacy.

Definition

Non-profit association based in Madrid, created in 2004 by communication professionals and teachers of various levels, working on media literacy for more than 10 years, contributing to the development of critical, active and creative citizens.

Media Literacy-related campaigns or initiatives

- **Audiovisual Production:** Multimedia and audiovisual materials on Media Education, mainly orientated towards media literacy.
- **Training courses:** ICT teaching using active, critical and participative methods for teachers and students.
- **Research.**

Target groups

Education professionals, teachers, students.

Aula M3dia. Educaci3n en Comunicaci3n

<http://aulamedia.org>



Key reason

Very active in promoting media literacy in non-formal education.

Definition

Free monthly digital magazine, put together by educators and communicators. It is a virtual space dedicated to Communication and Education. It provide young people and adults with the tools they need to analyse reality and offers teachers a place to study and provides tools for education and communication, acting as an archive of ideas, experiences and proposals about education within the Media.

Media Literacy-related campaigns or initiatives

- **Revista digital "Aula M3dia"** (Digital Magazine): Contains reflections and activities related to dealing with education in communication at all levels.
- **Xarxa d'educaci3n en comunicaci3n** (Education in Communication Network): Network formed by several organisations. Aula M3dia, Didacticolite, Edum3dia, Neokinok tv, Objectiu Comunicaci3n, TransEducaMundi i Trimatge.
- **EduCom.info:** Initiative supported by the Province of Barcelona. A website dedicated to local education and communication. It highlights examples of successful experiences of cooperation between educational institutes and local TV channels.
- **Cinescola:** Provides educational material on movies for use in classrooms.
- **Trobades d'Educaci3n en Comunicaci3n** (Education in Communication Meeting): Periodical meetings for teachers and others in the field to debate on Education in Communication.
- **Taula per l'Educaci3n en Comunicaci3n** (Roundtable for Education in Communication): Civil platform for different institutions.
- **Escola d'Estiu (EEEC)** (Summer School): Summer School for Primary and Secondary Teachers.
- **Training:** Courses, seminars and workshops dealing with the techniques for using audiovisuals and NTC tools in education.

Target groups

Teachers, trainers, parents and the general public.

Aula de cine

www.auladecine.com



Key reason

Significant experience of the introduction of cinema into education. Promoting critical awareness.

Definition

Initiative of the Institute of Secondary Education (IES) Pirámide, Huesca; with the support of the Foundation Anselmo Pié, the Government of Aragon and Educaragón. This is a web page to facilitate the educational information, material and publications related to the didactic use of the movies. It offers training and work activities to teachers interested in the Movies as a didactic resource and a way to encounter and promote collaborative relations with people and organisations interested in the movies in environments related to education, youth, prevention and others.

Media Literacy-related campaigns or initiatives

- **Formative Activities** to professors in the Pedagogic Centres of Resources (PCR). It carries out activities in centres of Primary Schools.
- **Monthly bulletin** sent to the professors on request and to some schools, institutes, PCR and educational heads.
- **Shipment of teaching materials**, didactic cards, filmographies and other material requested from different centres (thematic, cross, activities for peace, etc.).
- **Loan of books and movies.**

Target groups

Teachers.

Aula de El Mundo

<http://aula.elmundo.es/aula/portada.php/2007/06/15>



Key reason

Even though there is scarce emphasis on media literacy, it is important for the promotion of culture and reading at school. It includes reading, reflexion and creation.

Definition

Supplement of the newspaper "El Mundo", in electronic and printed version. It is a program which brings the press to the school for educational institutes of Secondary and Degree level in Spain, to help students assimilate the contents of their school subjects in a more visual and entertaining way, as well as promoting their interest on accessing newspapers as media that reflects what is going on around them.

Besides the eight informative pages it contains teaching materials of support and parallel activities.

Media Literacy-related campaigns or initiatives

- **Fixed sections** of contents organized thematically: Didactic Mondays, sporting Tuesdays, helpline Wednesdays (activities of NGO's and health), scientific Thursdays and cultural Fridays.
- **Contests** for youthful creation (story, poetry, essays, painting or photography). Prize-winners' materials are published at the end of the course in the book "Los mejores de Aula" (The best in the Classroom).
- **Visits** to newspaper editing and print rooms.
- **Guides** for working with the newspaper in class.
- **Books:** how a newspaper is put together, how to work with the newspaper or how to utilize the supplement in different subjects.

Target groups

Students and teachers at Secondary Schools and University.

1.3 Commercial communication

Telespectadors Associats de Catalunya (TAC)

www.taonline.net



Key reason

The main activity is media literacy, with a special attention to commercial discourse.

Definition

Associated TV Viewers of Catalonia is a non-profit association created by parents concerned about the content that TV offers to their children. It acts as a mediator between audiences and TV management, passing on complaints, suggestions and opinions of the audience to TV Networks. Besides its role as mediator, it is interested in providing its partners with information that allows them to assume a critical attitude in the face of television.

Media Literacy-related campaigns or initiatives

- **Proyecto “Aprender a Mirar” (“Learn how to watch” Project)** : (2003-2004) Project launched by TAC and Essential Minds, dedicated to introducing children aged between 3 and six to audiovisual education. Good example of co-operation with private companies in developing media literacy projects.
- **“Rincón de actividades” (Activity corner)**: A “space” containing children’s TV news shows, articles and technical information. Moreover it receives questions and suggestions from users. Clearly promotes participation.
- **Proyecto educativo (Educational Project)**: A series of tools for teachers, parents and students, aimed at minimising the negative effects of television. It is focused on protection.
- **Premios Zapping (Zapping Prizes)**: For shows and professionals. It tries to relate professionals with citizens.

Target groups

Media, journalists, parents and students, children.

Asociación de Usuarios de la Comunicación (AUC)

www.auc.es



Key reason

Acts as a critical counterpoint to the audiovisual system, even if its media literacy activities are limited.

Definition

The Association for Communication Users is a non-profit civic organisation for the protection of media users’ rights. **Its aim is to develop activities in** the fields of education, **social awareness** and opinion creation. It focuses on criticism of commercial abuses.

Media Literacy-related campaigns or initiatives

- **Orientation on Media use**: It keeps members informed about different issues affecting people as media users.
- **Code of Self-Regulation of Television and Minors**. The AUC represents the Board of Consumers and Users in the Joint Committee for the Follow-up of Self-Regulation of Televisión Contents and Minors.
- **Reports and Research** on media and ICT (Internet and viewers rights, youth against advertising, etc.)

Target groups

Citizens, media, journalists.

Agrupación de Telespectadores y Radioyentes (ATR)

<http://www.atr.org.es>



Key reason

Even if its own activity is limited, it coordinates the activities of the regional associations and it is one of the few examples concerned with Radio.

Definition

One of the objectives of the TV and Radio Audience Group is to create critical awareness of TV and Radio output. This National Association promoted by citizens calls for self-regulation by private and public TV stations and the creation of a users' participation control institution. It has offices in each Autonomous Community.

Media Literacy-related campaigns or initiatives

- **Premios ATR (ATR Awards):** Every year, the ATR awards selected TV shows for the quality of their contents.
- **A section within its website** containing critical analysis of TV shows for parents.
- **Research projects, studies, speeches and conferences.** On the influence that Media can have on audiences, especially on children and young people.

Target groups

Media, journalists, citizens (especially children and young people).

1.4 Audiovisual works

Canal Comunica (CC)

www.canalcomunica.com/index.php



Key reason

Combines elements of training and reinforcing critical awareness with commercial discourse. Its impact is limited to the educational world.

Definition

Pedagogic project based on the internet to offer to schools and families, activities for the analysis and creation of media contents. It is also a channel for dialogue with communication professionals. The aim is to raise the critical media consumption of young people and to encourage media literacy in families at the same time. CC uses communication as a learning tool to promote media literacy, reviewing the keys of the audiovisual messages and demythologizing the media, especially advertising.

CC is a project effort by all the public administration and the educational institutions as well as the communication sector.

Media Literacy-related campaigns or initiatives

- **On-line audiovisual material.** Review and debate about advertising material.
- **Guidelines** for planning the activity in class or in an out of school environment:
 - Analysis (in the classroom or at home) of audio-visual material, arousing the critical senses of the pupils.
 - Exercises in creation.
 - Forum: Pupils take part in on-line databases.
- **Communication with professionals.** The children have the opportunity of debating (by means of a forum) with creators of audio-visual materials (advertisers, producing agencies, press, etc.).
- **Gallery:** Virtual space for publishing the textual, graphic or audio-visual work created in class, which are considered to be of interesting to other participants.

Target groups

Teaching community: teachers and students from 6 to 16 years old; families; communication specialists (advertisers, agencies, media, etc.)

Oficina del Telespectador de Antena 3

www.antena3.es



Key reason

Although the role is mainly symbolic, users to participate actively.

Definition

Audience Office in charge of dealing with suggestions, questions, and opinions from the of Antena 3.

Media Literacy-related campaigns or initiatives

- **Forum for suggestions, consultations, opinions, requests, or comments**, sent by TV viewers and users of the A3TV website, aimed at improving the quality of programming and customer services.

Target groups

Antena 3 Audience.

Oficina del Defensor del Telespectador y del Radioyente de RTVE

www.rtve.es/RTVE_Defensor/index_defensor.htm



Key reason

Promotes systematically participation and mediation.

Definition

Audience Defence Office is the independent branch of Spanish Public Television charged with self-regulation, to protect viewer rights and to act as a watchdog. Also to promote transparency and democracy in public radio and TV.

Created in February 2006, following a resolution of the General Directorship of RTVE, it receives complaints, doubts and suggestions in a three-monthly report from the Consejo de Administración of RTVE (RTVE Headquarters) on the current situation.

Media Literacy-related campaigns or initiatives

- On the RTVE website there is a section specifically dedicated to the viewers' rights. Viewers can get in touch with this office directly on the e-mail address defensor@rtve.es.

Target groups

RTVE Audience.

Instituto Oficial de RTVE (IORTV)

www.rtve.es/oficial/iortv/iortv.htm



Key reason

Media literacy activities are normally one-off activities but they are interesting as they have a remit from both, civil society and professionals.

Definition

Training centre of the public entity RTVE. It offers presentations and distance training to professionals in audio-visual field and offers permanent training directed to the preparation, promotion, update and professional restructuring to a group of professionals from RTVE.

Media Literacy-related campaigns or initiatives

- **"Guía de contenidos prioritarios para la programación infantil en TV"** (Guide of priority contents for programming TV for children). Manual of reference to operators and producers of TV, educators and for

parents. It approaches the influence and interrelationship of the different contexts (family, school and TV) in human development.

- **Report: "Representación de género en los informativos de radio y televisión"** (Representation of genre in the News casting in Radio and Television", published by the IORTV (2005).
- **Library IORTV.** Printed, audio-visual and sound library of mass media, especially Radio and TV.
- **List of titles.** Set of works that professionals can take advantage of to complete their training or to retrain for other activities.

Target groups

Professionals interested in television, radio and multimedia. Professionals of RTVE.

La aventura del saber

www.rtve.es/?go=111b735a516af85c803e604f4546adce218cb24b4a9860ba28ba563101d4ed2f298d336df6bb183fd907c69670d789ed7b545bfc74f9327c84467b4df51e5218



Key reason

Attention to media literacy and production promotion is irregular.

Definition

A one-hour magazine broadcasted on the Spanish channel 2 of RTVE, **to promote a conscious attitude with regard to the massive flow of the mass media**, especially in relation to the audio-visual ones.

This educational TV programme has been running, in term time only, since 1992.

Media Literacy-related campaigns

- **Production of series** concerning the language and knowledge appropriate to television such as:
 - Videoteca del saber* (Videoteca of learning). Programmes to analyze television genres such as reality shows or soap operas among others.
 - Series: "Saber saber"* (Knowing how to learn), "Video en la escuela" (Video in the school), and "La película de la Historia" (The movie of History), "Liebres", Serie of programmes to promote the reading.

Target groups

Children, adults and young people.

Info-K

www.tv3.cat/pinfok/InfkSeccio.jsp



Key reason

Introduces children to the importance of information and critical awareness.

Definition

From the premise that all people have the right to information; this TV newcast program supports **the access of children to information and to the Media**, as a way of knowing what is happening around the world.

It is a 11 to 15 minutes TV news magazine for children that encourage children to be interested in what is happening around them; it presents schools with life facts and integrates the opinions of children into the news. Info-K is broadcasting live from Monday to Friday at 7:30 pm on K3, the Catalan children's television channel.

Media Literacy-related campaigns or initiatives

- **News** categorizes in three blocks:
 - Què passa al món?* (What's going on in the World?) Important news explained in an easy way, using understandable language.
 - Què passa al món dels nens?* (What's going on in the world of children?) News which has a direct impact on children.
 - Què fan?* (What are they doing?) Activities carried out by children.
- **Website of Info-K** with general information and activities so that the children can take part in the design of the programme; and also in reviewing books.

Target groups

Children and young people.

Festival Internacional de Cine de Gijón

www.gijonfilmfestival.com

Key reason

Has a special competition section for children and teenagers and offers for educational activities.

Definition

Specialized festival that aims to present the newest trends of young cinema worldwide. The purpose is to show featuring youngsters and their concerns in the lives they are living. Film made under non-conventional rules by or for young people and which implies creativity, independency and innovation.

Media Literacy-related campaigns or initiatives

- **"Enfants terribles"** section is for films aimed to children and young people of 6 to 18 years old. The audience vote each films and the one that get the highest score is awarded in one of the two categories: for an audience aged 6 to 12 years old and audience aged 13 to 18 years old.
- The festival programme includes **outlines, cycles, retrospectives**, etc. of films adding certain cultural elements considered **to be interesting for the young spectators**, so as the audience at large.
- **Young jury.** A jury formed by 50 young people aged between 17 and 26 years old
- **Film education activities.** Didactic guides for teachers, didactic workshops for students.

Target groups

Young people and general public.

1.5 Online environment

RED.es
www.red.es

red.es

Key reason

Focuses almost exclusively on the use and access to ICTs. But does not deal with production or participation.

Definition

Public company of the Ministry of Industry, Tourism and Commerce; that analyses the Information Society and promotes its development through programmes defined by the “Plan Avanza”³, aimed at obtaining a suitable **utilization of the TIC to contribute to the success of a model of economic growth** based on the increase in competitiveness and productivity. Also to promote social and regional equality and the **improvement of the quality of life of citizens**.

Media Literacy related campaigns or initiatives

Programmes

- **Hogar e inclusión de ciudadanos (Home and Citizen Inclusion):** focuses on groups at risk of exclusion. Network of Television and Promotion Centres of ICT used in Correctional Institutions.
- **Educación en la era digital (Education in the Digital Era):** aims to integrate infrastructures, digital contents and training services in education: Internet in classrooms and in Campus Networks.
- **Contexto Digital (Digital Context):** promotes DTT and the children’s website “Chaval”, which aims to raise awareness among children about the risks on and off the Net.

Actions:

- **Observatorio de las Telecomunicaciones y de la Sociedad de la Información** (Research for Telecommunications and Information Society). Analyses ICT sector and is responsible for the follow-up of the “Plan Avanza”.

Projects:

- **Fundetec:** Foundation promoting the adoption and use of ICT by citizens, companies, public administration and the private sector.
- **IQUA (Agency for the Quality of Internet):** awards the IQ quality mark, based on its own code of conduct.

Target groups

Citizenship, companies, Public Administration.

Cibernàrium
<http://www.cibernarium.com/>

CIBERNARIUM

Key reason

Implements one-off initiatives in media literacy, dealing with groups at risk and ICTs exclusions.

Definition

Centre for digital training and distribution, aimed at developing educational projects related to new technologies to increase access to new technologies and to bring digital culture closer to citizens and companies.

It consists of a series of equipped spaces to provide universal access to new technologies through a programme that involves digital literacy, learning and mastery to take advantage of the opportunities provided by the digital era.

³ Retrieved at: www.planavanza.es/InformacionGeneral/ResumenEjecutivo/

Media Literacy-related campaigns or initiatives

- Digital literacy activities are divided into:

Iníciate en Internet (Get started with the Internet). Video clips and workshops to help people get started with new technologies and digital resources.

Crece con Internet (Grow with the Internet). Video clips focused on the professional application of new technologies and web and multimedia design tools). Directed at companies and freelance professionals.

Itinerarios (Itinerary): Digital training classes especially designed to meet the needs of particular groups: groups at risk of exclusion, the disabled, unemployed, employers, etc.

Online surfing hall: Free Internet access room.

Off line surfing hall: Short video-clips about the Internet, with testimonials and success stories underlining the importance of new technologies for learning and to improve work.

Target groups

Anyone over 16.

1.6 Media production skills

El país de los estudiantes

www.estudiantes.elpais.es



Key reason

A journalistic production tool for school media. It is a press industry initiative that relates media literacy to the creation of readers.

Definition

A press schools programme from the newspaper “El país” to integrate ITC into educational methodology, introducing the press into education and to establish the habit of reading. It aims to bring home to students its current importance and to support this the various subjects. Also to provoke debate and reflection, and to train pupils in democratic values.

Media Literacy-related campaigns or initiatives

- **Production of a newspaper** on the Internet as if were printed. Teams of pupils are formed (to work as an editorial staff) with a teacher as coordinator or as “the director of the newspaper”. Pupils rely on material support both printed and on-line. At the end of the programme all the newspaper are published on the web site, compete to be chosen as the best.

Target groups

Students, and teachers in Secondary Education.

Orson the Kid

www.orsonthekid.com



Key reason

An informal cinema school for children. Example of direct participation in production.

Definition

Film school for children. It hosts an academic annual course, workshops, summer camps and spring and autumn seminars bringing together each year more than 100 children and young people from all over Spain.

The aim is to educate the young people in the art of cinematography; to contribute to constructing a more critical audience capable of being selective in what they watch and about what they do.

Orson the kid has been surrounded by support from professionals from the film industry: producers, actors and technicians and later on, by a group of institutions, foundations and trading companies. (Civil society)

Media Literacy-related campaigns or initiatives:

- **Diverse range of subjects** in the artistic areas: scriptwriting, storyboard, camera, direction, editing, soundtrack, acting, makeup, film set, and costumes are the basis so that the young student can experience shooting his own film.
- **A film festival organized by children.** It includes the films that have been made in the schools.
- **Orson awards** for the best films in different categories (imaginative film, emotional film, critical film, technical film, animated film and “The Big Orson Award”).

Target groups

Children between 8 to 18 years old

Banda Visual

www.bandavisual.org



Key reason

Significant attempt to bring media professionals closer to participative production.

Definition

Cultural association that promotes and produces audiovisual materials for debate, reflection and social action. It supports activities to encourage media literacy among citizens through the promotion and production of audiovisual projects.

Media Literacy-related campaigns or initiatives:

- **Audiovisual production and public broadcasting** to foster debate, reflection and social action.
- **Sale of audiovisual products** through the website.

Target groups

General audience.

2. Media literacy in the curriculum

2.1 Media literacy in education

Media literacy is not a specific subject in the educational curriculum of Spain but is part of the skills objectives. The annexe of The Royal Decree 1513/2006, of 7 December, establishes the incorporation of 8 basic competences in the curriculum of Primary Education to emphasize those skills that are considered to be indispensable.⁴

Among these competences is dealing with information and digital skills, which refer to the regular use of the available technological resources to solve real problems in an efficient way, besides evaluating and selecting technological innovations as they appear, depending on their utility in undertaking specific tasks.

Also in article 3 of the Royal Decree 1631/2006, of 29 December. The objectives of compulsory Secondary Education establishes that Secondary Education should contribute to the development of students and the abilities that allow them:

“To develop basic skills in the use of information sources and to acquire new knowledge with critical judgement. To acquire basic preparation in the field of technologies, particularly in information and communication.”⁵

2.2 School enrolment and attainment

Net primary enrolment ratio (%) (2004)	99
Net secondary enrolment ratio (%) (2004)	97
Pupils and students (2004) (Total)	7,509,200

Youth education attainment level – total (%) (2005)	61.8
Lifelong learning- total (%) (2005)	10.5

⁴ España. Real Decreto 1513/2006, December 7th, establishing minimum standards for Primary Education. *Boletín Oficial del Estado*, Decembre 8th, núm. 293, p. 43053.

⁵ España, Real Decreto 1631/2006, December 29th, establishing minimum standards for Secondary Education, *Boletín Oficial del Estado*, January 8th, 2007, núm 5, p. 677.

3. Country statistics

3.1 General data

Population (2006)	43,758,250
Human Development Index HDI (2004)	0,938 (19 th Place)
Life expectancy at birth (years) (2004)	79.7
Adult literacy rate (% ages 15 and older) (2004)	98.0
Combined gross enrolment ratio for primary, secondary and tertiary schools (%) (2004)	96
GDP per capita (PPP US\$) (2004)	25,047

3.2 Information society data

Television (%) (2006)	
Households with at least one television	99
Households with no televisions	1

Telephone lines (%) (2006)	
Households with access to a telephone line (landline, IDNS or mobile)	97
Households with access to a main landline, but not to a mobile telephone line	19
Households with access to a mobile telephone line but not to a main landline	23
Households without access to a landline or a mobile line	3
Mobile phone subscriptions (2004)	92

Internet (%) (2006)	
Level of Internet access – households	39
Share of households with a broadband connection	29
Broadband penetration rate	13.2

Total time on average weekday (%)	Television	Radio	Newspaper
None to 1 hour	24.1	59	93.8
From 1 hour, to 3 hours	55.4	22.8	5.8
More than 3 hours	20.5	18.2	0.2

Personal Computer (%) (2006)	
Individuals' level of computer skills - Low	10
Individuals' level of computer skills - Medium	20
Individuals' level of computer skills – High	23

Personal computers (%) (2006)	
Households with at least one computer	46
Households with a desktop computer but not a laptop	35
Households with a laptop but not a desktop computer	4
Households with a laptop and a desktop computer	7
Households with no computers	54

Internet (%) (2006)	
Individuals who accessed Internet at home	33
Individuals who accessed Internet at place of work (other than home)	22
Individuals who accessed Internet at other places	10
Individuals who accessed Internet at place of education	7
Percentage of individuals regularly using the Internet	39
Percentage of individuals using the Internet for interacting with public authorities	23.7
<i>(obtaining information)</i>	13.6
<i>(downloading official forms)</i>	7.0
<i>(sending completed forms)</i>	
Share of individuals who ordered/bought goods or services for private use over the Internet in the last three months	10

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