MEDIA LITERACY AND INTERCULTURAL DIALOGUE

6trategies, Debates and Good Practices

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MEDIA LITERACY AND INTERCULTURAL DIALOGUE
Strategies, Debates and Good Practices

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Developing the Audiovisual Competence in the new Catalan educational programme

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Abstract

For a long time, two opposite points of view have centred a debate: whether Media Literacy should be a subject within the curriculum or whether Media Literacy contents should be dealt with across curriculum. Nowadays, new educational guidelines coming from the European Reference Framework on Key Competences for Lifelong Learning call for a new debate as the key competences have been incorporated into the curriculum.

My contribution deals with the formal Spanish and Catalan curricula for primary and secondary and the way they have incorporated them on curricular subjects. In 2007, a new educational programme, Ley de Ordenación Educativa (LOE, Real Decreto 1513/2006), was designed by both the MEC and the Autonomous Catalan Government. Media Literacy had a more explicit presence as it became integrated within the eight key competences, specifically on the Audiovisual and Linguistic communicative competence one. However, as previous attempts to integrate Media Literacy in the curricula had proved deficient and the new competences have not yet either been fully developed, it becomes necessary to put forward the specific contents for the Audiovisual competence.

Consequently, in 2009, the Catalan government requested the design of a syllabus for each of the eight key competences which were not related to a specific subject. A trial detailed syllabus was developed for the Audiovisual competence so as to incorporate it into the previous educational programme. I was asked to collaborate in the development and organisation of the main objectives and contents for primary and secondary. In particular, I was asked to arrange the sequencing by stages and levels of this parallel educational programme. The theoretical framework to develop the Audiovisual competence came from the "European Reference Framework on Key Competences for Lifelong Learning" (2007), Ferrés (2006, 2012), "A European approach to Media Literacy in the digital environment" (2007) and Bernabeu et alter (2012).

Key words: Media Literacy, media competences, educational programmes, European policies for Media Literacy, key competences, media education.

1. Introduction

Media Literacy has centred a debate in the education scientific field from two opposite points of view in order to find the best way to integrate it in everyday school practice to achieve media education[1]: whether Media Literacy should be a subject within the curriculum or whether Media Literacy contents should be dealt with across curriculum. In view of this dilemma, some of the world's most advanced countries, such as Australia, New Zealand or Canada, opted for the former, whereas countries such as Spain, Austria or Croatia, among others, chose to treat Media Literacy contents across curriculum[2]. Nowadays, new educational guidelines coming from the European Reference Framework on Key Competences for Lifelong Learning call for a new debate, as the key competences have been integrated into the curriculum. In this sense, an excellent summary of the state of the Art in Media Literacy education on this matter can be found in issue n°28 of *Comunicar* magazine.

In this context, this article talks about the formal Spanish and Catalan curriculum for primary and secondary and how to integrate the competences, specifically that of Media Literacy, on curricular subjects according to the European Reference Framework on Key Competences for Lifelong Learning. In 2006, The Spanish Government, following guidelines from the European Reference Framework on Key Competences for Lifelong Learning, as well as from the DeSeCo (2005) and the Tuning (2003) projects, launched a educational programme: Ley de Ordenación Educativa (LOE, Real Decreto 1513/2006). The most important incorporation into the new Spanish and Catalan curricula was the breaking down of learning into eight key competences. The aim was to improve whole education so that students became better trained for life. The new curricula designed around competences recall for a methodological revolution in order to become successful.

This paper is divided into three main parts, which are interrelated. The first one, compares the distribution of the European Reference Framework on Key Competences for Lifelong Learning with the Catalan key competences. The second part analyses the way Media Literacy has been incorporated into the new Catalan curriculum through discourse analysis and content analysis. Finally, a detailed syllabus for the Audiovisual competence developed for primary and secondary sequenced by stages and levels will be put forward as a tool to aid teachers in their arduous task. The final conclusions and references will bring an end to the article.

2. Comparing the key competences of the European Reference Framework on Key Competences for Lifelong Learning with the Catalan key competences

In the 21st century, Lifelong Learning competences for citizens have caught the

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[1] We use "media education" in the same sense as Celot & Tornero, 2009 do.
[2] For further explanation see the book edited by Frau-Meigs, D. & Torrent, J. (2009), which maps media education policies in the world.

attention of the European Commission for two undisputed reasons: a) they enable citizens throughout their lives to actively engage with a society in which they live; b) they are competent and prove helpful in the globalised and constantly changing world of work.

Competences are defined as a "combination of knowledge, skills and attitudes appropriate to the context. Key competences are those which all individuals need for personal fulfillment and development, active citizenship, social inclusion and employment" (European Reference Framework, 2007:5).

In order to achieve Whole Education for 21st century citizens, the Catalan Government, following the guidelines from the Spanish one, which adhered to the quoted studies referenced in the introduction, broke down learning into eight key competences[1]. The following chart shows a comparison between the eight key competences described by both the European Commission and the Catalan Government. They are divided into three sections according to their aim within the Catalan curriculum: communicative, methodological and personal and inhabiting the world.

Chart I. Comparison between the key competences from the European Framework for key competences and the Catalan curriculum

European Reference Framework on Key Competences for Lifelong Learning 2004-2007	Catalan key competences (2007) related to the Spanish curriculum, LOE.
COMMUNICATIVE	
1. Communication in the mother tongue	1. Linguistic and **Audiovisual** communicative competence.
2. Communication in the foreign languages	
8. Cultural awareness and expression	2. Artistic and Cultural competence.
METHODOLOGICAL and INHABITING THE WORLD	
3. Mathematical competence and basic competences in science and technology	3. Mathematical competence. 7. Knowledge and interaction with the world.
4. Digital competence	4. Digital competence.
5. Learning to learn	5. Learning to learn.
PERSONAL and INHABITING THE WORLD	
6. Social and civic competences 7. Sense of initiative and entrepreneurship	6. Autonomy and self initiative. 8. Social and civic.

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[1] In this paper we chose to study in depth Media Literacy education exclusively in Catalonia for three reasons. The first one, because it is the context where we work directly and where the proposal we have designed, and will be put forward later on, has been implemented. The second reason is that the Department of Education has shown quite an interest in Media Literacy since the 1980s and has undertaken several projects to encourage its broadcasting. They can be seen at: http://www.xteccat/audiovisuals. The third reason is that Catalonia is the only autonomous community in Spain which deals with the Audiovisual competence within its competences.

Several aspects about the chart need to be mentioned, after the contents of each key competence has been compared and analysed. There are some similarities between the title and the basis in most competences, for instance: Digital competence, Learning to learn, Social and civic, Artistic and Cultural... However, Media Literacy contents only appear in Catalan communicative competences (the Linguistic and Audiovisual communicative competence and the Artistic and Cultural competence), which is highly surprising. Given the high number of programmes promoting Media Literacy in the European Union, it is hard to believe that the Framework does not contemplate it. Media Literacy is only outlined within the digital competence.

On the other hand, in the first Catalan communicative key competence, the Linguistic and **Audiovisual** communicative competence, the audiovisual dimension is embedded within the linguistic dimension in a communicative approach, and it is defined as follows:[1]

> *The ability to communicate orally (speaking and listening) and express in writing and using audiovisual languages, making use of both our bodies and IT techniques, in compliance with different languages, making adequate use of different supports and text typologies and pursuing different functions* (Decret 142/2007:21827, a).

In Catalonia there is a long tradition to use the terms "Audiovisual competence and audiovisual education" instead of "media competence and media education although, deep down, they mean nearly the same. It is well known that one of the most important problems regarding Media Literacy and competence is to agree on a common expression and definition of the concept in the scientific field[2]. The European Parliament[3] launched several studies and proposals, some of them led by the Autonomous University of Barcelona, such as "Study on Assessment Criteria for Media Literacy Levels - A comprehensive view of the concept of Media Literacy and an understanding of how Media Literacy level in Europe should be assessed (2009)" and "Current trends and approaches to Media Literacy in Europe (2007)", to contribute to set up the missing reference framework for Media Literacy in Europe and also around the world.

In addition, we would like to mention another definition of the Audiovisual competence put forward by a different research group in Media Literacy led by University Pompeu Fabra[4] in Catalonia, who have recently launched an important report on media competence: The level of media competence in the Spanish citizenship.

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[1] English translation by the author. The original version is: "Capacitat de saber comunicar oralment (conversar i escoltar) i expressar-se per escrit i amb els llenguatges audiovisuals, fent servir el propi cos i les TIC, amb gestió de la diversitat de llengües, amb l'ús adequat de diferents suports i tipus de text i amb adequació a les diferents funcions".

[2] For further information on the definitions and Europena actions, see Ambròs & Breu 2011.

[3] The reference web site where the final studies and proposals can be found is: http://ec.europa.eu/culture/media/literacy/studies/index_en.htm

[4] A recent report has been published about media competence in the Spanish citizenship. The results figure out the serious shortcomings of citizenship on that competence. The reference is: Fernández-Cavia, J.; Ferrés, J.; Figueras, M.; García-Matilla, A; Aguaded, Ji (2011).

Media Literacy is the capacity individuals have to critically interpret and analyse images and audiovisual messages and to express themselves correctly and creatively in the communicative contexts[1].

To sum sup, textually, Media Literacy is more explicit in the Catalan communicative competences than in the European Reference Framework although some European policies and projects have been launched to contribute to reinforce Media Literacy around the world. The following section will analyse how Media Literacy is developed in the Catalan curriculum through discourse analysis and content analysis.

3. Media Literacy in the Catalan curriculum

The incorporation of key competences in the Spanish and Catalan syllabuses did not mean, in any case, eluding the traditional subjects. In other words, key competences have to be fitted into the traditional subjects and they have to be assumed by every teacher and developed across curriculum. Before moving on, two drawbacks on the curriculum are to be faced. The first one is that Catalan curricular syllabuses are still divided into: objectives, contents and evaluation criteria and the eight key competences are only outlined within them (Figure 1). Consequently, contents and sequencing of each competence is lacking. Secondly, this can be solved in subjects closely related to the competences, as it is the case of the Mathematical Competence and Maths, where competence and subject go hand in hand. But, how can one deal with competences without subjects closely related to them, as in the case of Learning to learn or Autonomy and Self Initiative? How can one deal with competences across curriculum, like the Audiovisual one? It is obvious that the Government did not think the most important part of the work: developing a key competence at a curricular level following a subject structure, that is to say, breaking down the key competences into objectives, contents and evaluation criteria in those cases where most part of the key competence contents were not covered by any related subjects.

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[1] English translation by the author. The original version is: "capacitat d'un individu per interpretar i analitzar des de la reflexió crítica les imatges i els missatges audiovisuals i per expresar-se amb una mínima correcció i creativitat en l'àmbit comunciatiu" (Ferrés, 2006:10).

Figure 1. Visual summary of the key competences and subjects in the Catalan curriculum
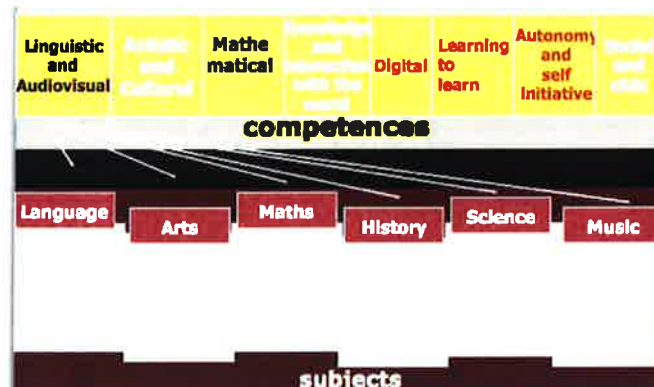
After this necessary clarification, let us focus on how Media Literacy has been incorporated into the new Catalan curriculum at two levels: competences (see top part figure 1) and subjects (see bottom part figure 1). As shown in figure 1, one of the eight key competences is named the Linguistic and Audiovisual competence. This competence contains two dimensions: the linguistic and the audiovisual. The linguistic dimension, is thoroughly dealt with in the Language subject, but this is not the case of the audiovisual dimension.

The methodological procedure used to analyse Media Literacy contents in both the key competences and all the traditional subjects was a combination of two types of textual analysis: discourse and content analysis (Goodwin & Duranti 1992; Hesmondhalgh, 2006). The starting point was to define the four dimensions of the audiovisual competence. It was done by reading reference articles[1] and by analysing two Catalan projects[2] previously carried out. Dividing media competence into four dimensions is a methodological procedure that aids to structure and sequence the analysis. Nevertheless, the powerful relationship between them is obvious. In the end, considering the aforementioned and also the main objectives of the other key competences closer to the audiovisual one (Artistic and Cultural and Digital) the dimensions for media competence are:

a) Media Literacy codes and media representation: basic knowledge of audiovisual codes and their inherent narrative structures. Learning the code of fixed and moving images in combination with words, images, sound and text.
b) Media Literacy comprehension and reception to improve critical analysis; the basic skill to decode different types of audiovisual messages close to students, both in their daily lives or in their learning process.

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[1] A European approach to Media Literacy in the digital environment: http://ec.europa.eu/culture/media/literacy/docs/com/en.pdf
The European Charter for Media Literacy: http://www.euromedialiteracy.eu/charter.php?id=3
[2] Ripoll, X. & Maquinay, A. (2004); Ferrés, J. (2006); Bernabeu, N. (2012)

c) Media Literacy production to reflect upon the process and agent producers: developing the capacity to communicate ideas using audiovisual and media codes, types and supports.

d) Values and Ideology: to reflect upon the socio-historical impact and influences from media onto citizenship, this is to say, to be aware of how vulnerable we are to the messages we receive.

After reading the official curricula, the first thing we did was to search for all lexical words referring to the Media Literacy field and the audiovisual dimensions[1], such as media, television, verbal and non verbal languages, audiovisual language, codes, ICT, etc. and compared/and to compare them to the previous research undertaken in the key competences of European Reference Framework on Key Competences for Lifelong Learning (see section 2). After that, we identified all the statements in the Catalan curricula for Primary and Secondary that corresponded with some of the four dimensions described above. Finally, all the information was organised in grills. While analysing texts, we realized that there were a few audiovisual contents referring to the first three dimensions, mainly, in the Language and Arts subjects. On the contrary, there was a lack content for the last dimension that is Ideology and Values.

Let us stop here a minute to comment on this dimension, as it happens to be among the ones we have fully developed for the curriculum. In addition, this dimension also obtained very low results in the aforementioned study about the degree of media competence of Spanish citizenship. The sixth and seventh conclusions (2011: 83) reveal citizens have great ignorance of why and how an audiovisual message influences and impacts on viewers. Moreover, they neither detect the values and ideologies that emerge from audiovisuals. If we want a democratic society, it is essential that all citizens are aware of the ideological, emotional and persuasive power of audiovisual messages as well as the effects they have on us.

Thirdly, once established the discourse and content analysis, an objective for every dimension was gradually written for primary and secondary, so the Audiovisual competence starts at first course of primary and ends at last course of secondary, it takes a total of ten years. Due to the competence concept, it has to be developed gradually during all compulsory education. Once the elements for discourse and content analysis had been established, an objective for each of the four dimensions was written, for both primary and secondary. It meant a gradual incorporation of the Audiovisual competence throughout the 10 years of compulsory education, starting off the first year of primary and ending the last year of secondary. In fact, these objectives work as sub-competences of the Audiovisual competence as the action verbs heading each chart indicate. Such verbs, which are detailed in chart III, summarise an important part of the general competence. Chart III, in next section, contains the completed objectives.

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[1] The same procedure was applied in Ambròs 2002 to analyse syllabuses from LOGSE 1990-2000.

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Chart II. Audiovisual competence dimensions and heading action verbs for primary and secondary objectives (or sub-competences) increasing difficulty

Dimensions	Objectives for Primary	Objectives for Secondary
Media Literacy codes and media representation.	Exploring and getting to know...	Identifying and using verbal...
Media Literacy comprehension to improve critical analysis.	Understanding and interpreting...	Understanding and interpreting...
Media Literacy production to reflect upon the process and agent producers.	Elaborating simple and audiovisual productions of different types...	Elaborating audiovisual products of varied context...
Ideology and values, socio-historical impact and influences from media onto citizenship.	Becoming aware of the impact of media and ICT messages...	Getting to know the working of the media and the ICT social impact upon citizenship...

In brief, Media Literacy contents appear, textually, in both the Audiovisual Competence and mostly in two traditional subjects in the Catalan curriculum. It means that Media Literacy goes across curriculum in two complementary levels (competences and subjects). Nevertheless, some contents are missing and therefore, given the little information in the syllabuses, it is very hard for teachers to implement Media Literacy. Consequently, a development of the key competences, especially of the Audiovisual one, is required in order to help teachers undertake projects which apply competences in their daily programmes. In fact, the presence of Media Literacy in the Catalan curriculum programmes is no different from that of the previous Catalan curriculum[1]. Ambròs (2002) study, concluded that, textually, LOGSE considered media, but when everyday practice in some secondary schools in Catalonia was analysed, most of teachers admitted they did not know how to deal with Media Literacy contents and obviated them. For these reasons, caution is needed. The presence of the Audiovisual competence at a textual level is a necessary step, but does not guarantee its actual implementation in everyday teaching practice.

4. A detailed syllabus for the Audiovisual competence in primary and secondary. A realistic approach to integrate key competences

At the beginning of the previous section we outlined how unfortunate it was for the Spanish and Catalan Governments to submit the new curricula based on competences following a subject structure -that is divided into objectives, contents and evaluation criteria- missing out the most important part of the work, namely the development of sequencing of each competence. This was precisely the task we set out to accomplish for media competence and what we are going to detail in this paper. In 2009, the *Direcció General d'Ordenació Curricular I Serveis Educatius* in the Department of Education at *Generalitat de Catalunya* requested the development of the key competences to an expert group formed by professors from five different Catalan universities and led by A. Zabala, Head of *Institut de Recursos i Investigació per a la Formació (IRIF)*.

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[1] For a detailed revision of Media Literacy in last Spanish curriculum, we suggest to read Ambròs & Breu (2011: 81-82).

For a period of six months, all the members worked intensely at two levels: individually and also in groups of discussion. At these meetings, the general objectives for each competence to be developed were agreed on. The aim was to avoid overlappings. Later on, each of us individually outlined and defined the contents according to the dimensions of each competence from the contents described in the curriculum. In some cases, such as those of the Digital competence, Learning to learn and Autonomy and Self Initiative, most of the competence contents had to be added on as it was being developed. In 2010 the requested document was delivered and waited and waited, but as elections to a new Government were round the corner, no reply was given. At last, a new political party became elected and Graó editions, in 2011, decided to publish all the curricular development for primary and secondary[1].

The project has three strong points. The first one is that each competence has been developed and sequenced by stages and levels following a subject structure. This implies that all teachers, whichever subject they teach, have at their disposal a vast and sequenced information to manage key competences, which becomes particularly useful when it comes to the arduous task of programming. The second one has to do not only with the conceptual frame of the competence teaching and learning but, especially, with the methodological approach used, sequencing and phrasing contents and evaluation criteria following a competence approach, which means including concepts, procedures and attitudes. See examples in charts IV and V. The third one is that the development of each key competence stems from its own competencial frame and is balanced attending the described contents for all subjects, avoiding repetitions and including the missing information. Therefore, the proposal could not be neither implemented nor copied-elsewhere without being adjusted again.

In order to illustrate the aforementioned development, chart III contains the Audiovisual competence dimensions and objectives for primary and secondary, from which contents and evaluation criteria raised. Charts IV and V are two examples of the curricular development for the Audiovisual competence in 1st level of primary and secondary (objective, dimension, content and evaluation criteria).

Chart III. Audiovisual competence dimensions and objectives for primary and secondary in the Catalan curriculum[2]

Main objectives for primary	Main objectives for secondary
Focus: Media Literacy codes and media representation	
1. Exploring and getting to know the possibilities offered by codes and narrative structures of audiovisual language through experimenting and analysing media texts so as to become aware of the constituent elements in audiovisual messages and the differences between reality and its media representation.	1. Identifying and using verbal, non verbal and audiovisual communicative languages in an integrated way through analysis and production of texts in school languages so as to express personal opinions and conceptions, interiorising them and transmitting cultural knowledge and social abilities.

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[1] Zabala, A. (2011) a and b.
[2] Ambròs, A. (2011) a and b.

Focus: Media Literacy comprehension to improve critical analysis	
2. Understanding and interpreting audiovisual texts from the media, the ICT and other sources by using analysis guidelines on form and context so as to read them in a critical and creative way.	2. Understanding and interpreting media texts by different media supports through analysing their communicative structure attending the aim and intention of the message so as to read them in a critical and creative way.
Focus: Media Literacy production to reflect upon the process and agent producers	
3. Elaborating simple and audiovisual productions of different types, guidedly or autonomously, through sequencing the process and using different languages and supports with the aim to express and communicate messages to the situation, individually or in group, so as to reflect upon the agents intervening in the learning process.	3. Elaborating audiovisual products from varied contexts in a reflexive and creative way through using different languages and textual types of media and ICT with the aim to better transmit curricular contents as well as reflect upon the production process.
Focus: Values and ideology. Socio-historical impact and influences from media onto citizenship (especially on social and cultural stereotypes)	
4. Becoming aware of the impact of media and ICT messages on some daily situations through varied content analysis so as to promote a responsible and critical consumption.	4. Getting to know the working of the media and the ICT social impact upon citizenship through reflecting on elaboration, production, broadcasting and interpreting messages on different supports and contexts so as to promote a responsible and critical consumption in the multicultural society where we live.

Chart IV. Example of the curricular development for the Audiovisual competence in 1st level of primary (objective, dimension, content and evaluation criteria).

Objective 1 for primary:	
Exploring and getting to know the possibilities offered by codes and narrative structures of audiovisual language through experimenting and analysing media texts so as to become aware of the constituent elements in audiovisual messages and the differences between reality and its media representation.	
Dimension: Media Literacy codes and media representation	
Contents	**Evaluation criteria**
Distinguishing the real world and its representation in media stories through experimenting upon messages construction.	Comparing features coming from real products with others coming from advertisements, especially colour, size, texture, use, etc. Comparing real product features with features of advertised products, as regards size, colour, texture, use, etc.
	Comparing fiction cartoons and comic characters to real people.

Chart V. Example of the curricular development for the Audiovisual competence in 1st level of secondary (objective, dimension, content and evaluation criteria).

Objective 1 for secondary:	
Identifying and using the basic elements that configure the codes in verbal, non verbal and audiovisual communicative languages in an integrated way through analysis and production of texts in school languages so as to express personal opinions and conceptions, interiorising them and transmitting cultural knowledge and cater for individual and social abilities.	
Dimension: Media Literacy codes and media representation	
Content for the Secondary 1st	Evaluation criteria

Analysing in detail the different informative codes in audiovisual messages: word, text, icon elements, sound and music. Describing their role in the global understanding of the message so as to cater for individual and social needs.	Describing all the elements present in narrative, persuasive and informative messages in the media attending their communicative goal.

5. Final conclusions

New guidelines in European educational policies add key competences in curricula so that students became citizens better trained for life. The conceptual framework was detailed in the European Reference Framework on Key Competences for Lifelong Learning. Comparing it within the 2007 Catalan official curriculum media competence is more explicit in the Catalan document than in the European one, where it is merely outlined.

Apart from that, in the Catalan curriculum Media Literacy appears at two complementary levels: a) Media Literacy is widely related to the Linguistic and Audiovisual competence, so it is dealt with across curriculum as a part of a key competence; b) Media Literacy contents mostly appear on two traditional subjects: Language and Art, that means across subjects. "Across" proves to be the solution to integrate Media Literacy in schools. But, before the "across", knowledge on the discipline is needed and for some of the key competences the syllabus did not cover it, such as for the Audiovisual one, the Learning to Learn, the Digital, etc. Particularly for Media Literacy, we defend the idea to include a subject in compulsory school according to the European Parliament resolution of 16 December 2008 on Media Literacy in a digital world. Deficient trials of integrating Media Literacy in the curricula the past, and the fact that the new competences have not yet been fully developed, put forward that specific contents and explanations are still needed to achieve media education.

In order to guarantee the incorporation of key competences into the Catalan curriculum, a detailed syllabus has been developed, especially for those without subjects closely related to them. The proposal, requested by the Government in 2009, is a useful tool as it is sequenced and detailed the same way as traditional subjects, into stages and levels, so as to introduce Media Literacy contents across curriculum. This is a first step to move on, but it is not enough. From an educational point of view, as the referenced Spanish report on media competence concluded (2011), data corroborates what professionals in media education had long empirically verified. True Media Literacy implies the compromise and coordination of all agents involved in education –syllabuses, teachers (initial and continuous training) and families-. Education is the key to be able to change the disappointing results obtained. In this sense, the autonomous community of Catalonia has taken a step forward introducing the media competence along with the linguistic one, from a communicative perspective of reception-production, as well as the curricular development of such key competence for primary and secondary education.

In addition, we count with the indispensable means to truly implement Media Literacy in schools: "Media and Information Literacy (MIL) curriculum for

Teachers", recently published by UNESCO. Media Literacy in any country's official curricula is the first step to turn it into a reality in the educational scenario. But this alone does not guarantee the presence of Media Literacy in classrooms. Teacher training in Media Literacy is essential to enable the incorporation of Media Literacy into daily teaching practice from two perspectives: the pedagogical and the epistemological one. Only when teachers are able to apply acquired knowledge in a competential framework into daily practice, Media Literacy will be present in classrooms. This requires teacher training and time. The MIL (2011:17) states that:

> *Teachers are more likely to embrace the MIL curriculum if it connects with pedagogical strategies that improve how they teach traditional school subjects. Fostering the changes in the education sector that would result from the introduction of MIL and their impact on teacher professional development are important goals of this curriculum and competency framework.*

Therefore, we are proud of the resulting formative curriculum devised for teachers, with collaboration of JM Pérez Tornero at UAB. Little by little, educational policies seem to favour the different agents involved in the process: curriculum, teachers and families. We hope that joining policies and efforts being carried out by various institutions and organisms, will contribute to improving the degree of media and information competence in education, because, according to Frau-Meigs & Torrent (2009:21): "Media education holds the potential of reducing the disconnects between old and new media, high and low culture, proprietary and non proprietary contents, cultural and commercial conflicts, etc."

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