Analysis of media literacy initiatives by schools and local media in Catalonia

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Abstract

This paper examines media education initiatives in the educational and media system of Catalonia. The purpose was to observe how media literacy is promoted in the classroom. To this end, two questionnaires were completed by 115 teachers and ten local media managers. The results show that the schools tended to use school or local media to teach media literacy, although they did not follow standard indicators to achieve media skills and placed greater emphasis on entertaining students than on critical learning about the use of the media.

Keywords

Media literacy, media education, local media, education, Catalonia.

Resum

Aquest article analitza iniciatives d'educació mediàtica del sistema educatiu i comunicatiu de Catalunya. L'objectiu és observar com es promou l'alfabetització mediàtica a les aules. Per això, s'han realitzat dos qüestionaris, que han respost 115 docents i deu responsables de mitjans de comunicació locals. Els resultats indiquen que els centres formatius acostumen a fer ús de mitjans escolars o locals amb una voluntat d'alfabetitzar en mitjans, tot i que no segueixen uns indicadors estàndard per assolir competències mediàtiques i emfasitzen més l'entreteniment de l'alumnat que l'aprenentatge crític de l'ús dels mitjans.

Paraules clau

Alfabetització mediàtica, educomunicació, mitjans de comunicació locals, educació, Catalunya.

1. Introduction

The most recent Estudio General de Medios [EGM, *General Media Study]* (2020) estimated that from the age of 14 onwards, most internet users watch mainly audiovisual content online: this order, streaming videos, music, and films and using platforms for watching movies, TV series, recorded broadcasts, etc. In other words, spaces where audiovisual language plays a fundamental role in conveying messages that roam across the digital universe on its diverse screens, which can influence the way of conceiving the environment without informing explicitly (Ferrés 2015).

In an environment more digital than ever where children and young people in many cases have direct and constant access to the web, media and information teaching are needed to enhance media and audiovisual narrative culture literacy. The purpose is to lessen the hazards of manipulation based on a critical perspective in which the individual is aware of the power structures, techniques and factors used by media and other communication platforms and channels (Montoya 2005).

Against this background, media and information literacy (MIL) is a crucial learning tool for individual and collective development and the consolidation of democracy inasmuch as it provides people with the tools to understand their oversized information environment and gain critical insight and analysis for making personal decisions. The *Study on Assessment Criteria for Media Literacy Levels*, coordinated by Paolo Celot and José Manuel Pérez Tornero and drawn up for the European Commission (EC), argues that media education "is part of the basic entitlement of every citizen, in every country in the world, to freedom of expression and the right to information" (Celot & Pérez Tornero 2009: 23).

In today's ever-changing landscape, the ability to adapt to such volatile new practices with technological innovation is a challenge the Catalan Government has tied to Agenda 2030, which also aims to promote "teamwork, information management, critical thinking, communication skills and problem solving" (Generalitat de Catalunya 2016: 10). Indeed, the fourth Sustainable Development Goal (SDG) set by the United Nations (UN) in Agenda 2030 specifies that citizens must be empowered with the tools needed to enjoy "healthy and fulfilled lives, make informed decisions, and respond to local and global challenges" while promoting creativity and knowledge and the acquisition of core competencies in literacy

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and numeracy along with analytical and other cognitive, interpersonal and social skills (UNESCO 2015: 7, 48).

In this aspect, media literacy should be part of the formation of each individual to obtain the skills and new learning required by the current society, where the school has a relevant role due to its intrinsic social function. The institution is given responsibility and confidence as a space for learning about issues that children and young people cannot acquire in the family environment, and that define their growth. Like schools, the media also share the aim of educating or forming citizens for a common benefit in the short and long term. We would say that both professions have the responsibility to guide the population in the best possible way. Accordingly, there is an ideal symbiotic relationship for conveying knowledge and educating in the media as a result of their close association.

The purpose of this article is to publicize how schools promote AMI in the classroom and beyond. It also aims to describe how the activities and interactions between the actors within the Catalan educational-communicative ecosystem manage to develop the spirit and critical attitude of the students. From thorough research (2019), we have established an initial overview of existing media literacy initiatives in Catalonia and have highlighted the learning methods and actions of some schools to offer a sample of the pedagogical diversity, which aims to approach the milestones that demand the changing environment for the development of children and young people.

2. State-of-the-art

The information and communication society concept emerged in the 1960s to explain the processes resulting from the introduction of information and communication technology (ICT) into everyday life. It has had a considerable impact on the way we understand the world, evaluate information and assimilate it individually and as a society. Castells (2005) even argues that technology has become and "is the backbone of our society" (p. 4). In other words, he would argue that social structures are organised digitally and indeed contends that power resides more in networks than in cities (Castells & Cardoso 1996).

The new media environment in which technologies are proliferating, and therefore also digitalisation and the introduction of screens as another part of daily life, means that MIL not only makes sense but is also gaining traction across Europe, Spain and Catalonia as will be discussed below.

European organisations began to get involved in the field with the Grünwald Declaration in 1982 that underlined the close relationship between education and the media. It addressed the need for education and political systems to work together to foster public understanding and participation in media processes in all their forms so that people would develop greater critical awareness and consequently greater competence with respect to the introduction of technology.

In 2000, the Lisbon European Council identified the knowledge-based society as the foundation for understanding the current economy to make it competitive and sustainable. It considered education as an essential sector for improving the level and quality of work and therefore called for changes and other training opportunities in education systems such as "the promotion of new basic skills, in particular in the information technologies" (European Parliament 2000). This precedent indicates that the term *competence* was born associated with the labour domain and has since spread to academia until becoming key in the educational reforms in most of the European Union member states (EU). As Ferrés and Piscitelli (2012) note, being competent does not guarantee professional efficiency "but rather it enhances personal excellence. Media competence should help to develop the personal autonomy" of the public "as well as their social and cultural commitment" (p. 2).

Following the same line, the European Commission defines the term *competence* to refer to "a combination of skills, knowledge, aptitudes and attitudes, and to include the willingness to learn in addition to know-how" (European Commission 2004: 5). Alongside this description, Ferrés, Figueras-Maz, Masanet and Hafner (2015) consider that critical thinking, understanding and analysis are essential and and must be taken into account as competences, although in terms of media skills they believe critical awareness is crucial since it indicates a predisposition to act.

From a school perspective, Len Masterman (1983) maintains that students first have to understand the media in order to grasp the reality the media present to them. Hence to begin with they need to learn how the media work. David Buckingham (2004) argues that media education "is the process of teaching and learning about the media [...]" designed "to develop both critical understanding and active participation. It enables young people to interpret and make informed judgements as consumers of media; but it also enables them to become producers of media in their own right". He notes that "media education is about developing young people's critical and creative abilities" (Buckingham 2004: 21).

Against this background, Directive (EU) 2018/1808 was published, marking the beginning of a pathway that seeks to deliver media literacy for all generations in partnership with European Union member states which have two years to implement it in their legal systems. Article 33 of the Regulation also stipulates that "by 19 December 2022 at the latest, and every three years thereafter, the Commission shall submit to the European Parliament, to the Council and to the European Economic and Social Committee a report on the application of this Directive" (BOE 2018: 23).

As far as Spanish legislation is concerned, the core principle is that media literacy should be addressed at the national level in order to achieve the targets set in the Education Quality Improvement Act (LOMCE). The preamble of the Act says that "children need to acquire from an early age cross-cutting competencies, such as critical thinking, diversity management,

creativity and the ability to communicate, and key attitudes such as individual confidence, enthusiasm, perseverance and acceptance of change". However, media education subjects are optional or breadth subjects at the regional level. Whether they are included in the curriculum depends on the regulation (if any) and the scheduling of educational programmes in each region. However, the LOMCE also stipulates that teachers are to include media-related skills in the subjects they teach to avert information and digital illiteracy.

In the case of Catalonia, the 2005 Catalan Broadcasting Act specified that the Catalan Government is to ensure utmost communication, understanding and expression skills in the broadcasting and ICT fields. Furthermore, the Catalan Statute of Autonomy says that the public authorities "shall facilitate knowledge of the information society and shall encourage equal access to communication and to information technologies" (BOE 2006: 15). Following the regulations enacted at various levels, in 2017 the Catalan Ministry of Education and the Catalan Audiovisual Council (CAC) entered into a partnership agreement to drive media literacy in the educational community. Its measures include promoting agreements between broadcast media and their nearby schools so that the former can share their knowledge, arrange visits or produce and broadcast training mini-programmes with students. As a result of this agreement, the eduCAC programme was also set up in the same year to "promote media education in formal and informal settings" (eduCAC 2020) which additionally includes publicising teaching tools and materials for teachers and families.

The call for information teaching is evident not only in regulations, declarations and agreements but also on a practical level. This research is warranted because there is concern about the acquisition of media skills by children and young people, and also the perception that there is a tendency for media education to be supplied by schools, local media and education and media industry organisations. The purpose is to meet a learning demand that provides the public with the knowledge they need to gain a mature opinion of the situation and its various languages and to train people as content producers in the media and digital setting. It is about individual and collective empowerment vis-à-vis the media as a "strategy to consume them intelligently, to enjoy and take ownership of them in our lives, to learn, to understand and to interact" (Aguaded 2014: 1).

3. Methodology

The study method analysed media education initiatives in Catalonia run by schools in conjunction or otherwise with other actors that support or drive this kind of activity. It was built around a number of variables that showed how different schools combined the academic curriculum with media skills work. The research began by exploring the "La ràdio als centres" database published by the Catalan Electronic Education Network (XTEC),

which includes over 100 school radio stations across Catalonia in order to get a preliminary overview of schools that deliver media education in the classroom. This documentary source made it possible to address the individual features of initiatives recognised by the Catalan Government.

An online survey was drawn up to obtain a more significant sample. It was sent to all primary and secondary schools in Catalonia listed by the Catalan Department of Education on their online school directories, to get an initial qualitative and quantitative sample that would allow us to compare media education activities across schools. The initial focus was on identification aspects: name of the primary or secondary school, location, type of school, ownership. Then, we considered the items entirely related to the production or learning of media content: name and status of the initiative, years in which it is taught, scheduling, resources and tools used, and relationship with the media. A description and assessment of the activity was also requested. During this first survey period from December 2018 to April 2019, the respondents to the questionnaire were teaching staff. In total, 115 people replied as principals or teachers at schools interested in media literacy or running an initiative.

Based on the teachers' answers, between March and April 2020 a second survey was sent by mail to 62 local media managers in Catalonia that were known to have a relationship with schools. Ten people answered the questionnaire. As in the first form, the respondents were asked to identify themselves and their jobs. They were also asked about the years with which they conducted activities, scheduling, the type of content the students deal with and how important their role was, the year in which they first came into contact with schools and the proposals they offer as local media. They were also asked about their motivations for engaging with schools.

The respondents' inputs helped to organise media literacy activities, as shown in Figure 1, and to contextualise the results and understand the patterns of existing initiatives.

4. Results

It has been observed that each school combines the academic curriculum with media skills in a different way. There are primary and secondary schools which choose to work on them using their own resources and this leads to the emergence of school media. As for those schools that partner with municipal or general interest media to provide media education, Deó's classification (2000) shows there are three types of activities in terms of local television production, which can be extrapolated to radio programmes or the press:

- The **benchmark activities** are designed to take place over a limited period of time on a one-off basis and are aimed at a very specific group. The most usual are outings to media outlets, guided tours, workshops and project work. They chiefly explore the inner workings of the media outlet so

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Figure 1. Schools with media education initiatives. Sample analysed

County	Total	County	Total	County	Total
Maresme	21	Alt Penedès	4	Pla de l'Estany	2
Vallès Oriental	19	Ribera d'Ebre	3	Tarragonès	2
Baix Llobregat	13	Alt Empordà	2	Alt Camp	1
Osona	11	Baix Camp	2	Baix Ebre	1
Vallès Occidental	11	Baix Empordà	2	Conca de Barberà	1
Barcelonès	9	Baix Penedès	2	La Garrotxa	1
Urgell	8	Berguedà	2	Moianès	1
Bages	7	Gironès	2	Noguera	1
El Priorat	7	La Selva	2	Segrià	1

Source: author's own compilation.

that the students can also gain a technical or production understanding about it.

- **Teaching support activities** add to and expand on the students' academic work. They are assessed, for example, by making a broadcasting or press item, which means they have a clear educational purpose. They cover various topics and the depth and diversity of content they may explore depends on the complexity of the exercises involved.

- **Integration activities** involve the direct engagement of students in creating a journalism product. They are usually conducted on an occasional or one-off basis since content production calls for more time and commitment. The idea is to show students what journalism and the media are like while the purpose of these partnerships is to display the end product in local media outlets. The partnership is closer and more continuous which means the students coordinated by teaching staff can design recreational and educational activities.

The methodology employed resulted in the identification of 172 media education initiatives in primary and secondary schools in Catalonia similar to those presented; 139 involved contact with local media to produce content or introduce students to the media, while 35 worked on school magazines, newspapers, radio or television in lockstep with or in addition to curricular activities.

Geographically, there were 98 schools in Barcelona province teaching media education with the support of a local media outlet; 19 in Tarragona; 12 in Girona and 10 in Lleida. Figure 1 shows that the county with the highest number of primary and secondary schools conducting initiatives with a municipal media outlet was el Maresme; specifically it had 21, of which 12 were run in Mataró, the county capital (Fig. 1).

While Barcelona had most of the interactions on this list, the number of schools varies in each province and to an extent this determines the number of initiatives in each one. From highest to lowest, there were 489 schools in Barcelona, i.e. 33.98% of schools in Catalonia, 347 in Girona (24.11%), 343 in Tarragona (23.84%) and 260 in Lleida (18.06%).

To gain a reliable assessment of the quantitative data, 115 initiatives drawn from the responses of the teachers and media managers who took part in the survey were carefully explored. It is estimated that there were 46 schools conducting media education activities in preschool education, 82 in primary, 27 in secondary (many of these schools host the various educational stages in the same facilities), three in specially disadvantaged schools and one in a special education school. Of these, 109 were at a state primary or secondary school while the remaining six were at a state-subsidised school. Most of the cases considered in the research (100 of the 115 or 86.9%) were in contact with a local broadcasting, press or digital media outlet.

The bulk of media literacy activities in state schools were at the preschool and primary levels without much quantitative difference. There were 46 preschools where media education was taught to all years. The same applied at all levels of 44 primary schools. In this case, there was a greater variety of levels working on media skills. Other schools choose to do so in one, two or three years. The most common are upper stage years, i.e. Years 5 and 6, in which twelve schools did more with the subject. In lower secondary education there were 27 schools where media and communication activities were carried out, and 10 of them did so for all years. Seven of these 10 also teach media skills in upper secondary education, plus Icària High School (Barcelona), and five in vocational training, such as Guillem Català High School (Manresa).

As for the most used media, 82 radio, 21 television and 51 press projects (considering student posts on the school's blog or website) were noted. There were 21 initiatives which were strictly school-based, i.e. not tied to a media outlet outside the school. Of these, 14 had their own school newspaper or magazine which they published digitally on a blog or the school website while nine used their radio studios at the school. In terms of media education frequency, 30 of the 115 schools taught it on a weekly basis, nine on a term basis, and eight every day. There were 28 schools in the research which did not specify precisely what their activity period was because it had not been set.

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The first media activities revealed in the surveys and which are still ongoing today were in the county capital of el Maresme at Valldemia School, Angeleta Ferrer School and local TV and radio station Mataró Audiovisual. The two schools started to work with broadcasting projects in the 1999-2000 school year and in 2006-2007 they joined forces with the local radio station in Mataró to put speaking and writing curricular skills into practice and also build using ICT into the learning process. Along the same lines, Sant Isidre de Capçanes School (El Priorat) began running a programme with Ràdio Falset in 2000 which was expanded in terms of media in 2013 by setting up a school magazine which continues to come out today.

Angeleta Ferrer School is a prime case of cross-cutting integration of activities into the school. In view of the excellent results and popularity of the broadcasting project, it was extended to the municipal media outlet's radio studios. Since 2006, it has been the only school to make a programme at Mataró Audiovisual every term. They have added radio as a teaching component from Preschool 3 to Primary 6 with the programme *Molinet de Colors* as part of "Les escoles a la ràdio". In 2007, the CAC granted them the award "The CAC in School", in the Primary Education category, for their integration skills and efforts and for expressly dealing with radio.

Other schools running weekly media education activities included Sant Martí School (Cerdanyola del Vallès) where Primary 3 students do a programme on Cerdanyola Radio as part of the Cerdanyola Educa project. In Figueres, Primary 6, Lower Secondary 3 and Lower Secondary 4 students at state-subsidised Escolapias School produce two sections which are broadcast in the programme *Fem campana* on Ràdio Vilafant. Sant Jordi School (L'Ametlla de Mar) does *Sortim a l'escola*, a participation programme in which students from preschool to primary talk about projects, outings and other school initiatives which may be of interest. Local radio and TV station La Cala RTV also gives them a day every year on which they do all the segments of the radio schedule: *Avui la ràdio la fem naltros*. Likewise, Salvador Espriu School (Granollers) shows its school work across the board on an annual basis in a one-off programme on Vallès Oriental Televisió (VOTV) and in the newspaper *El 9 + petit*.

Another school using the media for teaching purposes is Giola High School in Llinars del Vallès. As part of Catalan language classes, journalist and teacher, Laura Ballestero motivates Lower Secondary 1 students' academic projects by giving them a longer life: journalistic pieces following curricular content and reaching the required standard may be published in local digital media El Punt Vallès or the Vallès Oriental edition of *El 9 Nou*. A teaching support activity enables the students to work in a real life context.

A similar line of teaching support but this time on television is the *Cargol Noticiari* programme made by Year 6 students at Ronçana Infant and Primary School (Santa Eulàlia de Ronçana) run with Canal SET. This interaction with the local TV station goes back over 25 years to promote the use of Catalan by

preparing school news stories which are recorded, edited and put together by the station's professionals.

In a similar way, Vilamajor High School (Sant Pere de Vilamajor) started out in radio in the 2018-19 school year with an optional subject for two groups of Lower Secondary 3 students. To help them acquire media skills, the school is supported by the COMSOC–Comunicació Social association which has been using radio as a tool for social communication and transformation since 2008 as part of media education. The programme's topics are based on the UN Sustainable Development Goals in Agenda 2030, chosen by the students. Under this umbrella, the project is funded by Sant Antoni de Vilamajor Town Council and supported by Barcelona Provincial Council.

At Pere Vives i Vich High School (Igualada) they have also been doing a radio optional subject called "Fem de reporters" since 2014. In this case, the idea is to learn about issues at the school and improve digital and media skills by writing scripts, interviews and news stories, which they then record, and edit. Meanwhile, Lower Secondary 3 students also visit the studios of Catalunya Ràdio and TV3 as a core activity, something also done by Giola High School at TV3.

Local media are often the resource and tools for many schools that may not have the assets to make complex productions. They are, for example, for the three schools that go to La Garriga municipal radio station to make their own programmes, take guided tours and work together on thematic capsules and specific slots. The studios host approximately 200 students with the aim of improving group work, reading, spoken presentations and knowledge about municipal media. Ràdio Tàrrega also has eight schools taking part in an initiative which began in 2013.

Hence, there are municipal media outlets which offer and suggest activities for children, teenagers and teachers with a vision of public service, accessibility and openness to their surroundings. Ràdio Televisió Cardedeu invites schools to three different types of activities to introduce students to the medium: visiting the facilities to learn about the history, programmes and importance of the media organisation together with longer workshops to teach the skills needed to learn about and produce a news item or do an interview and thus take into consideration the roles of each member on television. Televisió de Sant Cugat also produces the programme *Pica Lletres*, in which lower secondary students test their knowledge of Catalan and run special activities as an incentive for educational communities which can take advantage of the station's offering.

Gerbert d'Orlhac School, for example, participates in all the town's local media, i.e. Cugat Ràdio, Cugat TV and TOT Sant Cugat (press), where they occasionally prepare interviews, debates or articles. Mònica Lablanca, the editor of cugat.cat, says that the partnership with the schools shows them a way of working with information and journalism "based on diligence and professionalism". Alongside working with local media, Sara Laguna, principal at Gerbert d'Orlhac School, says they also practise media skills at the school with their own resources.

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Every week since 2012, they have held a newspaper workshop covering a range of issues, which is where they do "more specific work in terms of media".

The above cases show the schools' flexibility in building media skills learning into school timetables along with their resolve to arrange settings for media education and a commitment to seek out resources to make it happen. The goal of each media education initiative is different and therefore not quantifiable. Nevertheless, the results of the surveys showed common purposes in most schools which are broken down into curricular and social skills. Firstly, the schools use media education to work on language skills, especially speaking and writing, along with interpersonal and intrapersonal communication and to foster teamwork, the students' MIL and broaden their cultural knowledge by bringing them into contact with media outlets to awaken their interest in the media, current affairs and environment in which they take place.

Secondly, there is a fun and entertainment aspect to production that is also designed to foster the students' creativity and voice and enhance the tasks they do in the classroom by making them public as productions which may become part of the media's programming schedules. For example, students at Miquel Martí i Pol School in Barberà del Vallès broadcast school projects of interest to the town on Ràdio Canet and also report on events and activities run by the school.

5. Conclusions

This paper began by asking how media and information literacy is enhanced in the classrooms of Catalonia's schools. There are many answers to this question depending on the setting and the administrative, technical and time constraints of each primary and secondary school. However, there are some shared principles.

The data gathered in the surveys show that 94.7% of the 115 media education initiatives take place in state schools in the preschool (53.9%) and primary (62.6%) stages. In preschool, 46 of the 62 schools run some kind of media literacy activity in all years from P 3 to 5. Equally, 43 of the 72 primary schools do some at all levels. The rest do so in one, two or three years depending on availability and resources they need.

Of the 115 schools, 100 run some kind of activity with local media with the aim of educating their students in the media or looking for technical, production or mentoring help. The results reveal that connections are forged between the educational and media systems because the school seeks to introduce students to the media domain so that they can acquire new knowledge and contact with reality and do more recreational academic tasks. Hence, this is engagement in media education but more from an entertainment perspective rather than promoting critical awareness and attitudes vis-à-vis the media. Many of the programmes use media production as a stimulus or tool to test students' spoken and written language skills, social skills such

as teamwork, learning to listen, to share and take responsibility and be self-sufficient, or to teach them more about ICT.

However, the wide variety of methodologies combining the academic curriculum with adding and fostering media skills is down to the readiness, options and creativity of individual schools and teachers to manage training schemes of this kind. Some educational communities have constructed a teaching approach coupled with producing local journalism content with local media outlets. This is the case of Angeleta Ferrer School, which has been working on broadcasting projects since the 1999-2000 school year and has been in contact with Mataró Audiovisual since 2006-2007.

Media literacy initiatives have stood out and added value to academic work have been able to continue and flourish. Success stories include the "Cargol Noticiari" broadcast that Year 6 students at Ronçana Infant and Primary School (Santa Eulàlia de Ronçana) have been making for more than 25 years on Canal SET and the radio programme made by Sant Isidre de Capçanes School (El Priorat) with Ràdio Falset since 2000 which have built in media education and become firmly established. However, implementing activities of this kind involves the difficulty that primary and secondary schools need structural changes and time to adapt. Hence some run one-off activities which are not so prolonged or difficult to perform yet which nevertheless pursue the same purpose of delivering media education along parallel pathways.

It would seem that schools usually seek professional support and conduct media literacy initiatives by tapping school or local media to teach media literacy. However, each educational community uses different teaching approaches and does not follow specific parameters defining the achievement of media literacy in the sense proposed by the European Union, UNESCO or the SDGs in Agenda 2030. At all events, what is evident is the satisfaction of the students in doing media education activities, especially ones that become meaningful when the work is shown to the outside world or on outings conducted to learn more about the media in a more experiential way.

Turning to the kind of content they publish on television, radio or in the press (paper or digital), the topics they cover are diverse. In particular, they include ones in the school setting, with local interest, on current affairs or general culture that can add to the curricular dimensions. There are also very specific initiatives, such as the one run by Vilamajor High School where school radio becomes a tool to explore some of the Sustainable Development Goals set out in Agenda 2030.

As regards the milestone set by the UN in the SDGs to ensure Quality Education, there is the suggestion that education should be rethought by tailoring it to the social and media changes which technological innovation brings about. In this case, using methods that factor in MIL and teaching ICT in the classroom is a challenge, which is beginning to emerge in view of the results presented.

To sum up, it would seem that these initiatives are the upshot of the most recent regulations for media literacy including

European Directive 2018/1808, the Spanish LOMCE and the Catalan Broadcasting Act of 2005, which led to the partnership agreement between the Ministry of Education and the CAC in 2017. The legislative call for organising media education teaching and learning programmes will have driven media activities which for the time being are emerging voluntarily on an optional basis and in a cross-disciplinary way at all levels or in specific years. To avoid missing the chance to deliver media education, schools coordinate with media outlets or design school radio or television stations, newspapers and magazines that address media literacy to work towards social progress and the civic responsibility of future generations.

Finally, and over and above its educational aspect, using the media in the education setting should also provide students with the tools needed for critical media education, not only in mainstream media but also in using the internet and social media. However, this calls for further research about children and teenagers' internet consumption and use.

Note

This article is based on the information gathered in the author's final year journalism project. The work was directed by Norminanda Montoya, Professor at the Faculty of Communication Sciences at the Autonomous University of Barcelona (UAB), and by Sylvia Montilla, Head of the Research, Studies and Publications Unit of the Catalan Audiovisual Council (CAC). The work is available in its entirety in the Digital Document Repository of the UAB:
https://ddd.uab.cat/pub/tfg/2019/218156/TFG_Gonzalez_Deumal_Claudia.pdf

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Annex 1. Schools with educational-communicative practices. Sample analyzed

School	Media	Location	County
Escola Eladi Homs	Radio, Press, Internet	Valls	Alt Camp
Escolàpies Figueres	Radio	Figueres	Alt Empordà
Escola Maria Pagès i Trayter	Press	Ordis	Alt Empordà
Escola Puig Segalar	Press	Viladamat	Alt Empordà
Escola Sol i Vent	Radio, Internet	Vilafant	Alt Empordà
Institut Gelida	Radio	Gelida	Alt Penedès
Escola Intermunicipal del Penedès	Radio	Sant Sadurní d'Anoia	Alt Penedès
Escola Subirats	Press	Subirats	Alt Penedès
Institut Alt Penedès	Press	Vilafranca del Penedès	Alt Penedès
Escola de Maians	Radio	Castellfollit del Boix	Bages
Escola Sant Miquel	Press	Castellgalí	Bages
Institut Guillem Català	Press, Internet, Television	Manresa	Bages
Escola Pla del Puig	Radio	Sant Fruitós de Bages	Bages
Escola Sant Vicenç	Press, Internet	Sant Vicenç de Castellet	Bages
Escola La Serreta	Radio	Santpedor	Bages
Escola Riu d'Or	Radio, Internet	Santpedor	Bages
Escola Els Ganxets	Radio, Press, Internet	Reus	Baix Camp
Institut Escola Pi del Burgar	Press	Reus	Baix Camp
Escola Mestral	Radio, Television, Press, Internet	Vandellòs i L'Hospitalet de l'Infant	Baix Camp
Escola Font de l'Arc	Press	Vilanova d'Escornalbou	Baix Camp
Escola Sant Jordi	Radio	L'Ametlla de Mar	Baix Ebre
Escola Fanals d'Aro	Radio, Television, Press, Internet	Castell - Platja d'Aro	Baix Empordà
Escola Guillem de Montgrí	Radio	Torroella de Montgrí	Baix Empordà
Escola Frangoal	Radio	Castelldefels	Baix Llobregat
Institut Joanot Martorell	Radio	Esplugues de Llobregat	Baix Llobregat
Escola Can Vidalet	Radio	Esplugues de Llobregat	Baix Llobregat
Col·legi Sagrada Família	Press	Gavà	Baix Llobregat
Col·legi Sant Josep	Radio, Television, Internet	Sant Boi de Llobregat	Baix Llobregat
Escola Pompeu Fabra	Press, Internet	Cunit	Baix Penedès
Institut Ernest Lluch i Martín	Radio	Cunit	Baix Penedès
Escola Angels Garriga	Radio	El Vendrell	Baix Penedès
Escola Llibertat	Television	Badalona	Barcelonès
Institut Barres i Ones	Press	Badalona	Barcelonès
Escola Jaume I	Radio	Barcelona	Barcelonès
Escola Seat	Radio	Barcelona	Barcelonès
Escola Sagrada Família	Television	Barcelona	Barcelonès
Institut El Cairat	Radio, Television	Badalona	Barcelonès
Institut Icària	Radio	Barcelona	Barcelonès
Institut Escola El Til·ler	Radio, Press	Barcelona	Barcelonès
Escola Mossèn Jacint Verdaguer	Radio	Barcelona	Barcelonès
Escola Collaso i Gil	Radio	Barcelona	Barcelonès
Institut Príncep de Girona	Radio	Barcelona	Barcelonès
Escola El Sagrer	Radio	Barcelona	Barcelonès
Escola Barrufet	Radio, Press	Barcelona	Barcelonès
Escola Joaquim Ruyra	Radio, Press	L'Hospitalet de Llobregat	Barcelonès
Escola Santa Maria d'Avià	Radio	Avià	Berguedà
Escola Sant Joan	Television	Berga	Berguedà
Escola Olvan	Press	Olvan	Berguedà
Institut de Puig-reig	Radio	Puig-reig	Berguedà
Escola Valldemur	Radio	Barberà de la Conca	Conca de Barberà
Escola Llebetx	Press, Internet	Vilanova i la Geltrú	Garraf
Institut de Celrà	Radio	Celrà	Gironès
Escola Puig de les Cadiretes	Television, Internet	Llagostera	Gironès
Escola Castellum	Radio, Press	Sant Julià de Ramis	Gironès

Annex 1. Schools with educational-communicative practices. Sample analyzed (continuation)

School	Media	Location	County
Institut Pere Vives i Vich	Radio	Igualada	L'Anoia
Escola de Ciutadilla	Radio, Press	Ciutadilla	L'Urgell
Escola Malagrida	Press	Olot	La Garrotxa
Institut La Garrotxa	Radio, Television, Press	Olot	La Garrotxa
Escola Joaquim Ruyra	Radio	Blanes	La Selva
Institut Escola Lloret de Mar	Radio, Television, Press, Internet	Lloret de Mar	La Selva
Escola Sant Martí	Radio	Arenys de Munt	Maresme
FEDAC Canet	Radio	Canet de Mar	Maresme
Escola Turó del Drac	Radio	Canet de Mar	Maresme
Escola Joan Coromines	Radio	Mataró	Maresme
Escola Valldemia	Radio	Mataró	Maresme
Escola Antoni Doltra	Radio	Pineda de Mar	Maresme
Escola La Lió	Radio	Premià de Mar	Maresme
Escola El Dofí	Radio	Premià de Mar	Maresme
Escola Dones d'Aigua	Radio, Press	Sant Iscle de Vallalta	Maresme
Escola Ignasi Iglesias	Radio	Tordera	Maresme
Institut Jaume Almera	Radio, Television, Press, Internet	Vilassar de Dalt	Maresme
Institut Moianès	Radio, Press	Moià	Moianès
Escola Jaume I	Press	La Sénia	Montsià
Escola Alfred Potrony	Radio, Television, Press	Térmens	Noguera
Escola Salvador Espriu	Press, Internet	Vallfogona de Balaguer	Noguera
Escola Puig-Agut	Radio, Press	Manlleu	Osona
Escola Muntanyola	Press, Internet	Muntanyola	Osona
Escola Lluçanès	Radio	Prats de Lluçanès	Osona
Escola Mare de Déu del Sòl del Pont	Radio, Press	Roda de Ter	Osona
Escola Les Pinediques	Radio, Television	Taradell	Osona
Escola Camins	Radio, Television	Banyoles	Pla de l'Estany
Escola Baldiri Reixac	Radio	Banyoles	Pla de l'Estany
Escola Sant Isidre	Radio, Press	Capçanes	Priorat
Escola Polinyà	Television, Press, Internet	Polinyà	Ribera Baixa
Escola Sant Miquel	Television	Ascó	Ribera d'Ebre
Escola Lluís Viñas Viñoles	Radio	Móra d'Ebre	Ribera d'Ebre
Institut Escola 3 d'Abril	Television	Móra la Nova	Ribera d'Ebre
Escola Antoni Bergós	Radio, Internet	Lleida	Segrià
Escola Europa	Press	Salou	Tarragonès
Escola Santa Maria del Mar	Radio	Salou	Tarragonès
Escola Saavedra	Radio	Tarragona	Tarragonès
Escola Cal·lípolis	Press	Vilaseca	Tarragonès
Institut Manuel de Pedrolo	Press, Internet	Tàrrega	Urgell
Escola Maria-Mercè Marçal	Radio, Press, Internet	Tàrrega	Urgell
Escola La Jota	Radio, Internet	Badia del Vallès	Vallès Occidental
Escola Miquel Martí i Pol	Radio, Press, Internet	Barberà del Vallès	Vallès Occidental
Escola Emili Carles Tolrà	Radio, Press, Internet	Castellar del Vallès	Vallès Occidental
Escola Les Fontetes	Radio	Cerdanyola	Vallès Occidental
Escola Sant Martí	Radio	Cerdanyola	Vallès Occidental
Escola Font Freda	Radio, Press	Montcada i Reixac	Vallès Occidental
Escola Mitja Costa	Radio	Montcada i Reixac	Vallès Occidental
Escola Catalunya	Radio	Sabadell	Vallès Occidental
Institut Leonardo da Vinci	Radio	Sant Cugat del Vallès	Vallès Occidental
Escola Gerbert d'Orlhac	Radio, Television, Press	Sant Cugat del Vallès	Vallès Occidental
Escola Els Pinetons	Radio	La Garriga	Vallès Oriental
Escola Salvador Espriu	Television, Press	Granollers	Vallès Oriental
Institut Giola	Press, Internet	Llinars del Vallès	Vallès Oriental
Escola Federico García Lorca	Press	Mollet del Vallès	Vallès Oriental
Col·legi Lestonnac	Television, Radio, Press	Mollet del Vallès	Vallès Oriental
Escola Can Parera	Press	Montornès del Vallès	Vallès Oriental
Institut Marta Mata	Radio, Internet	Montornès del Vallès	Vallès Oriental
Institut Vilamajor	Radio	Sant Antoni de Vilamajor	Vallès Oriental
Escola Matagalls	Radio, Internet	Santa Maria de Palautordera	Vallès Oriental
Institut Eugeni Xammar	Radio	L'Ametlla del Vallès	Vallès Oriental

Source: author's own compilation.