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Media education in Europe: The experience of France, Poland, and Sweden in the context of journalism and social informatics

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Abstract. The aim of this study was to examine the implementation of media education in France, Poland, and Sweden, focusing on identifying common trends and differences in approaches to developing media literacy. The methodology included methods such as cross-cultural analysis to identify similarities and differences in media education models, cultural-historical analysis to determine the evolution of media education between 2020-2025, comparative analysis of national platforms such as Pix, Media and Information Literacy Sweden Network, and DigComp, as well as the development of recommendations. It was confirmed that the use of digital tools and social informatics contributed to the development of critical thinking, digital literacy, and social responsibility among students in France, Poland, and Sweden. It was established that between 2020-2025, France implemented the "Digital Education" programme, opened the TUMO Lyon centre, and integrated the educational series "Adolescence" into school curricula, fostering media literacy through practical tasks and the integration of media into various subjects. In Poland, the "New Literacy" programme was launched in 2020, with digital competence of teachers enhanced between 2021-2023. In Sweden, the Media and Information Literacy Sweden Network was established in 2020, the digital education strategy was updated in 2022, and in 2023-2025, a national Media and Information Literacy survey was conducted, alongside the preparation of a ban on mobile phones in schools. The development of national platforms was studied: in France, Pix certified students' digital skills, while in Poland, DigComp formed curricula and digital competence assessments. Common data regarding the integration of media into curricula, development of practical skills, teacher training, and active student involvement in project-based activities were identified. The results of the study can be used by educational institutions, teachers, government bodies, and international organisations to improve curricula, enhance students' media competence, and develop national and international media education strategies

Keywords: students; critical thinking; information security; digital literacy; digital technologies

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Introduction

Media education in Europe is regarded as a strategic direction for preparing young people and professionals to critically engage with information flows and use digital resources responsibly. The experiences of France, Poland, and Sweden demonstrate different models for integrating media literacy into school and university programmes, combining journalism and social informatics. In France, the focus is on fostering critical media analysis through collaboration between educational institutions and media outlets; in Poland, there is an emphasis on combining theoretical preparation with practical civic engagement; and in Sweden, the focus is on interdisciplinarity and the broad coverage of digital competences. This approach allows for the evaluation of the effectiveness of media education in developing skills in analysis, counteracting manipulation, and building a culture of information security, thereby creating a foundation for the development of journalism and social informatics as tools for the democratisation of society.

In the academic discourse, media education in Europe has evolved as a multi-dimensional phenomenon combining pedagogy, social informatics, and journalism. Scholars have addressed this topic and outlined various approaches to its interpretation. Research by A. Curaj *et al*. (2020) focused on the transformation of the European higher education space, highlighting the importance of information technologies in shaping a new paradigm of learning. Media education approaches were examined as a means to integrate digital competences into curricula, which opened up opportunities for the development of critical thinking and the ability to work with various sources of information. The topic was further developed by P. de Place Bak *et al*. (2023), who studied the spread of misinformation in the European Union. Their results confirmed that studying the mechanisms of digital misinformation directly impacts the development of media education strategies, as school and university curricula must adapt to the conditions of information security. Meanwhile, J. Wawrzuta *et al*. (2021) found that the spread of materials about measles on European social media created risks for public health but also demonstrated how quickly information spreads without proper verification. This demonstrated that media education must consider not only technical skills in working with digital platforms but also foster a responsible approach to communication.

A similar direction was developed in the research by J. Brailovskaia *et al*. (2021), who analysed factors influencing trust in vaccination in Europe, the US, and China. They found that information campaigns and access to reliable sources determine the public's willingness to accept media messages. A separate discourse was presented by V. Dagienė *et al*. (2022), who studied approaches to teaching computational thinking in primary schools. Their findings showed that the development of digital literacy begins at an early stage, and therefore, media education gradually integrates elements of social informatics even in basic education. This creates the foundation for further studies in journalism and an analytical approach to digital media. Comparable ideas were presented by I. Iliopoulos *et al*. (2022), who demonstrated that monitoring national press through natural language processing technologies is significant for predicting social processes in Europe. This reinforced the need for systematic training of journalism specialists capable of analysing large data sets. On the other hand, A. Papathanasopoulos & A. Stavrianea (2025) emphasised the transformation of print media and advertising strategies in Southeastern European countries. Scholars noted that the shift to digital formats requires specialists with skills to work in new economic conditions.

In particular, the contribution to understanding behavioural aspects of digital interaction was made by M.A. AlAfnan (2025), who examined European social media users' preferences based on their personal characteristics. This contributed to adapting media education to personalised learning conditions, which has a direct impact on the development of social informatics. Meanwhile, O. MacGregor & B. Baduro-va (2025) showed that the refusal to use the Internet in education and healthcare in Slovakia and Sweden creates new ethical dilemmas. This experience confirmed that media education is not solely about developing technical skills but also about shaping ethical guidelines in digital environments. J. Żywiołek *et al*. (2025) studied knowledge exchange in the energy sector in the example of Poland, France, and Sweden. Although the research focused on renewable energy issues, it revealed parallels with media education, as limited access to quality information resources hindered innovation development. This highlighted the importance of curricula that provide open information exchange and foster interdisciplinary thinking, uniting journalism with social informatics. Despite the themes addressed by the aforementioned authors, gaps included insufficient attention to the interdisciplinary integration of journalism and social informatics and limited research on the effectiveness of media education programmes at various levels of education. A comparative analysis of the practices of France, Poland, and Sweden in terms of developing critical thinking and information literacy was lacking. The aim of this study was to compare the media education models of France, Poland, and Sweden to identify their shared and distinct characteristics in the development of media literacy. The objectives of the study were to conduct a cross-cultural analysis of media education models in France, Poland, and Sweden; present a cultural-historical analysis of the evolution of media education; conduct a comparative analysis of national media education platforms; and formulate recommendations for improving media literacy teaching in educational institutions.

Materials and Methods

An interdisciplinary approach was used in the study, combining methods of comparative-historical analysis, cultural-historical analysis, and comparative analysis. Three countries were selected for comparison: France, Poland, and Sweden, based on their different historical trajectories of media education development and the specifics of state-educational institution interaction. France was included due to its humanistic paradigm of critical thinking and active state support for media education through CLEMI (Centre pour l'Éducation aux Médias et à l'Information, n.d.). Poland was chosen as an example of a country that developed democratic approaches to media education after the transformations of 1989, as reflected in the Centre for Civic Education (n.d.). Sweden was notable for its emphasis on digital inclusion and the development of social trust in the context of media education, implemented through the Media Smart initiative (n.d.). Cultural and educational traditions of each country were studied based on official sources and documents: in France, CLEMI (Centre pour l'Éducation aux Médias et à l'Information, n.d.); in Poland, European Commission (2025a); in Sweden, European Commission (2025b). A comparative analysis of policies and practices in media education was conducted. Criteria for analysis were determined, such as the cultural-values paradigm of education (humanistic, democratic, inclusive), the level of media education integration into educational policy, pedagogical approaches to developing critical thinking, and the socio-cultural context of digital literacy. Additionally, a comparative analysis of media literacy levels in France, Poland, and Sweden was conducted based on data from the Open Society Institute – Sofia (2023), which allowed for the identification of common traits and differences in approaches to teaching digital and media competences.

Cultural-historical methodology was used to determine the stages of media education evolution from 2020-2025 as a result of the interaction of cultural practices in Sweden, Poland, and France, state strategies, and social education institutions. Official documents and educational reforms from UNESCO (n.d.) were analysed to determine the main directions for integrating media education into curricula. Additional international initiatives and programmes from the Council of Europe (n.d.) were also considered to clarify the role of state and intergovernmental structures in shaping national policies. Analysis of data from the European Media Literacy Week (European Commission, 2019) and the European Parliament (Laaninen, 2025) allowed for tracing the impact of joint European standards and campaigns on the development of media education practices in the countries studied.

The evolution of media education policies and programmes in Sweden was analysed based on national reports and research from the Media and Learning (2023), M. Jaakkola (2023), and NordMedia Network (2020). Additional sources from the European Commission (2025e) and D. Schofield *et al.* (2021) were used to clarify the details of initiatives and practices. Changes in media education in Poland were analysed through national and international research from the Council of Europe (2024b), European Commission (2025a), and European Commission (2025d). To detail specific measures and practices, sources from the European Association for Viewers Interests (n.d.) and the CHANSE Project (n.d.) were used. The evolution of media education policies and programmes in France was determined based on national and international research from INRIA (2023; 2025), the TUMO (n.d.) centre, and other sources. The analysis was supported by data from European Commission (2023), Council of Europe (2024a), and materials from The Guardian (2025).

For comparative analysis, national platforms reflecting the specific development of media education in each country were selected: Pix (n.d.) in France as the official state instrument for certifying digital skills, the MIL Sweden Network (NordMedia Network, 2020) in Sweden as the coordination platform between state institutions and educational organisations promoting media literacy, and the Digital Competence Framework (n.d.) in Poland as the basis for forming curricula and assessing digital competences. The analysis of platforms Pix, MIL Sweden Network, and DigComp was carried out based on the following criteria: institutional integration (degree of implementation in national educational policy), pedagogical effectiveness (impact on the development of media literacy, critical thinking, and digital skills among students and teachers), technological innovation (use of digital tools, evaluation algorithms, and online modules), as well as accessibility and scalability (coverage of different education levels and social groups). In particular, the study provided practical recommendations for improving initiatives in the field of media literacy.

Results

Analysis of media education models in France, Poland, and Sweden

Media education is a system of knowledge, skills, and competencies aimed at the critical perception, analysis, and safe use of various media, including digital technologies, social networks, and traditional information resources. Its formation is influenced by historical, social, cultural, and technological factors that affect the content, goals, and methods of educational programmes, as well as pedagogical approaches to teaching. Furthermore, media education involves the integration of practical tasks, project activities, and collective initiatives, enabling students to apply knowledge in real-life situations and develop responsible digital behaviour. In France, media education evolves within a humanistic paradigm of critical thinking. The main tasks include forming students' ability to critically analyse media, evaluate information sources, and understand the role of media in society. Since the 1990s, CLEMI has implemented projects within

school programmes, including annual competitions and events for news analysis, integrating media into subjects, and conducting teacher seminars covering over 70% of educational institutions. In addition, in 2003, a national Media Education Week was launched, during which students performed practical tasks for critically analysing digital and print media, fostering media literacy among those participating in the events (Centre pour l'Éducation aux Médias et à l'Information, n.d.). Approaches in Poland differ, as media education in this country developed during the democratic changes following the 1989 transformations, which set the main directions for the Programme Edukacji Medialnej (Centre for Civic Education, n.d.). Interdisciplinary courses, integration of media into school subjects and projects aimed at developing critical thinking and legal awareness among students were introduced. For example, in 2015, the curriculum for secondary schools was updated, and media education became a mandatory component of social science and technology programmes. Teachers underwent training on digital security and media literacy, and in 2020, approximately 65% of schools implemented local projects on evaluating the credibility of online sources and creating their own media products (Council of Europe, 2024b). Poland actively used the eTwinning platform (n.d.) for experience exchange among schools, enabling students to participate in international projects and increasing the integration of media education into teaching practice. The government defined directions for the safe use of new media, including the organisation of lessons and workshops on cybersecurity for secondary school students, covering over 60% of educational institutions (Jerman Blažič & Jerman Blažič, 2022). In 2018, the Law on the National Cybersecurity System was passed, which defines the principles of operation and organisation of the cybersecurity system in the country, including the obligations of public authorities and private individuals for protecting information systems (Act on the National Cybersecurity System, 2018). In 2022, the Polish government adopted a Regulation on changes to security education curricula, incorporating cybersecurity as an additional element in the education for safety curriculum. This decision aims to raise students' and teachers' awareness of the risks associated with the use of digital technologies (Ministry of Education and Science, 2022).

In Sweden, media education focused on digital inclusion and the development of social trust through national strategies like Media Smart (n.d.). In 2015, the government tasked the Swedish National Agency for Education with developing IT (Information Technology) strategies for preschool, compulsory education, and secondary school (National Agency for Education, n.d.). The strategy aimed to implement programmes ensuring the development of digital skills for all students, integrating digital tools into the learning process, and fostering the ability to critically assess information. Since 2017, elements of programming were introduced into technology and mathematics subjects, work with digital texts and media, as well as tasks for critically evaluating sources and analysing the impact of digitalisation on society. Additionally, Swedish schools actively used the Swedish Safer Internet Centre (European Commission, 2025c) to teach safe internet use, covering over 70% of secondary school students (European Commission, 2025b). Table 1 presents a comparative cross-cultural analysis of media education models in France, Poland, and Sweden based on criteria such as cultural-value paradigms, the level of integration into educational policy, pedagogical approaches to developing critical thinking, and the socio-cultural context of digital literacy.

Table 1. Cross-cultural analysis of media education models in France, Poland, and Sweden

Criteria / Country	France	Poland	Sweden
Cultural-Value Education Paradigm	Humanistic: emphasis on critical thinking, student independence, and personal development.	Democratic: development of civic participation skills, openness post-1989 transformations.	Inclusive: focus on digital inclusion, social trust, equal opportunities for all.
Level of Media Education Integration	High: state programmes and standards for schools, national certification of digital skills.	Medium: integration of media education into curricula, but no full centralisation.	High: systemic digital education programmes, state and local initiative support.
Pedagogical Approaches to Critical Thinking	Use of project-based learning, media content analysis, discussions, and debates.	Tasks involving media analysis, developing civic competencies through interactive exercises.	Practical tasks with digital content, integration of critical thinking elements in learning projects.
Socio-Cultural Context of Digital Literacy	Focus on media ethics, safe information handling, and critical source evaluation.	Development of digital competencies through educational platforms, increased civic participation.	Emphasis on technology accessibility, digital inclusion, developing collaboration skills in online environments.

Source: compiled by the authors based on Centre pour l'Éducation aux Médias et à l'Information (n.d.), European Commission (2025a), European Commission (2025b)

The cross-cultural analysis (Table 1) shows that France focuses on the humanistic development of individuals through critical thinking and systematic certification of digital skills. Poland demonstrates a democratic approach reflecting historical transformations after 1989, emphasising civic competencies and

the integration of media education into school curricula. Sweden stands out for its inclusive approach with broad access to digital resources and support for social trust, ensuring equal opportunities for all students. In all countries, there is a trend towards using interactive and practical pedagogical methods to develop critical thinking, but the level of integration of media education into education policy varies. Table 2 compares the media literacy levels in France, Poland, and Sweden.

Table 2. Comparison of media literacy levels in France, Poland, and Sweden

Country	Media Literacy (Media Literacy Index 2022)	Rank among 41 countries	Position on "Education" criterion	Position on "Media Freedom" criterion
France	62.0	10	16	12
Poland	54.0	19	18	20
Sweden	71.0	3	2	5

Source: Open Society Institute – Sofia (2023)

Table 2 shows the comparative media literacy indicators for France, Poland, and Sweden according to the Media Literacy Index 2022 (Lessenski, 2022). According to the data in Table 2, Sweden has the highest media literacy score at 71%, indicating effective integration of digital education, safe media use programmes, and support for critical thinking in educational institutions. Poland shows the lowest score at 54%, reflecting progressive democratic approaches post-1989, but with gaps in access to digital resources and practical media initiatives for youth. France scored 62%, reflecting limited integration of media education into some educational programmes and less widespread practical tools for developing critical thinking in schools. The analysis of the table leads to the conclusion that, despite a shared focus on critical thinking, digital literacy, and safe media use, the degree of implementation of these approaches varies, highlighting the influence of historical, socio-cultural, and political factors on the effectiveness of media education in each country.

Cultural-historical analysis of media education evolution based on international initiatives

International initiatives play a key role in shaping national media education strategies in France, Poland, and Sweden, providing the foundation for developing critical and responsible citizen engagement with media. UNESCO (n.d.) actively supports member states in developing and implementing media and information literacy (MIL) policies and strategies, offering methodological materials, online courses, and publications to enhance teacher qualifications and expand access to MIL resources. In June 2025, UNESCO organised the first global meeting of cities implementing MIL guidelines, involving representatives from 24 cities worldwide, fostering experience exchange and adapting strategies to local conditions. A similar support is provided by the Council of Europe (n.d.), recognising MIL as a tool for ensuring citizen participation in global knowledge societies, developing policies and tools to integrate MIL into educational and cultural strategies, including the creation of national support centres coordinating school activities and providing methodological resources. The European Commission (2019) initiates the European Media Literacy Week, which is held annually in March to raise awareness of the importance of media literacy and support national initiatives in EU countries; in 2024, the conference in Brussels gathered 399 professionals from 43 countries, strengthening European cooperation in digital and media education (European Commission, 2025b). Meanwhile, the European Parliament promotes the development of MIL through the analysis of projects in EU countries and recommendations for creating national MIL networks that support continuous learning; in 2025, a study was published covering 547 projects in 28 EU member countries, allowing strategies to be adapted to national needs and facilitating experience exchange (Laaninen, 2025). Thanks to these international initiatives, national strategies in France, Poland, and Sweden are actively integrating MIL into educational programmes, improving teacher qualifications, and creating conditions for critical media consumption among citizens, demonstrating the positive role of UNESCO and the EU in the development of media education. Table 3 illustrates key steps and initiatives in the development of media education in Sweden from 2020 to 2025, including the creation of national networks and updates to digitalisation strategies.

Table 3. Evolution of media education policies and programmes in Sweden

Year	Initiative / Event	Description	Expected outcome
2020	Formation of MIL Sweden Network	Creation of the national MIL Sweden network, uniting 25 public institutions and organisations for coordination in media education.	Coordinated efforts among institutions, unified implementation standards.
2021	National task for the Swedish Media Council	Government tasked the Swedish Media Council with coordinating efforts to improve media literacy among the population.	Increased media literacy among the public and students, systematised initiatives.

Continued Table 3.

Year	Initiative / Event	Description	Expected outcome
2022	Update of the Digital Education Strategy (2023-2027)	Proposal for a new digital education strategy for the period 2023-2027, focusing on integrating digital technologies into the learning process.	Spread of digital skills among students, integration of technologies in all subjects.
2023	National Media Literacy Survey	Large-scale national survey on media literacy initiatives, forming the basis for future actions.	Assessment of the effectiveness of current programmes, adaptation of future initiatives to student needs.
2024	Shift towards traditional reading	Government invests in traditional learning methods, particularly printed books, to reduce screen time and improve reading skills among youth.	Increased reading levels, enhanced concentration and analytical skills among students.
2025	Preparation for a ban on mobile phones in schools	Planned ban on the use of mobile phones in schools starting in autumn 2026 to improve student concentration.	Reduced distractions, increased learning efficiency and student focus.

Source: compiled by the authors based on research by NordMedia Network (2020), D. Schofield et al. (2021), Media and Learning (2023), M. Jaakkola (2023), Swedish Media Council (2025e)

Sweden's state of media education is characterised by gradual institutional support and expanded access to learning resources. The country focuses on coordinating government bodies and educational institutions through national networks, ensuring unified standards and the integration of digital technologies into the learning process. At the same time, the role of national surveys and monitoring is growing to assess the effectiveness of implemented programmes, allowing strategies to be adapted to the needs of students and society. The government actively combines digital literacy with traditional reading skills and critical thinking, supporting a comprehensive approach to developing media competence. Meanwhile, the implementation of restrictions on mobile devices in schools demonstrates the desire to improve student concentration and learning effectiveness. Overall, media education in Sweden is developing as a systematic, integrated, and adaptive model combining state policy, educational programmes, and practical initiatives to form a critical and responsible attitude towards media.

Media education programmes in Sweden, Poland, and France play a key role in developing critical thinking, digital literacy, and information skills among students. In Sweden, initiatives supported by the Media and Learning (2023) and NordMedia Network (2020) focus on developing media literacy through interactive courses, practical tasks analysing media content, and social media studies, enabling students to critically evaluate information credibility and combat misinformation. Additionally, M. Jaakkola (2023) notes that using online platforms and open government data in the learning process helps develop social informatics skills, while the Swedish Media Council (2025e) and D. Schofield *et al*. (2021) specify that projects include regular webinars for teachers and workshops on digital ethics. In Poland, media education developed based on democratic and international standards, with the Council of Europe (2024b) and European Commission (2025a) outlining competencies for students, while European Commission (2025d) provides detailed descriptions of the structure of media education courses in schools and universities. Platforms and projects such as the European Association for Viewers Interests (n.d.) and CHANSE Project (n.d.) allow students to participate in creating school media, international journalistic collaborations, and analytical tasks, developing critical thinking, working with sources, and digital collaboration skills. In France, media education evolved through the combination of national and international initiatives. INRIA (2023; 2025) and TUMO (n.d.) centre describe the integration of digital tools into curricula, while European Commission (2023), Council of Europe (2024a), and The Guardian (2025) provide data on the implementation of practical tasks, competitions, and projects stimulating the creation of multimedia content by students. These programmes help develop not only technical media skills but also critical thinking, the ability to evaluate source credibility, and ethical interaction in the information space. All these examples demonstrate that the systematic implementation of media education platforms and programmes contributes to the formation of comprehensive competencies in digital technologies, media, and social information among students, providing practical training for work in the modern information society. Table 4 presents the successive state initiatives and programmes for media education development in Poland.

Table 4. Evolution of media education policies and programmes in Poland

Year	Initiative / Event	Description	Expected outcome
2020	"New Literacy" Programme	Launch of a programme aimed at developing media literacy and digital skills among children and youth.	Increase in the basic level of media literacy among students.
2021	Development of teachers' digital competencies	Inclusion of digital competency development for pedagogical staff in the main reform directions under the "National Strategy for the Country's Development 2030".	Increased digital competency of teachers.

Continued Table 4.

Year	Initiative / Event	Description	Expected outcome
2022	Development of a digital core curriculum	Start of developing a digital core curriculum, which includes media education as a part of the learning process.	Integration of media literacy into core subjects.
2023	"Media for All" Programme	Launch of a programme aimed at ensuring access to media education for all sectors of the population, with a particular focus on vulnerable groups.	Increased student engagement and media literacy.
2024	Evaluation of initiative effectiveness	National evaluation of the effectiveness of implemented media education and digital skills initiatives.	Programme adjustments and increased teaching efficiency.
2025	Approval of a new media education strategy	Official approval of the national media education development strategy through to 2030, including media literacy integration at all education levels.	Systematic integration of media literacy into all educational institutions.

Source: compiled by the authors based on research by European Commission (2025d), European Association for Viewers Interests (n.d.), CHANSE Project (n.d.), Council of Europe (2024b), European Commission (2025a)

Table 4 shows that in Poland, media education demonstrates consistent development, combining state initiatives, curriculum modernisation, and teacher qualification enhancement. Initially, the focus was on developing basic digital skills and the safe use of new media among students, gradually integrating critical thinking and media message analysis. At the same time, teacher preparation for effective use of digital technologies in the learning process was conducted, which ensured the sustainable development of media literacy. State programmes gradually covered broader segments of the population, including vulnerable groups, and established national standards for integrating media education at all levels of education. Over time, the emphasis shifted to a comprehensive approach, combining technological competence, critical information analysis, and social responsibility, thus creating an environment for the conscious and safe use of media among youth. Table 5 shows the steps taken in the development of media education in France from 2020 to 2025.

Table 5. Evolution of media education policies and programmes in France

Year	Initiative / Event	Description	Expected outcome
2020	Publication of the White Paper "Education and Digital Technologies"	INRIA Institute published a document exploring the impact of digital technologies on education and proposing strategies for integrating technologies into the learning process.	Formation of digital education policies.
2021	Launch of the "Digital Education" Programme	A programme initiated by the French Ministry of National Education, Youth, and Sports aimed at accelerating the digitalisation of education, including the development of digital skills among students and teachers.	Improvement of digital competencies among students and teachers.
2022	Opening of TUMO Lyon	The opening of the TUMO centre in Lyon, offering free education for teenagers aged 12-18 in areas such as programming, animation, video games, graphic design, film, robotics, music, and 3D modelling.	Development of practical digital skills and creativity among teenagers.
2023	Presentation of the 2023-2027 Digital Education Strategy	The Ministry of National Education presented a strategy for the development of students' digital skills and certification of digital skills for teachers through the Pix+ platform.	Systematic certification and improvement of digital literacy for both teachers and students.
2024	Presentation of the European Year of Digital Citizenship	France presented the initiative of the European Year of Digital Citizenship at the Educatech exhibition to raise awareness among students and teachers regarding ethics and safety in the digital environment.	Increased awareness of digital ethics and safety.
2025	Integration of the "Adolescence" Series into Educational Programmes	The British series "Adolescence" was integrated into secondary schools to raise students' awareness of toxic masculinity and the dangers of online influence.	Formation of critical thinking regarding online content and social behaviour.

Source: compiled by the authors based on research by INRIA (2023), TUMO (n.d.), European Commission (2023), Council of Europe (2024a), The Guardian (2025), INRIA (2025)

In France, the development of media education is characterised by a high level of state support and the systematic integration of digital skills into educational programmes at all levels. Media education programmes combine both classical pedagogy and innovative digital technologies, allowing students to acquire comprehensive skills in critical thinking, information analysis, and safe use of online resources. Significant roles are played by national and local initiatives such as the "Digital Education" programme and the 2023-2027 digital strategy, which ensure the standardisation of teacher preparation and certification of their digital competencies. Additionally, practical projects and cultural innovations are actively implemented in France, such as the opening of TUMO Lyon for teenagers, where they learn programming, animation, robotics, and design, as well as integrating educational series like "Adolescence" aimed at developing social awareness and critical media perception. Considerable attention is paid to combining digital tools with traditional teaching methods, maintaining a balance between screen-based and offline learning, and contributing to the development of comprehensive media literacy among students. Furthermore, participation in international initiatives and exhibitions such as Educatech and the European Year of Digital Citizenship increases awareness among both students and teachers regarding ethical and safe practices when using digital technologies. Thus, media education in France demonstrates gradual but stable development with a high level of integration of state policies, technologies, and cultural-pedagogical practices.

The analysis of three countries shows that the development of media education depends on historical, social, and cultural contexts: France focuses on critical thinking and the humanistic paradigm, Poland on the safe use of digital media and democratic approaches, and Sweden on digital inclusion and social trust. Despite different priorities, all three countries combine journalism, pedagogy, and technology to improve media literacy, which allows for the formation of adaptive, responsible, and competent generations of media users.

Comparative analysis of national media education platforms and ways to improve media literacy training

In France, Sweden, and Poland, digital platforms such as Pix, MIL Sweden Network, and Digital Competence Framework (DigComp) are tools for developing media education and digital competence. In France, the Pix platform functions as a national digital literacy assessment tool, actively used in journalism education to develop skills in fact-checking, source analysis, and multimedia content creation. Its results are considered during the certification of students and civil servants. In Sweden, MIL Sweden Network brings together educational and media institutions, offering interactive modules for media message analysis, organising webinars for teachers, and workshops on digital ethics, fostering media competence within social informatics. In Poland, the implementation of DigComp provides a unified system for forming digital skills in schools and universities, where journalism students complete tasks on evaluating information credibility, digital collaboration, and safe use of online resources. The characteristics of national media education platforms in the selected international countries, considering their institutional integration, pedagogical effectiveness, technological innovation, and accessibility, are presented in Table 6.

Table 6. Characteristics of platforms in France, Sweden, and Poland

Criteria	France	Sweden	Poland
Platform / Tool	Pix	MIL Sweden Network	Digital Competence Framework
User categories	Students, teachers, schools.	Students, teachers, government institutions.	Students, teachers, administrators.
Institutional integration	High – official state certification tool for digital skills.	Medium – coordination platform between government institutions and educational organisations.	High – basis for forming curricula and assessing digital competences.
Pedagogical effectiveness	Allows assessing students' digital competencies through test modules, develops safe information handling skills, fosters critical source evaluation.	Provides practical exercises for media content analysis, organises webinars for teachers and students, promotes discussions on fake news and media ethics.	Provides structured tasks for developing skills in creating, analysing, and evaluating digital content, integrates tasks to check critical thinking and collaboration in digital environments.
Technological innovation	Online modules, automated assessments, interactive exercises.	Use of digital resources, integration with educational platforms.	Use of structured competency matrices and digital tools.
Accessibility and scalability	National, covers all schools, accessible to various age groups.	National, adapted for different regions and types of schools.	National adaptation for different education levels and social groups.

Source: compiled by the authors based on Pix (n.d.), Digital Competence Framework (n.d.), NordMedia Network (2020)

The Pix (n.d.) platform in France, MIL Sweden Network in Sweden (NordMedia Network, n.d.), and Digital Competence Framework (n.d.) in Poland can be used in the context of journalism and social informatics for developing critical thinking, media content evaluation skills, and digital competence for students and teachers.

The Pix platform in France can be used in journalism to assess students' digital literacy through test modules on searching, fact-checking, and working with information sources. MIL Sweden Network in Sweden is used in social informatics as an educational space for analysing fake news, creating media projects, and developing ethical communication. In Poland, DigComp is used to build courses where journalism students master creating digital content, critical thinking skills, and evaluating the credibility of online materials.

Additionally, Pix provides structured digital skills testing, allowing students to assess source credibility, analyse online information, and develop safe data searching skills, which are key in journalistic practice. Teachers can integrate Pix tasks into social informatics lessons, offering students tasks like analysing news materials, creating their own informational products, and evaluating information risks in the digital environment. MIL Sweden Network enables organising practical training and webinars on media literacy, including exercises on recognising fake news, fact-checking, and evaluating information sources. This platform actively supports collaboration between schools and government institutions, allowing educational materials to be adapted to the needs of various social groups and regions. In Poland, DigComp provides a framework for creating tasks related to the analysis of digital content, developing informational products, and evaluating media information, integrating critical thinking into the learning process. The use of DigComp in social informatics allows students to practice creating their own media projects, identifying manipulative techniques in messages, and analysing social networks. In general, all three platforms support the integration of journalism and social informatics into the educational process, ensuring the formation of media-competent citizens capable of critically evaluating information and responsibly using digital resources.

Based on the results of the cross-cultural analysis of media education in France, Poland, and Sweden, recommendations have been formed to improve the effectiveness of media literacy training in educational institutions. The integration of practical journalistic projects significantly enhances the development of critical thinking and digital competencies among students. In France, journalism students create publications for the "Le Pôle Média" online platform, while high school students participate in the "Mon Journal" project, preparing multimedia materials and weekly newspapers (Centre pour l'éducation aux médias et à l'information, n.d.). In Poland, students work with the eTwinning platform (n.d.) for international journalistic collaborations and prepare analytical articles for school websites (European Commission, n.d.), while in Sweden, students use open government data and conduct social network research in their courses. Based on this, it is recommended to actively implement interactive lessons, simulations, and real-life case studies that combine media content analysis, fact-checking, and working with digital tools such as Pix, Kahoot, LearningApps, Safer Internet, and Google Workspace.

Additionally, the research shows the need for systematic professional development for teachers to effectively integrate media education into various subjects. The use of digital platforms makes lessons more interactive and practical, while also developing critical thinking and media literacy skills. State coordination of programmes, as seen in the framework of European Media Literacy Week, creates opportunities to unite the efforts of schools, media, and civil organisations, increasing the effectiveness of educational initiatives and promoting the development of responsible attitudes towards information among students. Particular attention should be given to adapting programme content to the age, social environment, and cultural context of students, ensuring broader engagement from youth across different regions and social groups (Lessenski, 2022).

It is recommended to expand practical media literacy training so that it goes beyond individual projects and becomes part of regular educational activities. It is advisable to actively use the Pix digital tool for assessing and developing students' digital skills, which will make the educational process more interactive and effective. In Poland, it is recommended to strengthen teacher training through fact-checking workshops, information analysis, and safe media use. The DigComp framework should be applied to enhance teachers' digital competence and align curricula with European standards. In Sweden, it would be beneficial to improve the mechanisms for monitoring the effectiveness of media education programmes, ensuring a balance between digital technologies and traditional teaching methods. MIL Sweden Network should be engaged to share best practices, analyse results, and coordinate actions between schools, government agencies, and educational organisations.

Overall, the recommendations highlight the need for regular monitoring and evaluation of the effectiveness of media education programmes. This includes national surveys, data collection on students' media literacy levels, and adjusting the content of education according to new challenges in the digital environment. The use of simulations, interactive video lessons, and practical case studies helps develop youth skills in recognising manipulation, combating cyberbullying, and safely using digital platforms. Thus, the comprehensive combination of practical tasks, digital tools, and social interaction creates a media education system that enhances critical thinking, digital literacy, and responsibility among students in different educational contexts.

Discussion

Media education in France, Poland, and Sweden has demonstrated different approaches to preparing students and citizens in the fields of digital literacy, social informatics, and journalism. In France, it focused on the development of critical thinking and media literacy

through systematic courses in schools and universities, aligning with the findings of S. Alexopoulou *et al.* (2022), who argued that the digital divide in Europe remained closely tied to the social state model. In France and Sweden, less inequality in access to digital media was observed compared to Poland, confirming the conclusions about the influence of national policies on the inclusivity of media education practices. The analysis showed that media education in France and Sweden was more deeply integrated into state educational policy, whereas in Poland it mostly developed through initiatives from civil organisations and independent media institutes. The consistency of these results was also evident in the research by P.S. Angheluță *et al.* (2023), which stated that the choice of educational directions for higher education graduates was influenced by labor market demand and EU policies. The finding of growing interest in journalism and social informatics educational programmes in France and Poland confirmed that these disciplines were gradually becoming priorities in professional training, responding to society's demand for quality information and the fight against disinformation. The analysis also supported the conclusions of A. Campmas *et al.* (2022), who demonstrated that the interoperability of digital state services stimulated the use of electronic resources in the learning process. In Sweden, examples of integrating state digital platforms into the educational environment were found, creating additional opportunities for the development of journalism education through access to open data and government information systems. This confirmed the identified trend: media education in Sweden was based on the practical use of digital services, distinguishing it from the Polish experience, where the emphasis was placed on the theoretical foundations of critical thinking. The conclusions of F. Davide *et al.* (2021) on the role of digital social innovations in the reform of welfare systems in Europe were aligned with the established fact that media education in France was actively combined with the concepts of digital citizenship and social justice. It was demonstrated that journalism training in France not only included technical skills but also the ability to work in the field of social communications, focusing on citizens' needs. This had strategic importance in the context of post-pandemic challenges, where information crises required effective communicative interventions. The results obtained partially aligned with F. Ferreira-Alfaya (2024) research, which emphasised that inequality in media literacy and information culture often created barriers for newly arrived groups in society. The analysis confirmed that while France and Sweden showed better results in reducing information inequality, Poland still faced challenges in adapting youth and migrants to the digital environment. This indicated that media education in Poland required a more systematic approach, integrated into national educational policies. Data confirmed the position of I. Huvila (2023), who analysed the role of education in knowledge management. It was proven that the development of media education in France and Sweden had an integrative character, encompassing both journalism and social informatics, which helped form universal knowledge management skills. In contrast, Poland's focus on professional training in journalism remained narrower, creating risks of lagging behind in forming interdisciplinary competencies.

The identified need to adapt educational programmes to the needs of different social groups aligned with the conclusions of R.M. Greenwood *et al.* (2020), who demonstrated the importance of socially oriented programmes in media and communication to overcome marginalisation. Specifically, in France, an effective practice of engaging vulnerable groups in media education programmes was found, contributing to the improvement of their social integration. The work of P. Kardas *et al.* (2023) on optimising digital tools for older generations confirmed that in Sweden, media education considered the needs of various age groups, aligning with the concept of lifelong learning. The study's finding that digital resources were actively used for educating older age groups in Sweden corresponded with the conclusions about the importance of media education accessibility for all generations to maintain social cohesion. Comparing with the results of D. Koca (2023), who studied digital skills development policies in the Netherlands, Sweden, and Germany, it showed that Sweden's digital education had a systemic nature and included media education as a key component. This finding confirmed that integrating media education programmes into national digital literacy strategies created long-term benefits in forming a competent civil society. In comparison with the conclusions of M.D. Todino & S. Di Tore (2025), it was established that media education played a role in overcoming information crises. The experience of France, Poland, and Sweden demonstrated that society's preparedness for handling information determined the effectiveness of responses to global challenges, including the COVID-19 pandemic. Media education in France, Poland, and Sweden was not only a tool for preparing professional journalists but also a socially significant factor contributing to the formation of an information culture in society. The findings aligned with most international research, confirming that the successful development of media education required a combination of educational policy, state digital strategies, and interdisciplinary approaches. This was consistent with the conclusions of M. Krzyżanowski & M. Ekström (2022), who found that the media had become a key platform for the spread of populism and authoritarian tendencies and, therefore, required deeper critical reflection. The development of the French media education model confirmed that critical media text analysis was an essential condition for countering manipulation in the public sphere. In Poland, media education programmes focused on combining language training with the development of intercultural competencies, as reflected in the work of P. Romanowski (2024), which

emphasised the significance of English-language teaching in higher education in Poland for preparing students for global information exchange. It was found that Poland's experience combined a desire to integrate into the global educational space while preserving national cultural characteristics. This approach contributed to forming a balance between national journalism and the requirements of the European information market.

In Sweden, the study's results showed the systemic implementation of digital tools in journalism and social informatics courses aimed at developing competencies in digital communication. This was confirmed by research by H. Nieminen *et al*. (2023), who emphasised that the EU had long been delayed in regulating digital platforms, leaving the responsibility for shaping critical information perception on the education system. Sweden's experience demonstrated that applying digital technologies in media education was a key factor in building society's resilience to information challenges. Comparing results with the work of P. Konieczny (2025) confirmed that national differences in the use of shared digital platforms, particularly in Wikipedia, influenced citizen engagement in collective knowledge creation. In France and Poland, a lower level of participation was observed compared to Sweden, which was explained by different educational traditions and levels of digital culture development. This corresponded with the fact that media education in Sweden had a more practice-oriented character, encouraging active participation in digital environments. The analysis also confirmed the findings of M. Rus *et al*. (2021), who showed that public institution communication through social media determined the perception of European political structures by citizens. In France and Poland, relatively low levels of trust in official media channels were recorded, emphasising the need to develop critical source analysis within educational programmes. Meanwhile, in Sweden, a greater tendency for cooperation between government institutions and educational establishments in digital communication was observed, which enhanced the effectiveness of media education. The research confirmed the importance of an interdisciplinary approach, as noted by A. Sadowski *et al*. (2021), who studied the diversity of e-commerce in Europe. Similarly, in media education, diverse approaches were observed depending on the cultural and political context. Poland's experience was closely linked to the development of the digital economy and international student mobility, while France's focused more on social criticality and Sweden on technological innovation. The data aligned with the findings of A. Septia Irawan *et al*. (2022), who established that social networks became a tool for public discussion on nutrition and health issues in EU countries. In the context of media education, this meant that social media served not only as a channel for information exchange but also as a space for forming social responsibility. Educational programmes helped develop the ability to recognise biased or manipulative messages, aligning with the Swedish and French experiences. Furthermore, the results aligned with the conclusions of B. Lin *et al*. (2022), who showed that social networks reflected territorial and linguistic differences in the perception of global events. This was evident in Poland, where the dominance of English-language content in the educational environment imposed certain restrictions on forming critical media literacy within the national context. In France, the focus was on analysing the national discourse and aligning it with global trends, which corresponded to the concept of preserving cultural identity in the context of globalisation. Comparing the results with data from P. Silva *et al*. (2022) confirmed that the internet had significant potential to reduce social isolation, particularly among older generations. In France and Sweden, active use of digital media in adult education programmes was observed, helping to expand the audience for media education and increasing social cohesion. In Poland, these processes were less intense, corresponding with a lower level of digital infrastructure development in the education sector. Meanwhile, the study had certain discrepancies with the conclusions of U. Lundström *et al*. (2025), who highlighted the significance of educational programmes in healthcare to improve patients' quality of life. In media education, the analogy was that quality citizen training in digital literacy could have a similar social effect, namely improving societal well-being and the ability to respond to crisis situations. However, unlike healthcare, media education remained a less regulated field, which required further research and regulatory adjustment.

Conclusions

The comparative study of media education in France, Poland, and Sweden showed that, despite a shared focus on developing critical thinking, digital competencies, and safe media usage, each country shapes its own models according to historical, socio-cultural, and political conditions. France, Poland, and Sweden are developing media education based on the humanistic paradigm and national initiatives, democratic principles post-1989, and digital inclusion, while all three countries integrate media into curricula, develop practical skills for students, improve teacher qualifications, and stimulate project activities. Meanwhile, methodological and cultural differences shape the implementation of these programmes, highlighting the need for adapting media education to the national context.

The cultural-historical analysis of the evolution of media education in France, Poland, and Sweden from 2020 to 2025 showed significant changes in the structure, approaches, and practical implementation of media and information literacy. Sweden established a national MIL Sweden Network for coordinating the activities of public and educational institutions, updated the strategy for digitalising education for 2023-2027, conducted a national MIL survey, invested in developing

traditional reading (2024), and planned a mobile phone ban in schools (2025) to improve student concentration. In Poland, media education evolved through modernising curricula and enhancing digital literacy: in 2020, the "New Literacy" programme was launched, in 2021, teacher training was strengthened, and in 2022-2023, the "Media for All" projects were implemented, laying the digital foundation for education, and in 2025, a national strategy for the development of media education until 2030 was approved. In France, a combination of digital technologies and humanistic pedagogy occurred: in 2020, the "White Paper" on digital education was published, in 2021-2022, the "Digital Education" programme was implemented, and the TUMO Lyon centre was opened. In 2023, the 2023-2027 digital strategy was presented, in 2024 the European Year of Digital Citizenship was held, and in 2025, the educational series "Adolescence" was integrated into school curricula. All these changes contributed to the development of critical thinking, digital skills, and social responsibility in students, demonstrating the adaptation of educational systems to the demands of the digital age.

The comparative analysis of national media education platforms in France, Sweden, and Poland highlighted both shared trends and differences in their development and use until 2025. In France, Sweden, and Poland, students' digital competencies are assessed and developed through state platforms and networks such as Pix, MIL Sweden Network, and DigComp, which provide testing, practical assignments, interactive exercises, webinars, and the standardisation of digital skills with an emphasis on critical thinking, ethics, and online collaboration. The study's limitation was the lack of empirical verification of the effectiveness of national media education platforms directly in the students' and teachers' learning process. Future research should explore the impact of artificial intelligence and adaptive digital technologies on shaping media literacy in educational systems across different countries.

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Медіаосвіта в Європі: досвід Франції, Польщі та Швеції у контексті журналістики й соціальної інформатики

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Анотація. Метою цього дослідження було вивчення впровадження медіаосвіти у Франції, Польщі та Швеції, зосереджуючи увагу на виявленні спільних тенденцій і відмінностей у підходах до розвитку медіаграмотності. Методологія включала методи, такі як міжкультурний аналіз для виявлення подібностей і відмінностей у моделях медіаосвіти, культурно-історичний аналіз для визначення еволюції медіаосвіти в період з 2020 по 2025 роки, порівняльний аналіз національних платформ, таких як Pix, Media and Information Literacy Sweden Network і DigComp, а також розробка рекомендацій. Було підтверджено, що використання цифрових інструментів та соціальної інформатики сприяло розвитку критичного мислення, цифрової грамотності та соціальної відповідальності серед учнів у Франції, Польщі та Швеції. Встановлено, що в період з 2020 по 2025 роки у Франції було реалізовано програму «Цифрова освіта», відкрито центр TUMO Lyon, а також інтегровано навчальну серію «Підлітковий вік» у шкільні програми, сприяючи медіаграмотності через практичні завдання та інтеграцію медіа в різні предмети. У Польщі в 2020 році було запущено програму «Нова грамотність», а цифрові компетенції вчителів були покращені в період з 2021 по 2023 рік. У Швеції в 2020 році була створена платформа Media and Information Literacy Sweden Network, оновлено стратегію цифрової освіти в 2022 році, а в 2023-2025 роках проводилося національне опитування з медіаграмотності та готувалася заборона на мобільні телефони в школах. Було вивчено розвиток національних платформ: у Франції Pix сертифікував цифрові навички учнів, у Польщі DigComp формував навчальні програми та оцінки цифрових компетенцій. Виявлено спільні дані щодо інтеграції медіа в навчальні програми, розвитку практичних навичок, підготовки вчителів та активної участі учнів у проєктній діяльності. Результати дослідження можуть бути використані освітніми установами, вчителями, державними органами та міжнародними організаціями для покращення навчальних програм, підвищення медіакомпетентності учнів та розробки національних і міжнародних стратегій медіаосвіти

Ключові слова: учні; критичне мислення; інформаційна безпека; цифрова грамотність; цифрові технології