Recently, issues related to the addition of education and media literacy to the school curricula of different categories of the population, from pre-school to university students, have come under discussion and debate, also taking into account teacher training, as the UNESCO has proposed the addition of media and informational literacy to the teacher’s curriculum (Media Information Literacy, MIL), noting a number of competencies, goals and objectives.

In many countries, Media Education Literacy has not yet become a mandatory part of the general education. This is despite the fact that today it is widely accepted as a universal truth that a person surrounded by a media environment where information flows dynamically, must be prepared and qualified to competently communicate within the media sphere at different levels - perception, analysis, and production in multiple formats.

The main difficulties for the wider introduction of Media Education Literacy into the educational process of universities and schools, in our opinion, are connected with:

- An obvious lack of teacher training on media communication processes.
- Inertia and resistance within the structure of the universities and schools, with many countries (especially emerging economies) reluctant to undertake innovation and to assign resources for this.
- Difficulties in modifying the traditional focus of the programs, which are centred on technological issues, while paying less attention to the challenges of media literacy.

The main objective of this thematic issue of the Comunicar journal will be to share with the readers novel and interesting approaches, as well as the results of research on media education from citizens coming from different continents and different educational and social contexts, as well as the possibilities of development of media literacy in the curricula.
**Themes**

- Problems and challenges in media education and literacy in today’s world.
- Responsibility of media education in children and youth: families, professionals, media outlets, institutions...
- Communication education in formal and non-formal education.
- Citizen training through communication media.
- The Curricula of Media Education Literacy in different educational stages: university, secondary school, primary school and preschool.
- Research experiences in media literacy in diverse social and educational contexts
- Media education training plans and programs for media teachers and professionals.
- Student evaluation in media education and literacy: strategies and methods.
- Legislation and regulation in media education and literacy.
- Analysis of media texts and production for media literacy.
- On-line and virtual training on media education and literacy.
- Media education and literacy integrated with various subjects (Foreign language, Literature, History, Art, etc.)

**Questions**

Some questions and reflections that could be addressed in this special issue and related to its topics are:

- **Situation of media literacy in the world:** What is the present condition of media literacy education development in your country: achievements, failures, problems? What are the new tendencies and challenges faced by media literacy education in the 21st century? How can legislation and regulation of communication media and the addition of media education and literacy be improved? What are some of the functions and activities of media education and literacy? What are some of the contributions of research on media literacy?

- **Communication education in different educational stages:** What are the characteristics of a successful curriculum of Media Education Literacy according to educational stage? Is it important to introduce media education courses or subjects in study plans, or would it be better to establish informal courses for the public in general? What are the best strategies and methods for educating the general population on media? How should the degree of media literacy be evaluated? At what age should media education begin? What risks do children and youth lacking adequate training face?

- **Teaching and training of media teachers and professionals:** What curriculum is the best for Media Education Literacy of future and current teachers? And for media professionals? What subjects, competencies and content are priorities?

- **Responsibilities in the teaching of media-savvy citizens:** What are the best strategies for the development of a competent audience faced with media? What should a curriculum of Media Education Literacy for elderly people include? How should exclusion risks be minimized with media education? Are citizens media prosumers? Who is responsible for the citizenry’s media education? Are the families prepared to educate their children about media? Are we prepared to take on the risks of this new mediatized society?

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