



**COUNCIL FOR
MEDIA SERVICES**

**REPORT TO THE EUROPEAN COMMISSION
ON MEASURES TO PROMOTE AND DEVELOP
MEDIA LITERACY SKILLS**

REPORTING PERIOD 2022 - 2025

DECEMBER 2025

A. LEGAL AND/OR POLICY MEASURES

A.1 What legislative measures and other legal measures applicable to audiovisual media services and video-sharing platform providers has your country introduced, or is planning, to promote and develop media literacy skills?

Act No. 264/2022 Coll. on Media Services and on amendments and supplements to certain acts (Media Services Act)

- **Legal framework**

Directive 2010/13/EU of the European Parliament and of the Council on audiovisual media services (AVMSD), including provisions in the field of media literacy, was transposed by Act No. 264/2022 Coll. on Media Services and on amendments and supplements to certain acts (Media Services Act). The legislation entered into force on 1 August 2022. The responsible authority for the Act is the Ministry of Culture of the Slovak Republic.¹

- **Competences of the Council for Media Services**

Under the above-mentioned Media Services Act, the following areas fall within the remit of the Council for Media Services:

- **to initiate and carry out research and analytical activities in the media field in order to monitor and assess the state of the media environment**, in particular with regard to the spread of hate speech, disinformation, content that may seriously impair the development of minors, cyberbullying, **media literacy**, audiovisual commercial communication, political advertising, internal and external media pluralism, and the level of media freedom (Section 110(3)(g)).
- **to initiate and carry out activities supporting media literacy (Section 110(3)(j))**.
- in relation to the obligation set out below for **video-sharing platforms** to take measures in the area of media literacy, the Council's task is to **assess the appropriateness of these measures** on the basis of data submitted by the video-sharing platform upon request. If the Council for Media Services finds that, on the basis of the data provided, it is not possible to assess the appropriateness of the measures adopted, it may request additional information from the provider of the video-sharing platform (Section 50(1) and (2)). Where breaches are identified, fines may be imposed on the video-sharing platform in the amount of 100 to 10,000 EUR, or 2,500 to 100,000 EUR (Section 145(1) and (2)).
- to regularly submit to the Commission a **report on support and measures adopted to develop media education** (Section 110(3)(g)).

The legal framework created by the transposition of the AVMSD in Slovakia is complemented by the implementation of Regulation 2022/2065/EU of the European Parliament and of the Council on a Single Market for Digital Services (Digital Services Act, DSA), the application of which is also reflected in the Media Services Act. In this context, the Council for Media Services performs the tasks of the Digital Services Coordinator.

¹ <https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2022/264/20230101.html>

Although the Digital Services Act (DSA) is not exclusively focused on promoting media literacy, several of its provisions are directly relevant to this area. Particularly relevant is Art. 28 DSA, which requires providers of online platforms to put in place appropriate and proportionate measures to ensure a high level of privacy, safety and security of minors, including measures that take into account their age, developmental needs and the risks arising from the functioning of the digital environment. These measures may also include elements aimed at raising users' awareness, promoting safe and responsible use of services, and helping users to better navigate online content.

In the broader context of the DSA, provisions related to media literacy also include those concerning the transparency of the functioning of online platforms, informing users about content recommender systems, and mitigating systemic risks. This legal framework therefore complements the regulation of audiovisual media services and video-sharing platforms under the AVMSD and indirectly contributes to an environment that supports the development of users' skills for critical and safe use of online services.

A.2 Are audiovisual media services and video-sharing platform providers in your country required to implement measures in the area of media literacy?

Act No. 264/2022 Coll. on Media Services and on amendments and supplements to certain acts (Media Services Act)

- **Obligations for service providers**

In line with the AVMSD, the Media Services Act contains an obligation for the provider of a video-sharing platform to ensure that appropriate measures are adopted to protect the public, which may, depending on the specific case, include (among other things) ensuring effective measures and tools in the area of media literacy and raising users' awareness of those measures and tools (Section 49(1)(g)). It follows from Section 49(1) of Act No. 264/2022 Coll. that the provider of a video-sharing platform does not necessarily always have to ensure effective measures and tools in the area of media literacy, but only where this is appropriate in the specific case. To achieve the objective of protecting the public, the platform provider may also adopt other appropriate measures listed in Section 49(1), or other measures not listed. When adopting measures, Section 49(2) of Act No. 264/2022 Coll. requires that due account be taken of the size and nature of the video-sharing platform so that the measures adopted are feasible and appropriate in light of the criteria set out in that provision. In this regard, the Slovak legal framework, similarly to other provisions for video-sharing platforms, does not deviate from the wording of the AVMSD.

A similar provision is absent for audiovisual media services, i.e. for broadcasting and the provision of on-demand audiovisual media services. For private audiovisual media services, the adoption of measures in this area is therefore voluntary. A special position is held by the public service broadcaster. Act No. 532/2010 Coll. on Radio and Television of Slovakia was replaced by Act No. 157/2024 Coll. on Slovak Television and Radio. The new legislation explicitly enshrines the obligation to provide media literacy for the public as part of the public service broadcaster's main activity. Under Section 5(1)(x) of Act No. 157/2024 Coll., the main activity of Slovak Television and Radio includes

“providing media literacy for the public with a view to supporting critical thinking and protection against disinformation”.² Unlike other audiovisual media services, the public service broadcaster therefore has an explicit legal obligation to actively engage in media literacy as part of its public service mission.

A.3 What broader policy measures to promote and develop media literacy skills does your country have in place?

Act No. 245/2008 Coll., the Act on Education and Training (School Act) and on amendments and supplements to certain acts

The Act does not explicitly regulate the development of media literacy; however, competences related to it are included in Section 4, which defines the objectives of education and training, in particular points (b) and (c).

The aim of education and training is to enable a child or pupil to:

(b) acquire competences in communication skills, the use of digital technologies, communication in the State language, a foreign language and, in a national minority school, national minority class or national minority educational establishment, also in the language of the national minority,

(c) acquire competences, in particular, in the natural sciences, humanities, technical sciences, mathematical literacy, financial literacy, reading literacy, movement and health, competences for lifelong learning, social competences, artistic competences, civic competences and entrepreneurial skills...

The Act also allows schools (pre-school, primary and secondary) to appoint a school digital coordinator. Their task is to coordinate digitalisation and education through digital technologies in order to support the transformation of education and schools for the 21st century, i.e. a digital future.³

National strategy for the protection of children in the digital space⁴

The document reflects the needs of children, responds to threats they may face in the digital environment, and at the same time points to opportunities that may arise from it. The strategy provides information on risks in the digital environment and on protection options. It supports the development of critical thinking in assessing the relevance of information in the digital environment. It also points to online mechanisms for reporting criminal offences and illegal online content, including information about the possibility of reporting harmful online content directly to online platforms. The strategy includes action plans, including the Action Plan for the National Concept for the Protection of Children in the Digital Space 2022-2023⁵ and the Action Plan for 2024–2025.⁶ They define tasks and

² https://static.slov-lex.sk/pdf/SK/ZZ/2024/157/ZZ_2024_157_20240701.pdf

³ Competencies and tasks of the school's digital coordinator: https://itakademia.sk/wp-content/uploads/2021/04/Kompetencie-a-u%CC%81lohy_Digita%CC%81ny-koordina%CC%81tor-s%CC%8Ckoly_web.pdf

⁴ https://detstvobeznasilia.gov.sk/web_data/content/upload/subsubsub/2/narodna-koncepcia-ochrany-deti-v-digitalnom-priestore-1.pdf

⁵ https://detstvobeznasilia.gov.sk/web_data/content/upload/subsubsub/2/akn-pln-k-nrodnej-koncepcii-ochrany-det-v-digitlnom-priestore-na-roky-2022-2023-1.pdf

⁶ <https://nks.gov.sk/wp-content/uploads/2025/SM/akn-pln-2024-1.pdf?csrt=13169364134849165417>

coordinate the relevant stakeholders involved in the area of protection children in the digital environment. Through the tasks set out in the Action Plan, activities were supported that promote a positive approach to the digital environment and its opportunities, the development of critical thinking and media education, and the education of parents and other persons in relation to children on digital safety. The documents therefore primarily take into account children's needs, respond to risks they may face in the digital environment, and also highlight the opportunities that it can offer.

Strategy of digital transformation of Slovakia 2030⁷

It is an overarching cross-sector government strategy that defines Slovakia's policy and concrete priorities in the context of the ongoing digital transformation of the economy and society under the influence of innovative technologies and global megatrends of the digital age. The strategy is a key and decisive document for Slovakia in the transformation from an industrial society to an information society. It covers the period from 2019 to 2030. The purpose of the strategy is not to set specific measures, but to define a vision from which specific measures will be derived. The vision is therefore reflected in expected priority areas for the short-term period (Q3/2019–Q2/2022) and expected priority areas for the long-term period (Q3/2022–Q4/2030). Short-term measures became the basis for the Action Plan for the Digital Transformation of Slovakia 2019–2022, which is followed by the new Action Plan for the Digital Transformation of Slovakia for 2023–2026⁸, in which the first area, *“Digital transformation of schools and education”*, continues to support improving the quality of education, enhancing employability prospects, and developing the competences needed for the digital age, and includes measures with a direct spill-over into the development of media and information literacy. In view of its long-term time horizon, the strategy sets out the expected priority areas. The development of media literacy skills is primarily reflected in the priority area *“An educated, healthy and safe society”*, which aims to *“... introduce mechanisms to strengthen activities focused on raising society-wide awareness of the negative impact of disinformation and fake news, increasing media literacy, and supporting independent media and quality journalism.”*

National Strategy for Digital Skills of the Slovak Republic and Action Plan for 2023–2026⁹

In an effort to contribute to the joint efforts of EU Member States to achieve the goals of the Digital Decade, on 14 December 2022 the Government of the Slovak Republic approved the National Strategy for Digital Skills of the Slovak Republic and an Action Plan for 2023–2026 (NSDZaAP), aimed at increasing at least basic digital skills among individuals and increasing the number of ICT specialists. As a cross-cutting strategy under the principle that *“no one can be left behind”*, the NSDZaAP covers education in digital skills for all groups of the population, across all age categories and social backgrounds. The document establishes specific measures to improve at least basic digital skills among young people and teachers in education, active labour market participants, persons from disadvantaged groups including children and young people from socially and economically disadvantaged backgrounds, persons from marginalised Roma communities, public administration employees over 55, and seniors. At the same time, it places specific emphasis on increasing the number of ICT professionals through two dedicated chapters with corresponding measures under the action

⁷<https://www.mirri.gov.sk/wp-content/uploads/2019/06/Strategia-digitalnej-transformacie-Slovenska-2030.pdf>

⁸ <https://rokovania.gov.sk/RVL/Material/27932/1>

⁹ <https://mirri.gov.sk/wp-content/uploads/2023/01/NSDZ-a-AP.pdf>

plan, with one chapter specifically devoted to increasing the number of women ICT specialists (including, for example, support for the more active inclusion of women and girls in the digital society and economy, and increasing the number of women in ICT fields of study). The NSDZaAP treats media literacy as an integral part of the broader framework of digital skills throughout the document.

Strategic vision for culture and the creative industry of Slovak Republic 2030

In 2022, the Ministry of Culture of the Slovak Republic prepared the document Strategic vision for culture and the creative industry of Slovak Republic 2030. Under Strategic Goal 7: Responsible Culture, measures were included with a priority on identifying and addressing current societal challenges and increasing social cohesion and resilience. The intended measures aimed to improve overall quality of life in Slovakia by developing cultural actors as socially responsible entities, supporting citizens' critical thinking and media literacy, and helping people develop skills to counter disinformation.

The Government of the Slovak Republic approved Strategic vision for culture and the creative industry of Slovak Republic 2030 by Resolution No. 314/2023 of 12 June 2023, which tasked the Minister of Culture with preparing and submitting an action plan for 2024–2026 by 31 December 2023, and with preparing and submitting action plans for subsequent periods up to 2030 (deadline 31 December 2028). However, the Government of the Slovak Republic cancelled these tasks by Government Resolution No. 355 of 2 July 2025.

A.4 With regard to the Media Literacy Toolkit, how do you assess the appropriateness of media literacy measures implemented by video-sharing platform providers under your country's jurisdiction?

The legal framework, the powers of the Council for Media Services, as well as the obligations and the Council's supervision are described in more detail in sections A.1 and A.2. The assessment of the appropriateness of measures is regulated as follows:

- A. A video-sharing platform provider established in the jurisdiction of the Slovak Republic must, prior to providing access to the service, register.
- B. Video-sharing platforms have an obligation to take appropriate measures to protect the public, including adopting effective media literacy measures and tools as well as raising awareness of them among their users.
- C. Council for Media Services receives complaints and may initiate administrative proceedings against a video-sharing platform, The Council for Media Services may request the submission of data by a video-sharing platform.
- D. Council for Media Services may request a video-sharing platform to submit relevant data.
- E. Council for Media Services assesses the appropriateness of measures based on the data submitted by the platforms.
- F. Where Council for Media Services finds it impossible to assess the appropriateness of measures, it may request the provider of the platform for additional information.
- G. In the case of an infringement, Council for Media Services may impose fines on the platforms ranging between 100 and 100,000 EUR.

In this area, the Council for Media Services has regulatory practice mainly in the field of granting registrations; in 2025 it also dealt with the first case assessing the appropriateness of measures to protect the public, in relation to the video-sharing platform Zvráčený (the platform subsequently requested cancellation of its registration and ceased operations). In that case, at its meeting on 10 September 2025, the Council for Media Services imposed a sanction in the form of a warning for breach of the law, because the platform provider had not adopted appropriate measures to protect minors nor appropriate measures to protect the public. However, this is an exceptional case assessed by the Council for Media Services, since the most relevant video-sharing platforms are not established in Slovakia. Consequently, within its active international work, the Council for Media Services cooperates with regulators in other Member States under whose jurisdiction these platforms fall, and has a legal mandate to cooperate with supervisory authorities of other Member States.

B. ORGANISATIONAL MEASURES

B.1 Which authorities or entities in your country are responsible for promoting and developing media literacy skills, as well as for supervising compliance with any possible obligations imposed on audiovisual media service providers and video-sharing platform providers? What specific tasks have been entrusted to them?

Several public authorities are responsible for promoting and developing media literacy skills in Slovakia, with competences divided by sector. The Ministry of Education, Research, Development and Youth of the Slovak Republic is the main lead for formal education and ensures the systematic integration of media literacy into state education programmes and curriculum reforms at primary, secondary and higher education levels, including methodological support for teaching staff.

The **Ministry of Investments, Regional Development and Informatization of the Slovak Republic (MIRRI SR)** provides strategic coordination and monitoring of measures in the area of digital, information and related media skills within national digital transformation policies. Through its Digital Agenda Section, MIRRI SR monitored the implementation of the Action Plan for Digital Transformation of Slovakia 2019–2022, within which the need for systematic integration of media literacy into school curricula was identified as part of the broader development of digital and key competences. This framework is followed by the Action Plan for Digital Transformation of Slovakia 2023–2026, the implementation of which MIRRI SR coordinates and evaluates annually through regular reports submitted to the Government of the Slovak Republic. In cooperation with the education sector, MIRRI SR ensures the alignment of these measures with curriculum reform and the long-term priorities of the Strategy of digital transformation of Slovakia 2030, especially in areas of developing digital skills, safe and responsible use of digital technologies, information and media literacy and critical thinking. At the same time, MIRRI SR annually evaluates the implementation of measures under the National Strategy for Digital Skills and the Action Plan, including measures aimed at reforming education content in primary and secondary schools, where competences needed for the 21st century, including media literacy, are systematically integrated into updated state education programmes.

The Ministry of Labour, Social Affairs and Family, in particular through **The National Coordination Centre for Addressing Violence against Children**, plays a key role in media literacy in the context of

protecting children and young people in the digital environment. It ensures coordination of cooperating stakeholders, delivers educational and preventive activities for teachers and professionals, youth workers and other target groups, supports the development of media education, critical thinking and information security, and actively involves the media in raising awareness of risks and child protection online.

Through the transposition of the AVMSD, the Council for Media Services gained expanded competences in the area of media literacy, as well as responsibility for supervising compliance with obligations imposed on audiovisual media service providers and video-sharing platform providers. Under Act No. 264/2022 Coll., the Council initiates, monitors and analyses the media environment from a media literacy perspective, supports and coordinates activities for its development, connects relevant stakeholders, ensures information activities and represents the Slovak Republic in European expert structures focused on media literacy.

During the reporting period, the Council for Media Services also performed the tasks of the Digital Services Coordinator under the DSA, which expanded its remit to include supervisory and coordination activities related to online platforms. In this role, it actively contributed to European cooperation on the protection of minors in the digital environment. The Council for Media Services contributed to the consultation on the European Commission's guidelines on Art. 28 DSA on the protection of minors, and within that process organised an expert discussion involving relevant organisations and experts working on child protection, media literacy and digital safety.

B.2 Could you provide information on the cooperation structure(s) and the different stakeholders who cooperate with the authorities and entities in your country for the purpose of their media literacy activities?

In 2022–2025, cooperation in the area of media literacy in Slovakia developed mainly as cross-sectoral and multi-level, building on the division of competences among key public authorities described in question B.1 and on systemic changes in formal education described in question D.3. The Council for Media Services plays an important role in strategic coordination and connecting actors; by law it has not only regulatory competences but also a mandate to support and develop media literacy. In this role, the Council for Media Services acts as a platform bringing together public administration, the education sector, expert institutions and civil society.

In response to the identified need for more systematic cooperation, in 2022 the Council for Media Services organised, on the occasion of Media and Information Literacy Week (proclaimed annually by UNESCO in the last week of October), a series of round tables. These meetings brought together representatives of ministries, state and public institutions, the academic sector, NGOs, libraries and individual experts. The discussion confirmed that media literacy is being developed across ministries and sectors, but often in a fragmented way and without sufficient connection. Based on these outcomes, in 2023 the Platform Media Literacy+ was established and is coordinated by the Council for Media Services.

The Platform Media Literacy+¹⁰ is an informal, open coordination structure that complements the formal competences of individual ministries. It provides a space to connect policy-makers, implementing institutions and practitioners. Members include state and public administration bodies, education and research institutions, non-profit and non-governmental organisations, libraries, cultural institutions and practitioners. The platform supports information exchange about activities, sharing of good practices, identification of target-group needs and synergies between formal, non-formal and lifelong learning. Cooperation takes place through regular online and in-person meetings (typically once every three months), thematically focused discussions and ad hoc working linkages among members.

C. PUBLIC FUNDING AND OTHER FUNDING METHODS

C.1 Could you describe the scope and timeframe(s) of public financial resources allocated in your country to promote and develop media literacy skills and the funding instruments used to finance media literacy activities, including those aimed at leveraging private funding?

In 2022–2025, Slovakia did not have a standalone and systematically monitored financial framework dedicated exclusively to promoting and developing media literacy. The share of funds devoted to media literacy activities relative to total education system expenditure cannot be determined, as no relevant aggregated financial report or central register of expenditure linked to this area has been prepared. Media literacy is funded mainly implicitly, as part of broader public policies and statutory tasks in education, culture, media regulation, digital skills and social prevention. This fragmentation of funding also points to the need for more systematic strategic thinking about the long-term sustainability of support for media literacy.

From the perspective of national public resources, media literacy activities were financed mainly through the budget chapters of the Ministry of Education, Research, Development and Youth of the Slovak Republic, the Ministry of Labour, Social Affairs and Family, and the Ministry of Culture of the Slovak Republic, as well as through institutional funding of their contributory and budgetary organisations with expert, methodological and coordination mandates, and other state and public bodies with responsibilities in the media field and media regulation, including the Council for Media Services, which has a statutory obligation to support the development of media literacy. Media literacy activities were funded primarily from the routine institutional budgets of public institutions, without dedicated grant schemes. In formal education, public resources were used mainly for the curriculum reform of primary education (preparation and implementation of the State Educational Programme for Primary Education), development of methodological materials and support for pilot schools; in non-formal and lifelong learning, resources supported training activities for teachers, youth workers, cultural workers and professionals in social prevention.

¹⁰ <https://rpms.sk/platforma-medialna-gramotnost>

A specific, but time-limited, public funding instrument consisted of the Ministry of Culture's grant schemes to support and develop media education, including countering disinformation¹¹, which were in place until 31 December 2023; however, in 2023 no grants were awarded under the announced call, and after that period no new direct state grant mechanism focused exclusively on media literacy was introduced.

The private and philanthropic sector plays an important role in supporting activities that develop media literacy, digital skills and critical thinking. Key supporters include the Orange Foundation, SK-NIC, a. s., the Pontis Foundation, as well as foundation and grant programmes of Slovak Telekom and O2, which through thematic grant calls and long-term support of projects contribute to developing media and digital skills and critical thinking across different target groups. Mapping among members of the Platform Media Literacy+ confirms that funding for media literacy during the reporting period had a multi-source, project-based character, with a significant degree of dependence on private, philanthropic and international funding mechanisms, which also underscores the need to strengthen stable public funding for this area in the future.

D. ENGAGEMENT AND AWARENESS-RAISING ACTIVITIES, INCLUDING MEDIA LITERACY CURRICULA

D.1 What engagement or awareness-raising activities has your country introduced, and what activities have been carried out by market participants, scientific bodies or NGOs, in order to promote and develop media literacy skills?

In 2022–2025, awareness-raising and engagement activities related to media literacy in Slovakia were carried out through a combination of public institutions, the academic sector, non-governmental organisations and the private sector. There is no single centrally designated lead for all initiatives; however, during the reporting period a significant part of actors were connected through the Platform Media Literacy+, which provides a practical framework for information exchange, coordination of activities and dissemination of good practices across sectors. The Council for Media Services also continuously raised awareness among the professional community and the wider public interested in this topic through a regular monthly newsletter¹² providing an overview of events and activities, information on research and analyses, and a selection of relevant international initiatives.

An important basis for understanding the scope and structure of these activities was the mapping exercise carried out by the Council for Media Services in 2024 and 2025 among members of the Platform Media Literacy+. Twenty-nine organisations/individuals participated. The survey showed that media literacy activities take place at multiple levels and use a wide range of formats, especially workshops and trainings, lectures, conferences, webinars, publications, campaigns and social media content creation. Thematically, activities focused mainly on developing critical thinking, countering

¹¹ <https://www.culture.gov.sk/ministerstvo/dotacie-mk-sr/dotacny-system-ministerstva-kultury-slovenskej-republiky-na-rok-2023/program-5-podpora-a-rozvoj-medialnej-vychovy-a-boj-proti-dezinformaciam-na-rok-2023/>

¹² <https://rpms.sk/newsletterMG>

disinformation, online safety, risky behaviour in the digital environment, the functioning of online platforms and the growing area of artificial intelligence.

In terms of target groups, pupils in primary and secondary schools, teachers and students predominated, while there was also a significant share of activities for seniors, children in primary education and parents.

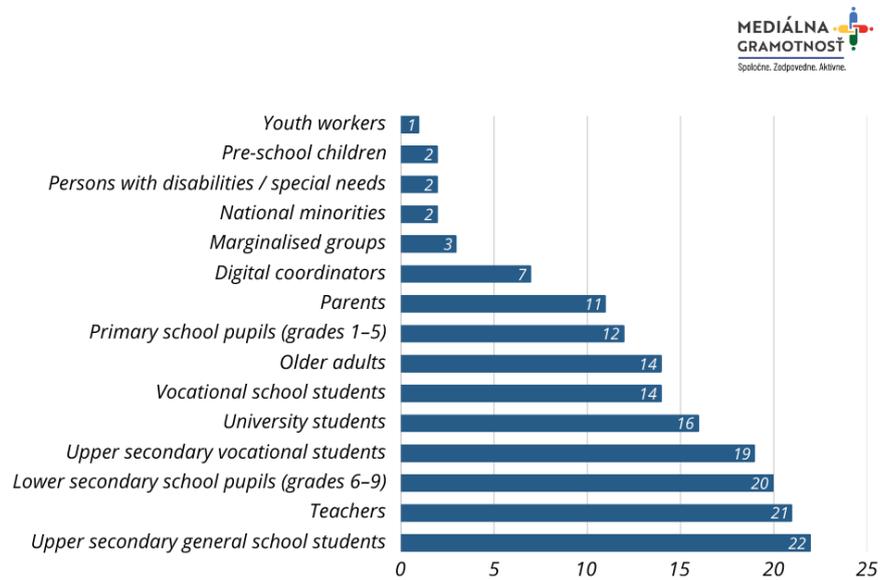


Fig. 1 Target groups addressed by activities of members of the Platform Media Literacy+

Regionally, activities were concentrated primarily in the Bratislava, Trnava, Košice and Prešov regions, indicating a need to further strengthen capacity and access to media education in less-covered regions.



Fig. 2 Activities of members of the Platform Media Literacy+ across the regions of Slovakia

Nationwide “umbrella” formats with a country-wide reach include joint initiatives such as Media and Information Literacy Week. In Slovakia, it connects several types of events (debates, workshops, expert meetings and thematic conferences). In 2025, Slovakia also joined for the first time the Media

Education Weeks initiative, which originated in the Czech Republic under the One World in Schools educational programme (Jeden svět na školách) by People in Need. The Slovak component relied primarily on the library sector and a set of materials usable in schools and communities, thereby increasing the accessibility of media education also outside the formal school environment.

Alongside these framework initiatives, targeted awareness and educational activities continued in the area of children's safety in the digital environment and media literacy. The National Coordination Centre for Addressing Violence against Children delivered regular online formats for parents and the public (Evening School) and supported training for professionals and schools through multidisciplinary trainings, preventive and awareness-raising activities of regional coordinators, and communication campaigns focused on online risks and ways to protect children.

Alongside the activities of public authorities, NGOs, academic institutions and market participants played an important role during the reporting period, particularly in practical education, awareness campaigns and the creation of publicly available educational tools. These activities focused primarily on children and young people, teachers, parents and the general public, and thematically covered critical thinking, disinformation, online safety, digital well-being and new technological phenomena including artificial intelligence.

In the NGO sector, long-standing organisations have become established, systematically delivering educational programmes for schools and the public, including workshops, lectures, peer-to-peer education, online courses and the development of methodological materials. These include in particular initiatives focused on developing critical thinking and resilience to disinformation (e.g. Zmudri.sk, Zvoľ si info, Demagog.sk, Slovak Debate Association, Fakescape - Slovakia, OZ Krupica), on safe online behaviour for children and young people, digital citizenship and mental health (e.g. DigiQ, IPčko), as well as projects using game-based and experiential formats in education (e.g. Impact Games, Lietajúca ryba). These organisations often cooperate with schools, libraries and regional institutions, and several of them are involved in the Platform Media Literacy+.

A significant share of activities was also implemented by market participants, especially telecommunications and technology companies, through their own awareness campaigns, information portals and support for third-sector projects. Telecommunications operators and their foundations (notably Orange Slovensko, Telekom, O2 Slovakia), technology companies (ESET), as well as the administrator of the national .sk domain (SK-NIC) focused during the reporting period on raising awareness of disinformation, privacy protection, digital safety and responsible online behaviour through nationwide campaigns, interactive web tools, educational videos and guides for parents and teachers. These initiatives were predominantly preventive and informational and complemented public sector activities without being regulatory obligations stemming from legislation.

The academic and research sector in Slovakia contributed to media literacy mainly through applied research, methodological support for professional practice and systematic popularisation of findings towards parents, teachers and professionals. A key role in this area was played by The Research Institute for Child Psychology and Pathopsychology, which in 2023–2025 developed a set of methodological materials, webinars and awareness outputs focused on digital well-being, digital parenting, regulation of digital technology use in schools, cyberbullying and the impact of artificial

intelligence on the information environment. Scientific and analytical work carried out in cooperation with international partners and presented at professional conferences was also a significant part of the Institute's activities. University departments, in particular The University of St. Cyril and Methodius in Trnava - Faculty of Mass Media Communication, the Catholic University in Ružomberok and the University of Prešov, focused on research into media competences, disinformation, critical thinking, digital resilience and the impact of artificial intelligence on the media environment; an important long-term contribution is Slovakia's participation in the international research network EU Kids Online¹³.

Audiovisual media service providers do not have specific statutory obligations in the area of media literacy (see answer to A.2). Based on available information, however, broadcasters engaged with media literacy-related topics mainly through news and current affairs formats that support audiences in navigating current events and the information environment. Occasionally, thematic segments focused on disinformation also appeared in broadcasting, such as Hoax of the Week (TV Noviny – TV Markíza), and experts in media literacy are invited to current affairs programmes of commercial broadcasters.

Special attention in this context should be paid to the public service broadcaster STVR, for which, following the legislative change effective from 1 July 2024 (see answer to A.2), media literacy was explicitly defined as part of its main activity. Based on information provided by the broadcaster, the practical implementation of this agenda relies primarily on a combination of news and explanatory formats supporting the contextualisation of information, accompanying digital content (websites and social media) and selected programmes intended for children and young people. For this target group, the animated series Bajtovci is particularly relevant, presenting topics of digital safety and responsible online behaviour in an understandable and age-appropriate way (e.g. protection of digital identity, cyberbullying, working with information and basic resilience to manipulative content), complemented by other educational formats such as Chochmesovci in episodes focused on online communication, copyright or manipulation. STVR also states that, when preparing selected programmes - especially children's and youth content - it uses consultative cooperation with external experts in child protection in the digital environment, psychology, pedagogy and media education, as well as ad hoc expert inputs into news and current affairs programmes; this cooperation is not formalised as a systematic educational partnership. The broadcaster's approach also includes internal content quality assurance mechanisms, in particular the application of professional and ethical journalism standards, editorial control processes, an emphasis on fact-checking, and ongoing training for journalists and editorial teams in areas related to identifying disinformation, verifying facts and adapting editorial practice to the changing digital and information environment.

D.2 Has your country introduced structured ways of communicating with national hubs of the European Digital Media Observatory (EDMO) or explored this possibility?

Central European Digital Media Observatory (CEDMO)¹⁴

The Slovak Republic is part of the Central European Digital Media Observatory (CEDMO), which is a regional hub of the European Digital Media Observatory (EDMO). CEDMO provides a structured space

¹³ <https://euko.ku.sk/>

¹⁴ <https://cedmohub.eu/sk/medialna-gramotnost/nas-pristup-2/>

for cooperation among experts in fact-checking, artificial intelligence research, social sciences and media literacy in the Czech Republic, Poland, Slovakia and other European countries.

The current CEDMO 2.0 project (launched in May 2024) is led by Charles University. The international multidisciplinary consortium consists of thirteen partners. Fact-checking and responses to disinformation narratives are provided by independent fact-checkers AFP, Demagog.cz, Demagog.pl and Demagog.sk. Their work is complemented by the Dutch group Bellingcat, which specialises in OSINT and verification of publicly available data. The University of St. Cyril and Methodius in Trnava, which participated in the first project period, is no longer part of the CEDMO 2.0 consortium.

In the area of media literacy, the Slovak partners currently involved are the Kempelen institute of intelligent technologies (KInIT), Demagog.sk, GLOBSEC and the communication agency Seesame. In addition to fact-checking, Demagog.sk delivers educational activities for teachers, students, seniors and the professional community. GLOBSEC provides expert seminars for public administration staff and prepares methodological materials. Seesame is responsible for the project's communication activities and contributes to workshops. KInIT continues to develop and manage digital tools focused on developing media literacy, such as CEDMO Game and Fact-check Finder, which allow users to practise critical work with information interactively.

In 2024, the consortium prepared several outputs aimed at strengthening media literacy competences: the handbook Election Safety: A Disinformation Handbook for Elections, a series of six educational videos¹⁵ by AFP in four language versions including Slovak, and the Charles University podcast series Mediální Minimum¹⁶, which explains how media work, media processes and the basic principles of media literacy.

D.3 What measures have been taken in your country to include the promotion and development of media literacy skills in formal curricula at different levels, in initial and continuous professional training for teachers and trainers, and to make relevant media literacy resources available to the public?

Curriculum changes and the inclusion of media literacy in the new education content

The Slovak Republic has embedded the promotion and development of media literacy in formal curricula primarily through the new State Educational Programme for Primary Education (ŠVP ZV 2023). This programme moved from a “cross-cutting themes” model to a system of domain and cross-cutting literacies, with media literacy defined as an integral part of civic literacy. Based on the work of an expert group, media literacy was defined through four content components (information sources and media, social networks, advertising, media effects and communication) and a set of key competences such as a critical and discerning attitude to media, interpretation of media content, ethical media self-presentation, and the ability to detect manipulation and information overload.

These competences are incorporated directly into the mandatory performance and content standards of several education areas, in particular Human and Society, Language and Communication, Art and Culture, Informatics, and Human and Nature. In practice, this means that media literacy is no longer

¹⁵ <https://cedmohub.eu/sk/medialna-gramotnost/overovanie-faktov/>

¹⁶ <https://cedmohub.eu/cs/special-mm-co-klicoveho-bychom-meli-o-mediich-vedet/>

an optional add-on, but a mandatory part of the curriculum - for example through topics of critical work with information, analysis of media texts, working with news, advertising and social networks, and safe and ethical behaviour online.

From both a horizontal and vertical perspective, media literacy is developed across all three cycles of primary education, and schools can strengthen it beyond the minimum defined in standards. ŠVP ZV 2023 provides two key tools for this: mandatory thematic days in the second and third cycles focused on cross-cutting literacies (including media literacy), which may take the form of projects, workshops or excursions, and the option to create a standalone media literacy subject using discretionary hours. These mechanisms enable media literacy to be not only a declared objective, but a stable, systematically planned part of formal curricula at school level.

These changes are being implemented gradually. Pilot implementation of the new curriculum began in the 2023/2024 school year in selected primary schools. In the 2024/2025 school year, the first wave of schools is participating based on decisions by founders. From the 2026/2027 school year, it is planned that all primary schools in Slovakia will participate in implementation.

Media literacy as part of journalism and mass media study programmes

- **Comenius University, Faculty of Arts, Department of Journalism¹⁷**

The Journalism study programme includes several courses aimed at developing media literacy and critical thinking. Media Education is one of the key courses, providing students with a basic overview of how media and the media environment function in Slovakia and globally. After completing the course, students are able to perceive differences between information sources and understand the basics of media education. In addition, they are prepared to pass on the acquired knowledge at secondary schools in their home regions in Slovakia.

- **Catholic University in Ružomberok, Faculty of Arts and Letters, Department of Journalism¹⁸**

Within the Journalism study programme, the course Media Education is compulsory for first-year master's students. The course is practice-oriented and its required output is the delivery of an educational workshop at a selected secondary school, through which students gain practical experience and strengthen their ability to apply media literacy concepts in teaching practice. At the Faculty of Arts, the course Media Literacy and Digital Technologies (faculty seminar) continues to be offered as a compulsory course for first-year Bachelor's students, regardless of their study programme. It focuses on fostering critical thinking, raising media awareness, and familiarising students with ways to implement media education as a cross-cutting theme in the school environment.

- **University of Prešov, Faculty of Arts, Department of Communication and Media Studies¹⁹**

The Media and Communication Studies programme, accredited at bachelor's, master's and doctoral level, provides a systematic space for developing media competences in analysis, production and critical interpretation of media content. At bachelor's level, media literacy is covered through the compulsory course Media Literacy and Media Education. Students deliver model media education lessons in primary and secondary schools, mainly in the Prešov and Košice regions. At master's level,

¹⁷ <https://fphil.uniba.sk/katedry-a-odborne-pracoviska/katedra-zurnalistiky/>

¹⁸ <https://www.ku.sk/fakulty-katolickej-univerzity/filozoficka-fakulta/katedry/katedra-zurnalistiky/#submenu>

¹⁹ <https://www.unipo.sk/filozoficka-fakulta/isms/katedry/komunikacne-medialne-studia/>

the course Development of Media Competences has been taught for a long time; in the 2025/2026 academic year it was moved from an optional to a compulsory course. This change strengthened graduates' preparation for current challenges related to developing media competences and applying media education in different professional contexts. The course also includes analysis of current media education projects in Slovakia and a practical output for a selected target group.

In 2025, the department also strengthened its teaching capacities in media education: two department members completed supplementary pedagogical studies for graduates of non-teaching fields (specialisation in media studies), and one of them currently teaches the didactics of media education for non-teaching programmes within supplementary pedagogical studies.

A significant share of bachelor's and master's theses is devoted to developing media competences with practical verification in the school environment (for example establishing a student school radio or television, developing critical thinking in the context of disinformation or cyberbullying). Many graduates go on to work as teachers or trainers of media education in school and out-of-school institutions.

- **The University of St. Cyril and Methodius in Trnava - Faculty of Mass Media Communication²⁰**

In 2021, the Faculty of Mass Media Communication of The University of St. Cyril and Methodius in Trnava obtained accreditation for a new doctoral study programme entitled Media and Information Competences. The programme focuses on new and important dimensions of media and communication studies - media and information competences, critical thinking and media education. These are a necessary prerequisite for proper orientation in the environment of digital platforms that use increasingly sophisticated strategies to capture and retain audiences' attention. The programme focuses on developing media, information and digital competences with an emphasis on critical thinking techniques as tools for immunising individuals against disinformation spread online and other risky aspects of the media and information ecosystem. Doctoral candidates and postdoctoral researchers specialise in media education, the development of media literacy, and media and information competences, with the aim of comprehensive development of their communication and analytical competences, problem-solving skills, critical thinking and the ability to actively contribute to research on current societal trends related to media communication.

In 2022, the Faculty of Mass Media Communication successfully underwent re-accreditation of the Applied Media Studies programme, offered at bachelor's and master's levels. This programme has existed since 2011, when the Faculty of Mass Media Communication of UCM became the first - and to date the only - faculty in Slovakia to establish a Department of Media Education. Staff of the Department of Media Education have carried out a wide range of activities aimed at preparing graduates able to navigate a media environment that is increasingly complex and full of new challenges, opportunities and problems. Graduate preparation and professional profiling follow two main tracks. The first is work directly in media organisations, where graduates serve as editors, producers, social media managers and in other creative positions. The second, equally important track is lecturing, consulting and advisory work in various forms of media education, as well as in the

²⁰ <https://fmk.sk/studijne-programy/ames-mik/>

preparation of educational programmes and different media formats aimed at children and youth audiences.

Teacher training

During the reporting period, teacher training in media literacy in Slovakia was carried out mainly through further and continuous education, methodological support and voluntary programmes that complement formal teacher education. Despite partial progress at system level, it remains the case that initial training of future teachers in media literacy is not systematically embedded in higher education in Slovakia. Media literacy is generally not offered as a standalone qualification and its development is dispersed across several study programmes; deeper media focus is lacking at teacher training faculties, while faculties with a media profile often lack the pedagogical dimension.

In 2022–2025, The National Institute for Education (NIVaM) included in its offer innovation and professional education programmes focused on developing critical thinking, media education and media literacy. These programmes provided teachers with practical tools for working with information, argumentation, discussion and identifying false or manipulative content, and built on strategic documents on the protection of children in the digital environment. In parallel, methodological materials and handbooks were developed to support the development of cross-cutting literacies in the context of the primary education curriculum reform, helping teachers integrate media literacy into teaching across subjects.

An important support tool for teachers is also publicly available digital infrastructure, in particular the Učíme²¹ learning portal, which compiles methodological materials, examples of good practice and tools usable in developing pupils' media and digital competences. These resources serve as practical support for teachers in integrating media literacy into day-to-day teaching practice.

Non-governmental organisations also played an important role in teacher training. As shown by the mapping exercise conducted by the Council for Media Services within the Platform Media Literacy+, teacher training is among the most frequently targeted activities of member organisations. These include in particular workshops, trainings, longer-term development programmes, online courses and methodological support.

The academic and research sector, especially through The Research Institute for Child Psychology and Pathopsychology and selected university departments, contributed to teacher training by developing professional standards, methodological materials and awareness outputs focused on preventing risky behaviour in the digital environment, digital well-being and regulating the use of digital technologies in schools. These outputs serve as expert background for teachers and professionals and support a more consistent approach to media literacy within the school support system.

Overall, it can be concluded that teacher training in media literacy in Slovakia during the reporting period has been ensured through a combination of public, academic and NGO initiatives. Despite the gradual expansion of educational and methodological resources, a challenge for the coming years

²¹ <https://ucime.vzdelavanie21.sk/o-nas/>

remains their more systematic interconnection, more stable funding and stronger embedding of media literacy in the initial training of future teachers.

E. EVALUATION MEASURES AND METHODS

E.1 Does your country use, or would it like to introduce, measures to assess the impact of regional or national media initiatives, including performance indicators, in order to assess the impact of media literacy measures and methods? If yes, please provide and describe these measures and their results.

Based on the information available to us, Slovakia currently has no systematic measures in place to assess the impact of regional or national media initiatives.