

# [CY] Publication of Cyprus country report on media literacy by the Radio Television and Digital Services Authority

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Pursuant to Article 33a(2) of the Audiovisual Media Services Directive 2018/1808 (AVMSD) and to paragraph 5 of Article 30C of the Radio and Television Broadcasters Law 7(I)/1998 (as amended), the Radio Television and Digital Services Authority of Cyprus (RTDSA) has submitted to the European Commission its three-year country report on media literacy. It should be noted that the RTDSA has a statutory mandate to promote and develop media literacy skills in Cyprus. This report was also communicated to the Ministry of the Interior and the Ministry of Education, Sport and Youth of the Republic of Cyprus. The Cyprus country report was prepared according to the guidelines issued by the European Commission in February 2023 on the scope of member states' reports concerning measures for the promotion and development of media literacy skills. The corresponding template was used and the report covered the measures taken and the activities conducted between November 2022 and October 2025. The report is structured in six parts.

Part A outlines media literacy-related legislative measures and statutory obligations governing the audiovisual media sector in Cyprus, as well as the video-sharing platform (VSP) providers under Cypriot jurisdiction. It also refers to broader relevant policy measures, such as the initiative of the RTDSA to establish a Media Literacy Centre, where visitors will have the opportunity to have interactive experiences in media production. Part A concludes with an assessment of the appropriateness and effectiveness of media literacy measures implemented by VSP providers subject to the jurisdiction of Cyprus. This analysis suggests that existing measures implemented by VSPs are largely inadequate and of restricted effectiveness, as VSPs failed to provide user-centred media literacy strategies, user-friendly flagging, reporting, and complaints submission procedures along with clear and accessible terms and conditions, and community guidelines.

The second part of the report outlines the RTDSA's key collaborations in the field of media literacy. The Cyprus Pedagogical Institute constitutes a key actor and a partner with which the RTDSA engages in sustained collaboration. The Mediterranean Digital Media Observatory (MedDMO) is likewise a regular partner of the RTDSA in initiatives addressing the fight against various manifestations of information disorder. The RTDSA also cooperates with the AEI Audiovisual Forum

in educating students and providing workshops on documentary film production.

Part C of the report provides information on public financial support to media literacy-related activities. Although the RTDSA is self-funded and does not receive any state subsidy, public financial support of media literacy initiatives is allocated through the annual budgets of the RTDSA and the Cyprus Pedagogical Institute.

The fourth section of the report highlights the most prominent and impactful media literacy activities. Experiential workshops and public speeches remain among the leading and most successful activities; they have been used successfully for more than 12 years. During the reporting period, the range of thematic topics was further expanded, with clear emphasis on issues related to the use of the online environment and digital platforms, as well as promoting safe, secure, and trustworthy engagement in cyberspace.

Recognising the critical importance of vocational training, the RTDSA developed and delivered targeted training programmes for a range of professional groups. Journalists attended training sessions on fact-checking, information disorder, and verification methodologies. Media regulators and policy makers participated in training sessions on identifying and addressing manifestations of information disorder and on the effective use of fact-checking tools. They also attended a specialised 10-hour training programme on key thematic areas, such as the conceptual framework of media literacy, the digital footprint, and identity construction on social media and digital platforms.

Educators in primary and secondary education attended an online workshop addressing modern teaching approaches on media literacy. More than 500 participants engaged in reflective discussion. Furthermore, members of the Cyprus Police attended a two-day media literacy training session, aiming to strengthen both institutional engagement and the capacity of individual officers to interact responsibly and effectively with the media, thereby underpinning accurate public communication and public trust. Other media literacy activities include the publication of online quizzes on issues of ethical online behaviour and privacy protection, and the CINEEDUCATION programme focused on documentary production.

Part E of the report refers to evaluation measures for the activities that have been implemented. Although the RTDSA acknowledges the importance of such evaluation measures, it currently lacks formal impact-assessment mechanisms. In order to assess its activities, it relies on stakeholder-expressed interest in participation, while stating its intention to implement future evaluation measures.

The overview of the media literacy-related initiatives implemented in Cyprus during the reporting period highlights the progress achieved as well as the areas in which additional action is needed. It further reinforces the importance of coordinated efforts among stakeholders.

***Media Literacy Country Report: Republic of Cyprus***

<https://rtdsa.org.cy/assets/uploads/pdfs/Media%20Literacy%20Report%20Cyprus%2011.2022-10.2025.pdf>

***The Radio and Television Broadcasters Law 7(I)/1998 (as amended), Article 30C***

[https://crta.org.cy/en/assets/uploads/pdfs/FINAL%20CONSOLIDATED%20LAW%20up%20to%20Amendment%20197\(I\).2021-.pdf](https://crta.org.cy/en/assets/uploads/pdfs/FINAL%20CONSOLIDATED%20LAW%20up%20to%20Amendment%20197(I).2021-.pdf)

***The Cyprus Broadcasting Corporation Law, Chapter 300A (as amended), Article 18D***

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