



EUROPEAN COMMISSION

Directorate-General for Communications Networks, Content and Technology

Media Policy

Audiovisual and Media Services Policy

SPEAKERS BIOs & SUMMARIES OF PRESENTATIONS

MEETING OF THE MEDIA LITERACY EXPERT GROUP¹

15 NOVEMBER 2016, 9.00-17.00

VENUE: AV. BEAULIEU 25, BRUSSELS B-1160 BELGIUM

[@EU_MedLit](#), [@MediaEu](#), [#EUML16](#)

Media Literacy: coordination and synergies with other EU policies

Bénédicte Robert – European Commission / DG EAC

Strengthening media literacy to prevent violent radicalisation²: following-up on the Paris Declaration³

Harry Panagopoulos - European Commission / DG JUST

Media literacy as a tool to promote fundamental rights and citizenship

EU citizens enjoy rights under the Treaties which must be protected in the Member States. Some rights are well known, others less so. Central to ensuring that citizens enjoy their rights in practice is ensuring that citizens are aware of their rights and aware of how they can be vindicated. Recent public consultations and Eurobarometer surveys on rights indicated that citizens recognise the importance of information and of being able to inform themselves. The political rights that EU citizens enjoy them to participate fully in their host societies, and to help shape those societies, including in terms of how their political and other rights are given effect. Consultation and Eurobarometer surveys also indicate that citizens recognise the importance of reliable information to enable them to participate politically, but also indicates that significant challenges confront citizens in accessing a plurality of sources of information, particularly across borders, and in terms of their confidence in the information they have access to and the modern media environment.

Information therefore underlies the Commission's efforts to promote EU citizens' rights – informing citizens, and helping citizens better inform themselves. The Commission is supporting specific interventions: providing action grants to foster the successful inclusion and participation of European citizens in their host EU country's civic and political life, and taking forward actions to foster the democratic participation of EU citizens in the run up to the forthcoming 2019 European Election. In that context, media

¹ <http://ec.europa.eu/transparency/regexpert/index.cfm?do=groupDetail.groupDetail&groupID=2541>

² http://ec.europa.eu/dgs/education_culture/repository/education/news/2015/documents/citizenship-education-declaration_en.pdf

³ Council conclusions (30 May 2016) <http://data.consilium.europa.eu/doc/document/ST-9641-2016-INIT/en/pdf>

literacy is an essential tool – developing a critical approach to the acquisition and use of information is an essential counterpoint to the provision of information. We support initiatives to foster informed participation in the political debate, the cross-border availability of political information and are seeking options to support media literacy interventions aimed at strengthening EU citizens.

Hannah Grainger Clemson – European Commission / DG EAC @Dr_HGC

Media literacy in school education

Maria Podlasek-Ziegler - European Commission / DG EAC @EuropeanYouthEU

Media literacy in EU Youth Policy⁴

Janne Elvelid – European Commission / DG CNECT @janneelvelid

Digital skills and media literacy

Matteo Zacchetti – European Commission / DG CNECT

Update on MEDIA projects on film literacy

⁴ See speech of Commissioner Navracsics on "Youth and the digital world" on 14.09.2015
https://ec.europa.eu/commission/2014-2019/navracsics/announcements/shaping-future-youth-and-digital-world-1_en

Media literacy: building bridges between the media industry and the education sector to develop and disseminate critical thinking tools

Carole Helpiquet - Media and information education center, CLEMI, France
[@LeCLEMI](#)

Good practices: France Télévisions and Clémi collaboration around the tv show “T’as Tout compris”⁵ (France4) and the pedagogic Tool for the teachers “Médias et information, on apprend!”⁶

Carole Helpiquet travaille au CLEMI (Centre de liaison de l’enseignement et des médias d’information, service du Réseau Canopé).

Elle possède un double parcours professionnel Education / Culture : enseignante, formatrice, Secrétaire générale en Scène nationale, conseillère artistique en spectacle vivant et action culturelle et artistique. Outre l’éducation aux médias et à l’information, elle s’est engagée sur des enjeux tels que : décrocheurs scolaires et remédiations, prévention de la violence à l’Ecole, égalité femmes - hommes dans et hors de l’institution scolaire, médiation au savoir et cultures numériques, liberté d’expression des élèves, cultures informationnelles et citoyenneté.

L’Ecole et l’enracinement, un article publié dans TDC (Textes et Documents pour la Classe) en juin 2016, traite de la façon dont les supports numériques transforment la nature des discours médiatiques, la pratique des journalistes et leur relation à l’opinion publique.

Liberté, égalité, parité est un article publié dans l’Humanité le 26 mars 2014 dans le cadre de la Semaine de la presse et des médias dans l’Ecole.

Building bridges between media and school is the philosophy of clemi’s project. Moreover, building bridges has been the very nature of the clemi’s adventure for 33 years.

Making news an object of reflexion at school, with kids and teachers, exchanges and debates, is the first stake. And our first value is the democratic attitude and inspiration, in order to develop citizenship and responsibility. Kids and teenagers need to think about the news, try to understand the making of the news, the way the news is made, understanding senses in order to catch the matter of the building of information, how far it can go, its strength and weakness.

Clemi has to face new challenges: social network, digital society, a new form of knowledge transmission at school, and some new forms of struggle for influences. In order to meet the challenges of a world shaken by the digital revolution, the tryptic Media, teachers and searchers is more necessary than ever.

How to search / how to check / how to publish: there are decisive competences at school

⁵ <http://education.francetv.fr/emissions/t-as-tout-compris>

⁶

http://www.clemi.org/fichier/plug_download/79984/download_fichier_fr_medias_et_information.on.a_pprends_edition_2016.17.pdf

and in real life.

Beyond getting a critical mind, freedom of expression is an important stake. Education to Media and Information helps to building citizenship. There are two sides of the same matter :

- How to know around the news: Reading newspapers, pure – players, watching TV, following social - networks etc....

- How to practice the media - sphere: making newspapers, making web radio or WebTV, blogs, social networks etc...

To conclude... : an active Citizen (kids can understand the news) is at the same time a Citizen actor (teenagers and kids can learn by doing)

Helping kids to understand the world they live in the early in 21 century give us new and more responsibilities.

We must help the teacher community to seize stakes of media, communication and education. At the same time, school make citizens.

Giovanni Melogli - Alliance Internationale de Journalistes – European Media Initiative

Mediaeducation.fr: collecting and disseminating resources on media literacy

President EMI (European Media Initiative)

Promoter and spokesperson of the European Citizens' Initiative for Media Pluralism.

Member of the Alliance Internationale de Journalistes Administration Council and coordinator of the EU branch.

Expert in EU audiovisual and media policies, and former member of the European Commission Media Literacy Expert Group (2006 – 2008).

Co-author of the book: Le carceri segrete della CIA in Europa (Secret CIA Prisons in Europe), with Giulietto Chiesa and Francesco Decarlo.

The MediaEducation.fr is an Internet platform, which is designed to collect and provide information about media literacy, its actors and initiatives.

The website provides news about media literacy (mostly in France), and a growing collection of resources, both curated and created by the team. It is also a tool for collaboration: people who are involved in media literacy in one way or another (journalists, teachers, other educators, students, etc...) are invited to send in information about their events, tools and initiatives. This is edited and published by the team. MediaEducation.fr also includes an agency, to help groups of young people, or adults educating them to contact journalists, in order to set up projects together.

www.mediaeducation.fr

One of the future objectives of the project is to put media literacy in the public spotlight, away from its usual home in the circles of academia, education and policy makers. To truly capture the idea that media literacy is for all, we aim to push it beyond these customary boundaries.

Involving multipliers, especially journalists and educators, who will leverage their

positions to communicate and raise awareness of media literacy to the broader public, tailoring their output to appeal to social groups normally left out of the discourse.

Hans Martens - Digital Citizenship Programme Manager / Insafe network coordinator / Better Internet for Kids⁷ / European Schoolnet⁸ @Insafenetwork @BIK_EU @eu_schoolnet @SaferInternetEU

How to make the best use of existing networks in formal and informal education to promote media literacy?

Hans Martens (PhD) is Digital Citizenship Team and Programme Manager at European Schoolnet. Within this context, Hans coordinates the Insafe network of Safer Internet Centres, while leading the Better Internet for Kids project which implements, on behalf of the European Commission, a comprehensive range of digital tools and services that help make the internet a trusted environment for children through actions that empower and protect them online, sharing knowledge, resources, and practices.

Hans's team is involved in a variety of other campaigns, partnerships, platforms and projects, including, the eSkills 2015-2016 campaign, the Digital Skills and Jobs Coalition, the European Coding Initiative, the eSafety Label, the Web We Want, and I-LINC.

Hans has a background in research and teaching, combined with an advisory role in various Flemish, European, and American media literacy networks and projects.

More information is available at www.eun.org and www.betterinternetforkids.eu.

This presentation gives an overview of two particular European networks – European Schoolnet and Insafe – which could be used more extensively for the distribution of good media literacy resources and practices:

- *European Schoolnet is network of 30 European Ministries of Education, based in Brussels, Belgium. As a not-for-profit organisation, it aims to bring innovation in teaching and learning to its key stakeholders: Ministries of Education, schools, teachers, researchers, and industry partners. Over the last few years, digital citizenship has emerged as an important line of work. To be active citizens in today's society we all need to be conversant with technology, as our everyday life is intertwined with digital tools. Within this context, digital and media literacies enable children and young people to become critical thinkers, to actively analyse, evaluate and create media messages, and to act responsibly in an online environment.*
- *On behalf of the European Commission, European Schoolnet is also running the Better Internet for Kids project, which includes the coordination of the Insafe network of Safer Internet Centres, as well as a the operation of a core service platform to foster the exchange of knowledge, expertise, resources and best practices between key online safety stakeholders, including industry, in order to increase access to high-quality content for children and young people, step up awareness and empowerment and create a safe*

⁷ www.betterinternetforkids.eu

⁸ www.europeanschoolnet.org

environment for children online.

Throughout his presentation, Hans will highlight a number of success stories and best practice models, as identified in preparation for European Schoolnet's upcoming annual Expert Meeting in Education Networking on digital citizenship, and discussed in a recent Better Internet for Kids Bulletin with a focus on media and information literacy in Europe. Furthermore, he will reflect on what works and does not work in media literacy education, while elaborating on the role of formal versus informal education.

Claus Hjorth - Danish Film Institute, Vice-Chair of the Pan-European Film Education working group within EFADs (European Film Agency Directors)

[@Efads_Aссо](#)

Building bridges between the film industry and the education sector to develop and disseminate critical thinking tools

Head of Children & Youth Department, Danish Film Institute

Head of secretariat, Danish Media Council for Children and Young People

General Manager of Awareness Centre Denmark (EU Connecting Europe Facility Programme)

The Danish Film Institute Children & Youth department is responsible for film promotion and film education for children and young people. Based on the key words: Experience, understand and create, the strategies and activities is focused on all aspects of film education and the potential of film in kinder gardens formal education. Since 2015 the secretariat for the Danish Media Council for Children and Young People has been an integrated part of the department. The Media Council is appointed by the Danish Minister for Culture and is responsible for empowerment and protection of children and young people as regards to the use of film and digital media. Besides film classification, the unit is responsible for the promotion of Media Literacy, covering all aspects of children and young people's critical understanding of the digital development and thereby strengthen their active participation and awareness in the digital society. In this respect, we are taken active part in the European network of awareness centres within the framework of the Connecting Europe Facility Programme.

Previously, Claus has held the position as Senior Advisor at the Danish Ministry of Culture and at Local Government Denmark (the national association of local authorities in Denmark). Claus has a Master's Degree in Political Science.

Max Beverton - Public Policy Manager – Sky @SkyAcademy
Sky Academy programme⁹

Max is responsible for public policy issues and government relations across all of Sky's business areas including its TV channels, content, communications services and social initiatives such as Sky Academy. In particular Max has expertise on child internet safety

⁹ <https://teachers.sky.com/careers-lab/>

and parental controls, advertising policy, accessibility and areas covered within the Audiovisual Media Services Directive.

Prior to joining Sky in 2015 he spent six years at the industry regulator Ofcom developing policy and strategy for the communications sector. At Ofcom Max was responsible for Ofcom's relationship with the UK Council for Child Internet Safety (UKCCIS) and its policy with regards to online safety.

Sky uses its social initiatives and products to help build media literacy skills among children:

- We use our position as Europe's leading entertainment company to make a positive impact on society and we've chosen to focus on supporting young people, working alongside schools and youth organisations to help them unlock their potential. Given the power of our brand, it is an area where we believe we can make a real difference. This year, more than 157,700 young people have taken part in opportunities across the Sky group, including; Sky Academy in the UK and Ireland, Sky Foundation in Germany and Sky TG24 for Schools in Italy.*
- We also live this philosophy in the products and services we build. This year we've launched the Sky Kids app. This was designed with children who were very closely involved in the development of the service. It has a very strong media literacy philosophy behind it, with design ideas that are for children, but help them understand how to safely use other apps and services. Importantly we built parental control directly into the app, with features such as a bedtime setting which helps parents control when their children use the service.*

Media literacy in the digital era: how to empower citizens who are active in on-line platforms with critical thinking tools?

Alison Preston – Head of the Media Literacy Research @Ofcom

Citizens' behaviour in digital media in the UK: Are citizens aware of the need to rely on their own critical thinking to make sense of the web and social media?

Alison Preston is head of media literacy research at Ofcom, the independent UK communications regulator.

She leads Ofcom's media literacy research programme, which provides a wide range of data, both quantitative and qualitative, on the media habits and opinions of children aged 3–15 and their parents, and adults aged 16+, interviewing over 6,000 people annually. Its media use and attitudes reports show trends since 2005 in the areas of take-up and use of different media, with a particular focus on internet habits and attitudes, and a growing emphasis on questions around critical understanding.

Based on this research, Alison will address the question: To what extent are people media savvy, or critically aware, about their online activity, particularly in relation to search and information, and the distinction between advertising and editorial? The presentation will look at the extent to which people are using digital intermediaries, and whether they are aware of where their online content is coming from.

Marc Van Der Ham, European policy counsel, Google (Belgium)

The role of on-line players on digital literacy and media literacy

Facebook

The role of on-line players on digital literacy and media literacy

Attila Mong, DW Academy @attilamong

How will DW's Digital Strategy¹⁰ empower citizens with critical thinking tools?

Attila Mong is an innovation consultant at the DW Akademie, Germany's leading media development organization. In 2013, he finished the prestigious journalism program, the John S. Knight Fellowships at Stanford University and in 2011, he was visiting research fellow at Stanford University's Hoover Institution. Before, he worked in Hungary as an investigative journalist. Among his awards are the Pulitzer Memorial Prize for Best Investigative Journalism (2004) and the Soma Investigative Journalism Prize (2003).

Deutsche Welle and DW Akademie stand for freedom of expression and access to information. Our fundamental belief is that this right can only be realized when all people are able to freely, independently and confidently communicate online, not just

¹⁰ <http://www.dw.com/en/dw-akademies-digital-strategy/a-19321460>

offline. As such, the digital world requires us to rethink freedom of expression.

Information and ideas are spreading in new ways. Communication is becoming more dynamic and increasingly interconnected and interactive. New forms of dialogue and public debate are arising. Knowledge and data flow in networks in real-time, developing a new dynamic in the process. Local is now global and what was hidden is now transparent. Digital transformation is connecting people, stimulating interactions across borders. At the same time, digital technology is invading our privacy. It's creating new rifts in society and fragmenting the public sphere. Digital transformation offers both promise and peril.

Therefore our digital strategy Akademie Beta commits DW Akademie to various strategic objectives in order to realize people's right to freedom of expression in the digital world. Number one priority is to strengthen self-determined communication, because people need guidance in the digital world. They need to know how and where to find reliable information and how to communicate safely and freely. Together with our partners, we will develop pioneering approaches to advance digital literacy and ensure that as many people as possible benefit from this. We will place particular emphasis on reaching those people who are not yet active digital citizens.

Mapping of media literacy practices in EU-28

**Maja Cappello - Head of the Department for Legal Information -
European Audiovisual Observatory @maja_cap**

Martina Chapman @chapmanmartina

Presentation of the study "mapping and description of the significant practices and actions in promotion of media literacy in the EU-28 member states, since January 2010, of national or regional coverage", financed by the European Commission.

Maja Cappello joined the European Audiovisual Observatory in Strasbourg as Head of the Department for Legal Information in 2014. Set up in December 1992, the Observatory operates within the legal framework of the Council of Europe in order to gather and diffuse information on the audiovisual industry in Europe. Maja is responsible for the research commissioned to the Observatory by the European Commission in order to provide a mapping on media literacy practices and actions in the EU-28.

Before joining the Observatory, Maja worked for the Italian regulator AGCOM from 1998 and she was also Vice President of EPRA (European Platform of Regulatory Authorities) from 2011 to 2014.

Martina is an independent consultant specialising in media literacy and digital engagement. In 2013 she established Mercury Insights to provide specialist advice on media literacy research, policy and projects to a range of UK and European organisations, including the European Audiovisual Observatory, Ofcom, the Broadcasting Authority of Ireland, the EBU, the BBC, Northern Ireland Screen and a range of other cross-sector clients.

She is the principal author of numerous national reports and regularly contributes to national and international conferences and working groups. She is also a Eurovision Academy Faculty Member for the European Broadcasting Union.

Earlier this year, the Commission asked the Observatory to undertake an exercise which to provide “mapping and description of the significant projects in promotion of media literacy in the EU-28 member states, since January 2010, of national or regional coverage.”

Actions related to school curricula were excluded from the mapping as they were mapped by the European Media Literacy Education Study (EMEDUS).

In addition to the conventional media literacy themes of critical thinking, digital inclusion, online safety and the protection of minors, we are particularly interested in media literacy projects that:

- Promote a healthy democracy:
- Empower people in a changing and increasingly complex media landscape
- Challenge radicalisation and hate speech online, and promote fundamental rights

In the last seven months, over 1700 pages of information have been compiled by 29 experts across 28 EU countries. The result will be a report looking at over 500 of the most significant media literacy projects in Europe and a detailed look at 145 case-study projects.

Maja and Martina are here today to introduce the study in more detail and outline the methodology and some of the key findings.