



EUROPEAN COMMISSION

Directorate-General for Communications Networks, Content and Technology

Media and Data
Converging Media and Content

SUMMARIES OF PRESENTATIONS

MEETING OF THE MEDIA LITERACY EXPERT GROUP¹
1 DECEMBER 2015
VENUE: HOTEL COURTYARD BRUSSELS²
AVENUE DES OLYMPIADES 6, BRUSSELS B-1140 BELGIUM

@EU_MedLit, #EUML15

Media Literacy: synergies with other EU policies

Szilvia Kalman – European Commission / DG EAC @EUErasmusPlus

Follow-up of the Paris Declaration³: Tackling radicalisation through education and youth action⁴ – funding opportunities through the Erasmus+ Programme⁵

Christel Mercade Piqueras – European Commission / DG JUST, #NoPlace4Hate

Fundamental rights - Tolerance and respect: preventing and combating antisemitic and anti-Muslim hatred in Europe⁶

Evangelia Markidou – European Commission / DG CNECT, @SaferInternetEU

Online safety and digital literacy⁷

Susanne Kiefer – European Union External Action Service, @Susanne_Council

The role of media literacy and media freedom in the EU action plan on strategic communication for the Eastern neighbourhood⁸

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

² <http://www.marriott.com/hotels/maps/travel/brucy-courtyard-brussels/>

³ Paris declaration at the Informal meeting of European Union Education Ministers of 17 March 2015
<http://www.rijksoverheid.nl/bestanden/documenten-en-publicaties/convenanten/2015/03/17/verklaring-conferentie-17-maart-2015-over-burgerschap-in-het-onderwijs/742679-declaration-on-promoting-citizenship-verklaring-parijs.pdf>

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

⁵ http://ec.europa.eu/programmes/erasmus-plus/documents/fact-sheet-post-paris_en.pdf

⁶ http://ec.europa.eu/justice/events/colloquium-fundamental-rights-2015/index_en.htm

⁷ <http://ec.europa.eu/digital-agenda/en/european-strategy-deliver-better-internet-our-children>

⁸ <http://eap-csf.eu/assets/files/Action%20PLan.pdf>

Matteo Zacchetti – European Commission /DG CNECT

Film literacy

Marcel Boulogne – European Commission / DG CNECT

The Audiovisual Media Service Directive⁹ and media literacy

Panel 1

The complex ecosystem of media literacy: media freedom and pluralism, media ethics, technical verification tools in the EU, tools for decoding propaganda, media literacy beyond borders...

Aidan White – Director - the Ethical Journalist Network¹⁰ @aidanwhite

Ethical journalism as an inspiration for responsible communications

Jochen Spangenberg @jospong - Innovation Manager - New Media/Deutsche Welle and Reveal Project @RevealEU

The need for social media verification: REVEAL¹¹ project financed by the European Commission

More and more information is shared via Social Networks. This presents great opportunities (e.g. for media organisations and their news and information gathering processes) as it allows for obtaining content and information that was hitherto unavailable. However, it also poses new challenges and requirements. One of these challenges concerns the verification of content residing in Social Networks.

Checking and validating, or debunking misleading, information is nothing new for the journalistic profession. What is relatively new, however, is that this now also applies to content residing in social networks. Added to this is the “need for speed”: media organisations often try to be first in breaking stories, reporting on events as they unfold. This has consequences on various fronts, e.g. of an ethical, organisational or simply practical nature. It is vital that information is checked before it is spread and shared. Otherwise, the consequences can be severe. This includes being aware of possible consequences for both contributors of eyewitness media and those dealing with it.

The presentation discusses some of the issues highlighted above. It points to the benefits as well as obstacles concerned when dealing with social media content, and outlines some of the respective challenges. Ultimately, it aims to make more aware of some of the issues at stake.

Heinke Veit – European Commission / DG NEAR

Media-related projects in the Southern neighbourhood countries

⁹ <https://ec.europa.eu/digital-agenda/en/audiovisual-media-services-directive-avmsd>

¹⁰ <http://ethicaljournalismnetwork.org/en>

¹¹ <http://revealproject.eu/>

Support to improving pluralism, independence, and professionalism of the local media is seen as a crucial contribution to ensuring good governance, promoting democracy, ensuring rule of law and the respect of human rights in the southern Neighbourhood. The ENP review stresses that the EU will look to support citizens' ability to hold governments accountable. Local media can act as a forum for public debate and as the catalyst for change in partner countries.

In this context, the EC has provided for many years support to journalists and media at regional and bilateral level through a range of instruments addressing very different challenges. The presentation will focus on ongoing regional projects and provide examples of activities at bilateral level.

Alton Grizzle – UNESCO @UNESCO

Media literacy at global level

Renee Hobbs - Founder and Director of Media education lab¹² @reneehobbs

How can citizens learn to defend themselves from propaganda? Case study: Mind Over Media – Analysing contemporary propaganda¹³(video presentation)

<https://youtu.be/JVvXdtHHMWo>

Mind Over Media: Analyzing Contemporary Propaganda is a user-generated content website where people can upload, analyze and share interpretations of new forms of contemporary propaganda they find on social media, YouTube, in mass media and in everyday public spaces. Educators can create custom galleries for their own students. Lesson plans help teach about new forms of propaganda including viral media and content marketing. Learn more: www.mindovermedia.tv

¹² <http://mediaeducationlab.com/about-us>

¹³ <http://propaganda.mediaeducationlab.com/browse>

Panel 2

Why does the media sector care about media literacy? Does media have a moral imperative to create informed citizens and support democracy?

How is media literacy implemented: Good practices from the public service broadcasters and newspapers associations

Wouter Gekiere, European Broadcaster Union (EBU) – @EBU_HQ

Responsibility of Public Sector Broadcasters and the role of the EBU

Stéphane Hoebeke – French-speaking Belgium Public Television (RTBF)

@HoebekeS

Examples of media literacy actions from a public service TV broadcaster

RTBF is the Public media service for the French speaking part of Belgium. It's core business consists in informing and educating people. Actually this challenge includes developing media literacy (or media education) with and within the population.

The objective of ML is to help audiences access and use any kind of platform, and be able to analyse and sort all the information/data/images they get through the radio, television, Internet and other new or social media. The goal is also to contribute developing active, creative, critical and participative citizens.

Of course RTBF makes ML since a long time ago, if not since the beginning. But on a concrete point of view, since 2014 the media literacy is defined in a real strategy. It is renewable after evaluation on a yearly base. It consists in different actions combined in a 360 perspective: promoting existing programs focussed on ML (Medialog; MediaTic, Le Journal du Web, La Boite à clichés ...); introduction of the media literacy aspect in other existing programs (transversal action in news, Les Niouzz, Les Décodeurs, 7 à la Une, ...); new program about new technologies; workshops open to the public visiting RTBF; training; participating in a lot of events linked with ML such as La semaine numérique, le salon de l'éducation, le Salon des médias, le Safer internet day; etc.

A brand new website dedicated to ML has been created in april 2015. Based on two pillars : on the one hand analysing and decoding access, content (privacy, image, reputation, discrimination, racism, sexism...) and representations or stereotypes; on the other hand participating, creating, producing. The audience can participate on several ways : by giving his opinion by phone or social media; by reacting via the service of mediation; by attending a television recording; or by producing content (Libre échange; Belgodyssée; Les Niouzz, La Boite à clichés...).

<http://www.rtbf.be/entreprise/education-aux-medias>

RTBF has also developed RTBF Inside and RTBF Lab: this last offers workshops (open to anybody from 8 years old on) during which the participants can contribute to the reflection and to the creation of programs. It's learning by doing. Some of the interventions are recorded and RTBF can potentially use some of the work done for its programs.

Cecilia Boreson – Swedish Educational Broadcasting company¹⁴ – @ceciliapi

Example of media literacy actions from a public service radio broadcaster

Key questions:

- How can we, as Public Service Media become more relevant and important for young people?
- How can we involve our younger target groups in the production process of media?

Case studies

So, how can Public Service Media work in order to include young people in the working process when developing TV and online content?

We have, in two specific projects, “Orka plugga” (“Smart Studies”) and the language TV-series “Pregunta ya” (Spanish), tested several methods to include young people in the working process and decision making.

These two projects illustrate a new form of participatory process, where the younger audience is in focus in the developing phase and in the outcome. The first example is a cross-media project, where understanding the young audience and their needs is the essence of the project. The second case is more of a traditional television series, but where content is driven completely by young people.

Aralynn McMane - The World Association of Newspapers and News Publishers

[@NewspaperWorld](#)

In my capacity as an adviser to GAPMIL, my presentation describes how "news literacy" fits in the ecosystem of media and information literacy and to give some examples of best practice.

News literacy, like many other "literacies," is a subset of Media and Information Literacy and it is also a subset of the NIE, News[papers] in Education, the use of printed or digital news publisher content as a supplemental resource for many subjects -- from basic reading and writing to high level critical thinking -- that began early in the last century and quickly spread worldwide. From the start, media literacy was part of that work, and still is.

News literacy is essentially the study of how professional journalism works, its role in democracies and how to use reporter-like skills to assess all information to separate fact from fiction. In many respects, the field concentrates on self-scrutiny as the founding proponents and practitioners were journalists. One powerful core element of the approach is for young consumers to also examine their own biases that have an impact on what information they choose to believe, Tweet, share, etc.

We support the approach because it fits our mission -- since our founding in 1948 by survivors of the clandestine press of France and the Netherlands -- to promote a free press, quality journalism, editorial integrity, and the adoption of these values by new

¹⁴ www.ur.se www.urplay.se www.kunskapskanalen.se

generations. The approach also fill gaps we have seen in some media literacy work: the need for an understanding, before analysis, of the role and job of professional journalism -- flaws and all -- and the interrelationship between press freedom and freedom of expression.

Our actions in this area include:

Materials and training that support news publisher-educator partnerships worldwide in introducing teachers and young people to news literacy. These include activities and guides for teachers, journalists and parents and also continuing education for both teachers and news executives, especially in emerging democracies. We hope soon to launch a World Digital News Literacy project to help remove the fear from online safety by emphasizing that children can use the same kinds of skills reporters use, such as verification, assessing sources, etc.

Facilitating actions by publishers worldwide to introduce young people to news literacy, even for a day, such as News Engagement Day and 3 May World Press Freedom Day, and to explain the news. For example, after the recent attacks in Paris, we provided publishers with advice to share with their audiences about how to talk to children about such horrific events.

Create joint, replicable projects that encourage a first face-to-face newsroom interaction with young people and that also give young people a first-hand taste of the work of journalism. The most recent of these is a World Teenage News Takeover that calls for giving control of some part of the day's news offer to adolescents. Another such action is our My Dream Interview Festival. For this activity, we encourage publishers to work with local teachers as they instruct teenagers about the journalistic interview (based on guides we prepared). Students work in groups to create questions for an inspirational person. The publisher picks the best subject and questions, helps make the interview happen and publishes the result.

Honoring best practice in news literacy and other kinds of youth engagement through our annual World Young Reader Prize. The core strategy of WAN-IFRA is to curate and share best practice as widely as possible on all aspects of news publishing on all platforms. Since 1998, our World Young Reader Prizes have encouraged publisher excellence and sever as models for others to try something new. Often, that excellence involves news literacy. My presentation will offer will offer some examples.

**Margaret Boribon – European Newspaper Publishers Association -
[@MargaretBoribon](#)**

News literacy: the Global and European perspectives