



49<sup>th</sup> EPRA meeting  
Sarajevo, 29-31 May 2019  
**Working Group 1 – Media Literacy**  
**Background paper**

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## 1. INTRODUCTION

Media Literacy or Media Information literacy (MIL), which will be discussed in Working Group 1 at the 49<sup>th</sup> EPRA plenary meeting in Sarajevo, was previously addressed by EPRA in October 2017<sup>1</sup>, June 2014<sup>2</sup> and May 2008<sup>3</sup>.

Suggestions by EPRA members for including MIL into the EPRA Work Programme for 2018 showed the continued interest of many regulators in this area. The EPRA Board acknowledged this continued interest by proposing a side activity centred on MIL in 2018 with the launch of a Media Literacy Taskforce. The taskforce was launched to provide a platform for sharing expertise, resources and experience in relation to media literacy for interested parties from the EPRA membership, and a small number of other expert organisations nominated by EPRA members<sup>4</sup> with the aim to produce relevant guidance for media regulators.

By the time the first taskforce meeting took place in Luxembourg in May 2018, there were 23 members on the taskforce distribution list. By the second taskforce meeting in Bratislava in October 2018, there were 44 members on the distribution list and the meeting facilitated a discussion among participants on the theme of "MIL and the implementation of the AVMS Directive".

As well as providing EPRA members with the opportunity to meet informally and discuss topics and share experiences related to MIL, members of the taskforce also produced a range of "top tips" providing guidance on various aspects of MIL including:

- Establishing MIL networks<sup>5</sup>
- Engaging with MIL stakeholders<sup>6</sup>
- Evaluating MIL projects<sup>7</sup>
- Researching MIL (the draft will be presented in Sarajevo)

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<sup>1</sup>Media Literacy: Focus on the role of regulators, background paper EPRA 2017/10  
<https://www.epra.org/attachments/vienna-wg-i-media-literacy-focus-on-the-role-of-regulators-background-document>

<sup>2</sup>"Empowering Users: Focus on Media Literacy, background paper EPRA/2014/03  
<https://www.epra.org/attachments/budva-wg1-media-literacy-background-paper>

<sup>3</sup>Media Literacy – what role for the regulators?, Background paper EPRA/2008/02, <https://www.epra.org/attachments/riga-plenary-1-media-literacy-background-document>

<sup>4</sup>Such as the European Audiovisual Observatory, KAVI in Finland and Mercury Insights in Ireland/UK.  
<https://www.epra.org/attachments/media-literacy-networks-guidelines>

<sup>6</sup><https://www.epra.org/attachments/mil-taskforce-top-tips-on-stakeholders-engagement>

<sup>7</sup><https://www.epra.org/attachments/mil-taskforce-top-tips-for-evaluating-media-literacy-projects>

As a follow-up to the activity of the taskforce, this paper provides a summary of the ‘Top Tips’ created by the taskforce, as well as a summary of some of the activities undertaken by taskforce members to support the European Media Literacy Week in March 2019.

## **2. SUMMARY OF MEDIA LITERACY TASKFORCE ‘TOP TIPS’**

Four ‘top-tips’ documents were produced by taskforce members which are available to EPRA members via the EPRA website. The purpose of these documents was to facilitate shared learning by creating a series of useful reference guides that are short in length and based on experience.

### **1.1 A guide to establishing MIL Networks**

By early 2018, a number of national regulatory authorities (NRAs) had already led or supported the development of MIL networks<sup>8</sup>. Based on the experiences of these NRAs, Martina Chapman (IE) produced the first of the ‘top tips’ document to summarise the key points to consider when establishing a MIL network.

Before embarking on developing a MIL network, it is important to understand what specific duties the NRA has under law and what scope there may be to work in collaboration on the promotion of MIL. Therefore, the first recommendation in the paper is to clarify the position of the NRA in relation to the promotion of Media literacy.

Given the wide-reaching, cross-sector interest in MIL issues, the paper highlights the importance of mapping current MIL activity and interest by other stakeholders and recommends that some form of stakeholder consultation is carried out to gauge interest in and potential support for the development of a MIL network or platform for sharing experiences and resources. Similarly, this consultation process could be the first step in identifying where gaps in MIL provision exist.

The paper also considers what might be included in a draft proposal for the development of the network and continues the theme of stakeholder engagement in relation to securing support to the proposal and explores a number of ways of achieving this.

Finally, the paper looks at the benefits of encouraging members to participate in the running of the network and maintaining momentum with emphasis placed on the value of face to face meetings and the need for regular and efficient communication and coordination.

### **1.2 A guide to engaging with stakeholders**

Following on from the guidelines on how to establish MIL Networks, the taskforce agreed that it would be useful to develop guidance on stakeholder engagement in relation to MIL matters. In October 2018, Tone Haugan-Hepsø, from the Norwegian Media Authority (NO) produced a

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<sup>8</sup> Agency for Electronic Media (HR), Broadcasting Authority of Ireland (IE), Agency for Audio and Audiovisual Media Services of Macedonia (MK), Norwegian Media Authority (NO)

document summarising the key factors to consider when communicating and collaborating with stakeholders in order to maintain engagement.

In addition to leadership and regular face to face meetings, this guidance points to the development of trust as a critical factor in maintaining effective collaboration. Personal relationships can help to build trust and understanding between members and facilitate information exchange, networking and willingness for cooperation.

The importance of selecting the most appropriate forms of communication for the specific set of stakeholders was also noted in the paper, particularly in relation to gathering, consolidating and distributing relevant stakeholder information.

This paper also underlines the importance of facilitating collaboration on actual projects as an effective method of maintaining engagement and the role the continuing consultation has to play – especially in relation to ensuring that there is collective agreement on success criteria.

### **1.3 A guide to evaluating media literacy projects**

Media Information Literacy initiatives can take many forms, but whatever the context, or the scale, of the media literacy initiative or event, the ability to evaluate both the process and the project can pay dividends in the long run.

In October 2018, Stephanie Comey from the Broadcasting Authority of Ireland (IE) produced a paper describing the Kirkpatrick Four-Level Evaluation model and listing a number of top tips for evaluation.

The Kirkpatrick model is extensively used in learning and development settings, and it is a useful framework to consider evaluating MIL initiatives, as it recommends a mix of quantitative and qualitative methods in order to assess the event or initiative.

The four levels of the Kirkpatrick model are called Reaction, Learning, Behaviour and Results and, as the paper points out with examples, this model (with some minor adaption) can be very useful in a MIL context.

The top tips highlighted in this paper include:

- Be Selective and Stay Realistic
- Know what you want your initiative to do
- Use a mix of techniques for evaluation
- Analyse your results and apply this new knowledge

### **1.4 A guide to researching media literacy (the draft will be presented in Sarajevo)**

The fourth document in this series was prepared in April 2019 by Lauren Dempsey, Ofcom (UK)

and is essential reading for anyone thinking about undertaking MIL research.

This paper draws on Ofcom's extensive experience researching MIL and provides a rationale for researching media information literacy – to provide engaged parties with insight into current areas of interest or concern, while also highlighting potential shifts in behaviours and attitudes as they happen. The paper also highlights that MIL research must be an ongoing process as it is difficult to 'measure' MIL, especially in the absence of a universally agreed definition, and changing emphasis and priorities.

The paper outlines the research processes and considers the benefits and uses of different kinds of research, including quantitative, qualitative, one-off and ongoing tracking studies, and also explores different research methodologies and their respective challenges and suitability for different research questions - discussing the merits of online surveys, telephone and face to face interviews, focus groups and in-depth interviews. The role of the interviewer and structure of the interview are also discussed.

Research can be expensive and the paper outlines some of the factors affecting the cost of research projects and provides tips on budgeting for research and provides estimated (UK) costs for context. Keeping in mind that there is no clear-cut practice or 'best' methodology to implement when researching media literacy, the paper highlights the standard stages of the research process.

Finally, the paper provides a useful summary of some of Ofcom's studies on media literacy.

### 3. EU MEDIA LITERACY WEEK

The European Media Literacy Week<sup>9</sup> was a new initiative in 2019 by the European Commission which was designed to underline the societal importance of media literacy and to raise awareness of the importance of media literacy across Europe and to highlight different existing initiatives, in particular those at regional and national level – especially in advance of the European elections in May 2019.

Originating from DG Connect, Member States were invited to support the week (from 18 to 22 March 2019).

From 18 to 22 March 2019, various events took place in Brussels and in EU Member States. It included notably an ERGA<sup>10</sup> Academy event, a high-level conference hosted by Commissioner Mariya Gabriel, as well as meetings of the Commission's Media Literacy Expert Group and the Contact Committee of the AVMSD<sup>11</sup>.

Meanwhile in Strasbourg, the Council of Europe, in partnership with Reporters without Borders<sup>12</sup>,

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<sup>9</sup> The official web site of the European Media Literacy Week is available under the following link: <https://ec.europa.eu/digital-single-market/en/news/european-media-literacy-week>.

<sup>10</sup> <http://erga-online.eu/>

<sup>11</sup> <https://ec.europa.eu/digital-single-market/en/avmsd-contact-committee>

<sup>12</sup> <https://rsf.org/en>

held a two-day conference titled "Media Pluralism, how can we deliver?"<sup>13</sup> which focused on the interplay between the promotion of media literacy, the support for quality journalism and for transparency of media ownership.

EPRA was actively participated in the ERGA Academy event<sup>14</sup> on 18 March and at the Commission's high-level conference on 19 March, highlighting the role that regulators can play to promote media literacy.

The EPRA Secretariat also actively participated in the Council of Europe<sup>15</sup> joint-conference in Strasbourg moderating a panel on "Digital Literacy: education against disinformation". The recent conclusions of the EPRA MIL Task Force<sup>16</sup> were presented highlighting leadership, funding and knowledge as enabling factors for media literacy initiatives and noting that Network facilitation is a natural role for audiovisual regulators.

In preparation for this background paper, members of the EPRA Taskforce on media literacy were invited to participate in a short online survey designed to identify what, if any, activities EPRA Taskforce members had undertaken to support the EU Media Literacy Week. The link to the survey was circulated by the EPRA secretariat on 30 April and the survey remained open until the 20 May.

Responses were collected from the following 12 organisations: the Council for Electronic Media of Bulgaria ("BG"), the Cyprus Radio-Television Authority ("CY"), the Catalan Audiovisual Council ("ES-CAC"), the National Audiovisual Institute ("FI"), the French Conseil supérieur de l'audiovisuel ("FR"), the Broadcasting Authority of Ireland ("IE"), ALIA ("LU"), the Agency for Audio and Audiovisual Media Services of Macedonia ("MK"), the Agency for Electronic Media ("HR"), the Swedish Press and Broadcasting Authority (SE), AKOS ("SI"), the British Ofcom ("UK").

Of the 12 organisations who responded to the survey, seven indicated that their organisation was involved in activities, events, projects or campaigns to support EU Media Literacy Week: (CY, ES-CAC, FI,FR, IE, LU,UK).

Of the five organisations who responded to the online survey and who indicated that they were not involved in any activities, events, projects or campaigns to support EU Media Literacy Week, two organisations said that promoting EU Media Literacy Week was outside of their remit (SE, SI). One organization cited lack of funding/resources available to support EU Media Literacy Week (BG). Insufficient planning time and detail for EU Media Literacy Week, as well as a clash with existing media literacy activities was the reason the fifth regulatory body was unable to support EU Media Literacy Week (HR).

Of the seven organisations who did support the EU Media Literacy week, the activities that they were involved in fell into the following broad categories:

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<sup>13</sup> <https://www.coe.int/en/web/freedom-expression/mediapluralism2019>

<sup>14</sup> <https://www.epra.org/attachments/media-literacy-a-key-competence-for-the-digital-age-presentation-of-epra-chair>

<sup>15</sup> <https://www.coe.int/en/web/portal>

<sup>16</sup> <https://www.epra.org/attachments?category=mil-taskforce>

- Communicating media literacy messages to the public and/or signposting the public to media literacy events/support (IE, FR, ES-CAC, LU, FI);
- Collaborating with, or facilitating the collaboration between, other media literacy stakeholders on activities (IE, FR, CY, LU, FI);
- Organising and hosting media literacy events (UK, FR, ES-CAC, CY);
- Participating in media literacy events (IE, UK, ES-CAC, FI);
- Promoting the media literacy events and activities of other stakeholders (IE, LU).

When prompted to indicate what (if anything) might have made it easier for organisations to support EU Media Literacy Week, the respondents suggested the following:

- Having the remit, infrastructure and resources to coordinate media literacy stakeholders at a national level;
- Having adequate advance notice about EU Media Literacy Week – up to a year to facilitate advance planning;
- Central support from the Commission such as key messages, branding, themes, press/communication kit and resources;
- More opportunity for collaboration between countries;
- Funding or co-funding with Member States to ensure adequate resources are available to support EU Media Literacy Week.

The specific activities undertaken by the organisations who responded to the survey are summarised below:

- CY: Cyprus Radio Television Authority co-organised with the Pedagogical Institute (Ministry of Education) a media literacy conference.
- ES-CAC: The CAC organised a fake news workshop at the Parliament of Catalonia (29 March). The CAC also participated in the ERGA workshop in Brussels on the 18 March and attended the EU Conference on media literacy in Brussels on the 19 March.
- FI: The National Audiovisual Institute in Finland supported the EU Media Literacy Week with communication via social media. They also published new online infographic ‘Why Media Education’. They also set up an online networking group Media Education Professionals in Facebook for professionals' networking purposes.
- FR: In France, EU Media Literacy Week coincided with the 30<sup>th</sup> edition of the National Media Literacy Week (Semaine de la presse et des médias dans l'école) organised by the French national Media and Information Literacy Centre (CLEMI).  
The theme for 2019 was “Information without borders?” Each year, the CSA hosts school students of all levels to raise awareness on a range of topics, including media and information education, ethics, women's rights and the diversity of French society in the audiovisual media. The CSA also created a mini-website on key facts of audiovisual media which aims to give keys to understanding the media world (<https://clesdelaudiovisuel.fr/>)

- IE: The BAI through its facilitation of the Media Literacy Ireland network, coordinated a national, cross-sector media literacy campaign. Be Media Smart (<https://www.bemediasmart.ie/>) was a public awareness campaign calling on people of all ages to Be Media Smart and Stop, Think, and Check that information they see, read or hear across any media platform is accurate and reliable.

The campaign consisted of a national TV and radio advertising campaign (running from 18th March to 7th April) with TV ads broadcast on national PSB, commercial and community TV stations. Radio ads were broadcast on almost all national, local and community radio stations. All ads were available in both Irish and English. In addition, there was significant editorial coverage on TV and radio, and significant press coverage, which saw a range of opinion pieces, op-eds, articles and specifically designed press ads carried across a range of international, national and regional titles.

Underlining all of this coverage, was a social media campaign involving a wide range of MLI members using the social assets created by the PSB in Ireland and supported by free ad credit from Facebook, Google and Twitter for all non-profit members of MLI.

All of the media pointed the public towards a dedicated campaign website which illustrated simple actions that people could take to 'Be Media Smart'. It is estimated the over 120 days of voluntary work was provided by MLI members to support the campaign.

The BAI also participated in the ERGA workshop in Brussels on the 18 March and the EU Conference on media literacy in Brussels on the 19 March, and the joint meeting Media Literacy Expert Group and Contact Committee meeting on the 20 March.

- LU: ALIA contacted a range of media literacy stakeholders in Luxembourg (including the Ministry for Education) to discuss a common initiative to support EU Media Literacy. On 27 February, a press conference was held with all the stakeholders involved to inform the general public about what was planned not only during the week from 18 to 22 March, but for the whole month. An overview of the activities that took place can be found online<sup>17</sup>.
- UK: Ofcom, drawing on its comprehensive body of children's research, hosted a research event entitled "Making Sense of Media" in Northern Ireland on Thursday 21 March.

This event included presentations from Ofcom on trends and changes in children's content consumption; the impacts, positive and negative, of social media and online content on mental well-being; and shifts in parental concerns, engagement and mediation. Presentations were followed by a discussion of the role of media literacy in tackling these issues.

As well as participating in the joint meeting Media Literacy Expert Group and Contact Committee meeting on the 20 March, Ofcom also participated in the Council of Europe<sup>18</sup> joint-conference in Strasbourg to report on recent media literacy initiatives and best practices at national and European levels as well as in the Middle East and North Africa region, where Ofcom presented the UK regulator's latest findings of their [media literacy research](#).

<sup>17</sup> [https://cij.lu/programme-evenements/?action=tribe\\_photo&tribe\\_paged=1&tribe\\_event\\_display=past](https://cij.lu/programme-evenements/?action=tribe_photo&tribe_paged=1&tribe_event_display=past)

<sup>18</sup> <https://www.coe.int/en/web/portal>