

54th EPRA meeting (online)



EMIL
4th meeting

15 October 2021 - *Summary*

1. Introduction of new members:

- **The Cyprus Radio-Television Authority, CRTA:**

The CRTA has a legal mandate in the field of media literacy and works in partnership with the Ministry of Education and Culture.

Main actions undertaken:

- Workshops for schools in cooperation with Cyprus Pedagogical Institute:
 - A workshop for the first 3 years of primary school based on advertising (identification, understanding of how the products are presented...)
 - A workshop from the 4th to the 6th year of primary school on advertising and stereotypes, with a special focus on gender.
 - A workshop for secondary school on journalism (analysis of news and journalistic methods).
- Raising awareness campaigns (translated in English);
- Campaign for professional media on product placement.

- **The Autorité Luxembourgeoise Indépendante de l'Audiovisuel of Luxembourg, ALIA:**

ALIA has only recently become competent in the field of media literacy as a national coordinator.

The authority is still facing a lack of funding and human resources. However, a budget was developed within the AVMSD transposition but still need to be implemented in national law.

Idea: To create a central platform to allow media literacy actors to connect with each other and to foster exchanges among them.

2. Presentation of the EduMediaTest project, by Mònica Duran, CAC (ES) and Mittzy Arciniega, Universitat Pompeu Fabra (ES)

→ Link to a general update on of the EduMediaTest project by Mònica Duran (ES-CAC): <https://www.epra.org/attachments/emil-update-on-the-edumediatest-project>

→ Link to academic insights into the EduMediaTest Project, by Mittzy Arciniega, from the Universitat Pompeu Fabra (Barcelona): <https://www.epra.org/attachments/emil-academic-insights-into-the-edumediatest-project>

The consortium only gathers public bodies (five media regulatory authorities and three public bodies involved in media literacy), at the wish of the European Commission - project partly financed through Media Literacy for All -, to allow flexibility should reorientation of the project be required.

Countries and/or regions involved: Catalonia, Croatia, France, Greece, Ireland, Portugal and Slovakia.

A pre-test phase of the tool

Objective & concept of the tool: A learning-by-doing, non-perceptive tool

The tool aims at studying the online navigation habits and behaviour - not the answers themselves (*which link they chose to click on,...*)

The competences were evaluated as a group and not on an individual basis: Only anonymous answers, provided on a voluntary basis.

The tool: A questionnaire, the result of years of researchers' work, translated in 10 languages, circulated in schools among pupils in February 2021 and in May for a second pre-test.

The questionnaire includes six dimensions (language, ideology, aesthetics, production and diffusion, reception, technology), with specific evaluation indicators for each of them and dedicated material for the teacher/educator.

NB: the questionnaire also includes a consent part and demographic questions. The teachers/educators first participated in trainings and workshops.

→ Access to the tool: <https://edumediatest.eu/#info2>

Challenges: The pandemic made the organisation of physical meetings and the reception of the results of the test difficult.

Outcomes of the pre-test phase:

- 9000 pupils from the different countries have participated in the questionnaire and confirmed the reliability of the tool.
- General positive feedback from the teachers/educators.
- A correlation was found between the pupil's skills and the education level of the mother.
- Girls have generally better media literacy skills (than boys).
- The technology dimension and the digital skills are the most developed, while pupils are little acquainted with the organisation and functioning of the media and the business models of the online platforms.
- The questionnaire reveals a lack of skills in production techniques and private data protection, but pupils believe that they do have those skills, as they produce their own content on social media.

Next steps:

- IT maintenance of the tool by the CAC
- Visibility of the project: a digital identity (logo) was created and the project will be presented publicly in the countries and to the Commission. The results of project will be published in specialised magazines and available for each country.
- The drafting of recommendations for policy makers.
- Presentation of the tool in schools, the tool being freely available as a training resource.

→ *If you are interested to upload the tool and to translate it in your own language or to join the project, please contact the EduMediaTest consortium.*

Points raised by the floor:

- Even though this tool was not intended to be used as a training instrument, it would be interesting to see the **impact of the questionnaire on pupils' online behaviours** (before/after the test).
- **The importance of cooperation** between countries and of a **national MIL network**: Even though some national authorities did not have the capacity to participate in the project, they could help connect with relevant national actors in a position to implement the project.
- In Slovakia, the EduMediatest project has facilitated the creation of an informal MIL network and provided material to negotiate with the legislator. As a result, the forthcoming law (transposing the AVMSD) will extend the competence of the Slovak media regulator to include media literacy.

3. Updates on MIL projects and events

- **The Commission expert group on tackling disinformation and promoting digital literacy through education and training**: *update by Sally Reynolds*

Created at the initiative of the Directorate-General for Education, Youth, Sport and Culture (DG EAC) and the Directorate-General for Communications Networks, Content and Technology (DG CNECT), it involved 25 experts and was officially launched on 13 October.

The group includes representatives of the education and training community, academia, journalism, public service broadcasting and the technology sector. The project focuses on media literacy through education and schools and will essentially target young people.

Mandated for one year, the expert group shall deliver two outputs:

- A report on tackling disinformation with media literacy (*expected in December 2021*)
- A report dedicated to teachers (*expected in September 2022*).

5 subgroups were created:

- critical thinking
- teacher training and education
- pre-bunking, debunking and fact checking
- student engagement
- community approach and pedagogy

As Sally underlined it, a lot of work has already been done in this area and the expert group will have to be careful not to duplicate it.

More details: https://ec.europa.eu/education/news/expert-group-tackling-disinformation-promoting-digital-literacy-launched_kk

- **ERGA Action Group on Media Literacy**, *by Stephanie Comey*

It was the first time that ERGA dedicated a one-year action group for media literacy.

➤ The 3 key priorities:

- To support the Commission in the development of a VSP toolbox (*as planned in the audiovisual action plan*);
- To establish criteria to identify best MIL practices among regulators;
- To identify key principles for MIL initiatives: Transparency / focus on citizens / the reach of the project / the localisation / the visualisation / a stakeholder approach.

The Action Group has worked with several organisations (EPRA, EDMO, expert committees of the European Commission and platforms).

Preliminary outcomes:

- Most national legal frameworks include MIL provisions;
- National MIL bodies exist in most of EU countries;
- Resources are a huge issue for most of them;
- The most relevant principles for NRAs: Focus on citizens and stakeholders aspects;
- Recommendations for the toolbox:
 - Key principles should apply at any stage of all platforms' initiatives and in the way they report to NRAs.
 - Principles are independent and must be applied together.
 - VSPs should designate a point of contact at local level, provide information to regulators on the initiatives undertaken, target high quality objective and provide data and analytics.
 - VSPs should use the reach of platforms to increase the reach of MIL initiatives: all users should have access to MIL initiatives and their visibility should not rely only on algorithms.

Next steps: The draft toolbox will be circulated to ERGA Contact network, platforms, and the Commission.

- Ireland: 10-year strategy focused on adults critical thinking skills was launched by the Government

More details: <https://www.adultliteracyforlife.ie/>

- Norway: new dedicated budget for media regulator NMA and further updates

The media regulator NMA hosted a national network meeting during the MIL week.

A dedicated budget of 250 000 EUR is allocated to MIL for the year 2022; NMA has started planning some projects.

The project regarding MIL and seniors continues, focusing on how to detect fake news before the elections. Three kinds of resources have been produced:

- A print magazine for elder people,
- A PPT for libraries and organisations,
- A teaching guide for educators.

→ All documents are available online:

<https://www.medietilsynet.no/digitale-medier/skole/seniorguide/>

- Bosnia and Herzegovina: pending report on MIL and adults and upcoming MIL event

Financing projects is the main problem in Bosnia and Herzegovina, and fundraising is particularly time-consuming (*most of the projects are funded by organisations such as the UNICEF*).

UNESCO's conference focusing on MIL through education in the SEE region on 21 October 2021: <http://seeregionalmilconference.ba>

→ *During this conference, a regional and a local MIL web platform will be launched.*

3. Brainstorming on envisaged EMIL output on MIL networks

- The idea is to produce a practically-oriented output
 - 1) that would be of relevance for EMIL members,
 - 2) would not require too much work for the network,
 - 3) would make use of existing resources and publications.

- It was suggested to develop a compilation of EMIL members profiles, including information on the projects undertaken by each member/network, a living document that is regularly updated and can be complemented with an introduction on MIL networks. (*EKOME has done a similar [booklet](#) with profiles of members of the Sub-Mediterranean GAPMIL*)

- Existing resources: include notably last year's EPRA three roundtables on MIL networks, [Media and Learning Wednesday Webinars](#) on Media Literacy in Europe, the upcoming ERGA Action Group report etc.

- Next steps: develop a draft template to collect the information on each EMIL member/network and agree on the template at the next EMIL meeting.