



**9<sup>th</sup> meeting**  
**18 November 2022**  
**Focus on evaluation and assessment**  
**Summary**

 Session chaired by **Maria Donde**

## 1. Welcome and updates on EMIL

Around 35 members joined this last EMIL meeting of the year.

Updates on recent EMIL's activities:

- **EMIL-ERGA joint event on 4/11:** Trust and News: (how) does News and Information Literacy work? good attendance (around 70 participants) and good speakers.

→ Recording is available online: <https://www.youtube.com/watch?v=3Lh2047J-AA>

→ Press release: [https://www.epra.org/news\\_items/trust-and-news-how-does-news-and-information-literacy-work](https://www.epra.org/news_items/trust-and-news-how-does-news-and-information-literacy-work)

**Reminder:** all the material produced by EMIL (*from the roundtables on MIL networks two years ago to the summaries of EMIL meetings*) is available on the EPRA website at this link: <https://www.epra.org/attachments?category=mil-taskforce>

## 2. Thematic session: evaluation and assessment

EMIL and evaluation: past outcomes

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

- **EPRA MIL roundtable n°3:** Evaluation of MIL Networks and Activities:  
<https://youtu.be/1DbmPyM1tkQ>



**Presentation by Tobias Dienlin, from Vienna University**

With a diploma in Psychology and a PhD in Communication Science, Tobias is currently Assistant Professor of Interactive Communication and a speaker of the Media Effects Division of the German Communication Association (DGPK). His research focuses on media effects on privacy and well-being.

[www.tobiasdienlin.de](http://www.tobiasdienlin.de)

twitter: @tdienlin

▪ ***How can we evaluate the social impact of media literacy programmes?***

1. Major problems identified

➤ **Criterion:** what is Media and information literacy?

1. Factual knowledge → 2. Capacity to relate knowledge, to understand → 3. People believing in themselves that they are capable to implement → 4. Being able to actually implement something

➤ **Funding:** evaluating media literacy is expensive.

- Using basic, simple evaluation tools is worthwhile (*e.g. open feedback and qualitative comments*).

- Evaluation should be proportionate to the project: e.g. small project, small evaluation

- Partnerships with social scientists are win-win situations: scientists want good large-scale data while MIL project managers want an evaluation of this data.

➤ **Feasibility:** many factors are involved when it comes to human behaviour.

It is difficult to predict human behaviour but detecting effects, even small ones, is possible.

➤ **The causal effect:** it is difficult to clearly assess what the intervention did change.

Several methodologies are possible:

- Pre, post and follow-up measures: test before/after the behaviour through parallel tests.

- Randomized roll-out of programmes: a selection of cities where the MIL campaign will be advertised. The idea is first to run the test programme in the whole country and to check if the cities where the campaign was spread have a better score. Then, run the campaign everywhere and see the causal effects.

➤ **Applicability:** each project has specificities which requires specific evaluation.

However, general strategies exist for typical designs.

➤ **Motivation:** it is difficult to find people willing to participate.

Example of playful tool that helps enhance participation: [Kahoot!](#), an online tool to test knowledge.

➤ **Incentives:** people don't want to share unsuccessful stories.

- Conducting evaluation and sharing results should be a requirement and research shall be more transparent.

- The open science discourse should be encouraged: pre-registration of the research plan and sharing material with each other.

## 2. Recommendations

- **Good enough:** *Don't let perfect be the enemy of good!*
- **Begin with the end in mind:** *Designing evaluations improves interventions!*
- **Outcome optimization:** *Developing concrete measures helps define MIL!*
- **Team-up:** *Collaborate with empirical social scientists. They want your data!*
- **Supersize-me:** *Campaigns produce small but often relevant effects. Large samples needed!*
- **Gamify:** *People like taking quizzes!*
- **Open Science:** *Share per default improves general system!*



**Presentation by Kate Morris, Senior Associate at Ofcom**

[kate.morris@ofcom.org.uk](mailto:kate.morris@ofcom.org.uk)

Ofcom has adopted a media literacy programme – [Making Sense of Media](#). Within this programme, evaluation is a key area of focus for the regulator. Ofcom intends to nudge MIL stakeholders towards more [impact evaluation](#), namely long-term change at an individual or societal level.

To do so, Ofcom is developing a guidance document ("evaluation toolkit").

- ***What does evaluation mean?*** The assessment covers the objectives' achievements of the project, but also the effectiveness of the process used and the cost effectiveness.

As highlighted by Tobias, the regulator has also identified the obstacles to impact evaluation:

1. Funding
2. Perceived absence of definitions and frameworks
3. Low participant engagement
4. Pace of change/Nature of the sector
5. Lack of motivation to conduct costly evaluation

- **The Ofcom evaluation toolkit**

[Currently under preparation](#), it will be a simple, non-academic step-by-step guidance (*including templates, case studies, top tips...*), segmented by delivery methods and divided in four main sections: **Choosing / Preparing / Doing / Sharing**

➔ Ofcom is looking forward to receiving feedback to **build community and evidence-base**

➔ Points raised with the audience:

- **Cooperation with scientists:** it is an opportunity for both scientists - as normally they would have to buy data – and regulators – as they will not need to pay for the analysis. PhD students also are really eager to analyse and have time and academic capacities.  
*E.g. In Ireland for instance, the BAI is an authority with limited resources but collaboration with universities allowed them to fulfil their tasks and get valuable material from external independent partners.*

- **Making a positive out of negatives:** Sharing things that have not worked out well should be encouraged – this increases trust and avoids wasting resources next time. Having a community approach is crucial.
- **Media literacy remit requires a different mindset:** the aim is not to regulate but to foster, to facilitate. Evaluating impact is a perfect example of the changing nature of the media regulator's mission. It is important to experiment what works through an iterative community approach.
- Research impact is key as you need to **demonstrate that media literacy can contribute** to the current issues, for instance when applying for EU support funds.
- Ofcom (UK) set up an overarching panel and a working group with academics for evaluation. The next step will be to build a network with people already working in the MIL field.



#### **On the evaluation of MIL skills and partnership with academia:**

**Catharina Bucht**, from the *Swedish Media Council*, gave an update on the **MIL index project for the Nordic countries**. Aimed at measuring and harmonising the methods to measure the level of knowledge among the population, this project currently faces some obstacles. The first procurement procedure only received one offer, so the procedure had to be cancelled. A direct procurement process to five research institutes was launched and an institute was selected. Unfortunately, due to a change in their staff team, the institute did not have the capacity to run the project anymore. The project is now back to the starting point and more possibilities will be explored. But it is difficult to find scientists eager to collaborate. Many of them stress their independence as researchers and refuse to collaborate with national authorities. Moreover, there are not many academics working on media literacy on a global and general scale. *Here, the idea is not to evaluate a specific project, but to assess the level of general knowledge and this is challenging.*

See also - [MIL Index feasibility study](#) (EN)



#### **On MIL strategy: how to start a media literacy strategy?**

- Often the Government is the one setting up a media literacy strategy (*as in the UK with the Department of Digital Culture Media and Sport's [Online Media Literacy Strategy of July 2021](#), a strategy that unfortunately that does not include the curriculum part*).
- **Mapping** is a key part of a strategic approach as it is crucial to understand who is delivering what and who is funding what as a first step.
- Media literacy is a field where there are already many associations and stakeholders involved and active, so it is difficult to have a fixed programme as someone might already doing a part of the programme. In **North Macedonia**, the regulator set up a [media literacy policy](#) to identify competences it wants to develop and the activities it wants to do. The network now involves more than 80 members, from various fields, and the idea is to foster effective cooperation, based on everyone's resources and findings (*Emilija Petreska-Kamenjarova*).



### 3. Tour de table and updates from EMIL participants

- Francesco Marrazzo, Agcom (IT): a new action plan and strategy on digital literacy is under preparation, as within the AVMSD transposition, there is a call to promote media and digital literacy.



**Francesco welcomes any feedback from EMIL members on how to set up a MIL strategy**

- Iglika Ivanova, from Sofia University (BG) and part of the Bulgarian [Media Literacy Coalition](#), joined this session as an ad hoc observer.

[The media literacy coalition](#) was founded in 2016 in Bulgaria and has a legal status since 2019. This new status gives the opportunity to apply for funding but as of now, the coalition has no stable nor permanent funding.

The coalition organise two major events: the Media Literacy and online safety days (the event actually lasts during several months) from February to July. In October, they organise an event to share best practices and coordinate actions between the members of the coalition (*organisations in the fields of education, journalism and civic participation, academics and media literacy experts*).

The MIL coalition also advocates for more media literacy as a legal remit, in particular in the framework of the AVMSD transposition as it does not include media literacy provisions for now.

- Valeria Kovtun, head of [Filter](#) project (UA) (contact: [v.kovtun@mkp.gov.ua](mailto:v.kovtun@mkp.gov.ua)), joined this session as an ad hoc observer.

Filter is a national ML project, launched in 2021 by the Ukrainian government; the role of Valeria is to frame it. They started working with various audiences, with the aim to empower citizens, not under a protective approach but with the idea to inspire them. One key challenge is to access the audience and to understand citizens' perceptions. So far, the project has led to the creation of ML material for schools (*podcasts, concerts, discussion and exchange around media literacy with professionals*). Filter has started developing a ML strategy. A draft produced with external partners and ministries was released but since then, mentalities have changed, and the draft is not adopted yet. Filter has also developed a guidebook in English on [Russian disinformation tactics at the time of war – lessons learned from Ukraine](#) for experts and universities, with IREX.



**Valeria is keen to get advice and exchange with EMIL members about their experiences.**

- Mariam Dakhundaridze, from the Georgian Comcom (*per email*): the European Policies Initiative (EuPI) of Open Society Institute – Sofia Foundation (OSI-Sofia) has published the report (12 Oct 2022) on the Media Literacy Index 2022: [https://osis.bg/wp-content/uploads/2022/10/HowItStarted\\_MediaLiteracyIndex2022\\_ENG\\_.pdf](https://osis.bg/wp-content/uploads/2022/10/HowItStarted_MediaLiteracyIndex2022_ENG_.pdf)

This new MIL Index includes Georgia in the ranking for the first time, since the beginning of their MIL Index project in 2017. Six other new countries were also added: Ukraine, Moldova, and Georgia (EaP Countries), as well as Switzerland, Norway, and Kosovo.



**Mariam is calling for any experience and thoughts from EMIL members on the Media Literacy Index and other related international rankings in general, if possible.**

- György Ocskó, from the Media Council of the National Media and Infocommunications Authority (HU): Media literacy is part of the [ERGA Work programme 2023](#) (MIL Action Group); it is likely that the Hungarian regulator will be chairing the Group. Hopefully, the synergy and collaborative spirit between ERGA and EPRA will continue further (**Update Dec.22**: Hungarian chairing confirmed).

### Welcoming new EMIL members/contact persons

- Maurice Hook joins EMIL as a contact person for the **Gibraltar Regulatory Authority** (with Francis Trenado): As probably the smallest community within EPRA, learning from others is really valuable. This is an opportunity to put light on the challenges faced by small-size jurisdiction regulators. With a population of 30,000, a single message on a social network can reach the whole population, while the regulator does not have the capacity to launch massive projects. The GRA is expected to become the MIL expert body; GRA is interested to learn from EMIL members on how to achieve that.
- Maria Beltcheva - **Council for Electronic Media** (BG),
- Veronika Pelle - **Media Council of the National Media and Infocommunications Authority** (HU).
- Manon Conan and Raphaël Honoré - new members representing **Arcom**, the French regulator. They were not able to participate in this session but will join the next one.

### EMIL outputs: EMIL Members Profiles

- **Presentation of the EMIL Members Profiles database:**

<https://docs.google.com/spreadsheets/d/1fG6KmUy0fqY0RkTbGkYTOx97NRGquKy63Q-7NVwBRxs/edit#gid=1960522875>

The **EMIL Members Profiles** is a simple, collaborative document (Google Sheets), accessible by all EMIL members, to inform about their structure/entity and their main MIL projects. The aim is to constitute an **internal repository for EMIL members** to know a bit more about each other and their key MIL projects. The collected information could be a first step towards a more ambitious output (e.g. on MIL networks).

→ **EMIL members are now kindly invited to fill in the tables for their own organisation**

- The EMIL Contact list has been updated and will be circulated with this summary.

### Next Steps

- The next EMIL meeting will take place **sometime in February** – date to be confirmed!
- The focus will be on how to approach the **development of a strategy** (from government/regulator).
- Other topics worth considering next year include the organisation MIL campaigns; a joint session with the EPRA AI group on algorithmic literacy, and PSM and MIL.
- The Friday afternoon format may be re-considered (difficult to attend for some colleagues).