

MAPPING AND NEEDS ASSESSMENT OF MEDIA LITERACY PRACTICES IN GEORGIA

January 2022

Ekaterine Basilaia
Nino Danelia

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CONSEIL DE L'EUROPE

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Authors of the research:

Ekaterine Basilaia, media researcher and Assistant Professor at the
Georgian Institute of Public Affairs (GIPA)

Nino Danelia, Professor at Ilia State University and invited Professor at
the Caucasus School of Journalism and Media Management at GIPA

Cover design and layout: Giorgi Kinkladze

@Council of Europe, January 2022

Executive Summary

The study “Mapping and needs assessment of media literacy practices in Georgia” was prepared in the framework of the Council of Europe project “Supporting Freedom of Media and Internet in Georgia”, which was implemented in 2019-2021. The purpose of the study is to describe the media literacy landscape in Georgia, assess needs and to put forward recommendations for further development of this field in Georgia.

Raising the level of media literacy in Georgia at a legislative level became one of the priorities of the country at the end of 2017. In accordance with the amendments to the Law of Georgia on Broadcasting¹ and the Law of Georgia on Electronic Communications², the function of media literacy development was assigned to the Communications Commission, and Media Literacy Promotion Strategy and a three-year action plan were adopted, and a number of governmental and public agencies have been tasked with working on media literacy issues, including digital literacy, cybersecurity, cyber hygiene and privacy.

As a result of researching current state of affairs in the field of media literacy in the country, were identified 85 projects/programs/activities/studies, which were implemented during 2017-2020. The results of the research showed that the number of programs, projects or other activities implemented by non-governmental organizations exceeds the number of activities, implemented by public authorities and educational institutions. Majority of the projects were implemented nationwide and their target audience were young people. Most of the activities envisage creation of significant resources and development of critical thinking skills in citizens. To develop this skill, markers of disinformation, misinformation and propaganda, textual, audio and visual information verification techniques and other essential components, necessary for proper use of media are taught to help a citizen to distinguish between the fact-based and false information, mistakes caused by journalistic errors, and deliberately fake stories, as well as act more responsibly when sharing information with others.

It is noteworthy that there are few in-depth studies, which examine media consumption skills in Georgia, media attitudes, the ways of disseminating information, and other issues related to media literacy. There is no mechanism for systemic evaluation of results or impact of programs, projects or other activities in the field of media literacy, which would have undoubtedly helped organizations to better analyze their activities and, if necessary, modify them and plan future actions in a more effective manner.

The study also revealed the necessity for approximation of the views of key State and civic actors on media literacy policy and its implementation in order to better identify common challenges and needs in the field of media literacy and intersectoral cooperation.

1 Law of Georgia on Broadcasting, available at: <https://matsne.gov.ge/ka/document/view/32866?publication=59>

2 Law of Georgia on Electronic Communications, available at: <https://matsne.gov.ge/ka/document/view/29620?publication=36>

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The list of abbreviations:

- **Atlantic Council's DFRLab** - Atlantic Council's Digital Forensic Research Lab
- **DEA** – Data Exchange Agency of the Ministry of Justice of Georgia*
- **DEMLab** – Democracy Lab
- **DW Akademie** - The Deutsche Welle Academy
- **EWMI** – East-West Management Institute
- **Frontline Club**- Frontline Georgia Club
- **GPB** – Georgia Public Broadcasting
- **GIPA** - Georgian Institute of Public Affairs
- **GRASS** - Georgia's Reforms Associates
- **IDFI** - Institute for Development of Freedom of Information
- **Internews Georgia** - Internews Georgia
- **ISFED** - The International Society for Free Elections and Democracy
- **IREX** - International Research and Exchanges Board
- **JRC** - Journalism Resource Center
- **MDF** - Media Development Foundation
- **MES** – Ministry of Education, Science, Culture and Sport of Georgia
- **MilLab** - Media and Information Literacy Lab
- **UNICEF** - the United Nations Children's Fund
- **GPIDA** - Georgian Public Interests Defense Association
- Recommendation CM/Rec(2018)1 of the Committee of Ministers to member States on media pluralism and transparency of media ownership

* Legal Entity of Public Law Data Exchange Agency, - operating in the field of governance under the Ministry of Justice of Georgia, - was abolished in the second half of 2020. During the research period, the Agency has implemented nine projects.

1. Introduction

Freedom of the media and pluralism are integral components of the freedom of expression, guaranteed by Article 10 of the European Convention of Human Rights and Fundamental Freedoms, and they are essential for the functioning of a democratic society³. Alongside with existence of a wide range of media and diverse media products, it is essential that citizens develop cognitive, technical and social skills, that will help them to critically analyze information received from a variety of sources. These skills have become even more important today, as various political, economic, socio-cultural processes and technological changes have put the issues of dealing with misinformation, disinformation and information propaganda on the agenda of the modern world⁴. The main purpose of targeted and organized spread of disinformation and false information is to manipulate public opinion and influence the informed choices of the public by misleading it. Media literacy is especially important for safety and democratic development of Georgia considering Russian propaganda and hybrid war as highlighted by national and foreign governmental and non-governmental organisations.⁵

The importance of media literacy and obligations of the Member States in the area of its promotion are set out in the Recommendation CM/Rec (2018)1 of the Committee of Ministers of the Council of Europe of March 7 of 2018 on media pluralism and transparency of media ownership.⁶ One of the main directions of activities of the Council of Europe is to assist member states in implementation of the European human rights standards, developed by it. Cooperation between the Council of Europe and Georgia in the field of media is carried out within the framework of the Council of Europe project "Supporting Freedom of Media and Internet in Georgia. One of the main priorities of the project is to promote media literacy in the country, where the study was conducted. The study describes current practices, as well as challenges and needs of organizations working in the field of media literacy in Georgia. The results of the study will be used as basis for development of a unified approach in the field of media literacy and strengthening of intersectoral cooperation, which in its turn will help to raise the level of media literacy among citizens.

As a baseline period of the study is taken December 2017, when, in accordance with the amendments entered to the Law on Broadcasting⁷ and the Law on Electronic Communications⁸, the function of support of media literacy was assigned to Georgian National Communications Commission.

The methodology of the study was based on desk research, interviews with the key actors in the field, and in-depth interviews with them. Finally, 28 organizations from the state, public, civic, educational and media sectors were selected⁹, which have been working in the field of media literacy since 2017, and have implemented and/or are implementing programs, projects or other activities in given sphere. The study focuses on the main projects, which were implemented, or were being implemented from December 2017 to December 2020.

The purpose of the study was not to assess the quality and impact of these activities, or to compile a complete list of projects in the field of media literacy, but to describe current situation, identify key projects implemented in the country, as well as map challenges and opportunities in given area.

3 The European Convention on Human Rights, <https://bit.ly/3bZgs07>

4 Disinformation aims at undermining democracy <https://bit.ly/3qzHnDC>

Jamieson, K.H. (2018). Cyberwar: How Russian Hackers and Trolls Helped Elect a President: What We Don't, Can't, and Do Know.

Tamar Kintsurashvili; Tamar Khorbaladze; Sophie Gelava; Nana Rapava; Maka Petriashvili, Dali Kurdadze, (2019). "Teaching Media and Information Literacy". <https://bit.ly/2KyldlY>

Media Development Foundation: Propaganda and Verification. <http://millab.ge/ka/mil-resources/any/15/any/any>

5 The Parliament of Georgia: Thematic Inquiry on Disinformation and Propaganda Issues. Available at: <http://old.parliament.ge/ge/saparlamento-saqmianoba/komitetebi/sagareo-urtiertobata-komiteti-147/tematuri-mokvleva/angarishi.htm>

U.S. Department of State: GEC Special Report: August 2020 Pillars of Russia's Disinformation and Propaganda Ecosystem. https://www.state.gov/wp-content/uploads/2020/08/Pillars-of-Russia%E2%80%99s-Disinformation-and-Propaganda-Ecosystem_08-04-20.pdf

Levan Avalishvili; Giorgi Lomtadze and Sandro Kevkhishvili, "The Kremlin Information War against Georgia: The Necessity of State Policy to Combat Propaganda." (2016). <https://bit.ly/39RT3ej>

Adzinbaia, Z., Zawadzka, M. (2018) Countering Russia's Disinformation and Propaganda in Georgia <https://bit.ly/3o3BBIX>

6 Recommendation CM/Rec (2018) 1 of the Committee of Ministers of the Council of Europe of 7 March 2018, available at: <https://rm.coe.int/16804ec488>

7 Law of Georgia on Broadcasting. Available at: <https://matsne.gov.ge/ka/document/view/32866?publication=59>

8 Law of Georgia on Electronic Communications. <https://matsne.gov.ge/ka/document/view/29620?publication=36>

9 See Appendix I. The list was updated at the end of 2020 and several organisations were added, however, no in-depth interviews were conducted with them.

2. The Context

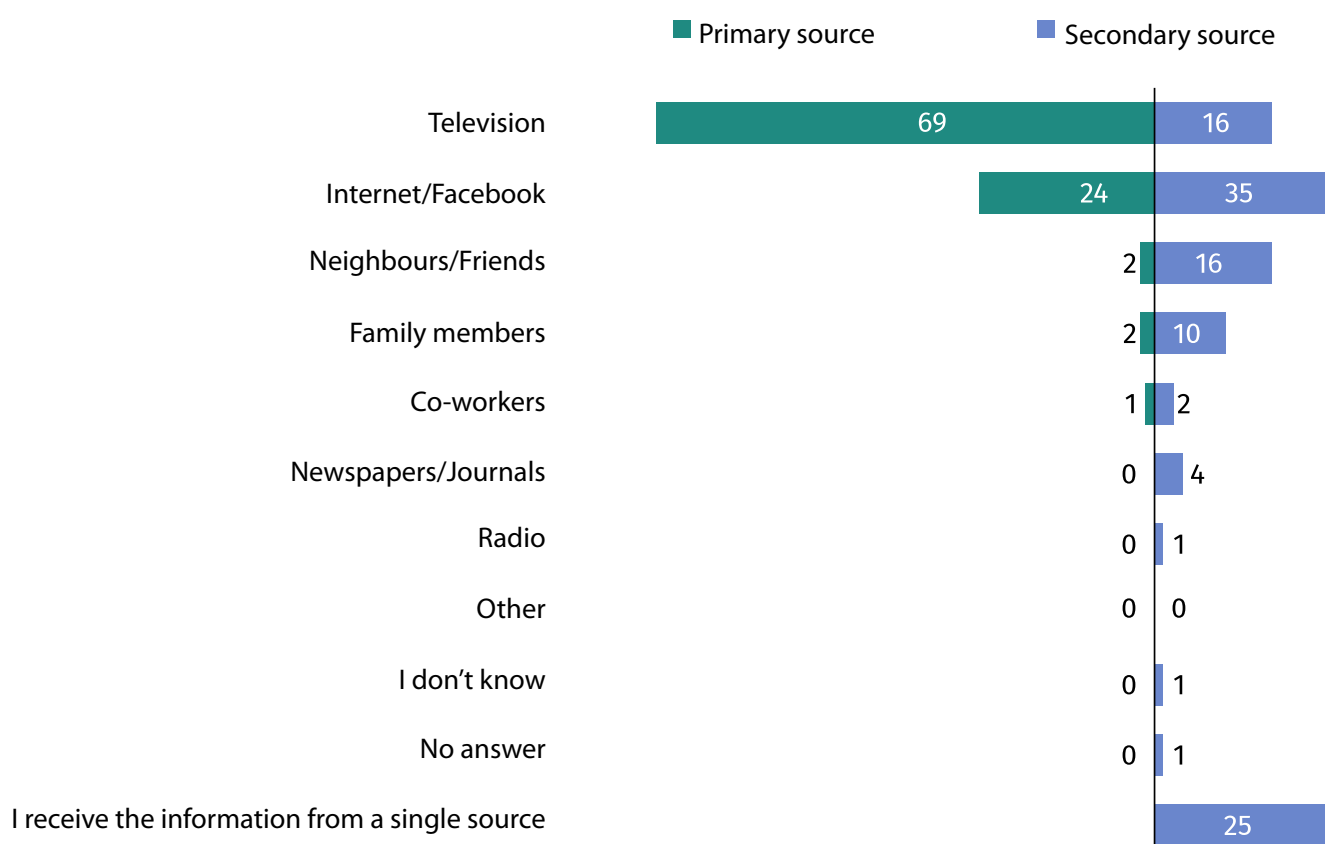
2.1. Information environment and challenges in Georgia

The development of information technology in recent decades has changed the traditional understanding of media and has posed different challenges to citizens, such as media literacy and digital literacy, cybersecurity, cyber hygiene and privacy.

According to the latest public opinion survey, 69% of the population indicates television as the primary source of information on politics and current events, while 24% indicates, that Internet is the primary source of information for them. Thus, Internet is the second largest source of information for around a quarter of the population.¹⁰

Figure N1: Sources of information

Source: CRRC Georgia



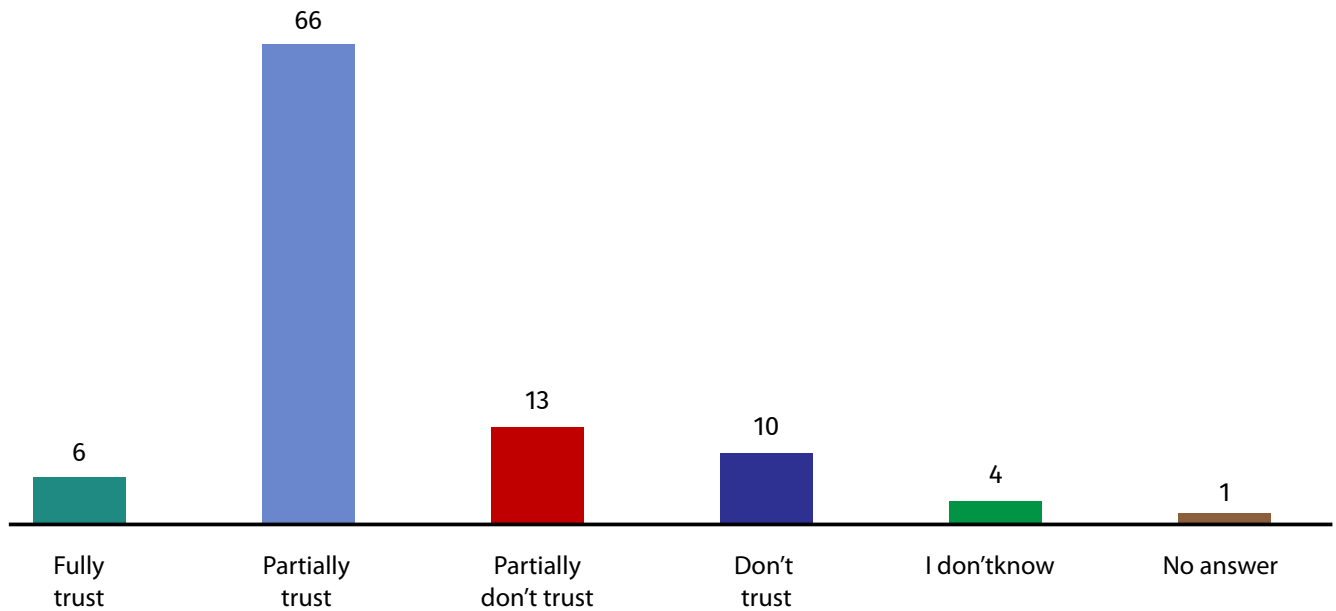
The majority of citizens, i.e. 72% fully or partially trust Georgian media¹¹.

¹⁰ The Caucasus Research Resource Center (CRRC Georgia): Public perceptions in Georgia, the results of December 2019 public opinion survey, <https://bit.ly/3oWBH6z>

¹¹ The Caucasus Research Resource Center (CRRC Georgia): Public perceptions in Georgia, the results of December 2019 public opinion survey, <https://bit.ly/3oWBH6z>

Figure N2: Trust towards Georgian Media¹²

Source: CRRC Georgia



With increase in the number of Internet users, the use of social networks has also increased. Facebook is named as the most frequently used social network in Georgia.¹³

The problem is rooted in misusing the Facebook and other social networks, which includes dissemination of unauthentic, discrediting, manipulative, and misleading information by individuals and/or other organisations registered on these platforms and acting in a coordinated manner in order to mislead the users. This is evidenced by deletion of 959 Facebook pages, 203 accounts, 141 groups and 118 Instagram accounts by the Facebook administration in the period of 2019¹⁴-2020¹⁵. According to the company, the abovementioned pages were affiliated to political parties and their actions were aimed at discrediting opponents in the run-up to the election.¹⁶

Yet another problem is anti-western propaganda and disinformation coming from foreign countries, which according to the State Security Service represents acts against Georgia's national interests.¹⁷ According to the sociological research conducted by CRRC (Caucasus Research and Resource center), 10% of Georgia's population considers that an important threat to national security after Russian military aggression and occupation of Abkhazia and South Ossetia, is Russian propaganda.¹⁸

The roadmap of the Ministry of Foreign Affairs of Georgia of 2019 on Georgia's European Integration highlights that Georgia constantly is subject to Russia's hybrid war,¹⁹ while 2019 report of Georgian Parliament's Research Group on Disinformation and Propaganda states that media actors affiliated with Russia, including social media groups and

12 The Caucasus Research Resource Center (CRRC Georgia): Public perceptions in Georgia, the results of December 2019 public opinion survey, <https://bit.ly/2XUXPSG>

13 Facebook users in Georgia from September 2018 to December 2020. Statista. <https://bit.ly/3sNXrDI>

14 Gleicher, Nathaniel (2019) Facebook: Removing Coordinated Inauthentic Behavior from Georgia, Vietnam and the US. <https://bit.ly/2XOKkNA>

15 April 2020 Coordinated Inauthentic Behavior Report (2020). <https://bit.ly/3oXE60J>

October 2020 Coordinated Inauthentic Behavior Report (2020). <https://bit.ly/2YRWIno>

Facebook: April 2020 Coordinated Inauthentic Behavior Report (2020) <https://bit.ly/3oXE60J>

16 Freedom on the Net: 2020. Freedom House. <https://freedomhouse.org/country/georgia/freedom-net/2020>

17 Report of the State Security Service of Georgia (2017). <https://bit.ly/3nS1efP>

18 Caucasus Research Resource Center (CRRC-Georgia): Results of public perceptions survey in Georgia of April 2019, p. 44, <https://bit.ly/3qDpp3r>

19 Ministry of Foreign Affairs of Georgia 2019 Roadmap for Georgia's Integration with EU, p. 30, The Roadmap for Georgia's integration with Europe (mfa.gov.ge)

agencies often disseminate disinformation and hostile narrative.²⁰ This creates challenges in the light of information choices of people in Georgia.²¹

One of the main sources of information for the population of the two large regions of the country (Samtskhe-Javakheti and Kvemo Kartli) is the Russian-language media. The indicator of the volume of use of Russian media is directly reflected in the attitudes and perceptions of ethnic minorities.²² However, it should be noted that for the most part, Russian media is more frequently used for entertainment programs and less for the purpose of getting acquainted with the news.

Propaganda media campaign and disinformation activities are important components of the hybrid war maintained against Georgia, which aims at inciting anti-western sentiment in Georgian society, tarnish Georgia's international image, demoralize society, promote ethnic and religious radicalization, which in its turn leads to disintegration processes and deepens polarization.²³

In addition to political purposes, spreading of false information may also have financial implications. Misleading content designed for the purpose of attracting attention of audience for generating of economic gain (clickbits), also requires critical evaluation by media users and adequate level of digital literacy.

Although there are no studies that systematically examine the determinants of low levels of media literacy among citizens, we can assume, that among the challenges facing the country are low quality of general education, lack of unified strategic vision and communication within the country, lack of public awareness not only in regard to disinformation, but also to cyber security, personal data protection and other components related to media literacy, as well as weak cooperation between the key actors, and etc.

2.2. Legislation, policy and strategic documents related to development of media literacy in Georgia

The Government of Georgia

Introduction of media literacy and digital citizenship programs of the Government of Georgia for the period of 2019-2020, is part of the reforms implemented in the field of education.²⁴

Communications Commission

In accordance with amendments to the Law on Broadcasting²⁵ and the Law on Electronic Communications²⁶, on December 23 of 2017 the function of promotion of media literacy in Georgia was assigned to the Communications Commission (according to the law, the name of the commission is Georgian National Communications Commission). On May 31 of 2018 the Communications Commission approved the Media Literacy Development Strategy²⁷ and a three-year action plan²⁸. According to the action plan, the Commission is responsible for the following activities, including:

- Elaboration of strategy and action plan for promotion of media literacy;
- Establish an educational and research center for media literacy;
- Create a national media literacy network and a website/platform to support its activities;

20 The Parliament of Georgia: Thematic Inquiry on Disinformation and Propaganda Issues <http://old.parliament.ge/ge/saparlamento-saqmianoba/komitetebi/sagareo-urtiertobata-komiteti-147/tematuri-mokvleva/angarishi.htm>

21 Levan Avalishvili; Giorgi Lomtadze and Sandro Kevkhishvili, "The Kremlin Information War against Georgia: The Necessity of State Policy to Combat Propaganda." (2016). <https://idfi.ge/public/upload/Meri/Giorgi%20Lomtadze/Policy%20Paper.PDF>

Christopher Paul and Miriam Matthews, The Russian "Firehose of Falsehood" Propaganda Model. <https://bit.ly/3oWdjBL>

Gvineria Shota (2019). "Tracking and Refuting Disinformation in Georgia. Social Media Monitoring and Analysis Final Report". <https://bit.ly/3qybnQA>

Tughushi, Lasha; Meskhi, Ana& Ananeishvili, Guram. "Disinformation resilience in Central and Eastern Europe". <https://bit.ly/3szJedz>

Kapanadze, S. (2015). "Russia's Soft Power in Georgia – A Carnivorous Plant in Action". https://liia.lv/site/docs/LIIA_soft_power_book_web_layout.pdf

22 Tamar Kintsurashvili; Sopho Gelava and Anna Chitaladze. "Informing the regions inhabited by minorities on the issues of Georgia's Euro-Atlantic integration". (2019). <https://bit.ly/39IEDNE>

23 Tsitsikashvili, Mariam (2019). „Comparing Lessons Learned from Countering Russian Disinformation in Georgia and the Czech Republic.” <https://bit.ly/3qK6bZT>

Zurabashvili, Tornike (2018). Russia's Disinformation Activities and Counter-Measures. Lessons from Georgia. <https://bit.ly/39NPrU0>

24 Program of the Government of Georgia for the period fo 2019-2020, p. 28. <https://bit.ly/2LR8YBI>

25 Law of Georgia on Broadcasting. Article 1, Paragraph z19. <https://matsne.gov.ge/ka/document/view/32866?publication=59>

26 Law of Georgia on Electronic Communications. Article 6, paragraph 4. <https://matsne.gov.ge/ka/document/view/29620?publication=36>

27 Media Literacy Promotion Strategy Communications Commission. <https://bit.ly/361F0BL>

"National Communications Commission presented Media Literacy Action Plan and Strategy" <https://bit.ly/39U1JkI>

28 Media Literacy Promotion Strategy Communications Commission. <https://bit.ly/3iyG1X3>

- Use all legal mechanisms at the disposal of the Commission to promote media literacy;
- Allocate adequate funds from the budget of the Commission and seek grants and other sources of funding to promote media literacy;
- Use all legal mechanisms available to the Commission to promote media literacy. This may include development of training programs and educational products in the broadcasting field, production and placement of social advertisements, organization of conferences, stakeholder discussions, and other targeted activities.
- Inform the public about the level of media literacy, challenges, and capacity building opportunities in the country²⁹

Ministry of Economy and Sustainable Development

According to Article 6, Paragraph 1 of the Law on Electronic Communications:

“Main directions of state policy in the field of electronic communications, considering the proposals of the Ministry of Economy and Sustainable Development of Georgia, shall be developed by the Government of Georgia and submitted to the Parliament of Georgia for approval.³⁰”

The Ministry of Economy, with assistance of the International Telecommunication Union, has been working on the National Strategy, the main goal of which is to pool the resources of relevant agencies to create a safer and better Internet environment in the country³¹, as well as to develop Internet-related skills among children and adolescents, their parents, and teachers, which will help raise the level of digital literacy in the country.³²

The Action Plan of the Ministry of Economy in the field of online security includes the National Strategy for Development of Broadband Networks in Georgia for the period of 2020-2025 and the Action Plan for its implementation³³. One of the tasks of development of strategic networks is to promote proper use of media, support development of digital skills and literacy programs, and assist in implementation of governmental campaigns on online security, especially among the younger generation, which shall help to raise awareness about cyber security.³⁴

The Ministry of Education

Development of digital citizenship and media literacy skills and competencies is one of the educational priorities, stated in the Unified Strategy of Education and Science of Georgia for the period of 2017-2021³⁵. The Ministry of Education, Science, Culture and Sports of Georgia relies on the National Curriculum for the purpose of implementation of the state policy goals in the field of general education. According to the National Curriculum for 2018-2024³⁶, media literacy is a crosscutting competence, and in order to develop these skills in students, the National Curriculum recommends using different printed and multimedia materials in the learning process, so that students have the opportunity to understand and use these materials and develop the skills of filtering of information and are able to critically assess received information.

In this regard, professional standards for teachers are of relevance too, which, in accordance with the Law of Georgia on General Education³⁷, define the professional knowledge, skills and responsibilities of teachers. The standards also address the need for teachers to promote media and digital citizenship and media literacy among students.

29 Media Literacy Promotion Action Plan, p. 2 <https://bit.ly/3iyG1X3>

30 Law of Georgia on Electronic Communications. <https://matsne.gov.ge/ka/document/view/29620?publication=36>

31 International Safer Internet Day was celebrated in Georgia (05.02.2019) <http://www.economy.ge/?page=news&nw=1028>

32 By the time of publication of given study, the strategy may be finalized.

33 Ordinance of the Government of Georgia N60 on Approval of the National Broadband Network Development Strategy of Georgia 2020-2025 and the Action Plan for its implementation, http://gov.ge/files/545_74851_576141_60.pdf

34 Digital Market Harmonization (HDM) project in the Eastern Partnership countries. <http://www.economy.ge/?page=projects&s=18>
Provision of secure internet environment, <http://www.economy.ge/?page=projects&s=18>

35 On the approval of the “Unified Strategy of Education and Science of Georgia 2017-2021”: p.21. https://mes.gov.ge/uploads/MESStrategy_2017-2021.pdf

36 National Curriculum, Article 8, paragraphs 7, 9, 10; Available at: <https://bit.ly/38ZMNIv>

37 Professional Standards for Teachers, Article 7, paragraph “e” and Article 5, paragraph “d”. Available at: <https://bit.ly/3bpwFJU>

Other documents

Some of the laws listed below also address issues related to media literacy. These are: the Law of Georgia on Personal Data Protection³⁸, which regulates protection of human rights during processing of personal data³⁹; the Law of Georgia on Copyright and Neighboring Rights⁴⁰, which regulates relations related to copyright (copyright arising from creation and use of scientific, literary and art works), neighboring rights (performer's, phonogram and videogram producer's and broadcasting organization's relations related to neighboring rights) and the rights of the database developer.

38 Law of Georgia on Personal Data Protection. <https://matsne.gov.ge/ka/document/view/1561437?publication=22>

39 The draft law on Personal Data Protection is in the process of elaboration, which means that current law will be amended. The new draft law aims to bring the relevant legislation of Georgia in compliance with the standards of the European Union and the Council of Europe.

40 Law of Georgia on Copyright and Neighboring Rights. <https://matsne.gov.ge/ka/document/view/16198?publication=10>

3. Methodology

3.1. Definition of media literacy

For the purposes of this study, media literacy was defined on the basis of definition provided in the Law on Broadcasting, which states that media literacy is:

“A combination of special knowledge and skills about diverse media and technologies, efficient and safe use of internet, about creation, reception, processing and transfer of information using internet, about interactive participation in the reception and transfer of information, and about its perception, understanding and critical assessment, and about the content of media products (audio and visual TV and radio products, electronic and social media products, including films, musical videos, images, webpages and other products) and about creation of diverse media platforms and technologies, their character, usage and regulation;”⁴¹

The target audience for development of media literacy includes citizens, who need to critically perceive the media environment and media content, know how to use media properly and establish adequate feedback with it in the age of digital technologies.⁴²

According to this definition, the target group of given study does not include journalists, for whom the knowledge of media literacy issues (including fact-checking, correct use of media, cybersecurity issues) is part of their professional training. To put it in other words, this knowledge is a professional standard for journalists, a norm, and it would be interesting to talk to them about various issues related to media literacy only in relation to projects, that are focused on improvement of the level of media literacy of the society. Consequently, the study covered several media outlets due to the important role, that they can play in improving media literacy in the society (for more information, see the methodology of the study and selection of participants of the study).

Increasing media literacy skills among citizens will promote higher responsibility of the media, reduce citizens' vulnerability to various false stories or misinformation, promote development of the knowledge economy, and ensure citizens' involvement in various processes necessary for establishment of a democratic state.

3.2. The subject of the study

In addition to issues traditionally important for media literacy, such as critical thinking and cybersecurity, the study also focuses on developing media literacy skills, such as analyzing and assessment of information, verifying facts and creating content through use of open-source tools, which in turn, helps citizens to understand the volatile and complicated media environment, and in general, promotes democracy in the country.

The aim of the study was to examine current situation in the field of media literacy in the country, identify key actors, best practices and needs, as well as to determine the importance and need for a common platform for possible cooperation between key players in the field.

3.3 Selection of participants of the study

As the target audience of the study were defined organizations, working in the field of media literacy in Georgia, such as: public, non-governmental organizations and donor organizations, and private and public higher educational institutions⁴³. These organizations were selected taking into account the relevant criteria, namely:

1. In case of public authorities and governmental structures, the role and place of these organizations in defining media literacy policies and strategies; as well as experience in the field of implementing specific media literacy projects;
2. Were selected public and private higher educational institutions, , which are located both in the capital, as well as in

41 Law of Georgia on Broadcasting: Article 2, Subparagraph z19. <https://matsne.gov.ge/ka/document/view/32866?publication=59>

42 Chapman, Martina. „Mapping of media literacy practices and actions in EU-28.” European Audiovisual Observatory. (2016). <https://rm.coe.int/1680783500>

Tomljenović, Robert. Regulatory Authorities for Electronic Media and Media Literacy comparative Analysis of the Best European Practices. <https://bit.ly/362heWn>

43 The list of organizations participating in the study is given in Appendix N1.

the regions; they were selected on the basis of presence of media literacy in their curricula or programs, which are directly related to improvement of media literacy and relevant competencies among students.

3. NGOs were selected based on their role in the field, and the projects implemented by them; in the process of working on the editing of the results of the study, one organization was added, which operates an online platform focused on raising awareness on the topic of cyber bullying.
4. The donor organizations covered in the study included organizations, that have funded similar projects and/or that fund ongoing media literacy projects.
5. Two media outlets also participated in the study - the Georgian Public Broadcaster and the Russian-language television TOK TV. The Public Broadcaster has obligation to offer programs aimed at improving the level of media literacy to the public. Russian-language television TOK TV broadcasts its programs in Samtskhe-Javakheti, where more than 50% of the population is ethnic Armenians⁴⁴, and where the main source of information is the Russian-language media. In the process of working on editing of the text was added a third media platform - On.ge, which created a new online game focused on media literacy.

In total, the survey covered 28 organisations. Selection of 28 key organisations for the study purposes, obviously, does not exclude the existence of other organisations that were not included in the study, but carry out various activities aimed at developing media literacy.

3.4. Data collection

Data was collected through a standard questionnaire⁴⁵ and in-depth interview method from October 2019 to February 2020.

The methodology of present mapping exercise, including the standard questionnaire, was used to conduct studies in 28 EU countries on "Mapping of media literacy practices and actions in EU-28"⁴⁶, the aim of which was to study programs and activities aimed at enhancing media literacy, identification of key players and programs in the field of media literacy, as well as defining audiences and skills, that organizations working in the field of media literacy are focused on developing.

The study was further updated in January 2021, which included a desk research and a survey of key actors that have already been identified in the field of media literacy (excluding in-depth interviews).

Desk research

Prior to the interviews, was conducted a desk research of media literacy legislation and policy documents. Within the framework of the desk research, were examined such documents, as the Law of Georgia on Broadcasting, the Law of Georgia on Electronic Communications, the Program of the Government of Georgia 2019-2020, the Media Literacy Development Strategy and Action Plan on promotion of media literacy of the Communications Commission, the Unified Strategy and of the Ministry of Education and Science 2017-2021, the National Curriculum, Professional Standards for Teachers, the Law of Georgia on Personal Data Protection, and other documents related to promotion of media literacy.

Questionnaire and in-depth interview

Questionnaire

Within the framework of the mapping was used a standard questionnaire⁴⁷ designed to collect, analyze, and identify information. For mapping exercise was relevant information on types of current projects; skills, on development of which is focused a specific project; identification of the sectors in which organizations involved in the field of media literacy work; determination of geographical reach of the projects and the reasons, why a specific projects are relevant.

For indication of a **sector**, which was represented by the organizations participating in the mapping, the TTT5 questionnaire included the following categories:

- Academia

44 Population Census of 2014: Distribution of population by regions and nationalities. <http://census.ge/ge/results/census1/demo>

45 See appendix II.

46 Chapman, Martina. „Mapping of media literacy practices and actions in EU-28.“ European Audiovisual Observatory. (2016). <https://rm.coe.int/1680783500>

47 The questionnaire is provided in Appendix II.

- Audiovisual production provider
- Public authorities
- Media regulator
- Online platform
- Civil society
- Cross-sectoral cooperation
- Other

Respondents could choose only one category from the sectors listed above, so as not to duplicate the same activity in the sectors, and also to identify the dominant sector in the field of media literacy. If there was no appropriate column in the list, the respondent could select the category “Other” and indicate the relevant sector. If the activity involved more than one sector, the respondent could choose cross-sectoral cooperation. Respondents used the following categories to indicate the types of projects:

- **Research** – research papers on the issues of media literacy, which were published or widely used by media literacy practitioners.
- **Resources** - resources include TV programs, electronically published materials, information leaflets, videos, audio materials, lesson plans, curriculum modules, websites, or any other material, related to media literacy.
- **Campaigns** - Campaigns are usually related to raising awareness and achieving desired behavior. A campaign is usually calls upon some action, such as “Share Wisely!” or “Know how to check the accuracy of online information.” Campaigns can have more than one implementer and include TV/radio/online and/or other communication channels.
- **Funding** – implies funding for implementation of media literacy activities. Funding can be offered in the form of a grant, open competition or invitation to tender.
- **Cooperation platform** - this includes media literacy conferences, seminars, meetings, online and offline forums, databases, newsletters, etc.
- **Policy development** - this includes consultations, reports and recommendations issued to improve the level of media literacy.
- **Citizen engagement activities** - these include projects, directly focused on citizen engagement, provision of information and work with citizens face-to-face, by telephone, or online.
- **Other:** if a project did not fit any of the types described above, then the respondents indicated “other”.

Some projects fit more than one category (e.g., resources and campaigns, or campaigns and citizen-centered activities, or research and resources). In such cases, respondents chose the most appropriate category, which may have affected the quantitative ratio of the types of presented projects. However, this limitation was necessary in order to avoid duplication of number of activities and to accurately reflect the primary purpose of the activity.

According to the questionnaire, respondents had to choose from 5 categories those **skills**, that the project and/or activity implemented by them was aimed at improving. In this case too, the respondents had to choose only one key skill, development of which was the main goal of the project/activity, focused on the target audience. The following categories were used to describe media literacy skills:

- **Creativity** - creating, building and generating media content;
- **Critical thinking** - understanding how the media industry works and how media messages are constructed; questioning the motivations of content producers in order to make informed choices about content selection and use; recognizing different types of media content and evaluating content for truthfulness, reliability and value for money; recognizing and managing online security and safety risks;
- **Intercultural dialogue** - challenging radicalization and hate speech;
- **Media use** - the ability to search, find and navigate and use media content and services;
- **Participation and interaction** - interaction, engagement and participation in the economic, social, creative, cultural aspects of society through the media and promoting democratic participation and fundamental rights;
- **Other** - if the project does not develop any of the skills described above, indicate “Other”.

In addition, the questionnaire aimed to collect information about the content of the activity (program, project, etc.), target audience, specific results, budget, etc.

In-depth interview

The information received from the respondents during the in-depth interviews concerned assessment of challenges and needs in the country in terms of media literacy, identification of solutions, and mechanisms identified by various actors, which were aimed at elimination of existing and potential challenges. Apart from that, major part of questions was related to identification of needs of media literacy network, planned to be established under this project.

4. Results of the mapping and their analysis

4.1. Sectors

In Georgia the activities in the field of media literacy have been identified in four main sectors, where a number of significant projects have been implemented (Figure N3):

Civil Society (48),

Public authorities (16),

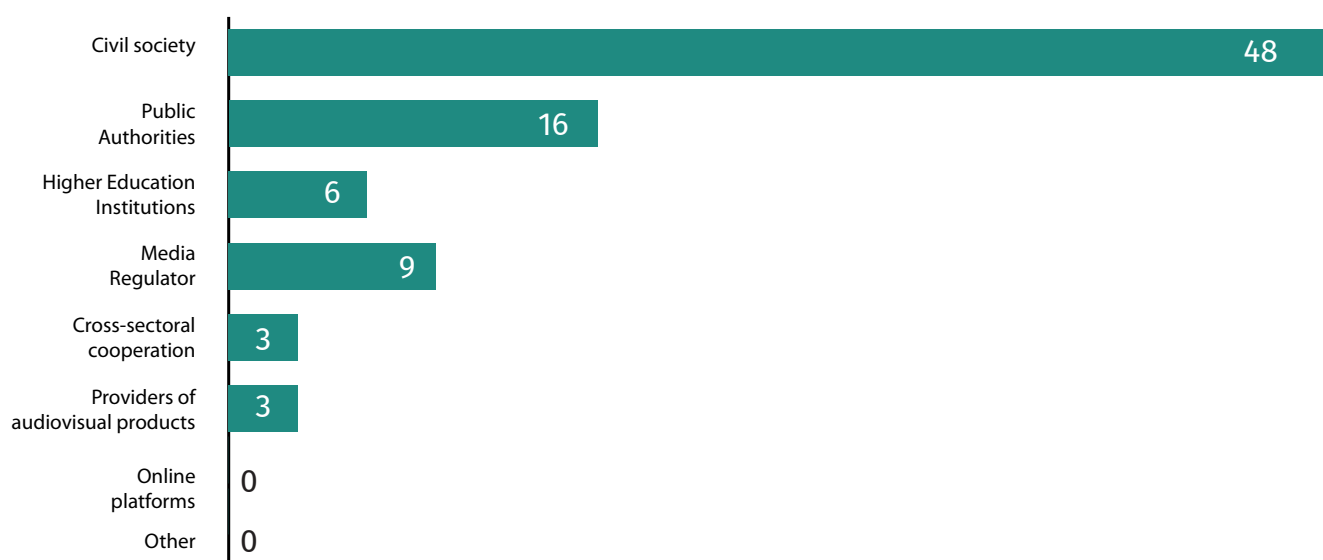
Higher educational institutions (6)

Media Regulator (9),

Cross-sectoral cooperation (3),

Providers of audiovisual products (3).

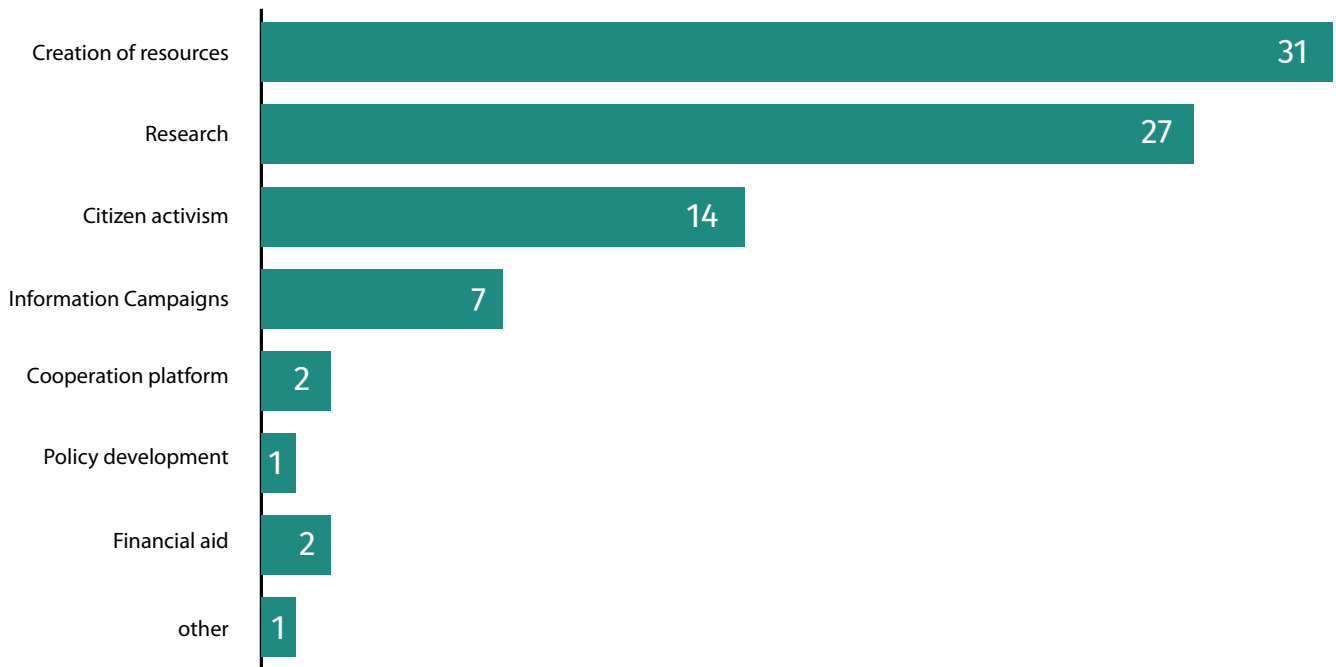
Figure N3. Classification of 85 projects identified as a result of the mapping, by implementing sectors.



4.2. Project types

Figure N4 below shows the types of projects, programs and other activities that have been implemented in Georgia since the end of 2017 and were aimed at strengthening media literacy skills.

Figure N4: Project Types



The most common projects include resource creation, adaptation of existing resources to local needs (31), and research (27).

There are fewer projects that target citizen activism (14) and that involve conducting of information campaigns (7). Number of projects, that focus on development of general policies in the field of media literacy, is quite limited (1).

Below are provided examples of projects implemented by different organizations, by their types. The examples provided below are not the exhaustive list of all different types of projects implemented in Georgia, but rather a few important projects, selected to illustrate the state of affairs in given field.⁴⁸

Resources

The Communications Commission⁴⁹, which is responsible for development of media literacy policy in the country, as part of its projects, implemented in cooperation with NNLE Media Academy, is focused on development of resources, which will help the representatives of ethnic minorities, schoolchildren and students to develop a variety of media literacy skills. For example, from the series of “Adventure in the World of Programming” and “Journey to the Computer” – the book “Hello Ruby” helps students to master the basics of programming and computer science. In addition, Hello Ruby helps students to develop critical and analytical thinking skills. The Communications Commission, together with the Ministry of Education, Science, Culture and Sports, has introduced the above-mentioned series of books, created in cooperation with the NNLE Media Academy, in Georgian public and private schools (5 schools in total in 2019) as part of reforms in the education sector. In 2020 it additionally obtained a license and printed 3,000 books, thus increasing the number of schools, where these books were introduced. In one of the public schools: “Hello Ruby” became a compulsory subject. In collaboration with the Communications Commission, the University of Business and Technology (BTU) started teaching a new subject - “Digital Literacy and Cyber Ethics”.

The Commission has also elaborated separate training resources for students and pupils representing ethnic minorities, on the basis of which it conducts trainings and seminars for these groups both independently, as well as within the framework of a competition (“real or fictional”), etc.

Also, the Media Academy considers one of its projects, the Media Criticism Platform (mediacritic.ge), as one of the

⁴⁸ See Appendix III.

⁴⁹ The Communications Commission Report of 2018, <https://bit.ly/3a6rFcT>

resources for promotion of media literacy, in regard to which there is differences of opinions in the field⁵⁰. According to the website, the purpose of the new platform is to provide the public with professional and qualified analysis, to promote critical perception of information and, ultimately, to help in making informed choices,⁵¹ as well as promoting professional development of journalists and acting as a guide between viewers and the media.⁵²

The printed and online magazine “Teacher” is published with the support of the National Center for Teacher Professional Development⁵³. In this journal a total of more than 45 articles are devoted to the theme of media literacy. In 2020, the Center, in partnership with the Council of Europe’s Department of Education translated the “Digital Citizenship Education Handbook”⁵⁴. Also, in 2020, the Center elaborated “Parents’ Guide to the Digital World”, which advises parents on such issues, as providing a secure digital environment in the age of technology.

The projects implemented by the Data Exchange Agency (which operated up till the first half of 2020) focused mainly on cyber security issues. The agency operated the portal CyberLab.tech⁵⁵, which aimed at enhancing practical skills of university students and practitioners of the IT field in the area of identification and response to cyber incidents.

Significant resources were created by the Media Development Foundation in the form of Media and Information Literacy Program in schools, and an online platform - the Media and Information Literacy Laboratory (MilLab)⁵⁶, which brings together learning materials, games, exercises, and case studies, to help interested audiences in development of UNESCO’s 5 basic skills - analysis, evaluation, accessibility, development and reflection, as well as critical thinking and proper use of media. Available resources cover such issues, as: media and information; propaganda and verification; transparency; hate speech; cyber security and privacy/personal data. Also, online games, which are important for development of various skills. The Media and Information Literacy (MIL) program covered almost all major cities and densely populated regions of Georgia, and within the framework of this program high school teachers were able to learn about the Media Literacy Curriculum and implement it in their own schools.

The Georgian Charter of Journalistic Ethics has created an auxiliary school resource for high school students, which helps adolescents to critically understand written, audio or visual texts published in the media, and to use the media correctly⁵⁷. The guide is an adapted Georgian version of the PONDER program, implemented by the UNICEF Kosovo Office.

Within the framework of the project “Digital Literacy and Internet Freedom in Georgia”⁵⁸ of the Institute for Freedom of Information and Development (IDFI) were elaborated textbooks on cyber security. Available resources cover various issues related to cyber security, including safe use of the Internet and social networks, personal data and cyber bullying, and etc.

Research

The report of the Ministry of Economy and Sustainable Development of Georgia on “Assessment of Online Security in Georgia” served as a basis for the National Strategy for Development of Broadband Networks in Georgia for 2020-2025 and the action plan for its implementation.

The Atlantic Council Digital Forensic Research Laboratory (DFR Lab), the International Society for Fair Elections and Democracy (ISFED) and the Media Development Foundation (MDF) conducted several studies on media literacy and cyber security.⁵⁹ These include research related to online disinformation campaigns against groups, critically disposed

50 See below, p. 39.

51 mediacritic.ge <https://bit.ly/3bVqXlb>

52 mediacritic.ge <https://bit.ly/3bVqXlb>

53 Printed and online magazine “Teacher”. http://mastsavlebeli.ge/?page_id=52

54 <https://bit.ly/3k6fmS5>

55 Cyber Lab: opportunity of getting real knowledge on cyber security remotely <https://cyber-lab.tech/>

56 Media and Information Literacy Laboratory(MilLab) <http://millab.ge/ka/>

57 Nata Dzvelishvili, Nino Japiashvili, Natia Kuprashvili and Nino Danelia Nino “Media Literacy Handbook, (2018). <https://uni.cf/3o70rHY>

58 <https://idfi.ge/ge/cybersecurity>

59 Buziashvili, Eto. “Atlantic Council’s Digital Forensic Research Lab: Georgians Gripped by Generated Graphics” (2019). Medium.com. <https://bit.ly/2KAHjnU>

Buziashvili, Eto and Kanishk Karan. “Cyberattack knocks out Georgian websites with a surprise” (2019). Medium.com. <https://bit.ly/361NrNI>
Social media monitoring. International Society for Fair Elections and Democracy(ISFED): <https://bit.ly/3qEyU23>

towards the government⁶⁰, research on anti-Western narratives⁶¹, xenophobic and homophobic information campaigns that use hate speech against vulnerable groups⁶², as well as digital security issues.

The Atlantic Council Digital Forensic Research Laboratory (DFR Lab) also participated in four research projects. The first one is implemented in partnership with On.ge, the second one is implemented jointly with the European Values Center for Security Policy, the Georgian Reform Center, the Media Development Fund and the Civic Idea Platform. The third research is implemented by two centers of the Atlantic Council: the Digital Forensic Research Lab and the Eurasia Center. The research projects are mainly focused on disinformation campaigns in social media related to 2020 parliamentary elections in Georgia. In particular, how internal actors and the Kremlin sought to influence the electorate through information campaigns. The fourth research project is implemented in cooperation with the Zink Consortium and deals with disinformation campaigns in Georgia. The main focus of the research is disinformation campaigns on social media.

The Institute for Development of Freedom of Information (IDFI) with the organizational support of the Swedish Agency for Development and Cooperation (Sida) prepared analytical materials “Memory and Disinformation Studies”⁶³.

Campaigns

The data exchange Agency’s campaign “Phishing Simulation” envisaged sending a suspicious link by mail, after which, it analyzed which employee opened the link and shared the information (including, entering a password on suspicious websites). Detailed information about these users and their actions was sent to the organization (in most cases, to the Information Security Officer), in order to plan the organization’s internal training and determine the target audience among the employees.

An information campaign is carried out in regard to all the projects, implemented by the Communications Commission. During last several months, on the TV program “Teleschool”, aired on the Public Broadcaster, were shown commercials regarding Happy onlife platform.

The campaign “Measure truth”, conducted by the Media Development Foundation, which included a cycle of social ads, was also aimed at raising media literacy. Another such activity was Infodemic - a cycle of video stories on how to verify the accuracy of information about the pandemic, which promoted of media literacy skills.⁶⁴

Actions focused on promotion of citizen engagement

The Communications Commission implemented project “Happy Onlife”⁶⁵ which is an online application and a board game for teens, which are promoting citizen engagement. The application is designed to teach children (both elementary and high school pupils) the safe use of digital media through playing. “Happy Onlife” board game was introduced in Georgian schools in close cooperation with the Ministry of Education (training on its use was conducted in 10 schools of Georgia). In 2020 the trainings on correct use of the application and the board game were conducted by the representatives of the Media Literacy Department of the Communications Commission for more than 700 students in 10 schools of Georgia.

The Media Development Foundation’s project “Myth Detector Lab”⁶⁶ focuses on citizen engagement through informing

60 Buziashvili Eto. “Gavrilov’s Night”: Multiple Facebook Pages Target protests in Georgia.” (2019). Medium.com. <https://bit.ly/3c4xZUQ>
Buziashvili, Eto and Gigitashvili, Gigi. “Inauthentic pages linked to majority government taken down in Georgia” (2019). Medium.com. <https://bit.ly/2LUBCBN>

Buziashvili, Eto. “Pro-Kremlin Outlets Fail in Anti-West Sentiment Push around Anaklia Port” (2019). Medium.com. <https://bit.ly/3645f5k>
„Trolls against the anti-occupation protest.” Media Development Fund.” <https://bit.ly/2Meiz5a>

61 Buziashvili, Eto. “Pro-Kremlin Narratives Challenge NATO Sec General’s Georgia Visit,” Atlantic Council of Georgia <https://bit.ly/3o9bzE4>

62 Buziashvili, Eto. “Pro-Kremlin Actors Fuel Anti-Turkish Sentiment in Georgia” (2019). Medium.com. <https://bit.ly/3o5Jzkl>

Buziashvili, Eto. “Holy Tension! Georgia-Azerbaijan Border Dispute Grows” (2019). Medium.com <https://bit.ly/393zz7e>

Buziashvili, Eto. “Anti-LGBT Facebook Posts Proliferate in Georgia Before Tbilisi Pride.” (2019). Medium.com. <https://bit.ly/35ZiNVa>

63 Institute for Freedom of Information and Development, IDFI: “Russian Online Media on Pompeo’s Visit to Georgia”, <https://bit.ly/3oVBNU9> & “Russian Information War Against Lugar Laboratory”, <https://bit.ly/3jtTy2Q>

Institute for Freedom of Information and Development, IDFI: “Misinformation on Georgia’s position regarding the Nagorno-Karabakh Conflict in Armenian and Azerbaijani Media”

64 Media Development Foundation: Measure the Truth, <http://www.mdfgeorgia.ge/geo/gallery/3>

Media Development Foundation: Infodemic <https://www.facebook.com/1436499703296575/videos/422819862193448>

65 Happy Onlife. <https://bit.ly/3bZppqf>

66 Myth Detector Lab: Establish the truth yourself! <https://bit.ly/3bXqEX1>

Busting myths in the Georgian media. <https://bit.ly/3izLBbO>

<https://bit.ly/3p965uo>

<https://bit.ly/2M80pSM>

non-journalistic participants about the function and working principles of the media in a democratic society. On the basis of received knowledge, they can verify the information and publish the material on the website. The articles prepared by the project participants are also published on the EU information portal EUvsDisinfo⁶⁷. The organization also conducted several competitions, like “Most Media Literate Young Persons”⁶⁸, “Most Media Literate School”⁶⁹ and an international hackathon⁷⁰.

The initiative of the Georgian Reform Association and the Volunteer Hub, within the framework of which volunteer fact-checkers will gain experience in combating misinformation and attend trainings, is also focused on citizen engagement.⁷¹

Among the projects focused on citizen activism is the *Georgian Public Interests Defense Association's* (GPIDA) course “Introduction to Media Literacy”. Within the framework of the course, media literacy is considered as a crosscutting competence. The target audience of the project is school teachers of different subjects. Within the framework of the project, teaching materials on important issues, such as healthy eating, occupation, and women’s rights are created with participation of teachers.

The platform Stopbullying.ge, founded by the digital agency Circle, is focused on citizen activism. The platform serves to raise awareness on issues related to bullying. The purpose of the platform is to explain to the public the concept of bullying and to activate the society in given regard. Through the platform any person – a pupil, a parent, a teacher, and etc. Can ask questions anonymously, tell their own stories and receive appropriate support in a timely manner. In addition to the online platform, the organization also plans to create a mobile application.

On.ge created a new online game “Empire of Lies”⁷², which was inspired by the game “Get Bad News”, created by the University of Cambridge, which is also called “fake news vaccine”. According to a study published in the journal *Nature* (Roosenbeek, J., Linden, R. 2019), within the framework of which the scientists were observing 15,000 participants during the pre-game and post-game periods, it was found that “people’s ability to detect and protect themselves from misinformation improved after they completed the game, notwithstanding their age, political ideology and cognitive style.”⁷³ The essence of the British game, as well as its Georgian version is that the player assumes the role of producer of fake information and masters the six techniques used in disinformation products: polarization, causing emotions, spreading conspiracy theories, online trolling, blaming others, fake online accounts behind which people hide their real name and appearance. Therefore, according to the creators of the game, this online game better depicts the psychology, tactics and techniques of the creators of fake news, thus making the participants more resilient to such information.

Funding

Projects funded by donor organizations were included in this category, but as all of them were listed by the implementing organizations, for the purpose of avoiding duplication of projects, this category could not be included in the quantification of activities. As an exception, in this category were included several projects funded by the East-West Management Institute, the implementing organizations of which were not part of this study. One such project is the “Information Defense Legion”, implemented by a non-governmental organization “Strategic Communications Center - Georgia”. The aim of the project is to create a so-called information defense “Legion”, each member of which shall have the opportunity to contribute to strengthening of information security in Georgia. In 2020, the Information Defense Legion also received funding from EWMI for publishing the newspaper “Position” and for organizing of an online news studio. The newspaper is focused on the so-called offline topics and it shall be distributed in four regions of Georgia.

EWMI-funded projects also include a social media monitoring platform “Who’s Who”, implemented by organization “Internet Monitoring for Social Civic Activism” (IMDCA). The platform identified and exposed up to 2,862 trolls, fake and harmful actors, who were sources of disinformation and manipulation, which significantly prevented the spread of misinformation and fake news by harmful actors in the run-up to the 2020 parliamentary elections.

67 EUvsDisinfo is a project of “the European External Action Service’s East StratCom Task Force”, which was initiated in 2015 for the purpose of better anticipating and appropriately responding to Russia’s disinformation campaigns, that had impact on the European Union, its member states and neighbor countries. <https://euvsdisinfo.eu/about/>

68 Media Development Foundation: The most media literate young people, <https://bit.ly/39VYHfx>

69 Media Development Foundation: The most media literate school, <https://bit.ly/3obmDR2>

70 Media Development Foundation: International Hackathon, http://mdfgeorgia.ge/geo/view_news/513

71 Joint initiative of the Georgian Reform Association and the Volunteer Hub, <https://bit.ly/3qEN3fR>

72 Empire of Lies, <https://imperia.on.ge>

73 Roosenbeek, J., van der Linden, S. (2019) Fake news game confers psychological resistance against online misinformation.

Projects included in the category “other”

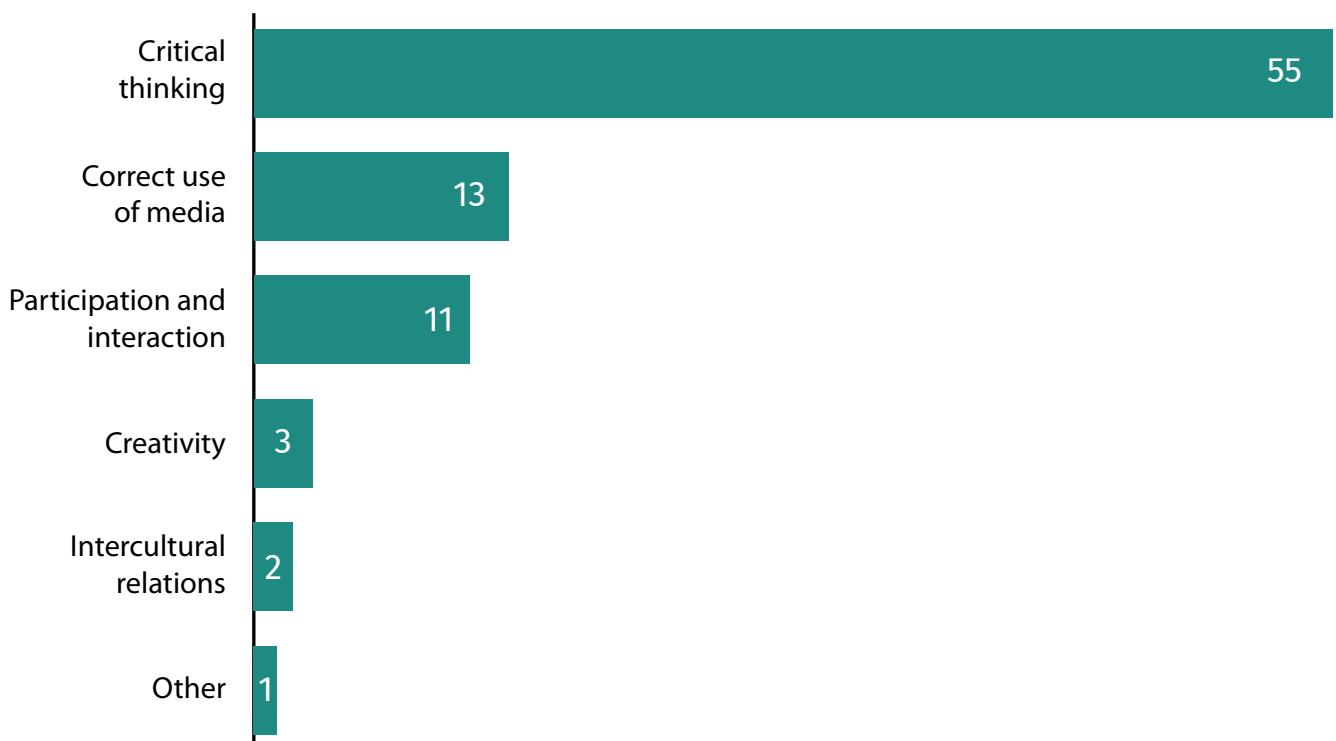
The “New School Model”⁷⁴ of the Ministry of Education, Science, Culture and Sports of Georgia is a part of the ongoing reform in the general education system. The goal of the New School Model is to create a critical thinking, personality-oriented educational environment that provides the adolescent with the knowledge and skills matching the challenges of the 21st century. The model envisages integration of technology into the learning process and development of media literacy components and competencies for relevant audiences (teachers and students). The New School Model includes several types of media literacy projects, such as resource development, promotion of creativity, and the ability to use media properly. Within the framework of the New School Model were set up support groups, which help schools to develop curricula, improve technical skills and introduction of holistic approach to teaching, where media literacy is seen as a crosscutting competence. Starting from 2020, the “New school model” was introduced in various schools in Georgia. It is planned that by 2024 the “New school model” will be rolled out in all schools of Georgia.

4.3. Skills

As shown on figure N5, the projects implemented in Georgia help to develop a wide range of media literacy skills. However, development of critical thinking skills was found to be the most important in case of majority of implemented projects (53). The next largest groups of projects were focused on promotion of skills of correct use of media (13), and participation and interaction (11). Creativity – creating, building and generating media content was considered as a priority skill only in case of a few projects, however, it should be noted again, that often one and the same project was focused on developing of more than one skill.

Below is provided more information about the skills according to which the projects were distributed. Also, for the purpose of illustration, are provided examples of projects implemented by different organizations, which are focused on development of relevant skills.

Figure N5. Media literacy skills, shown by distribution across 85 projects



Development of critical thinking skills

Projects that develop critical thinking skills include teaching of components, which facilitate development of such skill, as analysis of media environment, fact-checking through use of open source tools, analysis, media content evaluation, reflection; strengthening of photo and video manipulation, as well as geolocation recognition skills; provision of

74 The Ministry of Education, Science, Culture and Sports of Georgia. <https://www.mes.gov.ge/content.php?id=10021&lang=geo>

knowledge on types of false information and propaganda, mass communication and new technologies, links between media, audience and information.

One of the projects of the Communications Commission “True or False?!” is a competition for high school students, which aims to develop media literacy, critical thinking and creative skills in adolescents. As part of the competition, the adolescents must detect and analyze fake news, identify the source, and establish the facts. In 2020, the competition “True or False?!” was for the first time announced in the universities, for participation of undergraduate students. Also, the Communications Commission, for the purpose of promotion of development of media literacy, within the framework of the competition “True or False?!” provided online trainings to around 170 students from 6 higher education institutions, including universities located in the regions. In 2020, the Communication Commission identified ethnic minorities as an important target group for development of media literacy and communication skills. For this purpose the Commission conducted two-day trainings for representatives of local non-governmental organizations operating in the regions, densely populated by ethnic minorities. The Above trainings were initiated by the Office of the State Minister of Georgia for Reconciliation and Civic Equality, in cooperation with the Administration of the Government of Georgia and the Communications Commission, and were implemented with the support of the USAID, the UN Association Georgia (UNAG), and Tolerance, Civic Awareness and Integration Support Program (PITA).

The professional module “Communication in Georgian”, developed by the experts of the Ministry of Education, Science, Culture and Sports of Georgia, focuses on development of critical and creative thinking skills using texts of different types and formats, including multimedia materials.⁷⁵

One of the main goals of the platform Mediachecker⁷⁶, initiated by the Charter of Journalistic Ethics, is to develop critical thinking in citizens. The platform regularly analyzes media texts, indicating to the audience the media editorial policy, goals and intentions.

Critical thinking skills are promoted by the project of the Media Development Foundation “Discover the Truth Yourself”, within the framework of which were conducted 22 workshops in 17 cities. Using various games and exercises during the workshops, participants were introduced to photo-video verification, troll detection techniques, and mastered the knowledge of cyber security and personal data protection.

The skills of correct use of media

The ability to use media correctly was an essential component of a significant portion of the activities covered within mapping exercise, and included discussing types of false information and propaganda; specific examples of false information and technical means of detecting fake news, which aimed at strengthening the skills of detecting false information, and photo and video manipulation.

Among the projects of the Communications Commission, which are focused on development of this skill was the project “Media Economics” - a short-term educational course for the primary school pupils, which aimed at teaching the principles of digital media economics. The target audience of the project is teenagers from 10 to 15 years old. Pupils learn how to choose and use media outlets through an interactive training format, and most importantly, receive information about the financial and economic aspects of digital media. Media Literacy and Digital Citizenship is also one of the Commission’s projects, which is focused on raising of awareness on current challenges and the role of media literacy and digital citizenship.

Within the framework of the project of the Frontline Georgia Club/Georgian Public Institute were conducted cycles of trainings in 11 higher education institutions both in Tbilisi, as well as in the regions (Marneuli, Akhaltsikhe). To several groups of undergraduate students were conducted trainings on the basis video course modules, developed by Harvard Kennedy School of Governance. At the end of the project, media literacy ambassadors were selected to lead media literacy trainings and campaigns in different regions of the country.

Development of creative skills

This skill is facilitated by educational and training programs of universities and non-governmental organizations, within the framework of which students and other participants create a media product based on principles of journalism (multimedia projects, short documentaries, etc.) by learning the basics and principles of multimedia journalism and working with sources.

75 “Communication in Georgian”, Ministry of Education, Science, Culture and Sports of Georgia. <http://bit.ly/2PGbr0y>

76 www.mediachecker.ge

Under the auspices of membership in the European Journalism Education Association (EJTA), students from the University of Georgia (UG) and Caucasus Schools of Journalism and Media Management (CSJMM) conduct a journalistic inquiry on pre-selected topics, check published information and post created media product on the disinformation blogpost EUfactcheck.eu⁷⁷

Teaching media literacy is one of the priorities for the University of Georgia. Therefore, a separate optional course was introduced, where in addition to theoretical knowledge on hybrid warfare and propaganda, students are taught information verification and visualization techniques, and any student is free to take this course. The university also holds meetings on media literacy issues in its seven regional branches.⁷⁸

Iliia State University is also working on promotion of media literacy. In collaboration with the Media Development Foundation, a course "Teaching Media and Information Literacy in Schools" was developed for prospective teachers to help them to integrate media literacy components into their curricula and subjects. Also, was introduced the subject of propaganda theory and methods, which can be chosen by any student of the university.⁷⁹

It should be noted, that the Caucasus School of Journalism and Media Management of Georgian Institute of Public Affairs offers a series of multidisciplinary trainings in regions, which are densely populated by ethnic minorities, namely, in five settlements Samtskhe-Javakheti and Kvemo Kartli: Marneuli, Khuldara, Kvemo Sarali, Ninotsminda and Akhalkalaki. The project aims to equip ethnic Armenian and Azerbaijani youth with digital media communication and media literacy skills and help them to develop into active citizens of their own region and country.⁸⁰

Creative skills are promoted by the Media Development Foundation project "Youth Media Literacy Laboratory".⁸¹

4.4. Significance

The participants of the mapping cited the size of the target audience as the main reason for significance of their projects, programs and/or activities. For example, apart from development of various resources and activities at the national level, NGOs and universities try to hold meetings and trainings in the regions in order to reach as many people as possible. Also, they try to conduct training of trainers, who using the knowledge they received and available resources, continue to educate their peers in their community or region, and share the knowledge and experience they have gained. For example, in 2019, 1000 public school teachers were trained within the framework of the course, developed by National Center for Teacher Professional Development on "Teaching Digital Citizenship". The trainings covered such topics, as cyber hygiene, cyber security, cyber bullying, managed violent games, cyberspace challenges and etc.

The reach of the online game, developed by the Democracy Lab "Whatever happens to you, is your doing", was quite impressive. 42,000 persons took part in the game. Their age ranged from 13 to 24. In general, a large proportion of projects are aimed at children and young people aged 15 to 35 years.

Second reason, that determines significance of the projects, is the level of engagement of the audience, which was promoted not only by development and dissemination of the media product, but also due to identification of false information and conducting of national competitions for the purpose of identification of the most media-literate school or citizens.

Several projects were outstanding for their high visibility.

77 EU Factcheck.eu <https://eufactcheck.eu/>

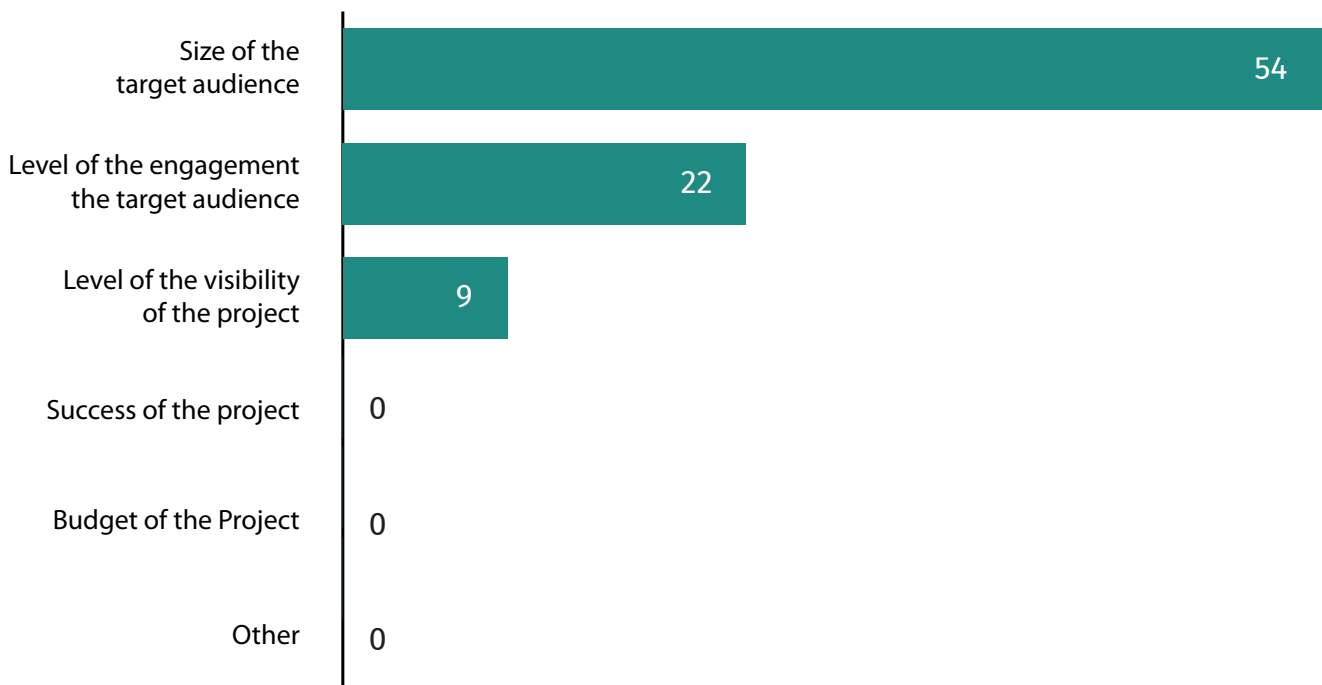
78 University of Georgia, <https://www.ug.edu.ge/>

79 Iliia State University, <https://iliauni.edu.ge/ge>

80 Georgian Institute of Public Affairs, <https://gipa.ge/geo/>

81 Media Development Foundation: Youth Media Literacy Lab for Responsible Media Consumption. http://www.mdfgeorgia.ge/geo/view_actives/67

Figure N6. The main factors, determining significance of the projects, as defined by the participants



4.5. Geographical reach of the projects

National projects

Most of the projects operate at the national level. Such activities include resources developed by organizations, conducted research, elaborated training modules, national competitions and awards, online games. Out of identified 85 projects, ten projects involved working directly with the population of different regions of the country and/or developing projects, tailored to their needs.

For example, almost all projects of the Communications Commission are implemented on the national level and involve both national and regional actors (“Happy Onlife Project”, “Media Economics” - a short-term educational course for primary school pupils). One of the projects of the Communication Commission envisages conducting trainings in regions, which are densely populated by ethnic minorities.

Regional projects

One of the components of the Democracy Lab project “Whatever happens to you, is your doing” envisages promotion of engagement of population of the regions and strengthening of their skills in terms of identifying fake media messages. For this purpose, within one of the components of the project are planned 2-3 day visits of media literacy experts in the regions of Georgia and conducting of relevant activities.

Also, Projects of Frontline Georgia Club/Georgian Public Institute, University of Georgia, Georgian Charter of Journalistic Ethics and Media Development Foundation, aimed at developing critical thinking and critical perception of media content among young people, are focused on raising the level of media literacy among youth, living the regions of Georgia.

The Journalism Resource Center and the Russian-language regional TOK-TV project, the multimedia game show FACT-FAKE will also focus on the population of the regions. The project, which is being implemented in the Eastern Partnership countries, aims to develop critical thinking, strengthen media literacy in the era of growing disinformation and fake news, where lies, manipulation, falsehoods, spread in Russian language are prevalent.

Membership in international networks and platforms

The Communications Commission cooperates with the International Telecommunication Union (ITU), is a member of several international networking platforms, including the European Telecommunications Standards Institute (ETSI),

the European Conference of Telecommunications and Postal Administrations – CEPT, Eastern Partnership Network of Electronic Communications Regulators, member of European Platform of Regulatory Authorities (EPRA) and National Standards Organization (NSO) in Georgia.

Several universities and NGOs are involved in international networks and platforms. The Media Development Foundation is a member of the Deutsche Welle Academy's Global Network of Media and Information Literacy Experts (MILEN) and Open Information Partnership Network (OIP), which are managed by well-known international networks and organizations, such as Zink Network, Media Diversity Institute, the Atlantic Council and Bellingcat. In order to share experiences, the organization conducts seminars in different countries and presents information on activities of the network and its resources on various international platforms. Through OIP, in addition to promotion of professional development, the Media Development Foundation is planning various media literacy campaigns for citizens locally. The Georgian Reform Association is a member of the International Fact-Checking Network (IFCN), run by the American journalism research and education organization - Poynter Institute. The association is also a member of the Open Information Partnership (OIP) network.

Members of the European Association of Journalistic Education (EJTA) and the European Network of Journalism Schools, established by it, are the University of Georgia (UG) and the Caucasus Schools of Journalism and Media Management (CSJMM).

5. Summary: Key Findings, Challenges and Needs

Governmental and public sector organizations

The mapping revealed lack of information exchange and cooperation between the stakeholders, including the public entities, which hinders the intersectoral cooperation and effective development and implementation of new initiatives.

Higher education institutions

Majority of the higher education institutions (HEIs) do not have a media literacy course or module, and do not conduct media literacy studies. Out of 11 higher education institutions, represented in the study, only 3 work systematically in the field of media literacy, which are: Ilia State University, the Caucasus School of Journalism and Media Management of the Institute of Public Affairs, and the University of Georgia. Starting from 2020, the University of Business and Technology (BTU) began teaching the subject - "Digital Literacy and Cyber ethics". In such national and regional state universities as Tbilisi State University, Batumi Shota Rustaveli State University, Gori University, work in the field of media literacy has not been systematized yet; Consequently, these universities have not yet developed media literacy courses that would be tailored for the needs of university and non-university (lifelong learning) community, although in some of them media literacy is considered to be one of the cross-cutting competencies, and is therefore included in the university curriculum.

Non-governmental sector

One of the biggest challenges for NGOs is the lack of funding and resources to prepare media literacy projects and events. According to one of the respondents, one of the difficulties in dealing with donors is that the priorities and needs are set by the international donors themselves, which is why local interests and specific needs are often overlooked. In some cases, CSOs face unjustified restrictions imposed by the governmental agencies in regard to working with the public agencies.

Support for media literacy actions by donor organizations

Among the donors participating in the mapping, six donors expressed a clear interest in working in the field of media literacy based on their goals, priorities and budget: IREX, US Embassy, British Embassy, DW Akademie, East-West Management Institute (UNWI) and UNICEF. Other donors have expressed general interest, although it is not yet known whether media literacy will be one of their priorities from 2020.

The vast majority of the projects described in the study are implemented with the support of the donor organizations, mentioned above. Part of the projects has already been completed, while part of them is ongoing. For example, ongoing projects include the IREX-supported project "Learn to Recognize", which is implemented by the Media Development Foundation. The aim of the project is to promote awareness in young people through information campaigns regarding importance of media literacy in Georgia, and support development of their media and information literacy skills. The project envisages reaching 36,000 people through digital games and cascade hands-on training model.

The East-West Management Institute supports a number of projects, including the project "Myth Detector", which is also implemented by the Media Development Foundation. Also, the project "Information Defense Legion", which is implemented by the Strategic Communications Center -Georgia.

The important role of civil society in media literacy projects

Out of 85 projects/activities identified as a result of the research, 48 projects are implemented by the civil society sector, and 16 projects are implemented by public agencies. Also, 9 projects are implemented by the Communications Commission. These figures indicate, that contribution of the civil society organizations in improving the level of media literacy of the country's population is quite substantial.

Creating the resources necessary for citizens is a top priority for the projects focused on media literacy

The main goal of the majority of the projects described in the study is to develop the necessary resources for citizens to raise the level of their media literacy, and in case of non-governmental organizations – increasing of their research capacities. 31 projects out of 85 studied projects involve creation of different resources, and 27 are focused on research.

Developing critical thinking is the most important skill for media literacy projects

Out of 85 described projects, 55 projects envisage development of critical thinking skills. This means that the projects are aimed at raising public awareness about the work of the media and elaboration of a media message, raising awareness about online security, and development of critical assessment skills to help with informed choices, and etc.

Apart from critical thinking skills, projects are aimed at development of the skill of correct use of media, which was a primary aim of 13 projects, and at the same time, this was the secondary aim of majority of the projects.

A few projects were focused on development of such skills of media literacy, as creativity, participation, and interaction, while the focus on intercultural dialogue, which identifies hate speech and radicalization, was the most rare among media literacy projects.

Lack of projects implemented jointly with partners

Out of 85 examined projects, only 3 projects involve cross-sectoral cooperation, while such cooperation can become one of the most important preconditions for success of media literacy work across the country. The organizations participating in the study noted, that despite close cooperation with various organizations, so far, such cooperation is of sporadic character, and is not well-established in the form of organized coordination and cooperation platform. According to some donors, they would like to support projects, which envisage cooperation for the purpose of provision of information to a wider audience.

A small portion of identified projects address directly the needs of the country's regions and vulnerable groups

Majority of the projects have mainly a national focus. Out of 85 identified projects, up to ten projects were focused on direct communication with students, teachers and the general population living in the regions of Georgia, based on their needs and challenges, that they face. During the mapping were not identified any projects, targeted at the population living in the bordering/occupied territories.

The small number of projects, tailored to the needs of the people living in the regions of Georgia, indicates the need to intensify work in this direction.

The target groups for most of the projects are young people

The target group for most of the projects is school children (from 12 to 17 years old) and young people (18-35 years old). No projects and/or activities were identified, which would be specifically designed for citizens aged 55 and over. This indicates that there is no resource, initiative, campaign, etc. that would be directly tailored to the interests of these age groups. Also, no projects were identified that would be aimed directly at children of kindergarten age.

The importance and the need of creating a unified media literacy network and existing challenges

In assessing the potential for collaboration, the stakeholders represented in the mapping positively assessed the opportunities for collaboration and named both the strengths and potential challenges of the collaboration network.

According to the representatives of the academy, and public and non-governmental organizations participating in the mapping, the network proposals should be of a recommendatory nature and should facilitate exchange of information between the stakeholders. Herewith, on-going or planned research studies and projects should be presented within the framework of the network, and in the event of necessity, it shall ensure the planning and implementation of joint activities, as well as the promotion of a close cooperation for a better coverage of target audience. Majority of the participants of the mapping believe, that the network will be useful for promotion of media literacy in the country and raising the level of media literacy in the society, as multi-stakeholder platform will enable members of the network to better assess media literacy needs and elaborate more effective plans, which shall be oriented towards citizens' interests and needs.

As a result of survey of actors participating in the study it was found, that creation of a unified network of media literacy, which would unify all field actors, is hindered by several factors.

First of all, the views on media, including the field of media literacy, policy and implementation are different among the major actors of media literacy field. In this regard, the diversity of opinions between the representatives of Communications Commission and Civil Society on the Media Academy project – Media Criticism Platform (mediacritic).

ge), under the Communications Commission, remains a challenge.⁸²

Also, there is not enough consensus among the main field actors about the coordination functions of the unified network of media literacy.

Dialogue and close cooperation between the parties are important to address these challenges.

⁸² Media Academy is a LEPL under the Communications Commission. See: <https://bit.ly/3o3slis>
"Media Environment in Georgia", Coalition for "Media Advocacy" (2020). <https://bit.ly/3o2PtTQ>
"Who is worthy of media criticism?" Media Development Foundation, <https://bit.ly/2Y71FbG>

6. Conclusions

The traditional media environment, changed by technological development, on the one hand has enabled citizens to choose the source of information, to create and share information and to help define the agenda, while on the other hand, provided the best opportunity to spread unverified, false, and biased information.

Ultimately, this study revealed that organizations of different levels of expertise, knowledge and experience work towards raising the level of media literacy in Georgia, which contributes to development of media literacy skills among citizens. However, there is no unified strategic approach agreed upon by public and non-governmental organizations to address challenges existing in the country in the context of the level of media literacy of the society.

7. Recommendations

- Improve coordination between different actors, whose activities are related to the field of media literacy. To achieve the common goal of raising the level of media literacy, it is important to promote cooperation between public, civic, media and educational organizations, which will help to identify, clarify and resolve many important issues related to media literacy;
- Taking into consideration current context in the country, in order to assess the state of affairs and needs in terms of media literacy, it is necessary to strengthen the work on research, needs analysis and assessment of existing risks, which will help to strengthen the work in the field of media literacy;
- It is important to pay more attention to identification as target groups of media literacy projects and events the population of regions, which are particularly vulnerable to current challenges, such as regions populated with ethnic, religious and/or linguistic minorities.
- It is important to actively direct projects, campaigns, events, etc. on preschoolers and older audiences.
- It is important to adopt a systematic approach to media literacy in higher education institutions, which implies development of various training courses, modules and research projects for universities, as well as society at large.
- It is necessary to elaborate communication strategy to raise the level of media literacy among citizens and to plan and implement large-scale information campaigns.
- It is important, that international and local donors scale up support of projects aiming at improving media literacy and in-depth research, which examine media consumption skills in Georgia, attitudes towards media, ways of dissemination of information and other issues related to media literacy, as well as evaluate results and/or impact of media literacy programs, projects and other activities.

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Appendix I.

Organizations participating in the study

State and public organizations:

1. The parliament of Georgia
2. Ministry of Education, Science, Culture and Sports of Georgia
3. National Center for Teacher Professional Development
4. Ministry of Economy and Sustainable Development
5. Communications Commission
6. LEPL Data Exchange Agency (was operating in the first half of 2020)

Higher Educational Institutions:

7. Ilia University
8. University of Georgia
9. Institute of Public Affairs

Civil society sector:

10. Media Development Fund (MDF)
11. Charter of Journalistic Ethics of Georgia
12. Georgian Public Interests Defense Association
13. Georgian Reform Association
14. Frontline Georgia Club
15. Institute for Development of Freedom of Information (IDFI)
16. Democracy Lab (DEMLab)
17. *Atlantic Council's* Digital Forensic Research Lab (Atlantic Council DFRLab)
18. Journalism Resource Center (JRC)
19. International Society for Fair Elections and Democracy (ISFED)

Foundations and Embassies:

20. East-West Management Institute (EWMI)
21. The British Embassy in Tbilisi
22. U.S. Embassy in Georgia
23. Deutsche Welle Akademie
24. IREX
25. UNICEF
26. Internews Georgia

Media outlets:

27. Public Broadcaster
28. TOK TV

Appendix II.

Questionnaire

We would request you to take part in the mapping exercise, the aim of which is to promote elaboration of a unified media literacy policy in Georgia.

The project is implemented with the support of the Council of Europe and aims to gather information from stakeholders working in the field of media literacy regarding ongoing initiatives, as well as identification of different needs, which will assist in development of a unified vision and strategy in this field in Georgia. Based on the information obtained from the mapping exercise, needs assessment document and a package of recommendations shall be elaborated.

Please participate in this mapping, which involves completing of the questionnaire attached to this letter.

Your involvement in achieving the ultimate goal of the project is extremely important!

Thank you in advance for your time and attention!

Sincerely,

Ekaterine Basilaia

Nino Danelia

I block – context

Name of your organization:

Name other organizations, which also work on media literacy issues (organizations may be from different sectors, such as educational organizations, audiovisual product providers, online platforms, public structures, media regulators, civil society organizations).

Within the framework of what type of platforms and networks do you cooperate with stakeholders working on media literacy issues? You can list several platforms, if necessary.

Please, describe in a few sentences, how these collaboration platforms work, who manages them and at what level - local/regional, national or international?

II block

Please complete the table provided below and name 10 most important projects you have implemented since December 23 of 2017. If possible, list one of the most relevant categories by the following criteria: project type, sector where the project is implemented, media literacy skills that the project is aiming to improve, and why the project is significant. When indicating categories, please follow the starred descriptions, provided in the text below the table.

	1	2
Name of the project		
Project type (select only one category per project) *		
Sector**		
Media literacy skills, which are planned to be developed ***		
Regional or national level ****		
Period of implementation in years		
Significance *****		
Degree of significance (1-extremely significant, 3- insignificant) *****		

* Use the following categories when defining project types:

- **Research** - includes significant qualitative or quantitative research on any aspect of media literacy, which has been published and/or is widely used by the media literacy practitioners.
- **Resources** – includes TV, and/or content published online, information leaflets, video, audio, lesson plans, curriculum modules, websites etc, related to media literacy.
- **Campaigns** – this is usually a combination of awareness-raising with a desired behavior change. A Campaign will usually have a specific “call for action” e.g. “Share wisely”, or ‘Know how to check the truthfulness of online information’. Campaigns can be multistakeholder campaigns such as Safer Internet Day or cross-platform campaigns, and can include promotion across TV/radio/online and/or other forms of public engagement.
- **Provision of Funding** - includes the provision of funding for media literacy activities delivered by third parties. Funding may be provided via grants, open competition and invitations to tender.
- **Networking Platforms** - includes conferences, seminars, meetings, online and offline forums, newsletters and databases.
- **Policy Development** - includes major consultations, published reports and recommendations.
- **Citizen engagement** - includes grass-roots projects that provide support and information to end-users via face-to-face contact, phone contact or online contact.
- **Other:** If the project does not meet any of the types described above, indicate “Other”.

**** When indicating sector, use the following categories:**

- Academia;
- Audiovisual content provider;
- Public authorities;
- Media regulatory authorities;
- Online platforms;
- Civil society;

***** Use the following categories when indicating media literacy skills:**

- **Creative skills:** creating, building and generating media content.
- **Critical thinking:** Understanding how the media industry works and how media messages are constructed; questioning the motivations of content producers in order to make informed choices about content selection and use; recognizing different types of media content and evaluating content for truthfulness, reliability and value for money. Recognizing and managing online security and safety risks.
- **Intercultural dialogue:** Including challenging radicalization and hate speech online.
- **Correct use of media:** the ability to search, find and navigate, and use media content and services.
- **Participation and engagement:** interaction, engagement and participation in the economic, social and cultural aspects of society through the media, and promoting democratic participation and fundamental rights.
- **Other:** If the project does not develop any of the skills described above, indicate "Other".

****** Categories of projects should be indicated by letters "R" in case of regional projects, and "N" in case of national projects.**

******* When indicating significance of a project, follow the below listed criteria, however, you can also use a specific indicator for each project.**

- The size of the target audience
- The total budget or cost of the project
- The success of the project (outcomes/impact compared to objectives)
- The level of public awareness of the project
- The level of engagement by the target audience
- Other

******* Mark the degree of significance of projects using a scale from 1 to 3, where 1 indicates extremely significant, and 3 indicated insignificant.**

III Block

From the projects listed above, describe maximum three most important projects in the field of media literacy, which have been implemented in Georgia since 2018. Fill in a separate form for each project, which is given below:

Project N1:

1	Name of the project:																
2	<p>Project type: If possible, mark with Latin letter "X" only one category out of 6 categories listed below, as described in the third question.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Research</td> <td style="width: 10%;"></td> </tr> <tr> <td style="padding: 5px;">Resources</td> <td></td> </tr> <tr> <td style="padding: 5px;">Campaigns</td> <td></td> </tr> <tr> <td style="padding: 5px;">Provision of Funding</td> <td></td> </tr> <tr> <td style="padding: 5px;">Networking platforms</td> <td></td> </tr> <tr> <td style="padding: 5px;">Policy Development</td> <td></td> </tr> <tr> <td style="padding: 5px;">End-user engagement</td> <td></td> </tr> <tr> <td style="padding: 5px;">Other</td> <td></td> </tr> </table> <p>If possible, briefly describe the project and indicate the context, motivation, goals, methods, ways of dissemination (e.g. online, publications, face to face, etc.). Why do you think that the project was significant. If you were personally involved in the project, if possible, indicate your role (organizer, participant, beneficiary, observer, etc.).</p>	Research		Resources		Campaigns		Provision of Funding		Networking platforms		Policy Development		End-user engagement		Other	
Research																	
Resources																	
Campaigns																	
Provision of Funding																	
Networking platforms																	
Policy Development																	
End-user engagement																	
Other																	

3	Geographical reach of the project (regional or national)
4	Period of project implementation and if possible, the budget.
5	The media literacy skills and capacities, which the project aimed to improve.
6	Stakeholders: If possible indicate the organizations, the sector and the role of these organizations in the project.
7	Target audience: If possible indicate the age, sex, socioeconomic group, place of residence and any other important characteristics of the target audience. Where possible, indicate the size of the target audience.
8	Results and evaluation If possible, briefly describe the main results and achievements of the project.
9	References: If possible, indicate where you can find information about the project: website, publication, social networking platform, etc.

Thank you so much for participating in the survey!

Appendix III.

List of projects, studies and other activities, implemented by organizations, participating in the mapping.

State and public organizations:

1. Ministry of Education, Science, Culture and Sports of Georgia

- „News school model”
<https://www.mes.gov.ge/content.php?id=8987&lang=geo>
- “Communication in Georgian” - a guide to teaching and learning media literacy for students of vocational schools. <http://bit.ly/2PGbr0y2>.

2. National Center for Teacher Professional Development

- A series of trainings for teachers: “Teaching about digital citizenship.”
- Printed and online magazine “Teacher.” <http://mastsavlebeli.ge/>
- Handbook “Parent’s Guide to Digital Learning”, http://tpdc.gov.ge/ptk_files/_ckuploaded/978672.pdf
- Handbook “Digital Citizenship Education”
<https://rm.coe.int/16809382f9?fbclid=IwAR3LVzvQgATlJrXKcYRYjA-7IB-BsOAK9Fs7j97WKrOH1qM2gmerD-WVyLw>

3. Ministry of Economy and Sustainable Development

- “Online Security Assessment Report in Georgia”

4. Communications Commission and NNLE Media Academy

- “Adventure in the World of Programming” and “Journey to the world of computers” – series of books “Hello Ruby”.
- “Happy Onlife ” - an online application and a board game created for adults with the support of the European Commission.
- Media Economics - Short-term educational course for elementary school students.
- Media literacy competition for high school students.
- A media literacy online platform of national importance.
- Trainings for representatives of ethnic minorities.
- Trainings on “Media Literacy and Digital Citizenship.”
- Cooperation with universities.

5. NNLE Media Academy

- Media criticism platform mediacritic.ge

6. Projects implemented by the LEPL Data Exchange Agency from 2013 to the first half of 2020

- Event/Competition Cyber Exe (ongoing)
- Cyber Cube (Cyber Olympiad) (ongoing)
- Course of lectures Cyber Class (ongoing)
- Phishing Simulation (ongoing)
- General training course in cyber security (ongoing)
- Cyber hygiene Training Course (ongoing)
- e-learning portal eLearning.dea.gov.ge (ongoing)
- Portal for students <https://cyber-lab.tech/> (ongoing)
- Cyber Hackathon (ongoing)

Higher education institutions:

7. Ilia state university

- Media and Information Literacy Training Course in Schools (2019)
- Subject “Media Literacy” (ongoing)
- Subject “Propaganda Theory” (ongoing)

8. University of Georgia

- Course Eufactcheck.Eu (ongoing)
- Regions (ongoing)

9. Institute of Public Affairs

- Engaging Ethnic Communities through Trainings in Multimedia Skills and Media Literacy (2018-20) <https://bit.ly/3tzEyFe>
- Learning the latest: Empowering the media and readers through media innovations (2019) <https://www.facebook.com/mediaednet/>
- Social Media Content Verification: Teaching and News Media Practice Study (2018)

Civil society sector:

10. Media Development Foundation (MDF)

- Teaching media literacy and critical thinking in schools (2018-2019) <http://millab.ge/ka/>
- Youth Media Literacy Lab (ongoing) http://www.mdfgeorgia.ge/geo/view_actives/67
- Myth Detector Lab for Media Literacy (Ongoing) <http://mythdetector.ge/ka/laboratory>
<https://www.dw.com/en/dw-akademie/milen/s-45533421>
<https://mileneexpertnetwork.wordpress.com>
- Measure the truth <http://www.mdfgeorgia.ge/geo/gallery/3>
- International Hackathon http://mdfgeorgia.ge/geo/view_news/513
- Hackathon workshops: http://mdfgeorgia.ge/geo/view_news/515
- “Learn to Recognize” - Georgia - Translation and adaptation of a textbook for media literacy training.
- A series of videos promoting media literacy on infodemic <https://www.facebook.com/1436499703296575/videos/422819862193448>
- Competitions: The most media literate young person <http://mythdetector.ge/ka/myth/konkursi-qvelaze-mediacignieri-akhalgazrda-2019> and the most media literate school http://mdfgeorgia.ge/geo/view_statements/640

11. Georgian Charter of Journalistic Ethics

- Media Literacy Platform Media Checker (ongoing) <https://www.mediachecker.ge/>
- Development of Media Literacy among Youth - Media Literacy Handbook (2018) <https://www.qartia.ge/ka/sakhelmdzghvano-tsebebi1/article/71298-mediatsignierebis-sakhelmdzghvano>
- Development of media literacy in young people – Trainings

12. Georgian Association for Defense of Public Interests

- Online course in media literacy - Introduction to media literacy <https://ganatldi.ge/>
- Online course in Media Literacy-Media Literacy
- Project “Educators for Equality” <https://bit.ly/2Uv2eJQ>

13. Georgian Reform Association

- Online fact check platform Factcheck.ge (ongoing)
- A joint initiative of the Reform Association and the Volunteer Hub, which aims to increase the resilience of young people to fake news. <https://www.facebook.com/VolunteerHubGeorgia/posts/521518949217537>
- A handbook created on the basis of collaboration between the Georgian Reform Association and the Georgian Teachers’ Professional Association: “Anti-Western Disinformation in Georgia and Ways to Detect It.”

14. Frontline Georgia Club

- A series of discussions on media literacy (2018-2019) <https://www.facebook.com/frontlinegeorgia/>

15. Institute for Development of Freedom of Information (IDFI)

- Project “Digital Literacy and Internet Freedom in Georgia” (September 2017 - January 31, 2018). Within the framework of the project were prepared five textbooks on cyber security. <https://idfi.ge/ge/cybersecurity>
- Organizational Support Grant from Swedish International Development Cooperation Agency (Sida), within the framework of which were produced several analytical materials on past and present challenges related to propaganda, disinformation and media (January 1 of 2020 - December 31 of 2022) <https://bit.ly/398FDLN>

16. Democracy Lab - DEMLab (ongoing)

- Project “Whatever happens to you, is your doing” and “This is not a conference” (ongoing) <https://bit.ly/3qM4k70>

17. Atlantic Council Digital Forensic Research Laboratory (Atlantic Council DFRLab)

- Georgians Gripped by Generated Graphics
<https://bit.ly/3o2YJaw>
- Pro-Kremlin Outlets Fail in Anti-West Sentiment Push around Anaklia Port
<https://bit.ly/367NSGe>
- Pro-Kremlin Narratives Challenge NATO Sec General’s Georgia Visit <https://bit.ly/3sLj2ga>
- “Gavrilov’s Night”: Multiple Facebook Pages Target
<https://bit.ly/396h9my>
- Anti-LGBT Facebook Posts Proliferate in Georgia Before Tbilisi Pride
<https://bit.ly/3iAO9Xf>
- Pro-Kremlin Actors Fuel Anti-Turkish Sentiment in Georgia
<https://bit.ly/2KIEK3k>
- Cyberattack knocks out Georgian websites with a surprise
<https://bit.ly/2KKxKTC>
- Inauthentic pages linked to majority government taken down in Georgia
<https://bit.ly/3iELk7t>
- Holy Tension! Georgia-Azerbaijan Border Dispute Grows
<https://bit.ly/3c2C37L>

18. Journalism Resource Center - JRC

- - Project title: “Acting responsibly for gaining trust”
<http://mediacouncil.ge/ge/news>

19. International Society for Fair Elections and Democracy (ISFED)

- Social Media Monitoring - ten studies
https://isfed.ge/geo/sotsialuri-mediis-monitoringi?fbclid=IwAR3UnIT_AYkquzk-a7U_0CiZynDEc bnGJWO38U-EDJETsmOiSJnqgv6JdH8

20. Digital Agency Circle

- Digital platform and mobile application Stopbullying.ge

Media Agencies:

21. Public Broadcaster

- Social advertising on media literacy
- Joint project with Factcheck.ge

22. TOK TV

- Multimedia game show FACK-FAKE
<https://www.facebook.com/JournalismResourceCenter/videos/1422176911267541/?t=0>

23. ON.Ge

- Online game "Empire of Lies" <https://imperia.on.ge/>

Donor organizations:

24. East-West Management Institute

- Project "Information Defense Legion" <https://infoarmy.ge/ge>
- Implemented by the non-governmental organization "Strategic Communications Center - Georgia."
- Platform "Who is who" was implemented by the movement "Internet Monitoring for Democratic Civic Activism" (IMDCA). April 15 - October 15, 2020.

25. International Research and Exchanges Board (IREX)

26. Deutsche Welle (DW)

27. National Endowment for Democracy (NED)

9. Brief biography of the authors

Ekaterine Basilaia - a Media Researcher and Assistant Professor at the Georgian Institute of Public Affairs (GIPA). She has authored several research papers and reports on different issues related to the field of media and communications. She has been a moderator and co-author of IREX Media Sustainability Index (MSI) and Vibrant Information Barometer (VIBE) for the past 10 years. She has served as a research advisor for the Georgian chapter of Media Influence Matrix (CEU). She is a co-author of a book titled: "The Role and Limitations of non-Governmental Policy Advocacy in Georgia: Groups and Media in Agenda-Setting". Ms. Basilaia has worked as a researcher for the local and international organizations, such as BBC Action, DW Akademie, UNFPA, FPU, GIP etc.

Nino Danelia - a professor at Ilia State University and invited Professor at the Caucasus School of Journalism and Media Management at GIPA. She is an author of several research and policy papers on Georgian media, as well as of handbooks and textbook chapters for journalism students, journalists and communication specialists. She has more than 15 years of experience in giving lectures to the undergraduate and graduate students and in conducting training courses for the Georgian mid-career journalists in journalism and mass communication, standards of journalism, media literacy, strategic communication and social campaigns. She also has 8 years of work experience with various newspapers and radio programs as a reporter and editor. With one foot in civic activism, she is a founding member of „Media Club“, „Georgian Women Movement“ and a „Coalition for Media Advocacy.“ Ms. Danelia obtained her B.A. from the Tbilisi State Academy of Arts and M.M.C., Manship School of Mass Communications at the Louisiana State University.

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