Main findings from the EAO Media literacy mapping in the EU-27 and UK and new challenges linked to the fight against disinformation

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Overview

Presentation of the Media literacy mapping in the EU-27 and UK

- Context and methodology

- The key findings

Challenges linked to the fight against disinformation

- The shortcomings of the 2018 Code of Practice on Disinformation

- The 2022 Code

- What is in it for media literacy?

The role of EDMO and perspectives ahead

- Media literacy within EDMO

- Concluding perspectives

1 | Media literacy mapping in the EU-27 and UK
Context and methodology

Mapping of media literacy projects in the EU-27 and UK in the period 2010-2015

What was the purpose of this mapping?

- To identify trends at regional, national and European levels

- To inspire the development of new projects and collaborations

What did it focus on?

- Audiovisual content

- Non-curricular education

Methodological considerations

- Finding a common understanding of media literacy
- Creating a common framework for comparison
- Understanding of what is 'significant' in this context

"*Media Literacy is understood as an umbrella expression that includes all the technical, cognitive, social, civic and creative capacities that allow a citizen to access, have a critical understanding of the media and interact with it.*"

- EU Media Literacy Expert Group

5

Experts and questionnaires

Collection of data for the elaboration of a comparative report

Questionnaire to each national expert:

- Identify the 20 most significant ML projects since 2010 (total of 547 analysed projects)

- Give a detailed description of the 5 most significant ones (145 case-studies)

Projects and skills

- **Project type**: Research, Resources, Campaigns, Provision of funding, Networking platforms, Policy development and End-user engagement

- **Sector**: Academia, Audiovisual content providers, Public authorities, Online platforms, Civil society and Cross-sector collaboration

- **Media literacy skills**: Creativity, Critical thinking, Intercultural dialogue, Media use, Participation and interaction, Other

- **The scale of the project**: Local, National, European

- **The time period of activity**

Reason for significance

- 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
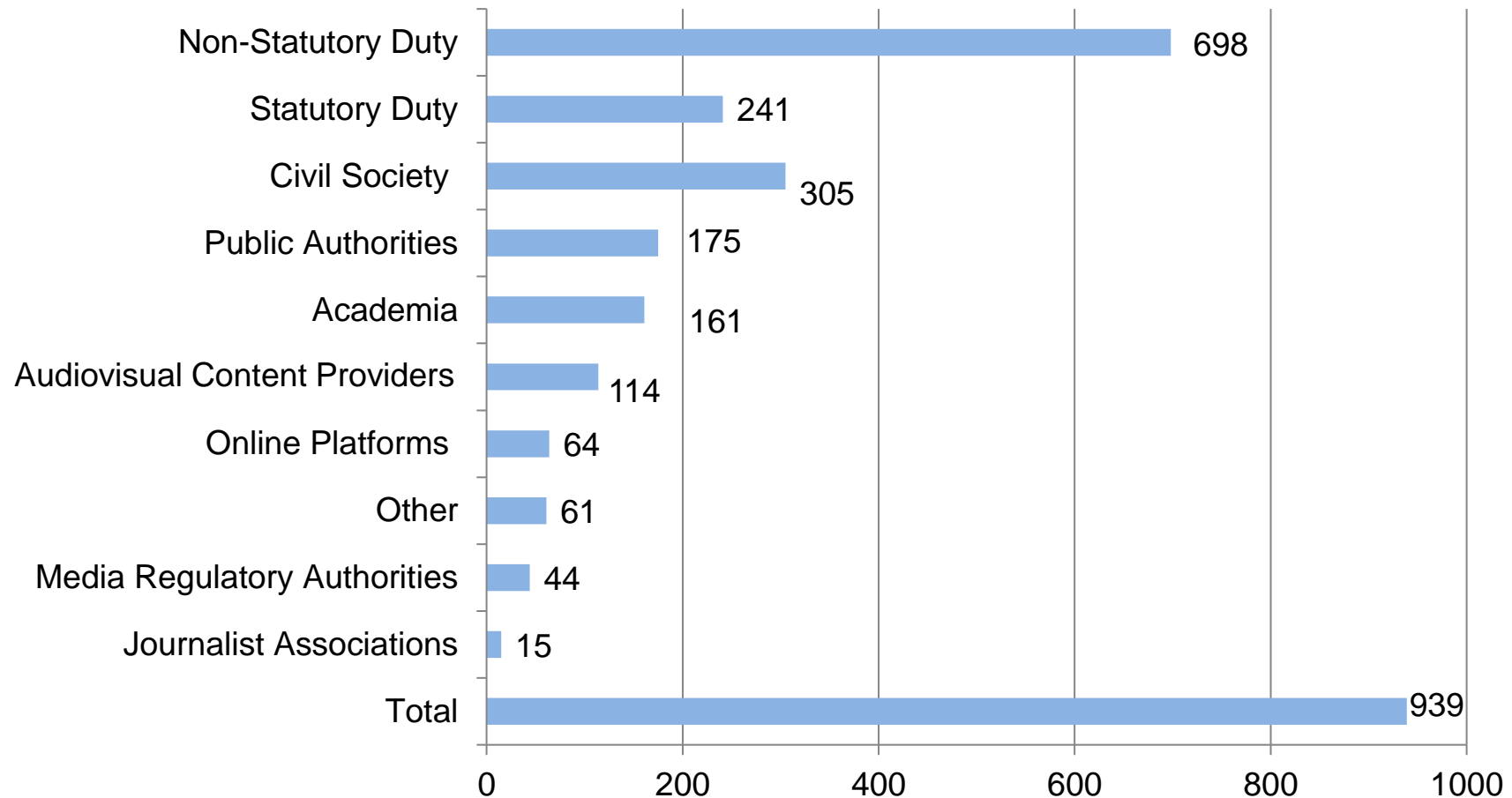
1 | **Media literacy mapping in the EU-27 and UK**
The key findings

Analysed elements

1. **The stakeholders**
2. **The networks**
3. **The project types**
4. **The skills**
5. **The sectors**
6. **The geographic reach**
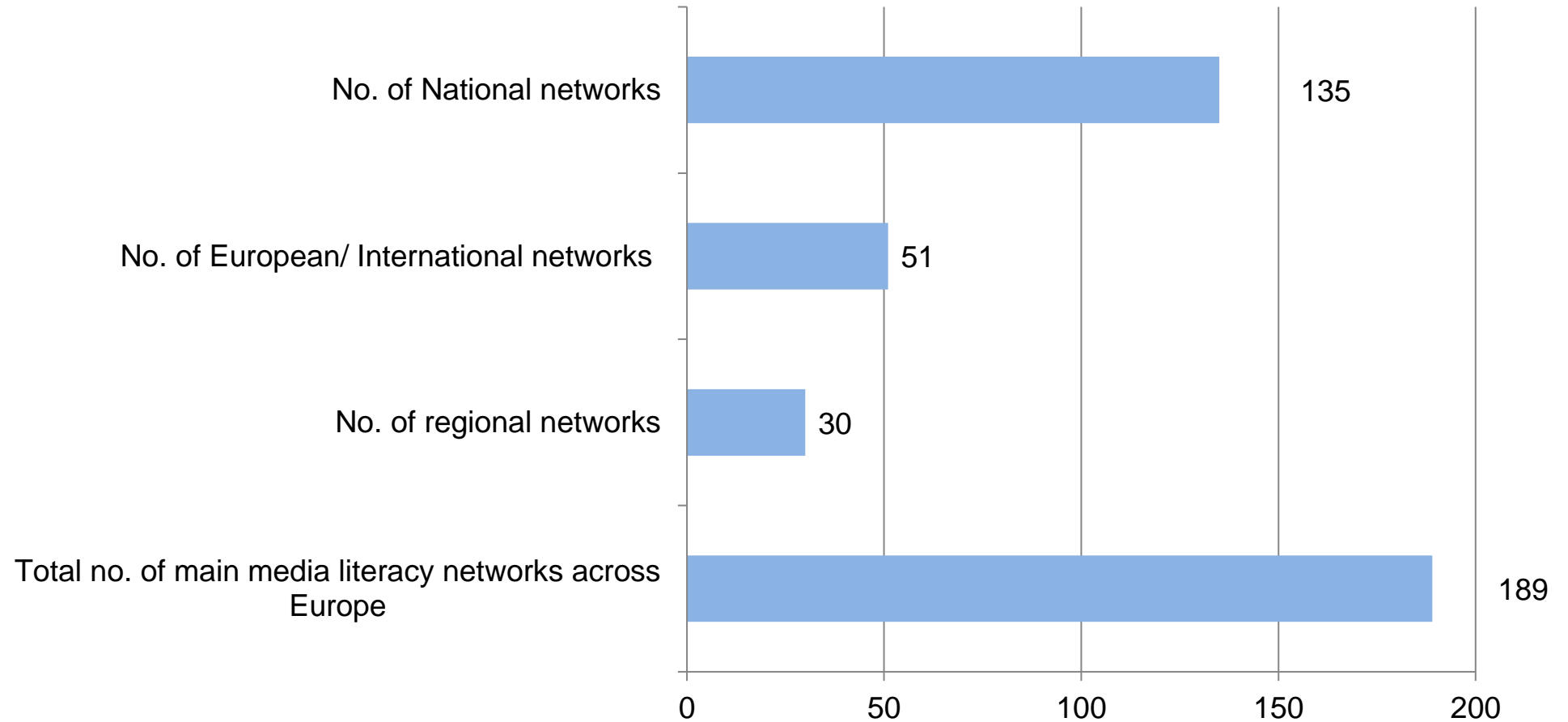7. **The audience groups**

1 Main media literacy <mark>stakeholders</mark> and the sectors represented across the EU-27 and UK

Sector	Value
Non-Statutory Duty	698
Statutory Duty	241
Civil Society	305
Public Authorities	175
Academia	161
Audiovisual Content Providers	114
Online Platforms	64
Other	61
Media Regulatory Authorities	44
Journalist Associations	15
Total	939

2 | Main media literacy ==networks== across the EU-27 and UK

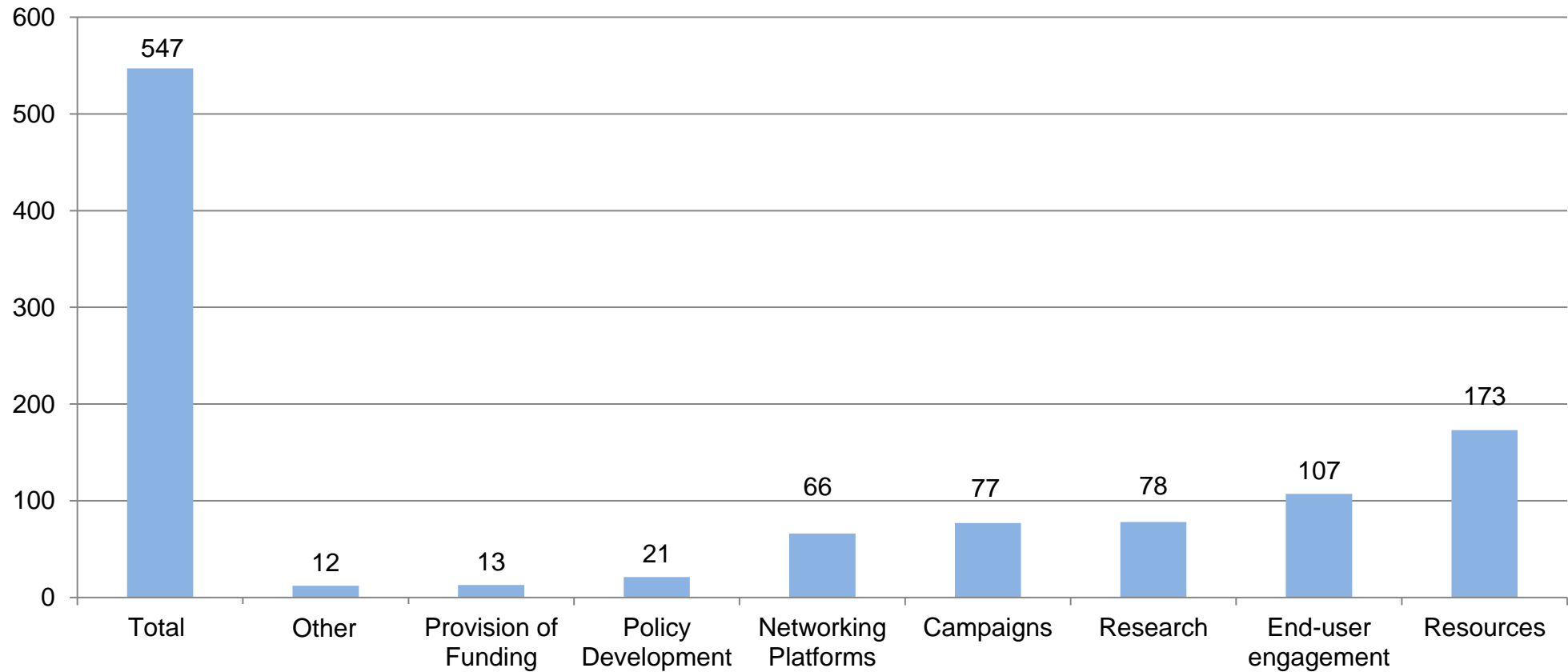|	
No. of National networks	135
No. of European/ International networks	51
No. of regional networks	30
Total no. of main media literacy networks across Europe	189

3 | Media literacy '==project types==' across all featured projects from the EU-27 and UK
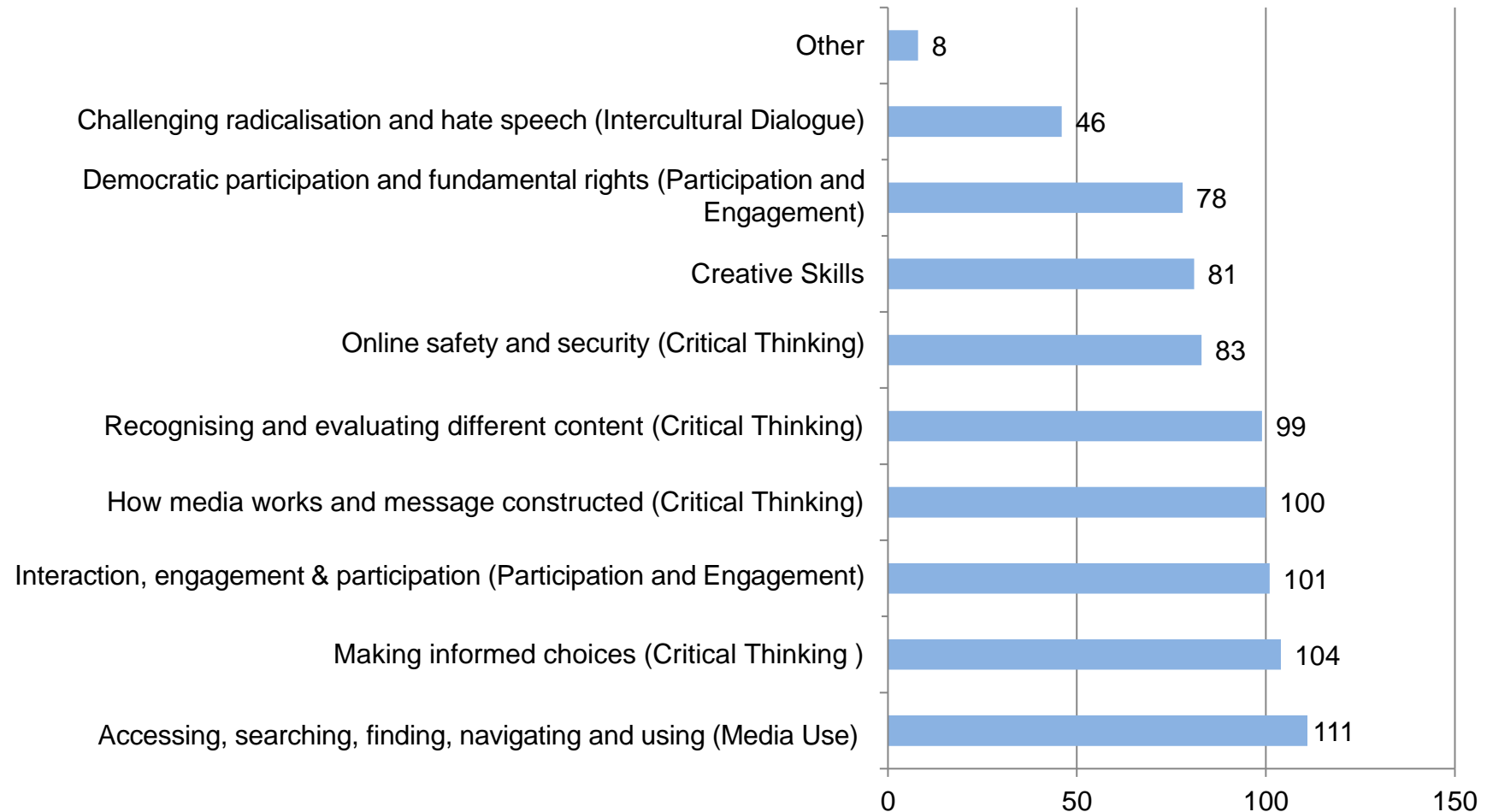

Category	Value
Total	547
Other	12
Provision of Funding	13
Policy Development	21
Networking Platforms	66
Campaigns	77
Research	78
End-user engagement	107
Resources	173

4a | Types of media literacy <mark>skills</mark> addressed by all the featured projects across the EU-27 and UK

Category	Value
Critical Thinking	403
Media Use	385
Participation and Interaction	323
Creativity	264
Intercultural Dialogue	162
Other	58
Total no. of projects	547
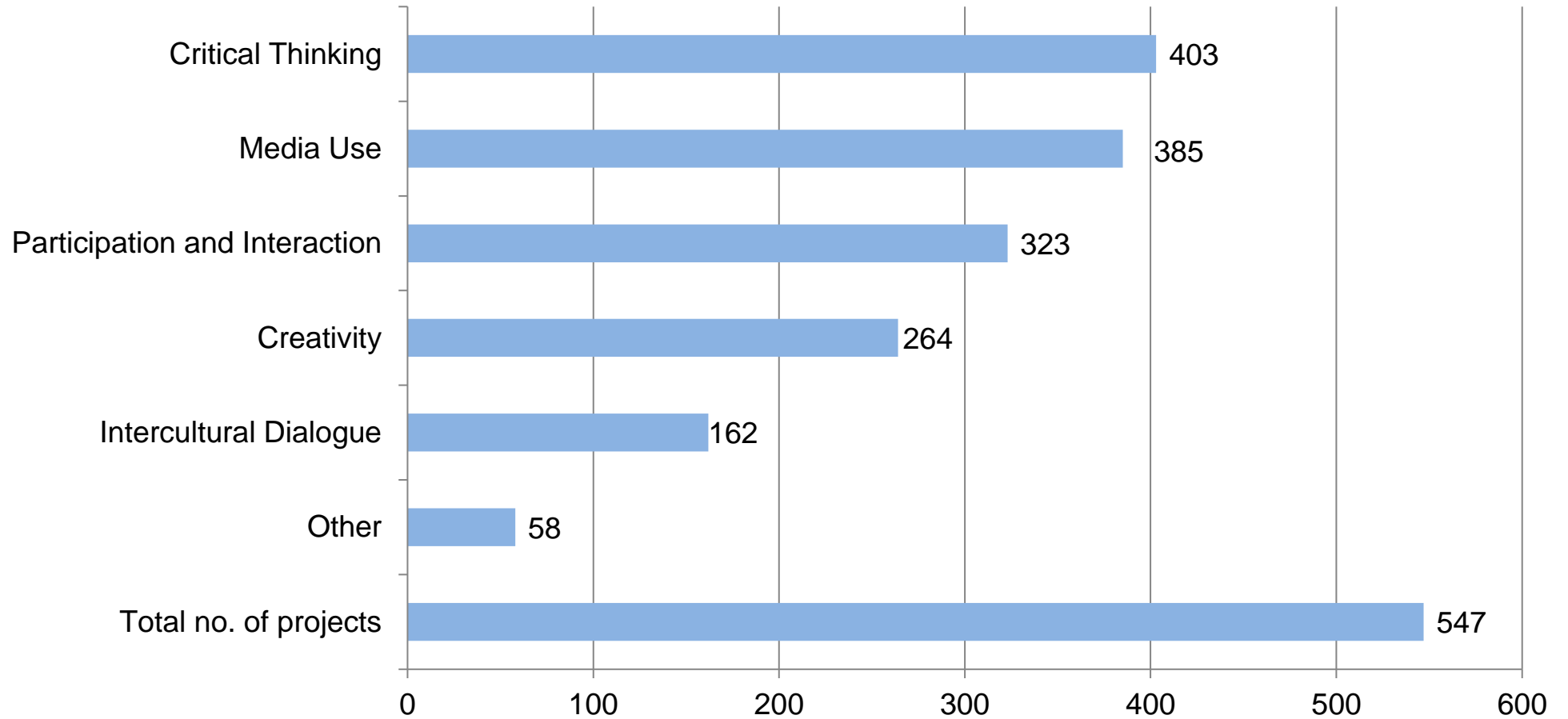
4b Types of media literacy skills addressed by the 'case-study' projects across the EU-27 and UK

Other — 8

Challenging radicalisation and hate speech (Intercultural Dialogue) — 46

Democratic participation and fundamental rights (Participation and Engagement) — 78

Creative Skills — 81

Online safety and security (Critical Thinking) — 83

Recognising and evaluating different content (Critical Thinking) — 99

How media works and message constructed (Critical Thinking) — 100

Interaction, engagement & participation (Participation and Engagement) — 101

Making informed choices (Critical Thinking) — 104

Accessing, searching, finding, navigating and using (Media Use) — 111
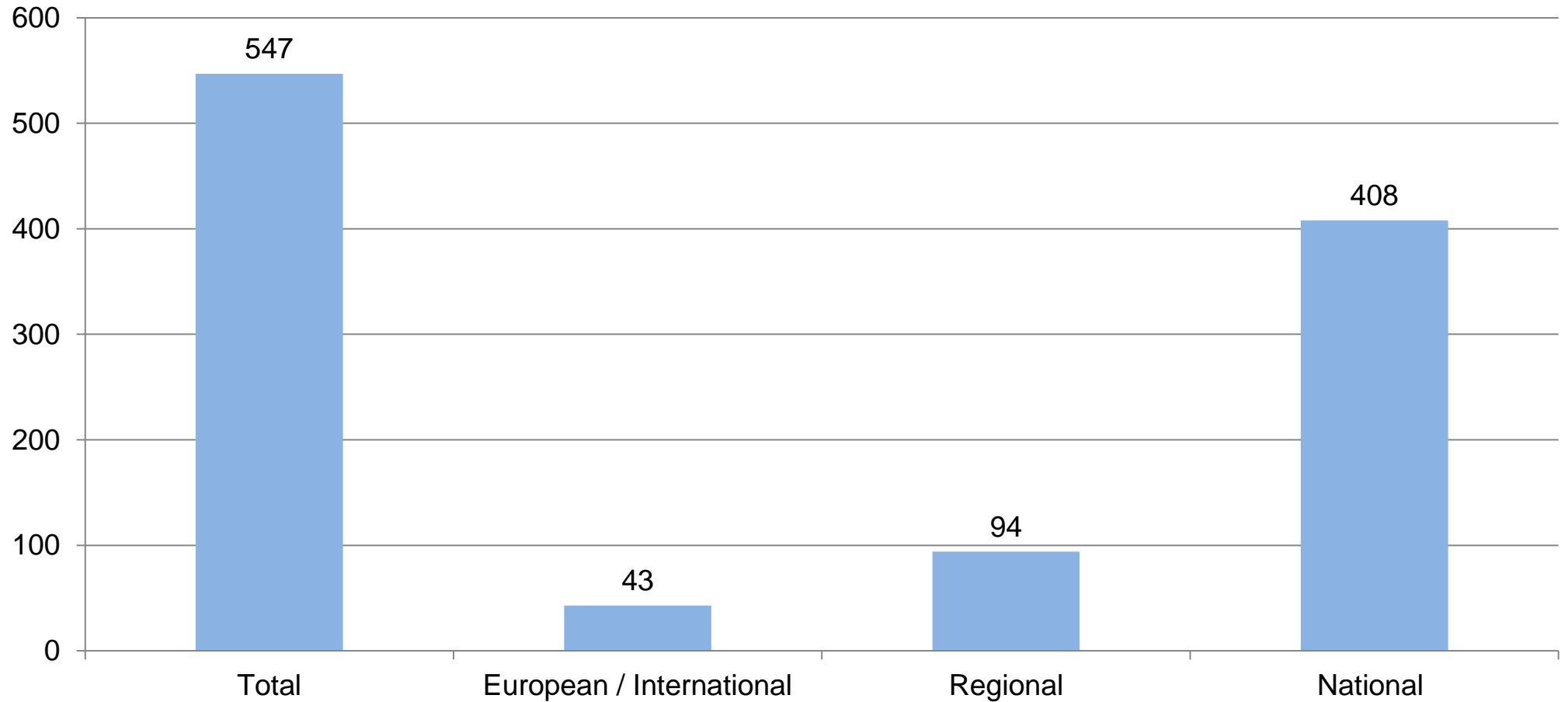
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5 | **Engagement of different 'sectors' in all featured media literacy projects across the EU-27 and UK**
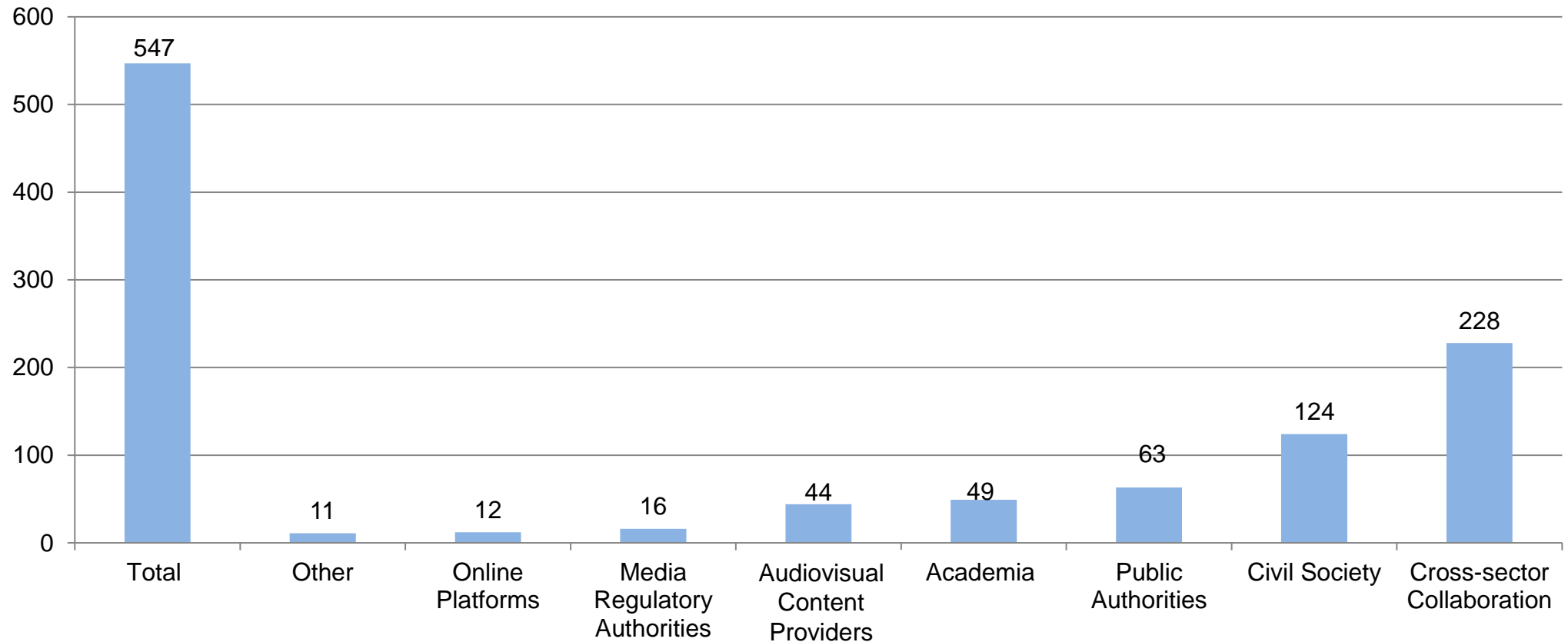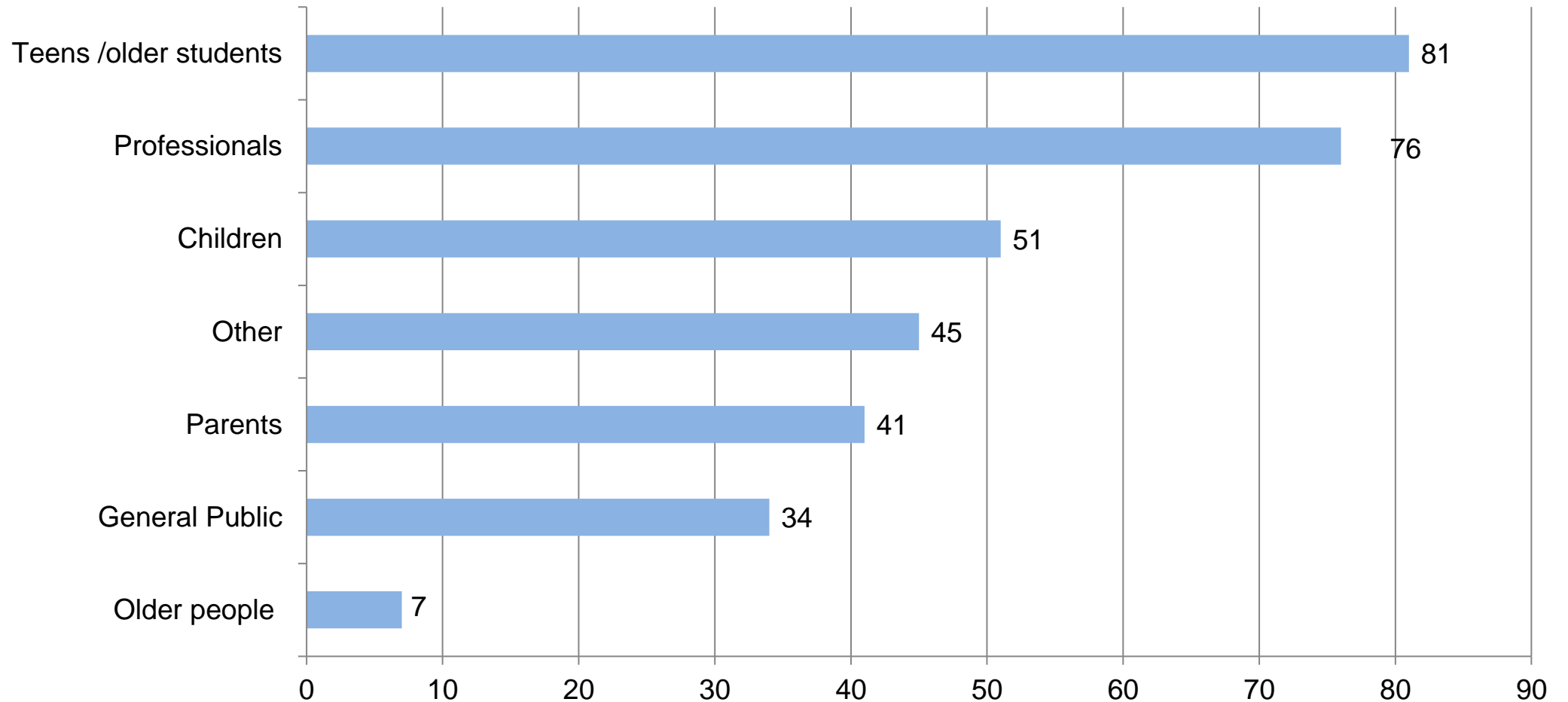
6 | Regional/national/international <mark>reach</mark> of all the featured projects across the EU-27 and UK

7 | Audience groups targeted by the 'case-study' projects across the EU-27 and UK

Audience group	Value
Teens /older students	81
Professionals	76
Children	51
Other	45
Parents	41
General Public	34
Older people	7

2 | Challenges linked to the fight against disinformation

2018 Code of Practice on Disinformation

A self-regulatory initiative by industry players committing to counter disinformation, considered insufficient by the EU Commission in a 2020 assessment.

Shortcomings detected by the industry:

- ₒ Inconsistent and incomplete application of the Code across platforms and member states;
- ₒ Gaps in the coverage of the Code's commitments;
- ₒ A lack of appropriate monitoring mechanisms, including key performance indicators;
- ₒ A lack of commitments on access to platforms' data for research on disinformation;
- ₒ Limited participation from stakeholders, in particular from the advertising sector

The 2022 Code**

2022 Code of Practice on Disinformation

The 2022 Code establishes:

- A permanent task-force for signatories (including Google, Meta, Microsoft, TitTok, Twitter and Twitch) to collaborate;

- A strengthened monitoring framework based on qualitative reporting elements and service-level indicators measuring the effectiveness of its implementation;

- Regular reviews by its signatories of their commitments and measures and the consideration to subscribe to additional ones, if deemed relevant following input from the Code's task-force.

User empowerment is at the core of the Code, with the objective of providing users with better tools to identify and react to disinformation

What is in the 2022 Code for media literacy?

Signatories also commit to:

o Strengthening efforts in media literacy and critical thinking, with the aim of including vulnerable groups;

o Minimising the risk of viral propagation of disinformation by adopting safe design practices in the new systems, policies and features they develop;

o Adding functionalities to flag harmful false/misleading information;

o Providing a transparent appeal mechanism;

o Taking measures to curb disinformation on messaging apps through the implementation of features that empower users to think critically.

Other important actors

o Close cooperation with ERGA, EDMO mentioned in 2022 Code;

o EPRA EMIL task force

3 | The role of EDMO and perspectives ahead

EDMO's Media Literacy activities

EDMO is focused on supporting existing and new efforts by media literacy practitioners and in the field, including the EDMO Hubs, who have all committed to media literacy work.

EDMO builds resources to offer:

- An overview of media literacy in Europe (including who's doing what, country profiles, where to find the latest research, key contacts);

- Inspiration to practitioners through a searchable collection of case studies of projects that, for example, meet particular objectives, involve particular stakeholders or target particular audiences;

- A forum for knowledge exchange and networking.

Media literacy country profiles

EDMO is working on building country profiles for each member state (with input from hubs and other national experts) to offer an overview of the state of media literacy.

EDMO provides information on national context identifying:

- Relevant national policies or frameworks;
- Any responsible institutions;
- The status of media literacy in the national curriculum;
- The position of media literacy outside formal education;
- Stakeholders and links to their projects.

Training sessions and knowledge exchange

The first media literacy training sessions took place earlier this year for media literacy practitioners on evaluation and assessment, with the goal of equipping participants with the knowledge and tools to better track the impact of their media literacy interventions.

EDMO investigates how to best improve cross-country collaboration

- All Hub media literacy contacts have been invited to join an email list where they can share new initiatives and insights;
- Webinars with Media & Learning Association provide an opportunity to share activities and learnings with Hub colleagues and the wider media literacy community;
- Going forward, EDMO hopes to organize additional closed thematic meetings for Hub media literacy specialists.

Quality standards and media literacy in the EDMO Hubs

- Develop quality standards for media literacy initiatives;
- Use these to build a directory of good practices;
- Publish general guidelines for different media literacy stakeholders;
- Based on the Country Profiles and further research, gather evidence of effective strategies that can be used to better inform the policy debate about how to raise media literacy levels across society

EDMO develops a range of ambitious media literacy projects

- Some are building on and expanding existing initiatives, others are starting new projects. There is also a discussion underway about a joint media literacy day;
- The hubs will share their results and resources with the goal of benefitting the whole media literacy community.

What's next?

Users' empowerment

o The user perspective is an essential one in the fight against disinformation.

o As individuals interact with online services without necessarily mastering them, providing them with the tools to defend themselves from harmful but technically legal disinformation seems one of the possible winning strategies available, that empower users to think critically.

What's next?

Stakeholders' dialogue

o   A strong and constant dialogue with stakeholders seems to be a crucial step to encourage them to adopt common indicators on the trustworthiness of the content that is shared on their platforms.

o   This would in turn make media literacy initiatives much more efficient, as they would build up the skills also to decode these kinds of indicators.

What's next?

Strengthening institutions

o   The role of the institutions appears determining in helping build a climate of trust.

o   Having independent and accountable media regulators involved in the monitoring of the media landscape, notably in assessing media as free, diverse, and trustworthy, could close the "trustworthiness circle" and substantially help users identify sources that can be trusted and disregard those disseminating disinformation.

Thank you!

Questions?
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A presentation of
The European Audiovisual Observatory