

# How is UNESCO Media and Information Literacy practiced throughout the pandemic? *An evidence-based compact Mediterranean approach*

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Head of Research, Studies & Educational Programs - EKOME

Thessaloniki International Media Summer Academy 16-23/7/2021  
New business models in Media Organizations

# PART 1

## UNESCO MIL Alliance

*A global network promoting MIL strategies towards media policies*

- Joint initiative with key stakeholders such as UNAOC, UNICEF, Open Society Foundation, IREX, European Commission and other UN agencies and international development partners towards SDG by 2030.
- **Main objectives** – relevant fields of action in **9 key areas in media and communication**:
  - ❑ Governance, citizenship and freedom of expression;
  - ❑ Access to information and knowledge for all citizens;
  - ❑ Development of media, libraries, internet and other information providers;
  - ❑ Education, teaching, and learning - including professional development;
  - ❑ Linguistic and cultural diversity as well as intercultural and interfaith dialogue;
  - ❑ Digital inclusion: Women, children and youth, persons with disabilities and other marginalized social groups;
  - ❑ Health and wellness (health literacy);
  - ❑ Business, industry, employment and sustainable economic development;
  - ❑ Enabling the MIL community to speak and address, with a unified voice, including the need for policies;

## GAPMIL – UNESCO MIL Alliance 10 Years Anniversary !

- ❑ **Main premise:** Media & Information Literacy is a composite umbrella term that encompasses all media genres - contexts – platforms.
- ❑ **Combines:** media literacy & information literacy
  
- ❑ Annual conference on MIL
- ❑ Awareness raising campaigns
- ❑ OERs & platforms on MIL
- ❑ Publications – webinars
- ❑ MIL Awards: best practices globally (since 2015)

Figure 2: The Ecology of MIL: Notions of MIL



**Annual Global Media and Information Literacy Week**  
24-31 October 2021

## UNESCO MIL Alliance Challenges

- ❑ Difficulty to establish a common framework globally on MIL policies due to countries – regions cultural contexts / particularities.
- ❑ **5 Regional Chapters & Sub-Chapters** (Working Groups, National Chapters, Youth-Sub Committee), UNESCO Division
- ❑ **European Sub-Chapter – Mediterranean Group - EKOME**
- ❑ Voluntary network aiming to act as “supra platform” for connecting, promoting, practicing, advocating on MIL in typical education, lifelong learning context.
- ❑ **International Steering Committee**
- ❑ **Ultimate challenge:** to map projects / initiatives, good practices and exemplary MIL actors globally and evaluate them towards public policies and strategies

### **Upper Goal**

Democratic societies with informed, engaged, active citizens:  
Empowered Societies – UNESCO MIL Cities



## What If?

- ❑ **Policy makers** from multiple fields joined their forces, enabling a powerful and influential MIL policy on their respective countries/ territories?
- ❑ **Media professionals** supported school systems to develop MIL project-based learning, engaging students in an all-inclusive creative relationship with the media?
- ❑ **School** promoted systematically the creative language of young people towards the development of media works with the use of digital media (UGC) for development of MIL skills and experienced-based learning in a sociocultural context?
- ❑ **Students** knew how to *read between the lines* and determine the purpose of media messages, evaluate their mechanisms and content platforms behind and were capable of recognizing good from fake information in a post-truth context?
- ❑ Students recognizing the need for information and communication, were able to choose own age-appropriate digital media content according to certain existing criteria (labelling) ?
- ❑ **Educators** participated in professional development programs in MIL to learn how to guide students into being responsible media “pro-sumers”?

# PART 2



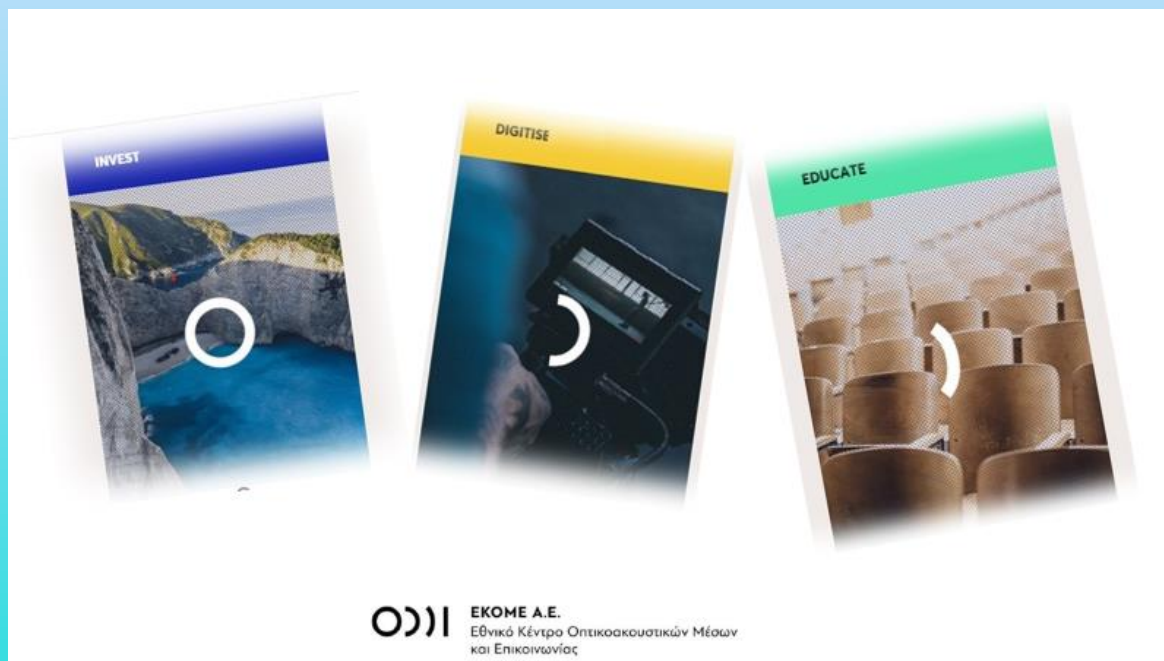
## White Paper on Media & Information Literacy, 2018

*Through media and information literacy skills, citizens are no longer passive recipients of media messages, but they adopt **an active and critical attitude towards news agenda, making wiser choices and contributing to the quest for high quality media content, all characteristics of a strong and competitive media industry.***

- ❑ Invest
- ❑ Digitize
- ❑ Educate
- ❑ Audiovisual



**IDEA !**



## 3<sup>rd</sup> pillar: Educate

**Main themes:** Media literacy, news literacy & disinfo, digital literacy, animation, gaming, ICT-based literacy, visual literacy, library literacy

- **Greek Media Literacy hub** (evidence-based research)
- National, EU & global policy advocate and expert (EC, CoE, UNESCO)
- High-level contact network (EAVI, CIMU-SEE, ECFA, IAME)
- **Publications & OERs:**
  - i. White Paper on Media and Information Literacy (2018)
  - ii. UNESCO MIL Clicks Pact “Think Critically, Click Wisely” (2019)
  - iii. Film Literacy Study Guides
- **Facilitator & Educator on ML Skills** in typical and non-typical education, lifelong learning context
  - I. School contests on media content creation, gaming, archives, digital media
  - II. EduMediatest Creative Europe / Media Literacy for All
- **Lifelong Training on media professionals** (re-skilling, up-skilling)

## MIL CLICKS\* PACT

Think Critically and Click Wisely

I am a MIL CLICKER, I pledge to REVIEW before I click, post, and share:

**R**ights: I recognize that I am a global *citizen*\*\* with rights and agency online and offline. I am aware that my online posts can have both visible and unknown consequences for me or towards the rights of others. It is important to *think critically* before posting and sharing. Even if I make a mistake, I will act ethically and correct it.

**E**ducation / Economy: I recognize that I am part of a global village and economy. I understand that my full *literacy* includes being information and media literate. Therefore, my self-empowerment through the pursuit of information, media and technological competencies can contribute to peace and *sustainability* of my country, region and the world.

**V**oice: I commit to sharing my voice and acting as a peer-educator of media and information literacy for all. I will advocate and pursue *creativity* and self-expression, and drive positive development-oriented conversations in online and offline spaces.

**I**ntercultural dialogue: I am aware of different cultural and religious views as well of various beliefs that other people have that may not align with mine. I respect our differences. I will try to see things from the perspective of others though I may or may not agree with them. I see MIL as a tool to enhance my rights, and that of other people to make informed decisions to engage in *intercultural dialogue* and cultural understanding of people. As a media and information literate person, I will commit to a dialogue that does not spread hate.

**E**thics: I will not share information that I know not to be true/factual. I am a respecter of others' privacy, their rights online (including their intellectual rights), and I will use ethical judgments when sharing and posting content. Whenever sharing content from others, I will include references and allow readers to access the source of my comment and make their own judgment.

**W**ise clicking for women and men: I recognize that the information, media, technological and communication landscape concerns women and men of all ages equally. I understand that MIL is a tool to promote gender equality. I commit to using my MIL competencies, when acquired, to advance the equal rights of women and men of all ages – as far as I am able and have the opportunity. I commit to applying *media and information literacy knowledge, skills and attitude* when assessing information online or offline and sharing it further with my friends and family.

\* Media and Information Literacy: Critical-thinking, Creativity, Literacy, Intercultural, Citizenship, Knowledge and Sustainability

\*\* Citizens here should be taken to mean individuals identified with metaphors of citizenship.

# EDU MEDIA test




## δημοσιογραφία

19  
ΤΕ ΕΠΕΡΕΥΝΑ ΜΕ ΤΟ COLUMBA JOURNALISM REVIEW

### ΕΓΓΡΑΜΜΑΤΙΣΜΟΣ ΣΤΑ ΜΕΣΑ

Ολοσχευμένη  
Θεμελίωξη της ενεργειακής  
φύλαξης στην Ελλάδα

Κρήνες  
Πολιτική αβεβαιότητα  
των κοινωτικών

Υπόθεση Ζ.  
Καταπολέμηση  
Ο εθνικός θάνατος  
της Δημοσιογραφίας



# Media Literacy / Film Literacy

[www.ekome.media/educate](http://www.ekome.media/educate)

**ΕΓΩ, Ο ΚΟΛΟΚΥΘΑΚΗΣ**  
Τάξεις: ΣΤ' Δημοτικού, Γυμνάσιο

**FILM - A LANGUAGE WITHOUT BORDERS**  
Το έργο εκπονήθηκε από:

VISION KINO  
Network for Film and Media Literacy

Film Forever

IFELA  
FOR ONLINE FILMMAKING

Αυτοδύναμη στο Ελληνικό ΟΔΙ | ΕΚΟΜΕ S.A.

Co-funded by the European Union

**PADDINGTON**  
Τάξεις: Β'-ΣΤ' Δημοτικού

**FILM - A LANGUAGE WITHOUT BORDERS**  
Το έργο εκπονήθηκε από:

VISION KINO  
Network for Film and Media Literacy

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IFELA  
FOR ONLINE FILMMAKING

Αυτοδύναμη στο Ελληνικό ΟΔΙ | ΕΚΟΜΕ S.A.

Co-funded by the European Union

**ΠΡΟΓΡΑΜΜΑ ΤΑΙΝΙΩΝ ΜΙΚΡΟΥ ΜΗΚΟΥΣ**  
*The Red Balloon, Jemima & Johnny, Palle Alone In The World*

Τάξεις: Α'-Ε' Δημοτικού  
Ηλικίες: 6-10 ετών

**FILM - A LANGUAGE WITHOUT BORDERS**  
Το έργο εκπονήθηκε από:

VISION KINO  
Network for Film and Media Literacy

Film Forever

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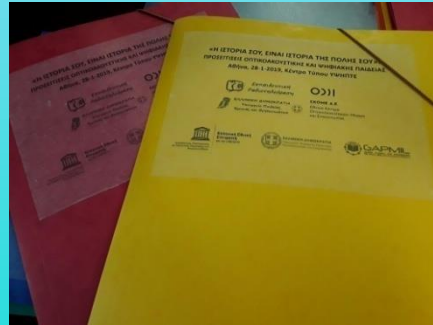
**Δημοσιογραφία**  
19  
ΤΕ ΣΥΝΕΡΓΙΑ ΜΕ ΤΟ COLUMBIA JOURNALISM CENTER

ΕΠΙΓΡΑΜΜΑΤΙΣΜΟΣ ΣΤΑ ΜΕΣΑ

Θεογονία  
Φοβία η ενεργός  
φύση στη Ελλάδα

Κόπρος  
Παιδική αλυσίδα  
των κινητήρων

Υπόθεση Ζ.  
Καυτά στον αέρα  
Ο αδύνατος  
της δημοσιογραφίας



## EKOME MIL Network



### ❑ **International associations & stakeholders:**

- ✓ European Association for Viewer's Interests EAVI
- ✓ International Association for Media Education – IAME
- ✓ European Children's Film Association - ECFA
- ✓ **CIMU-SEE Coalition of Information and Media Users in South East Europe**
- ✓ SOMA - Social Observatory for Disinformation and Social Media Analysis
- ❑ **European Study & Research CoE, ERGA, EC, UNESCO**
- ✓ «Media and Information Literacy in the Digital Environment», Council of Europe
- ❑ **Social Media Awareness Campaigns** (UNESCO Global MIL Week, European Media Literacy Week, Greek National Media Literacy Week)

## Europe Sub-Chapter Mediterranean Group

- ❑ Thematic **working group** within European Sub-Chapter with the aim to promote scopes of UNESCO GAPMIL and coordinate MIL actions and policies in the Mediterranean region for a broader momentum in the area.
- ❑ **Launched** UNESCO MIL Conference in Latvia (24-27 October 2018)
- ❑ **Upper goal:** Develop synergies to advance MIL competencies for ALL= core citizenship skill of the 21st century
- ❑ **36 members – 10 Mediterranean countries:** Albania, Greece, Italy, Malta, Spain, Cyprus, France, Bosnia Herzegovina, Montenegro
- ❑ Booklet **Meet Our Members** (2020)
- ❑ **EKOME MIL Webinar Series...**

1 TF / Promotion	2 TF / Research	3 TF/ Synergies	4 TF / Creative Industry	5 TF / MIL in Schools
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# PART 3

## **EKOME MIL Webinar Series**

### **«Raising MIL Skills in the Mediterranean: Policies & Practices»**

- ❑ 4 webinars October 2020- June 2021
- ❑ within EU Sub Chapter Mediterranean Group based on 5 TF
  - a) promotion, b) research, c) synergies d) creative industries, formal education
- ❑ **As a response to Covid-19 challenges and the plethora of information that highlighted the need for accurate information & MIL citizens**
- ❑ **Aim:** explore contemporary trends and highlight innovative practices among Med Group members that could help better equip citizens and educational, media professional community with MIL critical skills, experience and knowledge.
- ❑ **Explored** crossing paths and challenges embed during and after the pandemic.
  
- ❑ **Great impact: 15** guest-speakers, **419** participants, from **41** countries,
- ❑ **Over 3.000** views!



# EKOME MIL Webinar Series

## «Raising MIL Skills in the Mediterranean: Policies & Practices»

### 1. MIL Policies & Practices



**Webinar: RAISING MIL SKILLS IN THE MEDITERRANEAN: POLICIES & PRACTICES**  
26 October 2020, 15.00 – 16.00 Athens (EET) time

**Hosted by:** Irene Andriopoulou (Greece)

**Speakers:** Panos Kouanis (Greece), Vassilis C. Karamitsaris (Greece), Monica Duran (Spain), Anais Adriaens-Allemard (France)

**Logos:** EKOME, UNESCO MIL Alliance, GAPMIL

### 3. MIL & Digital Skills



**3rd EKOME MIL Webinar: MEDIA LITERACY & DIGITAL SKILLS**  
6 April 2021, 15.00 - 16.00 Athens (EET) / Live streaming on Facebook @ekomedia

**Speakers:** Alexandre Le Voci Sayad (France), Alessandra Falconi (Italy), Cristina Pulido (Spain), Irene Andriopoulou (Greece)

**Logos:** EKOME, UNESCO MIL Alliance, UNESCO

### 2. Disinformation & MIL



**Webinar: RAISING MIL SKILLS IN THE MEDITERRANEAN: POLICIES & PRACTICES**  
3 February 2021, 15.00 -16.00 Athens (EET) time

**Hosted by:** Irene Andriopoulou (Greece)

**Speakers:** Antonio Román Casas (Spain), Nikos S. Panagiotou (Greece), Lea Ceaglio (Italy)

**Logos:** EKOME, UNESCO MIL Alliance

### 4. MIL & Creative Industry



**4th EKOME - UNESCO MIL Webinar: Greece Film Education through Film Festivals**  
16 June 2021, 16.00 Live streaming: EKOME Facebook, @ekomedia

**Speakers:** Stellos Kymionis (Greece), Maria Anastapoulou (Greece), Elini Delidakis (Greece), Pantelis Pantelogiou (Greece), Mathaios Frantzeskakis (Greece), Irene Andriopoulou (Greece)

**Logos:** EKOME, UNESCO MIL Alliance

## EKOME MIL Webinar Series

41 Countries



## EKOME MIL Webinar Series

### «Raising MIL Skills in the Mediterranean: Policies & Practices»

#### 1. MIL Policies & Practices



Welcome by EKOME President

#### Key Outcomes

- Approach MIL as life skills in a proactive thinking
- Need for adoption of a common “code of action” in the Med
- Explore more links with the Creative Industry through specific species like that of animation, towards educating young viewers as future audience with a social and media identity
- Need for more evidence-based research, Med- based
- Focus on teacher training & student-oriented approach
- Need for evaluation methods for MIL in typical education

## EKOME MIL Webinar Series

### «Raising MIL Skills in the Mediterranean: Policies & Practices»

#### 2. MIL & Disinformation



**Our most successful webinar!**

#### Key Outcomes

- Disinfo most dominant MIL feature during the pandemic
- Low trust to news was renewed with high trust
- Need for more regulatory actions / ERGA
- New MIL features: link MIL with new digital media fields AI, gamification, interoperability, internet neutrality, digital skills, quality content, UGC, media ethics, media pluralism, FoE, FoI in social media
- School MIL: horizontal & vertical interventions, OERs available
- MIL – Emergency Remote Education, Flip Classroom model
- New Media Literacy Intelligence (meta-cognitive learning, bots, echo chambers, personal data, algorithms)
- New MIL Skills for Journalists: news literacy, investigative journalism, data journalism, Big Data, surveillance journalism, education journalism and social rights (inclusion, diversity, intercultural)
- **Common EU Framework on Media Literacy Skills**

## News Literacy Trends

### Information Chaos, Disinformation

- e-Twinning thematic priority for 2021: Media literacy and disinformation
  - New EDMO, EU Digital Media Observatory (2020), budget of €2.5 million.
  - Call for proposal with a budget of EUR 3.9 million available for actions to support media freedom and investigative journalism
  - New Creative Europe /MEDIA program 2021-2027 an emphasis on disinfo and digital skills and AI.
- 
- Renewed Trust towards Traditional media news & journalism
  - Citizen's own information paths in social media as well as internet sources

## EKOME MIL Webinar Series

### «Raising MIL Skills in the Mediterranean: Policies & Practices»

#### 3. MIL & Digital Skills



**UNESCO MIL Alliance co-Chair invited**

#### Key Outcomes

- Imperative educators properly re-trained (**up-skilled**) within the new circumstances - home schooling
- Combine MIL and digital skills within digital inclusion for a “new school experience”, a new MIL pedagogical framework
- Digital parenting falls within MIL remit
- School adjustment (curriculum and teacher training)
- Strong input by the Creative Industry, grass-root actions to bottom-up approach
- OERs largely available (academia, industry on content MIL)

## EKOME MIL Webinar Series

### «Raising MIL Skills in the Mediterranean: Policies & Practices»

#### 4. MIL & Kids Film Festivals



**Special for Greece !**

#### Key Outcomes

- MIL & Film Education
- Film language, film aesthetics, film analysis → **“screenwise viewer”**
- Film Literacy strong presence in typical and non typical education, not as autonomous subject yet
- Kids Film Festivals strong supporter of MIL, Film Education in Greece
- Set a pattern for global trends (UNESCO Film Cities, UNESCO MIL Cities)
- Strong collaboration with schools through project-based actions (cinema contests, gaming, OERs, games)

***End of Circle 1. Stay tuned for more !***

## Conclusions

### 5 Ws in digital MIL

- Who
- What
- Where
- When
- Which

### **EKOME : A Matter of Perspective**



- intermediator** for strongest links among media educators, media professionals & creative & digital media industry
- advocate** for MIL State policy towards the development of national MIL policies and strategies infrastructure



# Thank You!

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