



The MELIA Observatory Project

**Media Literacy Observatory for Active
Citizenship and Sustainable Democracy**

**T3.2./4 Documented learning interaction
Trans-sectoral Learning Interactions**

Document Reference

Project Acronym	Melia Observatory				
Project Code	DTP3-657-4.1				
Project URL	https://www.interreg-danube.eu/approved-projects/melia-observatory				
EU Project Officer	Johannes Gabriel				
Project Manager	Name	prof. dr. Matevž Tomšič		Affiliation	SASS
	Email	matevz.tomsic@fuds.si	Phone	+386 40 300-292	
Output Name	T3.2./4 Documented learning interaction Trans-sectoral Learning Interactions Organizations				
Output Number	T3.2				
Type	report	Distribution Level			
Responsible Author(s)	Alenka Pandiloska Jurak				
Contractual Date of Delivery	January, 2022				
Status	Final				
Quality assurance reader	Tamara Besednjak Valič				

Change History

Version	Date	Status	Author (Unit)	Description
0.1	January 2022	Draft	Alenka Pandiloska Jurak	First Draft
0.2				
0.3				
1.0				

TABLE OF CONTENTS

1	INTRODUCTION	4
2	OBJECTIVE	6
3	TARGET GROUPS	6
4	MATERIALS.....	8
5	WORKING INTERACTIONS	9
6	LESSONS LEARNED	10

1 Introduction

With capacity building toolkit supporting media literacy and active citizenship competencies in Youth as our starting base, the consortium conducted four documented learning interactions.

The first workshop included educators and researchers in the fields of media, civil society, youth issues and democracy from higher education institutions as well as NGOs dealing with media and other related issues.

The second workshop was organized for media practitioners as well as other representatives of media organizations.

The third workshop was organized for policy-makers and public administrators from different levels and sectors of government, as coordination among various sectors is key to sustaining higher levels of media literacy and education.

Finally, the fourth workshop was a cross-sectoral one, gathering a variety of experts and stakeholders from all different relevant sectors.

The learning interactions were supported by a working version of the MELIA Observatory web platform. Each learning interaction was documented. The reports of the workshop include data that is needed for the final evaluation report on the quality of learning interactions. Learning interactions support the process of building firm relationships among stakeholders of the transnational training network, enabling the transnational exchange of experiences and good practices and ways of making use of them.

This output upgrades the expertise of the stakeholders on how to face the main challenges that some negative developments in the media landscape – like ‘fake news’ and ‘hate speech’ – pose for the development of sustainable democracy in the Danube Region. It

raises the awareness of the importance of media literacy and other civil competencies for the active participation of the citizenry.

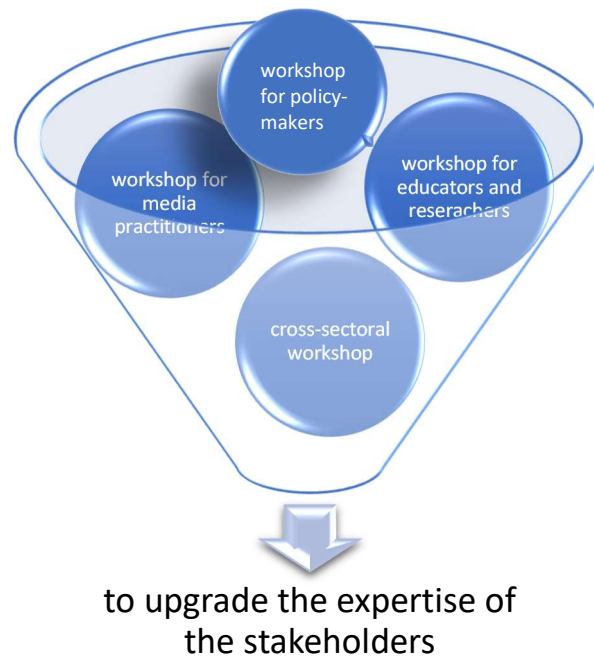


Figure 1: Workshops flow overview

This output directly contributes to PSO1 since it serves as preparation for the establishment of a transnational training network. It also contributes to the improvement of learning and analytical tools (PSO2, PSO3).

2 Target groups

Higher education and research

Institutions of higher education and research (universities, independent schools, research institutes) play a key role in the production of knowledge. In the context of our project, they will target particularly higher education institutions in social sciences and humanities, although certain institutions that deal with ICT will also be attracted. They provide knowledge and expertise in the fields of media, civil society, democratization, participation, education and youth issues. They also provide experts in analysis and audit, linguistics, ICT and Artificial Intelligence, pedagogics, teaching and training. Experts from different higher education and research institutions exchange information on trends, developments and good practices. This will lay foundations of future long-term cooperation.

Education/training centre and school

Since the project is focused on media literacy, in combination with other civil skills, of the young population, cooperation with education and training centers and schools is of utmost importance. Our project deals both with youth (elementary pupils and high school students) as well as those who work with them, i.e. their educators. We target schools from both elementary and secondary levels (at later, we will target vocational schools). Regarding educators, we target both schools and centers of formal and informal education/training. A particularly important role is played by schools in the implementation of the three pilots, in terms of both providing participants and feedback on training tools.

Interest groups including NGOs

There are many NGOs that play a very active role in media audit, non-formal education, promotion of active citizenship and spreading democratic values. Some of them are focused on practical work with the young population. NGOs in the field of media often raise public awareness on the problematic nature of phenomena, produced by the media landscape, like 'hate speech' and 'fake news'. Targeted NGOs are involved in several activities within the project. They provide us valuable feedback on the recent situation

and developments in the above-mentioned areas as well as on the usability and applicability of developed training tools.

Local public authority

Institutions of public authority at local/municipal level play important role in the system of multilevel governance. They are in charge for regulations and policies that have significant impact of people's life in their communities. In the field of media and education, their role is important at least at certain levels. In many countries, elementary schools are funded by municipalities. They also have an impact in terms of providing conditions for youth participation in political and social life at the local level. Their involvement in the project activities is particularly important from policy and strategic aspects, contributing to the relevance of project outputs in terms of improving institutional conditions of the rise of civic competence and active citizenship at the local level.

National public authority

Institutions of public authority and the national level still play a key role in the system of multilevel governance. They are in charge for regulations and policies in the key fields of society. As such, they have a crucial impact on the level of political and social participation and the quality of democratic governance. Their actions also strongly affect the level of social and political trust of the citizenry. With our project, we in particular target those national institutions that deal with media, education, youth and civil society issues. Their involvement in the project activities is particularly important from policy and strategic aspects, contributing to the relevance of project outputs in terms of improving institutional conditions of the rise of civic competence and active citizenship at the national level.

General public

Media literacy and active citizenship are topics that have been gaining on importance in the eyes of the general public in the past years. We can witness increasing awareness of their importance for good governance and the development of sustainable democracy. There is also growing awareness they need to become part of the education process, i.e.

that teaching them becomes integrated into the curricula. We keep informing the general public on the potential of media literacy as a tool to empower citizens' active participation. We thoroughly and systematically communicate and disseminate information on the nature of the project, its outputs and results.

3 Objective

This learning interaction was cross-sectoral one, gathering a variety of experts and stakeholders from all different relevant sectors. All groups of stakeholders that have been identified as target groups of the project will contribute to this learning interaction. Learning interactions address existing policy frameworks on media education.

The following topics for presentations and debates were selected:

- **Curriculum of Training Program on Media Literacy and Active Citizenship**
- **MELIA Observatory Web Platform**
- **The Right to 'Fake' News**
- **Media Literacy and Civic Participation**
- **The Challenges of Media Education**

4 Materials

Within the MELIA Observatory, a series of materials as capacity-building tools on media for youth and youth educators were prepared. In parallel to those materials, we developed a multi-purpose interface that provides conditions for learning activities, aiming to support media literacy competencies among youth in the Danube region, boosting in the process civil participation. All below-listed materials will be available to the target groups to be used by the end of the project.

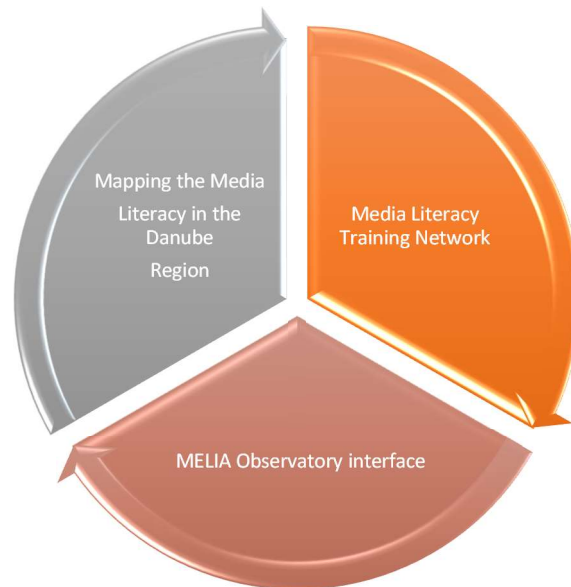


Figure 2: MELIA Observatory Output documents for Trans-sectoral learning purposes

The materials are available on the added links:

1. [Repository on media landscape](#)
2. [Handbook on media literacy and active citizenship](#)
3. [Guidelines with Action Plan for policymakers](#)
4. [Knowledge base](#)
5. [Instrument for media contents scrutiny](#)
6. [MELIA Observatory Service](#)

5 Working interactions

On January 31st, 2022, FAM Ljubljana together with its Consortium Partners organized the workshop, whereby the primary focus was the presentation of the trans-sectoral learning interactions. Due to the inconvenient situation around Covid-19 pandemic and all enforced measurements, it was obvious that the event would take place online, namely on the ZOOM platform. The workshop dedicated to presentation of the learning interactions prepared within the framework of MELIA Observatory gathered a variety of experts as well as

stakeholders from such sectors that are closely related to the aim of the project. As far as the participation in general is concerned, the event was completely free to enter with no registration required.

6 Lessons learned

Welcoming Speech – Prof. Dr. Matevž Tomšič, School of Advanced Social Studies

The Project Leader and the Chief Designer of the workshop, Prof. Dr. Matevž Tomšič, School of Advanced Social Studies (FUDŠ/SASS) sincerely welcomed more than 70 participants, members of the Consortium and Policy Impact Committee as well as speakers from whom presentations and lectures are especially expected.

Curriculum of Training Program on Media Literacy and Active Citizenship - Radka Michalová, Edhance

The floor was given to Mrs. Michalová who introduced participants with curriculums, interactive presentations, handbooks and brochures. As an example, she also presented one handbook dedicated to the students (the focus was the outlook and the content). In order to get an impression, see also some photos below.

MELIA Observatory Web Platform, Aneta Golebiowska, Algebra

The next presentation aimed to introduce participants with the MELIA Observatory Platform Interface, a special tool dedicated to automatically annotate words in terms of the sentiment (negative, neutral and positive) as well as the topic of a certain text in general. The development of the Web Platform was in the hands of Algebra and Mrs. Aneta Golebiowska, its representative, was the one who prepared an interactive presentation. In the meantime, some practical examples were shown in order to explain participants how the platform is functioning.

The Right to 'Fake' News, Prof. Dr. Žiga Turk, University of Ljubljana

In his presentation, Prof. Dr. Žiga Turk confronted the concept of freedom of speech with the phenomenon of the fake news. As he demonstrated, the freedom of speech is a value that should not be taken for granted. The fact is that in the past the majority of the people were not allowed to express and share their opinion publicly, let alone to take part in a policy decision-making process. Nowadays things have changed. People not only have an enormous possibility to speak but also, as Prof. Dr. Turk pointed out, to spread and share news that are not true. In this perspective, it is even more important for each person to be able to find and give honor to the true. As he concluded, the true information will always shade the fake one.

Media Literacy and Civic Participation - Prof. Dr. Nikolai Genov, REGLO

The next speaker was Prof. Dr. Nikolai Genov, the representative of REGLO, who's presentation was focused on their immediate tasks concerning the implementation of the third pilot. During his presentation, Prof. Dr. Genov mentioned even some possibilities to enlarge the substantive part of the third pilot. In this manner, he devoted quite some time to explain what they are aiming to do.

The Challenges of Media Education - Dr. Marketa Pastorova, National Pedagogical Institute of the Czech Republic

Finally yet importantly was the presentation of Dr. Marketa Pastorova from the National Pedagogical Institute of the Czech Republic, who introduced participants with the challenges of incorporating media education in the pre-school, primary and secondary schools, those. As she explained, currently media education is a cross-curricular topic, meaning that there is no specific subject that educating kids about the proper use of media. Another problem is the fact that there is no specific outcome defined in terms of the skills. In the light of this, Dr. Pastorova mentioned the thematic report of the Czech school inspectorate from 2018 which clearly shows that Czech pupils do not have appropriate knowledge. According to her, Czech educational system needs to undergo a significant change. There is, however, one strategic plan (Strategy for Education Policy of

the Czech Republic up to 2030+) but it is, as dr. Pastorova explained, insufficient as it doesn't include the topic of media literacy as a specific content.

Discussion, Brainstorming & Conclusion

The short discussion was followed by a brief summary of all presentations. In the conclusion, the moderator thanked to all speakers and participants who decided to take part in this workshop.