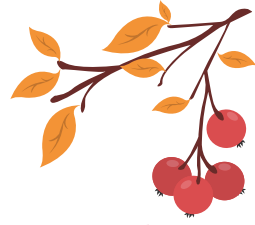


November 2021

## DEVELOPING BASIC SKILLS WITH PARTICIPATORY MEDIA PRODUCTION

- Can we use culture, art, cultural heritage and cultural creativity to combat the "fake news" spread in various social media?
- How can we empower, support and encourage adults to think critically and acquire digital and media literacy?
- What is culture, really? What are Fake News and media literacy anyway?

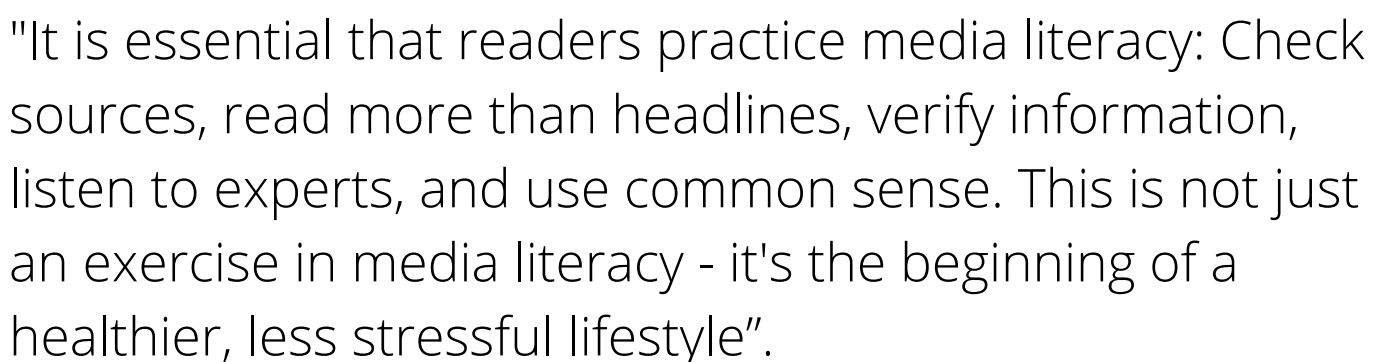
These are the key concepts on the basis of which four partners from different European countries (France, Portugal, Cyprus, Malta and Slovenia) will pool their energy, knowledge, experience and ideas, and jointly develop different educational tools and programs to improve digital and media literacy skills while teaching adults, community educators and professionals from the arts and cultural sector working with low-skilled adults and marginalised communities. Using media-based methods in a participatory community approach (photo voice, storyboard, video storytelling, and infographics), key target groups will be equipped with the basic skills to analyse, evaluate, and create media messages. Culture, arts, cultural practises and other creative activities will be used as a driver to promote social cohesion in communities as well as to develop skills to access, analyse, evaluate, create, and participate in messages in a variety of media forms, from print to video to the Internet. Through producing cultural stories and products, the adult will better understand the role of media in society and acquire essential skills of inquiry and self-expression necessary for citizens in a democracy.



## WHY WE NEED THIS PROJECT?

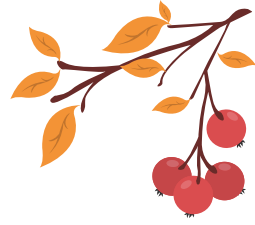
The situation we are currently experiencing due to the pandemic COVID-19 has resulted in much of the EU population being locked up and quarantined and spending more time at home and therefore more time online. Misinformation, fake news and cybersecurity are increasingly dominant issues in an environment of disquiet and uncertainty, where information is spreading that can be detrimental not only to society but also to public health. People with little formal education are much less likely to rely on news organisations, and more likely to rely on social media and messaging applications.





---



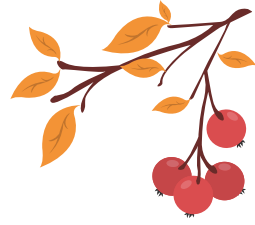


## INTELLECTUAL OUTPUTS OF THE PROJECT

# IO1

The development of an engaging **Toolkit of Embedded Digital & Media Literacy Resources** that will support low-skilled adults to develop basic digital and media literacy skills through storyboards, video storytelling and infographics.





## INTELLECTUAL OUTPUTS OF THE PROJECT

# IO2

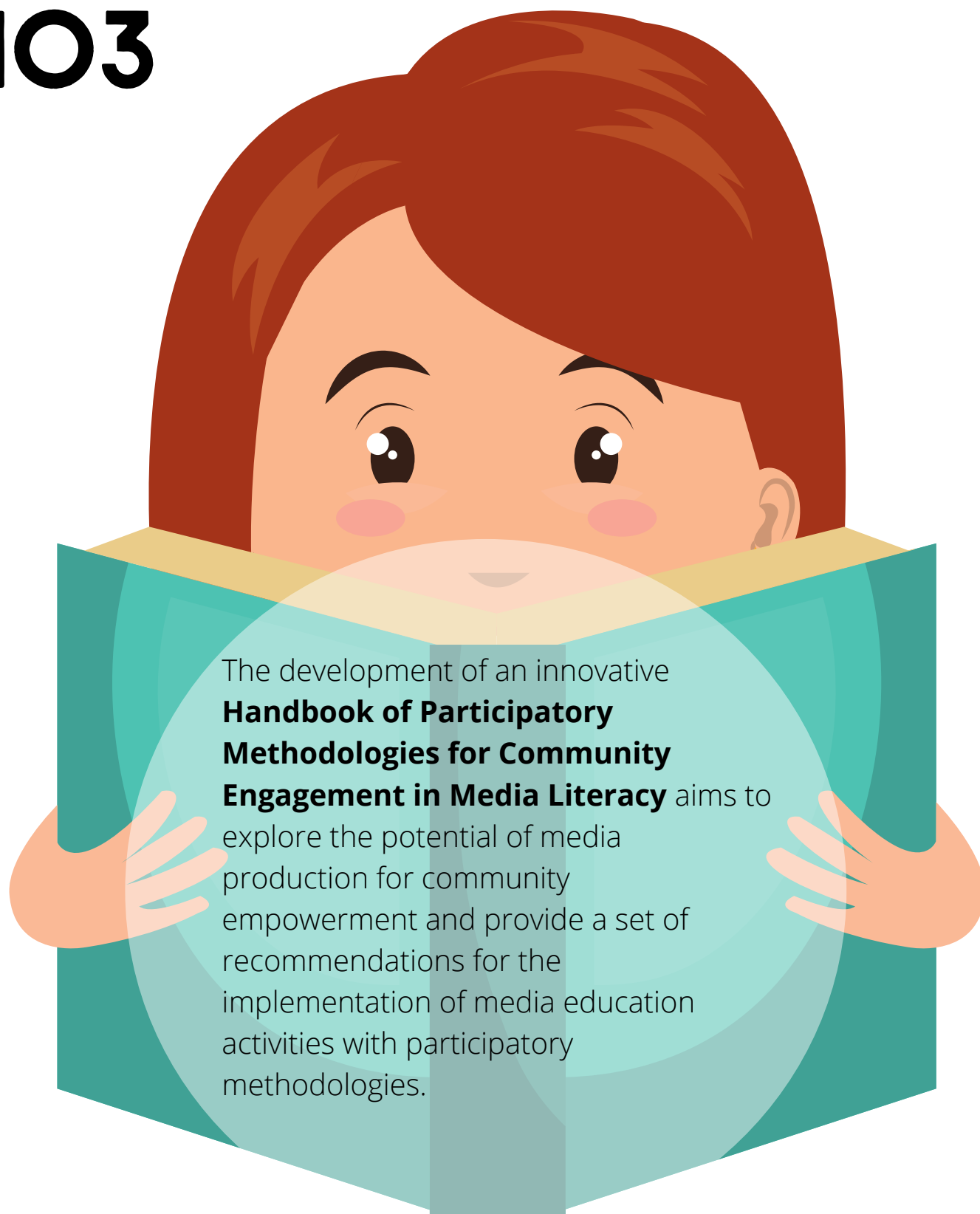


The development of a tailor-made **In-Service Training Programme** that aims to train adult and community educators, and professionals from the arts and culture sectors in the development of basic skills of low-skilled adults.



## INTELLECTUAL OUTPUTS OF THE PROJECT

# IO3



The development of an innovative **Handbook of Participatory Methodologies for Community Engagement in Media Literacy** aims to explore the potential of media production for community empowerment and provide a set of recommendations for the implementation of media education activities with participatory methodologies.



media4all 



## INTELLECTUAL OUTPUTS OF THE PROJECT

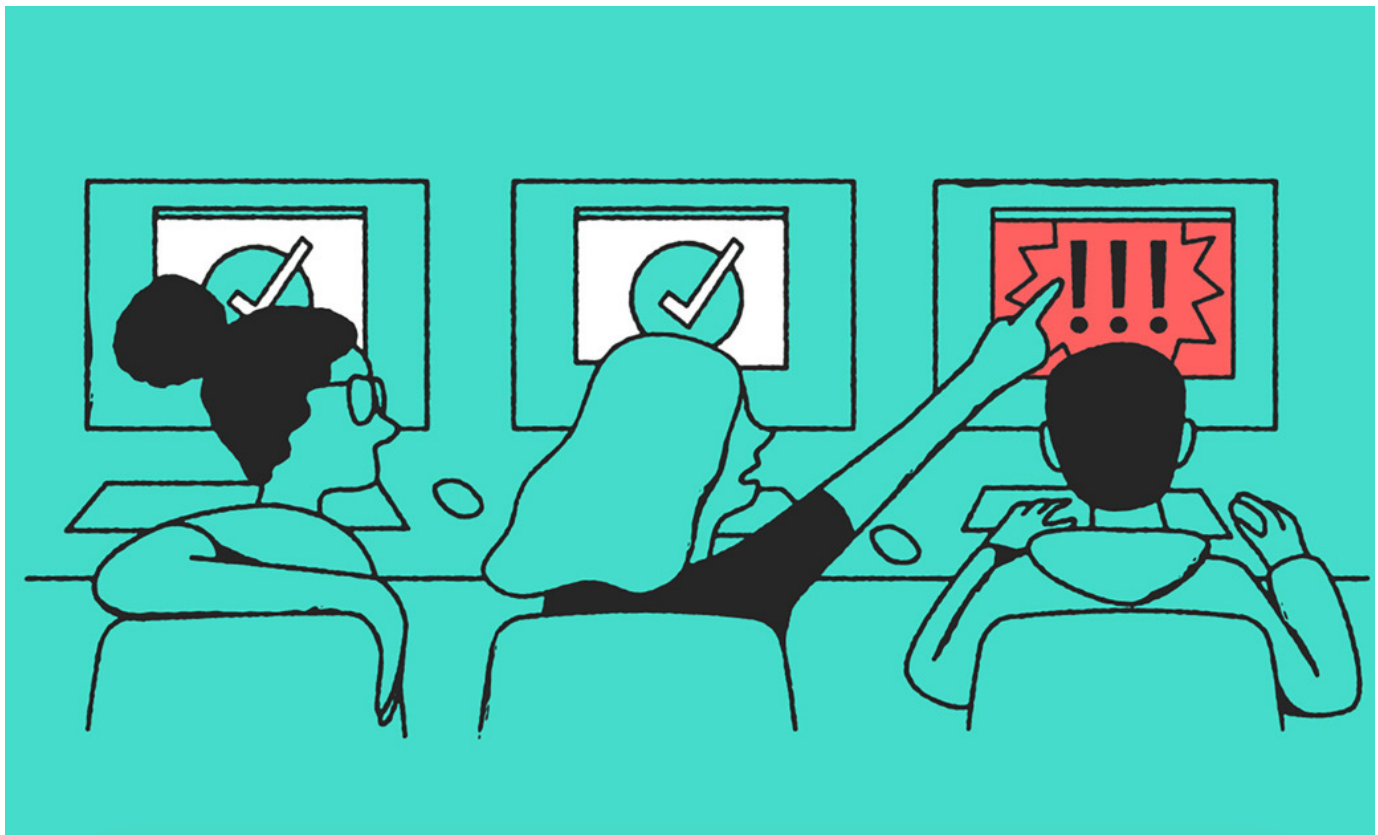
# IO5

The development of a thought-provoking **Policy Paper** that will provide a set of operational and policy recommendations based on the analysis of the results of the transnational project, for decision and policymakers in the adult education, arts and culture sectors.





## SOME IMPORTANT CONCEPTS AND DEFINITIONS WHICH WE WILL USE AND WORK ON

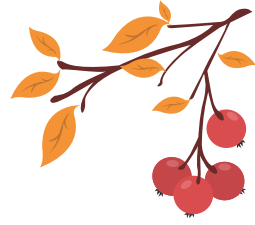


### MEDIA LITERACY

The word "literacy" usually describes the ability to read and write. Media literacy is the ability to identify different types of media and understand the messages that is given. Today we take in a huge amount of information from a wide array of sources, far beyond the traditional media (TV, radio, newspapers, and magazines) as in the past. There are text messages, memes, viral videos, social media, video games, advertising, and more. But all media shares one thing: Someone created it. And it was created for a reason. Understanding that reason is the basis of media literacy.

The digital age has made it easy for anyone to create media. It is not always known who created something, why they made it, and whether it's credible. This makes media literacy tricky to learn and teach. Nonetheless, media literacy is an essential skill in the digital age.

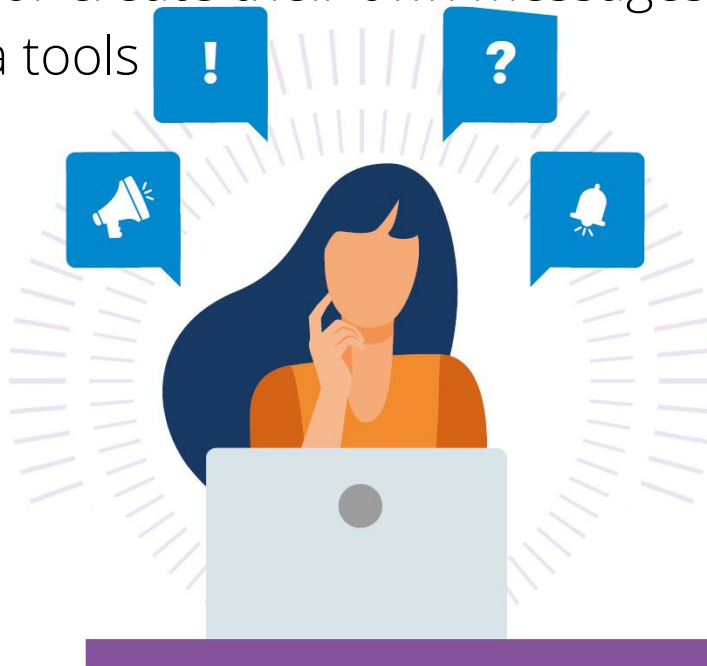
## SOME IMPORTANT CONCEPTS AND DEFINITIONS WHICH WE WILL USE AND WORK ON



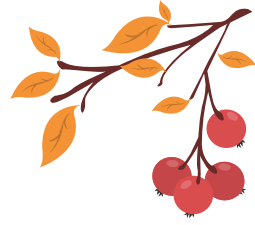
### MEDIA LITERACY

Through a four-step 'inquiry' process of Awareness - Analysis - Reflection - Action, media literacy helps people acquire an empowering set of "navigational" skills which include the ability to:

- Access information from a variety of sources.
- Analyse and explore how messages are "constructed" -- whether print, verbal, visual or multi-media.
- Evaluate media's explicit and implicit messages against one's own ethical, moral and/or democratic principles.
- Express or create their own messages using a variety of media tools



## SOME IMPORTANT CONCEPTS AND DEFINITIONS WHICH WE WILL USE AND WORK ON



### FAKE NEWS

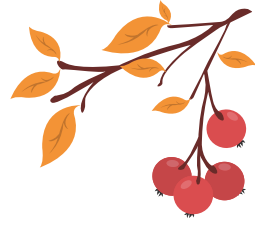


Fake news" is a term that has come to mean **different things to different people**. At its core, we are defining "fake news" as those **news stories that are false**: the story itself is fabricated, with no verifiable facts, sources or quotes. Sometimes these stories may be **propaganda** that is intentionally designed to mislead the reader or maybe designed as "clickbait" **written for economic incentives** (the writer profits on the number of people who click on the story). In recent years, fake news stories have **proliferated via social media, in part because they are so easily and quickly shared online**.

The technological ease of copying, pasting, clicking and sharing content online has helped these types of articles to proliferate. In some cases, the articles are designed to provoke an emotional response and placed on certain sites ("seeded") in order to entice readers into sharing them widely. In other cases, "fake news" articles may be generated and disseminated by "bots" - computer algorithms that are designed to act like people sharing information, but can do so quickly and automatically.



# SOME IMPORTANT CONCEPTS AND DEFINITIONS WHICH WE WILL USE AND WORK ON



## CULTURE, ARTS AND CULTURAL PRACTICES?

'Culture' is one of the most difficult concepts in the human and social sciences, and there are many different ways of defining it. The more traditional definitions of the term say that culture embodies "the best that has been thought and said in a society." It is the sum of great ideas as represented in classical works of literature, painting, music and philosophy - the 'high culture' of an age. Belonging to the same frame of reference, but more 'modern' in its associations, the term 'culture' is used to refer to the widespread forms of popular music, publishing, art, design and literature, or the leisure and entertainment activities that make up the daily lives of the majority of 'ordinary people' - what is called the 'mass culture' or 'popular culture' of an age. High culture versus popular culture was for many years the classic way of debating culture - the terms are heavily loaded with value (roughly, high culture = good; popular culture = devalued). In recent years, and in a more social science context, the word 'culture' is used to refer to anything that characterises the 'way of life' of a people, community, nation or social group. This has become known as the 'anthropological' definition.



**Mark Causon**, the project manager from KUNSILL LOKALI BIRGU from Malta explained:

"Culture is an important part of society, it collectively identifies a country/city, through culture we learn our past and our future as people and how although might be different from other cultures most of us share common traits of culture due to our histories."

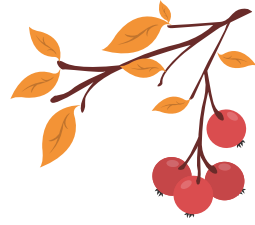
## SOME IMPORTANT CONCEPTS AND DEFINITIONS WHICH WE WILL USE AND WORK ON



### CAN ORGANIZING VARIOUS CULTURAL ACTIVITIES OR EXPLORING PEOPLE'S LIFESTYLES OVER TIME ENCOURAGE PEOPLE FROM MARGINALIZED COMMUNITIES TO ACTIVELY ENGAGE IN MEDIA LITERACY EDUCATIONAL ACTIVITIES?

Yes! Art and cultural practices have become extremely important elements and tools for the qualification, social integration, and well-being of the most disadvantaged populations or those at risk of social exclusion processes. Following the Covid 19 pandemic, communities should support social inclusion, the promotion of diversity, creativity, and innovation even more intensively. This could be achieved through the integration of arts and cultural practices that also enhance self-esteem, provide access to lifelong learning opportunities, strengthen a sense of belonging and inclusion in community life, combat isolation and exclusion, and develop personal skills that facilitate access to and critical understanding of information.

**During the project we will demonstrate how to do this!**



## WHO WE ARE?

### THE LEADING PARTNER



COJEP International is a non-governmental organisation whose headquarters are located in Strasbourg, France. COJEP International has 15 offices in European countries. They develop rational strategies to find solutions to global problems in the fields of human rights, democracy, the fight against racism and discrimination, intercultural dialogue and citizenship education. They regularly organize panels on different themes at the Council of Europe, the United Nations (Geneva and New York), the Organisation for Security and Cooperation in Europe, the European Parliament and UNESCO. They also collaborate with the European Agency for Fundamental Rights and Organisation for Economic Co-Operation and Development (OECD).





## WHO WE ARE?

# COJEP INTERNATIONAL

### Their main services and activities are:

(a) Advocacy and campaign development for the defence of human rights and social inclusion of marginalised communities (migrants, refugees, disadvantages communities);

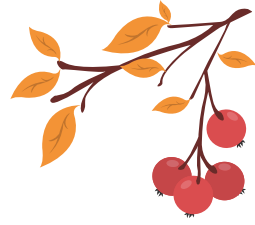
(b) Education, capacity building, awareness raising and training opportunities for adult educators, youth workers and volunteers in the areas of social inclusion of marginalised groups, international relations, citizenship and democratic living;

(c) Development of research studies related to international solidarity and social inclusion of marginalised groups in Europe.



### IMPORTANT TO KNOW!

Community building is at the core of what COJEP stands for. Their goal is to build a society where marginalised communities can achieve what they set out to do, regardless of the circumstances. They do this through an impact-based approach where they play a role in shaping education policy to stimulate debate and action on political, environmental and social issues that affect them.



## WHO WE ARE?



Proportional Message is a non-governmental organisation from Lourese (Portugal) that supports people from disadvantaged backgrounds through the development of humanistic educational values that provide a pathway to promote the holistic development of individuals, both personally and collectively. In this way, they aim to contribute to the creation of educational environments, practises and research in which the social, emotional and cognitive domains can be developed to fulfil human potential. Their target groups are marginalised communities, older people, adults and families, and people with disabilities. We develop activities focused on their needs to acquire or deepen knowledge and skills.



## WHO WE ARE?

# PROPORTIONAL MESSAGE

Proportional Message offers a wide range of services in the following areas:

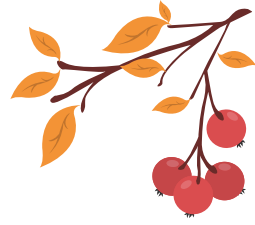
- (a) Education and training activities for professional development of educators in work-based and informal learning.
- (b) Education and training activities for people from disadvantaged backgrounds.
- (c) Non-formal education activities to promote social inclusion.
- (d) Information and referral service for people with disabilities available to disabled people and their families.
- (e) capacity building workshops for refugees and migrants in the areas of social and cultural inclusion, equality, diversity, language and history.

## IMPORTANT TO KNOW!

The educational programmes developed by Proportional Message are designed through the methodology of participatory action research. This means that they include the community intervention dimension in all our educational programmes, aiming to bring the community closer together at all stages of the project. This methodological approach allows the development of a highly cooperative intervention, which they believe is the best methodological approach to work in socio-educational programmes with communities at risk of social exclusion.







## WHO WE ARE?



SYNTHESIS Centre for Research and Education Ltd is a pioneering organisation from Lefkosia (Cyprus) that designs and implements projects with positive social impact, focusing on social inclusion in the areas of community building, migrant integration, empowerment, sustainable development. It is one of the leading institutions in Cyprus in the field of social entrepreneurship and social innovation. Its main target groups are people with fewer opportunities: adults, migrants, refugees and asylum seekers, NEET youth, women, people with physical and mental disabilities.



## WHO WE ARE?

# SYNTHESIS

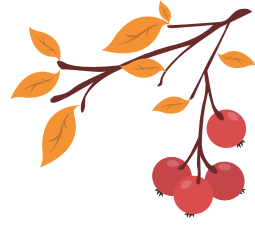
SYNTHESIS runs exclusive Units on Youth and adult learning, Migrant Integration, Social Entrepreneurship Support, School Education, Research and Policy, and VET and enterprise.

Working closely with stakeholders across the country and in Europe, they bring innovation, especially through digital, online and mobile tools, to enable a balance between knowledge (hard skills) and interpersonal skills and to promote the employability of each individual. As accredited VET educational institution and adult education provider, SYNTHESIS delivers trainings and develops educational materials relevant to social inclusion, entrepreneurship, media literacy and others. It also has extensive expertise in quality assurance through the development of questionnaires, conducting in-depth interviews and focus groups.



IMPORTANT  
TO  
KNOW!

SYNTHESIS has a recognised experience in Research, Policy and Evaluation as it has been providing services to the European Commission, governmental, non-governmental and private institutions. Its research interests are primarily the fields of social innovation, social entrepreneurship, sustainable development, design thinking, inclusive education, and technology-enhanced learning.



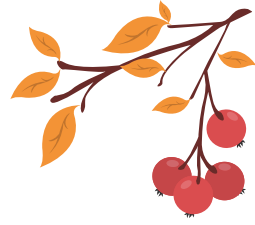
## WHO WE ARE?



Birgu is in the southern part of Malta forming part of a small region called Cottonera, also known as the Three Cities. Birgu is the oldest and most important.

The Birgu Local Council has strived to address the needs of its community by engaging in a range of actions, from preserving the area's beauty through cleanliness and architectural renovation to promoting the area through the use of ICT. The Council works hard to motivate its inhabitants to be responsible and take an active part in the city's heritage and culture. It is responsible to improve the interests of the community while keeping in full view the needs of individuals in particular situations. They are a good example of the application of good practice in terms of articulating culture with social and territorial cohesion policies.





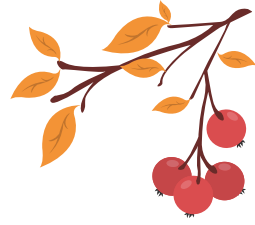
WHO WE ARE?

## KUNSILL LOKALI BIRGU – BIRGU LOCAL COUNCIL

The City of Birgu has successfully established itself as a tourist destination as well as a cultural centre. Sustainable development in this locality has improved the quality of life of both residents and tourists. Community involvement and control over development has affected the distribution of payoffs and trade-offs associated with increased tourism.

### IMPORTANT TO KNOW!

The Birgu Local Council positions culture as a trans-disciplinary and multi-sectoral area. Therefore, the Council establishes permanent and participatory cultural policy involving various actors, from cultural and creative organisations, civil society associations and educational institutions, and provide logistical and financial assistance to a wide range of cultural and creational programmes.



## WHO WE ARE?



# ZRC SAZU

The Research Centre of the Slovenian Academy of Sciences and Arts is the leading public Slovenian research centre in the fields of humanities and a cutting-edge academic institution in central, eastern, and southeast Europe. It has 18 institutes, where researchers conduct outstanding research that spans from linguistics to philosophy and archaeology to biology. Their findings are of tremendous importance for a better understanding of cultural, social, and natural phenomena in Slovenia and the world. Apart from publishing their results in academic publications, research groups also engage in data collection, documentation, and presentation to audiences beyond the academic sphere.



## WHO WE ARE?

### ZRC SAZU

#### THE RESEARCH CENTRE OF THE SLOVENIAN ACADEMY OF SCIENCES AND ARTS

The ZRC SAZU also leads Postgraduate School (PS ZRC SAZU), which aims towards the highest quality of its study programme at the second and third level of the Bologna higher education system. The programme is based on research and education processes in an intensive and innovative setting. The knowledge is formed through creative dialogue between researchers, teachers and students and is transmitted to a younger generation and a wider cultural, social and economic environment. PS ZRC SAZU strives to strengthen the role of science as one of the key factors for cultural, social and economic development.

#### IMPORTANT TO KNOW!

According to ZRC SAZU's expertise in community engagement, participatory methods, digital humanity, digital heritage, etc., the ZRC SAZU team can actively participate in the development of training programmes (workshops), training materials (toolkits and handbook) for the active involvement of local citizens in media-based activities. In their experience, particular emphasis should be placed on how to actively motivate different stakeholders, especially adult, to participate as the content developers from the beginning of the project.