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CONCEPT

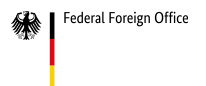
Media Academy

Strengthening media literacy and
social participation

Implemented by



Funded by



Glossary

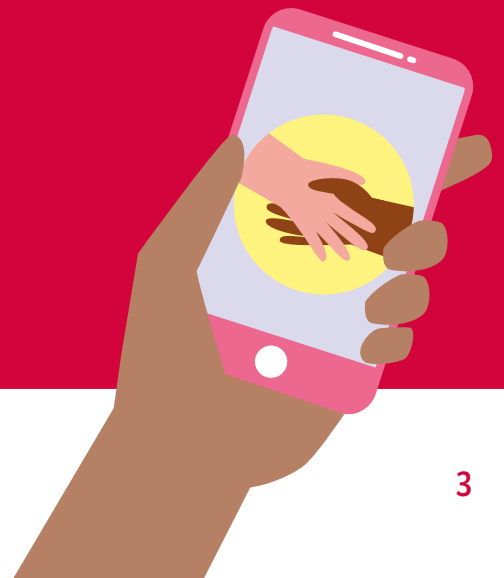
- AA** Auswärtiges Amt (AA) is the German Federal Foreign office. It represents Germany's interests in the world, promotes international exchange and offers protection and assistance to Germans abroad.
- DEK** The Digital Enquirer Kit (DEK) guides learners in self-paced online lessons through topics such as digital safety and how to prevent the spread of misinformation.
- GIZ** Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) provides services in the field of international cooperation for sustainable development and international education work.
- MIL** Media and Information Literacy (MIL) is the ability to use media safely, wisely, and responsibly. It aims to empower the competencies of each citizen to access media, analyse media content, create new media messages, reflect on existing media content, and take action by using media to achieve specific goals such as information sharing.
- OGBV** According to UN Women, online gender-based violence (OGBV) includes different forms of violence through online technology against people based on their gender. It is rooted in discriminatory social norms, gender inequality and often connected to physical violence.
- PASCH** PASCH stands for the 'Schools: Partners for the Future'. The initiative is a global network of some 1,500 schools that place a high value on teaching in German.
- SDG** The Sustainable Development Goals (SDGs) were adopted by the United Nations in 2015 to ensure that all people enjoy prosperity and peace by 2030: No poverty (SDG 1), quality education (SDG 4), gender equality (SDG 5) and reduced inequalities (SDG 10) are some of the areas of action included in the 2030 Agenda.
- S4D** Sport for Development (S4D) refers to the intentional use of sport, physical activity and play to attain specific development objectives (e.g. gender equality). The aim of S4D is to integrate competences into training sessions in a way that allows students to incorporate and transfer them to their daily life.
- ZfA** Zentralstelle für das Auslandsschulwesen (ZfA) refers to the German Central Agency for Schools Abroad. It supervises schoolwork abroad, provides pedagogical and administrative advice and support as well as placement of teachers into (German) schools abroad.

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“ Instead of putting each other down, let's unite. ”

Student, Mexico



Introduction

Background

Digital technologies have advanced more rapidly than any innovation in our history and are transforming our society. Young people continue to be the driving force behind global connectivity: Worldwide, 75 percent of 15- to 24-year-olds are now online, compared to 65 percent among other age groups.¹

Despite the huge potential that living in a digital world offers to youth, such as educational and employment opportunities and social participation, there is still a digital gender gap. Globally, the gap between women and men who use the internet is 264 million, while women are 25 percent less likely than men to use digital technologies.^{2,3} At the same time, access to technologies is not the only problem, it also extends into the areas of digital skills, employment, and entrepreneurship in the digital industry. Additionally, inherent gender and other biases challenge and harm women and other marginalized groups online, as they are generally at

greater risk of (cyber) violence and (online) gender-based violence. However, only providing access is not the solution, gender inequality must be tackled online just as vehemently as offline in order to reduce its negative impact on social, economic, and political participation.^{4,5}

Access to information, freedom of expression and gender equality are basic prerequisites for an inclusive approach towards digitalization and resilient societies. Traditional and new media⁶ are already an important part of everyday life and provide resources to search and process credible information. However, disinformation in the digital space has grown rapidly in recent years, posing a threat to individuals and societies alike. Online gender-based violence and online harassment between peers or in the school environment affect particularly the mental health of young students. On a societal level, the spread of disinformation around e.g. COVID-19, Russia's war of aggression against



- 1 ITU (2022): Measuring digital development Facts and Figures
- 2 BMZ (2023): Feminist Development Policy
- 3 EQUALS (2019): Closing Gender Divides in Digital Skills through Education
- 4 UN Women (2023): Facts and figures: Ending violence against women
- 5 UN Women (2020): Online and ICT facilitated violence against women and girls during COVID-19
- 6 Traditional media refer to non-digital media, such as TV, radio and print materials, whereas new media are generally known as digital media



Ukraine, or climate change, demonstrates how disinformation can affect public opinion, public health, social cohesion, and the functioning of resilient, inclusive, and democratic societies.

Young people that grow up in today's world must be equipped with the skills and knowledge to engage with information and technologies critically and effectively. Consequently, that

means maximizing the advantages of being digital citizens and minimizing the risk of getting lost in the information disorder. These future-oriented, digital competencies are not only basic skills and abilities for everyday life. They are the key to political and economic participation and sustainable social development.

Political Context

A priority in German development cooperation and foreign policy is to achieve gender equality.⁷ Overcoming discriminatory power relations, promoting equal rights and opportunities for all, regardless of gender identity, sexual orientation, age, disabilities, migration status, ethnic origin, religion, worldview, or other characteristics, and delivering human rights-based policies are core principles. Within these frameworks and together with partners, the rights, resources, and representation (3Rs) of girls and women are a particular focus.⁸ The objectives of the Feminist Foreign/Development Policy are in line with the Sustainable Development Goals

particularly SDG 5 “gender equality” and gender-specific sub-goals of other SDGs such as SDG 4 “quality education”.

Shaping digital transformation helps to better manage global crises, such as the COVID-19 pandemic, climate change or violent conflicts. Making use of the possibilities that come along with digitalization and tackling the digital gender gap requires a non-discriminatory design of digitalization. This approach allows for better access to protection, information, education, innovation, and transparency for everyone.



⁷ BMZ (2023): Feminist Development Policy

⁸ Bundesregierung (2021): Mehr Fortschritt wagen. Koalitionsvertrag 2021–2025



Media Academy Overview



Purpose of this concept

To promote media and information literacy (MIL) and youth participation in a digital world, a 3-day Media Academy was developed and implemented in nine countries in 2023. In a unique way, MIL was combined with sport for development (S4D) sessions to gain deeper learning effects through interaction and play. Due to the great success of the Media Academy, this concept is intended to reach school principals, teachers, trainers, and students worldwide who are interested in implementing a Media Academy in their school or youth

centre. It clarifies the Media Academy's objective, student's learning outcomes and methodological approach. The concept shares insights from implementation, as well as strategies on how to localize the Media Academy and what else could grow out of it. For interested principals, teachers, and trainers, a comprehensive toolbox that contains the detailed trainer guide with examples from previous Media Academies in 2023, further training materials such as work sheets and organizational materials is provided.

Global project

To support specifically the participation of girls and young women in a digital world, in 2023, the global project “Female Students Academy: Strengthening media literacy and social participation”⁹ was commissioned by the German Federal Foreign Office (AA) and implemented by Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) in cooperation with the Zentralstelle für das Auslandsschulwesen (ZfA). The project implemented multi-day academies

that improve media and information literacy (MIL) of girls and young women. They were developed for German schools abroad and other partner schools of the PASCH initiative.¹⁰ In August and September 2023, nearly 200 female students participated in Media Academies in nine different countries, including Albania, Bosnia and Herzegovina, Ethiopia, Kosovo, Mexico, Namibia, Pakistan, Palestinian territories, and Serbia.



9 GIZ (2023): Improving media literacy among female students

10 PASCH Initiative (2023): About the PASCH initiative



Target group

The Media Academy is aimed at students aged 15 to 18. During the project phase, the Media Academy targeted female students only, however, the concept can be easily adapted to diverse target groups, including gender-mixed groups. When selecting the age group for participants, previous media knowledge of the participants should be considered. During the project phase in 2023, inviting youth from different classes (e.g., 9th and 10th or 10th and 11th grade) and even different schools has proved its worth. When students come from different backgrounds and contexts, they are eager to exchange, understand different

perspectives and build networks. The optimal group size for the highly participatory Media Academy is 16 to 20 students. As the project phase in 2023 took place in German schools abroad and other partner schools of the PASCH network, German language skills (B2 level) were a prerequisite for participation. However, the academy can be run in any other language as well, as long as participants command that language at B2 level or higher.



Objectives

The overall objective of the Media Academy is to strengthen the participation of young people in digital, societal, and political processes. Therefore, the Media Academy aims to produce well-informed digital citizens who are resilient against disinformation campaigns, will act responsibly and respectfully in the digital sphere and who will contribute to a well-informed public

dialogue using digital tools. Throughout the project phase in 2023, female students were targeted, allowing for a safe space and honest discussions around disinformation and online gender-based violence (OGBV).








Learning objectives

The students strengthen their self-confidence and self-efficacy as the Media Academy empowers them to act as multipliers for schools, peers, and their social environment to pass on their newly acquired skills and

knowledge. By the end of the Media Academy, students will be equipped with essential personal, social, media and information literacy competencies and will be able to:

 Knowledge	 Skills	 Attitude
<ul style="list-style-type: none"> • differentiate fact from opinion • differentiate between different terms related to MIL • identify various forms of disinformation and explain their harmful consequences for individuals and society • identify various forms of online gender-based violence and explain their harmful consequences for individuals and societies 	<ul style="list-style-type: none"> • think critically when using (social) media • assess the value of different information • verify online sources, online content and identities of online contacts • stay safe when sharing private information • act responsibly and respectfully on social media • use various media tools • create clear media messages and products • act as multipliers in their schools and social surroundings 	<ul style="list-style-type: none"> • develop resilience towards disinformation • think twice when confronted with media content • be self-efficient and self-confident in the context of (Social) Media

“I thought it was great that everyone could talk about their experience and people could give their opinion.”

Student, Namibia

“I learned that teamwork is a good way to get new ideas.”

Student, Ethiopia

“Feel free to express.”

Student, Pakistan



Media Academy Approach



Content

The Media Academy is dedicated to three basic aspects:

1. sharing the status quo of positive and negative media and information experiences,
2. identifying manipulation, mis-, dis-, and malinformation¹¹ and various forms of (online) gender-based violence in (social) media, as well as reflecting on their harmful effects on individuals and societies, and
3. becoming digital citizens by learning to verify online sources and content and developing strategies to prevent and to tackle disinformation and (online) gender-based violence. This requires knowledge about their rights and responsibilities.

Interactive Methods

A key factor to successfully achieving the learning objectives of the Media Academy is the students' motivation to acquire new knowledge and skills, and to discover new perspectives and insights. In the Media Academy, a holistic approach to learning is applied – including experiential and play-based learning methods, cooperative learning, and critical thinking. The Media Academy promotes media and information literacy (MIL) using the sport for development (S4D) approach¹² to convey knowledge in an interactive way.

MIL empowers citizens to engage with media and information. Digital citizens who are media- and information-literate are equipped to understand complex media messages, recognize disinformation, verify any kind of information, communicate safely and responsibly, and produce meaningful media messages to amplify their voices. At the Media Academy, students create media products to learn how to craft clear media messages to inform, educate and raise awareness among peers. They carefully plan their media messages and



¹¹ UNESCO (2018): Module 2, Thinking about 'information disorder': formats of misinformation, disinformation, and malinformation

¹² GIZ (2023): Sport for Development Resource Toolkit



media production, experiment with different formats, and apply creative techniques. At the end, they can multiply their knowledge as digital citizens and exchange with other interested community members while contributing to the public dialogue.

To overcome challenges in everyday life on- and offline, the S4D approach is specifically targeted at developing life skills. It raises personal, social, and methodological competencies through sport and other physical activities and a guided reflection. This final reflection is always the most important part, as the experience gained on the pitch is transferred to challenges in participants' everyday life with and without media. The media academy's focus is to promote students' self-esteem, communication skills, critical thinking, and trust.

Through S4D and further participatory methods, like games, brainstorming, group discussions and producing media, students are encouraged to become actively involved in the learning process and in shaping learning outcomes. The Media Academy's specific methodological approach enables students to contribute their expertise as digital natives, have meaningful experiences and actively participate in decisions that affect their lives.



Media Academy Example



Preparation

To implement a Media Academy in a school or youth centre, the commitment of the school to support such an event is needed. The Media Academy is ideally run by a two-person trainer team, one teacher/trainer with knowledge in media/MIL and one teacher/trainer with a background in sport/S4D. The trainers adapt the Media Academy content to the local context and seek youth-relevant local examples, e.g., for

local disinformation, rumours, online (gender-based) violence. A preparation day is used to prepare the rooms, digital infrastructure and final agreements on the content and schedule. It is recommended that the trainer team is supported during the preparation by a school representative who organizes venues, materials, catering, and technology.

Schedule for implementation

In terms of duration, three days are recommended for the Media Academy, each day following a similar structure: Each of the sessions Media Minds focuses on a specific MIL aspect. The subsequent session Media Moves empowers a specific competence through S4D. In the session Media Makers, the students plan, create and present a media product. In the beginning and at the end of each training day, there is a short opening and closure. Students can get actively involved by facilitating short energizers in the morning and after the lunch break.





		Day 1 Express yourself! Media and information experiences	Day 2 Think twice! Identify manipulation, disinformation, and online gender-based violence	Day 3 Trust yourself! Verify and safeguard your digital citizenship
Morning	Opening (15–30 min)	→ Introductions → Overviews & rules	Opening	Opening
	Media-Minds°1 (60 min)	→ You and the media → Characteristics of Information	→ Persuasion techniques → Disinformation & OGBV°1	→ To Trust or not to trust → Verification and safeguarding°1
	Break (15 min)			
	Media-Minds°2 (60 min)	→ Social media newsfeed → Fact vs. opinion	→ Disinformation & OGBV°2 → Harmful consequences	→ Verification and safeguarding°2 → Digital citizenship
	Break (15 min)			
	Media-Moves (60 min)	Communication	Critical thinking	Trust
Lunch (45 min)				
Afternoon	Media-Makers (105–120 min)	Media production	Media production	Media production
	Closing (15–30 min)	Conclusion	Conclusion	→ Becoming a Multiplier → Conclusion & Evaluation

The approximate training time following this standard schedule is seven hours per day, including two breaks in the morning (2 x 15 minutes) and a lunch break (45 minutes). The

start, end and breaks of the Media Academy should be determined in close collaboration with the school.

Evaluation

To evaluate the Media Academy, a qualitative and/or quantitative evaluation should be planned and implemented by the responsible institution. For the project phase in 2023, GIZ developed an anonymous survey that was conducted in the beginning of each Media Academy and after six weeks. The template of both surveys is provided in the toolbox. Furthermore, the teacher/trainer should do

an evaluation with the student at the end of the last day, choosing an appropriate evaluation method. In the project phase in 2023, the students were asked to give individual feedback (online or on a printed questionnaire) on four main questions: (1) What did you like? (2) What didn't you like? (3) What is your main takeaway? and (4) What did you want more of?

Media Academy Localization



How can the Media Academy be localized?

Due to its flexible, modular concept, the Media Academy is designed to fit into different contexts. To fit the specific needs of the target group and its context, a localization is necessary.

- 1. Getting to know the local context:** The Media Academies' approach and topics need to be contextualized to the norms and culture of each country and target group. For example, national levels of freedom of speech and freedom of the press determine the opportunities and limits for safe exchanges in promoting critical thinking and the seeking of trustworthy information sources. When discussing online gender-based violence, trainers and students need to be aware of local cultural, social norms and potential trigger points.
- 2. Localize the schedule:** The schedule of the Media Academy can be adapted to local needs and wishes. For example, the Media Moves sessions could be integrated before or in between the Media Minds sessions. Also, a longer, four- or five-day-Media Academy would be possible, e.g., by deepening topics such as the multiplier aspect, adding additional media products (e.g., a one-take-
- 3. Localize the content:** To connect to the students' daily media experiences, the examples used in the Media Academy should be localized. During the preparation phase, the trainers and school representatives exchange about students' prior media knowledge and, with the support of students, identify local youth media habits, current relevant topics, and media- and school-related challenges (i.e., bullying). Based on this, examples from local media and social media platforms are selected, most notably regarding persuasion techniques, disinformation and (online) gender-based violence. In addition, tips for local sites (e.g., fact checking) and local support (e.g., organisations offering online or telephone counselling in case of online violence) are provided to ensure sustained support.



PRVA PRESUDA za diskriminaciju nad LGBTI osobama u BiH!

Example Bosnia and Herzegovina
Online hate speech

Example Mexico Persuasion technique

Example:

In each country different local and global topics and examples came up, e.g., attacking opponents in conflict situations, disinformation around COVID-19, natural disasters, Russia's war of aggression, hate speech against LGBTQIA+-movements or activists, and online harassment and online (peer-) pressure among adolescents.



Increasing Impact of Media Academies






Sharing media products

An important part of the Media Academy is that students themselves create media products such as photos, memes, and videos. To increase the impact and reach of the Media Academy, media products that emerge from the course can be shared within the school community and beyond. These media messages have the power

to sensitize, inform and educate the students' peers, their families and interested teachers, trainers, and educators, whether shared online (e.g., on the school website or social media presence) or in an exhibition in the entrance hall or rooms of the school.

Examples of Media Products

	<p>Media product Day 1 Media and information experiences</p>	<p>What? Photos with text and emojis About what? Personal preferences and opinions using media to get informed</p>
	<p>Media product Day 2 Identify manipulation, disinformation, and OGBV</p>	<p>What? Short videos with texts and emojis About what? Thinking twice about how to respond or ignore posts on social media that trigger emotions</p>
	<p>Media product Day 3 Verify and safeguard your digital citizenship</p>	<p>What? Creative picture formats (close-up, green-screen, meme) About what? Peer-tips for verifying information and staying safe online (e.g., not sharing your live location)</p>



Conducting multiplier events

The students are not only eager to share their products but also their new learnings with friends, classmates, and family members, both in personal conversations and online via social media. A subsequent school event whether for students, parents or teachers could be planned and carried out by the students themselves. The motivation of the students to act as multipliers for a specific target group in their schools as well as the support of the school are vital for this kind of event.

After defining the target group, their main needs and specific learning objectives, students start planning the event format (e.g., interactive workshop, presentation, prevention day), duration and schedule of the activities. A workshop could deal with fact-checking or opportunities to protect oneself against violence. The students are encouraged to pass on their newly acquired

knowledge and skills by using selected participatory methods of the Media Academy. As multipliers they invite their target group to share experiences and opinions about media and information literacy and guide the event's participants to express themselves by creating their own media products. The planning of such an event by the students could also be part of the Media Academy itself (possibly on the fourth day).



Particularly for events with younger students, the Digital Enquirer Kit Youth (DEK-Y) could be used as a resource to provide information about digital safety and preventing the spread of misinformation in an age-appropriate way.¹³

Encourage networking among schools

The larger the network of schools that have already run a Media Academy, the more interesting the networking among schools could be. Such a network could promote intercultural communication within and between different countries. What is needed here are committed

students and teachers, who would like to exchange experiences about the Media Academy they organised and gather new ideas for future Media Academies that could deepen already existing MIL knowledge.



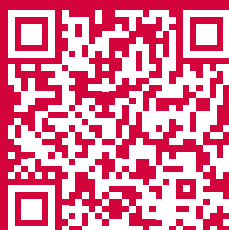
What else could emerge from a Media Academy?

The Media Academy itself or parts of it could be anchored in the school as a regular school project. In case of an already existing school codex, a course on the importance of media

- MIL school debate
- MIL lessons among peers
- Sport activities and games including MIL topics
- Peer-to-peer coaching in school
- School media club
- Media Academy for younger students
- School prevention day
- Event for international days (e.g., World Press Freedom day)

could be incorporated. The female students of the project phase in 2023 developed further ideas which could serve as examples for follow-up activities:

- MIL flyers and MIL posters with tips for the school and the classrooms
- Producing educational images and videos
- Social media school account with regular MIL updates and tips
- Closed fact-checking group
- Closed tackling OGBV-group
- School media officer/group



Scan the QR-code to find more academy material or follow the link under the topic collection 'Media and Information Literacy through Sport':

<https://www.sport-for-development.com/topic-collection>



Appendix

Auswärtiges Amt (2023): Shaping Feminist Foreign Policy: <https://www.auswaertiges-amt.de/blob/2585076/4d2d295dad8fb-1c41c6271d2c1a41d75/ffp-leitlinien-data.pdf>

BMZ (2023): Feminist Development Policy: <https://www.bmz.de/resource/blob/153806/bmz-strategy-feminist-development-policy.pdf>

Bundesregierung (2021): Mehr Fortschritt wagen. Koalitionsvertrag 2021–2025: <https://www.bundesregierung.de/breg-de/service/gesetzesvorhaben/koalitionsvertrag-2021-1990800>

EQUALS (2019): Closing gender divides in digital skills through education: <https://www.gcedclearinghouse.org/sites/default/files/resources/190184eng.pdf>

GIZ (2022): Digital Enquirer Kit Youth: <https://www.atingi.org/digitalkit-youth/>

GIZ (2023): Improving media literacy among female students (Female Media Academies in 2023) <https://www.giz.de/en/worldwide/128059.html>

GIZ (2023): Media Academy Trainer Guide <https://www.sport-for-development.com/topic-collection?id=331#cat331> (Category: Media and Information Literacy through Sport)

GIZ (2023): Sport for Development Resource Toolkit: <https://www.sport-for-development.com/home>

ITU (2022): Measuring digital development Facts and Figures: <https://www.itu.int/itu-d/reports/statistics/facts-figures-2022/>

PASCH Initiative (2023): About the PASCH Initiative: <https://www.pasch-net.de/en/pasch-initiative/ueber-die-initiative.html>

UNESCO (2018): Module 2. Thinking about ‘information disorder’: formats of misinformation, disinformation, and malinformation: https://en.unesco.org/sites/default/files/f_jfnd_handbook_module_2.pdf

UN Women (2020): Online and ICT* facilitated violence against women and girls during COVID-19: <https://www.unwomen.org/sites/default/files/Headquarters/Attachments/Sections/Library/Publications/2020/Brief-Online-and-ICT-facilitated-violence-against-women-and-girls-during-COVID-19-en.pdf>

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