



IO3: A Context Specific Qualifications Framework for the Media Literacy Competence Linked to the Active Citizenship Ladder

Lead Partner: RINOVA



Co-funded by the
Erasmus+ Programme
of the European Union

This project has been funded with support from the European Commission. The EMKIT2 project reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



Introduction

About EMKIT2

The EU migrant crisis has a direct reflection on migrant employment rates. The gap in labor market participation at EU level between EU citizens and migrants has increased in 2014 (Eurostat–Migrant Integration Statistics-Employment). During the last eight years, the activity rate (% of active persons in comparison to the total population) of the EU-28 population of non-EU countries has recorded systematically lower activity rates than EU citizens. Since 2009, this gap has increased noticeably (3 % points). Also the unemployment rate per sex and educational background is higher for migrant women with low educational background (Eurostat). Cultural, social barriers, low skills and media illiteracy discourage these women from actively seeking for jobs. As a result the pressure is enormous on the welfare systems and society itself of the EU-28 countries.

EMKIT2 suggests the empowerment of low skilled migrant women by developing 42 digital tools for trainers for implementing innovative workshops to develop the social, civic, cultural and media literacy (SCM) competences to achieve active citizenship

This project builds upon a successfully completed project, EMKIT. The objective of EM-KIT was to tailor an empowerment online tool for trainers in order to empower low skilled migrant women to reach active citizenship (AC). EMKIT was based on the AC ladder (scale), an innovation introduced in EMKIT. This scale suggests that a woman who is living in isolation (stage 1) must progress through all stages in order to achieve AC. These stages are:

- *Isolation
- *Going Outside
- *Joining In
- *Voluntary Work
- *Working on Professional Qualifications
- *Active Citizenship

EMKIT toolkit also includes 35 digital interactive tools (i.e. 35 activities/short workshops) that can be implemented to address the needs of migrant women. depending on their stage on the active citizenship ladder.



EMKIT2 aims to:

1. Develop 3 Qualification Frameworks for the Social & Civic (S), Cultural Awareness & Expression(C) and Media Competence(M) (SCM competences) tailored for the specific target group in a specific context (i.e. migrant women to reach active citizenship)
2. Based on the Learning Outcomes of the QFs developed enrich activities offered at each stage by designing 42 new experiential and innovative workshops for the development of the SCM competences.
3. Develop 42 digital tools for the newly developed workshops for trainers for the development of the SCM competences and incorporate them in the existing EMKIT online tool.
4. Introduce & develop a digital assessment tool and incorporate it on the existing EMKIT toolkit in order to assess the stage that a migrant woman is at and validate the results of the empowerment process, that is evaluate whether the workshops delivered have helped the woman to progress on the next stage of the active citizenship scale.

The direct target group is trainers/mentors who work with migrant women (i.e. trainers in Adult Education Providers implementing projects funded by Integration Funds/Daphne & Justice Projects and volunteers/mentors working at NGOs and associations providing guidance and training services to migrants). Trainers will benefit by a more complete EMKIT tool that also develops 3 important context specific competences.

About the Qualification Frameworks

The EMKIT2 partnership developed 3 Qualification Framework guides for 3 important competences that migrant women should develop in order to achieve Active Citizenship: a) the Social and Civic Competence, b) Cultural Awareness and Expression and c) Media Literacy.

These QFs follow the general guidelines of the European Reference Framework – ERF (where applicable) and are written according to the European Qualifications Framework, expressed into Learning Outcomes.

The focus on these 3 QFs is to identify the Learning Outcomes for migrant women in order to progress in the new society.

For each competence, the partnership identified the main Work Areas (Dimensions), validated those Dimensions with experts through the implementation of a focus group, expressed those Dimensions into Learning Outcomes (LOs) for Knowledge, Skills and Competencies (KSCs) and mapped the Learning outcomes to be achieved to reach one of the 6 stages of the Active Citizenship Scale.

These QFs form a guide for trainers, mentors and counsellors working with migrant women, providing guidance of the learning outcomes that need to be achieved.

Additionally, these guides form the basis for the development of innovative workshops to empower migrant women to move from one stage of the AC Scale to the next.



Work Area 1: Forms of Media and Media Skills

It is broadly understood that having Media Literacy enables people to have the skills, knowledge and understanding to make full use of the opportunities presented by both traditional and new communications.

Media Literacy encompasses the practices that allow people to access, critically evaluate, and create or manipulate media. Media Literacy is not restricted to one medium – it is widely described as “the ability to access, analyse, evaluate and create messages across a variety of contexts.” Media can be Print (newspapers, magazines), Broadcast (radio, television) and the Internet. In an increasingly digital age, Media Literacy is considered an essential skill, taking into account the need for accessing all forms of communication, but also developing the confidence to analyse, evaluate and create media by developing the following:

- Critical Thinking
- Recognizing a Point of View
- Identifying the role of Media in our Culture
- Understanding the Author’s Goal

Within the context of EMKIT2, exploring forms of media and media skills focuses on enhancing the ability to understand, develop and deliver clear and effective messages. Essentially, developing the media literacy competences of migrant women, particularly in their use of the Internet and social media, with the aim of developing resistance to all forms of discrimination and indoctrination, and to promote inter-cultural dialogue. This work area focuses on the following 3 subdomains:

- Media Literacy
- Influence of Media Literacy in everyday life
- The Media and Cultural Values and Expression



WA1: Forms of Media and Media Skills

Learning Outcomes	K S C	AC stage
1.1 Introduction to Media Literacy		
1.1.1 Describe the main forms of media literacy available in every day society by giving a short written or verbal summary of each	K	3
1.1.2 Examine different forms of media and compare and contrast these to review their purpose	S	3
1.1.3 Appraise an example of a media message from a popular media source, explain the message, values and point of view	S	3
1.1.4 Debate a popular story being told and make a written or verbal summary of its point of view	C	3
1.2 Influence of Media Literacy in everyday life		
1.2.1. Argue the media's influence in society from a personal perspective	C	2
1.2.2 Describe how the media is used to influence opinions and form judgements	K	2
1.2.3 Relate how the media can influence perceptions of different groups	K	3
1.3 The Media and Cultural Values and Expression		
1.3.1 Reflect on what form of media promotes inter-cultural communication and understanding and how	S	3
1.3.2 Illustrate how different media are used to form and share cultural values and expression	C	3
1.3.3 Compare and contrast the media in the host and home countries, and describe the similarities and differences in culture and values	S	3



Work Area 2: Accessing and Using Media

Understanding the factors that shape media coverage of migrants and minorities, as well as the effect of that coverage on public attitudes, policy outcomes or social relations, has a modest but growing foundation. Media coverage may be copious or minimal, positive or negative, social or political. These axes of difference can be examined across time; across regions, countries or cities; between media outlets of different types and with reference to a wide range of migrant or minority groups and issues. (Migrants, Minorities and the Media: Information, Representation and Participation in the Public Sphere, Erik Bleich, Irene Bloemraad and Els de Graauw)

With regard to the influence of The Media and the integration of migrants into society, it has been demonstrated that media coverage contributes to the construction of socially shared understandings and representations of newly arriving people, which have consequences for attitudes, emotions, and behaviour.

Social media are increasingly popular channels of information on which migrants base their decisions. While social media offer a relatively cheap, easily accessible, and media-rich means of communication, their use is not without challenges. Various studies describe issues with access and evaluation of truthfulness of available information; social media originating from existing social ties and information that is based on personal experiences, is generally considered more trustworthy.

This work area focuses on the following three subdomains

- Accessing and using media
- The growing influence of The Media
- Participating in Social Media



WA2: Accessing and Using Media

Learning Outcomes	K S C	AC stage
2.1 Accessing and Using Media		
2.1.1 Reflect on how different media forms provide access to individuals with different abilities	K	3
2.1.2 Elaborate on how Internet Media can be used safely and securely	K	3
2.1.3 Describe how to access different forms of media and check the reliability and validity of the sources	K	3
2.2 The growing influence of the Media		
2.2.1 Appraise personal use of different forms of media	S	3
2.2.2 Reflect on the impact of Social Media and Social Media Usage on every day life	C	3
2.3 Participating in Social Media		
2.3.1 Articulate ways in which social media can be used to obtain personal goals	C	3
2.3.2 Examine the potential risks of social media use	C	3
2.3.4 List the ways in which risks can be minimised	K	3



Work Area 3: Analyzing Media Messages

It is broadly recognised that media message analysis is the deconstruction of media primarily through studying communication messages or texts of various formats, including pictures, audio and visual. This approach to understanding The Media can highlight the 'power' of The Media (Media Content Analysis: Its Uses, Benefits and Best Practice Methodology) especially in the context of how Mass Media can contribute to the discrimination, especially those who may be considered vulnerable in the media and therefore contribute to discrimination, for example, including migrant women. Therefore, it can be said that media content can be a "means of monitoring the 'cultural temperature' of society." (Max Weber)

Around the world, women are far less likely than men to be seen in The Media. As subjects of stories, women only appear in a quarter of television, radio, and print news. In a 2015 report, women made up a mere 19% of experts featured in news stories and 37% of reporters telling stories globally; we know that this gender-imbalanced picture of society can reinforce and perpetuate harmful gender stereotypes. (Tackling the Underrepresentation of Women in Media, A Rattan, S Chilazi, O Georgeac and I Bohnet). In the UK, the BBC represents the biggest collective action on increasing women's representation in BBC content that there's ever been –the 50:50 Project aims to inspire and assist other media organisations to equally represent women and men in their content <https://www.bbc.com/aboutthebbc/reports/policies/5050>

Therefore, when deconstructing media messages, it is important for migrant women to consider the following:

- Who created this message?
- How might different people understand this message differently than me?
- What values, lifestyles and points of view are represented in, or omitted from, this message?
- Why is this message being sent? ¹

This work area focuses on the following three subdomains

- Representation of women in the media
- Questioning media content
- Analysis of media messages

¹Center for Media Literacy, MediaLitKit



WA3: Analyzing Media Messages

Learning Outcomes	K S C	AC stage
3.1 Representation of women in the media		
3.1.1 Compare and contrast the extent to which migrant women are represented in different forms of media	C	3
3.1.2 Distinguish how lifestyle, values and point of view influence media messages, content and choices	C	3
3.2 Questioning Media Content		
3.2.1 Assess how people understand media messages from different perspectives	S	3
3.2.2 Evaluate the relevance, credibility and purpose of the media source	S	4
3.2.3 Distinguish between sources of genuine information and fake news	S	3
3.3 Analysis of Media Messages		
3.3.1 Argue the impact of how migrant women are represented in mainstream media	C	3
3.3.2 Debate critical issues and examine how certain messages are framed, looking critically at how to improve an existing coverage	C	3
3.3.3 Examine the various types of media and evaluate which would be best suited to telling the stories of migrant women	S	3



Work Area 4: Evaluating Media Communication

According to 'Mass Media and its influence on behaviour' (Ruben Enikolopov and Maria Petrova), Mass Media is an important source of information at the macro level in most countries. Mass Media can shape public opinion and ensure popular support; the report highlights how Mass Media has an ability to influence behaviour by providing information and changing beliefs, but also provide biased and in some cases distorted information... this can include persuasive advertising (Bagwell 2007). The Report also highlights how the influence of media can impact on education and social outcomes, echoing other research that suggests that social media, for example, can have both positive and negative effects on learning and social networks. From a positive point of view, The Media and Social Media can improve knowledge and abilities by providing multiple opportunities to improve learning methods and connect with diverse social groups. However, there is evidence to suggest that social media can prevent cognitive improvement, and can affect their social and physical aspects in a negative manner.

An exercise set out by Cornell University² 'Fake News, Propaganda, and Misinformation: learning to Critically Evaluate Media Sources' demonstrates the importance of fact-checking the content of a specific news article, written from different perspectives. Learning from this exercise includes how important it is to consider the source of information, to read 'beyond the headline', to check-out the author, supporting sources, and the date.

'Changing the Narrative: media representation of refugees and migrants in Europe' (WACC Communication for all, CCME) highlights the fact that certain groups of people are invisible in the media '*some communities are widely absent from stories in the news*' and '*women are disproportionately absent from the news. Of articles that mentioned an refugee or migrant, only one-quarter (27%) was that person a woman*' and goes on to say that '*of the 21% news items that reference migrants or refugees, less than half of the articles quote them directly*'.

This work area focuses on the following four subdomains

- The use of media to influence public perception
- The media's role in socialization, social change and social control
- The effects of mass media
- The role of community-based media

²Cornell University Library: Credit links to articles created by Kelee Pacion, Mann Library, Cornell University https://guides.library.cornell.edu/evaluate_news/exercise



WA4: Evaluating Media Communication

Learning Outcomes	K S C	AC stage
4.1 The use of the media to transmit information, influence public perception, form opinion and shape beliefs in society		
4.1.1 Present and defend a chosen example of a how different forms of media communication either influence perception	S	3
4.1.2 Present and defend a chosen example of how different forms of media communication form opiniion	S	3
4.1.3 Present and defend a chosen example of how different forms of media shape beliefs	S	3
4.2 The media's role in socialization, social change and social control		
4.2.1 Research cultural messages and evaluate their influence on either (i) integration or (ii) communication between different groups		3
4.2.2 Break down how a chosen message from a broad range of media forms help form public opinion		3
4.2.3 Comment on how a chosen message from a broad range of media forms helps to spread cultural messages		3
4.2.4 Analyze a chosen media message aims to help society prevent and sanction behaviour that violates (i) social norms or (ii) demonstrates direct/indirect control		3
4.3 The effects of mass communication		
4.3.1 Comment on how mass media has an effect on human life from a personal perspective		3
4.3.2 Argue how mass media has an effect on individual views and beliefs		3
4.3.3 Question the role of mass media communication in modern society		3



WA4: Evaluating Media Communication

Learning Outcomes	K S C	AC stage
4.4 The role of community-based media in strengthening, preserving and promotion identity and culture		
4.4.1 Describe the forms of community media		3
4.4.2 Break down the role of community media in the process of (i) participation and (ii) access		3
4.4.3 Describe how community media aids the process of building (i) citizenship, (ii) raising social awareness and (iii) breaking down bar-		3
4.4.4 Reflect on the importance of participation in and creating alternative spaces in which to speak in their own voice and express		3



Work Area 5: Media and Active Citizenship

It is broadly evident that there is a relationship between alternative forms of journalism and political concepts such as democracy and citizenship (Alternative journalism as active citizenship, Tony Harcup, 25 January 2011); findings in the report discuss the issues of alternative media and democratic participation, concluding that although a precise and universal definition of alternative media remains elusive, there appears to be a considerable degree of agreement (among practitioners and scholars of alternative journalism) that such media can play a role in reflecting, nurturing and demonstrating what can be identified as Active Citizenship. In the book 'Culture and democracy: media, space and representation' by Clive Barnett (2003), it is argued that Media Culture is eroding the capacity for citizens to trust and encourages widespread civic disengagement.

In the article produced by Amanda Brozana and Jenn B Mackay 'Toward a Measure of Community Journalism', it is said that Community News Media should (a) Facilitate the process of negotiating and making meaning about community and (b) reveal or ensure understanding of community structure, and goes on to say *'Community Media aid this process by both listening and leading and by both offer cohesive, coherent representations of the community.'*

'What is Community Media' (Interview of Nadia Bellardi, Community Media Forum Europe, 11 May 2009), sets out the objectives of community media, as follows: *'Community Media put the tools of communication into the hands of people in hundreds of communities, particularly women and marginalised groups, allowing them to create their own means of cultural expression, news, information and dialogue. ... (it) contributes to peoples' empowerment to improve their social and economic conditions, fight against discrimination and racism, become more effectively involved in the democratic development of their community and country and provide an alternative to mainstream commercial content.'*

This work area focuses on the following four subdomains:

- Community Media
- Community Media and unlocking opportunities
- Community Media and Active Citizenship
- Community Media and Communications Action Planning



W5: Media and Active Citizenship

Learning Outcomes	K S C	AC stage
5.1 Community media, citizens media and grassroot journalism		
5.1.1 Research local community media and identify (i) how local community media operates, (ii) local community media associations and (iii) local community charters	K	4
5.1.2 Identify and validate the experience needed by a 'grassroots journalist' and give a summary of the role	C	4
5.1.3 Identify community media resources that are available locally and how these can be accessed (i) access to ICT, (ii) media production and (iii) community media skills development training	S	
5.2 Community media as an important delivery agent for local aspirations on increasing education, volunteering and employment opportunities		
5.2.1 Identify a theme, story or issue you feel passionate about and create a key message that best communicates your passions	S	4
5.2.2 Create a mindmap for the story that you would like to write based upon your key message	S	4
5.2.3 Choose an appropriate format for your story and audience (blogging, writing, filming) produce it	C	4
5.3 Community media, active citizenship and story telling		
5.3.1 Research the background of a story that focuses on (i) Civic Participation or (ii) Active Citizenship and produced content suitable for Community Media that (i) strengthens, (ii) defends, (iii) argues or (iv) validates the chosen story	S	4
5.3.2 Identify suitable people who can give an opinion or provide input to your story including those in your community and personal networks	C	4
5.3.3 Describe what is needed to create a Press Kit	K	3



W5: Media and Active Citizenship

Learning Outcomes	K S C	AC stage
5.3.4 Identify the community media networks suitable for distribution of the Press Kit and stimulate community media interest	S	4
5.3.5 Collaborate with others to organise the production and distribution of the Press Kit	C	4
5.4 Establish your own online communications Action Plan		
5.4.1 Present and defend the (i) focus, (ii) format and (iii) platform especially in terms of the potential to reach your audience target group	K	4
5.4.2 Develop your online presence by setting up an online page on a chosen platform and produce a content plan for your launch publications	S	4
5.4.3 Publish content that will launch your initial content on (i) Civic Participation and (ii) Active Citizenship	C	4
5.4.4 Demonstrate how you have created a community that is responsive to your communications and publications	C	4
5.4.5 Present a Development Plan setting out how you can diversify your audience and extend reach	S	4

*KSC= K (Knowledge), S (Skills), C (Competence)

*AC Stage= Active Citizenship Stage

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