

# REPORTS

## FOLLOW-UP - LOCAL EDUCATIONAL TRAINING WORKSHOPS LTTA II

### MEDIA LITERACY IN LIGHT OF POLITICAL PARTICIPATION AND ENGAGEMENT IN DEMOCRATIC PROCESSES



## **Title:**

Reports Follow up - 3 days local educational training workshops  
LTTA 2 (MEDIA LITERACY IN LIGHT OF POLITICAL PARTICIPATION  
AND ENGAGEMENT IN DEMOCRATIC PROCESSES)

## **Project:**

Critical thinking and participation as a foundation of democracy in Europe, funded by the Education, Audiovisual and Culture Executive (EACEA) within the Erasmus+ programme.

## **Partners:**

Youth Power Germany e.V. (Germany)  
Carousel 8 (Croatia)  
Youth Power / Snaga Mladih (Bosnia and Herzegovina)  
NVO „Glas“ (Montenegro)

## **Local community 3 days event:**

Podgorica, Montenegro - 09th – 11th December 2022  
Berlin, Germany – 06th to 08th December 2022  
Zagreb, Croatia – 18th -20th November 2022  
Mostar, Bosnia and Herzegovina – 15th -17th December 2022



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## REPORTS

Follow-up three days local educational training workshops

LTTA 2

# “Media literacy in light of political participation and engagement in democratic processes”

Podgorica, Montenegro - 09th – 11th December 2022

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LTTA2 - Follow-up three days local educational training workshops

“Media literacy in light of political participation and engagement in democratic processes”

***Podgorica, Montenegro - 09th – 11th December 2022***

## **Day 1**

Activity: Media literacy - types of media, fact checking, critical thinking

Format: Presentation + team work activity

Duration: 80 min

Number of participants: 20

Goals:

- Conduct a short presentation aimed at teaching participants the forms and strategies of manipulation, the concept and importance of media literacy, five key questions for deconstructing a media message/news, ways of analyzing text messages, photos and video materials with sound, and advertisements.
- Conduct a short presentation that introduces participants to ways to identify credible media, services to search for media owner data, basic questions that every news must answer, platforms to verify the credibility of information, and the concept and benefits of acquiring critical thinking skills.
- Conduct an exercise aimed at sensitizing participants to the possibility that the primary content of a media message changes on its way from sender to receiver due to various factors such as the way the message is prepared, the media channels chosen for its transport and the perspective of its understanding by the receiver.
- Conduct a teamwork activity aimed at developing creativity, writing, storytelling and consideration of multiple points of view while narrating the same video from different angles.

The activity objectives are:

- To teach about forms and strategies of manipulation,
- To teach about concept and importance of media literacy,
- To introduce five key questions for the deconstruction of a media message,
- To introduce ways of analyzing text messages, photos and video materials with sound, as well as advertisements



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- To introduce ways of analyzing text messages, photos and video materials with sound, as well as advertisements
- To introduce ways of identifying credible media
- To introduce services for searching media owner data
- To share basic questions that every news must answer
- To share platforms for verifying the credibility of information
- To raise awareness about importance of gaining critical thinking skills
- To raise awareness about possibility of changing the primary content of a media message on its way from sender to receiver due to several factors
- To develop creativity, writing, narrative and considering multiple points of view skills

### Introduction:

In the first session, participants were introduced to the concept and typology of media, the history of human communication channels, the concept and function of news and the impact of media on individuals and society.

Participants were also presented with the results of a study conducted by the Centre for Affirmation and Youth Development on the sources of information, the influence of the media in creating attitudes, areas of media interest, the most watched TV channels and web portals, the most used social networks and the ability to distinguish fake news from real news.

The results of the research conducted by the Centre for Civic Education (CEO) on the most used types of media, the role of public broadcasting, opinions on the creation, credibility and purpose of media content, funding opportunities for the media, the influence of numerous social institutions on the editorial policy of the media and the threat to journalists in our days.

The reality of communication channels/medias in each country and the impact of media consumption among youngsters.

After the theoretical part, the participants had the opportunity to work in teams (divided into groups) to research and present the development of media communication as an instrument of political campaigns/propaganda throughout historical and civilizational eras, focusing on historical and important periods/facts in human history.

The day continued with an exercise aimed at sensitizing participants to the possibility that the primary content of a media message may change on its way from sender to receiver due to various factors such as the way the message is prepared, the media channels chosen for its transport and the perspective of its understanding by the receiver. In this exercise, participants had the task of sitting in a row behind each other, with the facilitator showing drawings of some simple objects - "messages" - to the last person in the row, whereupon that person had to draw



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them on the back of the person sitting in front of him/her. All the participants had to do the same with the participant sitting in front of them until they came to the participant sitting at the front of the column who had the task of drawing the "message" on the paper as she understood it after the participant sitting behind her had drawn it. The exercise ended with a comparison of the new drawing of the message with the original one and a discussion about it.



After this exercise, the participants were informed about forms and strategies of manipulation, the concept and importance of media literacy, five key questions for deconstructing a media message, ways of analyzing text messages, photos and video material with sound, and advertisements. They learnt about ways to identify credible media, services for searching data from media owners, basic questions that every news must answer, platforms for checking the credibility of information, and the concept and benefits of acquiring critical thinking skills.

After an introduction to the basics of media literacy and how to create a media message, participants had the opportunity to work in teams to create a report based on the same video, but from the different perspectives - right-wing parties, human rights defenders, and "green" parties/ eco-activists.



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## Day 2

Activity: Social networks as a tool for achieving the goals of young people

Format: Presentation + team work activity

Duration: 80 min

Number of participants: 20

### Goals:

- Conduct a short presentation that teaches participants about the concept, history and types of social networks, the positives and negatives of using them, and ways to increase the visibility of posts, e.g., by introducing different digital tools for creating photos, short videos, infographics, GIFs and other visual messages.
- Conduct a teamwork activity aimed at developing creative, teamwork and design skills by creating short videos for YouTube and Instagram, including text posts with accompanying photos on the given topics.

### The activity objectives are:

- To teach the concept, history and types of social networks, the positive and negative sides of their use and ways to increase the visibility of posts.
- Introduce various digital tools to create photos, short videos, infographics, GIFs and other visual messages as crucial elements to reach more followers and encourage interaction with the audience.
- Improve creativity, teamwork and design skills.





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### Introduction:

The second training day started with the presentation of the concept, history and types of social networks, the positive and negative sides of their use and the possibilities to increase the visibility of posts.

Participants were also introduced to various digital tools for creating photos, short videos, infographics, GIFs, and other visual messages that are crucial for reaching more followers and engaging with audiences.

After the theoretical part, the participants created short videos for YouTube and Instagram as part of teamwork activities. These included text contributions with accompanying photos on the given topics - lowering the voting age to 16, legalizing prostitution and voluntary work by young people.







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## Day 3

Activity: Social networks campaign

Format: Team work activity

Duration: 120 min

Number of participants: 20

Goals:

- To implement a teamwork activity that aims to develop creative, teamwork, designing and researching skills by creating posts for campaign on social networks (Facebook, Instagram) on topics of activism in political and democratic fields, media literacy and media literacy considering political and democratic participation, using digital tools presented at the previous session.
- To implement short activity that aims to develop competitive and presenting skills, and to promoting democratic values.
- To implement a role play activity that aims to create a safe space for participants to rehearse their actions and find various opportunities for social transformation which can later be used in real life.

The activity objectives are:

- To improve creative, teamwork, designing, researching, competitive and presenting skills.
- To promoting democratic values.
- To rehearse participants actions and find various opportunities for social transformation which can later be used in real life.
- To improve creative, acting, understanding, empathy, critical thinking skills.
- To raise awareness of different views on social problems according to different social statuses and affiliations.

### Introduction:

Participants, within the framework of teamwork, created 20 posts per group, for campaign on social networks (Facebook, Instagram) on topics of activism in political and democratic fields, media literacy and media literacy considering political and democratic participation, using digital tools presented on the previous session. All individual posts contained visual and text content. As a topic for their social media campaign participants chose: political evolution of student,

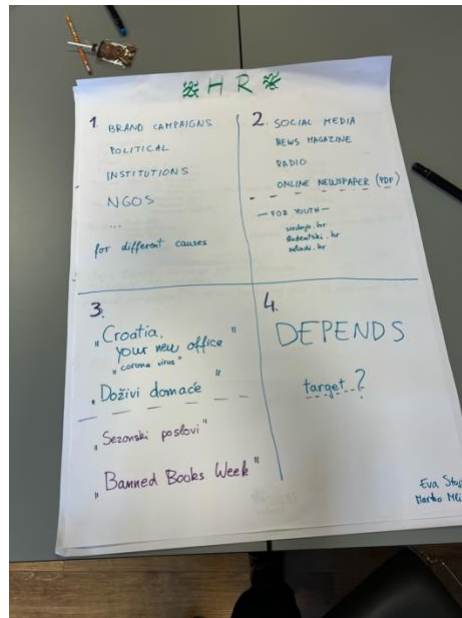


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preventing child begging and abolition of liberal capitalism and the return of the authoritarian system of government.

The volunteers took on the roles of representatives of certain groups in our society (politics, LGBTQ+, immigration) and had the task of answering and discussing these three attractive topics during the talk show - religious education as part of formal education, legalization of prostitution and the initiative to test all members of the government psychologically and for psychoactive substances.



After finishing and presenting of mentioned campaigns, participants, by voting, chose the best campaign. Creators of the winning campaign got awarded by symbolic present.



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## Evaluation

According to participants attending the 3 day workshops, the participants:

- have improved their knowledge,
- have acquired the skills of rhetoric
- have met new friends
- have been educated about political and media literacy
- have been able to express their creativity and thoughts freely
- have gained new experiences

etc.



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## Report – Follow-up three days local educational training workshops – LTTA 2 “Media literacy in light of political participation and engagement in democratic processes”

Berlin, 6th to 8th Dec 2022

**Methodology:** Presentation + team work activity + brainstorming

**Duration:** 90 min

**Number of participants:** 27

### Day 1: What is Media Literacy?

#### Goals:

- Equip participants with knowledge of the wide range of media types, from traditional to digital, and their impact on shaping public opinion and political narratives.
- Demonstrate the significant role media plays in influencing public perceptions and the narrative around political events, emphasizing the responsibility of media in a democracy.
- Engage participants in activities to recognize media bias by comparing reports on the same event from different outlets, fostering critical media consumption skills.
- Enhance participants' ability to verify information through practical fact-checking exercises, highlighting the importance of accuracy in maintaining a healthy democratic discourse.
- Facilitate discussions on the effects of misinformation on democracy and explore ways to cultivate a media-savvy audience, emphasizing critical thinking and informed engagement.

Day 1 set the stage for understanding the complex landscape of media and its pivotal role in democratic societies. We opened with an engaging interactive lecture that mapped out the spectrum of media types - from traditional print and broadcast to the rapidly evolving digital platforms. This session underscored the media's influence on public opinion and its capacity to shape political narratives.

#### Enhanced Activities:

**Media Bias Exploration:** Participants engaged in an activity where they compared how different news outlets report on the same event, highlighting the nuances of bias and perspective.

**Fact-Checking Relay:** A dynamic group exercise where participants raced against the clock to verify the accuracy of various news snippets using designated fact-checking tools, fostering a hands-on understanding of the verification process.



### Group Discussions:

We facilitated in-depth group discussions that allowed participants to debate the implications of misinformation on democracy and explore strategies for fostering a discerning media audience.

## Day 2: Mastering Social Networks for Advocacy and media as source of information.

**Methodology:** Presentation + team work activity + brainstorming

**Duration:** 90 min

**Number of participants:** 27

### Goals

- Educate participants on the principles of digital citizenship, focusing on the responsible and ethical use of social media for political and social advocacy. This includes understanding the power of social networks as platforms for mobilizing support, spreading awareness, and fostering engagement in civic issues.
- Develop participants' critical thinking and analytical skills to effectively assess the credibility and reliability of information encountered on social media. This encompasses identifying misinformation, disinformation, and fake news, and understanding their detrimental effects on public discourse and society.
- Equip participants with practical techniques for fact-checking and verifying information before sharing it on social media. This goal aims to promote responsible information consumption and dissemination, reinforcing the importance of maintaining integrity and trustworthiness in digital spaces.

On Day 2, our focus shifted to the immense potential of social networks as platforms for advocacy and engagement. Participants were introduced to the concepts of digital citizenship and the ethical use of social media for political and social campaigns.

Understand the role and influence of the media in shaping public opinion and disseminating information. Develop critical thinking and analytical skills to assess the credibility and reliability of different media sources. Identify misinformation, disinformation, and fake news, understanding their impact on society. Learn techniques to verify information and fact-check news stories. Promote responsible consumption and sharing of information.

- Digital Footprint Workshop: An exercise that helped participants understand and audit their digital footprint, emphasizing the importance of a responsible online presence.
- Viral Campaign Analysis: Teams dissected successful social media campaigns, identifying key factors that contributed to their reach and impact. This analysis provided a blueprint for creating compelling content that resonates with audiences.



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#### Skill-building Sessions:

Workshops on content creation equipped participants with practical skills in crafting messages for different social media platforms, focusing on visual storytelling and hashtag activism. A highlight was a hands-on video production session, where participants learned to create short, impactful videos to support their causes.

### **Day 3: Media as a place for presenting our ideas and activism in political and democratic field**

**Methodology:** Presentation + team work activity + brainstorming

**Duration:** 180 min

**Number of participants:** 27

**Aim of the session:** To explore and brainstorm how we as youth workers and NGOs can present our ideas and values through the media.

#### **Objectives:**

- To understand media obligations towards youth;
- To understand how media portrays young people;
- To learn how to present yourself in the media.

The workshop facilitated an exchange of ideas and strategies, with participants actively engaging in the brainstorming session to develop innovative approaches for media engagement. Key outcomes included:

- A comprehensive understanding of the media landscape and its impact on youth activism.
- Practical skills in crafting media-friendly messages and campaigns that resonate with wider audiences.
- Enhanced awareness of the potential challenges and opportunities in utilizing media for social and political activism.
- Development of preliminary action plans for individual or organizational media strategies to promote youth-centric agendas in political and democratic spheres.

**Report – Follow-up three days local educational training workshops –  
LTTA 2 “Media literacy in light of political participation and engagement in democratic  
processes”**

**Zagreb, Croatia**

**Day 1**

**Session: Getting to know each other**

Duration: 30 min

Number of participants: 20

**Objectives:**

- to get to know each other better to function as a group in the next three days
- to get comfortable and open with the group

**Step by step:**

**1. Welcoming**

Facilitators greeted everybody and introduced themselves. They briefly presented the project CritiDe and why we are here.

**2. Name exercise: Name and the movement**

Participants stood in a circle, and every participant needed to say her/his name and make a movement (jump, wave, bow, stretch, or similar). Next, the participant must repeat previous names and movements and add her/his own. The exercise is finished when the last participant or a trainer repeats all the names and movements in the circle.

**3. Presentation of the programme**

Facilitators present the programme for the three days and topics that will be covered.

**4. Expectations**

Participants go in a circle and share their motivation to participate in these workshops and what they expect from them.

**Session: Defining media literacy**

Duration: 90 min

Number of participants: 20

**Objectives:**

- To discuss and define a definition of the terms connected to media literacy and political participation
- To know how to research the meaning of these concepts and find reliable sources

- To discuss whether our understanding of the concepts is different from found definitions

### Step by step:

1. Let's define the basic concepts

Participants were divided into smaller groups (5 groups), and each group needed to come up with and agree on one definition to present to the group:

- media
- media literacy
- political participation
- political literacy
- critical thinking
- fake news

They need to make a flipchart about the term, PPT or find/make a video. Participants presented the outcomes of their discussions and group work.

Additional input from facilitators after the presentations:

Media literacy implies the ability of citizens/audiences for quality access, analysis, evaluation, creation and participation in society based on messages in different forms - from printed and video to online. Media literacy makes it possible to understand the role of the media in society and gives citizens basic skills for questioning messages but also for self-expression through them. Essential keywords in this context are education (which implies that media literacy is learned); understanding media (which implies their social role and the need for understanding ways in which they are integrated into society); questioning (which implies the critical attitude of users) and self-expression (which implies the participation of citizens in the communication community, not just their passive role in receiving media messages). Media literacy is, in fact, an upgrade of general literacy, as the concept of media mastery (traditional media and new media, i.e. the Internet) was "introduced" into the definition of literacy. Therefore, we would conclude that literacy in the 21st century is multidimensional and is organised on several levels:

- first – traditional level, which includes general reading skills and writing;
- second – media level, which implies the skills of a successful critic media use;
- third – new media level, which implies the skills of successful critical use of new media, primarily the Internet.

2. Defining media literacy and other terms: Video: Why Do Our Brains Love Fake News? (6:40 min) <https://www.youtube.com/watch?v=dNmwwntMF5A>

Discuss the video and wrap up the discussion on definitions:

- What do you think about the video?
- Which terms and topics were familiar to you, and which were new?
- Do you think these topics are part of media literacy?
- What other terms/concepts do you see around yourself that media literacy education should address?

## Day 2



## Session: Media as a source of information

Duration: 120 min

Number of participants: 20

### Objectives:

- To explore principles of credibility
- To examine different contexts of media
- To learn 7 steps for media literacy and how to assess information in media

### Step by step:

#### 1. Media as a source of information - input

Most information about the world we live in comes from the media. Whether through media whose content is created by professional journalists (press, radio, television, web portals) or through media whose content is created by other users (social networks), media are at the centre of our interest, especially in crises. What every user must know when watching media content is how necessary it is to have a critical review of the content. However, this does not mean that he/she distrusts the media and considers them to be non-objective, but in any case, it means that he/she has an obligation to check the information and think about their context. As already said, what the audience should expect from the media is credibility.

Credibility implies:

- impartiality (that the media/journalist created the information so that it really reflects what happened, using a number of different sources which illuminate the event from different angles without preferring any one source or position in the information);
- taking care of human interests (that the media/journalist created information so that it is of public interest to the audience, but also does not endanger those who are the subject of the story (their privacy, confidential information etc.);
- taking care of the public interest (this practically means that the media must have a feeling for what is important to the audience, for what affects their life and for what enables them to understand the environment in which they live);
- respect for privacy (the media have clearly defined reporting standards, and privacy protection is one of the basic standards, especially when it comes to minors).

We, as the audience of the media, have the right to demand from the media that they respect principles of credibility.

#### 2. Media Literacy: An Analysis of the Media-Mediated information

Exercise: Narrate the video - <https://www.youtube.com/watch?v=tkB4AQ5oko&t=3s>

4 groups of participants need to narrate the video according to the media they are representing:

- Group 1: Right-wing TV station that has strong views on immigrants
- Group 2: Business TV channel that is focused on the economy, financial topics, GDP, euro, inflation...
- Group 3: Nature programme - TV channel that is focused on nature, animals, pollution, climate change, etc.
- Group 4: Small TV network that is led by and for national/religious minorities in a country Participants presented their work: narration of the video and others guessed what kind of channel made this news clip.

### 3. Input after the exercise

Media literacy, as already said, implies the ability to access the media, understand and critically evaluate the media and media content, and develop communication in different contexts. A media literate person does not take media content for granted but rather critically evaluates keeping in mind several important parameters:

- For whom is a certain media message intended for?
- Who wants to reach the audience/public with it, and why?
- From what perspective is a media story told?
- Whose views were expressed in it, and whose were omitted?

### 4. 7 steps of media literacy by Herbert Meyer

Participants were divided into 7 groups - each group needed to present one step.

Herbert Meyer lists seven steps of media literacy, which each of us, as media users, can (and should) apply:

- Step 1. Know where you are: "Until you don't know where you are, you don't either know what information you need"; this, of course, does not imply geographic location, but a metaphorically described assessment of our information needs in a specific context.
- Step 2. Make sure you see clearly: See clearly in the context of information, implies our self-awareness, through which prism we observe certain information, i.e. what prior knowledge, preconceptions and attitudes we have towards certain topics. Self-reflection is, therefore key in this context).
- Step 3. Find out what kind of decision you need to make: The most common information we collect is the basis for making decisions in our daily life and, therefore, is necessary, before the collection of this information, to be aware of what kind of decision we need to make, what it is prerequisite in the search for information (such as answers to some specific question/problem) to be sure that we ask at all real questions. In other words, when we know what we want, we will know how to find it, whether it's about people, things or information.
- Step 4. Determine what you need to know: The amount of information that we collect directly depends on the amount of knowledge that is needed to get information about a situation, issue, or phenomenon that we are learning about. Therefore, it is essential to determine how much knowledge is needed, in order to avoid information overload. This is the process of becoming aware of what we need to know in the first place also implies self-reflection (just like the previous three steps).
- Step 5. Gather information: This is, essentially, the moment when self-reflection should result in concrete activity. The first and an extremely important segment of that activity is the assessment of credible sources of information (already discussed), followed by the selection of sources that meet our credibility parameters and collecting and selecting information. This is a time-consuming process, which requires not only time and patience but also competence credibility assessment and information gathering.
- Step 6. Turn information into knowledge: The goal is, in fact, to know what certain information means in the context of the decision we make or issues/problems we face. This is an extremely intellectual process and also a learned skill, and in that

process, it is exceptionally important to "think outside the box", that is, to look at different dimensions and aspects of the problem about which we inform ourselves by freeing ourselves from preconceptions with which we started this process, and which we made aware of in the second step.

- Step 7. Add the final "ingredient": Judgment is the final ingredient of any information-based decision-making and action. It is a combination of our character, our personality, our instinct and our knowledge. In this context, our ability to contextualise the collected information is extremely important, and this step, in fact, explains why two people can think differently about the same phenomenon and with the same information at their disposal. "Simply, we are people, not machines."

Presentation by participants of the seven steps.

#### 5. Exercise: analysis of 4 news articles

Each group (4 groups) received one news item/article from a media outlet (from a newspaper or from a website) and needed to analyse it using the following parameters:

- Who is the source of information?
- Who are subjects, and who are objects?
- How many sources were used?
- Is the information unbiased and objective?
- Who does the information benefit from?
- Whom does it harm?
- What is missing from it? Or what could be written better, in interest public?

Groups present the articles and outcomes of their work.

Questions for discussion:

- Was this exercise difficult for you?
- Where all the information you were looking for, easily found in the articles? If not, what did you do, how did you find information?
- Was your opinion about the credibility of information from the article changes after the research? How and why?
- Was this exercise useful for you?

### Day 3

#### **Session: Media as a place for presenting our ideas and activism in the political and democratic field**

Duration: 90 min

Number of participants: 20

Objectives:

- To understand media obligations towards youth
- To understand how the media portrays young people
- To learn how to present yourself in the media

Step by step:

1. Input: The youth and the media

When we talk about the way the media presents young people and issues/topics that interest them, it is important to know several legal provisions that define the obligations of the media towards the youth population:

- the media are obliged to produce programs for young people: children's educational programs and cultural programs;
- young people must be involved in creating the program: youth program, for example;
- young people have the right to their own media: the so-called "non-profit" media: student radio, e.g.

If you want to put youth issues at the centre of interest and on the agenda of the media, you must do the following:

- be proactive - address the media and public(s) continuously; "go towards them", don't wait for them to take an interest in you and for what you do - to inform;
- indicate the importance of youth issues as a topic for society / community - explain to journalists, but also to the public(s), what all the topics are they are interested in young people and why it is important for the whole community - to educate;
- focus the attention of the public and the media on the activities being carried out, but also to actors who can give them information about it - orient them.

## 2. Discussion: How is the media presenting/portraying young people?

Questions for discussion:

- How do the media present young people?
- Is media coverage "about" youth or "for" youth?
- In your opinion, do the media report more positively or negatively about young people?
- Have you heard of the term "occasional" reporting? On what occasions do the media report about young people?
- What would you change in the media's approach to the youth?

## 3. World café: How to present yourself well in the media

There are three key issues in media relations:

- How to get into the media?
- How to convey the message so that it causes the effect we want?
- How to build a long-term public reputation and trust with the media?

Participants are divided into three groups. Facilitators present the world cafe methodology with three different tables (each table has a topic of one of the previously mentioned questions), and participants are asked to brainstorm on each of these three questions. Each group has 10 minutes to spend on each table, and the exercise is completed once all participants visit all tables and contribute to each topic. When all participants finished contributing to each table, they returned to their starting position, where they prepared presentations with all inputs from the whole group, including examples.

### **Session: Evaluation of the workshops**

Duration: 30 min

Number of participants: 20

### Objectives:

- To conclude and evaluate the workshop

### Step by step:

#### 1. Oral evaluation by using Dixit cards

The facilitators invite the group for the last sharing in the plenary. This will be done by using Dixit cards. The facilitator spreads Dixit cards on the floor and asks participants to take one card that they consider represents the best of them and their impressions during these workshops, what they have learned, how the sessions were organised, and similar. When all participants take the chosen cards, they share their impressions individually.

#### 2. Visual evaluation form: Pizza evaluation

Visual evaluation form by using pizza shape drawn on the big flipchart paper to evaluate different aspects of the activity.

#### 3. For the future

One flipchart is on the wall, and participants are asked to write down what they would like to explore and learn more.

#### 4. Official closure of the educational activity

Final words by facilitators in the plenary and a big group hug at the end.



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## **Report – Follow-up workshops in the local community – LTTA 2 “ Media literacy in light of political participation and engagement in democratic processes”**

**Mostar, 15.12.2022 – 17.12.2022**

### **Day 1, 15.12.2022**

Activity: Understanding Media Literacy in Bosnia and Herzegovina

Format: Presentation + Teamwork Activity

Duration: 120 min

Number of Participants: 20

Goals:

1. Familiarize participants with the concept of media literacy and its relevance within the socio-political context of Bosnia and Herzegovina.
2. Explore the various components of media literacy, including critical analysis of media content, identification of misinformation, and promotion of responsible media consumption habits.
3. Empower participants with practical skills and strategies to enhance their media literacy and actively engage in shaping the media landscape of Bosnia and Herzegovina.

Activity Objectives:

1. Discuss and define the concept of media literacy and its importance in fostering informed citizenship.
2. Examine case studies and examples illustrating the impact of media literacy on public discourse and political participation in Bosnia and Herzegovina.
3. Collaborate in teams to develop creative solutions and initiatives aimed at promoting media literacy awareness and education among different segments of the population in Bosnia and Herzegovina.



## Introductions:

The session begins with an introduction to the fundamental concept of media literacy and its significance within the unique socio-political landscape of Bosnia and Herzegovina. Participants will explore how media literacy can empower individuals to critically analyze information, discern fact from fiction, and actively engage with media content. Through interactive discussions and engaging activities, participants will delve into the complexities of media literacy, considering its implications for democratic governance, civic engagement, and social cohesion. Moreover, the session will highlight the role of media literacy in countering misinformation, promoting transparency, and safeguarding democratic values in Bosnia and Herzegovina. By the end of the session, participants will emerge equipped with practical strategies and tools to navigate the media landscape effectively and contribute to building a more informed and resilient society.

## **Day1 - 15.12.2022**

Activity: Exploring Media Landscape in Bosnia and Herzegovina

Format: Presentation + Teamwork Activity

Duration: 120 min

Number of Participants: 20

## Goals:

1. Provide participants with a comprehensive understanding of the media landscape in Bosnia and Herzegovina, including its key players, challenges, and opportunities.
2. Empower participants with critical thinking skills necessary to navigate the complexities of media consumption and interpretation in Bosnia and Herzegovina.
3. Foster awareness about the role of media in shaping public opinion, influencing political discourse, and fostering social cohesion in Bosnia and Herzegovina.
4. Inspire participants to actively engage with media content, promote media literacy, and contribute to fostering a healthy and transparent media environment in Bosnia and Herzegovina.

## Activity Objectives:

1. Examine the historical and contemporary context of media in Bosnia and Herzegovina, including the evolution of media ownership, regulation, and journalistic practices.



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2. Analyze the impact of media on societal dynamics, political processes, and interethnic relations in Bosnia and Herzegovina.
3. Collaborate in teams to develop practical strategies and initiatives for promoting media literacy, countering misinformation, and enhancing transparency within the media landscape of Bosnia and Herzegovina.

#### Introductions:

Participants in an exploration of the multifaceted media landscape of Bosnia and Herzegovina. Through a combination of presentations and interactive activities, participants will delve into the historical, cultural, and political factors shaping the media ecosystem of the country. Emphasis will be placed on understanding the diverse array of media outlets, ownership structures, and regulatory frameworks operating within Bosnia and Herzegovina. Additionally, participants will critically analyze the role of media in reflecting and influencing societal dynamics, including issues related to identity, conflict, and reconciliation. By fostering a deeper understanding of the complexities of media in Bosnia and Herzegovina, participants will be equipped with the knowledge and skills necessary to engage with media content responsibly, promote media literacy, and contribute to fostering a vibrant and democratic media environment in the country.





## Day 2, 16.12.2022

Activity: Understanding Media Reality in Bosnia and Herzegovina

Format: Presentation + Teamwork Activity

Duration: 120 min

Number of Participants: 20

### Goals:

1. Provide participants with insights into the media landscape of Bosnia and Herzegovina, including its structure, challenges, and impact on society.
2. Create critical thinking skills among participants, enabling them to analyze and interpret media content effectively within the context of Bosnia and Herzegovina.
3. Raise awareness about the influence of media on public opinion, political processes, and societal norms in Bosnia and Herzegovina.
4. Empower participants to actively engage with media platforms, promote media literacy, and contribute to fostering a more transparent and accountable media environment in Bosnia and Herzegovina.

### Activity Objectives:

1. Explore the various facets of media reality in Bosnia and Herzegovina, including the role of different media outlets, ownership patterns, and regulatory frameworks.
2. Critically examine the portrayal of social and political issues in Bosnian media and assess its impact on shaping public perceptions and attitudes.
3. Collaborate in teams to develop practical strategies and initiatives aimed at promoting media literacy, combating misinformation, and advocating for media freedom and integrity in Bosnia and Herzegovina.

### Introductions:

We will embark on a journey to unravel the intricacies of the media landscape in our country. As participants, you will gain valuable insights into the structure, dynamics, and challenges of media in Bosnia and Herzegovina. Through engaging presentations and interactive activities, we will delve into the role of media in shaping public discourse, influencing political outcomes, and reflecting societal values. Together, we will explore the nuances of media reality, from the diversity of media outlets to the complexities of media ownership and



regulation. By the end of this workshop, you will emerge equipped with a deeper understanding of media dynamics in Bosnia and Herzegovina and empowered to play an active role in promoting media literacy and transparency in our society. Let us embark on this journey of discovery and empowerment together.

## **Day 2, 16.12.2022**

Activity: Utilizing Social Networks for Youth Empowerment in Bosnia and Herzegovina

Format: Presentation + Teamwork Activity

Duration: 120 min

Number of Participants: 20

### Goals:

1. Explore the role of social networks as a powerful tool for youth empowerment and achieving their goals in Bosnia and Herzegovina.
2. Create a deeper understanding among participants of how social media platforms can be leveraged to advocate for social change, engage in civic activism, and amplify youth voices.
3. Equip participants with practical strategies for utilizing social networks effectively to address key issues facing young people in Bosnia and Herzegovina.

### Activity Objectives:

1. Analyze the influence and reach of social media platforms in shaping youth discourse, mobilizing communities, and driving social movements in Bosnia and Herzegovina.
2. Identify and discuss successful examples of youth-led initiatives and campaigns that have utilized social networks to advocate for change and address societal challenges.
3. Collaborate in teams to develop innovative action plans leveraging social networks to address specific issues relevant to youth empowerment and activism in Bosnia and Herzegovina.

### Introductions:

We will explore the transformative potential of social media platforms in empowering young people and advancing their goals in our country. Over the next 120 minutes, we will delve into the dynamic intersection of social networks and youth activism, examining how digital platforms have become powerful catalysts for social change and civic engagement. Through interactive presentations and collaborative activities, we will uncover the myriad ways in which social media can be harnessed to amplify youth voices, mobilize communities, and drive meaningful impact. Our goal is to provide you with insights and strategies to harness



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the full potential of social networks as a tool for advocacy, activism, and empowerment. Together, let us embark on this journey to empower the youth of Bosnia and Herzegovina to effect positive change through digital platforms.

### **Day 3, 17.12.2022**

Activity: Understanding Media as a Source of Information in Bosnia and Herzegovina

Format: Presentation + Teamwork Activity

Duration: 240 min

Number of Participants: 20

Goals:

1. Deepen participants' understanding of the role of media as a primary source of information in Bosnia and Herzegovina.
2. Enhance participants' critical thinking skills in evaluating and analyzing media content for accuracy, credibility, and bias.

Activity Objectives:

1. Explore the diverse landscape of media outlets and platforms in Bosnia and Herzegovina, including traditional and digital media.
2. Examine the potential biases, agendas, and ethical considerations inherent in media reporting and coverage.
3. Collaborate in teams to develop strategies for discerning reliable sources of information and combating misinformation within the Bosnian media landscape.

Introductions:

We will delve into the pivotal role that media plays in shaping public knowledge and perception in our country. Over the next 120 minutes, we will navigate through the complexities of media as a source of information, exploring its impact on society, politics, and public discourse. By critically examining various forms of media content, we aim to empower participants with the skills to distinguish between reliable and unreliable sources of information. Through interactive presentations and group activities, we will unravel the



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nuances of media reporting, analyzing biases, and evaluating credibility. Our goal is to equip you with the tools and insights necessary to navigate the media landscape with confidence and discernment. Let us embark on this journey together as we uncover the power and pitfalls of media as a source of information in Bosnia and Herzegovina.

Based on the feedback collected from participants via the evaluation form, attendees of the three-day workshops reported the following favorable outcomes:

- Strengthened their understanding across various topics, including media literacy and media reality.
- Cultivated expertise in rhetoric skills, including communication within the context of media.
- Broadened their social connections by forming new friendships and professional networks.
- Heightened awareness about the significance of media literacy and the role of media as a source of information.
- Felt empowered to express their creativity and ideas, particularly within the realm of media-related discussions.
- Acquired valuable experiences, enriching their overall learning journey and deepening their understanding of media-related concepts.