



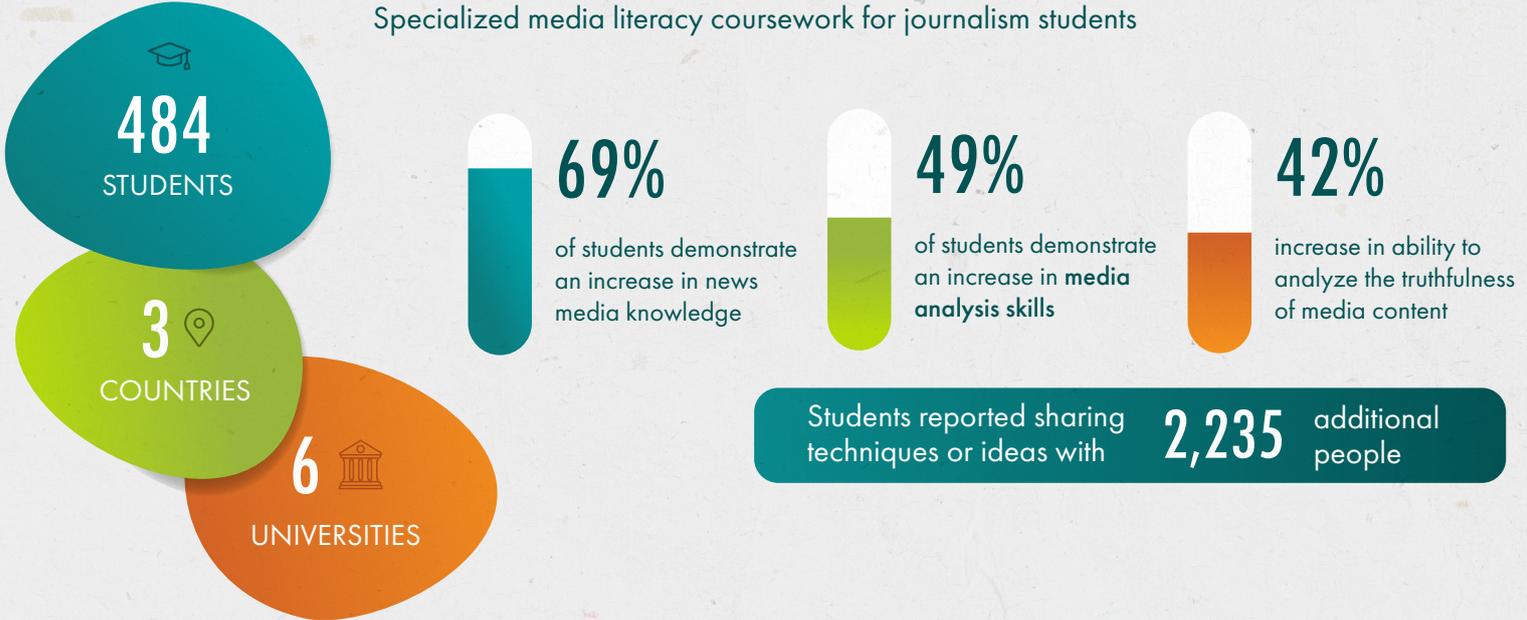
Media Literacy in the Baltics

Impact Evaluation Highlights

The Media Literacy in the Baltics program provides curriculum, tools, and training for the public in Estonia, Latvia, and Lithuania to engage critically with multiple forms of information, both on and offline. The program supports future media and other professionals to provide audiences with quality journalism and heightened awareness of disinformation, builds capacity in the Baltics for spreading skills and behaviors for critical information engagement among the wider population, and supports students' initiatives to raise awareness of disinformation and how to combat it.

Journalism in the Era of Disinformation (JEDI) courses

Specialized media literacy coursework for journalism students



Native Language¹



Training of Trainers (ToTs)

Preparing journalism and high school students to serve as media literacy trainers for their peers



Native Language²



¹ Sample group of respondents who completed both pre- and post-course surveys (n=156)

² Sample group of respondents who completed both pre- and post-training surveys (n=148)

Cascade Trainings

Youth-led media literacy trainings in their communities

1,503

participants trained

Participants reported sharing techniques or ideas with **4,350** additional people

41%

average increase in ability to analyze truthfulness of media

43%

of participants demonstrate an increase in media analysis skills

Native Language³



Recommendations

Based on focus groups and interviews with university faculty and students

1. Continue and extend the inclusive approach of the JEDI program
2. Use technologies and digital tools to extend the program to wider groups
3. Build synergies with other media literacy programs
4. Maintain and strengthen monitoring and evaluation activities to measure the program's impact
5. Encourage practical application of knowledge via pilot projects, networking events, and mentoring

I organized and conducted a training on media literacy: "Be in control of your network." It was exciting to prepare for because we learn better if we have to explain something to others. I enjoyed the fact that participants in my workshop were deeply interested in the theme "how to orient yourself in the digital world."

-Anita, communications student (Latvia)

When Media Literacy in the Baltics appeared on my radar during the last months before my graduation, I thought it would be a great conclusion for my studies. Analyzing real life examples and using media literacy tools helped me not only to be more conscious but also empowered me to act.

-Brigita, recent communications graduate (Lithuania)

I am leading a project on active citizenship and youth participation, and media literacy is one of the essential topics that must be talked about and taught. Since joining the media literacy community, my focus changed and I started to notice more news, manipulation, and fake news and am more ready to dive into it.

-Mikhail, a youth worker, teacher, and psychologist (Estonia)

³ Sample group of respondents who completed both pre- and post-training surveys (n=582)

⁴ Participants from Estonia primarily reported Russian as their native language

SAFEGE Baltija conducted an external assessment of Media Literacy in the Baltics from May 11, 2021 to August 31, 2021. The impact evaluation explored four primary learning questions and several sub-questions:

- **LQ1.** What has the impact been on students of the JEDI or L2D training through Media Literacy in the Baltics in the following areas: Information literacy behavior and awareness; Sense of control over influence of information; Value of information literacy in society; Media analysis skill; and Understanding of the news media industry.
- **LQ2.** Do students retain their skills following the JEDI or L2D trainings? If so, which skills do they retain?
- **LQ3.** To what degree do journalism students apply their skills and knowledge in media literacy to spread awareness and practical resources for use by the general public in combating disinformation? What are their motivations and

challenges? How do students report on the impact of JEDI or L2D trainings in their daily lives?

- **LQ4.** What system changes occur in participating universities in awareness, dialogue, and commitment to promote media and information literacy? SAFEGE analyzed the quantitative baseline and endline surveys designed by IREX by matching participants' unique identification numbers to calculate change as a result of the interventions and conducted qualitative analysis through focus groups and interviews with university faculty and students.

Media Literacy in the Baltics is a program of the U.S. Department of State and administered by IREX. The contents of this report are the responsibility of SAFEGE and IREX and do not necessarily reflect the views of the United States Government.