Violent extremism, terrorism & media skills

(assessment and analysis of coverage of violent extremism and terrorism)

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Module contents:

- Introduction to the Media and Information Literacy (MIL) approach.
- The journalist Code of Ethics in action.
- A Human Rights approach in the media.
- Critical analysis and MIL (critical review, verification of data and facts, etc.).
- The role of the media in combating hate speech.
- Best practices in using the internet to undermine the appeal of violent extremism and terrorism.
- Social Media management for tolerance. Alternative messages and narratives.
- Media & Information Literacy (MIL) in action.
Introduction to the Media and Information Literacy (MIL) approach

- Media literacy
- Information literacy
- Edukimi për lirinë e shprehjes dhe të informimit
- Library/archival literacy
- News literacy
- Computer literacy
- Internet literacy
- Digital literacy
- Film literacy
- Gaming literacy
- Television and advertising literacy
The journalist Code of Ethics in action

“Journalism is about results. It is about influencing your community or society in the most progressive way possible.”

Anas Aremeyaw Anas

☑ Sharing experiences: When did you implement the journalist Code of Ethics and when did you not implement it?

- Code of Ethics- https://kshm.al/kodi-i-etikes-se-gazetarit/
A Human Rights-Based approach places people and their fundamental rights at the center of the media.

The first questions to be asked in any media report - what happened to the people involved and their basic rights? What role did the authorities play?

Diversity (religious, racial, gender, ethnic, cultural, etc.) and the role of the media in its coverage.
Critical analysis and MIL (critical review, verification of data and facts, etc.)

Practical examples

A) Video of police in Algeria

B) WhatsApp message from the Head of the Institute of Public Health

C) Medical advice against COVID-19

D) Lions in Russia

E) Dolphins in Venice, etc.

Websites for image verification

- Images.google.com
- Yandex.com/images
- Rev Eye extension
- Forensically
Fake news, propaganda and violent extremism and terrorism. News sources.

- Examine the **source** of information: look for the background of the story, the scene, check URL;
- Who is the **author** of the news: do a quick search of the author, is he/she credible, is he/she real;
- View the **date** of publication of the news: if the news is old, it is not relevant to current events;
- Read the entire news/report. Headlines and subheadings can be deceiving, see the full event as reflected;
- Examine the **supporting sources**, how well the narrative is based on those sources;
- Is the news **satirical**: nowadays, websites with satirical content have increased in number, be careful not to fall prey to them;
- Ask **experts in the field**: before taking news for granted, ask the experts in the field you have read about;
- For photos, use Google Reverse Image or tineye.com to discover the date when they were first used on the web.
The role of the media in combating hate speech

- Media ethics literacy and fact-based reporting
- Encouraging conflict-sensitive reporting and multicultural awareness campaigns
- Regulation of social media
- Encouraging victims and witnesses to report hate speech-related crimes
- Influencing the end of impunity for hate crimes
There is a fine line between free speech and hate speech. Free speech encourages debate, while hate speech incites violence.

Best practices in using the internet to undermine the appeal of violent extremism and terrorism

Fact checking
After the event:
Statements of public importance;
Relies on information from experts, reports, agencies, etc.

Smearing
Fake news and viral scams

Verification
Before the event, especially in UGC
Requires primary evidence: testimonies, geolocation, etc.
Result: publication is either prohibited or approved

CrowdTangle; Buzzsumo; Snopes.com; who.is; Spyonweb.com; visme.co, etc.
Social Media management for tolerance. Alternative messages and narratives

Reporting Diversity Network 2.0 Project

https://www.instagram.com/reporting.diversity2.0/

https://www.facebook.com/reporting.diversity2.0
Media & Information Literacy (MIL) in action

**Agent**
- What kind of actor is it?
- How organized are they?
- What are their motivations?
- Which audiences are they aiming to reach?
- Do they use automated technology?
- Is it aimed at misdirection? Is it intended to harm?
- How long-lasting is it?
- How accurate is it?
- Is it legal?
- Is there fraudulent content?
- What is the target of the message?

**Message**
- Reading of the message: hegemonic/oppositional/negotiated
- Action taken: ignore; disseminate with support; disseminate without approval

**Interpreter**
- What is the target of the message?
Media and information literacy affect quality journalism.

Awareness about media and information literacy as a fundamental tool for improving critical thinking and analysis among citizens.

Media messages influence audience behavior and perceptions regarding violent extremism and terrorism.

Using critical thinking skills is essential for creating and consuming information related to violent extremism and terrorism.

Digital media tools and their indispensable use to cover issues of violent extremism and terrorism.