



# PRACTICAL GUIDELINE FOR IMPLEMENTING MEDIA AND INFORMATION LITERACY

RECOMMENDATIONS FOR MEDIA  
ORGANIZATIONS BASED ON THE EXPERIENCE  
OF UKRAINIAN NEWSROOMS

KYIV 2025

# ABOUT THE GUIDELINE

This guideline summarizes **the experience of Ukrainian media regarding how to effectively apply and communicate the principles of Media and Information Literacy (MIL) in practice. Its target audience is media organizations as a whole**, covering the entire scope of their operations. The guideline provides recommendations for newsroom personnel as well as for those involved in extended functions such as educational programs and community outreach, reflecting the comprehensive nature of modern media work.

The guide focuses on MIL practices within the context of three key areas:

- ✳ **Editorial Management** — how media leadership can support the development and upskilling of its staff in the field of media and information literacy.
- ✳ **Content Creation** — how media professionals can apply media and information literacy competencies in their daily work.
- ✳ **Audience Engagement** — how media can help strengthen society's resilience to information threats.

The Ukrainian experience is particularly exceptional and valuable because it demonstrates how MIL is both a defensive and empowering tool in times of war. Ukrainian newsrooms and media workers have faced unprecedented challenges since the beginning of the full-scale invasion, from massive disinformation campaigns and psychological operations to direct threats against journalists and media infrastructure (See: [Under the Pressure of War: Challenges and Needs of Media in Ukraine. Research Results](#)), and even kidnapping and murder of media workers. In response, journalists and newsrooms have developed innovative, adaptive MIL practices that strengthen verification processes, enhance newsroom resilience and the safety of journalists, as well as deepen public understanding of how information is produced and manipulated. Nevertheless, the approaches and lessons compiled in this document go beyond the Ukrainian context: they offer a practical framework for media organizations worldwide seeking to protect information integrity, reinforce audience trust, and promote critical engagement in complex and volatile information environments. As such, this guideline can serve as a key reference for media practitioners regionally and globally, demonstrating how MIL can be effectively integrated into editorial management, content creation, and audience engagement even under extreme conditions.

# METHODOLOGY:

- ✦ The use of MIL practices by Ukrainian media was analyzed based on open sources to create the preliminary thematic plan and define the list of media for interviews.
- ✦ 12 online interviews were conducted with the representatives of Ukrainian media organizations: [Bakhmut IN.UA](#), [Espresso](#), [Galka.if.ua](#), [Gwara Media](#), [Kordon Media](#), [Leopolis.news](#), [Nakypilo](#), [Persnyi Zaporizkyi](#), [Rayon.in.ua](#), [Suspilne](#), [Thebuchacity](#), and [Ukrainska Pravda](#).
- ✦ Based on these interviews, the Ukrainian newsrooms' experience in the implementation and development of media and information literacy skills within their operations was processed and summarized into a set of recommendations.

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*"Practical Guideline for Implementing Media and Information Literacy" is developed by the Centre for Democracy and Rule of Law within the project "Enhancing Media and Information Literacy (MIL) and AI Literacy for Resilience in Ukraine", in partnership with UNESCO and supported by Japan. The choice and presentation of facts in this publication is the responsibility of the authors. The views expressed herein belong solely to the authors and do not necessarily reflect the position of UNESCO or Japan.*





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# INTRODUCTION. WHAT IS MEDIA AND INFORMATION LITERACY (MIL) AND WHAT IS ITS ROLE IN THE WORK OF MEDIA?

The conceptual framework of this guideline, including terminology and key principles, is based on the Media and Information Literacy (MIL) framework developed by UNESCO.

**Media and Information Literacy (MIL)**, as [defined](#) by UNESCO, is a set of competencies that empower citizens to access, seek, understand, evaluate, use, create, and share information and media content across all formats, using various tools, critically, ethically, and effectively, with the goal of participating and engaging in personal, professional, and societal activities.

Thus, Media and Information Literacy provides a set of vital competencies for countering the challenges of the 21st century, including the spread of misinformation and disinformation, hate speech, the decline of trust in media, and the impact of digital innovations, particularly Artificial Intelligence (AI).

Furthermore, Media and Information Literacy is extremely important for journalists, as it [ensures](#) a set of competencies necessary for effective and ethical work in the modern, complex information environment. MIL helps journalists fulfill professional duties, maintain public trust, and is crucial for journalist safety, especially in the context of war.

The principles of [the Nine Media and Information Literacy Indicators](#) and [the Five Laws of Media and Information Literacy](#), developed by UNESCO, define the structure, values, and practical recommendations for the media sphere:

**Professional Ethics and Fact-Checking:** MIL equips journalists with skills for critical source evaluation, helping to verify authenticity and identify manipulation, which is the foundation for adhering to professional standards and impartiality.

**Strengthening Audience Trust:** Media organizations that integrate MIL actively teach their audience critical thinking, which leads to greater public trust and strengthens the connection between media and civil society.

**Countering Disinformation and Social Cohesion:** Using MIL indicators allows media to empower citizens for active participation in social cohesion and the defense of democratic resilience.

[The Nine Indicators](#) developed by UNESCO help media to design, implement, monitor, and measure their contribution to societal development and the formation of quality information ecosystems through: integrating MIL into the work of media organizations and focusing its principles across all internal operations; integrating MIL into storytelling; applying MIL principles when using artificial intelligence in workflows; promoting gender equality, and cooperating with other media organizations and civil society (See: [Media and Information Literacy: A Multimedia Toolkit for Media](#)).

These principles are the foundational element of this guideline and define its structure, values, and practical recommendations presented throughout the document.

## SECTION 1. INTERNAL MIL PRACTICES FOR IMPLEMENTING AND ENHANCING MEDIA AND INFORMATION LITERACY SKILLS WITHIN THE MEDIA ORGANIZATIONS

The implementation of Media and Information Literacy begins with strategic management decisions, dedicated resource allocation and funding, the formation of a culture of responsibility, and a systemic approach to the team's professional development. Without strategic planning and investment at the managerial level, MIL efforts risk remaining fragmented or short-term, instead of becoming an integral part of the organization's culture and practice.

### 1. **DEVELOP AND PUBLICIZE A COMPREHENSIVE SET OF EDITORIAL POLICIES** ([SEE REFERENCES 1](#)):

- Create internal extended policies on fact-checking, the ethical use of Artificial Intelligence (AI), and digital security.
- Ensure these policies are based on core journalistic standards (accuracy, honesty, and objectivity), the existing [Code of Ethics for Ukrainian Journalists](#), and recommendations from expert organizations.
- Engage external experts in consultations when developing and refining policies.
- Create and maintain a clear and well-detailed public policy that demonstrates the media organization's level of responsibility and work standards to the audience.



## **2. ENSURE RESOURCES FOR MIL POLICY IMPLEMENTATION:**

- Develop a financial and HR plan to support the implementation of MIL-related policies. This includes allocating the necessary budget for external expertise (e.g., legal, AI, security consultants) and designating internal staff resources (HR planning) responsible for continuous policy enforcement, training, and updates.

## **3. INTEGRATE MIL INTO HUMAN RESOURCES PROCESSES:**

- When hiring or engaging on a contractual basis (freelancers), provide new employees with clear instructions on basic rules of information hygiene and digital security.
- Assign an experienced mentor (senior employee) to new staff members to guide them during the first months of work and ensure the practical application of standards.

## **4. ENSURE OPPORTUNITIES FOR MANDATORY TRAINING AND UPSKILLING:**

- Organize regular internal corporate training sessions on fact-checking, OSINT tools, countering disinformation, and the ethical use of AI ([\*See: Checklist for ongoing training needs for media workers and Suggested activities to support Media and Information Literacy training\*](#)).
- Encourage participation in external specialized training, followed by knowledge sharing within the team (colleagues who completed the training hold an internal session for others).

## **5. ENSURE BASIC DIGITAL SECURITY NEEDS FOR EMPLOYEES:**

- Mandate the use of two-factor authentication for all work accounts (email, social media), and use security keys in cases of heightened risk.
- Conduct editorial communications only through secure channels and avoid using messengers that store data on servers rather than exclusively on client equipment.
- Clearly communicate how personal data is stored, retained, and managed to uphold privacy of employees as well as audiences.
- Grant each employee the access rights necessary for their role (on a need-to-know basis) to mitigate the risks of compromise.
- Regularly conduct a digital audit of the media organization's equipment and communication systems.

## **6. CONDUCT REGULAR INTERNAL DISCUSSIONS ON RESPONSIBILITY:**

- Implement mandatory After-Action Review (AAR). After every high-profile information case, conduct a detailed situation analysis: review the initial news trigger, the organization's own reaction (speed, sources, visual decisions), and the behavior of the external information field. Discuss audience reaction and formulate clear lessons and future solutions (e.g., abandoning unreliable sources, clarifying protocols).

- Organize meetings for managers and editors to discuss issues of transparency and responsibility to the audience, the use of new technologies, and other principles of Media and Information Literacy, regularly updating these approaches.

#### **7. INVOLVE EMPLOYEES IN EXTERNAL EXPERT AND EDUCATIONAL ACTIVITIES:**

- Encourage the team to speak at forums, conferences, and as guest lecturers at universities, sharing practical experience with future journalists.
- Encourage participation in international projects and collaboration in co-creating Media and Information Literacy guides with educational institutions, civil society and other relevant stakeholders (*See References 2*).

#### **8. DEVELOP PARTNERSHIPS WITH UNIVERSITIES AND LOCAL MEDIA:**

- Offer internship opportunities for students and placements where they can acquire practical MIL competencies.
- Participate in mentorship programs for local and community media, disseminating the internal standards and best practices of your organization (*See: Case Studies: What transparency in media looks like*).

## **SECTION 2. MIL PRACTICES IN THE DAILY WORK OF A MEDIA PROFESSIONAL: HOW TO APPLY MEDIA AND INFORMATION LITERACY SKILLS WHEN WORKING WITH CONTENT**

The effective application of Media and Information Literacy competencies in the daily work of every newsroom employee, particularly during content creation, is the foundation for building audience trust.

#### **1. INTRODUCE MANDATORY MULTI-LEVEL INFORMATION VERIFICATION:**

- No news item should rely solely on social media reports or a single source.
- Obtain confirmation of facts from several independent sources (official bodies, independent witnesses, experts).
- Establish the principle: "If there is doubt, it is better to delay publication than to release unverified information."



## **2. Ensure Staff Distribution of Responsibility for Accuracy:**

- Clearly define responsibility for the accuracy of information at every stage of content creation: journalist (author), editor, and output editor.

## **3. Provide Broad Contextualization for the Information Delivered:**

- When covering sensitive or high-profile topics, explain the situation more broadly by adding some context. The use of context is a key element of prebunking — providing the audience with truthful information before manipulative narratives spread.

## **4. Create a Mechanism for Responsible Refutation:**

- Refute external disinformation only when necessary (e.g., when false information has gained significant traction online).
- Avoid fully retelling the essence of false content to prevent amplifying the spread of disinformation and misinformation.
- Always indicate in the headline or lead that the information is false or being refuted. If screenshots of false information are added to the material, add an appropriate overlay label such as "false," "manipulation," etc.

## **5. Establish Specialized Positions or Departments for Deep Research and Verification:**

- If possible, introduce the position of an analyst or fact-checker who works on complex topics, conducts thorough research, and verifies facts.
- For large media organizations, consider establishing a data journalism department or a separate fact-checking/investigative department.
- Engage external OSINT and fact-checking expertise. Regularly collaborate with external OSINT specialists and fact-checkers to process complex, sensitive, or high-risk cases.
- Build your own database of specialists in specific areas (historians, energy experts, economists, etc.) who can be consulted for additional clarification.

## **6. Recommendations for the Use of Artificial Intelligence (AI):**

- Establish the principle: "AI is a tool managed by a human, not a replacement for human resources." AI is a convenient but purely supportive tool.
- Use AI tools to automate routine, auxiliary tasks that increase productivity but do not affect accuracy.
- Implement mandatory human verification of AI-generated content. Every action, fact, or product generated or processed by AI must be checked and finalized by a human.
- Introduce mandatory labeling of AI-assisted content. If AI was used to create content (images, graphic scenes, reconstructions), this content must have a clear and understandable label for the audience (*See: [Case study: Comment moderation](#)*).

# SECTION 3. MIL PRACTICES IN AUDIENCE ENGAGEMENT: HOW MEDIA CAN DISSEMINATE MEDIA AND INFORMATION LITERACY SKILLS AMONG THEIR AUDIENCE

The effective implementation of Media and Information Literacy within a media organization also helps to work towards increasing the information resilience of its audience.

## **1. Integrate MIL into the Content Strategy and Create Specialized Content for Debunking Disinformation** (See [References 3](#)):

- Regularly release programs (podcasts, TV shows, and videos) dedicated to the analysis of false information (it is important also to understand the differences between disinformation, misinformation and malinformation) and manipulating narratives.
- Introduce separate sections ("Analysis," "False information") and collections of refutations, providing clear explanations to the audience.
- Conduct live streams and record podcasts with experts (fact-checkers, analysts) to discuss high-profile cases.
- Implement additional projects on disinformation research (especially at the regional level).
- Integrate explanations of manipulation mechanisms and verification directly into news items and analyses that are important and interesting to the audience.
- Conduct research into audience engagement and proactively create content for demographic groups with low engagement.

## **2. Adapt Content Formats for Different Channels and Age Groups** (See [References 4](#)):

- Use communication channels best suited to the target audience: television for expert discussions, YouTube/TikTok for dynamic video content, Instagram for other visual formats and quizzes.
- Use pacing, language, and examples that are understandable to the audience. For young people, use a dynamic format with current, modern examples. For older audiences, provide explanations illustrated with real-life situations.

### **3. Create Educational Hubs and Products** (See [References 5](#)):

- Establish educational hubs within the media organization to train journalists, civil activists, and a broader audience.
- Establish partnerships with educational institutions including schools and universities to enhance awareness among audiences about journalistic methods and processes.
- Develop and implement online courses on Media and Information Literacy and journalistic tools.
- Act as partners in educational programs (for teachers, youth centers), disseminating MIL knowledge.

### **4. Provide Platforms for Educational Projects and Initiatives:**

- Broadcast or actively support other MIL development projects (e.g., the broadcasting of [All-Ukrainian Media Literacy Lesson](#) by Suspilne).

### **5. Conduct In-House Tours and Meetings with the Audience:**

- Organize tours of the newsroom for schoolchildren, students, and other age groups to show how authentic content is created "from the inside" and how fact-checking works.

### **6. Establish Communication with the Audience for Feedback and to Foster a Responsible Audience:**

- Create effective channels for direct feedback and complaints. For example, add a button or a direct form on the media outlet's website for audience complaints regarding a possible violation of journalistic standards.
- Provide interactive tools for verification requests. For example, create a bot or a special form through which any user can submit a request to check information they saw online (See: [Case study: Helping the audience understand the storytelling process](#)).
- Systematically collect and analyze public opinion. Regularly conduct surveys (via the website, social media, bots) and analyze comments to study information needs, resilience levels, and problematic topics concerning the audience.
- Engage the audience in communities and clubs for direct communication and feedback collection.

### **7. Consider Alternative Creative Ways to Develop MIL Skills** (See [References 6](#)):

- If possible, develop gamified interactive activities outside of content production (quizzes, escape rooms, etc).



## SECTION 4. MONITORING AND EVALUATION (M&E) OF MIL EFFORTS

Monitoring and evaluating Media and Information Literacy efforts is essential to ensure that implemented practices are effective, resources are well-spent, and the media organization is meeting its goals for both internal standards and audience resilience. Evaluation provides the data needed to refine strategies, adapt to evolving information threats, and demonstrate the media's impact on society. The process of M&E for MIL should be structured, systematic, and aimed at strengthening accountability and transparency across the media organization's operations (*See: [Case studies: Monitoring and Evaluation processes](#)*).

### 1. Establish Measurable Objectives and M&E Framework

- Before monitoring begins, define clear, measurable, achievable, relevant, and time-bound objectives for all MIL activities. These objectives should align with the three core areas of this guideline: Editorial Management, Content Creation, and Audience Engagement.
- Implement an M&E Policy and Resources: Develop a written M&E policy specifically covering MIL initiatives, which guides monitoring practices across relevant projects and is regularly referenced by staff. (*See: [Templates for monitoring and evaluating MIL policies and strategies in media](#)*).
- Utilize a Theory of Change or Evaluation Framework: Adopt a structured approach to problem-solving and evaluation, such as the Theory of Change, to clearly map out how activities lead to the desired results. This framework helps define the links between actions and different levels of change (*See: [A guide to using the Evaluation Framework Template](#) and [A guide to using the Theory of Change template](#)*).

### 2. Internal Monitoring and Organizational Capacity

- Training and Staff Roles: Ensure relevant staff receives training in M&E techniques tailored to MIL. A designated staff member or team must oversee M&E for MIL, with roles clearly defined and responsibilities reflected in work plans.
- Policy Audit and Compliance: Conduct regular internal audits to check adherence to editorial policies (fact-checking, AI use, and digital security). Log and review adherence to the multi-level verification protocol and the consistent application of mandatory labeling for content (e.g., AI-assisted content).
- Incident Review Analysis: Systematically track the outcomes of After-Action Reviews (AARs) following high-profile information cases. Analyze how identified lessons were incorporated into updated protocols or future content decisions.

- **Leadership Review:** Leadership must review M&E findings on a regular basis, with documented examples of these insights influencing program design or resourcing decisions.
- **Staff Feedback:** Implement anonymous feedback mechanisms for employees to report challenges or suggest improvements regarding MIL policies, tools, and training.

### **3. Content Monitoring: Assessing Quality and Transparency**

- **Verification Compliance:** Review adherence to the multi-level verification protocol for all high-risk or sensitive stories, ensuring multiple independent sources are cited or fact-checked.
- **External Peer Review:** Periodically submit content for external review by independent fact-checkers or media experts to assess content quality, bias, and adherence to professional standards against recognized benchmarks. For instance, in 2022, the Commission on Journalist Ethics had [an Ethics Hotline for Journalists](#) practice. Its goal was to help prevent errors and improve the quality of materials during the preparation for publication stage. The Commission was ready to offer its own expertise and legal assistance from a media lawyer.

### **4. Audience Impact Evaluation**

- **Audience Analytics:** Use web and social media analytics to track the performance of dedicated MIL and debunking content.
- **Tracking changes in audience behavior** regarding information consumption. For example, an increase in audience requests to media outlets for questionable information verification, questions regarding the confirmation of information, or expectations regarding publication in a particular media outlet.
- **Audience Surveys:** Conduct regular surveys to gauge audience trust in the media organization, their perceived ability to identify disinformation, and their information consumption habits.
- **Feedback Mechanisms:** Collect feedback from a diverse range of audience segments, including youth and underrepresented communities, to tailor MIL content and outreach. This includes systematically logging and analyzing requests received via interactive verification tools (bots, forms) and direct feedback channels.
- **Educational Program Outcomes:** For educational hubs and courses, track participant numbers, completion rates, and post-program feedback. If possible, use follow-up surveys to assess the long-term application of acquired MIL skills.
- **Audience Outcome Measurement:** Evaluation reports should include analysis of audience outcomes, demonstrating shifts in MIL knowledge, critical thinking, or media consumption behavior.



# REFERENCES. EXAMPLES OF MIL PRACTICES FROM THE EXPERIENCE OF UKRAINIAN MEDIA

## REFERENCES 1. EXAMPLES OF EDITORIAL POLICIES

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Bahmut.IN.UA Fact-Checking Methodology. URL: <https://bahmut.in.ua/metodologiya-faktcheku/>.

Gwara Media Fact-Checking Policy. URL: <https://gwaramedia.com/politika-faktchekingu/>.

Gwara Media Fact-Checking and Verification Methodology. URL: <https://gwaramedia.com/metodologiya-faktchekingu-perevirka/>.

## REFERENCES 2. PRACTICAL GUIDES AND HANDBOOKS

### **Practical Guide** ["Journalistic Activity in Wartime: Challenges, Dilemmas, and Solutions of Ukrainian Newsrooms"](#)

*This practical guide was prepared with the participation of Ukrainian national and regional newsrooms. Over five months during facilitation sessions, an expert team collected cases, challenges, and dilemmas faced by Ukrainian journalists and newsrooms during the war, along with practical solutions to these situations. The expert team analyzed them and supplemented them with professional recommendations. Editorial teams have already implemented some of the recommendations from the guide into their journalistic activities in various formats throughout the project. Specifically, they updated editorial policies and approaches to content creation, and integrated the advice into editorial and educational practice.*

### **Handbook** ["Topics. People. Stories. Anti-Guide for Journalists"](#)

*Olena Leptuha, Editor-in-Chief of Nakypilo, is the compiler and, along with journalist and Development Director Viktor Pichuhin, is the co-author of the OSCE handbook for journalists "Topics. People. Stories," which covers a wide range of MIL competencies — from working with information to social media.*



## REFERENCES 3. FACT-CHECKING AND DISINFORMATION PROJECTS

### Project "[Brekhomir](#)"

A project dedicated to fact-checking and information literacy by the Ukrainian newsroom [Bakhmut.IN.UA](#). The project's [playlist](#) on TikTok. Examples of explanatory materials ([1](#), [2](#), [3](#), [4](#), [5](#)).

### Project "[Brekhunets](#)"

The fact-checking project of the [Rayon.in.ua](#) network. The project's [YouTube channel](#).

### Project "[Kharkiv Deza](#)"

Gwara Media's project for refuting local disinformation in the Kharkiv region.

### "[Perevirka](#)" Bot

A fact-checking bot for assessing information reliability from Gwara Media: a user can send any news item in Ukrainian or English and receive a verdict within 24 hours on whether the post should be trusted.

## REFERENCES 4. CONTENT FORMATS AND CREATIVE APPROACHES TO COUNTERING DISINFORMATION

### "Chronicles of the Information War"

Espresso program exposing disinformation. Examples of segments ([1](#), [2](#), [3](#)).

### Special Project "[Sputnyk](#)"

A special project from Kordon Media where the team uses satellite imagery to document changes caused by the war, including the destruction of infrastructure or ecological disasters, thereby providing hard-to-access information.

### Examples of Different Disinformation Countering Content Formats:

- Analysis of disinformation waves from Gwara Media ([1](#), [2](#))
- Disinformation reviews — Pershyi Zaporizkyi ([1](#), [2](#))
- Sections with disinformation debunking and explanations of manipulation methods — Nakypilo (section "[Analyses](#)")
- Refutation of fakes — [Gwara Media](#), [Leopolis.news](#) ([1](#), [2](#))

### Examples of Creative Formats for Disseminating Media and Information Literacy Skills from Ukrainian Newsrooms:

- Gwara Media — Instagram ([1](#), [2](#))
- Galka.if.ua — [TikTok](#), [Instagram](#)
- Pershyi Zaporizkyi — Instagram ([1](#), [2](#))
- Educational [videos](#) on cyber hygiene from Nakypilo
- Media literacy quizzes from Gwara Media in the "[Perevirka](#)" bot menu.

## REFERENCES 5. EDUCATIONAL INITIATIVES AND PROGRAMS

### Rayon.Dity

Media literacy circles for Volyn schoolchildren aged 12 and over from the National Network of Hyperlocal Publications Rayon.in.ua. Participants receive: basic media literacy knowledge; core skills for journalists, photographers, videographers, and presenters; practical tips on how to verify social media posts; learn how to use media skills in a future profession; and some listeners can complete a journalism internship with the Rayon.in.ua network.

### Suspilne Children's Academy PMA Juniors

PMA Juniors is an educational project for children and teenagers interested in media. The Children's Academy develops the creativity of young people, teaches the basics of creating quality media content, and helps them critically evaluate and analyze information in the media.

### Suspilne Academy

The project offers a library of online lectures and seminars covering a wide range of topics in media and communications. The goal is to help participants develop critical thinking and resilience in the modern information environment.

### Practical Education Center "Nakypilo"

An educational hub by Nakypilo that trains media professionals in tools for constructive, modern, and independent journalism. The Center supports the development of local media by improving the quality of their work, increasing competition in the media market, and promoting the emergence of better content, projects, and specialists.

### Ukrainska Pravda School of Journalism

The Ukrainska Pravda School of Journalism is an intensive three-month educational program that prepares future journalists for work in real newsroom conditions. The program covers four key areas: journalistic standards, news, analysis, and information sources; Ukrainian economics, business, and interviewing; investigations, databases, war reporting, and OSINT; native advertising, special projects, video, and podcasts.

### Summer School of Practical Journalism

A three-day intensive course by journalists from the National Network of Hyperlocal Media Rayon.in.ua and the West Media Forum. After the training part, participants can complete an internship at the newsroom with the prospect of employment.

### "Journalism 360: Tools and Techniques from Suspilne"

This course on Prometheus from Suspilne provides knowledge and practical skills for working in media: from standards of informational journalism and convergence, topic search, creation of quality content, video shooting and editing to fact-checking, working in conflict zones, and the use of AI in journalism.

## REFERENCES 6. GAMIFICATION AND INTERACTIVE LEARNING

### **Interactive Media Literacy Quest Room ["Time Loop"](#)**

*An interactive quest by the Suspilne Public Broadcaster Children's Academy where participants become information detectives and rescue teenager Max, who has fallen into a digital trap. Players go through seven unique rooms, completing tasks, analyzing information, recognizing fakes and manipulations to collect keys and free the boy. The quest lasts 20 minutes and is designed for teams of 2–4 people.*

### **Board Game ["Museum of Forgotten Stories"](#)**

*Viktor Pichuhin, journalist and Development Director of Nakypilo, developed and presented at the 2024 Global Media Forum a board game based on Dungeons & Dragons mechanics, aiming to teach teenagers MIL competencies. During the game, participants must ask the right questions and distinguish the truth from hearsay to make correct decisions.*

## REFERENCES 7. OTHER FORMATS FOR BUILDING AN INFORMATIONALLY RESILIENT AND RESPONSIBLE AUDIENCE

In cases of violation of journalistic standards, the audience of radio "Nakypilo," Suspilne (Public Broadcaster), and Rayon.in.ua can directly appeal to the Commission on Journalistic Ethics (CJE) via [a special button](#) on the website.

**Educational Training from Ukrainian Media** — Suspilne (1, 2), Gwara Media (1, 2)

**Round table ["Working with Disinformation and Fakes in the Information Space of Prykarpattia,"](#)** initiated by Galka.if.ua.



## ADDITIONAL RESOURCES

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