

# Gender Competence Framework for Media and Information Literacy (MIL) Educators

A strategic framework to strengthen gender-responsive approaches in MIL education



Educators engaged in Media and Information Literacy (MIL) are increasingly called upon to prepare learners not only to navigate these environments critically, but also to actively reshape them in line with principles of equality, human rights, and social inclusion.



The **reproduction** of gender stereotypes and invisibility of underrepresented groups



The **rise** of gender-based hate speech and online harassment



Algorithmic and **structural biases** impacting access to information and participation

Supporting learner engagement in media advocacy and civic participation to challenge inequities



Embedding gender analysis as a core element in media deconstruction activities

Encouraging learners to produce media content that reflects diverse identities and perspectives

**Gender Equality: a structural dimension of media and information literacy**

A gender-sensitive MIL education ensures that learners are not merely consumers of media but become **informed, ethical, and empowered communicators**.



## Methodology

The competence-based framework was developed through an integrated process of desk research on existing MIL and gender education frameworks (**UNESCO MIL** and **DigComp 2.2**), an analysis of gendered disinformation across EU countries, and expert validation.

## Why a MIL Educator's Gender Competence Framework?

GenderED Coalition Project developed a modular, action-oriented pathway for educators: the "**MIL educator's Gender Competence Framework**".

To provide a **coherent structure** for integrating gender responsiveness into MIL education

To **equip MIL educators** with the tools to identify, analyse, and respond to gendered disinformation

To enable **cross-sectoral alignment** between education, journalism, activism, and digital action

## Core Competence Areas



### Media Use

Identify, access, store & critique biased content



### Critical Thinking

Expose stereotypes, assess media systems, analyse language



### Creative Skills

Promote diverse voices & create counter-media



### Participation

Co-create policies, empower women's media production



### Intercultural Skills

Navigate cross-cultural gender dynamics & digital advocacy

## Four Teaching Areas:

1

Fostering **critical awareness** of gender stereotypes

2

Encouraging **empathy and intersectional understanding**

3

Supporting **gender-sensitive content creation**

4

Promoting **collaborative advocacy** and systemic change

## GENDERED MIL EDUCATOR FRAMEWORK

**Inclusive, and gender-equal digital society, where critical engagement, media production, and policy advocacy go hand in hand:**

Critical Awareness

Empathy

Content Creation

Advocacy & Change

Media Use

Critical Thinking

Creative Skills

Intercultural Participation

**The GenderED Framework at your service: explore, apply, transform**

A foundation for **qualification programs** for MIL educators

A tool for evaluating **educational projects** and policies

A reference for **training design**, with clear outcomes and competence descriptors

A support system for combating **online gender-based violence, algorithm bias, and online gendered disinformation** across educational and media settings



**GENDER-ED**  
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