

Mapping of media literacy practices and actions in EU-28

Annex 4 – National responses to the questionnaire

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Mapping of media literacy practices and actions in EU-28

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7.1. AT – AUSTRIA

Answers of the national expert to the questionnaire



Objective: The objective of this research is to provide mapping and description of the significant projects in promotion of media literacy in the EU-28 member states, since January 2010, of national or regional coverage.

The actors to be included in the mapping are:

- policy makers,
- public authorities,
- media regulatory authorities,
- audiovisual content providers,
- journalists associations,
- civil society.

To ensure a comprehensive picture is created of the media literacy projects that have been undertaken, and media literacy skills that have been promoted in each country, we ask that you consult with actors mentioned above (or the equivalent in your country) and include any relevant material from them.

The projects will be categorised according to the skills that they intend to develop and their target group and, if feasible, the outreach of each project.

Context: Media literacy is to be understood as an umbrella expression that includes all the technical, cognitive, social, civic and creative capacities that allow a citizen to access, have a critical understanding of the media and interact with it.

These capacities enable people to exercise critical thinking, while participating in the economic, social and cultural aspects of society and playing an active role in the democratic process. This concept covers all kind of media interactions (broadcasting, radio, press, the internet, social media) and addresses the needs of all ages.

Scope: This report will focus on media literacy projects relating to media services delivered on electronic communication networks, both linear and non-linear, and on information society services where pertinent. Press (including online), radio and off-line media will not be covered. Regional initiatives will be described separately where relevant.

In addition to the conventional media literacy themes of critical thinking, digital inclusion, online safety and the protection of minors, we are particularly interested in media literacy projects that:



- **Promote a healthy democracy:** Democracy, by definition, requires the participation of well-informed citizens. Citizens inform themselves through the media. Their relationship with the media needs to take place in a context of critical thinking. This furthermore requires certain knowledge of how the media works and how media messages are constructed.
- **Empower people in a changing and increasingly complex media landscape:** We are not only passive recipients of media content, but also content creators and media sources, for example through our involvement in social media. Moreover, we increasingly receive news through social media, rather than through traditional channels. This proliferation of sources brings a lot of new information, opportunities and potential innovation but also requires critical thinking and verification tools and awareness of how to manage our personal data and make informed choices about algorithms from digital platforms that accommodate the world to our taste.
- **Challenge radicalisation and hate speech online, and promote fundamental rights:** In a time when each citizen with a mobile connection to social media is a source of news and can contribute to "trending topics", media literacy includes taking up one's civic responsibility of contributing to a culture of inclusive tolerance and respect online and exercising critical thinking in relation to amplifying, debunking or challenging media content.

Actions related to school curricula are excluded from the mapping as they were mapped by the European Media Literacy Education Study (EMEDUS)¹.

Respondent information	
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Title and Organisation:	Salzburg University of Education Stefan Zweig (Pädagogische Hochschule Stefan Zweig)
Country:	Austria
Short biography:	Christine Trültzsch-Wijnen studied media and communication, political sciences as well as music at the University of Salzburg and holds a PhD in communication from the same university. Her PhD theses was on international comparisons of media education in Europe and the USA. As a researcher and lecturer she worked at the University of Salzburg, the Free University of Bolzano, the Arts University Mozarteum in Salzburg, the Danube University in Krems and the University of Munster. From 2010 to 2014 she was a post doc assistant at the University of Vienna and a member of the research group 'Wiener Medienpädagogik'. Since summer semester 2014 she is professor for media education at the Salzburg University of

¹ <http://fr.slideshare.net/MediaLearning/ml-2012-the-emedus-european-media-literacy-education-study-by-jose-manuel-perez-tornero>



	<p>Education Stefan Zweig and head of the Centre of Competencies for Media Education and E-Learning.</p> <p>She is also working at the non-academic field of media education being a member of the Institut für Medienbildung in Salzburg (Institute for Media Literacy Education) since 2006. She conducted numerous projects and workshops with young people in the fields of film making and safer internet training as well as workshops for teachers and parents in media literacy education. Through her work in the academic as well as non-academic field she is well connected in the Austrian media education community.</p>
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Section 1 – Background context

Question 1

Please list the main media literacy stakeholders in your country, and identify which sector they belong to (e.g. academia², audiovisual content providers³, online platforms⁴, public authorities⁵, media regulatory authorities, civil society⁶).

Please indicate which stakeholders have a statutory responsibility around media literacy and which stakeholders have a non-statutory interest/engagement in media literacy activities.

Answer 1

Civil society: Institut für Medienbildung Salzburg (former Aktion Film Salzburg) (Statutory duty)

Civil society: Medienzentrum wienXtra (youth centre) (Statutory duty)

Civil society: Verein Spektrum (street work and youth centres)

AV content provider: Radiofabrik (Community Radio Station)

AV content provider: Radio Orange 94,0 (Community Radio Station)

AV content provider: FS1 (Community TV Station)

AV content provider: Okto (Community TV Station)

AV content provider: Dorf TV (Community TV Station)

Academia: Wiener Medienpädagogik (media education research group at the University of Vienna)

Academia: Centre of Competencies Media Education & E-Learning at the Salzburg University of Education (teacher education)

² Academic institutions, universities and third level education providers.

³ Audiovisual content providers include broadcasters and on-demand providers (both public service media and commercial media) and content providers for online, games and apps.

⁴ Online platforms includes the owners and operators of online platforms (such as social media websites and search engines).

⁵ Public authorities include government Ministries/departments, local authorities and councils, semi-State organisations, policy-makers.

⁶ Civil society includes foundations, not-for-profit organisations arts and cultural bodies, charities, think-tanks, communities of interest and community networks (sports, health, hobbies, religion).



Academia: Medienimpulse (Austrian journal for media education addressed to academia as well as the non-academic field, financed by the ministry of education and edited by the Wiener Medienpädagogik)

Public authority: Ministry of Education (organizes the media literacy award (MLA) and mediamanual.at – a website with information for teachers in the field of media literacy and finances the journal Medienimpulse)

Online platform: mediamanual.at

Question 2

What kind of networks do the media literacy stakeholders in your country engage with?

Please describe these networks and include how these networks function, who manages the networks and whether they operate at a local, national, European or International level.

Answer 2

In general the Austrian media education network is centralized on Vienna and the surrounding area which is very typical for many activities in Austria. But still some very engaged institutions and single persons from other parts of Austria are engaging in these platforms.

Medienbildung jetzt!

This is a network of institutions and single persons that are working in the field of media literacy education with the aim of promoting media literacy and influencing stakeholders in the field of policy making. The network orientates itself to the German network “Keine Bildung ohne Medien!” but it is much smaller and less recognised as the German model.

OEFEB Sektion Medienbildung (Section Media Education among the Austrian Association for Research and Development in Education)

This is a working group among an academic association that connects those who are doing research in the field of media education



Section 2 – The overview

Question 3

Using the grid below, please identify the 20 most significant media literacy projects which have been delivered in your country since 2010.

Please select the most appropriate category for the project type, the sectors responsible for the projects, the type of media literacy skills that were addressed in the project, as well as the reason of significance:

Project types	Sectors	Media literacy skills	Reason for significance
Research ⁷	Academia ¹⁴	Creativity ²⁰	The size of the target audience
Resources ⁸	Audiovisual content provider ¹⁵	Critical thinking ²¹	The total budget or cost of the project
Campaigns ⁹	Public authorities ¹⁶	Intercultural dialogue ²²	The success of the project (outcomes / impact compared to objectives)
Provision of Funding ¹⁰	Media regulatory authorities	Media use ²³	The level of public awareness of the project
Networking platforms ¹¹	Online platforms ¹⁷	Participation and interaction ²⁴	The level of engagement by the target audience
Policy Development ¹²	Civil society ¹⁸	Other	Other
End-user engagement ¹³	Cross-sector collaboration ¹⁹		
Other	Other		

⁷ Significant qualitative or quantitative research on any aspect of media literacy which has been published and/or is widely used by the media literacy practitioners.

⁸ Resources include all the themed output related to a single media literacy initiative. It could include TV, and/or content published online, including information leaflets, video, audio, lesson plans, curriculum modules, websites etc.

⁹ Campaigns usually combine awareness-raising with a desired behaviour change. A Campaign will usually have a specific 'call to action' e.g. 'Don't share too much online' or 'Know how to check the truthfulness of online information'. Campaigns can be multi-stakeholder campaigns such as Safer Internet Day or cross-platform campaigns and can include promotion across TV/radio/online and/or other forms of public engagement.

¹⁰ Including the provision of funding for media literacy activities delivered by third parties. Funding may be provided via grants, open competition and invitations to tender.

¹¹ Including conferences, seminars, meetings, online and offline forums, newsletters, databases.

¹² Including consultations, published reports and recommendations.

¹³ End-user engagement includes grass-roots projects that provide support and information to end-users via face to face contact, phone contact or online contact.

¹⁴ Including Academic institutions, universities and third level education providers

¹⁵ Including broadcasters and on-demand providers (both public service media and commercial media) and content providers for online, games and apps.

¹⁶ Including government Ministries/departments, local authorities and councils, semi-State organisations, policy-makers.



Please classify the projects using either 'N' for National or 'R' for Regional, and their level of significance using a scale of 1 to 3, where 1 is most significant and 3 is least significant.

	Project Name	Project Type	Sector	Media Literacy skills	National or Regional	Years	Reason for significance	Level of significance (1 – 3)
1	Media Literacy Award (MLA)	Provision of Funding	Public Authorities	Creativity, Media Use, Critical thinking	National	Since 2001	One of the view national activities	1
2	Mediengarten - Medienbildung im Kindergarten	Research	Academia	Media use	Regional	2009-2011	Research results are relevant for the development of media literacy education strategies	3
3	MiVA - Medienbildung im Volksschulalter	Research	Academia	Media use	Regional	2008-2012	Research results are relevant for the development of media literacy education strategies	3
4	Bewusst Mobil - Bewusstseinsbildende	Research	Cross-sector	Creativity, Media Use, Critical	Regional	2012-2014	Combines media literacy education and	2

¹⁷ Including the owners and operators of online platforms (such as social media websites and search engines).

¹⁸ Including foundations, not-for-profit organisations arts and cultural bodies, charities, think-tanks, communities of interest and community networks (sports, health, hobbies, religion).

¹⁹ Including projects involving a number of key stakeholders from different sectors. As an example, the model that Safer Internet Day is based on could be considered a cross-sector collaboration project.

²⁰ Creating, building and generating media content.

²¹ Critical thinking skills such as: understanding how the media industry works and how media messages are constructed; questioning the motivations of content producers in order to make informed choices about content selection and use; recognising different types of media content and evaluating content for truthfulness, reliability and value for money; recognising and managing online security and safety risks.

²² Such as challenging radicalisation and hate speech.

²³ The ability to search, find and navigate and use media content and services.

²⁴ Interaction, engagement and participation in the economic, social, creative, cultural aspects of society through the media and promoting democratic participation and fundamental rights.



	Mobilitätssoftware für Kinder und Jugendliche			thinking			critical awareness for ecology	
5	Grenzgang 20.16	End-user engagement	Online platform	Intercultural dialogue	Regional	2016-2017	Fosters intercultural dialogue between in the border region between Salzburg, Upper Austria and Bavaria	2
6	Saferinternet.at	Resources	Cross-sector collaboration	Critical thinking, media use	National		Only successful national activity of media literacy education among children, youth, adults and teaches	1
7	Medienpädagogik – Was ist das?	Networking platform	Cross-sector collaboration	Intercultural dialogue	International	2016	National and international dialogue on the future challenges for media education	3
8	Euregio Medientag	Networking platform	Civil society	Participation and interaction	Regional	Since 2010	Addresses media related topics that have high relevance in public discourse and gives examples of how to deal with them in diverse pedagogical fields	2
9	Radioigel	End-user engagement	Academia	Creativity, Media Use, Critical Thinking, Participation	National	2013-2015	Because it connects schools and promotes a creative media use among young people	2
10	Barcamps and networking meetings of	Networking	Cross-sector collaboration	Critical thinking, Media Use,	Supposed to be	Since 2010	It is addressed to everyone that is	1



	"Medienbildung Jetzt!"	Platform		Participation, Creativity	national but in fact regional (focussed on Vienna)		interested in questions on media literacy and is continually promoting media literacy among diverse stakeholders	
	In Austria there are only a few bigger projects in media literacy, the biggest ones are mentioned above. Most projects are conducted on a micro level. The reason therefore might be that practitioners in the field of media literacy are not so well connected.							
11								
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Section 3 – Project summaries

Question 4

From the projects you have highlighted in Question 3, please describe what, in your opinion, are the five most significant²⁵ media literacy projects that have taken place in your country since 2010.

Please use a separate form for each project. See the sample answer for help.

²⁵ Significant can relate to:

- a) the size of the target audience and/or the reach of the project,
- b) the total budget or cost of the project
- c) the final outcomes / impact of the project
- d) the level of public awareness of the project
- e) the level of engagement by the target audience.



Answer 4 – Project 1

A. NAME OF PRACTICE OR ACTION:

Media Literacy Award (mla)

B. CATEGORY AND DESCRIPTION OF PRACTICE OR ACTION:

Please classify the practice or action by marking one of the following six categories as described in Section 2 with an 'X':

Research	
Programme of Resources	
Campaign	
Provision of Funding	X
Networking Platforms	
Policy Development	
Other	

Please describe in approximately 500 words the practice or action and include the context, motivation, objective, methods, dissemination and delivery (e.g, online, on-air, publication, face to face etc), and why you think this was a significant project. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

mla fosters a critical and creative way of dealing with media by promoting media literacy education and media literacy projects at schools. It is a youth contest funded by the Austrian Ministry of Education (BMBF) and is addressed to young people, schools and teachers all over Europe.

Projects in all media categories (video, audio, print, multimedia) can be submitted. They should be innovative, amusing, original, exciting and/or experimental. Everything is welcome e.g. from mini-dramas, experiments, research projects, social software, games etc. as far as it is an unusual media



contribution. Contributions from inclusive schools and inclusive classes (where disabled young people are integrated) are explicitly welcome.

The winners are honoured in a special event. Besides that mla also publishes best practice projects that should teachers and young people inspire also to start a media literacy project.

C. GEOGRAPHICAL REACH

Please indicate whether the project was of National or Regional significance.

mla is addressed to young people all over Europe but in fact most of the participants come from Austria

D. TIMEFRAME AND BUDGET

Please include the duration of the project, the dates and, where possible, the annual and total budget.

The event was established in 2001 and takes place every year.

E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

Please indicate the type of media literacy skills or capacities that were addressed in the project. For example:

- Encouraging use of and access to media such as:
 - The technical skills required to use media content and services.
 - The skills required to search, find and navigate around media content and services.
- Encouraging critical thinking skills around:
 - Understanding how the media industry works and how media messages are constructed.
 - Questioning the motivations of content producers in order to make informed choices about content selection and use.
 - Recognising different types of media content and evaluating content for truthfulness, reliability and value for money.



- Recognising and managing online security and safety risks.

- Encouraging interaction, engagement and participation in the economic, social, creative, cultural aspects of society through the media.
- Promoting democratic participation and fundamental rights.
- Challenging radicalisation and hate speech online.

This project helped members of the public

- **To develop technical skills on various levels (e.g. film making, editing of pictures and audio files, using a blog software etc.)**
- **Through the production process young people gain critical skills such as questioning the motivation of professional content producers, recognising different types of media content and evaluating content, recognising and managing online risks and opportunities.**
- To interact, engage and participate in the social, creative and cultural aspects of society.

F. STAKEHOLDERS:

Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.

Austrian Ministry of Education (BMBF) – organization, promotion and sponsoring of the event

Indirectly numerous small NGO's who are working in the field of school workshops and youth centres as well as many schools promoted the project by encouraging young people to participate in the competition.

G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible, please indicate also the size of the targeted audience.

- 1) Young people
- 2) Teachers and educators

H. OUTCOMES AND EVALUATION



Please outline (in approximately 300 words) the main results of the practice or activity. Some category-specific evaluation tools are outlined below to act as guide for response and to provide a broad evaluation framework. However, each project will be different and evaluation methods may differ significantly.

Research – frequency of research, methodology, use and dissemination of results. - **NA**

Programmes of Resources – audience reached, online hits, shares, plays, downloads, circulation. - **NA**

Campaigns – Levels of awareness and participation. Attitudinal and/or behavioural changes. Measuring audience reach/distribution, levels of awareness and participation, audience engagement via online/face to face methods etc. Qualitative results could include testimonials etc. Please include the frequency of measurement/evaluation. - **NA**

mla is widely promoted among schools, youth centres and NGOs working in the field of media education via different channels.

Value for money / Return on Investment, % of grant/funding used. - **NA**

Networking Platforms – Number of stakeholders engaged, frequency of networking opportunities, number of conferences, publications, subscribers etc.

Policy Developments – Frequency, Dissemination of policy, reaction to and adoption of policy recommendations. – mla is a part of the Ministry's media literacy policy with the focus on training technical skills and promoting creative and active engagement/ citizenship.

I. FURTHER REFERENCES

Please provide further references about the initiative: publications, website, Twitter account etc.

www.mediamanual.at/mediamanual/projekte/eng_mla.php (English)

www.mediamanual.at/mediamanual/projekte/mla.php (German)



Answer 4 – Project 2

A. NAME OF PRACTICE OR ACTION: Bewusst mobil

B. CATEGORY AND DESCRIPTION OF PRACTICE OR ACTION:

Please classify the practice or action by marking one of the following six categories as described in Section 2 with an 'X':

Research	x
Programme of Resources	
Campaign	
Provision of Funding	
Networking Platforms	
Policy Development	
Other	

Please describe in approximately 500 words the practice or action and include the context, motivation, objective, methods, dissemination and delivery (e.g, online, on-air, publication, face to face etc), and why you think this was a significant project. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

Bewusst mobil can be translated as being aware of your mobility. It was a research project at the University of Vienna. They developed a serious game that can be installed as an app your Smartphone. The app tracks your mobility in the area of and around Vienna and makes suggestions for environmentally sustainable mobility (e.g. you need not to take the car, the underground is next to you). Additionally the App gives information about environmentally sustainable mobility and helps young people to reflect the personal mobility habits. As the tracking of smartphone data is sensible, the young people participating in that project also learned to reflect dealing with private data, which data are automatically tracked, how can tracking be prevented and be allowed for different apps.

C. GEOGRAPHICAL REACH



Please indicate whether the project was of National or Regional significance.

This project took place across Austria.

D. TIMEFRAME AND BUDGET

Please include the duration of the project, the dates and, where possible, the annual and total budget.

From 2012-2014

E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

Please indicate the type of media literacy skills or capacities that were addressed in the project. For example:

- Encouraging use of and access to media such as:
 - The technical skills required to use media content and services.
 - The skills required to search, find and navigate around media content and services.
- Encouraging critical thinking skills around:
 - Understanding how the media industry works and how media messages are constructed.
 - Questioning the motivations of content producers in order to make informed choices about content selection and use.
 - Recognising different types of media content and evaluating content for truthfulness, reliability and value for money.
 - Recognising and managing online security and safety risks.
- Encouraging interaction, engagement and participation in the economic, social, creative, cultural aspects of society through the media.
- Promoting democratic participation and fundamental rights.
- Challenging radicalisation and hate speech online.

This project helped the participating young people to critically reflect their smartphone and mobility habits. The app developed in that project helps reflecting and amending mobility habits and gives teachers the possibility to discuss critical questions around smartphones as well as (serious) games.

F. STAKEHOLDERS:



Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.

University of Vienna, Institute for Education – research, development of the app/ serious game, development of the didactic part of the game

University of Natural Resources and Life Sciences, Vienna/ Department of Landscape, Spatial and Infrastructure Sciences / Institute for Transport Studies – research, development of the app/ serious game

University for Applied Sciences St. Pölten – development of the app

IT-eXperience – funding, promotion, expertise

ÖBB (Austrian Federal Railways) – funding and promotion

G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible, please indicate also the size of the targeted audience.

The project was conducted in Vienna and the surrounding area but the app that was developed during that project addresses young people and schools all over Austria

H. OUTCOMES AND EVALUATION

Please outline (in approximately 300 words) the main results of the practice or activity. Some category-specific evaluation tools are outlined below to act as a guide for response and to provide a broad evaluation framework. However, each project will be different and evaluation methods may differ significantly.

Research – frequency of research, methodology, use and dissemination of results. - **NA**

Programmes of Resources – audience reached, online hits, shares, plays, downloads, circulation. - **NA**

Campaigns – Levels of awareness and participation. Attitudinal and/or behavioural changes. Measuring audience reach/distribution, levels of awareness and participation, audience engagement via online/face to face methods etc. Qualitative results could include testimonials etc. Please include the frequency of measurement/evaluation. - **NA**

Value for money / Return on Investment, % of grant/funding used. - **NA**

Networking Platforms – Number of stakeholders engaged, frequency of networking opportunities, number of conferences, publications, subscribers etc.



Policy Developments – Frequency, Dissemination of policy, reaction to and adoption of policy recommendations. - **NA**

I. FURTHER REFERENCES

Please provide further references about the initiative: publications, website, Twitter account etc.

<http://netwiss.at.w2g.at/1472800/BewusstMobil> (project website only available in German)

**Answer 4 – Project 3**

A. NAME OF PRACTICE OR ACTION: Saferinternet.at

B. CATEGORY AND DESCRIPTION OF PRACTICE OR ACTION:

Please classify the practice or action by marking one of the following six categories as described in Section 2 with an 'X':

Research	
Programme of Resources	x
Campaign	
Provision of Funding	
Networking Platforms	
Policy Development	
Other	

Please describe in approximately 500 words the practice or action and include the context, motivation, objective, methods, dissemination and delivery (e.g, online, on-air, publication, face to face etc), and why you think this was a significant project. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

Saferinternet.at is the Austrian awareness node of the safer internet programme of the European Union. For Austria this project is very important because no other national campaign, governmental programme, NGO etc. has reached that many people in the country. Saferinternet.at is also the most important provider of educational materials for teachers and parents. Through saferinternet workshops at schools a huge number of young people as well as their parents and teachers were addressed in the last years. The focus of saferinternet.at is awareness building towards the risks of online media.

C. GEOGRAPHICAL REACH



Please indicate whether the project was of National or Regional significance.

All over Austria

D. TIMEFRAME AND BUDGET

Please include the duration of the project, the dates and, where possible, the annual and total budget.

E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

The project helped and helps the participating young people, schools, teachers and parents in the following ways:

- Encouraging use of and access to media such as:
 - The technical skills required to use media content and services.
 - The skills required to search, find and navigate around media content and services.
- Encouraging critical thinking skills around:
 - Questioning the motivations of content producers in order to make informed choices about content selection and use.
 - Recognising different types of media content and evaluating content for truthfulness, reliability and value for money.
 - Recognising and managing online security and safety risks.
- Challenging radicalisation and hate speech online.

F. STAKEHOLDERS:

CEF/Telecom Programme of the European Commission - funding

ÖIAT (Austrian Institute for Applied Telecommunications) – project management, providing of resources, promoting media literacy, media literacy campaigns, organising workshops etc.

Association of Internet Service Providers Austria (ISPA) – co-operation partner



G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible, please indicate also the size of the targeted audience.

Young people, parents, teachers, schools all over Austria

H. OUTCOMES AND EVALUATION

Please outline (in approximately 300 words) the main results of the practice or activity. Some category-specific evaluation tools are outlined below to act as a guide for response and to provide a broad evaluation framework. However, each project will be different and evaluation methods may differ significantly.

Research – frequency of research, methodology, use and dissemination of results. - **NA**

Programmes of Resources – audience reached, online hits, shares, plays, downloads, circulation. - **NA**

Campaigns – Levels of awareness and participation. Attitudinal and/or behavioural changes. Measuring audience reach/distribution, levels of awareness and participation, audience engagement via online/face to face methods etc. Qualitative results could include testimonials etc. Please include the frequency of measurement/evaluation. - **NA**

Saferinternet.at widely promoted by the ministry of education as well as by several NGOs that are working on regional level and thus have a better contact to schools and young people.

Value for money / Return on Investment, % of grant/funding used. - **NA**

Networking Platforms – Number of stakeholders engaged, frequency of networking opportunities, number of conferences, publications, subscribers etc.

Policy Developments – Frequency, Dissemination of policy, reaction to and adoption of policy recommendations. – **NA**

I. FURTHER REFERENCES

Please provide further references about the initiative: publications, website, Twitter account etc.

www.saferinternet.at/english/



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Answer 4 – Project 4

A. NAME OF PRACTICE OR ACTION: Medienbildung jetzt! (barcamps and other network meetings)

B. CATEGORY AND DESCRIPTION OF PRACTICE OR ACTION:

Please classify the practice or action by marking one of the following six categories as described in Section 2 with an 'X':

Research	
Programme of Resources	
Campaign	
Provision of Funding	
Networking Platforms	x
Policy Development	
Other	

Please describe in approximately 500 words the practice or action and include the context, motivation, objective, methods, dissemination and delivery (e.g. online, on-air, publication, face to face etc), and why you think this was a significant project. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

Medienbildung Jetzt! is a networking initiative that wants to unite single persons as well as institutions and organisations from the school sector as well as the educational sector out of school (e.g. street work, youth centres etc.). They organise barcamps and networking meetings in order to

1) promote media literacy education across Austria

2) to take part and react on public discourse regarding media

3) to promote a better integration of media literacy education in schools and in every educational setting. Regularly the initiative publishes online petitions and policy documents and invites everybody for active citizenship and participation in the field of media literacy education.



The overall goal is to empower every child and every adult by making him and her media literate and demonstrating how media literacy enables active citizenship in a democratic society.

C. GEOGRAPHICAL REACH

Please indicate whether the project was of National or Regional significance.

This project is addressed to everybody in Austria.

D. TIMEFRAME AND BUDGET

Please include the duration of the project, the dates and, where possible, the annual and total budget.

Project started in 2010.

E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

All areas of media literacy skills are addressed, the main focus lies on critical thinking as well as on participation and citizenship by the use of media.

F. STAKEHOLDERS:

Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.

The initiative is mainly driven by single persons (pedagogues that are very active in the field of media literacy education), one important institution that is also promoting this initiative is wienXtra (they have several youth centres in Vienna). Further all Austrian NGOs that are somehow involved in media literacy education are a member of this initiative and are promoting it. But unfortunately although this initiative is supposed to be national most of the activities take place in Vienna and most active actors are located in Vienna.

G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible,



please indicate also the size of the targeted audience.

This project addresses everybody in Austria.

H. OUTCOMES AND EVALUATION

Please outline (in approximately 300 words) the main results of the practice or activity. Some category-specific evaluation tools are outlined below to act as a guide for response and to provide a broad evaluation framework. However, each project will be different and evaluation methods may differ significantly.

Research – frequency of research, methodology, use and dissemination of results. - **NA**

Programmes of Resources – audience reached, online hits, shares, plays, downloads, circulation. - **NA**

Campaigns – Levels of awareness and participation. Attitudinal and/or behavioural changes. Measuring audience reach/distribution, levels of awareness and participation, audience engagement via online/face to face methods etc. Qualitative results could include testimonials etc. Please include the frequency of measurement/evaluation. - **NA**

Value for money / Return on Investment, % of grant/funding used. - **NA**

Networking Platforms – Number of stakeholders engaged, frequency of networking opportunities, number of conferences, publications, subscribers etc.

Policy Developments – Frequency, Dissemination of policy, reaction to and adoption of policy recommendations. – **NA**

I. FURTHER REFERENCES

Please provide further references about the initiative: publications, website, Twitter account etc.

www.medienbildungjetzt.at/



Answer 4 – Project 5

A. NAME OF PRACTICE OR ACTION: Radioigel

B. CATEGORY AND DESCRIPTION OF PRACTICE OR ACTION:

Please classify the practice or action by marking one of the following six categories as described in Section 2 with an 'X':

Research	
Programme of Resources	
Campaign	
Provision of Funding	
Networking Platforms	
Policy Development	
End-user engagement	x
Other	

Please describe in approximately 500 words the practice or action and include the context, motivation, objective, methods, dissemination and delivery (e.g, online, on-air, publication, face to face etc), and why you think this was a significant project. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

Radioigel was organised by the University of Education in Styria as well as the Salzburg University of Education Stefan Zweig. On the one hand teacher training students that are supposed to become primary and secondary teachers were trained how to conduct and manage media literacy projects in schools. On the other hand the medium radio/podcast was used in schools as a learning tool. In schools all over the federal provinces of Styria and Salzburg young people were invited to invent their own tales and to participate with those tales in a competition called "Story Award". A jury of teachers and teacher students selected the best tales which were then recorded as a radio feature or a podcast. The production of the audio files was made by the young people themselves with the help of the teacher students. All the files were collected on a CD and presented on a special event where all the participants got their "Story Award". From 2013 between 2015 3 Story Award events took place. They were planned as well as moderated by the young people – again with



the help of the teacher students (that were supervised by their professors at the university).

The project is relevant in the field of media literacy education because of:

- Teacher students learned to conduct and manage a media project and to teach media literacy (critical reflection of media by producing own content, technical skills). By this project they were encouraged to conduct similar projects when they start their job as a teacher.
- Young people learned how to use language creatively and trained professional speaking (which is difficult for Austrian girls and boys usually growing up in environments where only dialect is spoken; further there were also participating many young people with migrant background with not having German as their first language).
- Young people gained many technical skills concerning the production and publishing of audio files.
- Young people learned to reflect media content and the media industry by producing own media content.
- Teachers were encouraged to use audio files in their classes and to combine this with media literacy education (critical thinking, technical skills, participation & citizenship)

C. GEOGRAPHICAL REACH

Please indicate whether the project was of National or Regional significance.

This project took place in the federal provinces of Salzburg and Styria.

D. TIMEFRAME AND BUDGET

Please include the duration of the project, the dates and, where possible, the annual and total budget.

Project duration was from 2013 to 2015, after that there was no more funding.

E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

- Encouraging use of and access to media such as:



- The technical skills required to use media content and services.
- Encouraging critical thinking skills around:
 - Understanding how the media industry works and how media messages are constructed.
 - Questioning the motivations of content producers in order to make informed choices about content selection and use.
- Encouraging interaction, engagement and participation in the economic, social, creative, cultural aspects of society through the media.
- Promoting democratic participation and the production of own media content.

F. STAKEHOLDERS:

Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.

Salzburg University of Education Stefan Zweig – organisation and management of the project

University of Education of Styria – organisation and management of the project

several schools in Salzburg and Styria

G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible, please indicate also the size of the targeted audience.

This project was targeted to young people aged between 10 and 14 years and to teachers of the secondary school level.

H. OUTCOMES AND EVALUATION

Please outline (in approximately 300 words) the main results of the practice or activity. Some category-specific evaluation tools are outlined below to act as guide for response and to provide a broad evaluation framework. However, each project will be different and evaluation methods may differ significantly.

Research – frequency of research, methodology, use and dissemination of results. - **NA**



Programmes of Resources – audience reached, online hits, shares, plays, downloads, circulation. - **NA**

Campaigns – Levels of awareness and participation. Attitudinal and/or behavioural changes. Measuring audience reach/distribution, levels of awareness and participation, audience engagement via online/face to face methods etc. Qualitative results could include testimonials etc. Please include the frequency of measurement/evaluation. - **NA**

Value for money / Return on Investment, % of grant/funding used. - **NA**

Networking Platforms – Number of stakeholders engaged, frequency of networking opportunities, number of conferences, publications, subscribers etc.

Policy Developments – Frequency, Dissemination of policy, reaction to and adoption of policy recommendations. - **NA**

I. FURTHER REFERENCES

Please provide further references about the initiative: publications, website, Twitter account etc.

<http://radioigel.at/>



7.2. BE (FR) – BELGIUM (Brussels-Wallonia Federation)

Answers of the national expert to the questionnaire



Objective: The objective of this research is to provide mapping and description of the significant projects in promotion of media literacy in the EU-28 member states, since January 2010, of national or regional coverage.

The actors to be included in the mapping are:

- policy makers,
- public authorities,
- media regulatory authorities,
- audiovisual content providers,
- journalists associations,
- civil society.

To ensure a comprehensive picture is created of the media literacy projects that have been undertaken, and media literacy skills that have been promoted in each country, we ask that you consult with actors mentioned above (or the equivalent in your country) and include any relevant material from them.

The projects will be categorised according to the skills that they intend to develop and their target group and, if feasible, the outreach of each project.

Context: Media literacy is to be understood as an umbrella expression that includes all the technical, cognitive, social, civic and creative capacities that allow a citizen to access, have a critical understanding of the media and interact with it.

These capacities enable people to exercise critical thinking, while participating in the economic, social and cultural aspects of society and playing an active role in the democratic process. This concept covers all kind of media interactions (broadcasting, radio, press, the internet, social media) and addresses the needs of all ages.

Scope: This report will focus on media literacy projects relating to media services delivered on electronic communication networks, both linear and non-linear, and on information society services where pertinent. Press (including online), radio and off-line media will not be covered. Regional initiatives will be described separately where relevant.

In addition to the conventional media literacy themes of critical thinking, digital inclusion, online safety and the protection of minors, we are particularly interested in media literacy projects that:



- **Promote a healthy democracy:** Democracy, by definition, requires the participation of well-informed citizens. Citizens inform themselves through the media. Their relationship with the media needs to take place in a context of critical thinking. This furthermore requires certain knowledge of how the media works and how media messages are constructed.
- **Empower people in a changing and increasingly complex media landscape:** We are not only passive recipients of media content, but also content creators and media sources, for example through our involvement in social media. Moreover, we increasingly receive news through social media, rather than through traditional channels. This proliferation of sources brings a lot of new information, opportunities and potential innovation but also requires critical thinking and verification tools and awareness of how to manage our personal data and make informed choices about algorithms from digital platforms that accommodate the world to our taste.
- **Challenge radicalisation and hate speech online, and promote fundamental rights:** In a time when each citizen with a mobile connection to social media is a source of news and can contribute to "trending topics", media literacy includes taking up one's civic responsibility of contributing to a culture of inclusive tolerance and respect online and exercising critical thinking in relation to amplifying, debunking or challenging media content.

Actions related to school curricula are excluded from the mapping as they were mapped by the European Media Literacy Education Study (EMEDUS)²⁶.

Respondent information	
Name:	VERNIERS Patrick
Title and Organisation:	Conseil Supérieur de l'éducation aux médias - President
Country:	BELGIUM
Short biography:	Patrick Verniers is President of the governmental higher board for Media Education of the Brussels Wallonia Federation (CSEM - Belgium). President of the media education master degree at IHECS Brussels journalism and communication school. He is overseeing thesis, training and pedagogical projects of the students. He is teaching lectures about: fields of intervention for media literacy evaluation methodologies, ideological and political issues of media and media literacy, information literacy, diversity and inclusiveness. He is a media literacy expert since 20 years. He is expert for the Council of Europe (media literacy, diversity inclusiveness and human rights) and for the European Commission (member of the EU

²⁶ <http://fr.slideshare.net/MediaLearning/ml-2012-the-emedus-european-media-literacy-education-study-by-jose-manuel-perez-tornero>



	expert group on media literacy) , senior lecturer for the communication school of UCL (Catholic University of Louvain-la-Neuve). He was initiator and coordinator of different European projects and networks in the field of media education and diversity
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Email:	patrick.verniers@cfwb.be
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Section 1 – Background context

Question 1

Please list the main media literacy stakeholders in your country, and identify which sector they belong to (e.g. academia²⁷, audiovisual content providers²⁸, online platforms²⁹, public authorities³⁰, media regulatory authorities, civil society³¹).

Please indicate which stakeholders have a statutory responsibility around media literacy and which stakeholders have a non-statutory interest/engagement in media literacy activities.

Answer 1

In Belgium, educational and cultural matters depend on political powers of French-speaking Community for the French-speaking part of the country (Federation Wallonie –Bruxelles, here described as “Belgium (FR)” and Dutch-speaking Regional Government for the Flemish-speaking part of the country, that will be developed in a separate mapping.

Media literacy in Belgium (FR) has a quite long history starting in the years 1980 mainly at the initiative of several civil society organizations, teachers and educators. Media literacy has grown of interest for a diversity of actors and organizations and has been structured by different frameworks in the year 1990’s and 2000’s. Actual situation is here described to identify to give a general overview of main stakeholders active in the media literacy sector. A specificity of the media literacy situation in Belgium (FR) is that it covers both formal education and non-formal education, as well as media sector. The following list of main stakeholders is however limited as all organizations that are handling some single media literacy projects are not listed: it is only focused on main stakeholders that have a permanent media literacy involvement.

- The High Council for Media Education of the French Community of Belgium (Conseil Supérieur de l’éducation aux médias) (CSEM)

Belonging sector: Public authority

Statutory responsibility around media literacy

The CSEM was created by decree (law) June 5, 2008. By this way, the Parliament and Government wanted to ensure development and coordination of initiatives in order to promote and coordinate media literacy not only at school but also as a lifelong education and cultural matter and concern, addressing

²⁷ Academic institutions, universities and third level education providers.

²⁸ Audiovisual content providers include broadcasters and on-demand providers (both public service media and commercial media) and content providers for online, games and apps.

²⁹ Online platforms includes the owners and operators of online platforms (such as social media websites and search engines).

³⁰ Public authorities include government Ministries/departments, local authorities and councils, semi-State organisations, policy-makers.

³¹ Civil society includes foundations, not-for-profit organisations arts and cultural bodies, charities, think-tanks, communities of interest and community networks (sports, health, hobbies, religion).



all the citizens from early childhood to elderly people. By the decision of creating a specific public body dedicated on media literacy, It has to be noticed that media regulation authority (Conseil supérieur de l'audiovisuel) is not in charge of media literacy, even if there is a cooperation between the bodies. Among its duties, the High Council has to promote media literacy and exchange of information and cooperation among all actors and organisms involved in media literacy. It must also pay particular attention to the fight against stereotypes or any other form of discrimination that can be conveyed by the media. Moreover, the High Council must stimulate and articulate experiences, educational tools, actions, research that promote media literacy in Belgium (FR) and elsewhere via its website and through specific actions. Integration of media literacy and educational use of media and information technology and communication in the school curriculums is also part of its mission. By this way, the High Council wants every citizen to become independent, critical and responsible to the media as a user or producer of information. It also gives advice to Government. The CSEM has 52 members, composed by experts in matters of media, education, research and lifelong education but also representatives from public authorities, administrations and academic sector. Due to his status of governmental body and the law, CSEM recognize, fund and evaluate 3 resources centers for operational activities in the development of media literacy and also a set of projects and initiatives (with an annual budget of 1,2 millions €) like Journalists in classrooms, Open the daily newspaper, Large screen for blackboard, annual call for projects. (projects presented in annex 4) CSEM initiates also different initiatives for awareness campaigns about ML.

Website: <http://www.csem.be>

- Média Animation asbl

Belonging sector: Civil society

Statutory responsibility around media literacy

Média Animation is a non profit organization (asbl) subsidized and recognized by public authorities. It is one of the 3 resources center funded and recognized by CSEM under the decree of 2008. The resource center offer a wide range of activities: training, resources, online platforms either for formal education (in service training,...) and non formal education (lifelong during education) addressed to a variety of target groups, including teachers(from early childhood to higher education) youth and social workers... With a staff of more than 25 professionals, Media Animation asbl is also partner or coordinator of a large range of European projects focused mainly on media literacy: EEAV (E-engagement against violence <http://e-engagementagainstviolence.eu/index/>), EMEL (e-media education lab www.e-mediaeducationlab.eu), BRICKS (*Bâtir le Respect sur Internet en Combattant les discours de haine* www.bricks-project.eu/wp/about-the-project/), Mediacoach training (www.media-coach.be) In partnership with other organizations based in Flanders and Wallonia, Media Animation has implemented the national digital week (*la semaine numérique* www.lasemaine numerique.be). This organization is also connected to a large European and international network on specialized media literacy organizations. Together with CSEM, he is partner of B-BICO (Belgian Better Internet for kids (projects described in question 3). Media Animation is located in Brussels but has a set of regional centers located nearby the main cities in Belgium (FR)

Website: www.media-animation.be

- Centre Audiovisuel Liège asbl (CAV)

Belonging sector: Civil society

Statutory responsibility around media literacy



Centre audiovisuel Liège (CAV) is a non profit organization (asbl) subsidized and recognized by public authorities. It is one of the 3 resources center funded and recognized by CSEM under the decree of 2008. The resource center offer a wide range of activities: training, resources, specialized library, online platforms either for formal education (in service training,...) and non formal education (lifelong during education) addressed to a variety of target groups, including teachers (from early childhood to higher education) youth and social workers... CAV is handling the annual video contest for schools. CAV is located in Liège but is active in all Belgium (FR).

Website: www.cavliege.be

- Centre d'autoformation et de formation continue des enseignants (CAF)

Belonging sector: Public body

statutory responsibility around media literacy (partial)

The Centre d'autoformation et de formation continue des enseignants (CAF) is a department of the ministry of education and is one of the 3 resources center funded and recognized by CSEM under the decree of 2008. The resource center offer a range of activities for teachers: in service training, resources, school projects. The specificity of CAF is that they are only focused on formal education. The media literacy team is integrated in a large team of teachers trainers and experts. CAF is located in Tihange but is active in all Belgium (FR).

Website: www.lecaf.be

- Radio-télévision belge de la Fédération Wallonie-Bruxelles (RTBF)

Belonging sector: Audiovisual content provider/Public media service

statutory responsibility around media literacy (partial)

RTBF is the Public media service for the French speaking part of Belgium. It's core business consists in informing, educating and entertaining people.

Actually this challenge includes developing media literacy with and within the population. Since 2013, RTBF has a specific mission statement to develop media literacy in the framework of the management contract with the government. For this purpose, RTBF developed a strategic plan for media literacy covering in a 360° approach different initiatives and projects, in cooperation with CSEM. (plan described in question 3 and annex 4)

Website: www.rtbef.be/entreprise/education-aux-medias

- Association des Journalistes Professionnels (AJP)

Belonging sector: Journalists association

Non-statutory responsibility around media literacy

AJP is the professional journalists union. Since 18 years, AJP has been involved in media literacy by the way of providing resources and a framework to give opportunity for teachers launched to invite a journalist in their classroom. This project called "Journalist in the classroom" is funded by the 2008 decree



(project described under annex 4). AJP is an active member of CSEM and is supporting media literacy, in particular about news medias.

Website: <http://www.ajp.be/jec>

- lapresse.be

Belonging sector: media industry

Non-statutory responsibility around media literacy

Lapresse.be is a cooperative federation associating the major press groups in Belgium (FR). As an alliance of news medias, lapresse.be has several missions to represent the interests of the news medias in Belgium (both printed and online) . Since more than 15 years, lapresse.be (previously “Journaux francophones belges” is supporting actively the development of media literacy. In particular, he handling and coordinating a permanent project called “open the daily newspaper” offering resources and printed daily newspaper for all the schools.

This project is a public/private partnership between LAPRESSE.be and the CSEM (project presented in annex 4)

Website: www.lapresse.be/ouvrir-mon-quotidien/

- Centre culturel les grignoux asbl

Belonging sector: civil society

statutory responsibility around media literacy

Les grignoux is an art center involved in film education. Located mainly in the city of Liège, the organization has also several movie theaters in other cities (Namur, Charleroi,...) and is working in collaboration with other art centers in Belgium (FR). Les grignoux develops specific resources for teachers and educators related to film and education and is coordinating a permanent project “wide screen for blackboards”. This project is funded and evaluated by CSEM in the framework of the 2008 decree and offer every year a set of film projections for 120.000 young people each year (project presented in annex 4)

Website: www.grignoux.be/ecran-large

- Action ciné medias jeunes asbl (ACMJ)

Belonging sector: civil society

statutory responsibility around media literacy

ACMJ is a youth organization recognized and funded by public authorities. As youth organization ACMJ is specialized in Media Literacy and offers a wide



range of activities, resources and projects either directly addressed for young people or other non-specialized youth organizations, centers or schools. A team of more than 10 professional youth worker develop these projects in all Belgium (FR). Advertising, Film education, social networks, media production by young people are the main themes of their project. ACMJ is also connected and member of different youth networks.

Website: <http://acmj.webflow.io/#activit-s>

- Loupiotte asbl

Belonging sector: civil society

statutory responsibility around media literacy

Loupiotte is a youth organization recognized and funded by public authorities. As youth organization Loupiotte is specialized in media literacy and mainly film education. The organization offers a wide range of activities, resources and projects either directly addressed for young people or other non-specialized youth organizations, centers or schools. Loupiotte is also engaged in the council of Europe initiative “no hate speech movment”, coordinated in Belgium (FR) by BIJ (Bureau international de la jeunesse)..

Website: www.loupiote.be

- Universities and higher education

Almost all the Belgian (FR) universities developed media literacy in the communication faculties. Depending the university, they provide some specific courses addressed to the students at bachelor or masters levels as well as specialized research teams or projects

- IHECS Brussels journalism and communication school

Belonging sector: academic (higher education) Statutory responsibility around media literacy

IHECS (Institut des hautes études des communications sociales) is a department of the “Haute école galilee” and provide bachelor and master degrees for approximatively 2200 students. Five specific masters are organized: master in journalism, master in public relation, master in marketing and advertising, master in socio-cultural animation and lifelong learning training and a master in media literacy. The media literacy master degree was created in September 2013. This department is composed by a relevant pedagogical and academic team and visiting teachers from pedagogy, media and professional media education landscapes. This master degree (120 ECTS) has been created in close cooperation with UCL (Université Catholique de Louvain) who is co-graduating. Media literacy master degree is the only specialized master in Belgium (FR) working exclusively on media education. The creation of this department was supported by the ministry of higher education in order to develop a new profile of professionals and applied research in the emerging field of media education. The media education department is also collaborating to projects and researches linked to media literacy within pre-school, school and outside school educational contexts, but also with professional and lifelong learning organizations as well as mainstream and alternative medias. The department is handling applied research projects, in particular media literacy competences evaluation. Media education department is also active in developing media expression for migrants and young people that do not have access to media expression, in the framework of “Bxl Bondy Blog” (www.bxlbondyblog.be/news/grow/)



Website: www.ihecs.be/fr/master-en-education-aux-medias/specificite-du-master

- UCL (Université Catholique de Louvain)

Belonging sector: academic (higher education) Statutory responsibility around media literacy (partial)

With a specialized research center: GREMS (groupe de recherche en médiation des saviors). UCL is also co-graduated the specialized master degree on media literacy organized by IHECS .

Website: www.uclouvain.be/grems.html

- ULB (Université libre de Bruxelles)

Belonging sector: academic (higher education) Statutory responsibility around media literacy(partial)

Website: comm.ulb.ac.be/enseignement/information-et-communication/

- ULG (Université de Liège)

Belonging sector: academic (higher education) Statutory responsibility around media literacy(partial)

Website: www.infocom.ulg.ac.be/?page_id=1931

- Université de Mons-Hainaut

Belonging sector: academic (higher education) Statutory responsibility around media literacy(partial)

Website: <http://ute.umh.ac.be/deste/menu.htm>

- Université de Namur

Belonging sector: academic (higher education) Statutory responsibility around media literacy(partial)

Website: www.unamur.be/etudes/rheto/catalogue/comu

- Other stakeholders

Under this heading are listed other stakeholders that have some activities and projects around media literacy but are not specialized or do not have a statutory responsibility:

- **Office de la naissance et de l'enfance (ONE)** – Public authority – ONE develops research and campaign for early childhood professionals regarding media literacy. <http://www.one.be>
- **Child Focus** - civil society - Child Focus is a Belgian (FR AND NL) Foundation for Missing and Sexually Exploited Children. Child focus is not specialized in media literacy but specifically involved in e-safety and awareness campaigns. Since early 2000, Child Focus was involved in the EU Better Internet for kids program (previously Safe Internet Program). Child focus is coordinating the B-BICO (Belgian Internet for kids consortium) consortium in the framework of EU program funding 1 national project in each member states. CSEM and Media Animation are



- partners of this consortium.(project identified under question 2 and 3) www.childfocus.be/fr/a-propos-de-nous/historique-et-organisation
- **YAKAPA** - Yapaka is an abuse prevention program on the initiative of the Ministry of the Wallonia-Brussels Federation of Belgium set up in 2006. (public authority) Yapaka provide campaigns and tools regarding media consumption of children and young people. www.yapaka.be/page/la-coordination-de-laide-aux-victimes-de-maltraitance
 - **Centre de formation d'animateurs asbl (CFA)** CFA is a youth service recognized by the Ministry of the Federation Wallonia – Brussels (civil society) specialized as socio-professional insertion operator and provides trainings focused on cultural and media intervention. CFA is handling the platform “ça tourne” www.ca-tourne.be distributing films and documentaries made by young people and other youth centers and organizations.(presented under question 3) www.cfaasbl.be/ui_lecfa.php
 - **Délégué général aux droits de l'enfant** General Delegate has a general mission to ensure the protection of rights and interests of children. To achieve this mission, general delegate develops some projects to give children an access to media expression www.dgde.cfwb.be/index.php?id=2109
 - **RTL/TVI** Private broadcaster launches I,n 2015 a project called “Vivre ensemble” (Living together) after the dramatic events. The projects allows media professionals to be invited in classrooms for interactive debates. www.rtlbelgium.be/rtl_belgium/vivre-ensemble-biais-de-leducation-aux-medias/

Question 2

What kind of networks do the media literacy stakeholders in your country engage with?

Please describe these networks and include how these networks function, who manages the networks and whether they operate at a local, national, European or International level.

Answer 2

1. The High Council for Media Education of the French Community of Belgium (Conseil Supérieur de l'éducation aux médias) (CSEM)
The CSEM was created by decree (law) June 5, 2008. By this way, the Parliament and Government wanted to ensure development and coordination of initiatives in order to promote and coordinate media literacy not only at school but also as a lifelong education and cultural matter and concern, addressing all the citizens from early childhood to elderly people. CSEM has 52 members, composed by experts in matters of media, education, research and lifelong education but also representatives from public authorities, civil society, administrations and academic sector. CSEM is acting as the main network



specialized on media literacy in Belgium (FR). The management of the network rely on a permanent staff and funding from the decree. CSEM is also connected to European and international initiatives and represents Brussels-Wallonia federation in the EU media literacy expert group. In 2010, under Belgian EU presidency, CSEM organized a European conference “Media Literacy for all” gathering 300 experts from 30 countries in European Parliament and addressed the Brussels declaration for lifelong during media literacy.

Website: <http://www.csem.be> and http://www.csem.be/csem/rencontres/declaration_bruzelles

2. Belgian Better Internet for Kids Consortium

The Belgian Better internet Consortium is a EU-funded project under the Connecting Europe Facility –Telecommunication Work programme 2014. It is an innovative project in both its partnership as in its overall goal. B-BICO capitalize on existing knowledge, expertise and resources related to e-safety and education and the promotion of a better internet for children in the whole territory in Belgium.(FR and NL). The project builds on three building blocks: technical safety, safe use and a better use of the internet. These are all core businesses of the cross-community partnership of this project. The project is a nation-wide project that reaches across the different parts of the federal structure of the country and across the different language groups. For Belgium (FR) a resource regarding mobile devices uses for young children has been developed (<http://123cllic.be>)

Child Focus coordinates the project with a federal partner, CERT.be. The French speaking community is represented by Média Animation and the Conseil Supérieur de l’Education aux médias and by iMinds (Mediawijs.be) for the Flemish Community. Besides the coordinating partners, B-BICO has also launched an advisory board and an industry alliance associating a large range of organizations active in developing e-safety and media literacy projects.

Website: <http://www.childfocus.be/fr/belgian-better-internet-consortium-b-bico-en>

3. No Hate Speech movement

Under Council of Europe initiative, Belgium (FR) has set up a national network coordinated by the “Bureau International de la Jeunesse” (BIJ) associating different youth organizations to develop the campaign and produce different resources to to reduce the levels of acceptance of hate speech and to develop online youth participation and citizenship, including in Internet governance processes.

Website: <http://www.lebij.be/index.php/no-hate/>

4. Participation to other networks

Besides the specific networks handled by Belgian organizations, different stakeholders are contributing, connected and participating to existing networks at EU and International levels in different sectors (youth, media,...).

- UNESCO global alliance for media and information literacy
- Centre jeunes et medias (French research network)

A new structured international media literacy association will be launched in September 2016.



Section 2 – The overview

Question 3

Using the grid below, please identify the 20 most significant media literacy projects which have been delivered in your country since 2010.

Please select the most appropriate category for the project type, the sectors responsible for the projects, the type of media literacy skills that were addressed in the project, as well as the reason of significance:

Project types	Sectors	Media literacy skills	Reason for significance
Research ³²	Academia ³⁹	Creativity ⁴⁵	The size of the target audience
Resources ³³	Audiovisual content provider ⁴⁰	Critical thinking ⁴⁶	The total budget or cost of the project
Campaigns ³⁴	Public authorities ⁴¹	Intercultural dialogue ⁴⁷	The success of the project (outcomes / impact compared to objectives)
Provision of Funding ³⁵	Media regulatory authorities	Media use ⁴⁸	The level of public awareness of the project
Networking platforms ³⁶	Online platforms ⁴²	Participation and interaction ⁴⁹	The level of engagement by the target audience
Policy Development ³⁷	Civil society ⁴³	Other	Other
End-user engagement ³⁸	Cross-sector collaboration ⁴⁴		
Other	Other		

³² Significant qualitative or quantitative research on any aspect of media literacy which has been published and/or is widely used by the media literacy practitioners.

³³ Resources include all the themed output related to a single media literacy initiative. It could include TV, and/or content published online, including information leaflets, video, audio, lesson plans, curriculum modules, websites etc.

³⁴ Campaigns usually combine awareness-raising with a desired behaviour change. A Campaign will usually have a specific 'call to action' e.g. 'Don't share too much online' or 'Know how to check the truthfulness of online information'. Campaigns can be multi-stakeholder campaigns such as Safer Internet Day or cross-platform campaigns and can include promotion across TV/radio/online and/or other forms of public engagement.

³⁵ Including the provision of funding for media literacy activities delivered by third parties. Funding may be provided via grants, open competition and invitations to tender.

³⁶ Including conferences, seminars, meetings, online and offline forums, newsletters, databases.

³⁷ Including consultations, published reports and recommendations.

³⁸ End-user engagement includes grass-roots projects that provide support and information to end-users via face to face contact, phone contact or online contact.

³⁹ Including Academic institutions, universities and third level education providers

⁴⁰ Including broadcasters and on-demand providers (both public service media and commercial media) and content providers for online, games and apps.

⁴¹ Including government Ministries/departments, local authorities and councils, semi-State organisations, policy-makers.



Please classify the projects using either 'N' for National or 'R' for Regional, and their level of significance using a scale of 1 to 3, where 1 is most significant and 3 is least significant.

	Project Name	Project Type	Sector	Media Literacy skills	National or Regional	Years	Reason for significance	Level of significance (1 – 3)
1	Children and screens (Les enfants et les écrans)	Campaign	Cross sector collaboration	Critical Thinking Media use	Regional	2015-2016	The size of the target audience The success of the project (outcomes / impact compared to objectives)	1
2	RTBf Strategic Media Literacy plan	Policy	Cross sector collaboration	Creativity Critical thinking Intercultural dialogue Media use Participation and interaction	Regional	2013-2017	The size of the target audience The success of the project (outcomes / impact compared to objectives) The level of engagement by the	1

⁴² Including the owners and operators of online platforms (such as social media websites and search engines).

⁴³ Including foundations, not-for-profit organisations arts and cultural bodies, charities, think-tanks, communities of interest and community networks (sports, health, hobbies, religion).

⁴⁴ Including projects involving a number of key stakeholders from different sectors. As an example, the model that Safer Internet Day is based on could be considered a cross-sector collaboration project.

⁴⁵ Creating, building and generating media content.

⁴⁶ Critical thinking skills such as: understanding how the media industry works and how media messages are constructed; questioning the motivations of content producers in order to make informed choices about content selection and use; recognising different types of media content and evaluating content for truthfulness, reliability and value for money; recognising and managing online security and safety risks.

⁴⁷ Such as challenging radicalisation and hate speech.

⁴⁸ The ability to search, find and navigate and use media content and services.

⁴⁹ Interaction, engagement and participation in the economic, social, creative, cultural aspects of society through the media and promoting democratic participation and fundamental rights.



							target audience	
3	Open the daily newspaper (Ouvrir mon quotidien)	Resources	Cross sector collaboration	Critical Thinking Media use	Regional	2000-2019	The size of the target audience The success of the project (outcomes / impact compared to objectives) The total budget or cost of the project	1
4	Journalists in classrooms (Journalistes en classe)	Resources	Cross sector collaboration	Critical Thinking Media use	Regional	2000-2019	The size of the target audience The success of the project (outcomes / impact compared to objectives) The total budget or cost of the project	1
5	Wide screen on blackboard (écran large sur tableau noir)	Resources	Cross sector collaboration	Critical thinking Intercultural dialogue Media use	Regional	2000-2019	The size of the target audience The success of the project (outcomes / impact compared to objectives) The total budget or cost of the project	1



6	Educational medias.eu	Networking platforms	Cross sector collaboration	Creativity Critical thinking Intercultural dialogue Media use Participation and interaction	Regional	2009-2019	The size of the target audience The success of the project (outcomes / impact compared to objectives)	1
7	Digital week (la semaine numérique)	Campaign	Cross sector collaboration	Creativity Critical thinking Media use Participation and interaction	National	2014-2016	The size of the target audience The success of the project (outcomes / impact compared to objectives)	1
8	E-engagement against violence	Resources Networking platforms	Cross sector collaboration	Creativity Critical thinking Intercultural dialogue Media use Participation and interaction	International	2011-2014	The success of the project (outcomes / impact compared to objectives) The total budget or cost of the project	1
9	E-media education lab)	Resources	Cross sector collaboration	Creativity Critical thinking Intercultural dialogue	International	2014-2017	The success of the project (outcomes / impact compared to objectives) The total budget or cost	1



				Media use Participation and interaction			of the project	
10	Internet at home (Internet à la maison)	Resources	Cross sector collaboration	Creativity Critical thinking Media use	Regional	2013	The success of the project (outcomes / impact compared to objectives)	2
11	Mediacoach training	Resources	Cross sector collaboration	Creativity Critical thinking Intercultural dialogue Media use Participation and interaction	National	2013-2017	The success of the project (outcomes / impact compared to objectives) The level of engagement by the target audience	1
12	Vivre ensemble (living together)	End-user engagement	Audiovisual content provider (RTL/TVi)	Critical thinking Intercultural dialogue	Regional	2015-2016	The success of the project (outcomes / impact compared to objectives) The level of public awareness of the project The level of engagement by the target audience	2



13	BRICKS (Bâtir le Respect sur Internet en Combattant les discours de haine)	Resources	Cross sector collaboration	Creativity Critical thinking Intercultural dialogue Media use Participation and interaction	International	2014-2017	The success of the project (outcomes / impact compared to objectives) The total budget or cost of the project	1
14	“Çà tourne” (here running)	Networking platforms	Online platforms	Creativity Critical thinking Intercultural dialogue	Regional	2016	The success of the project (outcomes / impact compared to objectives)	2
15	1 2 3 clic	Resources	Cross sector collaboration	Creativity Critical thinking Media use	Regional	2016	The success of the project (outcomes / impact compared to objectives)	2
16	“Ce qui nous regarde” – No Hate	Resources	Civil society	Critical thinking Media use Participation and interaction	Regional	2015	The success of the project (outcomes / impact compared to objectives)	2



17	Bxl Bondybl og	Resources	Cross sector collaboration	Creativity Critical thinking Intercultural dialogue	Regional - International	2014-2016	The success of the project (outcomes / impact compared to objectives)	2
18	Belgian Better Internet for kids consortium (B-BICO)	Campaigns	Cross sector collaboration	Critical thinking Media use Participation and interaction	National	2015 – 2018	The success of the project (outcomes / impact compared to objectives) The total budget or cost of the project	2
19	Concours vidéo	Resources	Civil society	Creativity Critical thinking	Regional	2016	The success of the project (outcomes / impact compared to objectives)	2
20	La quinzaine de l'éducation aux médias (2 weeks for media literacy)	Campaigns	Cross sector collaboration	Creativity Critical thinking Intercultural dialogue Media use Participation and interaction	Regional	2016	The size of the target audience The success of the project (outcomes / impact compared to objectives)	1



Section 3 – Project summaries

Question 4

From the projects you have highlighted in Question 3, please describe the five most significant⁵⁰ media literacy projects that have taken place in your country since 2010.

Please use a separate form for each project. See the sample answer for help.

⁵⁰ Significant can relate to:

- a) the size of the target audience and/or the reach of the project,
- b) the total budget or cost of the project
- c) the final outcomes / impact of the project
- d) the level of public awareness of the project
- e) the level of engagement by the target audience.



Answer 4 – Project 1

A. PROJECT NAME: Les enfants et les écrans (Children and the use of ITC: an information campaign)

B. CATEGORY AND DESCRIPTION OF PROJECT:

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an 'X':

Research	
Resources	
Campaign	X
Provision of Funding	
Networking Platforms	
Policy Development	
End-user engagement	
Other	

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

The Office of Birth and Childhood (Office de la Naissance et de l'Enfance, further referred to as ONE) is a public institution that develops birth and childhood policies. ONE is the reference organization in Francophone Belgium on issues related to parenting and childhood. Its two main missions are:

- To support children's development within their family and social environment; to advise and support pregnant women, parents and families medically and socially in order to ensure the global wellbeing of their children. Most services offered by ONE are free.
- To organise (that is, to control and sometimes to finance) day care centres for children outside of the home environment. ONE's role is to ensure that



these structures operate correctly and provide quality care for children.

ONE also has cross-disciplinary missions such as parenting support.

One of these missions is the organization of thematic information campaign for parents and professionals in the field of childhood and parenting about a topical theme or a specific question about health, education and child development. ONE wants to increase public awareness about health and preventive actions. It does so via multimedia campaigns, websites and TV programs (available on YouTube).

In addition, ONE creates, develops, adapts and publishes a wide range of brochures and posters about child development and child appropriate environments. Annual reports or other scientific materials are also available. There are several years two information folders on children and television have been done to prevent health risks inherent in using abuse or misuse of television. It was therefore important in the light of technological developments to expand our thinking to all screens and all ICT. So, we decide to enforce an information campaign about this. The overall objective of this campaign was to provide knowledge and conceal to professionals and families (parents and children) so that they develop a critical main over the place and role of ICTs in the education of children outside the school environment. It was to answer the question: " How can ICTs and their contents to be used in the education of children , with and through them outside the school with what benefits, what limits , what risks , what tags to prevent adverse (health and development)? "

The campaign took place around three moments: three seminary days of professional destination, conducting a survey of parents and professionals to better understand the uses and representations of ITC in the family sphere with children 0 to 6 years, the realization of information tools for parents. The survey was conducted by online questionnaires, as well as face to face interview. The results of the survey are available on our website one.be. Alongside the survey, a multidisciplinary working group reflected the recommendations to make to professionals. Five recommendations were proposed and communicated to professionals from different media (newspapers, radio programs, websites , ...).

C. GEOGRAPHICAL REACH

Belgium (FR)

D. TIMEFRAME AND BUDGET

January 2015 to December 2016 ; 30,000 euros per year.



E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

- Media use:
 - The ability to use ICTs with children.
- Critical thinking skills:
 - The development of critical main about the use of ICTs
- Preventive and educative approach about health risks:
 - The development of educational capacity about children using ICTs

F. STAKEHOLDERS:

ONE (Office de la Naissance et de l'Enfance) public institution responsible for project and sponsor of the campaign

CSEM (Conseil Supérieur d'Education aux Médias), expert

CECOM (Centre d'Etudes de la Communication), University of Louvain, research team

G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

The professionals of childhood and parenting support (child minders, therapists, educators of young children, visiting nurses, teachers , ...) and parents. 1,800 parents and 800 professionals of childhood and parenting support responded to the survey. 900 professionals participated in study days and seminary of research.

H. OUTCOMES AND EVALUATION

- A research report on the uses and representations of NITC has been produced and is broadcast on our website www.one.be. It shows the results of the survey which involved 1,800 parents and 800 professionals of childhood and parenting support.
- Recommendations for childcare professionals were drafted and disseminated through video clip, newsletter and radio reports.
- Four study days and workshops have gathered more than 1,000 childcare professionals with the aim to raise awareness on education NICT



I. FURTHER REFERENCE

www.one.be/actualites-one/details-actualites-one/les-enfants-et-les-ecrans/

For more information see our website: www.one.be



Answer 4 – Project 2

A. PROJECT NAME: “Ouvrir Mon Quotidien” (“Open my daily newspaper”)

B. CATEGORY AND DESCRIPTION OF PROJECT:

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an ‘X’:

Research	
Resources	X
Campaign	
Provision of Funding	
Networking Platforms	
Policy Development	
End-user engagement	
Other	

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

“Ouvrir mon quotidien” is a collaborative project between LAPRESSE.be – alliance des médias d’information, the French speaking daily newspapers publishing federation and Conseil supérieur de l’éducation aux médias (CSEM) and their resources centres. The project has been launched in 2002 and is integrated under the decree (law) of 2008.

Since more than 13 years, the project has been developed and adapted to the feedback and evaluation.

At the beginning of the academic year, all the primary and secondary schools in Fédération Wallonie-Bruxelles (FWB) are receiving, for free, during the last



two weeks of September, all the French speaking daily newspapers.

After these two weeks of press discovery, the teachers and professors in the schools can decide if they wish to receive in their classrooms, all year long, every day, all newspapers (there are 6 newspapers: “Le Soir”, “La Libre”, “La Dernière Heure”, the regional edition of “Sudpresse” and “L’Avenir” and l’“Écho” - except for the primary schools, l’“Écho”, as a financial newspaper, is too complicated).

For that, all they have to do is register online for free (and, of course, it implies no obligations) through www.lapresse.be to receive all year long (except during school holidays) the daily press.

With the daily newspapers, the classes are also receiving an educational resource called “Le journal de bord” developed by the experts within the CSEM.

This project is a public/private partnership between LAPRESSE.be and Brussels-Wallonia Federation through the CSEM, the program is funded by both the private and public sectors.

The objectives are multiple: it’s educate with the print press but also through it. Put the student in contact with the actuality, make them compare and assess the diversity of the press publications, and also discover the several ways the information can be shaped and presented, study the daily papers content and the several features of a newspaper.

It helps the students to develop their analytic capacities, their critical thinking and make them develop informed personal opinions. But also their basics skills like reading, understanding a text, writing. It’s a new way to tackle fields like geography, history or sciences.

It’s also a modern way to educate to citizenship and promote freedom of press and speech.

Daily newspapers in the classroom is a great way to modernize and energize traditional teaching.

It has to be noticed that the project will have further developments in 2017 with adaptations after a participative research involving teachers to move from printed newspapers to online newspapers and apps.

C. GEOGRAPHICAL REACH

Please indicate whether the project was of National or Regional significance.

Regional – BELGIUM (FR)



D. TIMEFRAME AND BUDGET

Please include the duration of the project, the dates and, where possible, the annual and total budget and related sources of financing.

During the academic year. For this year 2016/2017, here are the dates:

“Quinzaine découverte de la presse”: from the 12th of September until the 24th of September 2016

Period 1: From the 7th of November to the 17th of December 2016

Period 2: From the 9th of January to the 25th of February 2017 (except during fall holidays between the 27th of February and the 4th of March 2017)

Period 3: From the 6th of March to the 13th of May 2017 (except during spring holidays between the 3^d of March and the 14th of April 2017)

Annual budget: approximatively 1,3 million euros

Public funding: 515.000,00€ per year.

The publishers through their federation, LAPRESSE.be, are giving the difference.

E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

- Media use:
 - The ability to search, find and navigate and use media content and services.
- Critical thinking skills:
 - Understanding how the media industry works and how media messages are constructed.
 - Questioning the motivations of content producers in order to make informed choices about content selection and use.
 - Recognising different types of media content and evaluating content for truthfulness, reliability and value for money.
 -

F. STAKEHOLDERS:

Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.

LAPRESSE.be: federation of the Belgian French speaking publishers. Private sector

CSEM: Conseil Supérieur de l'Éducation aux Médias for the Fédération Wallonie-Bruxelles (FWB). Public sector, in charge of the evaluation and follow-up of the project



G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible, please indicate also the size of the targeted audience.

Primary and secondary schools: students between the age of 10 to 18. In every school in FWB. For 2015-2016 the project reached 617 secondary schools and 997 primary schools covering 1300 classrooms and a final audience of approximatively 26000 students

H. OUTCOMES AND EVALUATION

Evaluation of the project is annually based and is handled by CSEM (Conseil supérieur de l'éducation aux médias) who deliver a report and agreement for the government.

A global evaluation survey covering the years 2003-2013 has been produced delivering qualitative and quantitative datas.

The main results of the evaluation methodology show main figures:

- A significant satisfaction of the teachers to be linked with a high retention rate, teachers entering the year in operation this year, mainly for 5 years and more.
- Consequence of sharing good practice between teachers, one in five people enrolled in "Open my Daily" on the advice of a colleague already active in the operation and who showed great interest: the phenomenon "word of mouth". As for the students, already in 2003, it turned out that most newspapers entered the class, more students were interested and took pleasure in discovering them, flipping them to read the contents.
- The survey also concludes an idea commonly accepted and that, in the fundamental, discipline targeted by "Operation Open Mon Quotidien" would be limited to French. It reveals that other disciplines are equally affected by the operation: awakening, history and geography including training in social and economic as well as scientific initiation without forgetting, of course, education media. The use of the daily press in class to develop a multidisciplinary approach around various activities and is a complete work to develop the critical spirit of the student so that it read, hear, see, produces media differently and civic manner.
- Among the most exploited in the fundamental transversal skills through the use of newspapers, there are essentially:
 - Improve knowledge of the French language to convey information;
 - Use other codes, other languages (images, graphics, cartoons, ...)
 - Act, interact and use various materials (tables, charts, types ...)



- Promote research information and knowledge resources and information sites.

- As for cognitive approaches, teachers indicate that the use of classroom newspapers promotes the development of a specific methodology in research and treatment of information. It allows "free" ideas, analyze and prioritize ideas based on their importance. It also distinguishes the explicit of implicit, to rephrase the message while keeping the meaning, the use of adequate and diversified sources and summarize his point.
- Finally, in terms of learning related to media education, the survey indicates that the use of the press in the classroom enhances the learner comprehension skills of information, it promotes the contribution of meaning to information, it improves oral expression and written while allowing her to argue about it and encourages students from fundamental to question the reliability of the information.

I. FURTHER REFERENCES

www.lapresse.be/ouvrir-mon-quotidien/

[www.educationauxmedias.eu/outils/brochures/cdr/le journal de bord 2015](http://www.educationauxmedias.eu/outils/brochures/cdr/le_journal_de_bord_2015)

[www.educationauxmedias.eu/outils/operations/ouvrir mon quotidien](http://www.educationauxmedias.eu/outils/operations/ouvrir_mon_quotidien)

Twitter : lapresse.be

Facebook : lapresse.be – Alliance des medias d'information



Answer 4 – Project 3

A. PROJECT NAME: Journalistes en classe – Journalists in classrooms

B. CATEGORY AND DESCRIPTION OF PROJECT:

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an 'X':

Research	
Resources	X
Campaign	
Provision of Funding	
Networking Platforms	
Policy Development	
End-user engagement	
Other	

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

Eighteen years ago, AJP (Association des journalistes professionnels) launched an innovative media literacy initiative in Europe which offers to teachers the opportunity to invite a journalist in their classroom.

Journalists have been invited in multiple learning contexts. A (non exhaustive) list of classroom interventions could be:

-French and Literature, -History, -Social sciences, -Media introduction lesson; -Teaching to read and write programs for adults, etc.

A teacher invites a journalist for various reasons based on his/her educational project. The list cannot be exhaustive:

-Journalists can be asked to speak about how they practice the job in written press, radio, TV or with Internet. How the media industry works? -Journalists



can answer questions about news topics (How they covered a specific news event? for ex.).

-As professional, journalists can also help students to understand the media language and how to be critic about it. They can analyze with students the information found on the web. They can advice student projects (a school radio or a school magazine, for ex.).

Before (and also after) the visit in the classroom, the teacher plans activities focused on media education. Questions to the journalist have been prepared with the students, articles have been written, video sequences have been produced, etc.

The method :

-The teacher asks AJP for a visit (by e-mail, fax or online submission);

-AJP looks in its database for a journalist matching the profile and transmits the demand;

-The journalist contacts the teacher;

-When an appointment has been settled, AJP sends educational resources to the teacher and to the journalist;

-After the intervention in the classroom (min. 2 hours), the journalist sends to AJP an attestation signed by the school and an evaluation of his/her visit;

-The teacher sends to AJP his/her evaluation of the visit on a specific document;

-AJP pays for the journalist's expenses (100 Euros) thanks to a public subvention.

This operation is unique because:

-It is permanent. During all the academic year teachers can chose when they want to invite a journalist in the classroom.

-The journalist volunteered to take part into the operation.

-AJP represents all professional journalists with various statutes, media background and specialties. The union can answer all demands based on the teacher's educational project.

-AJP produces educational resources for the journalists, for the teachers and for the students.

C. GEOGRAPHICAL REACH

Please indicate whether the project was of National or Regional significance.



Belgium (FR) – Brussels-Wallonia Federation and Belgium (DE- German speaking community

D. TIMEFRAME AND BUDGET

Please include the duration of the project, the dates and, where possible, the annual and total budget and related sources of financing.

The project operates throughout the school year, from September to June.

Its total budget in 2015 was € 115,380. The main source of funding is a grant (€ 99,000) of the Government of the Federation Wallonie –Bruxelles, by the way of 2008 decree creating CSEM (Conseil Supérieur de l'éducation aux medias) The rest is self-supporting

Two people are employed for the implementation of the operation: a coordinator (part-time) and an operational manager (2 / 5th time).

E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

Please indicate the type of media literacy skills or capacities that were addressed in the project.

- Media use:
 - The ability to search, find and navigate and use media content and services.
- Critical thinking skills such as:
 - Understanding how the media industry works and how media messages are constructed.
 - Questioning the motivations of content producers in order to make informed choices about content selection and use.
 - Recognising different types of media content and evaluating content for truthfulness, reliability and value for money.
- Creative skills such as:
 - Creating, building and generating media content (articles, radio broadcast, movies...).
- Participation and engagement skills such as:
 - Promoting democratic participation and fundamental rights.
- Intercultural dialogue skills such as:



- Including challenging radicalisation and hate speech online.
- Belgian society is a mix of various cultures and of foreign migrants' communities. Media reflect that to young people. We believe journalists (with various background and origins) can be an important intercultural footbridge in-between. By analyzing the media content and the media functioning they can awareness students to cultural diversity. They can also familiarize young people to discover social and cultural diversity by themselves and with journalistic tools (writing techniques, a microphone, a TV or a photo-camera). They are able to encourage students to express what they observed, and to share it and debate about it in the classrooms. Journalists witness social, economic and cultural realities in Belgium or oversea. They are a powerful lever in the need to change common prejudices.

F. STAKEHOLDERS:

Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.

The operation is organized by the AJP , Association of Professional Journalists of Belgium (French and German), in cooperation with CSEM (Conseil Supérieur de l'éducation aux medias). The AJP has the status of Journalist union. Media literacy is part of its statutory missions. The operation was launched by the AJP with its own funds, a few years before getting government subsidies .

G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible, please indicate also the size of the targeted audience.

In 2015, 89 journalists have occurred in schools. They carried out 384 visits. JEC targets various age groups: 113 interventions for next to last and last year elementary school students (10-11 years old); 246 for High School students (12 to 18 years old); 13 for the Graduate and Undergraduate students (up to 18 years old); 12 for Adults enrolled in specific education or continuing education programs.

In total, some 6,000 young people have benefited from the operation in 2015.

These visits were for all types of education and networking. Highly differentiated groups on the socioeconomic plane are affected.

H. OUTCOMES AND EVALUATION

Evaluation of the project is annually based and is handled in cooperation with CSEM (Conseil supérieur de l'éducation aux medias) in the framework of his working group "News media literacy"

A global evaluation survey covering the years 2003-2013 has been produced delivering qualitative and quantitative data coming both from Journalists in classrooms and Open my daily news operations.



The main results of the evaluation methodology show main figures:

Quantitative aspects

- 1 secondary school teacher in three respondents said they used a professional journalist in parallel with the use of newspapers in the classroom.
- In the elementary school, 2 of 5 teachers have a professional journalist.

What lessons learned?

Overwhelmingly, the teachers in the elementary as well as secondary school consider that their students were:

- interested or even very interested. This interest comes from the discovery of a trade, the meeting with a person known or seen on TV. It also stems from the fact that this meeting brings concrete in the school life of the student.
- The verbs used by teachers demonstrate approaches by students and specific attitudes during and after the meeting. They listening to the journalist, discovering a profession, understand its realities, they prepare the questions, interview and discuss with the journalist, are aware of the complexity of the trade, learn the broad sense and feel valued.

Types of visits:

- Mostly, they are finding visits, (especially for basic education) journalists explain their background and their work spontaneously or respond to student questions, usually previously prepared for the visit. They address information technology. Often, this visit gives rise to a record or to a specific article.
- In other cases, fewer, the visit resulted in media production. School newspaper projects are being born (especially at secondary level)
- Two cases were the subject of transmedia productions in secondary education: an audiovisual report has been produced following the visit of the journalist and the event served to another school to feed the website of AJP.
- these visits also fall in some classes to specific training (secondary) as an extension of the training. The visit therefore becomes much more focused, more technical, students already have acquired in the treated materials.
- In other cases, these visits were an extension of action. They usually result in editorial or rotating visits in both basic and secondary.

Qualitative aspects

Allmost all teachers said they were very enthusiastic about this activity. They see it as very good, excellent, interesting and people do not hesitate to consider that it is an experience to repeat.



Nevertheless, it appears through these testimonies that the visit is more carrier that has been prepared with the students before the arrival of the journalist or by writing questions or addressing a specific topic of news to deal .

I. FURTHER REFERENCES

Please provide further references about the initiative: publications, website, Twitter account etc.

Website : www.jec.be

www.educationauxmedias.eu/outils/operations/journalistes_en_classe

Email : jec@ajp.be

Resources:

1) "Le Cahier de l'élève" ("Exercise book for the student"): a brochure targeting 10-12 years old students and explaining journalist's sources, job and language in written press, radio, TV, web. Games and riddles facilitate the comprehension.

2) "Journalists and media": a 52 pages brochure targeting High School students and adults and focusing on the media context in Belgium. How are news produced? What's a journalist? How he/she works? What are the journalistic deontology rules? Brief histories of the press and many interesting resources or bibliography references have been attached to the brochure.

3) A DVD. Title: "Occupation: Journalist": its objective is to answer a frequently asked question: What kind of constraints do journalists cope with when they work for written press, Internet, radio or TV? Three short film productions (+/- 7 min. length) follow one journalist of each media (written press/radio/TV) covering the same event: the return to school in early September 2010.

4) "Le Manuel pédagogique des journalistes en classe" (« The educational classroom journalists manuel »).

Freely available on the website of the AJP , the manual exist - for now – only in digital version . It begins with fast practical recommendations for journalists who will travel in a class. He then offers 17 " activity statements " declined all on the same pattern: four steps to achieve with students, in two hours, a job benchmarking , a short media production or initiation activity of modes journalistic writing .



The manual then offers explanatory sheets on questions addressed regularly in classrooms.



Answer 4 – Project 4

A. PROJECT NAME: Wide screen on Blackboard - Ecran large sur tableau noir

B. CATEGORY AND DESCRIPTION OF PROJECT:

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an 'X':

Research	
Resources	X
Campaign	
Provision of Funding	
Networking Platforms	
Policy Development	
End-user engagement	
Other	

Every year, under the title "Écran large sur tableau noir" ("Wide screen on blackboard"), the arts center "Les Grignoux" (Liège, Belgium) proposes several movies shown during school matinées. This event has now expanded to many French-speaking cities of Belgium.

For these school matinées, the movie theaters taking part in this "Écran large sur tableau noir" project are offering a very large range of high-quality movies at a very low price to elementary and secondary students and their teachers. These movies are chosen for their accessibility to a very large audience of children and teenagers and for their cinematographic qualities or the interesting themes treated in them as well. The teachers taking part in these school matinées with their students will be given a free "Écran large sur tableau noir" educational booklet about the chosen movie.

The teachers constitute the major partners of the "Ecran large sur tableau noir" project: therefore it is essential to take into account their expectations, backgrounds and abilities, which are multiple, various and surely incomplete as far as cinema is concerned. Thanks to these educational booklets, the people in charge of the "Ecran large sur tableau noir" project can address the teachers in a very simple way, which does not require any previous training



course in the cinematographic field; that way, the teachers just need to use the abilities and tools they already possess.

Moreover, these booklets are taking the current film knowledge into account: even though there are many theories about cinema and many methods to analyze a movie, they don't constitute a proper and solid knowledge that could enable people to broach all the movie productions in a thoughtful and critical way. From an educational point of view, it is therefore pretty risky to popularize a knowledge which is incomplete, hypothetical and controversial at the same time. The booklets written for "Ecran large sur tableau noir" are never limited to a simple popularization of a knowledge produced elsewhere but intend to encourage the teachers and also the students to examine critically the tools and the reflections they possibly propose.

Each educational booklet meets 2 requirements:

- Will the teachers be able to use the given tools and reflection topics?
- What will these tools and reflection topics bring to the students? And will the students be able to apply all the things they've possibly learned to other movies?

If the quality of the answers given in the different booklets may vary from one to another, it is nevertheless a permanent educational concern that constitutes the originality of "Ecran large sur tableau noir". Giving several documents on the movie or some "knowledge" about cinema to the teachers is definitely not the purpose of the booklets whose goals are to give the teachers some real operating methods that can be used easily with their students.

C. GEOGRAPHICAL REACH

Please indicate whether the project was of National or Regional significance.

Regional : Brussels-Wallonia Federation (Belgium FR)

D. TIMEFRAME AND BUDGET

Please include the duration of the project, the dates and, where possible, the annual and total budget and related sources of financing.

Annual: each school year

Budget :

Annual budget: approximatively 600.000 €

150.000 € of direct public fund (under the 2008 decree)



450.000 € coming from incomes and indirect public funding (art center funding, social and cultural funding)

E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

Please indicate the type of media literacy skills or capacities that were addressed in the project.

- Critical thinking skills such as:
 - Understanding how movies are constructed.
 - Questioning the motivations of content producers in order to make informed choices about content selection and use.
 - Recognising different types of media content and evaluating content for truthfulness, reliability and artistic value.
- Participation and engagement skills such as:
 - Interaction, engagement and participation in the economic, social and cultural aspects of society through the media.
 - Promoting democratic participation and fundamental rights.
- Intercultural dialogue skills such as:
 - discovering the film productions of different countries

F. STAKEHOLDERS:

Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.

Les Grignoux asbl and 18 “art et essai” theatres: <http://grignoux.be/ecran-large-participants>

CSEM (conseil supérieur de l'éducation aux médias) is in charge of evaluation and organisation of a support committee

G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible,



please indicate also the size of the targeted audience.

Scholar public : 120 000 spectators per year

Age: 3 to 18 years old

H. OUTCOMES AND EVALUATION

120 000 spectators per year

± 20 new booklets per year

± 6000 copies of booklets

I. FURTHER REFERENCES

Please provide further references about the initiative: publications, website, Twitter account etc.

http://grignoux.be/teaching_files

<http://grignoux.be/ecran-large>

<http://grignoux.be/ecran-large-en>

<http://grignoux.be/ecran-large-principesenglish>

www.grignoux.be/images/static/BrochureEcranLarge.pdf

[www.educationauxmedias.eu/outils/operations/ecran large sur tableau noir](http://www.educationauxmedias.eu/outils/operations/ecran_large_sur_tableau_noir)



Answer 4 – Project 5

A. PROJECT NAME: RTBF Media Literacy Strategic plan

B. CATEGORY AND DESCRIPTION OF PROJECT:

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an 'X':

Research	
Resources	
Campaign	
Provision of Funding	
Networking Platforms	
Policy Development	X
End-user engagement	
Other	

RTBF is the Public media service for the French speaking part of Belgium. It's core business consists in informing, educating and entertaining people. Actually this challenge includes developing media literacy with and within the population.

The media literacy is defined in a real written strategy since 2014 : Le Plan stratégique d'éducation aux medias. This annual Plan is renewable after evaluation on a yearly base. It consists in different actions combined in a 360° perspective.

The objective is to help audiences access any kind of platform, use it and be able to analyse and sort all kind of information/data/images/sounds they get through the press, radio, television, movies, Internet and other so called new or social media. Combined with the evolution of the technology (media convergence), the goal is also to contribute developing citizens who are active, creative, critical and participative. Citizens become media.

For 2016, the concrete actions are :

- promote existing programs focussed on ML : Medialog (broadcasted on tv 10 times a year. Medialog is a mix program in 2 parts: one is about media literacy and highlights an aspect of content making, while the second part deals with a topic that comes from the questions of the audience); MediaTic; Le



Journal du Web...) and introduce the media literacy aspect in other existing programs (transversal action in the news, Les Décodeurs, 7 à la Une, ...);

- ML for kids and the young audience; one example : Les Niouzz, a tv newsprogram for kids (under than 12), 6 minutes each day (besides, RTBF encounters weekly teachers and kids at their school. It explains how Les Niouzz is created and asks kids to participate to the production of the program (Classes Niouzz)).

- develop the website dedicated to ML, created in april 2015 (<http://www.rtb.be/entreprise/education-aux-medias>) and based on two pillars : on the one hand analysing and decoding access, content (privacy, image, reputation, discrimination, racism, sexism...) and representations or stereotypes; on the other hand participating, creating, producing (the audience can participate on several ways : by giving his opinion by phone, on air or social media; by reacting via the service of mediation; by attending a workshop when visiting RTBF; by attending a television recording; or by producing or coproducing content (Libre échange; Belgodyssée; Les Niouzz, La Boite à clichés...).

- develop RTBF Inside and RTBF Lab: around 8000 people visit RTBF each year and RTBF has also created specific workshops (open to anybody from 8 years old on) during which the participants can contribute to the reflection and to the creation of programs (see La cinquième édition). It's learning by doing. Some of the interventions are recorded and RTBF can potentially use some of the work done for its programs (see Mediamaton)

- participate in a lot of events linked with ML such as La semaine numérique, le Salon de l'éducation, le Salon des médias, le Safer internet day; etc.

- develop partnerships with persons or associations active in ML. RTBF is working with i. a. le Conseil supérieur de l'éducation aux medias, EBU, Media Animations, Action Ciné Média Jeunes, high schools or universities. For instance, since 2014 La Boite à clichés (short tv program about stereotypes in the media (news, films, series, ads, press...) trying to open the eyes (the box) of each of us about visibles and invisibles clichés) is developed with le Carrefour des cultures, a local association from Namur active in integration of diversity in our society. Based on the ideas and reflections of (young) citizens (i. a. students from Hennallux, the high school of Namur-Luxembourg), 4 new programs are produced in 2015. The partnership continues today with Hennallux and Alpha 500 (an association active in alphabetization). Another example of this partnerships is one day action called "Les medias et moi" on all the media of RTBF.

C. GEOGRAPHICAL REACH

Please indicate whether the project was of National or Regional significance.

Regional: Belgium (FR)

D. TIMEFRAME AND BUDGET



Please include the duration of the project, the dates and, where possible, the annual and total budget and related sources of financing.

The media literacy strategic plan is part of the management contract between RTBF and government. As it covers 2013-2017 period and is evaluated and adjusted every year, it is impossible to present a specific timetable for all the actions and projects developed.

Budget information is not available and difficult to estimate, because of the broad staff and production costs engaged regarding the main elements of the plan

E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

- Media use:
 - The ability to search, find and navigate and use media content and services.
- Critical thinking skills such as:
 - Understanding how the media industry works and how media messages are constructed.
 - Questioning the motivations of content producers in order to make informed choices about content selection and use.
 - Recognising different types of media content and evaluating content for truthfulness, reliability and value for money.
 - Recognising and managing online security and safety risks.
- Creative skills such as:
 - Creating, building and generating media content.
- Participation and engagement skills such as:
 - Interaction, engagement and participation in the economic, social and cultural aspects of society through the media.
 - Promoting democratic participation and fundamental rights.
- Intercultural dialogue skills such as:
 - Including challenging radicalisation and hate speech online.



<p>F. STAKEHOLDERS:</p> <p>The media literacy strategic plan is part of the management contract of the public service broadcaster and the government. As part of the management contract, the evaluation and follow-up is in charge of the regulator CSA (conseil supérieur de l'audiovisuel)</p> <p>The plan is supported in cooperation with CSEM (Conseil supérieur de l'éducation aux médias). A support committee between CSEM and RTBF is in charge of supporting the plan.</p>
<p>G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:</p> <p>Datas not provided by RTBf</p>
<p>H. OUTCOMES AND EVALUATION</p> <p>Datas not provided by RTBf</p>
<p>I. FURTHER REFERENCES</p> <p><u>www.rtbef.be/entreprise/education-aux-medias</u></p>



7.3. BE (FL) – BELGIUM (Flanders)

Answers of the national expert to the questionnaire



Objective: The objective of this research is to provide mapping and description of the significant projects in promotion of media literacy in the EU-28 member states, since January 2010, of national or regional coverage.

The actors to be included in the mapping are:

- policy makers,
- public authorities,
- media regulatory authorities,
- audiovisual content providers,
- journalists associations,
- civil society.

To ensure a comprehensive picture is created of the media literacy projects that have been undertaken, and media literacy skills that have been promoted in each country, we ask that you consult with actors mentioned above (or the equivalent in your country) and include any relevant material from them.

The projects will be categorised according to the skills that they intend to develop and their target group and, if feasible, the outreach of each project.

Context: Media literacy is to be understood as an umbrella expression that includes all the technical, cognitive, social, civic and creative capacities that allow a citizen to access, have a critical understanding of the media and interact with it.

These capacities enable people to exercise critical thinking, while participating in the economic, social and cultural aspects of society and playing an active role in the democratic process. This concept covers all kind of media interactions (broadcasting, radio, press, the internet, social media) and addresses the needs of all ages.

Scope: This report will focus on media literacy projects relating to media services delivered on electronic communication networks, both linear and non-linear, and on information society services where pertinent. Press (including online), radio and off-line media will not be covered. Regional initiatives will be described separately where relevant.

In addition to the conventional media literacy themes of critical thinking, digital inclusion, online safety and the protection of minors, we are particularly interested in media literacy projects that:



- **Promote a healthy democracy:** Democracy, by definition, requires the participation of well-informed citizens. Citizens inform themselves through the media. Their relationship with the media needs to take place in a context of critical thinking. This furthermore requires certain knowledge of how the media works and how media messages are constructed.
- **Empower people in a changing and increasingly complex media landscape:** We are not only passive recipients of media content, but also content creators and media sources, for example through our involvement in social media. Moreover, we increasingly receive news through social media, rather than through traditional channels. This proliferation of sources brings a lot of new information, opportunities and potential innovation but also requires critical thinking and verification tools and awareness of how to manage our personal data and make informed choices about algorithms from digital platforms that accommodate the world to our taste.
- **Challenge radicalisation and hate speech online, and promote fundamental rights:** In a time when each citizen with a mobile connection to social media is a source of news and can contribute to "trending topics", media literacy includes taking up one's civic responsibility of contributing to a culture of inclusive tolerance and respect online and exercising critical thinking in relation to amplifying, debunking or challenging media content.

Actions related to school curricula are excluded from the mapping as they were mapped by the European Media Literacy Education Study (EMEDUS)⁵¹.

Respondent information	
Name:	Leo Van Audenhove & Andy Demeulenaere
Title and Organisation:	iMinds – Mediawijs, the Flemish Knowledge Centre on Media Literacy
Country:	Belgium
Short biography:	Leo Van Audenhove is the director of the Flanders Knowledge for Media Literacy Mediawijs. He is also Professor for International Communication at the Vrije Universiteit Brussel. Andy Demeulenaere is the operational manager of Mediawijs.
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⁵¹ <http://fr.slideshare.net/MediaLearning/ml-2012-the-emedus-european-media-literacy-education-study-by-jose-manuel-perez-tornero>



Section 1 – Background context

Question 1

Please list the main media literacy stakeholders in your country, and identify which sector they belong to (e.g. academia⁵², audiovisual content providers⁵³, online platforms⁵⁴, public authorities⁵⁵, media regulatory authorities, civil society⁵⁶).

Please indicate which stakeholders have a statutory responsibility around media literacy and which stakeholders have a non-statutory interest/engagement in media literacy activities.

Answer 1

Academia

Flanders has 5 universities and multiple third level educational providers. Media literacy is a very wide theme that borders on many disciplines. Giving an overview of all institutions working on aspects related to media literacy is therefore very difficult. We provide an overview of institutions that have a tradition of working on media literacy or that are involved in important projects at the moment. The list is certainly not exhaustive. We keep the description short and also refer to the websites in English.

CEMESO. Culture, Emancipation, Media & Society is a research center at the Vrije Universiteit Brussel. Research at CEMESO is inspired by a critical interest in the role of media and culture in social life. The production, distribution and appropriation of symbolic resources, whether it be in a technological, artistic, material, bodily, didactical or discursive way, make up CEMESO's research field. Media literacy is one of the thematic areas of CEMESO.

⁵² Academic institutions, universities and third level education providers.

⁵³ Audiovisual content providers include broadcasters and on-demand providers (both public service media and commercial media) and content providers for online, games and apps.

⁵⁴ Online platforms includes the owners and operators of online platforms (such as social media websites and search engines).

⁵⁵ Public authorities include government Ministries/departments, local authorities and councils, semi-State organisations, policy-makers.

⁵⁶ Civil society includes foundations, not-for-profit organisations arts and cultural bodies, charities, think-tanks, communities of interest and community networks (sports, health, hobbies, religion).



<http://research.vub.ac.be/cemeso>

CEPEC. Center for Persuasive Communication. Research group of the University of Ghent. Fields of expertise are Marketing Communication, Social Marketing, Consumer Behavior, Corporate Communication, Market Research, Semiotics. CEPEC heads the SBO project on Advertising Literacy AdLit (see further).

<http://www.cepec.ugent.be/home/>

CiTiP. Centre for IT & IP Law. Research group at the Katholic University of Leuven with a focus on research in legal and ethical aspects of IT innovation and intellectual property. In relation to media literacy it has a specialisation in data protection and privacy, media and children rights, cybersecurity, etc.

<https://www.law.kuleuven.be/citip/en>

Digital Games Research Association. Flemish DiGRA chapter. DiGRA is the association for academics (and professionals) who research digital games and associated phenomena.

<http://www.gameonderzoek.be>

Empowering People UCLL. Empowering people is an expertise centre at UC Leuven Limburg. It specialises on societal developments in the area of wellbeing and health care. Socially vulnerable groups form a specific focus within the centre. Expertise on media and ICT use of vulnerable groups.

<https://www.ucll.be/onderzoek/algemene-info/expertisecellen/empowering-people>

K-Point. Inclusion and ICT is the expertise centre on social inclusion from Thomas More. Social inclusion is inherently linked to participation in society, social relations and citizenship. It focusses on vulnerable people and people with disabilities and how ICTs can help improve the lives of these people. K-Point has been involved in different projects on e-inclusion and media literacy.

<http://www.k-point.be>

MICT. Media and ICT. Research group of the University of Ghent. The context and focus of MICT's research is today's digital society & economy, and more



specifically the changes and challenges that are imposed by that environment for each of its stakeholders: industry, policy makers and end-users. Specialised in online use, media literacy, gaming and immersive media, etc.

<http://www.ugent.be/ps/communicatiewetenschappen/en/research/mict/>

mintlab. Meaningful Interactions Lab. from the Catholic University of Leuven strives to perform excellent Human-Computer Interaction (HCI) research from the perspectives of the Social Sciences and the Humanities. It specialises in the domains of media, health, and emerging technologies. Its mission is to design meaningful interactions with technology. Key in our approach is actively involving users in a reflective research and design process.

<http://soc.kuleuven.be/mintlab/blog/>

MIOS. Research group of the University of Antwerp dedicated to the study of individuals' uses of media and ICT, as well as interpersonal relations within organisations and the broader society, to pursue evidence based communication strategies and policy. Specialised in cyberbullying, online social relations, digital gaming, privacy aspects, etc.

<https://www.uantwerpen.be/en/rg/mios/>

SMIT. Studies on Media, Information and Telecommunication is a research centre at the Vrije Universiteit Brussel. SMIT specializes in social scientific research on media and ICT, with an emphasis on innovation, policy and socio-economic questions. SMIT research combines user, policy and business analysis with both quantitative and qualitative research methodologies. SMIT is specialised in privacy issues related to social media, e-inclusion and media literacy practices and policy.

<http://smit.vub.ac.be/About>

Policy Makers / Public Authorities

Flemish Minister of Culture, Media, Youth and Brussels Mr. Sven Gatz and the corresponding Department of Culture, Youth, Sports and Media are responsible for the media, cultural and youth policy in Flanders. Media literacy is central in the Ministers Policy Brief for the current government's term 2014-2019 (Vlaamse Regering, 2014). The first strategic objective of the Policy Brief focusses on the media user in the mobile and digital era. It is translated into two operational objectives on 1) media literacy and 2) access and affordability of media. Two initiatives Mediawijs.be—the Knowledge Centre for



Media Literacy—and Kranten in de Klas—Newspapers in Schools—are specifically mentioned as central in the policy. In relation to media literacy the Policy Brief mentions that media literacy requires collaboration with multiple actors over multiple policy domains such as education, welfare and culture.

<https://cjsm.be>

Flemish Minister of Education and Training Mrs. Hilde Crevits and the corresponding Department of Education and Training are responsible for education and training in Flanders. Media literacy forms an important point of attention in education in Flanders. It is part of the end terms in basic education and of end terms in secondary education (common core). In the Policy Brief of the current government's term 2014-2019 there is reference to both digital and media competences and to media literacy. The Policy Brief states that—together with the Minister of Media—the possibility to invest in media literacy training for teachers will be considered, making use of Massive Open Online Courses (Vlaamse Regering, 2014a). This has been realised in the meantime by the Mediacoach project (see key projects). In Flanders use of ICT in education and ICT skills of teachers and students are assessed on a regular basis. The new ICT-monitor is planned for 2017. In the last and hopefully next monitor media literacy is tested as a small subset of the survey. In the Policy Brief the Flemish Institute for Archiving (VIAA) is specifically mentioned in relation to media literacy. However, VIAAs mandate is largely restricted to education.

<http://onderwijs.vlaanderen.be>

Flemish Parliament / Commission Culture, Youth, Sports and Media. Within the Flemish Parliament the Commission plays an important role in relation to media and media policy in Flanders. The Commission invites organisations to present their work and can question the Minister on its policies and actions. Issues related to media literacy are a regular point of discussion in the Commission.

<https://www.vlaamsparlement.be/commissies/393772>

Strategic Advisory Council for Culture, Youth, Sports and Media (SARC - Strategische AdviesRaad voor Cultuur, Jeugd, Sport en Media). The SARC advises the Department, the Minister and the Flemish Government. It is largely independent, but its secretariat is formally part of the Department. It consists of independent (academic) experts and representatives from civil society (also comprising industry). It is organised in a general council and in sector councils. The sector council on media has on several occasions supported the theme of media literacy. In the new composition of the sector council on media a representative of the field of media literacy will be part of the 19 member council, emphasising the importance of media literacy.

<http://www.cjsm.vlaanderen.be/raadcjsm/index.shtml>



Mediawijs. Flanders Knowledge Centre for Media Literacy.⁵⁷ Mediawijs is a dedicated organization for promoting media literacy in Flanders and Brussels. Mediawijs.be is not a public authority per se. It is a dedicated project within iMinds. The latter being the Flemish innovation and research hub for ICT and media innovation. However, it is fully funded by the Minister of Media with a yearly budget of 600.000 euro. The budget is supplemented by topical financing for specific projects, amongst others by the Ministry of Education. It is independent in its functioning. Mediawijs is an intermediary organization. It has the obligation 1) to stimulate public, private and civil society actors to integrate media literacy in their work, 2) to reach out to the general public by way of its websites, campaigns, etc. in relation to media literacy. It plays an important networking role in relation to media literacy in Flanders. Mediawijs was established in 2013.

<https://mediawijs.be>

Cultuurconnect. Cultuurconnect is a new government funded intermediary organization with special attention to the digital challenges of local cultural policy. Cultuurconnect integrates two established organizations being Locus—the support network for local cultural policy—and BiBnet—the organization for the digital support of libraries in Flanders. Cultuurconnect still works in the area of local libraries, local cultural and community centers. Its new tagline is: ‘We stimulate and support local cultural policy by way of strengthening people and communities in the digital society’. According to the organization the local level is an excellent living lab for research and experimentation with a focus on digital innovation in cultural practices. The activities of Cultuurconnect is close to the concept of media literacy. They take part in the Mediacoach training, the Digital Week, the white paper on E-inclusion in Flanders and actively stimulate the connection between libraries and schools.

<http://www.cultuurconnect.be>

Vlaams Instituut voor Archivering (VIAA – Flemish Institute for Archiving). VIAA is a government funded organization responsible for the digital archiving of audiovisual material in Flanders. The main tasks of VIAA are to 1) digitalise, 2) archive, and 3) interact. At the moment VIAA’s flagship project in relation to media literacy is Het Archief (the Archive) which encloses AV archived content from Flemish broadcasters for use in education, schools and research. This falls out of the scope of this report. However, if VIAA would be able to open its archives for the general public—as it has partially done on the first World War—it could play an important role in media literacy in collaboration with other partners.

<http://onderwijs.hetarchief.be> - <http://hetarchief.be>

⁵⁷ Statutory responsibility



Media Regulatory Authorities

The Flemish Media Regulator (VRM - Vlaamse Regulator voor de Media). The VRM controls the compliance with Flemish media regulation and can impose sanctions on media actors in violation of the regulation. It also supervises the implementation of the Management Contract with the public broadcaster VRT. The VRM does not—like in some other countries—play an operational role in media literacy. Its role is therefore limited when it comes to media literacy. Of course, many of the regulations it oversees on advertising, product placement, etc. do have a relation with media literacy.

<http://www.vlaamseregulatormedia.be/nl>

The Commission for the Protection of Privacy. The Privacy Commission is a government institution at the Belgian Federal level as privacy is a national matter. Its goal is to safeguard a balance between the right to privacy and other fundamental rights. It is an independent body supervising the processing of personal data. The Privacy Commission's role is mainly to formulate opinions, to give authorisations to use certain data and to formulate recommendations in relation to privacy issues. Its role in engaging directly with the public is limited. However, it does produce some folders and information on themes related to privacy. Its flagship program is a website jongeren.ikbeslis.be (I decide) for the privacy protection of kids/youth online. It has also produced a booklet *Mediawijs!? Jong en bewust op Internet* (Media Literate. Young and using the internet consciously) for use by youth and schools. The Privacy Commission collaborates in the *Website for (Grand)Parents* we describe as a flagship project later.

<https://www.privacycommission.be>

Audiovisual & News Content Providers

The Flemish Public Broadcaster (VRT - Vlaamse Radio en Televisie). The VRT is Flanders public broadcaster. It has 2 TV channels, 5 radio channels, and several websites of which one popular news website www.deredactie.be. Flemish' public broadcaster VRT is very popular attaining market shares of about 40% for television and 60% for radio. Media literacy was inscribed in the Management Contract 2012-16 (Beheersovereenkomst) between the Flemish Government and the VRT. This contract is binding and sets out the mission, goals and indicators the public broadcaster has to achieve. In relation to media



literacy it stipulates that the VRT should: 1) Contribute to a democratic and conscious attitude of its viewers by way of independent information about media and by way of inclusive general programming, learning citizens to engage more critically and consciously with media; 2) Inform citizens in its general programming about the possibilities and the dangers of media applications (e.g. social media, gaming...) and aspects of media use (e.g. privacy); 3) Develop a specific and adapted program offer for kids, youngsters and digital immigrants to acquaint them with (new) media applications; 4) Actively work together with other stakeholders to support media literacy. The VRT attempts to integrate media literacy into its programming, with specific attention to its children's programming. The fact that media literacy is part of its remit makes collaboration with other partners easier. The VRT tends to be open for collaboration on media literacy with other public authorities and civil society partners. In 2014 the VRT launched the interactive exhibit R100 for the commemoration of the 100th anniversary of the first transmitted radio programme from the Royal Palace in Laken. The exhibit is still accessible to groups at the regional offices of VRT in Leuven and is one of the most engaging, modern and interactive experiences in the field of media literacy in Flanders.

<http://www.vrt.be>

MediaNet Vlaanderen. MediaNet Vlaanderen is a network organization representing private companies active in the media. It functions as a knowledge hub that supports, informs and organises training and education for its members. It aims at innovation in the sector via networking and cooperation. MediaNet Vlaanderen does not have a mandate in relation to media literacy. However, it is represented in the Steering Committee of Mediawijs and has been open for collaboration in relation to media literacy in the past few years.

<http://www.medianetvlaanderen.be>

De Vlaamse Nieuwsmedia (The Flemish News Media) is an association representing news media companies. The Vlaamse Nieuwsmedia have their own programme for media literacy called Kranten in de Klas (Kik-Newspapers in the classroom). This is a successful program with a focus on the educational sector and therefore outside of the scope of this report. It is however interesting to note that the current Minister of Media has asked to broaden the scope of the project to News in the Classroom, stepping away from the narrow focus of news in classical newspapers.

<https://www.vlaamsenieuwsmedia.be>

<https://www.krantenindeklas.be>

Journalist Associations



Flanders has a vibrant journalistic field and different associations are active and represent the journalists. The Vlaamse Vereniging Van Journalisten (Flemish Association of Journalists) represents professional journalists, the Vlaamse Journalistenvereniging (Flemish Journalistassociation) represents part-time journalists, Fonds Pascal Decroos stimulates investigative journalism and, the Raad voor Journalistiek (Council for Journalism) is an independent organization for self-regulation of the news media. It is safe to say that these organizations are currently not very actively engaged in the field of media literacy.

<http://www.journalist.be>

<http://vjv.vlaanderen>

<http://fondspascaldecroos.org>

<http://www.rvdj.be>

Civil Society

Mediaraven vzw. Mediaraven is the main youth organisation working on media literacy in Flanders. Its aim is to grab the opportunities of digital media with children, young people and the people who educate them. They organise workshops and camps with tablets, on computers, with camera's, with robots ... for children, have different initiatives for making media for young people, train youth workers, teachers and other educators, host online databases for sharing information for youth workers and provide services and support for media activities and digital communication for nonprofit and governmental organisations. Every two years they organise the Apestaartjaren survey, that has been mapping the use of digital media by children and young people in Flanders since 2008. For this they work together with LINC and the research group MICT at UGent. Mediaraven is also one of the organisers of the Mediacoach training and one of the founding partners of Mediawijs.

<https://www.mediaraven.be>

LINC vzw. LINC is an organisation for lifelong learning that focuses on literacy for underprivileged groups. The traditional part of their activities has everything to do with getting underprivileged parents to read books to or with their children. In 2005 LINC was instrumental in setting up the VSNG, the Flemish Network for New Literacy which focused on e-inclusion. Together with the partners in that network LINC set up the Digital Week in 2006, in which



public computer rooms, libraries and organisations working with underprivileged people organise digital activities in the whole of Flanders. In 2016 the Digital Week is spreading its wings, with co-organisers Cultuurconnect and Mediawijs, to encompass cultural actors, the creative dimensions of digital media and media literacy. LINC initiated the Mediacoach training in 2012, together with Mediaraven, Cultuurconnect and the department for teacher training of UCLL. This 10 day course for teachers, librarians and youth workers is the main media literacy training scheme in Flanders. Mediawijs turned the theoretical parts of the course in an online module in 2015 (mediacoach.mediawijs.be) and from 2016 on Mediawijs will coordinate the training together with the partners. LINC is also a partner in the Apestaartjaren research by Mediaraven and the main partner for Mediawijs in the development of medianest.be. From 2015 onwards LINC is looking for ways to bring together their activities on classical literacy and digital literacy in one more unified line of work.

<http://www.linc-vzw.be>

Digidak / SPK vzw. Digidak is a project of SPK vzw (Strategic Projects Association for the Kempen) that delivers support, training and volunteer programs for public computer rooms, mainly in the provinces of Antwerp and Limburg. Digidak started as a local project in 2003 and grew into an intercommunal programma. Local communities have a services agreement with Digidak to support their local and small scale public computer rooms. Digidak's aim is to provide a low threshold to bring people - especially from underprivileged groups - and let them get to know the possibilities of digital media. Digidak has been of great influence in the e-inclusion scene in Flanders. They were one of the main partners in the Wie-online project, which supports organisations for people who live in poverty to set up public computer rooms, together with Digipolis Gent, Maks vzw in Brussels, BLM in Limburg, LINC and Leerpunt Zuid-Oost-Vlaanderen.

<http://www.digidak.be>

Link in de Kabel vzw. Link in de Kabel focuses on the driving force of digital media to empower young people. Since 2005 they build bridges to shift the accent from access to to handling digital media. Has a twofold activity. On the one hand they regionally support several youth welfare institutions in how to implement or tackle digital media in their work with young people. On the other hand they provide access, training and projects to underprivileged young people in Leuven, which they try to scale to a regional level. Recent projects include Breedbeeld, a multimedia cooperation between an artist and underprivileged young people, and Sorrybox, an online tool to work on restorative competences with underprivileged young people.

<http://www.lidk.be>

Tonuso vzw. Tonuso vzw is a group of youth care facilities in Brussels. In 2010 they concluded the European INCLUSO project with a conference. INCLUSO was a collaboration between 7 European partners to organise 4 local pilot projects that aimed to facilitate the social inclusion of marginalized youth with



ICT and social software tools and evaluate this scientifically. For the project lead at Tonuso, Jo Vanhecke, this led to the build up of a broad expertise on working with ICT, social media and underprivileged young people in youth care and youth welfare. Jo has been spreading his expertise on online youth care and media literacy since then in a whole range of projects mainly focusing on the digital and media literacy skills of youth welfare and care workers, including partners at the colleges of UCLL - Genk, Thomas More - Kempen and Artevelde Gent.

<http://www.tonuso.be>

Stampmedia / Chips vzw. Chips vzw is a youth media organisation in Antwerp and Genk. Their main project is Stampmedia, a youth led press agency with young people being trained in their spare time to become young journalists and voluntarily joining in in the Stampmedia editorial board. Stampmedia has a deep investment in diversity and aims to bring together privileged and underprivileged youth, from Flemish and from migrant backgrounds. Stampmedia works together with Mediawijs in 2016 to foster a dialogue between young urban people with a migrant background and professional media makers to talk about their representation in the media.

<http://www.stampmedia.be>

REC / Ethercentrum vzw. REC is a youth organisation that focuses on the professionalisation of young people wanting to be a digital storyteller. In 2005 REC sprouted out of a local student radio station in Ghent into the Flemish youth organisation - Ethercentrum vzw - that promoted making radio with children and young people. For several years they organised radio workshops for children and for local youth radio initiatives. They brought together these local initiatives in a network of medialabs and experimented with cross medial evolution. In 2016 REC reinvented itself from focusing on radio to focusing on digital storytelling. Two of their main initiatives are Chase and REC.Academy. Chase is a community of young urban storytellers that bring inspiring city tales in blogposts, interviews, short form and interactive video's, livestreams ... The REC.academy is a training programme for young digital storytellers, that has now evolved in two post-graduate courses together with two colleges.

<http://www.rec.be>

Child Focus. Child Focus is the Belgian Foundation for Missing and Sexually Abused Children. 24/7 the organisation goes to all lengths to find missing children and fight their offline and online abuse. Since 2002 Child Focus started a hotline, a helpline and the development of prevention material on online risks as the Safer Internet Centre for Belgium funded by the Safer Internet Programme of the European Commission. For several years one of the main focuses within this project was cyberbullying. Child Focus trained the volunteers of the League of Families (Gezinsbond vzw) to give workshops to parents. In recent years Child Focus focused more on abuse (sextortion, child pornography ...) Since 2012 at the European level there has been a shift from a 'Safer internet' towards a 'Better internet'. In 2015 Child Focus, CERT, Média Animation asbl, CSEM and Mediawijs started investigating the possibility to work as



the Belgian Better Internet Consortium within this framework.

<http://www.childfocus.be>

Gezinsbond vzw. De Gezinsbond is a large association in Flanders with ‘families with children’ as members. Online safety has been a theme that they have been trying to create awareness about with parents for some years. They run the website veiligonline.be and provide workshops for school parent associations. The workshops are given by volunteers, professionally trained by Child Focus.

<https://www.gezinsbond.be>

JEF. By 2017 the organisations Jekino distribution, Jekino Education, Jeugdfilmfestival and Lessen in het Donker will be fused into one, currently called JEF. This means that one big organisation will arise from a fragmented film education landscape. At this moment Jeugdfilmfestival organises a yearly children’s movie festival in Antwerp, Ghent, Bruges and Kortrijk. It is accompanied by Bedfilmpret, a parallel long distance movie festival for children in hospital. Jekino Distribution provides quality children’s movies to cinema’s, organisations, schools and cultural centres. Jekino Education provides workshops and educational materials. With Making Movies every year they organise a movie festival with films made by children between 6 and 12 years old. Jekino was also a partner for CANON Cultuurcel in the production of materials for visual literacy in the classroom under the name ‘Ingebeeld’. Lessen in het donker organises film showings for schools in cinema’s all over Flanders, accompanied by educational packages for the teachers.

Centrum voor Beeldexpressie. The Centre for Visual Expression is the official umbrella organisation for amateur artists in photography, filmmaking and multimedia. It supports both local clubs and individual artists. The Centre provides advice, information and documentation, training, workshops and exhibitions. It also aims to promote these disciplines to the general public. The organisation is also trying to foster projects that attract young people to an ageing landscape of clubs.

<http://www.beeldexpressie.be>

Kif Kif. Kif Kif is an intercultural movement that fights for equality and against racism. For this purpose they have put a big emphasis on getting people who are targeted by racism to voice their opinions and experiences through citizen media and storytelling and on critically reporting on the way the professional media show bias in their reporting. Recently they developed a workshop with School Zonder Racisme (School Without Racism) for school about Media and Representation (Media en Beeldvorming).



<http://www.kifkif.be>

De Ambrassade vzw. De Ambrassade is the support and umbrella organisation for the Flemish Youth Council, the Flemish Youth Work sector and for Youth Information. Youth information is a field that has been organised in Europe for over 30 years, providing neutral information and counselling to young people for all life decisions. Youth information is undeniably linked to media literacy, because on the one hand media literacy is a skill that is paramount to finding and evaluating good information, and on the other hand information on using media in a good way for young people is a topic within youth information. De Ambrassade provides de Jongerengids on paper for 11-12 year olds, and on jongerengids.be/trusty.be for 13 and up. They also provide specific brochures for 16+ on all kind of topics. They award a label for trustworthy youth information organisations, Trusty, and host the Commission for Youth Information with all regional youth information actors in Flanders.

<https://ambrassade.be>

Question 2

What kind of networks do the media literacy stakeholders in your country engage with?

Please describe these networks and include how these networks function, who manages the networks and whether they operate at a local, national, European or International level.

Answer 2

Vlaams Steunpunt voor Nieuwe Geletterdheid. (VSNG – Flemish Network for New Literacy) was established in 2005 and represented organizations that work in the area of e-inclusion. Its main aim was to become a knowledge centre for e-inclusion. Its subsequent aims were to 1) map and gather existing initiatives in Flanders, 2) function as a platform for joint initiatives and actions, 3) function as a point of interaction with government. Its members were libraries, training initiatives, research centres, private companies, etc. who have a stake in the e-inclusion field. The VSNG played an important role in putting the issue of e-inclusion on the political agenda in Belgium and Flanders. It also played an important role in supporting the establishment of



Mediawijs. VSNG was renamed as the e-Inclusieplatform in 2014. It had 14 members at local, regional and national level. Since then it has stopped all activity and the members became part of the Platform for Social, Cultural and Welfare organisations.

Mediawijs. Mediawijs is the central organization for the promotion of media literacy in Flanders and hosts different network platforms for media literacy stakeholders in Flanders. The organization of network platforms is an explicit objective and is part of the agreement with the government. The network platforms of Mediawijs are organised by sector in

- The network platform for practitioners from social, cultural and welfare organisations
- The network platform for formal education together with the VLOR, the Flemish Council for Formal Education,
- The network platform for researchers
- The network platform for the media sector

Mediawijs organises between one and three meetings a year per platform. To provide interaction between sectors Mediawijs aims to bring them together in one or two umbrella platform meetings, where there is a hard emphasis on participation in the planning and priorities of Mediawijs itself

Representatives of each platform are elected or appointed to the steering committee of Mediawijs.

The Network for e-inclusion for local authorities. Digipolis Gent organises a network for city and community authorities in Flanders that are invested in e-inclusion. This network was started in 2015 and is slowly growing.

The Commission for Youth Information The actors involved in the field of youth information and counselling are brought together by De Ambrassade, the support and umbrella organisation for the Flemish Youth Council, the Flemish Youth Work sector and Youth Information. The members of the commission

B-BICO: the Belgian Better Internet Consortium. Since 2015 Child Focus has been working together with Mediawijs, CERT (federal Cyber Emergency Response Team), CSEM (French Community Conseil Supérieur de l'Éducation aux Médias) and Média Animation asbl (French Community resource centre for media literacy education) within the framework of the Safer Internet Centre for Belgium to start and expand a Belgian Better Internet Consortium in 2016.



Professional networks for local cultural workers. Both Cultuurconnect (the support organisation for local cultural and community centres and libraries) and VVBAD (the professional association for librarians and documentalists) organise network meetings for local librarians and cultural workers at a Flemish level. Cultuurconnect for example has hosted network meetings for librarians that invest in the ties with schools and meetings for the people responsible for youth programming in local cultural centres. Media literacy was one of the subjects in these meetings.

MEDEA : MEDIA & LEARNING ivzw. The Media & Learning Association is an international, not-for-profit association to promote and stimulate the use of media as a way to enhance innovation and creativity in teaching and learning across all levels of education in Europe. Since the start of 2015, the Media & Learning Association has taken over the management of the annual Media & Learning Conference which is organised in collaboration with the Flemish Ministry of Education and Training and the European Commission and takes place in Brussels or Flanders. With the high involvement of the Flemish Ministry of Education and Training the conference also reaches some Flemish participants. Mediawijs is also a Flemish member.

The association is also responsible for the organisation of the annual MEDEA Awards and other related projects and initiatives including the organisation of workshops, information events and the publication of the monthly Media & Learning Newsletter.

Telecentre Europe. Telecentre Europe is a European non-for-profit organisation (NGO) and a member based association with a central office in Brussels, Belgium. They represent publicly funded telecentres/telecentre networks, ICT learning centres, adult education centres and libraries across Europe where children and adults can access the Internet, learn the latest digital skills and keep up to date with technology and community developments.

They coordinate a number of projects, programmes and campaigns that empower people through ICT by finding new paths to employment, community life, relevant information and staying in touch with friends and family. Their members and partners believe that Information and Communication technology has an enormous potential to combat social exclusion and poverty.

Several Flemish e-inclusion organisations are active members of Telecentre Europe and participate in their European projects.

Insafe and INHOPE. The Safer Internet Centres (SICs) across Europe – typically comprising an awareness centre, helpline, hotline and youth panel - work together in the Insafe and INHOPE networks. For Belgium it is mainly Child Focus that participates in these networks, although other organisations do occasionally attend the yearly Safer Internet Forum.



No Hate Speech Platform Flanders. The No Hate Speech Movement is a youth campaign for online human rights by the Council of Europe. The campaign acknowledges the many opportunities of the internet and social media to inform, communicate, amuse and create. To fully enjoy these opportunities we have to be able to arm ourselves against abuse of or through the internet, like cyberhate and cyberbullying. Just as several other online risks they can cause a lot of damage and they infringe on democracy and human rights.

The campaign started in 2012 and was extended in 2015 by the Committee of Ministers of the Council of Europe until 2017 to combat the rising polarisation (for instance in the frame of extremist violence and racist reactions on the arrival of fugitives) in our European context. The campaign therefore widened its focus to offline hate speech, as well as online hate speech. Moreover the campaign wishes to cut through the boundaries of youth work and to call upon all young people and all their educators to realise more intercultural contact and equal opportunities and diminish hate speech in all its forms.

A campaign by the Council of Europe can only be successful if people and organisations in every member state and in every region take up the challenge and support the campaign locally and regionally. In 2014 the Flemish Minister of Youth supported the campaign by funding a project of Jong & Van Zin vzw, Tumult vzw, Mediaraven vzw and Groep Intro. He also supported several projects aimed at enhancing tolerance and against homophobia.

In 2016 Mediawijs took up the challenge in Flanders and form a renewed No Hate Speech Platform Flanders and has already established a new steering committee and an action plan and has started recruiting organisations to join in the No Hate Speech campaign. As the regional coordinator, Mediawijs will also join the 'National coordinators meetings' at the European level.

EU Media Literacy Expert Group. The Media Literacy Expert Group (MLEG) is organised yearly by the European Commission and invites experts nominated by member States, candidate countries, EEA countries, European associations and Foundations active in the field of media literacy and International organisations (Council of Europe, UNESCO). For Flanders the Ministry of Media and Mediawijs attend.



Section 2 – The overview

Question 3

Using the grid below, please identify the 20 most significant media literacy projects which have been delivered in your country since 2010.

Please select the most appropriate category for the project type, the sectors responsible for the projects, the type of media literacy skills that were addressed in the project, as well as the reason of significance:

Project types	Sectors	Media literacy skills	Reason for significance
Research ⁵⁸	Academia ⁶⁵	Creativity ⁷¹	The size of the target audience
Resources ⁵⁹	Audiovisual content provider ⁶⁶	Critical thinking ⁷²	The total budget or cost of the project
Campaigns ⁶⁰	Public authorities ⁶⁷	Intercultural dialogue ⁷³	The success of the project (outcomes / impact compared to objectives)
Provision of Funding ⁶¹	Media regulatory authorities	Media use ⁷⁴	The level of public awareness of the project
Networking platforms ⁶²	Online platforms ⁶⁸	Participation and interaction ⁷⁵	The level of engagement by the target audience
Policy Development ⁶³	Civil society ⁶⁹	Other	Other
End-user engagement ⁶⁴	Cross-sector collaboration ⁷⁰		
Other	Other		

⁵⁸ Significant qualitative or quantitative research on any aspect of media literacy which has been published and/or is widely used by the media literacy practitioners.

⁵⁹ Resources include all the themed output related to a single media literacy initiative. It could include TV, and/or content published online, including information leaflets, video, audio, lesson plans, curriculum modules, websites etc.

⁶⁰ Campaigns usually combine awareness-raising with a desired behaviour change. A Campaign will usually have a specific 'call to action' e.g. 'Don't share too much online' or 'Know how to check the truthfulness of online information'. Campaigns can be multi-stakeholder campaigns such as Safer Internet Day or cross-platform campaigns and can include promotion across TV/radio/online and/or other forms of public engagement.

⁶¹ Including the provision of funding for media literacy activities delivered by third parties. Funding may be provided via grants, open competition and invitations to tender.

⁶² Including conferences, seminars, meetings, online and offline forums, newsletters, databases.

⁶³ Including consultations, published reports and recommendations.

⁶⁴ End-user engagement includes grass-roots projects that provide support and information to end-users via face to face contact, phone contact or online contact.

⁶⁵ Including Academic institutions, universities and third level education providers

⁶⁶ Including broadcasters and on-demand providers (both public service media and commercial media) and content providers for online, games and apps.

⁶⁷ Including government Ministries/departments, local authorities and councils, semi-State organisations, policy-makers.



Please classify the projects using either 'N' for National or 'R' for Regional, and their level of significance using a scale of 1 to 3, where 1 is most significant and 3 is least significant.

	Project Name	Project Type	Sector	Media Literacy skills	National or Regional	Years	Reason for significance	Level of significance (1 – 3)
1	VSNG http://www.linc-vzw.be/projecten/vsng	Networking platforms	Civil Society	Media Use, Participation and interaction	National ⁷⁶	2005-2014	The success of the project Flemish network for e-inclusion. Has been instrumental in putting e-inclusion and media literacy on the political agenda and in establishment of Mediawijs, the Flemish Knowledge Centre for Media Literacy.	1
2	Conceptnota Mediawijsheid http://www.ond.	Policy Development	Public Authorities	All Categories	National	2012	The success of the project The Concept Nota was developed by two ministers under the	1

⁶⁸ Including the owners and operators of online platforms (such as social media websites and search engines).

⁶⁹ Including foundations, not-for-profit organisations arts and cultural bodies, charities, think-tanks, communities of interest and community networks (sports, health, hobbies, religion).

⁷⁰ Including projects involving a number of key stakeholders from different sectors. As an example, the model that Safer Internet Day is based on could be considered a cross-sector collaboration project.

⁷¹ Creating, building and generating media content.

⁷² Critical thinking skills such as: understanding how the media industry works and how media messages are constructed; questioning the motivations of content producers in order to make informed choices about content selection and use; recognising different types of media content and evaluating content for truthfulness, reliability and value for money; recognising and managing online security and safety risks.

⁷³ Such as challenging radicalisation and hate speech.

⁷⁴ The ability to search, find and navigate and use media content and services.

⁷⁵ Interaction, engagement and participation in the economic, social, creative, cultural aspects of society through the media and promoting democratic participation and fundamental rights.

⁷⁶ We use national here for projects which focus on all Dutch speaking population in Flanders and Brussels.



	vlaanderen.be/ict/beleid/conceptnota-mediawijsheid.pdf						former government. It sets out Flemish policy in relation to media literacy and directly led to the establishment of Mediawijs the Flemish Knowledge Centre for Media Literacy	
3	VRT <i>Management Contract</i> http://www.vrt.be/en	Policy Development	Audi-visual Content Providers	All Categories	National	2012-15 and 2016-2020	The success of the project The management contract between the Flemish Government and the public broadcaster VRT obliges the latter to actively focus on media literacy. The result of this in terms of programming, content and access of civil society to VRT is considerable.	1
4	Policy Brief Minister of Media 2014-19 http://www.vlaanderen.be/nl/publicaties/detail/beleidsnota-2014-2019-media	Policy Development	Public Authorities	All Categories	National	2014	The success of the project The new policy brief reconfirms the government's interest and support in media literacy. In the policy brief the emphasis is placed on the role of private players in	1



							promoting media literacy.	
5	Mediawijs https://mediawijs.be	Resources	Cross-sector collaboration	All Categories	National	2013-	Total Budget. Success of the Project. In 2013 the Knowledge Center for Media Literacy Mediawijs was established. In the period 2013-14 Mediawijs had a budget of 450.000 euro yearly. In the period 2015-2017 it has a budget of 600.000 euro. 120.000 euro is yearly reserved for dedicated project with external partners.	1
6	Mediawijs Online. Jongeren en Sociale Media http://www.lannoo.be/mediawijs-online	Resources	Cross sector	Critical Thinking/Media Use/Participation and Interaction	National	2014	Success of the project. The book by Joris van Ouytsel & Michel Walrave was Developed in the framework of and funded by Mediawijs. The book has been distributed to all schools by the Department of Education and is a resource for schools and teachers.	1
7	MediaNest	Resources	Cross sector	Critical Thinking/Media	National	2016	Size of the target audience. MediaNest is	1



	https://mediawijs.be			Use/Creativity/Participation and Interaction			a website in the making supporting (grand)parents in the media and gaming use of kids and youth. It is being developed by a consortium of over 20 partners. It builds on and integrates Flemish knowledge and initiatives in relation to kids media literacy, with a special focus on cyberbullying and gaming.	
8	Mediacoach https://mediacoach.mediawijs.be/user/login	Resources	Cross sector	All Categories	National	2012-	<p>The success of the project</p> <p>The level of engagement by the target audience</p> <p>Mediacoach trains teachers, youth workers, etc. in issues of media literacy. It is supported by the MOOC platform of mediawijs. The Mediacoach training has been sold out every edition and achieves a high level of engagement with its</p>	1



							participants, even after their participation.	
9	Digitale Week http://www.digitaleweek.be	Campaign	Cross-sector collaboration	Media Use/Participation and interaction	National	2006-16	Success of the project. Size of target audience. De Digitale Week is a week full of multimedia activity throughout Belgium. A high number of local organizations organize small and medium events around multimedia, e-inclusion and media literacy.	1
10	Safer Internet Center	Resources	Cross sector	Critical thinking Media use Participation and interaction	National	2002-	Success of the project The Belgian Safer Internet Centre has helped put the theme of internet safety and media literacy on the agenda and has provided a large expertise on cyberbullying in Flanders.	1
11	VIAA http://viaa.be	Resources	Public Authorities	Creativity/Critical Thinking/Participation and Interaction	National	2015	Success of the project. Size of target audience. VIAA is the organization responsible for digitizing and archiving Flanders AV material. Its main	1



							public focus in on opening archived content for use in schools and education through its website Het Archief. As part of the commemoration of the Great War it has in collaboration with other partners digitalise, and archived newspapers and photos from 1914-18. This material is accessible for the general public through a dedicated website.	
12	Medialabs http://www.radiocentrum.be/#!medialabs/cac7	End-user engagement	Civil Society	Creativity, Media Use	Regional		The level of engagement. On 9 locations throughout Flanders youth can work on radio, video, photo and texts guided by professionals from the field. Participants get access to professional equipment to create their own media stories.	1
13	Apestaartjaren https://www.apestaartjaren.be	Research	Civil Society	Media use	National	2006-	Success of the project. Apestaartjaren measures Internet, mobile, (social)media	1



							use of youngsters in Flanders. Results are presented every two years at a conference.	
14	Vet op het net (Ketnet) https://www.ketnet.be/vet-op-het-net	Campaign	Audiovisual content provider	Critical thinking	National	2016	Size of target audience. Ketnet is the youth channel of the public broadcaster VRT. Ketnet has a campaign on media use which is broadcasted on the channel and supported on its website. Small appealing video fragments inform kids and youngsters about internet safety, social media use, etc.	1
15	Wie-online http://wie-online.be	End-user engagement	Civil Society	Media use	Regional		Level of engagement. Wie Online—in collaboration with poverty organisations organises local access facilities to computers and new media, where users can learn to work with computers and media. Visitors are supported by volunteer workers.	1



16	EMSOC (User Empowerment in a Social Media Culture) http://emsoc.be	Research	ACross-Sector Collaboration	Critical Thinking/Media Use	National	12/2010-11/2014	Total Budget/Level of public awareness/Success of project. EMSOC is an SBO project (Strategic Basic Research) with a high level of societal valorisation of the outcomes. Research results are taken up by stakeholders and translated into services, campaigns, policy, etc. Due to the size of SBOs they tend to have a high visibility and impact. EMSOC focussed on User Aspects of social media. It developed research and insights in relation to inclusion, literacy and privacy. The project indirectly contributed to the Case of the Belgian Privacy Commission against Facebook	1
17	SPION (Security and Privacy in Online Social Networks)	Research/	Cross-Sector Collaboration	Critical Thinking/Media Use	National	1/2011-12/2014	Total Budget/Level of public awareness/Success of project. SPION is an SBO project (Strategic Basic	1



	http://www.spion.me						Research) with a high level of societal valorisation of the outcomes. Due to the size of SBOs they tend to have a high visibility and impact. The project focussed on the development of solutions that facilitate better decision making with respect to the target groups' privacy and security concerns, to mitigate the risks, threats and concerns that are currently manifest in this domain, and, most importantly, create educational tools to raise the awareness of privacy-issues with youngsters. The project indirectly contributed to the Case of the Belgian Privacy Commission against Facebook.	
18	AdLit (Studying minors' advertising literature)	Research/	Cross-Sector Collaboration	Critical Thinking/Media Use	National	9/2014-8/2018	Total Budget/Level of public awareness/Success of project. AdLit is an SBO project (Strategic Basic	1



	http://www.adlit.be/english						Research) with a high level of societal valorisation of the outcomes. Due to the size of SBOs they tend to have a high visibility and impact. The main goal of the AdLit project is to investigate how we can empower children and youth to cope with advertising, so that they can grow up to be critical, informed consumers who make their own conscious choices in today's new media environment.	
19	AMiCA (Automatic Monitoring for Cyberspace Applications) http://www.amicaproject.be	Research/	Cross-Sector Collaboration	Critical Thinking/Media Use	National	1/2013-12/2016	Total Budget/Level of public awareness/Success of project. AMiCA is an SBO project (Strategic Basic Research) with a high level of societal valorisation of the outcomes. Due to the size of SBOs they tend to have a high visibility and impact. The aim of AMiCA is to identify possibly threatening	1



							situations on social networks by means of text and image analysis. The goal includes ensuring the online safety of children. There are three critical situations at the centre of the research: 1) cyberbullying, 2) sexually transgressive behavior, and 3) depression and suicidal behavior.	
20	Friendly Attac (Adaptive Technological Tools Against Cyberbullying) http://www.friendlyattac.be/en/	Research/	Cross-Sector Collaboration	Critical Thinking/Media Use	National	2012:2016	Total Budget/Level of public awareness/Success of project. Friendly Attac is an SBO project (Strategic Basic Research) with a high level of societal valorisation of the outcomes. Due to the size of SBOs they tend to have a high visibility and impact. The main aim of the project is to investigate how ICT-related tools can be effectively used in health interventions	1



							with regard to cyberbullying amongst youngsters.	
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Section 3 – Project summaries

Question 4

From the projects you have highlighted in Question 3, please describe the five most significant⁷⁷ media literacy projects that have taken place in your country since 2010.

Please use a separate form for each project. See the sample answer for help.

⁷⁷ Significant can relate to:

- a) the size of the target audience and/or the reach of the project,
- b) the total budget or cost of the project
- c) the final outcomes / impact of the project
- d) the level of public awareness of the project
- e) the level of engagement by the target audience.



Answer 4 – Project 1

A. **PROJECT NAME:** De Digitale Week – The Digital Week

B. **CATEGORY AND DESCRIPTION OF PROJECT:**

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an 'X':

Research	
Resources	
Campaign	X
Provision of Funding	
Networking Platforms	
Policy Development	
End-user engagement	
Other	

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

De Digitale Week is a week full of multimedia activity throughout Belgium. A high number of local organizations organize small and medium events around multimedia, e-inclusion and media literacy. On the Flemish side the geographic scope is Flanders and Brussels. However, there is a French speaking counterpart initiative *La Semaine Numérique*, with which there is a rather loose co-ordination. The aim of the week is to attract and involve a high number of people in digital initiatives of all sorts. Apart from the local initiatives, the week boosts a large centralised campaign around a certain topic and workshops and a central conference on aspects of e-inclusion. Although *De Digitale Week* started as a movement related to digital exclusion and e-inclusion, it has thematically broadened and now also involves aspects of media literacy in relation to digital media.



The central long term goal of *De Digitale Week* is to 'build an inclusive and creative digital society'. The aim is to guide the public towards educational initiatives in relation to digital media at the local level. The underlying aim is to increase the qualitative use of Internet and computers in large parts of the population. Organizations involved at local level are non-for profit organizations, public libraries, cities and communes. It involves the cultural sector with local cultural centres, etc., the welfare sector, with neighbourhood initiatives, public centres for social welfare, etc. education and employment, with education, vocational training colleges and universities, the youth sector, with youth house, etc. the ICT sector, ... The organization of the events is the responsibility of the local organization, however it is supported in terms of marketing and one-on-one advice at the central level. By way of organizing a national conference and workshops *De Digitale Week* keeps the topic of e-inclusion on the agenda of policy makers at national, regional and local level. At these conferences *De Digitale Week* often engages with the research community who works on these topics.

De Digitale Week has been successful in different ways. It is organized for 10 years now and has kept the issue of digital media, digital use and digital inclusion on the political agenda. It has succeeded in rallying a larger group of organizations around a central goal and has succeeded in stimulating local organizations to take up a role in the digital space.

C. GEOGRAPHICAL REACH

Please indicate whether the project was of National or Regional significance.

The geographic focus of this project is Flanders and Brussels (Dutch speaking population).

D. TIMEFRAME AND BUDGET

Please include the duration of the project, the dates and, where possible, the annual and total budget and related sources of financing.

De Digitale Week has been organised on a yearly basis since 2006. It runs for one week, until 2015 in March/April, but in 2016 it is organised from the 8th until the 16th of October. The national budget consists of time spent by the staff of the coordinating organisations LINC vzw, Cultuurconnect and Mediawijs, which in 2016 roughly amounts to 2FTE and a communication budget, for 2016 around 40.000 euro. These three organisations are funded by the Ministry of Culture, Youth, Sports and Media, and the budget comes from their structural means. Most activities are however local, and the budget for those is part of the local actor's means.



E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

Please indicate the type of media literacy skills or capacities that were addressed in the project. For example:

- Media use:
 - The ability to search, find and navigate and use media content and services.
- Critical thinking skills such as:
 - Understanding how the media industry works and how media messages are constructed.
 - Questioning the motivations of content producers in order to make informed choices about content selection and use.
 - Recognising different types of media content and evaluating content for truthfulness, reliability and value for money.
 - Recognising and managing online security and safety risks.
- Creative skills such as:
 - Creating, building and generating media content.
- Participation and engagement skills such as:
 - Interaction, engagement and participation in the economic, social and cultural aspects of society through the media.
 - Promoting democratic participation and fundamental rights.
- Intercultural dialogue skills such as:
 - Including challenging radicalisation and hate speech online.

Seen the diversity of initiatives the outcomes of the projects are diverse and often scattered. It mainly contributes to digital media use and digital media skills development, media awareness, critical thinking, and creative use of digital media. As indicated the *Digitale Week* plays an important role in raising awareness.

F. STAKEHOLDERS:

Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.

A large amount of local players and initiatives participate in the *Digitale Week*. Without this broad base of involvement the project would not function. A



couple of organizations play a more central role. LINC vzw has always been central in the organization of the *Digitale Week*. More recently Cultuurconnect and Mediawijs.be are starting to play a more important role.

LINC vzw (Non-for Profit organization/network in adult education) – central organization and communication (individually until 2015)

Cultuurconnect (Flemish Organization for Culture at Local Level) – co-organization and communication (since 2016)

Mediawijs.be (Flemish Organization for Media Literacy) – co-organization and communication (since 2016)

VRT (Flemish Broadcasting Organization) – dissemination and communication support

Mediaraven (Flemish organization for digital media in youth work) – dissemination and communication support

G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible, please indicate also the size of the targeted audience.

This project in principle targets all members of the public, across all ages, socio-economic groups, all locations across Flanders and Brussels. There is however a more specific focus on disadvantaged groups of digital media use.

H. OUTCOMES AND EVALUATION

Please outline (in approximately 300 words) the main results of the project. Some category-specific evaluation tools are outlined below to act as a guide for response and to provide a broad evaluation framework. However, we understand that each project will be different and evaluation methods may differ significantly.

Research – frequency of research, methodology, use and dissemination of results.

There is a certain involvement of researchers in the workshop and especially during the conference, mainly in terms of speakers.

Programmes of Resources – audience reached, online hits, shares, plays, downloads, circulation.

Campaigns – Levels of awareness and participation. Attitudinal and/or behavioural changes. Measuring audience reach/distribution, levels of awareness and participation, audience engagement via online/face to face methods etc. Qualitative results could include testimonials etc. Please include the frequency of measurement/evaluation.



Value for money / Return on Investment, % of grant/funding used.

Networking Platforms – Number of stakeholders engaged, frequency of networking opportunities, number of conferences, publications, subscribers, whether the networking took place at a regional, National, Pan-European or International level.

De Digitale Week certainly has led to networking of partners. The network of organizations working on e-inclusion VSNG has long been central to the organization of *De Digitale Week* and in keeping the issue of digital inclusion on the political agenda.

Policy Developments – Frequency, Dissemination of policy, reaction to and adoption of policy recommendations.

End-user engagement – Numbers of people engaged, frequency, results.

The fact that it is scattered and that the central organizations impact depends on what and how local partners collaborate might be seen as a certain weakness. The overall long lasting impact can mainly be seen as awareness raising.

I. FURTHER REFERENCES

Please provide further references about the initiative: publications, website, Twitter account etc.

www.digitaleweek.be/

www.linc-vzw.be

www.cultuurconnect.be

<https://mediawijs.be>



Answer 4 – Project 2

A. **PROJECT NAME:** EMSOC (User Empowerment in a Social Media Culture)

B. **CATEGORY AND DESCRIPTION OF PROJECT:**

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an 'X':

Research	X
Resources	
Campaign	
Provision of Funding	
Networking Platforms	
Policy Development	
End-user engagement	
Other	

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

The EMSOC project is a so-called SBO (Strategic Basic Research) project, financed by the Flemish IWT (Flanders Innovation and Entrepreneurship). The aim of an SBO program is to finance innovative research that will have a substantial economic or social impact in terms of new products, processes and services. Since a couple of years the program supports projects with a societal aim. Projects have to have a specific focus on social or economic usable outcomes which is mainly realised by working together with social and economic actors through a transfer of knowledge to those actors.

The goal of the EMSOC project was to critically assess the belief of the user being empowered in a social media culture. The research was structured



according to three main areas of interest in society where user (dis)empowerment is taking place related to social computing:

- 1) inclusion: There is no automatic link between social media and user empowerment as not all users are able, willing or even permitted to be involved and participate by means or through digital media.
- 2) literacy: Not all users have the required capabilities to optimally use and apply social computing in their own life and work
- 3) privacy: To what extent are users self-reflexive and sufficiently aware about changes in privacy and personal data, i.e. how their digital activities are being monitored, processed, analysed and commodified by third parties

An interdisciplinary team from Vrije Universiteit Brussel, Universiteit Gent and KU Leuven collaborated to provide well-funded answers to the challenging assumptions and principles of the EMSOC research project.

As already indicated, an SBO research project is supposed to closely work with stakeholders in society and to valorise its research. The EMSOC project has been exemplary in this and has contributed to many concrete activities in collaboration with stakeholders. First, a number of workshops were organized with stakeholders e.g. to inform and discuss about specific issues such as youth and new media and employees and new media. Valorisation focussed on 1) monitoring social media, 2) policy, 3) literacy and education, 4) awareness raising. The activities undertaken are too many to list here. Some good examples are

- 1) First Help Kit and Posters (EHBO) with decision trees for youth, teachers, youth workers, etc. By the end of the project 2.200 posters were sent on the request of schools, libraries, employment offices, youth workers, etc. The project was taken over by Mediawijs.be
- 2) Flyer 'Social Media at Work' distributed to socialist labour movement representatives
- 3) Toolkit for Measuring Social Media Literacy. The toolkit is meant for social organisations to measure the level of social media literacy of the target groups,
- 4) Popular book on social media distributed by bookshops in Flanders
- 5) TV public awareness campaign on public broadcaster VRT on possible negative aspects of posting messages carelessly on social media.

The knowledge and insights created in the EMSOC and the SPION SBO projects directly lead to a higher awareness of the practices of social media players.



The Belgian Privacy Commission commissioned the EMSOC and SPION researchers to conduct additional research into the practices of Facebook in relation to tracking of users and non-users. This latter research led to a court case by the Privacy Commission against Facebook's tracking of non-users on the Internet.

C. GEOGRAPHICAL REACH

Please indicate whether the project was of National or Regional significance.

The geographic focus of this project is Flanders and Brussels (Dutch speaking population).

D. TIMEFRAME AND BUDGET

Please include the duration of the project, the dates and, where possible, the annual and total budget and related sources of financing.

The EMSOC project ran for 48 months from 12/2010 until 11/2014. The total budget of the project was 2.475.569 euro. A substantial part of that budget was allocated to research staff costs. 408 man months were allocated to 6 partner research centres from 3 universities, Vrije Universiteit Brussel, University of Ghent and Catholic University of Leuven.

E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

Please indicate the type of media literacy skills or capacities that were addressed in the project. For example:

- Media use:
 - The ability to search, find and navigate and use media content and services.
- Critical thinking skills such as:
 - Understanding how the media industry works and how media messages are constructed.
 - Questioning the motivations of content producers in order to make informed choices about content selection and use.
 - Recognising different types of media content and evaluating content for truthfulness, reliability and value for money.



- Recognising and managing online security and safety risks.
- Creative skills such as:
 - Creating, building and generating media content.
- Participation and engagement skills such as:
 - Interaction, engagement and participation in the economic, social and cultural aspects of society through the media.
 - Promoting democratic participation and fundamental rights.
- Intercultural dialogue skills such as:
 - Including challenging radicalisation and hate speech online.

F. STAKEHOLDERS:

Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.

Apart from the research groups involved in the project SBO projects need to actively engage with stakeholders who could use the results of the project in their work. Prior to a project a valorisation plan has to be developed and a stakeholder group has to be established. This group gathers during and after the project. The stakeholder group is consulted on research progress, research outcomes and is actively stimulated to use the results of the SBO project. The SBO projects research partners are encouraged to work with stakeholders on valorisation of the results. New stakeholders can join the stakeholder group during the course of the project. When started the stakeholder group consisted of 11 actors from media, national and local government, regulatory organizations and private industry. By the end of the project 28 stakeholders were involved. We list them below:

Commissie voor de bescherming van de persoonlijke levenssfeer (CBPL) - the Belgian Privacy Commission

Departement Cultuur, Jeugd, Sport en Media (CJSM) - Flemish Policy Department for Culture, Media, Youth and Sports

Departement Onderwijs - Flemish Policy Department for Education

Instituut voor Samenleving en Technologie (IST) - Institute for Society and Technology, Flemish Parliament

Netlog

Stadsbibliotheek Gent - the Public Library of the city of Ghent



Vlaamse Regulator voor de Media (VRM) - the Flemish Media Regulator

Vlaams Steunpunt Nieuwe Geletterdheid (VSNG) / Linc vzw - Flemish organisation that promotes new literacies

VRT - the Flemish Public Broadcasting Company

Child Focus - European Centre for Missing and Sexually Exploited Children

Telenet Foundation

Digipolis - Intercommunal ICT organisation (Antwerp and Ghent)

Gemeenschapsonderwijs (GO!) - Flemish Community Education

IAB - Interactive Agency Bureau (B)

Jury voor Ethische Praktijken in Reclame (JEP) - Belgian Advertising Ethics Commission

Kinderrechtencommissariaat - Commissariat for Children's Rights

Liga voor Mensenrechten (Civil society organisation on human rights, with also a working group on privacy)

Netherlands Institute for the Classification of Audio-visual Media (NICAM)

Test Aankoop - Consumer organisation

Onderzoeks- en informatiecentrum van de Verbruikersorganisatie (OIVO) - Research and Information Centre of the Consumer Organisation)

Belgische Vereniging voor Interne Communicatie (BVIC) - Belgian Association for Internal Communication

Kabinet Ingrid Lieten, viceminister-president van de Vlaamse Regering en Vlaamse minister van Innovatie, Overheidsinvesteringen, Media en Armoedebestrijding

Kabinet Kris Peeters, minister-president van de Vlaamse Regering en Vlaams minister van Economie, Buitenlands Beleid, Landbouw en Plattelandsbeleid

REC Radiocentrum – Youth Media/Radio Organization

ABVV - Labour organisation

Belgian Direct Marketing Association (BDMA)

Jeugddienst Stad Mechelen Villa Crossmedia – Youth Service of the city of Mechelen



Graffiti Jeugddienst vzw – Youth Organization

G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible, please indicate also the size of the targeted audience.

In principle the target audience was the general public. However, youth was a specific target group, both in terms of research and in terms of valorisation.

H. OUTCOMES AND EVALUATION

Please outline (in approximately 300 words) the main results of the project. Some category-specific evaluation tools are outlined below to act as a guide for response and to provide a broad evaluation framework. However, we understand that each project will be different and evaluation methods may differ significantly.

Research – frequency of research, methodology, use and dissemination of results.

EMSOC lead to a considerable amount of articles, scientific papers, several PhDs in fields related to media literacy. The scope of the project was wider than media literacy, but many of the topics lead to considerations related to media literacy. EMSOC directly contributed to a better understanding of social media at the different research centres and universities involved.

Programmes of Resources – audience reached, online hits, shares, plays, downloads, circulation.

Not directly measurable, but considerable seen the focus of valorisation of the research results and the large network of stakeholders involved.

Campaigns – Levels of awareness and participation. Attitudinal and/or behavioural changes. Measuring audience reach/distribution, levels of awareness and participation, audience engagement via online/face to face methods etc. Qualitative results could include testimonials etc. Please include the frequency of measurement/evaluation.

Value for money / Return on Investment, % of grant/funding used.

Networking Platforms – Number of stakeholders engaged, frequency of networking opportunities, number of conferences, publications, subscribers, whether the networking took place at a regional, National, Pan-European or International level.

About 30 stakeholders involved in the stakeholder group for valorisation.



Policy Developments – Frequency, Dissemination of policy, reaction to and adoption of policy recommendations.

Many of the research results were translated into policy recommendations for the different stakeholders. EMSOC research contributed to insights about Facebooks practices in relation to user and non-user tracking. It lead to an investigation by the Belgian Privacy Commission and a court case against Facebook.

End-user engagement – Numbers of people engaged, frequency, results.

Difficult to assess in numbers, but considerable.

I. FURTHER REFERENCES

Please provide further references about the initiative: publications, website, Twitter account etc.



Answer 4 – Project 3

A. **PROJECT NAME:** MediaNest (provisional title of the project)

B. **CATEGORY AND DESCRIPTION OF PROJECT:**

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an 'X':

Research	
Resources	X
Campaign	
Provision of Funding	
Networking Platforms	
Policy Development	
End-user engagement	
Other	

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

MediaNest is a project currently developed by different partners under the guidance of Mediawijs.be. MediaNest is a public website supporting parents (and grandparents) in their interaction with children in relation to media. The website for parents is the first dedicated website of Mediawijs.be which directly targets a specific audience. So far, Mediawijs.be has acted mainly as an intermediary/network organization helping and supporting other organizations in their activities related to media literacy.

Since its establishment Mediawijs.be allocates part of its resources, 120.000 euros, for the development of projects with external partners. Each year the



Steering Committee of Mediawijs.be defines one or two topics around which calls for participation are organized. Organizations from all sectors: civil society, welfare sector, library sector, academia, media sector, ICT sector, etc. can suggest projects or subprojects which are (partly) funded by Mediawijs.be. Mediawijs.be is responsible for the coordination and integration of the projects into a coherent project or platform. It is important to note that after the selection of projects a negotiation with partners starts in which Mediawijs.be plays an important role. All subprojects need to be adapted so they fit the overall framework of the larger project.

In 2015 the Steering Committee identified parents and grandparents and their interaction with children in relation to media as the central theme for the 2015-16 project cycle. In terms of content the project has three main topics: 1) growing up with media, 2) cyberbullying, 3) gaming. *Growing up with media* is the central topic of the new website for parents. The website needs to inform, interact and refer parents to information and solutions in relation to their questions on media literacy and children. It offers a balanced approach between answering questions of parents and providing information in relation to media and children. The website starts from a positive stance on media and parenting, but does also treat possible threats. *Cyberbullying* e.g. remains an important topic about which Mediawijs.be gets a lot of questions, both from individual parents as from teachers and schools. Extra content and tools are developed to inform parents. An extra budget is allocated by the Ministry for Education to develop separate content and tools for schools and teachers. The content for parents will be integrated in the MediaNest website. *Gaming* is a theme a lot of parents find difficult to come to grips with. Mediawijs.be already has a Gaming Guide on paper, but the organization is often confronted with questions from parents about use, addiction, education, etc. New content and tools need to be developed to guide parents.

In the call for projects partners could choose the role they wanted to play: 1) coordination, 2) contributor, 3) expert. In all 48 organizations were interested in contributing to MediaNest. ... partners were selected. After a negotiation process the specific role and the budget allocated were agreed upon. The team of Mediawijs.be has coordinated the work on MediaNest. The implementation of the project started the 1st of December 2015 and will be launched towards October/November 2016. During the course of the project several organizations—who had not submitted a proposal as a result of the call for projects—have shown interest in contributing and have been integrated into the process. These organizations are not funded, but do form part of a group of partners who have an interest in bringing together information for parents on a single platform. The implementation process is a highly participatory process. An expert group has been established comprising academics and practitioners. This group defines the topics covered and the content that needs to be developed. This is complemented by interviews and focus groups with parents on their needs and on the form of content. Content has to be informative, easily accessible and fun to work with. The content will be packaged in different formats from quizzes, to online tests, etc. What we have learned so far in the process is that parents are very uncertain when it comes to the media use of children and the role they can potentially play. Dialogue will therefore be a central theme throughout the website and tools.



C. GEOGRAPHICAL REACH

Please indicate whether the project was of National or Regional significance.

The geographic focus of this project is Flanders and Brussels (Dutch speaking population).

D. TIMEFRAME AND BUDGET

Please include the duration of the project, the dates and, where possible, the annual and total budget and related sources of financing.

Seen the complexity and scale of the project it runs over a longer period of time.

2015	July 21 st	Call for projects / collaboration
	September 15 th	Deadline submission of proposals
	October	Selection of projects/partners. Start of negotiation process
	November	Expert group defines final outline, content and process
	December 1 st	Start of the development of MediaNest
2016	September 30 st	End of development MediaNest
	November	Official Launch of MediaNest

The overall budget is 120.000 euros, of which 70.000 goes to funding the content partners and 50.000 to the technical development of the website and video's. Next to this about 1 FTE is dedicated to this project at Mediawijs and several other partners invest time without compensation. The project of course relies on and brings together a large volume of existing in house as well as external expertise, knowledge, tools, which are further developed, adapted and integrated into MediaNest. The project is a nice example of how, with a limited budget, a larger project can still succeed on the basis of joint engagement and voluntary effort. By creating a national platform for information on media literacy for parents a win-win situation was created in which several organizations were interested in collaboration. Furthermore, a scattering of information over different websites is avoided. However, the success of this project depends on 1) an environment in which several partners are already working on issues related to media literacy, 2) a culture of collaboration in which partners are willing to work in function of the public interest, 3) a shared vision on media literacy and parenting, and 4) good coordination.



E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

Please indicate the type of media literacy skills or capacities that were addressed in the project. For example:

- Media use:
 - The ability to search, find and navigate and use media content and services.
- Critical thinking skills such as:
 - Understanding how the media industry works and how media messages are constructed.
 - Questioning the motivations of content producers in order to make informed choices about content selection and use.
 - Recognising different types of media content and evaluating content for truthfulness, reliability and value for money.
 - Recognising and managing online security and safety risks.
- Creative skills such as:
 - Creating, building and generating media content.
- Participation and engagement skills such as:
 - Interaction, engagement and participation in the economic, social and cultural aspects of society through the media.
 - Promoting democratic participation and fundamental rights.
- Intercultural dialogue skills such as:
 - Including challenging radicalisation and hate speech online.

Seen the extent of the project almost all media literacy skills are directly or indirectly addressed. Media use of course is a central element. But also critical thinking is a central goal of MediaNest. The website offers parents information, tools and practices to engage with children on media use and media behaviour. Parents play a central role in how children engage (or are allowed to engage) with media.



F. STAKEHOLDERS:

Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.

MediaNest is developed by more than 20 partners including some of the larger players that have their own websites such as LINC, Child Focus, Sensoa, Gezinsbond, Belgian Privacy Commission and research centres from 4 universities. All players contribute content and/or tools which are integrated into the website. As indicated some of the partners do get funds to specifically develop content. Others are willing to share some of their content relevant to parents and media education as part of their general aims and obligations.

The partners responsible for developing the content and tools on media education for parents are:

LINC vzw	www.linc-vzw.be
UCLLeuven Limburg	www.ucll.be
Mintlab KULeuven-iMinds	http://soc.kuleuven.be/mintlab/blog/
Centre for Persuasive Communication	www.cepec.ugent.be
Child Focus	www.childfocus.be
Cultuurconnect	www.cultuurconnect.be
Sensoa	www.sensoa.be/sensoa-flemish-expertise-centre-sexual-health
Privacy Commission	www.sensoa.be/sensoa-flemish-expertise-centre-sexual-health

The partners responsible for developing content and tools in relation to cyberbullying:

MIOS	www.uantwerpen.be/en/rg/mios/
Tumult	https://tumult.be
Link in de kabel	www.lidk.be

The partners responsible for developing content and tools in relation to gaming:

University of Ghent	www.ugent.be/en
UCLLeuven Limburg	www.ucll.be
VAD Expertise centre on addiction	www.vad.be



G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible, please indicate also the size of the targeted audience.

The target audience is mixed. In first instance the target audience are the parents interested in media literacy, and more specifically in gaming and cyberbullying. Through the additional funding from the Ministry of Education special tools are developed for schools and teachers. Indirectly of course the focus is on children and young adults and their engagement with media in the home.

H. OUTCOMES AND EVALUATION

Please outline (in approximately 300 words) the main results of the project. Some category-specific evaluation tools are outlined below to act as a guide for response and to provide a broad evaluation framework. However, we understand that each project will be different and evaluation methods may differ significantly.

Research – frequency of research, methodology, use and dissemination of results.

Programmes of Resources – audience reached, online hits, shares, plays, downloads, circulation.

Campaigns – Levels of awareness and participation. Attitudinal and/or behavioural changes. Measuring audience reach/distribution, levels of awareness and participation, audience engagement via online/face to face methods etc. Qualitative results could include testimonials etc. Please include the frequency of measurement/evaluation.

Value for money / Return on Investment, % of grant/funding used.

Networking Platforms – Number of stakeholders engaged, frequency of networking opportunities, number of conferences, publications, subscribers, whether the networking took place at a regional, National, Pan-European or International level.

Policy Developments – Frequency, Dissemination of policy, reaction to and adoption of policy recommendations.

End-user engagement – Numbers of people engaged, frequency, results.

MediaNest is a typical example of a networked project in which expertise, knowledge, information and tools available as part of the general working of organizations is pooled together into a new project. Flanders invests considerably in social science research which lays the foundation for possible valorisation of results through (limited) additional funding. The projects funds of Mediawijs.be are often used to stimulate and coordinate valorisation of existing research and resources, from academia, civil society and public authorities. As the website will be launched in October/November of 2016 no concrete results are available at the time. Seen the scale of the project and the amount of work contributed by the different stakeholders we do expect to have a strong and lasting impact. The launch of the website will be accompanied by a strong media campaign supported already by many public and private broadcasters, newspapers and civil society organizations. The main aim is for MediaNest to become the reference website for media education for parents



in Flanders.

I. FURTHER REFERENCES

Please provide further references about the initiative: publications, website, Twitter account etc.

<https://mediawijs.be>



Answer 4 – Project 4

A. PROJECT NAME: **Mediacoach**

B. CATEGORY AND DESCRIPTION OF PROJECT:

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an 'X':

Research	
Resources	X
Campaign	
Provision of Funding	
Networking Platforms	
Policy Development	
End-user engagement	
Other: training of trainers	

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

A mediacoach is the reference person within his or her own organisation on media education and media and information literacy. He or she coaches his or her colleagues in this topic.

The Mediacoach training is provided for professionals or volunteers who work with children, young people or adults and who want to integrate media and information literacy in their practice. On the one hand the training provides a theoretical framework to start working with several digital media within the organisation. On the other hand it mainly focuses on realising concrete activities with or on digital media. Showing examples of good practice offers inspiration and the participants learn how to independently set up a project within his or her own context.

In Flanders the Mediacoach training was started in 2013 by LINC vzw (an organisation that focusses on literacy), UCLL (a college for teacher training), Cultuurconnect vzw (a support organisation for local cultural centres and libraries) and Mediaraven vzw (a youth organisation that focusses on the



opportunities of digitale media).

In 2015 Mediawijs.be, the Knowledge Centre for Media Literacy of iMinds vzw and the Flemish Authority, provided an online theoretical video course (MOOC) for the training, to 'flip the classroom' for the training sessions. From 2016 Mediawijs.be is also the coordinating partner in the Mediacoach training in Flanders. The training programmes have been funded by the Flemish Ministry for Education, the Evens Foundation and Mediawijs.be. There is also a collaboration with the French speaking Mediacoach training in Belgium, organised by Média Animation.

- Video Mediacoach training: <http://vimeo.com/62171009>

The Mediacoach training in Flanders consists of 9 training sessions and one internship project. The training is spread over one year and takes place in two or three parallel trajectories in different cities (Gent, Leuven, Antwerpen).

In between and after the contact sessions the participants have the time to put the knowledge they have obtained into practice. They each realise a project in their own work environment. Every participant is coached by a personal trainer from the organisers of the Mediacoach training. The coaching is performed throughout the contact sessions. Online and offline coaching is also provided in the periods with less contact moments.

During the last session these projects are presented and analysed. The participants receive feedback on their project and are awarded with a competence document 'Mediacoach' for a positive evaluation.

Between 2013 and 2015 162 participants were awarded with the competence document.

Interaction between participants is fostered through a specific facebook group for Mediacoach. At the end of the training the best practices are selected and published through the practice databank on Mediawijs.be.

Yearly we provide a 'Day of Inspiration' for accomplished mediacoaches. They also keep interacting through the facebook group 'Mediacoach community' and the online platform. In 2015 an online tool was developed for mediacoaches who want to inspire their colleagues at school.

The Mediacoach training has been a large influence in Flanders, especially in bringing different partners together to further on media literacy and in creating a community of motivated librarians and teachers that spreads media literacy throughout their organisations and sectors.

C. GEOGRAPHICAL REACH

Please indicate whether the project was of National or Regional significance.

The geographic focus of this project is Flanders and Brussels (Dutch speaking population).

D. TIMEFRAME AND BUDGET

Please include the duration of the project, the dates and, where possible, the annual and total budget and related sources of financing.



A typical year would be:

March-May

- Communication and promotion

September- December

- Starting day Mediacoach (NL/FR)
- 3 Sessions Mediacoach

January - June

- 5 Sessions Mediacoach
- Internship project implementation
- Project presentations and awarding competence documents
- Inspiration day for accomplished Mediacoaches
- Communication and promotion next year

The training was started in 2013 with project financing through a media literacy stimulation call by the Flemish Minister of Media. After the first year, funding was provided by the Ministry of Education and Training and by the Evens foundation. As the funding by the Evens foundation will go down each year, Mediawijs is providing funding from its own budget to compensate.

Participants or their organisations also pay 350 euro participant fee.

The total budget of the Mediacoach training is around 43 000 euro a year.

E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

Please indicate the type of media literacy skills or capacities that were addressed in the project. For example:

- Media use:
 - The ability to search, find and navigate and use media content and services.
- Critical thinking skills such as:
 - Understanding how the media industry works and how media messages are constructed.
 - Questioning the motivations of content producers in order to make informed choices about content selection and use.



- Recognising different types of media content and evaluating content for truthfulness, reliability and value for money.
- Recognising and managing online security and safety risks.
- Creative skills such as:
 - Creating, building and generating media content.
- Participation and engagement skills such as:
 - Interaction, engagement and participation in the economic, social and cultural aspects of society through the media.
 - Promoting democratic participation and fundamental rights.
- Intercultural dialogue skills such as:
 - Including challenging radicalisation and hate speech online.

Typically the programme would look like:

- Two introductory sessions
 - o Introduction in Media and in Media and Information Literacy
 - o Introduction in the use of Media bij children, young people and adults.
- Six thematic sessions
 - o Media identity and privacy
 - o Information skills
 - o Media production
 - o Media and games
 - o Media and relations
 - o Media, citizens and society
- Project session: Presentation of the projects for the jury

In this way all skills mentioned above are tackled more or less.



F. STAKEHOLDERS:

Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.

- LINC vzw (Non-for Profit organization/network in adult education) – central organization (until 2015), co-organization and communication
- Cultuurconnect (Flemish Organization for Culture at Local Level) – co-organization and communication (since 2013)
- UCLL (University college for teacher training in Leuven) - co-organization and communication (since 2013, until 2015)
- Mediaraven (Flemish organization for digital media in youth work) – co-organization and communication (since 2013)
- Mediawijs.be (Flemish Organization for Media Literacy) – development MOOC (2014-2015) and coordination (since 2016)

G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible, please indicate also the size of the targeted audience.

This project is targeted to teachers, librarians and youth workers and their organisations and colleagues. Every edition 30 participants are reached per location, in 2016 the training starts in three locations.

H. OUTCOMES AND EVALUATION

Please outline (in approximately 300 words) the main results of the project. Some category-specific evaluation tools are outlined below to act as a guide for response and to provide a broad evaluation framework. However, we understand that each project will be different and evaluation methods may differ significantly.

Research – frequency of research, methodology, use and dissemination of results.

- Researchers are engaged as theoretical speakers and sometimes we organise focus groups for research projects in the training sessions.

Programmes of Resources – audience reached, online hits, shares, plays, downloads, circulation.

In 2015 the accompanying MOOC reached 746 subscribers, 64.573 pageviews, 3746 movies watched.

Networking Platforms – Number of stakeholders engaged, frequency of networking opportunities, number of conferences, publications, subscribers, whether the networking took place at a regional, National, Pan-European or International level.

The Mediacoach project was inspired by Dutch and other examples, has several moments in co-organisation with the French speaking edition, is funded by



government and Evens foundation, is organised by 5 partners in Flanders, leads to local (e.g. Samen Mediawijs project for people with mental disabilities and the people who work with them) and international projects (e.g. project proposal for implementation in Latvia, Finland ...), was presented at the Media and Learning Conference.

I. FURTHER REFERENCES

Please provide further references about the initiative: publications, website, Twitter account etc.

<http://mediacoach.mediawijs.be>



Answer 4 – Project 5

A. **PROJECT NAME:** Safer Internet Centre - B-BICO (Belgian Better Internet Consortium)

B. CATEGORY AND DESCRIPTION OF PROJECT:

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an 'X':

Research	
Resources	X
Campaign	
Provision of Funding	
Networking Platforms	
Policy Development	
End-user engagement	
Other: training	

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

The Safer Internet Centre for Belgium is part of the Safer Internet Programme of the European Commission and has been run in Belgium by Child Focus, the Belgian Foundation for Missing and Sexually Abused Children, since 2002. 24/7 the organisation goes to all lengths to find missing children and fight their offline and online abuse. Since 2002 Child Focus started a hotline, a helpline and the development of prevention material on online risks as the Safer Internet Centre for Belgium.

For several years one of the main focuses within this project was cyberbullying. Child Focus trained the volunteers of the League of Families (Gezinsbond vzw) to give workshops to parents. In recent years Child Focus focused more on abuse (sextortion, child pornography ...)

Since 2012 at the European level there has been a shift from a 'Safer internet' towards a 'Better internet'. In 2015 Child Focus, CERT, Média Animation asbl, CSEM and Mediawijs started investigating the possibility to work as the Belgian Better Internet Consortium within this framework. They are pushing



forward with this Consortium from July 2016 onwards in B-BICO 2.

B-BICO 2 project is a strong partnership gathering the main stakeholders dealing with e-safety and e-literacy on the Belgian territory to better address the needs of young people, families, teachers, educators, experts and citizens concerning a better use of internet and digital media. While the previous project meant to overcome the fragmentation of practices and services supplied in Belgium so far, by creating a Consortium pooling expertise and easily accessible by the general public, this project is making a step further in strengthening the consortium scope, visibility and activities and ensuring its added value once fully operational. The partners that lead to the establishment of the BBICO consortium, will now launch in its framework a series of joint activities (Monitoring and coordination of initiatives; Exchange and development of tools; Management of a Youth participation platform; Development of campaigns; Delivery of trainings) while leading a needs' assessment to fine-tune these services and set up the on-line portal (a sort of "one-stop shop" gathering resources for different target groups) plus an evaluation of their quality and impact. The stakeholders and the coordinated activities of the Better Internet Consortium are so contributing to a high-standard, enlarged awareness raising centre as required by the EU BIK strategy.

Child Focus, the designated Safer Internet Centre for Belgium, will also keep carrying out the Helpline activities as defined by its official agreement with LEF: daily one-to-one phone assistance to answer citizens' questions and assist them on how to deal with online harmful contacts and conducts (grooming, sexting, sextorsions) according to interoperability standards and newly reviewed manuals.

BBICO2 aims to develop an additional online tool designed specifically to increase the visibility, accessibility and use by young people, so far underrepresented among the Helpline audience.

The Hotline pillar will benefit of a significant upgrade in terms of effectiveness following the set-up of the Notice & Take Down procedure within the Child Focus structure and operations.

C. GEOGRAPHICAL REACH

Please indicate whether the project was of National or Regional significance.

The geographic focus of this project is national for Belgium.

D. TIMEFRAME AND BUDGET

Please include the duration of the project, the dates and, where possible, the annual and total budget and related sources of financing.

The Belgian Safer Internet Centre has been run permanently since 2002 by Child Focus. Since 2015 CERT and Média Animation became official partners and Mediawijs and CSEM associated partners. In July 2016 Mediawijs becomes an official partner as well.

The B-BICO 2 project runs from July 2016 until December 2018, with a yearly budget of around 670 000 euro, of which 50% is funded by the European



Commission. The other 50% is derived of the main financing sources of the partners themselves.

E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

The project mainly focuses on these types of media literacy skills or capacities:

- Media use:
 - The ability to search, find and navigate and use media content and services.
- Critical thinking skills such as:
 - Understanding how the media industry works and how media messages are constructed.
 - Questioning the motivations of content producers in order to make informed choices about content selection and use.
 - Recognising different types of media content and evaluating content for truthfulness, reliability and value for money.
 - Recognising and managing online security and safety risks (large emphasis)
- Participation and engagement skills such as:
 - Interaction, engagement and participation in the economic, social and cultural aspects of society through the media.
 - Promoting democratic participation and fundamental rights.

F. STAKEHOLDERS:

Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.

- Child Focus (Foundation for Missing and Sexually abused children): coordinator, helpline, hotline, youth participation, campaigns and training
- Média Animation (educational resource centre): online presence, prevention campaigns and tools and training
- CERT (cyber-emergencies): prevention campaigns
- Mediawijs (Flemish Knowledge Centre for Media Literacy): evaluation, mapping, prevention campaigns and tools and training
- CSEM (Conseil supérieur de l'éducation aux médias): advice, campaigns



G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible, please indicate also the size of the targeted audience.

- The main organisations in Belgium (governmental and non-) that work on digital media literacy or aspects of it, are targeted to join in the Belgian Better Internet Consortium to further on Media Literacy in Belgium and to work together to produce tools, communication and campaigns.
- Teachers, parents and other educators are targeted for training workshops, tools, lesson packages ...
- The general public is targeted in campaigns.
- Young people are targeted to join in the youth platform for youth participation in B-BICO.
- Industry players are targeted to support the B-BICO.

H. OUTCOMES AND EVALUATION

Please outline (in approximately 300 words) the main results of the project. Some category-specific evaluation tools are outlined below to act as a guide for response and to provide a broad evaluation framework. However, we understand that each project will be different and evaluation methods may differ significantly.

The Belgian Safer Internet Centre has a long history of producing and disseminating resources for education, games for young people (e.g. M.A.S.T.E.R.find), video's ... It managed to put e-safety and cyberbullying on the agenda. It also launched a positive note to tackling online risks, by emphasizing online opportunities and constructive parental mediation. With the start of the Belgian Better Internet Consortium a new network of collaboration has been set up across Belgium and across policy levels. This is a new development that can bring media literacy in Belgium to a new level.

I. FURTHER REFERENCES

Please provide further references about the initiative: publications, website, Twitter account etc.

- www.childfocus.be/nl/preventie/clicksafe-veilig-internetten
- www.childfocus.be/nl/belgian-better-internet-consortium-b-bico-0
- www.Mediawijs.be



- www.safeonweb.be/nl
- www.media-animation.be/
- www.csem.be/



7.4. BG – BULGARIA

Answers of the national expert to the questionnaire



Objective: The objective of this research is to provide mapping and description of the significant projects in promotion of media literacy in the EU-28 member states, since January 2010, of national or regional coverage.

The actors to be included in the mapping are:

- policy makers
- public authorities
- media regulatory authorities
- audiovisual content providers,
- journalists associations
- civil society .

To ensure a comprehensive picture is created of the media literacy projects that have been undertaken, and media literacy skills that have been promoted in each country, we ask that you consult with actors mentioned above (or the equivalent in your country) and include any relevant material from them.

The projects will be categorised according to the skills that they intend to develop and their target group and, if feasible, the outreach of each project.

Context: Media literacy is to be understood as an umbrella expression that includes all the technical, cognitive, social, civic and creative capacities that allow a citizen to access, have a critical understanding of the media and interact with it.

These capacities enable people to exercise critical thinking, while participating in the economic, social and cultural aspects of society and playing an active role in the democratic process. This concept covers all kind of media interactions (broadcasting, radio, press, the internet, social media) and addresses the needs of all ages.

Scope: This report will focus on media literacy projects relating to media services delivered on electronic communication networks, both linear and non-linear, and on information society services where pertinent. Press (including online), radio and off-line media will not be covered. Regional initiatives will be described separately where relevant.

In addition to the conventional media literacy themes of critical thinking, digital inclusion, online safety and the protection of minors, we are particularly interested in media literacy projects that:



- **Promote a healthy democracy:** Democracy, by definition, requires the participation of well-informed citizens. Citizens inform themselves through the media. Their relationship with the media needs to take place in a context of critical thinking. This furthermore requires certain knowledge of how the media works and how media messages are constructed.
- **Empower people in a changing and increasingly complex media landscape:** We are not only passive recipients of media content, but also content creators and media sources, for example through our involvement in social media. Moreover, we increasingly receive news through social media, rather than through traditional channels. This proliferation of sources brings a lot of new information, opportunities and potential innovation but also requires critical thinking and verification tools and awareness of how to manage our personal data and make informed choices about algorithms from digital platforms that accommodate the world to our taste.
- **Challenge radicalisation and hate speech online, and promote fundamental rights:** In a time when each citizen with a mobile connection to social media is a source of news and can contribute to "trending topics", media literacy includes taking up one's civic responsibility of contributing to a culture of inclusive tolerance and respect online and exercising critical thinking in relation to amplifying, debunking or challenging media content.

Actions related to school curricula are excluded from the mapping as they were mapped by the European Media Literacy Education Study (EMEDUS)⁷⁸.

Respondent information	
Name:	Dobrinka Stancheva Peicheva
Title and Organisation:	South –West University “Neofit Rilski” Blagoevgrad
Country:	Bulgaria
Short biography:	Dobrinka St. Peicheva, PhD, DSc media and communication researcher, Member of International Association for Media and Communication Researches Member of 2 MG committee of COST ACTION 1308 ; 1406 Editor-In-Chief of e-journal Postmodernism problems

⁷⁸ <http://fr.slideshare.net/MediaLearning/ml-2012-the-emedus-european-media-literacy-education-study-by-jose-manuel-perez-tornero>



	<p>Head of International ACADEMIC Seminar “Media and Education”</p> <p>Head of Laboratory of Sociology</p> <p>Department of Sociology, Faculty of Philosophy</p> <p>SWU”N.Rilski”, Blagoevgrad “Iv.Mihailov Str. 66, Bulgaria</p> <p>Author of several academic monographies: Mass media effects(2014); Mediatized reality(2011); Economic and communications (2003); Television impact and cultural norms (2001), etc.</p>
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Section 1 – Background context

Question 1

Please list the main media literacy stakeholders in your country, and identify which sector they belong to (e.g. academia⁷⁹, audiovisual content providers⁸⁰, online platforms⁸¹, public authorities⁸², media regulatory authorities, civil society⁸³).

Please indicate which stakeholders have a statutory responsibility around media literacy and which stakeholders have a non-statutory interest/engagement in media literacy activities.

Answer 1

statutory responsibility

Ministry of Education and Science - National Scientific Fund

National Parliament – Educational and science committee; Children, Youths and Sports Committee; Culture and Media Committee

Non-statutory responsibility

Academia

Sofia University "KI.Ohridski" Faculty of preschool and primary school education;

South-West University N. Rilski - International Academic Seminar" Media and Education" (Department of Sociology)

Public Authorities;

⁷⁹ Academic institutions, universities and third level education providers.

⁸⁰ Audiovisual content providers include broadcasters and on-demand providers (both public service media and commercial media) and content providers for online, games and apps.

⁸¹ Online platforms includes the owners and operators of online platforms (such as social media websites and search engines).

⁸² Public authorities include government Ministries/departments, local authorities and councils, semi-State organisations, policy-makers.

⁸³ Civil society includes foundations, not-for-profit organisations arts and cultural bodies, charities, think-tanks, communities of interest and community networks (sports, health, hobbies, religion).



Sofia Municipality - Program "Culture"

Civil society:

Applied Research and Communication Fund

Association of European Journalists Bulgaria AEJ –BG

Association Roditeli (Parents Association)

Bulgarian Safer Internet Centre

Bulgarian School of Politics "Dimitry Panitza"

Communications and Human Resources Development Center -Bulgaria-Sofia

"DigitalkidZ" online platform of Digital kids foundation

Easy Communication Association-(ECI Foundation)

Global Libraries – Bulgaria Foundation"

Institute for Creative Civil Strategies (ICCS)

"Media 21"Foundation, Bulgaria

Media development centre

Media literacy BG- online platform(Desislava Stoeva SU "K.Ohridski" Faculty of preschool and primery school education

OAK Foundation

Platform AGORA – Active Communities for Development

The America for Bulgaria Foundation

Student computer art society/SCAS/ – Bulgaria (National Student Information and Career Development Center; Center for Computer Arts and Modern Media in Education)

"European break- of Online platform of Svetoslav Malinov – Bulgarian Euro commissioner-

Ethnosy" online platform of Velcho Mihalev"



Question 2

What kind of networks do the media literacy stakeholders in your country engage with?

Please describe these networks and include how these networks function, who manages the networks and whether they operate at a local, national, European or International level.

Answer 2 Media literacy stakeholders are not connect with one another on a professional basis. There is no a formal infrastructure for them to do so. Most of them are members of various professional European or international organizations. In most cases they are competing units. Bulgaria does not have a unified professional organization in the field of media literacy. The only exceptions are some structurally related units. Some foundations have created their own centres or network platforms that have relatively independent existence, but they are linked in a network of interactions and dependence. **Student computer art society/SCAS/ – Bulgaria is just such an example. It includes National Student Information and Career Development Centre and Centre for Computer Arts and Modern Media in Education.**

Most of the stakeholders participate in various European and international networks separately

Civil society

Association of European Journalists Bulgaria AEJ – member of the international Association of European Journalists (www.aej.org), fficial Observer in the Council of Europe's Media Steering Committee; operate at a national, European and International level ; Supported by America for Bulgaria Foundation

The America for Bulgaria Foundation

Applied Research and Communication Fund <http://www.arcfund.net/> The group operates a number of portal sites, including [Southeast Europe Online](#), [Bulgaria Development Gateway](#), [Anticorruption.bg](#) and [Bulgaria Online](#). It involves several IT engineers, database programmers, web-developers and graphic designers. From 1997 through to 2008 ARC Fund has been member of the European Innovation Relay Centres (IRC) Network and coordinator of the national IRC -Bulgaria. Since the beginning of 2008 ARC Fund coordinates the [Enterprise Europe Network in Bulgaria](#) – the successor of the IRC Network and the Network of EuroInfoCentres. **operate at a local, national, European or International level**

Association Roditeli (Parents Association)

http://www.roditeli.org/index.php?option=com_content&view=section&layout=blog&id=13&Itemid=4 Member of EPA – European Parents Association; Member of the National Council for Child Protection; Member of the Public Council for Safer Internet in Bulgaria; Member of the Advisory Board of



Education of Sofia Municipality; Member of the Advisory Board “Children of Sofia”; Member of the Advisory Board of Ministry of Education. **operate at a local, national, European and International level**

Bulgarian Safer Internet Centre – **participate in** two vast international networks – the European Union’s Insafe network and the International Association of Internet Hotlines INHOPE – work under the framework of the European Commission’s Better Internet for Kids Programme. <http://www.safenet.bg/en/for-us#projects> **operate at a local, national, European or International level**

Bulgarian School of Politics "Dimitry Panitza" <http://www.schoolofpolitics.org/eng/index.php/projects/470-lifechangingchallenges> School co-founders of the Network of Schools of Political Studies under the auspices of the Council of Europe. The network comprises 21 members from different regions, including Central and Eastern Europe, Caucasus and Northern Africa. **operate at a local, national and European** <http://www.schoolofpolitics.org/eng/index.php/projects/470-lifechangingchallenges>

Digital kids foundation has online platform” DigitalkidZ” operate at a national, European and International level
Easy Communication Association <http://eca-bg.eu/profil.html> operate at a local, national, European and International level

Global Libraries – Bulgaria Foundation <http://www.glbulgaria.bg/en/node/24016> Created by ABC Design & Communication

Platform AGORA – Active Communities for Development Alternatives <http://www.agora-bg.org/en/project/challenges.html> **operate at a local and national level**

Institute for Creative Civil Strategies – ICCS <https://iccsbulgaria.wordpress.com/iccs-projects/> In 2013 ICCS received **accreditation for European Voluntary Service /Accr.No 2013-BG-35** — host, sending & coordinating/ organization <https://iccsbulgaria.wordpress.com/evs-with-iccs/> Created from WordPress.com. **operate at a local, national, European and International level**

Media development centre is member of South East European Network for Professionalization of Media operate at a national, European and International level

<http://seenpm.org/>



"Media 21" Foundation, Bulgaria - operate at a local, national, European or International level.

Student Computer Art Society /SCAS/ – Bulgaria (National Student Information and Career Development Center; Center for Computer Arts and Modern Media in Education) <http://scas.acad.bg/index.php/projects/> SCAS is a member and a co-founder of the National Youth Council of Bulgaria; partner of all the state institutions working on youth problems; member of Forum of Associations for International Relations (FAIR); associate member of International Society for Electronic Arts (ISEA); co-founder and manager of the Balkan youth information network. operate at a local, national, European or International level

Media literacy BG online platform (Desislava Stoeva and BA students at Faculty of preschool and primary school education Sofia University- **operate at a local, national, European and International level**

European break = online platform managed by Svetoslav Malinov – Bulgarian Euro commissioner- owner of Online platform “European break”

<http://www.mezhduchasie.eu/index.php/european-break/> https://www.facebook.com/EUmezhduchasie/info/?tab=page_info

SU - <https://www.facebook.com/MediaLiteracyBG/?fref=ts> **operate at a local, national, European and International level**

Ethnosy online platform managed by **Velcho Mihalev**”



Section 2 – The overview

Question 3

Using the grid below, please identify the 20 most significant media literacy projects which have been delivered in your country since 2010.

Please select the most appropriate category for the project type, the sectors responsible for the projects, the type of media literacy skills that were addressed in the project, as well as the reason of significance:

Project types	Sectors	Media literacy skills	Reason for significance
Research ⁸⁴	Academia ⁹¹	Creativity ⁹⁷	The size of the target audience
Resources ⁸⁵	Audiovisual content provider ⁹²	Critical thinking ⁹⁸	The total budget or cost of the project
Campaigns ⁸⁶	Public authorities ⁹³	Intercultural dialogue ⁹⁹	The success of the project (outcomes / impact compared to objectives)
Provision of Funding ⁸⁷	Media regulatory authorities	Media use ¹⁰⁰	The level of public awareness of the project
Networking platforms ⁸⁸	Online platforms ⁹⁴	Participation and interaction ¹⁰¹	The level of engagement by the target audience
Policy Development ⁸⁹	Civil society ⁹⁵	Other	Other
End-user engagement ⁹⁰	Cross-sector collaboration ⁹⁶		
Other	Other		

⁸⁴ Significant qualitative or quantitative research on any aspect of media literacy which has been published and/or is widely used by the media literacy practitioners.

⁸⁵ Resources include all the themed output related to a single media literacy initiative. It could include TV, and/or content published online, including information leaflets, video, audio, lesson plans, curriculum modules, websites etc.

⁸⁶ Campaigns usually combine awareness-raising with a desired behaviour change. A Campaign will usually have a specific 'call to action' e.g. 'Don't share too much online' or 'Know how to check the truthfulness of online information'. Campaigns can be multi-stakeholder campaigns such as Safer Internet Day or cross-platform campaigns and can include promotion across TV/radio/online and/or other forms of public engagement.

⁸⁷ Including the provision of funding for media literacy activities delivered by third parties. Funding may be provided via grants, open competition and invitations to tender.

⁸⁸ Including conferences, seminars, meetings, online and offline forums, newsletters, databases.

⁸⁹ Including consultations, published reports and recommendations.

⁹⁰ End-user engagement includes grass-roots projects that provide support and information to end-users via face to face contact, phone contact or online contact.

⁹¹ Including Academic institutions, universities and third level education providers

⁹² Including broadcasters and on-demand providers (both public service media and commercial media) and content providers for online, games and apps.

⁹³ Including government Ministries/departments, local authorities and councils, semi-State organisations, policy-makers.



Please classify the projects using either 'N' for National or 'R' for Regional, and their level of significance using a scale of 1 to 3, where 1 is most significant and 3 is least significant.								
	Project Name	Project Type	Sector	Media Literacy skills	National or Regional	Years	Reason for significance	Level of significance (1 – 3)
1	The Violence of Information	Resources	Cross-sector collaboration	Creativity Critical thinking Intercultural dialogue Media use Participation and interaction	National	2010-2011	The success of the project (outcomes / impact compared to objectives) The level of public awareness of the project	1
2	Children, teachers and parents against hate speech and discrimination	Research	Civil society, Academia.	Critical thinking Intercultural dialogue	National	2014-2016	The success of the project (outcomes / impact compared to objectives) The level of public awareness of the project	1

⁹⁴ Including the owners and operators of online platforms (such as social media websites and search engines).

⁹⁵ Including foundations, not-for-profit organisations arts and cultural bodies, charities, think-tanks, communities of interest and community networks (sports, health, hobbies, religion).

⁹⁶ Including projects involving a number of key stakeholders from different sectors. As an example, the model that Safer Internet Day is based on could be considered a cross-sector collaboration project.

⁹⁷ Creating, building and generating media content.

⁹⁸ Critical thinking skills such as: understanding how the media industry works and how media messages are constructed; questioning the motivations of content producers in order to make informed choices about content selection and use; recognising different types of media content and evaluating content for truthfulness, reliability and value for money; recognising and managing online security and safety risks.

⁹⁹ Such as challenging radicalisation and hate speech.

¹⁰⁰ The ability to search, find and navigate and use media content and services.

¹⁰¹ Interaction, engagement and participation in the economic, social, creative, cultural aspects of society through the media and promoting democratic participation and fundamental rights.



3	New Media Literacy for Media Professionals	Research	civil society, academia,	critical thinking, media use participation and interaction	National (part of 5partners)	2012-2014	The success of the project (outcomes / impact compared to objectives) The level of public awareness of the project:	1
4	Development of information and digital literacy within the framework of civic education in Bulgaria	Research	Academia.	Critical thinking Intercultural dialogue creativity	National	2014	The level of public awareness of the project The success of the project (outcomes / impact compared to objectives)	1
5	European Approach for public competency and participation in digital environment	Research	Academia.	Critical thinking Intercultural dialogue Creativity, media use	National	2014	The level of public awareness of the project The success of the project (outcomes / impact compared to objectives)	1
6	Count me in! Culture Creative Industries and New Media“	Research	civil society <i>academia</i>	Creativity Critical thinking Intercultural dialogue Media use Participation and	National	2013-2014	The level of public awareness of the project; The success of the project (outcomes / impact compared to objectives)	1



				interaction				
7	SHARP – a Platform for Sharing and RePresenting	Network platform	Civil society academia	intercultural dialogue, media use, participation and interaction	National	01.11.2009-30.12.2012	The success of the project (outcomes / impact compared to objectives)	1
8	Mediator: Development of an Interactive Platform for Supporting the Independent and High-Quality Journalism and the Strengthening the Administrative Capacity	Research	civil society	critical thinking, intercultural dialogue, media use, participation and interaction	National	03.2014 to 11. 2015	The size of the target audience The success of the project (outcomes / impact compared to objectives) The level of engagement by the target audience	1
9	"Youth and media in Southeast Europe"	Research	civil society	media use, critical thinking	National	VI. 2013 to 12. 2013	The level of public awareness of the project The level of engagement by the target audience	1
10	South-East European Partnership for Media Development	Research	civil society academia,	critical thinking, media use	National	12.2013 – 11. 2017	very high level of public awareness of the project: high level of engagement by the target audience:	1
11	DigitalKidZ	Networking	Online	Creativity	National	2014-2016	The size of the target	1



		platforms	platforms Civil society	Critical thinking Intercultural dialogue Media use Participation and interaction			audience The success of the project (outcomes / impact compared to objectives)	
12	A training program for children "Kiberskaut"	Campaigns	civil society, Academia	Participation and interaction	Reginal	2014-2015	The success of the project (outcomes / impact compared to objectives)	2
13	Quality of youth career guidance and nowadays media literacy	Resources	civil society <i>academia</i>	Media use Participation and interaction	National	2014-2016	The success of the project (outcomes / impact compared to objectives)	2
14	Extending working life /PAWT project	e-learning platform	civil society <i>academic</i>	Creativity Media use Participation and interaction ¹⁰²	National	1.10.2009 - 30.11.2011	The success of the project (outcomes / impact compared to objectives)	2
15	Library - unifying centre of the NGO sector and the community in region	Campaigns	civil society Cross-sector collaboration	Media use	Regional	08.06.2015 – 08.04.2016	The success of the project (outcomes / impact compared to objectives)	2

¹⁰² Interaction, engagement and participation in the economic, social, creative, cultural aspects extendif society through the media and promoting democratic participation and fundamental rights.



	Kardzhali, Razgrad and Vratsa "							
16	"Art Changes Lives" Project – Program, Sofia Municipality	Campaigns	civil society, Cross-sector collaboration	Creativity Critical thinking Intercultural dialogue	National (Tr, Ro)	09.2011-11.2011	The success of the project (outcomes / impact compared to objectives)	2
17	European break Sv. Malinov	Network platform	Online platform	Critical thinking Intercultural dialogue	National	2015	The level of public awareness of the project	2
18	Media literacy, Bulgaria	Network platform	Network platform	Creativity Critical thinking Intercultural dialogue Media use Participation and interaction	National	2015	The level of public awareness of the project	2
19	Digital International Media Literacy eBook Project	Research	Other – book	Critical thinking Intercultural dialogue	National	2014-2015	The success of the project (outcomes / impact compared to objectives)	3
20	"Ethnocy"	Resources	Online	Intercultural	National	2013	The success of the project	3



		(information portal for ethno-cultural development)	platforms Civil society ¹⁰³	dialogue Critical thinking			(outcomes / impact compared to objectives)	
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¹⁰³ Including foundations, not-for-profit organisations arts and cultural bodies, charities, think-tanks, communities of interest and community networks (sports, health, hobbies, religion).



Section 3 – Project summaries

Question 4

From the projects you have highlighted in Question 3, please describe the five most significant¹⁰⁴ media literacy projects that have taken place in your country since 2010.

Please use a separate form for each project. See the sample answer for help.

¹⁰⁴ Significant can relate to:

- a) the size of the target audience and/or the reach of the project,
- b) the total budget or cost of the project
- c) the final outcomes / impact of the project
- d) the level of public awareness of the project
- e) the level of engagement by the target audience.



Answer 4 – Project 1

A. PROJECT NAME: The Violence of Information

B. CATEGORY AND DESCRIPTION OF PROJECT:

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an 'X':

Research	
Resources	X
Campaign	
Provision of Funding	
Networking Platforms	
Policy Development	
End-user engagement	
Other	

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

The Violence of Information project main aim is to contribute the media literacy of youngsters and their creativity via developing new tools for youth trainers and youth workers. The project aims to develop approaches and training materials in 4 important thematic areas: search strategies; evaluating information; manipulation by information; safe in Internet;

The project objectives are:

a/ to train and raise awareness of youth workers, youth trainers and leaders in the 4 focus areas (mentioned above);



- b/ to improve the capacity of the youth centers, youth organizations and youngsters in 4 areas of media literacy and to provide them concrete approaches and tools; the developed methods and tools will contribute the Youth in Action programme activities;
- c/ to contribute the media literacy of young people via development of innovative tools that could be used in youth workshops, youth training courses and seminars;
- d/ via the developed approaches and modern media training materials to contribute the personal, social and occupational life of young people;

Project target group involves: youth workers and youth trainers; youth leaders of youth organizations or centers; young team leaders and youth project leaders;

Main project activities:

- a/ Training course and Contact seminar;
- b/ Development of 4 online games in 4 thematic areas;
- c/ Development of Web site including training section, tools section, resources section and communication tools;
- d/ Design of Manual with theory and practical examples of training approaches and tools;
- e/ Training model for organizing youth training activities concerning 4 thematic areas;
- g/ 4 important areas in which media literacy should be promoted among youngsters (searching strategies, evaluating information, manipulation by information, safe in Internet); Formulating those 4 areas and defining the concrete problems is one of the innovative aspects of the project; Although these problems have been mentioned in some resources, we identify them in relation to the young people and their creativity;

All the 4 areas have been carefully formulated after exploration of a lot of media literacy issues and their importance for the young people and non-formal youth trainings. The partnership has tried to focus on concrete and important areas in order to channel the project output efforts in some concrete materials and tools.

The proposed 4 areas include the following sub-topics:

- a. search strategies (including topics like field search, troubleshooting, Boolean logic issues etc.);
- b. evaluating information (including critical thinking, ability to scan, ability to read in-depth, rubbish in the information, social networks and ePortfolio);
- c. manipulation by information (including shaping of information, monopolist issues, violence of information etc.);
- d. safety in Internet (including data sharing issues, communication culture, ePortfolio ownership problems, data privacy, data piracy etc.);



The Violence of Information project will present concrete approaches how to use ePortfolio tools and social networks in youth non-formal education. The project will show ways and practical examples how to use different portfolio systems in the youth work and will explore examples of digital portfolio systems suitable for presentation purposes, for communication purposes, for career development or for assessment and self-awareness;

The Work Programme includes not only traditional, but also innovative methods for organization and preparation of events like virtual groups in social networks, gaming groups in online game environments and others.

Last but not least the project develops a concrete new toolkit including resource www site, 4 games, Manual and data-base that will be available for free for youth workers, trainers and leaders as a tool for their activities. This resource site will be maintained even after the project end on SCAS www servers.

C. GEOGRAPHICAL REACH

Please indicate whether the project was of National or Regional significance.

National

D. TIMEFRAME AND BUDGET

Please include the duration of the project, the dates and, where possible, the annual and total budget and related sources of financing....

Total budget 100 000 Euro

Duration of the project: 2010 - 2011

E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

Please indicate the type of media literacy skills or capacities that were addressed in the project. For example:



- Media use:
 - The ability to search, find and navigate and use media content and services.
- Critical thinking skills such as:
 - Understanding how the media industry works and how media messages are constructed.
 - Questioning the motivations of content producers in order to make informed choices about content selection and use.
 - Recognising different types of media content and evaluating content for truthfulness, reliability and value for money.
 - Recognising and managing online security and safety risks.
- Creative skills such as:
 - Creating, building and generating media content.
- Participation and engagement skills such as:
 - Promoting democratic participation and fundamental rights.
- Intercultural dialogue skills

F. **STAKEHOLDERS:** Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played

Student Computer Art Society (SCAS) - Bulgaria – Promoter **–very important role in Bulga**

civil sector

STUDENT COMPUTER ART SOCIETY /SCAS/ – Bulgaria is a national non-profit, non-governmental organization. It is managing two main centers: National Student Information and Career Development Center – a network of youth information centres. It holds educational courses, seminars and conferences, delivers free information on educational opportunities, courses, leisure activities, European institutions and programs, funding opportunities. Center for Computer Arts and Modern Media in Education – promotes youth and student projects in the field of computer animation, multimedia, electronic and computer music, web design; organizes educational courses, workshops, seminars, conferences and forums in the field of modern media, computer arts and communications.

SCAS is also a member and a co-founder of the National Youth Council of Bulgaria; partner of all the state institutions working on youth problems; member of Forum of Associations for International Relations (FAIR); associate member of International Society for Electronic Arts (ISEA); co-founder and manager of the Balkan youth information network.



More than 120 projects implemented up to now with the support of Leonardo da Vinci Programme, “Youth” Programme, “PHARE” Programme, “Culture 2000” Programme, Council of Europe, European Cultural Foundation, European Youth Foundation, etc.

International team of the project includes:

(European Youth4Media Network e.V (Y4M) – Germany ; Produktionsskoen I Hvidovre (PIH) – Denmark;
 Instituto Municipal de Juventud de Lorca (IMJUVE) – Spain;Association for Culture and Education KIBLA (ACE KIBLA) – Slovenia;Associazione culturale ORIENTARE – Italy;)

G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION: Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible, please indicate also the size of the targeted audience

Project target group involves: youth workers and youth trainers; youth leaders of youth organizations or centers; young team leaders and youth project leaders;

Main project activities:

- a/ Training course and Contact seminar;
- b/ Development of 4 online games in 4 thematic areas;
- c/ Development of Web site including training section, tools section, resources section and communication tools;
- d/ Design of Manual with theory and practical examples of training approaches and tools;
- e/ Training model for organizing youth training activities concerning 4 thematic areas

H. OUTCOMES AND EVALUATION Please outline (in approximately 300 words) the main results of the project. Some category-specific evaluation tools are outlined below to act as a guide for response and to provide a broad evaluation framework. However, we understand that each project will be different and evaluation methods may differ significantly. Campaigns – Levels of awareness and participation. Attitudinal and/or behavioural changes. Measuring audience reach/distribution, levels of awareness and participation, audience engagement via online/face to face methods etc. Qualitative results could include testimonials etc. Please include the frequency of measurement/evaluation.Value for money / Return on Investment, % of grant/funding used. Networking Platforms – Number of stakeholders engaged, frequency of networking opportunities, number of conferences, publications, subscribers, whether the networking took place at a regional, National, Pan-European or International level. Policy Developments – Frequency, Dissemination of policy, reaction to and adoption of policy recommendations.End-user engagement – Numbers of people engaged, frequency, results.Research – methodology, use and dissemination of results.



Resources – audience reached, online hits, shares, plays, downloads, circulation.

Main project results:

- Training courses and Contact seminars;
 - 4 online games in 4 thematic areas;
 - Web site including training section, tools section, resources section and communication tools;
 - Design of Manual with theory and practical examples of training approaches and tools;
 - Training model for organizing youth training activities concerning 4 thematic areas
- Eight presentations from the different project events – Contact-making seminar, Developers’ meeting, Training course and Valorization and Evaluation Seminar.

The presentations cover various topics: media literacy of young people, e-games usage in youth work, training e-games, ePortfolio. They may be downloaded:

[Download 4 aspects of media literacy.ppt](#)

[Download E-games - state of the art and best practices.ppt](#)

[Download E-portfolio usage for different purposes.ppt](#)

[Download Media literacy main concepts with a focus on mass media.ppt](#)

[Download Searching for information.ppt](#)

[Download The e-games development process.ppt](#)

[Download The Violence of Information-Project Intro.ppt](#)

[Download Training e-games in youth work.pdf](#)

- Searching strategy Tips ::

[How to Search the Internet Effectively](#)

[You can maximize the potential of search engines by learning how they work, and how to use them quickly and effectively.](#)

[How to use Boolean operators](#)

[More about Boolean operators](#)

[This page is designed to help you get more accurate search results.](#)



- Evaluate the information :

How to evaluate Online information

How to Evaluate Information Found Online - Four Key Questions to Judge if Online Information is Reliable

Search Tools. Evaluating Web Pages: Why and How

Manipulation of Information :

Manipulation Media Examples

Manipulation Through Mass Media

- Safety in Internet :

Some general tips on how to tell if the web site and information is reliable

Why is Internet Safety Important?

Internet Identity Theft Prevention

Internet Security: Staying Safe Online

- Game Development Tools :

Game Maker is a limited game development tool that allows creating small and relatively simple games without the need of writing any code. You can create nice looking games just using drag-and-drop actions and events.

Game editor is a game development tool that helps you design games without knowing anything about programming. The way you develop the game is by setting actions fired by events. For the more advanced developers there is a built-in scripts system which can be used to program objects or characters

Adobe Flash Professional is a development tool that allows creating interactive content, video, graphics, animation, websites, presentations, mobile content. It's the most popular tool for creating animated online content as well as offline multimedia and presentations. The capability of using powerful Actionscript code allows the development of complex applications and games

I. FURTHER REFERENCES Please provide further references about the initiative: publications, website, Twitter account etc



"The Violence of Information" project website <http://media-youth.org/index.php>

Project is available and has free access in the website of the project

There are Useful links +Manual (in the site)

www.facebook.com/pages/Student-Computer-Art-Society-%D0%A1%D1%82%D1%83%D0%B4%D0%B5%D0%BD%D1%82%D1%81%D0%BA%D0%BE-%D0%BE%D0%B1%D1%89%D0%B5%D1%81%D1%82%D0%B2%D0%BE-%D0%B7%D0%B0-%D0%BA%D0%BE%D0%BC%D0%BF%D1%8E%D1%82%D1%8A%D1%80%D0%BD%D0%BE-%D0%B8%D0%B7%D0%BA%D1%83%D1%81%D1%82%D0%B2%D0%BE/152694468092064

<http://blog.icn.bg/novini-ot-icn-bg/na-sreshta-s-rosen-petkov-i-kompyutarno-pr/>

http://news.sagabg.net/item_1677.html



Answer 4 – Project 2

A. PROJECT NAME: Children, Teachers and Parents Against Hate Speech and Discrimination

B. **CATEGORY AND DESCRIPTION OF PROJECT:** Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an 'X':

Research	x
Resources	
Campaign	
Provision of Funding	
Networking Platforms	
Policy Development	
End-user engagement	
Other	

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

Over the past few years, the Bulgarian society has been affected by the ever-growing wave of aggressive, offensive and discriminative viewpoints, including xenophobia and racism. This flood of hate speech has on several occasions spilled over into different forms of physical violence. Children are exposed to hate speech since a very young age, due to their early entry into the digital world. Their encounter with a constant and normalized use of hate speech in the Internet comes at a time, when they do not yet possess moral and psychological barriers towards the manifestation of ethnical, religious or gender-based discrimination. The project “Children, teachers and parents against hate speech and discrimination”, carried out in two main stages, aims to counteract this tendency.



The first stage of the project of (Bulgarian Safer Internet Center) (SIC) was devoted to the selection and development of 10 lesson plans for the primary school pupils.

These lessons present the compulsory education material in a way, which not only educates the children, but also helps them to develop various skills, get to know themselves better and communicate with others in a tolerant way. The students have the opportunity to participate in discussions and to reenact everyday scenes and situations, through which they can better understand and analyze the educational material. The lessons were designed by an expert working group, consisting of experts from the Institute of Psychology of the Bulgarian Academy of Science and teachers and professionals from primary schools in Sofia. Each participant in the expert group developed a different lesson plan, based on their competence. The lesson plans were then sent to experts from the Ministry of Education, the Institute of Psychology and the Faculty of Preschool and Primary School Education of Sofia University for review. Their theoretical, as well as practical recommendations, were taken into account and the lesson plans were edited accordingly.

The developed methodology is connected with the parents and teachers too. The lesson plans have foreseen different extracurricular activities with joint participation of children, parents and teachers. In this way, parents can actively support the development of new skills of their children.

In the second stage of the project, the finalized lesson plans were tested in four Sofia schools (two of them have students from different ethnical backgrounds). The testing provided a valuable feedback that was utilized for elaboration of relevant methodical guidelines to be presented to teachers in different primary schools.

After the completion of the lesson plans and methodical guidelines, a training seminar was organized with participation of 25 teachers and volunteers.

The main significance of the project is related to the reduction of these negative processes in our country

C. GEOGRAPHICAL REACH Please indicate whether the project was of National or Regional significance.

National significance



D. TIMEFRAME AND BUDGET

Please include the duration of the project, the dates and, where possible, the annual and total budget and related sources of financing.

2014-2016

E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED: Please indicate the type of media literacy skills or capacities that were addressed in the project:

- Including challenging radicalisation and hate speech online.
- Critical thinking

F. STAKEHOLDERS: Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.

Civil society

1. The Bulgarian Safer Internet Center (SIC) works to increase the digital literacy of children and young people. Promote positive, safe and responsible use of internet and mobile technologies in 2005 The center is a member of the European network of 30 centers Safer Internet [Insafe](#) , and the International Association of Internet Hotlines [INHOPE](#), which unites 45 countries.

2. Applied Research and Communications Fund (ARC Fund coordinator of Bulgarian Safer Internet Center (SIC)). ARC Fund's activities serve a wide community of policy-makers and practitioners in central and local governments, businesses, industry associations and civil society. Over 5,000 client organizations currently benefit from ARC Fund's innovation incubation and business support **services**.

A. TARGET AUDIENCE FOR THE PRACTICE OR ACTION: Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible, please indicate also the size of the targeted audience.

50 experts

45 primary-school teachers

B. OUTCOMES AND EVALUATION

The new methodology is developed in a close cooperation with a group of primary school teachers. The methodology utilizes an interactive



approach to strengthen the children's sensitivity regarding the hate speech and its possible consequences: discrimination, bullying and violence. .

Two are the major outputs of the project – teacher's handbook and workbook for pupils. Both publications are essential for the application of the methodology in schools.

Some of the teachers (from Sofia and Stara Zagora), who participated in the development of the methodology and tested the lessons in their classes, shared their positive experiences and impressions.

The in-class work is only one component of the methodology. The other two are the homework, which the children are expected to do together with their parents, and a school event with participation of teachers, children and parents.

. The main recommendations brought forth in the final report are:

- Prevention of hate speech needs to be made a priority among the social and civic skills children learn in the first four grades of the primary school.
- Interactive methods should be applied more widely, including a more active involvement of parents in development and consolidation of social and civic skills of children.
- Digital skills, including critical thinking and media literacy, should be introduced into a wider circle of subjects relating to the development of social and civic competencies and emotional intelligence, and should not be confined only to subjects dealing with information technologies.

Several experts shared the opinion that the recommendations should be formulated in a more direct and imperative language, because hate speech and hate crimes have become commonplace in the Bulgarian society. Most worryingly, they affect even the youngest children.

The handbook for teachers, school workbook of the children and the analytical report are available for download from section "Materials".

Research project is made with an original methodology

C. **FURTHER REFERENCES** Please provide further references about the initiative: publications, website, Twitter .

Publications:

Handbook "Children, parents and teachers against hate speech": The manual contains 10 sample topics that can be used for children grades 1-4 classes in various subjects.

Workbook "Children, parents and teachers against hate speech": Notebook contains entertaining tasks for children through which to deepen their understanding of diversity and tolerance.



Report: Methodology for combating hate speech in primary school education: Analytical report outlining the methodology "Children, parents and teachers against the language of images," the findings of its pilot implementation in over 10 different schools and recommendations to educational institutions.

All of the published materials are available in internet <http://www.safenet.bg/bg/materiali>



Answer 4 – Project 3

A. PROJECT NAME: New Media Literacy for Media Professionals

B. CATEGORY AND DESCRIPTION OF PROJECT:

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an 'X':

Research	x
Resources	
Campaign	
Provision of Funding	
Networking Platforms	
Policy Development	
End-user engagement	
Other	

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

The two-year project explored the challenges of the ICT and particularly of the new media (Facebook, YouTube, Twitter, Flickr, etc.) as channels and sources of information for media and communications professionals and in this way added to the improved quality of media and communication across Europe.

The main goal of the partnership was to contribute to improved quality of media and communication in the European public sphere via strengthening skills



and exchange of experience and best practices of professionals in media and communication as well as of creators of content in general.

The project aimed at fostering skills development, facilitating discussion and exchanging of experiences with the purpose to evaluate the role of the ICT and the new media in modern media environment and to promote the enormous opportunities they offer for professional realization.

Project partners exploited their knowledge and intellectual potential to put the beginning of a network of excellence of media professionals as a long-term platform for further cooperation of specialists from different generations and at various levels – academic and practical.

Forms and methods to accomplish these objectives- debates; training materials; PP presentations (4 debates and three international training seminars for journalists and media/communications professionals were held in Malta, Timisoara, Sofia and Bratislava=More than 15 training materials as PP texts were produced based on joint exchange both in seminars and online on the following topics – European media and communications frameworks, libel and defamation regulation, forum shopping, the challenges of Wikileaks, Assange and Snowden, reporting on terrorism, ethical and nonethical journalism, blogs, investigative journalism and new forms of journalism as immersive journalism and the problems they entail.

Partners produced also case studies containing national and international cases and a CD with cases on un/ethical journalism in Romania.

Partnerships enhance the skills of media professionals and journalists in particular new dynamic conditions of rapid development of new media and internet.

Knowledge of those skilled media skills for creative handling of new information and communication technologies have raised repeatedly. Contribute to the formation of active citizenship in the digital environment Knowledge of media professionals and their skills for creative handling of new information and communication technologies have raised repeatedly..

The project contributed to enhancing active citizenship in the digital environment

C. GEOGRAPHICAL REACH

Please indicate whether the project was of National or Regional significance.

NATIONAL

D. TIMEFRAME AND BUDGET Please include the duration of the project, the dates and, where possible, the annual and total budget and related



<p>sources of financing.</p> <p>Duration of the project 2012-2014</p> <p>Total budget 6000 Evro</p>
<p>E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED: Please indicate the type of media literacy skills or capacities that were addressed in the project. For example:</p> <ul style="list-style-type: none"> • Media use: <ul style="list-style-type: none"> - The ability to search, find and navigate and use media content and services. • Critical thinking skills such as: <ul style="list-style-type: none"> - Understanding how the media industry works and how media messages are constructed. - Questioning the motivations of content producers in order to make informed choices about content selection and use. - Recognising different types of media content and evaluating content for truthfulness, reliability and value for money. • Creative skills such as: <ul style="list-style-type: none"> - Creating, building and generating media content. • Participation and engagement skills such as: <ul style="list-style-type: none"> - Interaction, engagement and participation in the economic, social and cultural aspects of society through the media. - Promoting democratic participation and fundamental rights.
<p>F. STAKEHOLDERS: Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.</p> <p>“Media21” Foundation - contractor and project partner</p> <p>Center of Human resources development center National structure for European educational programs and projects</p>



LLL program (subprogram Leonardo da Vinci)

G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION: Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible, please indicate also the size of the targeted audience.

Associations in field of education

University or higher education (third level)

Research centers and organizations

Broadcasting Company

In the training process was attended by Bulgaria 11 people aged 27 to 65 years

H. OUTCOMES AND EVALUATION

Please outline (in approximately 300 words) the main results of the project. Some category-specific evaluation tools are outlined below to act as a guide for response and to provide a broad evaluation framework. However, we understand that each project will be different and evaluation methods may differ significantly.

Research

Prepared presentations, accompanied by text, examples and practices from different countries can be directly used for training in new media skills, they are the basis for a modern and interactive training in journalism and media.

For the final results of the project was informed Committee on Media and Information Society Council of Europe (CDMSI) by Bulgarian representative Bisera Zankova. Representatives of the committee were kept informed of the seminars and their representative attend the final seminar in Bratislava - 29 - 05.30.2014.

I. FURTHER REFERENCES Please provide further references about the initiative: publications, website, Twitter account etc.

Based on the research project were held two posts in the collection of materials from the conference "Citizens and Media" of the Faculty of Journalism, University, 16 to 17 May 2013. Teachers and students were acquainted with the achievements of the project. which introduced the audience and media



community achievements within the project

The project allowed the universities, civil society organizations and ministries to get acquainted with the objectives of the Foundation and with the professionalism of its members.

Were created good conditions for some effective current partnerships and possible future cooperation with the Union of Bulgarian Journalists, Bulgarian National Television, MTITC, Faculty of Journalism of Sofia University, Rousseau University VUARR, etc. The project was met with understanding and interest in online media which published information about the events on the project.

Rousseau meeting www.uard-ruse.bg/content/%D1%81%D1%80%D0%B5%D1%89%D0%B0-%D0%B4%D0%B8%D1%81%D0%BA%D1%83%D1%81%D0%B8%D1%8F-%D0%BF%D0%BE-%D0%BF%D1%80%D0%BE%D0%B1%D0%BB%D0%B5%D0%BC%D0%B8%D1%82%D0%B5-%D0%BD%D0%B0-%D0%BD%D0%BE%D0%B2%D0%B8%D1%82%D0%B5-%D0%BC%D0%B5%D0%B4%D0%B8%D0%B8-%D0%B8-%D0%BE%D0%B1%D1%89%D0%B5%D1%81%D1%82%D0%B2%D0%B5%D0%BD%D0%B8%D1%82%D0%B5-%D0%BC%D0%B5%D0%B4%D0%B8%D0%B8

Black and white <http://blackandwhitemag.bg/?p=3037>

Liternet –

http://kulturni-novini.info/news.php?page=news_show&nid=16856&sid=31

AEJ www.aej-bulgaria.org/bul/p.php?post=2827

SBJ <http://sbj-bg.eu/index.php?t=22432>

SBJ <http://sbj-bg.eu/index.php?t=22291>

Paper “Creativity and Innovation in the New Digital Environment - the Challenges of the New Types of Journalism” written by Iliana Franklin and Bissera Zankova presented in Porto (Fourth international congress on Cyberjournalism Porto, December 4 – 5 2014.)

Book “Smart Journalism”, Google, Amazon <https://www.amazon.co.uk/gp/search?index=books&linkCode=qs&keywords=9781326264796> -

Second part of the book is in progress in Mediaframestudios, Lulu, UK



Answer 4 – Project 4

A. PROJECT NAME: Development of information and digital literacy within the framework of civic education in Bulgaria”

B. CATEGORY AND DESCRIPTION OF PROJECT:

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an ‘X’:

Research	X
Resources	
Campaign	
Provision of Funding	
Networking Platforms	
Policy Development	
End-user engagement	
Other	

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

The project aims at development and boosting of media and information literacy in Bulgaria. Based at the assumption that along with the development of competences for communication in mother tongue and foreign language, mathematic competence, social competence etc. “Media literacy is to be made the ninth key competence for life-long learning in the European Union (cf.2006/962/EC) the project is oriented at students in pedagogy and instructional design who in their capacity of teachers to be will assist and boost its formation among learners at school age. The project started in 2013 as a follow up activity of a MA course implemented with Sofia University students who assessed it as a useful tool helping learners acquire knowledge and skills that allow them to carry out better all learning oriented activities.



The key project objectives included familiarization students with media and information literacy, its goals, tools and opportunities for upward individual development. Given the fact that young people in the country (age 10+) possess strong skills in using new information and communication technologies the idea was to make them use them not only for fun and entertainment but also for education related purposes. Initially the idea was to promote media and information literacy among teachers- to- be and hope that they would use the concept in their daily school practices winning their own students for the same cause. Ultimately it became the core around which a 3-year project has been designed to be currently still under implementation by the Alma Mater Centre for Excellence in the Humanities at Sofia University.

It includes the following objectives.

Research of the existent teaching practices of media and information literacy

Development of modules to teach students from all levels of education to use digital literacy for educational purposes (based on Sonia Livingstone 4 –stage definition of media literacy)

Using new technologies in kindergartens and primary school

Publication of articles on media and information literacy

Boosting the idea that development of media literacy is one of the best ways to facilitate teaching and learning

The main methods used include face-to-face and online taught sessions with students in Pedagogy of Media and Artistic Communication (BAs and MAs), Faculty of Pre-School and Primary School Pedagogy, Sofia University.

Up to this moment more than 50 BA students and around 100 MAs have participated in the project activities

Over the last 2 years the project allowed the publication of several studies and a monography related to the development of media and information literacy

C. GEOGRAPHICAL REACH

Please indicate whether the project was of National or Regional significance.

National

Although developed as a project carried out within the frames of Sofia University, making its scope mainly **regional**, the fact that the students (especially Mas) teach around the country after their graduation helps boosting it at a **national** scale

N or R



D. TIMEFRAME AND BUDGET Please include the duration of the project, the dates and, where possible, the annual and total budget and related sources of financing.

The project time-frame is 3 years (February 2013, December 2016) and its budget is approximately 50 K EUR. The only source of funding has been the Academic Research Fund-Ministry of Education and Science

E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED: Please indicate the type of media literacy skills or capacities that were addressed in the project. For example:

- Media use:
 - The ability to search, find and navigate and use media content and services.
- Critical thinking skills such as:
 - Understanding how the media industry works and how media messages are constructed.
 - Questioning the motivations of content producers in order to make informed choices about content selection and use.
 - Recognising different types of media content and evaluating content for truthfulness, reliability and value for money.
 - Recognising and managing online security and safety risks.
- Creative skills such as:
 - Creating, building and generating media content.

F. STAKEHOLDERS: Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.

The key stakeholders involved in the project are as follows:

Alma Mater Centre for Excellence in the Humanities, Sofia University

The Sofia-based Communication and Human Resources Development Centre



Pedagogy of Media and Artistic Communication Program at the Faculty of Pre-School and Primary School at Sofia University

G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION: Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible, please indicate also the size of the targeted audience.

The target groups involved in the project involve:

50 BAs, aged 19-24

100 MAs, aged 25+

Around 1000 kids (aged 4-10) taught by the graduates of the Program

In last paragraphs G and H:

The project has also impacted more than 250 teachers, involved in a RAABE Academy implemented project on New Technologies as an Effective Foreign Languages Teaching Tool.

H. OUTCOMES AND EVALUATION Please outline (in approximately 300 words) the main results of the project. Some category-specific evaluation tools are outlined below to act as a guide for response and to provide a broad evaluation framework. However, we understand that each project will be different and evaluation methods may differ significantly.

Research – frequency of research, methodology, use and dissemination of results.

The research that results from the project implementation includes:

Publications -12 articles, a study and a monography, entitled Pedagogy of Media Communication, published by Sofia University Press

A broad national campaign is envisaged to hold place in early fall, 2016 to promote the project results, including:

A round table discussion at Sofia University

A conference on media and digital literacy, planned for November 2016 aimed at academics, teachers, NGO representatives

The promotion tools are mainly the websites of the stakeholders involved

The project relies mainly on the domino effect that helps its dissemination by the constant interaction among teachers and students

The project has also impacted more than 250 teachers, involved in a RAABE Academy implemented project on New Technologies as an Effective Foreign



Languages Teaching Tool. As digital literacy means have been widely discussed during that classes forming the core of the project according to the feedback from the teachers attending the course they all initiated discussions on media and information literacy in their schools, which along with some follow up demonstrations have led to a gradual (and positive) change in the traditional (negative) attitudes vis-à-vis digital tools among school teachers.

I. FURTHER REFERENCES

Please provide further references about the initiative: publications, website, Twitter account etc.

Danov, D., Pedagogy of Media Communication, SU, June 2016



Answer 4 – Project 5

A. PROJECT NAME: European approach for public competency and participation in digital environment

B. CATEGORY AND DESCRIPTION OF PROJECT:

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an 'X':

Research	X
Resources	
Campaign	
Provision of Funding	
Networking Platforms	
Policy Development	
End-user engagement	
Other	

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

The project for European approach towards public competencies in digital environment in conditions of post modernity is ambitious research intention of team of professors and Ph.D students under International Academic Seminar on Media and Education in Philosophical Faculty, South-West University.

The project study the real European policies, approaches and preconditions for creating and upholding of competencies for participation in digital environment, presentations and disposition of young people towards sustainable and changing values to institutions in European context.

The project was carried out on the basis of two type analyses – theoretical and empirical and resulted in extracting of several coefficients for young generations: coefficient of accepting, hostility, tolerance etc.

The whole theoretical frame work is based on concept ideas and realization of European policies for *media literacy* that is important strategy for social



participation, developed through the last years in different European countries as well as in European Parliament.

The project supposes studying the competencies, connected with expressing the active position, criticism and behavior in digital environment where are placed the young people in our country and European context as a whole.

The project aims is to reveal the existing European practices and to explore the competencies of the young university generation media literacy and participation in the digital environment .

The tasks of the project are aimed at:

1. study the attitude of students towards civic activism and education and the need to develop new competencies .
2. seminar on which to present the project results.
3. positioning of the project in European research environment

Methods, used in the project, are:

- Focussed interview. It is supposed to study attitudes towards media education and competences of students in different universities,
- Content - analysis of European policies on the topic of media literacy and education.

Te results from the project was planned to be presented on one of COST Actions “Reforming audiences, Reforming society by the team project leader D.Sc. Dobrinka Peicheva who was a coordinator for Bulgaria in this European initiative.

That was a part of dissemination of the project and its outcomes in Bulgarian and European context in the frame of DIGITAL EUROPE

Many of the results was published in special edition of e-journal Postmodernism problems **Volume 4, Number 3 (2014)**

I was involved in this project as academic head, organizer and participant of the proekt

www.swu.bg/academic-activities/research/projects/internally-funded-projects/research-projects-for-2014.aspx?lang=en

(*In Bulgarian* **12. Tema na proekta:** Evropeiski podhod za publichni kompetenzii I uchastie v digitalna sreda *In Bulgarian* Европейски подход за публични компетенции и участие в дигитална среда **Ръководител:** доц. Добринка Пейчева)

C. GEOGRAPHICAL REACH

Please indicate whether the project was of National or Regional significance.



National
<p>D. TIMEFRAME AND BUDGET</p> <p>Please include the duration of the project, the dates and, where possible, the annual and total budget and related sources of financing.</p> <p>March 2014-december 2014</p> <p>Total budget – Evro 2000(4000BGN)</p>
<p>E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:Please indicate the type of media literacy skills or capacities that were addressed in the project. For example:</p> <ul style="list-style-type: none"> • Media use: <ul style="list-style-type: none"> - The ability to search, find and navigate and use media content and services. • Critical thinking skills such as: <ul style="list-style-type: none"> - Recognising different types of media content and evaluating content for truthfulness, reliability and value for money. • Creative skills such as: <ul style="list-style-type: none"> - Creating, building and generating media content. • Participation and engagement skills such as: <ul style="list-style-type: none"> - Interaction, engagement and participation in the economic, social and cultural aspects of society through the media. - Promoting democratic participation and fundamental rights.
<p>F. STAKEHOLDERS:</p> <p>Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.</p>



International academic seminar “Media and Education” at South-West University “N.Rilski”-Blagoevgrad, which plays significant role in the academic media literacy unis.

Sector Academia

G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible, please indicate also the size of the targeted audience.

96 students from different universities in Bulgaria – Blagoevgrad; Sofia; Plovdiv

H. OUTCOMES AND EVALUATION

Please outline (in approximately 300 words) the main results of the project. Some category-specific evaluation tools are outlined below to act as a guide for response and to provide a broad evaluation framework. However, we understand that each project will be different and evaluation methods may differ significantly.

Research – frequency of research, methodology, use and dissemination of results.

On the base of conducted 3 focused interviews and a content analysis, this project:

- contributed to the disclosure of European practices for communication and media education policies and disclosure of their relevance to the Bulgarian conditions;
- offers new aspects of understanding and new contemporary positioning of the issues of media literacy
- give new data available for the population surveyed and analyse the facts and processes ;
- reveals opportunities to innovate the educational content in accordance with the views, opinions and values of students;

In the frame of International Academic seminar “Media and Education” was organised a round table discussion with researchers, respondents and students from different SWU departments.

The project results was disseminated in 2 Cost Actions and in one of the edition of e-journal Postmodernism problems

4 articles was made and published in e-journal Postmodernism problems Volume 4, Number 3 (2014) <http://ppm.swu.bg/volume-collection/volume-4->



3.aspx?lang=en

Media literacy as part of public competency for participation in digital environment

Dobrinka Peicheva

Students' integration to research activity and participation in digital environment

Valentina Milenkova

Acquisition of digital competence as a way for reducing structural unemployment and successful implementation of the labour market

Violeta Nikolova

Political competence and election attitudes

Ivona Falina; Alexander Hristov; Dobrinka Peicheva, Jeko Kyosev, Valentina Milenkova

The project **reinforce and speed up the** public awareness of the media literacy as significant literacy in the digital invirenment

I. FURTHER REFERENCES

Please provide further references about the initiative: publications, website, Twitter account etc.

1. Volume 4, Number 3 (2014) of the e-journal Postmodernism problems was dedicated on themain project results <http://ppm.swu.bg/volume-collection/volume-4-3.aspx?lang=en>

2. The article "Media literacy polices in Bulgaria was published in Czech academic journal - Journal on Efficiency and Responsibility in Education and Science

See Peicheva D., Milenkova V. (2016) "Media Education Policy in Bulgaria", Journal on Efficiency and Responsibility in Education and Science, Vol. 9, No. 1, pp. 60-66, online ISSN 1803-1617, printed ISSN 2336-2375, doi: 10.7160/eriesj.2016.090102.





7.5. CY – CYPRUS

Answers of the national expert to the questionnaire



Objective: The objective of this research is to provide mapping and description of the significant projects in promotion of media literacy in the EU-28 member states, since January 2010, of national or regional coverage.

The actors to be included in the mapping are:

- policy makers,
- public authorities,
- media regulatory authorities,
- audiovisual content providers,
- journalists associations,
- civil society.

To ensure a comprehensive picture is created of the media literacy projects that have been undertaken, and media literacy skills that have been promoted in each country, we ask that you consult with actors mentioned above (or the equivalent in your country) and include any relevant material from them.

The projects will be categorised according to the skills that they intend to develop and their target group and, if feasible, the outreach of each project.

Context: Media literacy is to be understood as an umbrella expression that includes all the technical, cognitive, social, civic and creative capacities that allow a citizen to access, have a critical understanding of the media and interact with it.

These capacities enable people to exercise critical thinking, while participating in the economic, social and cultural aspects of society and playing an active role in the democratic process. This concept covers all kind of media interactions (broadcasting, radio, press, the internet, social media) and addresses the needs of all ages.

Scope: This report will focus on media literacy projects relating to media services delivered on electronic communication networks, both linear and non-linear, and on information society services where pertinent. Press (including online), radio and off-line media will not be covered. Regional initiatives will be described separately where relevant.

In addition to the conventional media literacy themes of critical thinking, digital inclusion, online safety and the protection of minors, we are particularly interested in media literacy projects that:



- **Promote a healthy democracy:** Democracy, by definition, requires the participation of well-informed citizens. Citizens inform themselves through the media. Their relationship with the media needs to take place in a context of critical thinking. This furthermore requires certain knowledge of how the media works and how media messages are constructed.
- **Empower people in a changing and increasingly complex media landscape:** We are not only passive recipients of media content, but also content creators and media sources, for example through our involvement in social media. Moreover, we increasingly receive news through social media, rather than through traditional channels. This proliferation of sources brings a lot of new information, opportunities and potential innovation but also requires critical thinking and verification tools and awareness of how to manage our personal data and make informed choices about algorithms from digital platforms that accommodate the world to our taste.
- **Challenge radicalisation and hate speech online, and promote fundamental rights:** In a time when each citizen with a mobile connection to social media is a source of news and can contribute to "trending topics", media literacy includes taking up one's civic responsibility of contributing to a culture of inclusive tolerance and respect online and exercising critical thinking in relation to amplifying, debunking or challenging media content.

Actions related to school curricula are excluded from the mapping as they were mapped by the European Media Literacy Education Study (EMEDUS)¹⁰⁵.

Respondent information	
Name:	Antigoni Themistokleous
Title and Organisation:	Radio Television Officer – Cyprus Radio Television Authority
Country:	Cyprus
Short biography:	<p>Since March 2007 Antigoni has a permanent job position at the Cyprus Radio Television Authority, where her main tasks are the monitoring of broadcasting and the coordination of the media literacy activities in Cyprus. Her previous professional experience includes journalist at a national radio station in Cyprus and teaching positions at Pascal Education Organisation and the Lebanese School.</p> <p>Having completed a Bachelor degree in Greek Philology with specialization in Classics (National University of Athens, 1999 – 2003), Antigoni obtained a Diploma in French Language and Literature by the University of Nice-Sophia Antipolis , (January –</p>

¹⁰⁵ <http://fr.slideshare.net/MediaLearning/ml-2012-the-emedus-european-media-literacy-education-study-by-jose-manuel-perez-tornero>



	June 2004). She obtained a Master's degree in Media and Communications Regulation and Policy from the London School of Economics (2004 – 2005) and is currently reading for a Phd Degree in Media Regulation at the University of Brighton.
Contact address:	1 Nikola Ioannou, flat 104, 2236, Nicosia, Cyprus
Email:	Antigoni.themistokleous@gmail.com
Telephone:	+357 99 801008



Section 1 – Background context

Question 1

Please list the main media literacy stakeholders in your country, and identify which sector they belong to (e.g. academia¹⁰⁶, audiovisual content providers¹⁰⁷, online platforms¹⁰⁸, public authorities¹⁰⁹, media regulatory authorities, civil society¹¹⁰).

Please indicate which stakeholders have a statutory responsibility around media literacy and which stakeholders have a non-statutory interest/engagement in media literacy activities.

Answer 1

The main media literacy stakeholders in Cyprus and the sector they belong to are shown in the following table:

Media Literacy Stakeholders	Sector they belong to	Statutory responsibility
Cyprus Radio Television Authority	Media regulatory authority	Yes (based on article 30C of The Radio and Television Organisations Laws of 1998 until 2015 and on article 18D of The Cyprus Broadcasting Corporation, chapter 300A)
Cyprus Pedagogical Institute	Public authority (Ministry department)	No
University of Nicosia	Academia	No

¹⁰⁶ Academic institutions, universities and third level education providers.

¹⁰⁷ Audiovisual content providers include broadcasters and on-demand providers (both public service media and commercial media) and content providers for online, games and apps.

¹⁰⁸ Online platforms includes the owners and operators of online platforms (such as social media websites and search engines).

¹⁰⁹ Public authorities include government Ministries/departments, local authorities and councils, semi-State organisations, policy-makers.

¹¹⁰ Civil society includes foundations, not-for-profit organisations arts and cultural bodies, charities, think-tanks, communities of interest and community networks (sports, health, hobbies, religion).



Future World Centre	Non-governmental organisation (NGO) / Civil Society	No
Cyprus Neuroscience and Technology Institute (CNTI)	Non-governmental organisation (NGO) / Civil Society	No
Cyprus Community Media Centre	Non-governmental organisation (NGO) / Civil society	No
International Children's Film Festival in Cyprus (ICFFCY)	Non-profit organisation / Civil society	No
American Academy Nicosia	Private school of primary and secondary education	No

Question 2

What kind of networks do the media literacy stakeholders in your country engage with?

Please describe these networks and include how these networks function, who manages the networks and whether they operate at a local, national, European or International level.

Answer 2

For the time being there is not any established national body to implement media literacy policies. Basic training activities are undertaken in school by the Cyprus Radio Television Authority and the Pedagogical Institute of the Ministry of Education and Culture, although these activities are not part of the school curricula (further information and details are provided in answering Question 4). There is not any significant network in which the media literacy stakeholders engage with. This may be the result of the absence of an established national media education coordinating body seeking to promote the



media literacy level in the Republic. As a result there is not any strategic plan for media literacy.

Nevertheless, there is cooperation between the Cyprus Radio Television Authority (CRTA) and the Pedagogical Institute of the Ministry of Education and Culture (PI) which can be considered as a network. The CRTA and the PI implement a joint program which is however not included in the formal school curricula. The PI distributes the circular informing educators and teachers about the workshops that are offered in the context of media literacy policy; educators and teachers submit an entry form to a platform that is managed by the PI. All entries are provided to the CRTA which has the main responsibility to undertake the workshops. This happens in the framework of providing extra-curricula activities to pupils and the network operates at a national level.

Additionally, the civil society organisations that are involved in the subject and they organise various media literacy activities often create networks in order to implement the activities.

Cyprus Community Media Centre (CCMC) is an NGO which organises media literacy activities and trainings; it operates as an umbrella body whose members represent a broad range of civil society organisations throughout Cyprus. Therefore, it usually functions as the body which manages these activities and trainings, whilst it also participates in programs and partnerships, which are funded by European institutions and bodies. CMCC coordinates various activities, trainings and projects and releases press announcements.

The Future World Centre is another NGO which undertakes the implementation of various media literacy projects. The Future World Centre participates as a partner in various co-funding European activities/projects or in fully-funded European activities/projects. Hence, the network in which it participates operates at a European level and it functions based on the provisions of the grants.

Cyprus Safer Internet Center is a consortium made of five partners which are the Cyprus Neuroscience and Technology Institute, the Ministry of Education and Culture – Cyprus Pedagogical Institute, the CYTA – Cyprus Telecommunication Authority and the Pancyprrian Coordinating Committee for the Protection and Welfare of Children. The Center serves as an Awareness Node, it organises various awareness raising activities and events, such as the annual Safer Internet Days and undertakes research and projects, whilst it also runs the Hotline, which has been active since 2006 and the Helpline, which has been active since 2009. The Cyprus Safer Internet Center undertakes the Cyberethics project in Cyprus. The Cyprus Safer Internet Center also coordinates various programmes in cooperation with relevant actors at European level.



Section 2 – The overview

Question 3

Using the grid below, please identify the 20 most significant media literacy projects which have been delivered in your country since 2010.

Please select the most appropriate category for the project type, the sectors responsible for the projects, the type of media literacy skills that were addressed in the project, as well as the reason of significance:

Project types	Sectors	Media literacy skills	Reason for significance
Research ¹¹¹	Academia ¹¹⁸	Creativity ¹²⁴	The size of the target audience
Resources ¹¹²	Audiovisual content provider ¹¹⁹	Critical thinking ¹²⁵	The total budget or cost of the project
Campaigns ¹¹³	Public authorities ¹²⁰	Intercultural dialogue ¹²⁶	The success of the project (outcomes / impact compared to objectives)
Provision of Funding ¹¹⁴	Media regulatory authorities	Media use ¹²⁷	The level of public awareness of the project
Networking platforms ¹¹⁵	Online platforms ¹²¹	Participation and interaction ¹²⁸	The level of engagement by the target audience
Policy Development ¹¹⁶	Civil society ¹²²	Other	Other
End-user engagement ¹¹⁷	Cross-sector collaboration ¹²³		
Other	Other		

¹¹¹ Significant qualitative or quantitative research on any aspect of media literacy which has been published and/or is widely used by the media literacy practitioners.

¹¹² Resources include all the themed output related to a single media literacy initiative. It could include TV, and/or content published online, including information leaflets, video, audio, lesson plans, curriculum modules, websites etc.

¹¹³ Campaigns usually combine awareness-raising with a desired behaviour change. A Campaign will usually have a specific 'call to action' e.g. 'Don't share too much online' or 'Know how to check the truthfulness of online information'. Campaigns can be multi-stakeholder campaigns such as Safer Internet Day or cross-platform campaigns and can include promotion across TV/radio/online and/or other forms of public engagement.

¹¹⁴ Including the provision of funding for media literacy activities delivered by third parties. Funding may be provided via grants, open competition and invitations to tender.

¹¹⁵ Including conferences, seminars, meetings, online and offline forums, newsletters, databases.

¹¹⁶ Including consultations, published reports and recommendations.

¹¹⁷ End-user engagement includes grass-roots projects that provide support and information to end-users via face to face contact, phone contact or online contact.

¹¹⁸ Including Academic institutions, universities and third level education providers

¹¹⁹ Including broadcasters and on-demand providers (both public service media and commercial media) and content providers for online, games and apps.

¹²⁰ Including government Ministries/departments, local authorities and councils, semi-State organisations, policy-makers.



Please classify the projects using either 'N' for National or 'R' for Regional, and their level of significance using a scale of 1 to 3, where 1 is most significant and 3 is least significant.

	Project Name	Project Type	Sector	Media Literacy skills	National or Regional	Years	Reason for significance	Level of significance (1 – 3)
1	Experiential workshops on Media Literacy	Resources	Cross sector	Critical thinking, Media USe	National	2014–2016	Size of target audience Success of the project	1
2	Educational films: Media Literacy and TV is not an innocent game	Campaign (tv spot)	Cross-sector Media regulatory authorities, Audiovisual content provider	Critical thinking, Media use,	National	2012 – 2014	Size of target audience, Level of public awareness of the project	2
3	Media Education (education for	Networking	Cross-sector Academia, Media	Raising awareness about media education,	National	10/10/2012	Provision of information, Exchange of views and opinions about media	3

¹²¹ Including the owners and operators of online platforms (such as social media websites and search engines).

¹²² Including foundations, not-for-profit organisations arts and cultural bodies, charities, think-tanks, communities of interest and community networks (sports, health, hobbies, religion).

¹²³ Including projects involving a number of key stakeholders from different sectors. As an example, the model that Safer Internet Day is based on could be considered a cross-sector collaboration project.

¹²⁴ Creating, building and generating media content.

¹²⁵ Critical thinking skills such as: understanding how the media industry works and how media messages are constructed; questioning the motivations of content producers in order to make informed choices about content selection and use; recognising different types of media content and evaluating content for truthfulness, reliability and value for money; recognising and managing online security and safety risks.

¹²⁶ Such as challenging radicalisation and hate speech.

¹²⁷ The ability to search, find and navigate and use media content and services.

¹²⁸ Interaction, engagement and participation in the economic, social, creative, cultural aspects of society through the media and promoting democratic participation and fundamental rights.



	the mass media)	platform	Regulatory authorities, Public authorities	Participation and interaction			education and media literacy	
4	Emerging voices	Recourses	Civil society	Creativity, Intercultural dialogue, Media Use, Participation and Interaction	National	12–14 Sept. 2013	Issues analysed and discussed Engagement by target audience	2
5	EU Kids Online	Research	Cross-sector collaboration	Critical thinking, Media Use	National	1/11/2011 – 31/10/2014	Size of the target audience, Total budget of cost of the project	1
6	Sim Safety game	Resources	Cross-sector collaboration	Critical thinking, Media Use, Internet safety	National	1/1/2009 – 31/12/2010	Content (material) of the project Type of the project	2
7	Cyprus Safer Internet Centre “Cyberethics”	Campaigns	Cross-sector collaboration	Creativity, Critical thinking, Media use, Participation and interaction	National	2006 - present	Size of target audience, Total budget of the project, Success of the project	1
8	Cyprus Artefact Treasure (CAT)	Campaign	Academia	Creativity, Critical thinking, Intercultural dialogue, Participation and	National	2010-2012	Target (children) and outcome (the material produced by the children, who were also the target)	3



				interactions				
9	MyCy Radio	Resources	Civil society	Intercultural dialogue, Citizenship, Participation and integration	National	2009 - present	Level of engagement by the target audience, Success of the project	2
10	Media and Information Literacy Policies in Cyprus	Research	Academia	Understanding the background and the basis of media and information literacy policies in Cyprus	National	2013	Mapping of media and information literacy projects and activities in Cyprus	2
11	InetRisks	Research	Civil Society	Media Use, Critical thinking, Participation and Interaction	National	12/2008 – 10/2010	Level of engagement by target audience, Total budget of the project	2
12	IndentifEYE: Children, Data and Emerging Identities	Campaign	Cross-sector collaboration	Critical thinkin, Media Use, Participation and Interaction	Cross National	1/1/2011 – 31/8/2012	Total budget of the project, Level of engagement by target audience	1
13	Cardiac	Networking platform	Cross-sector collaboration	Participation and Interaction	Cross National	1/3/2010 – 28/2/2013	Total budget of the project, Size of the target	2



							audience	
14	E-Hoop	Resources	Cross-sector collaboration	Creativity, Media Use	Cross National	1/1/2012 – 30/11/2015	Size of the target audience, Subject: promoting life-long learning	2
15	UINFC2 – Engaging Users in Preventing and Fighting Cyber Crime	Resources	Cross-sector collaboration	Critical thinking, Media use, Participation and Interaction	Cross National	1/9/2014 – 31/8/2016	Budget of the project, Size of the target audience Subject under investigation, Scope of the subject under investigation	2
16	3CE – Cyprus Cyber Crime Center on Excellence for Training, Research and Education	Networking platforms	Cross-sector collaboration	Media use, Participation and Interaction, Critical thinking	National	1/7/2014 – 30/6/2016	Budget of the project, Stakeholders involved, Subject under investigation, Size of the target audience	1
17								
18								
19								
20								



Section 3 – Project summaries

Question 4

From the projects you have highlighted in Question 3, please describe the five most significant¹²⁹ media literacy projects that have taken place in your country since 2010.

Please use a separate form for each project. See the sample answer for help.

¹²⁹ Significant can relate to:

- a) the size of the target audience and/or the reach of the project,
- b) the total budget or cost of the project
- c) the final outcomes / impact of the project
- d) the level of public awareness of the project
- e) the level of engagement by the target audience.



Answer 4 – Project 1

A. PROJECT NAME: Experiential workshops on Media Literacy

B. CATEGORY AND DESCRIPTION OF PROJECT:

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an 'X':

Research	
Resources	X
Campaign	
Provision of Funding	
Networking Platforms	
Policy Development	
End-user engagement	
Other	

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

Current project implemented by the CRTA targets at educating students at primary and secondary schools. This social group is one of the most sensitive due to the fact that pupils' personality is still malleable. Hence, the project pays particular attention to educating this part of the population. The principal initiative in the context of media literacy project consists on delivering specialized workshops related to media literacy; hence, the dissemination and delivery of the content of this project was face-to-face meetings. This is a joint scheme, designed and applied by the CRTA and the Pedagogical Institute of Cyprus. For the purposes of this project, school life has been separated in three categories, as follows:

- **Level 1 to Level 3 of Primary school**



- **Level 4 to Level 6 of Primary school**
- **High school (Level 1 to Level 3)**

Thus, the project refers to the development of three different lesson plans/workshops, one for each of the above-mentioned categories.

The workshops offered in the framework of this project were not part of the formal curriculum as it was not required for all the students to attend them. The workshops were offered during school time, mostly in the context of "Modern Greek" lessons upon request and on a first comes first serves basis. A circular was distributed by the Ministry of Education and Culture to all school establishments of primary and secondary education and teachers and educators could apply so that the workshop will be presented to their students. To this extent, it was not a compulsory part of education and not part of formal curriculum and it can thus be classified as extra-curriculum project.

The workshop for Level 1 to Level 3 of Primary school focuses on advertisement and particularly on food advertisement. According to the lesson plan, during the workshop subjects such as, the target audience of the advertisement and the marketing strategy adopted in the advertisements that are shown are discussed, while there is also an evaluative-creative activity. For the purposes of this last activity students are provided with ideas about a product and are asked to create their own advertisement.

The objectives of this workshop focus on the critical approach of children towards advertisement; namely these objectives are the following:

- To identify the location of advertising in daily life
- To name the purpose of advertisements
- To identify the product that is advertised and the target market (consumers) of the particular product
- To use the appropriate vocabulary which is relevant to advertising

The workshop of the second group (Level 4 to Level 6 of Primary school) refers, again, to advertisement and how media content, in general, contributes to the construction of public opinion and to the creation and perpetuation of stereotypes. Thus, in the context of the workshop it is attempted to deconstruct the stereotypes. In particular, the objectives are the following:

- To understand the various elements of an advertising (e.g. script, heroes, images, colours, music) and to state how these elements are relevant to the advertising products and the target market.



- To identify and evaluate gender stereotypes as these are emerged in the mass media.
- To write the script of an advertisement.

The main topic of the workshop delivered at the High school (Level 1 to Level 3) is the critical evaluation of the content disseminated through the various forms of mass media. Students are expected to develop their critical thinking and to realize the significance of assessing the credibility and reliability of news and information that is distributed by traditional media and the internet. It is also anticipated that students understand the importance of distinguishing between news reporting and commenting and discriminate between accurate and misleading information and news reporting. Moreover, the workshop introduces the concept of responsible use of the internet and the online search engines. The objectives of this workshop focus on the critical understanding of news and are articulated as follows:

- To name the assessment criteria regarding the credibility of online news stories
- To detect the true from false in the information's jungle
- To evaluate the credibility and reliability of the news stories and of the various sources
- To understand the need to control and to cross-verify news stories, especially the online ones.

The significance of this project concerns its scale of application and the target audience. Besides, it has been the first formal project within the context of media literacy policy in the Republic of Cyprus. Based on the received feedback by the teachers and the pupils, who have attended the workshop it can be argued that the workshops have been successful and that pupils are very interested in the specific themes that are analysed and discussed during the workshops.

As regards my role in the implementation of this policy, I was the Radio Television Officer responsible for structuring, undertaking and implementing this specific project.

C. GEOGRAPHICAL REACH

Please indicate whether the project was of National or Regional significance.



The project was of national significance as it covered the entire island of Cyprus. All school establishments of primary and secondary education operating in the Republic of Cyprus were eligible to apply to participate in the workshops. Hence, the workshops were provided in school establishments in urban and rural areas as well.

D. TIMEFRAME AND BUDGET

Please include the duration of the project, the dates and, where possible, the annual and total budget and related sources of financing.

The project was undertaken during 2014 – 2015 and 2015 – 2016 school years.

There were not any source of financing; as the project was undertaken by the Cyprus Radio Television Authority and the Cyprus Pedagogical Institute (Ministry of Education and Culture) the operation of the project was included in the daily professional tasks of the officers who were responsible for undertaking the project.

E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

Please indicate the type of media literacy skills or capacities that were addressed in the project. For example:

The project helped students:

- To understand how advertisements and media messages are constructed
- To understand the advertising strategies and that advertisements are not incidentally created
- To understand the assessment criteria for news and information
- To realise the need to critically think towards advertisements and news information
- To recognise different types of media content and to evaluate the content and the messages for truthfulness, reliability, credibility.

F. STAKEHOLDERS:

Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.



Cyprus Radio Television Authority – the broadcasting regulatory authority

Cyprus Pedagogical Institute (Ministry of Education and Culture) – public authority / ministry department

Both stakeholders cooperated in the construction of the lesson plans and in the creation of the content of the workshops. The large majority of the workshops have been undertaken by a Cyprus Radio Television Authority officer.

G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible, please indicate also the size of the targeted audience.

This project specifically targeted pupils at primary (6-12 years old) and secondary (12-15 years old) schools.

H. OUTCOMES AND EVALUATION

Please outline (in approximately 300 words) the main results of the project. Some category-specific evaluation tools are outlined below to act as a guide for response and to provide a broad evaluation framework. However, we understand that each project will be different and evaluation methods may differ significantly.

Research – frequency of research, methodology, use and dissemination of results.

Programmes of Resources – audience reached, online hits, shares, plays, downloads, circulation.

Campaigns – Levels of awareness and participation. Attitudinal and/or behavioural changes. Measuring audience reach/distribution, levels of awareness and participation, audience engagement via online/face to face methods etc. Qualitative results could include testimonials etc. Please include the frequency of measurement/evaluation.

Value for money / Return on Investment, % of grant/funding used.

Networking Platforms – Number of stakeholders engaged, frequency of networking opportunities, number of conferences, publications, subscribers, whether the networking took place at a regional, National, Pan-European or International level.

Policy Developments – Frequency, Dissemination of policy, reaction to and adoption of policy recommendations.

End-user engagement – Numbers of people engaged, frequency, results.



It is estimated that an extremely large number of pupils have been contacted and have attended the workshops. Considering that the workshops have been offered at a total of 78 school establishments during 2014 – 2015 and 2015 – 2016 school years, it becomes understandable that a significant number of pupils have been benefited from the workshops. It is also anticipated that the awareness has been increased; however as there has not yet been any consistent evaluation and assessment system, either formal or informal, of this particular implementation policies, any further statement might be misleading.

I. FURTHER REFERENCES

Please provide further references about the initiative: publications, website, Twitter account etc.

N/A



Answer 4 – Project 2

A. PROJECT NAME: EU Kids Online (Cyprus)

B. CATEGORY AND DESCRIPTION OF PROJECT:

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an 'X':

Research	X
Resources	
Campaign	
Provision of Funding	
Networking Platforms	
Policy Development	
End-user engagement	
Other	

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

The EU Kids Online project aims to enhance knowledge of European children's and parents' experiences and practices regarding risky and safer use of the internet and new online technologies, and thereby to inform the promotion of a safer online environment for children. The project is funded by the EC Safer Internet Programme.

In the third phase (2011-14), the EU Kids Online network provides a focal point for timely findings and critical analyses of new media uses and associated risks among children across Europe, drawing on these to sustain an active dialogue with stakeholders about priority areas of concern for child online safety. [The first phase of EU Kids Online was in 2006 – 2009 and the second phase was in 2009 – 2011].



Cyprus participates in the fourth phase of the EU Kids Online project run from 2014 – 2018; hence final report and conclusions are still pending.

Mission and Objectives

It is a multi-national thematic network, which aims to stimulate and coordinate investigation into children's online uses, activities, risks and safety. It employs multiple methods to map European children's and parents' changing experience of the internet. It also sustains an active dialogue with national and European policy stakeholders. In this third phase the aims to complement and build upon the previous work that has already been conducted. In particular, the goals are:

- To collect and analyse new research lines that build upon the findings of EU Kids I.
- To conduct an in-depth analysis of the data collected during the second phase of the program (EU Kids II).
- To carry out a comparative qualitative study on how children and teenagers use the internet which will lead to the development of new and innovative methods.

Methods

A random stratified sample of 806 children at the age of 9-16 year old, who use the internet, and one of their parents/carers, was interviewed during May/September 2010. The Cypriot survey was conducted as a face to face interview with children in the children's own homes. The questionnaire included a paper-based self-completion questionnaire for questions on risk and harm. Self-completion mode was opted for sensitive questions to avoid being heard by parents, family members or the interviewer. At the end of the interview, children and families were provided with a leaflet providing tips on internet safety and details of relevant help lines.

The significance of this project considers its international and comparative perspective and the scale (largeness) of the coverage in terms of countries and population, as its third phase covered 25 countries. In addition, it concentrates on the investigation and analysis of the way children use new media, with a particular focus on evidence about the conditions that shape online risk and safety; hence this material concerns children who are perceived as an influential but at the same time a dynamic group of the population (in terms of its potential and perspectives). Internet is an important part of children's world today, whilst the growing prevalence of virtual environments in private life and education is of one of the most notable intergenerational changes, which has profound impact on children's physical activity, mental and psychological development and socialisation. Therefore it is of outmost importance and necessity to investigate the potential risks and harm in the online environment and to protect and empower children to be able to recognise the risks and to protect themselves.



C. GEOGRAPHICAL REACH

Please indicate whether the project was of National or Regional significance.

The project covered the Republic of Cyprus; the children that have been interviewed were residents of different areas in the Republic.

D. TIMEFRAME AND BUDGET

Please include the duration of the project, the dates and, where possible, the annual and total budget and related sources of financing.

The third phase of the EU Kids Online project lasted from 1/11/2011 – 31/10/2014.

The budget for this third phase was €5.000 (travel compensation).

The funding agency was the European Union (Safer Internet Plus Programme)

E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

Please indicate the type of media literacy skills or capacities that were addressed in the project. For example:

The project helped children and their parents/ carers:

- To understand online risks and potential harms
- To develop the skills they need to be safe when online
- To evaluate what is safe and what is not safe, what is appropriate and what is not appropriate for them in the cyberspace.

F. STAKEHOLDERS:

Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.

Cyprus Neuroscience Technology Institute (CNTI) – NGO, civil society – the local partner in Cyprus responsible for the operationalisation of the project



G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible, please indicate also the size of the targeted audience.

For the purposes of the project 806 children of 9 – 16 year old have been interviewed. Nevertheless, the report of the research addresses a much more extended population as it seeks to provide children and their parents/carers with significant support to face the online risks and harm to empower them to surf with safety in the cyberspace.

H. OUTCOMES AND EVALUATION

Please outline (in approximately 300 words) the main results of the project. Some category-specific evaluation tools are outlined below to act as a guide for response and to provide a broad evaluation framework. However, we understand that each project will be different and evaluation methods may differ significantly.

Research – frequency of research, methodology, use and dissemination of results.

Programmes of Resources – audience reached, online hits, shares, plays, downloads, circulation.

Campaigns – Levels of awareness and participation. Attitudinal and/or behavioural changes. Measuring audience reach/distribution, levels of awareness and participation, audience engagement via online/face to face methods etc. Qualitative results could include testimonials etc. Please include the frequency of measurement/evaluation.

Value for money / Return on Investment, % of grant/funding used.

Networking Platforms – Number of stakeholders engaged, frequency of networking opportunities, number of conferences, publications, subscribers, whether the networking took place at a regional, National, Pan-European or International level.

Policy Developments – Frequency, Dissemination of policy, reaction to and adoption of policy recommendations.

End-user engagement – Numbers of people engaged, frequency, results.

The main outcomes of the research are the following:

Results indicated that 39% of Cypriot children access the internet via their mobile phone, a percentage considerably higher than the European average (22%). The vast majority of children, 70%, go online daily or almost daily spending an average of 104 minutes, percentages also higher than in Europe generally. What is



nevertheless particularly troubling is that despite 73% of children having their own social networking site (SNS), children and particularly the younger age groups, lack digital literacy and safety skills. Parents' ignorance with regards to their children's online activities and experiences is also evident as among the children who reported having been online bullied, 91% of the parents reported being unaware of this and among the children who met online contacts offline, 82% of the parents reported that it did not happen.

Therefore, Cyprus belongs to the "Semi-supported risky gamers" group of countries. The characteristics of the countries belonged in this cluster are the higher proportion of children in the moderates group of opportunities, the relatively high proportion of intensive gamers, a below average level of young networkers, a highest proportion of children in the higher risk/harm group (7%) and average proportions of children in the other risk and harm groups. In this cluster, the group of children whose parents apply restrictive mediation is least frequent compared to other countries, and while children with actively mediating parents are most common, the proportion of children in this group is not higher than average. Other forms of mediation also stay around the average. Countries included in this cluster are mainly from Central and South East Europe.

The EU Kids Online project is of outmost importance as it gives scientific and validated data on the relevant research topics and it helps bring all stakeholders around the table for discussion and actions in order to improve the situation and to enhance the protection of children when they are online. In addition, this project helped to develop an advisory board which is involved in a national advisory board and as such (i.e. being a national advisory board) for safer internet and children it helps speak to the government, to the police and to other key institutions, to develop strategies, policies and new campaigns.

I. FURTHER REFERENCES

Please provide further references about the initiative: publications, website, Twitter account etc.

www.lse.ac.uk/media@lse/research/EUKidsOnline/ParticipatingCountries/Cyprus.aspx

http://eprints.lse.ac.uk/60573/1/_lse.ac.uk_storage_LIBRARY_Secondary_libfile_shared_repository_Content_EU%20Kids%20Online_EU_Kids_Online_Risks%20and%20safety%20Cyprus%20report_2014.pdf

www.lse.ac.uk/media@lse/research/EUKidsOnline/EU%20Kids%20III/Classification/EUKOCountryFactsheet-Cyprus.pdf

www.futureworlds.eu/wiki/EU_Kids_Online_III:_Thematic_Network



Answer 4 – Project 3

A. PROJECT NAME: Cyprus Safer Internet Centre “Cyberethics”

B. CATEGORY AND DESCRIPTION OF PROJECT:

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an ‘X’:

Research	
Resources	
Campaign	X
Provision of Funding	
Networking Platforms	
Policy Development	
End-user engagement	
Other	

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

Cyprus Safer Internet Center “CyberEthics” operates with the co-funding of the European Union through the Safer Internet Programme, and it is comprised of an awareness node, hotline and helpline. CyberEthics is the National Representative of Cyprus at the European Network of Awareness Centers - Insafe and at the Worldwide Association of Hotline for reporting illegal content on the Internet - INHOPE. It collaborates with several stakeholders from the public and private sector in Cyprus, as well as with stakeholders from overseas focusing on ensuring a better internet for all.



Mission

The Cyprus Safer Internet Center is active in Cyprus since 2006 and promotes the safer use of the Internet and serves the needs of all people on the island (i.e. also Turkish-Cypriots and other minorities). It addresses issues of child pornography, racism, harmful contact, conduct and content. CyberEthics aims to engage actors from the government and the civil society, thus contributing towards the eradication of cybercrime through informed actions of European citizens and public institutions that aim to change behaviours, mentality and attitudes, giving special emphasis to rural and less developed areas of the country.

The principle Objectives of the project are the following:

- To devise inventive, attention-grabbing and informative awareness campaigns using the most appropriate media, taking into account best practice and experience in other countries, which may involve the participation of children and young people;
- To establish and maintain formal or informal partnerships and promote dialogue and exchange of information with key players (government agencies, press and media groups, ISP associations, user organisations, education stakeholders) and actions on safer use of the Internet and other online technologies;
- To inform the intended target groups about European filtering software and services and in particular about the study on benchmarking filtering software and services, about hotlines and helplines and self-regulation schemes through using cost-effective means of distribution of information to large numbers of users;
- To cooperate with other centres in the European network by exchanging information about best practice, participating in meetings and designing and implementing a European approach;
- To take an active part in European-level events and in the organisation of regional and local events for Safer Internet Day;
- To cooperate with other actions under the Safer Internet programme;
- To cooperate with non-EU countries by exchanging information about best practice, sharing awareness tools, participating in international meetings, and hosting visits.
- To operate a hotline to receive information from the public relating to illegal content which will act as a national alert platform or as an alert platform common to several Member States;
- To answer online questions and telephone calls from children and parents related to their use of online technologies, in particular in relation to harmful contact (grooming), harmful conduct (cyberbullying), harmful content and uncomfortable or scary experiences of using online technologies;



(Helpline)

The significance of the CyberEthics project concerns its geographical coverage as it is a project that covers the Turkish Cypriot community as well. Furthermore, it is an ongoing project which operates form 10 years and within its context various different initiatives have been implemented and activities are organised. Also, CyberEthics deals with crucial subjects which refer to the security and protection of children and teenagers online.

C. GEOGRAPHICAL REACH

Please indicate whether the project was of National or Regional significance.

The project is of national significance.

D. TIMEFRAME AND BUDGET

Please include the duration of the project, the dates and, where possible, the annual and total budget and related sources of financing.

Cyberethics is a project which is implemented since 2006 as illustrated below:

- 01/03/2007-31/08/2008
- 01/09/2006-31/08/2008
- 01/09/2008-31/08/2010
- 01/09/2010-30/04/2012
- 2012 – 2014
- 1/1/2015 – 30/6/2016

The cost/funding for the implementation and the operation of the project is as follows:

- €150,823.00
- €292,549.00
- €387,559.00



- €333,00.00
- €534,584.00

The funding agency is the European Commission – Safer Internet Programme.

Additional information refers that Cyprus group CyberEthics has secured many grants over the past years. The following table shows the contracts, their value and the years of implementation; however it should be noted that the years in the table are those that are covered by current research report, namely from 2010 to present year. Funding for projects that is partially included in the years covered by current research report is also demonstrated in the following table.

Acronym	Contract	Dates / Years	Total Budget (€)
CyberEthics III	CyberEthics GIII: Island-wide combined Safer Internet Awareness Node, Hotline, Helpline	1/9/2010 – 30/4/2012	456,997.00
CyberEthics IV	<u>Cyberethics GIV - Cyprus Safer Internet Center. Island-wide services for Safer Internet Awareness, Helpline and Hotline</u>	1/5/2012 – 31/10/2014	533,675.00
SimSafety	SimSafety – Flight simulator for Internet safety	1/1/2009 – 31/12/2010	647,615.00
EU Kids Online II	EU Kids Online II: Enhancing knowledge regarding European children's use, risk and safety online	1/7/2009 – 30/6/2011	5.000 (covering travel expenses solely)
InetRisks	InetRisks – Changing Attitudes of Adults (parents) on Internet-Related Risks for Young Adolescents	1/12/2008 – 30/11/2010	100,000.00
EU Kids Online III	EU Kids Online III: Thematic Network	1/11/2011 – 31/10/2014	5.000 (covering travel expenses solely)
IdentifEye	Children, Data and Emerging Identities	1/1/2011 – 31/8/2012	291,400.00
3CE	Cyprus Cyber Crime Center of Excellence for Training, Research and Education	1/7/2014 – 30/6/2016	444,063.70
UINFC2	Engaging Users in Preventing and Fighting Cyber Crime –	1/9/2014 –	78,710.00



	UINFC2	31/8/2016	
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E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

Please indicate the type of media literacy skills or capacities that were addressed in the project. For example:

The project has significant contribution as within its context various activities and actions are developed and implemented. In general, the project contributes to the development of skills and competences that refer to the:

- Promotion of awareness of children and parents not only on online risks and harm but also on online positive content and experience
- Development of skills and empower children for being safe and secure when online
- Understanding of the operation of the internet
- Understand of the process of creating and generating media content
- Secure, safe and protected participation and engagement in online communities

F. STAKEHOLDERS:

Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.

The lead partner was the Cyprus Neuroscience Technology Institute (CNTI); this is an NGO and belongs to the civil society

The other partners were the following:

- Cyprus Telecommunications Authority (CYTA), a semi-public, semi-governmental authority responsible for the telecommunications in the country. CYTA was responsible for undertaking the operationalisation of the activities of SafenetCY - Island-wide Safer Internet Hotline in Cyprus, CyberEthics GIII, CyberEthics GIV
- Cyprus Broadcasting Corporation, the public service broadcaster (audio visual service provider), is a supporter of the Cyberethics project; it often covers the activities organised within the context of the project, such as the Safer Internet Day and it broadcasts various TV spots about these activities and about raising awareness regarding online safety and security in the cyberspace.
- *Cyprus Family Planning Association*, a voluntary, non-governmental and non-profit organization founded in 1971. It is an associate partner and



supporter of Cyberethics project.

- *Olive Branch*, is an NGO managed mainly by Turkish Cypriots, registered in the Republic of Cyprus and operating island-wide. Its focus is in the promotion of human rights, especially for the youth. It is an associate partner and supporter of Cyberethics project. It has participated in activities such as: the Combined Awareness Node, Hotline and Helpline for the promotion of Safer Internet issues since 2006. It has been coordinating and Implementing Safer Internet Awareness campaigns in the northern part of the Island. Olive Branch has given many presentations on the both sides of the island to children on Internet Safety under the context of the Cyberethics project.
- Cyprus Pedagogical Institute (specifically the department of Educational Technology) is part/ department of the Ministry of Education and Culture. It is one of the main partners in the Cyberethics project and is responsible for a number of activities. In particular, it is active in:
 - a. The in-service training for teachers in the use of Information and Communication Technologies,
 - b. The technological support for the running programs of the Pedagogical Institute,
 - c. The production and dissemination of multimedia material,
 - d. The promotion of projects in using ICT in education.
- *Pancyprian Coordinating Committee for the Protection and Welfare of Children (PCCPWC)* is a National Body coordinating the District Committees for the Protection and Welfare of Children working since 1979. Officially founded in 1994 and apart from its coordinating role, the PCCPWC safeguards and promotes Children's Rights as they appear in the UN Convention on the Rights of the Child (CRC) and addresses the problems faced by children in exercising their rights. According to its Statute, the PCCPWC is committed to working towards the full implementation of the CRC. It is a supporter of the Cyberethics project and collaborates with the CNTI in the operation of the Helpline. *PCCPWC was operating the Helpline on Internet Safety from 2009 until 2015 and the Children's Parliament is actively involved in the project through them.*
- *MTN, a private telecommunications provider in Cyprus.* The company has already trained a team of experts to focus on providing societal services on the safer use of the internet for kids. MTN has aligned its strategies with those of CyberEthics. MTN will be responsible for the Hotline and lead the dissemination of the project.

G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible, please indicate also the size of the targeted audience.

Activities implemented in the framework of CyberEthics project target the entire population of the country



H. OUTCOMES AND EVALUATION

Please outline (in approximately 300 words) the main results of the project. Some category-specific evaluation tools are outlined below to act as a guide for response and to provide a broad evaluation framework. However, we understand that each project will be different and evaluation methods may differ significantly.

Research – frequency of research, methodology, use and dissemination of results.

Programmes of Resources – audience reached, online hits, shares, plays, downloads, circulation.

Campaigns – Levels of awareness and participation. Attitudinal and/or behavioural changes. Measuring audience reach/distribution, levels of awareness and participation, audience engagement via online/face to face methods etc. Qualitative results could include testimonials etc. Please include the frequency of measurement/evaluation.

Value for money / Return on Investment, % of grant/funding used.

Networking Platforms – Number of stakeholders engaged, frequency of networking opportunities, number of conferences, publications, subscribers, whether the networking took place at a regional, National, Pan-European or International level.

Policy Developments – Frequency, Dissemination of policy, reaction to and adoption of policy recommendations.

End-user engagement – Numbers of people engaged, frequency, results.

This project has noteworthy results as it managed to bring together all the relevant stakeholders (as it has been illustrated in aforementioned answers) for creating a safer cyberspace and for ensuring a protected and an as much as harmless online environment for children and adults. During the years that the project is undertaken strong networking platforms have been established and they operate in the benefit of the general public.

CyberEthics further provides support to teachers and parents regarding children's safe surfing. It brought together the individuals and the organizations that have a stage and are involved in the provision and the guarantee of a healthy online environment.

The project is remarkable because of its scale; it covers almost the entire population, such as youth, children, parents, educators. Within its context the various activities that are organised bring together all the stakeholders and make them collaborate. In addition, children and youth are given the opportunity to create content and to share it with their peers. To this extent, they engage in activities that seek to enhance their skills and to empower them to surf online with safety and security. Because of its large campaigns, in which the audio visual providers, such as the public service broadcaster participate there is significant dissemination of the results and distribution of the key ideas on which the project is based.

I. FURTHER REFERENCES



Please provide further references about the initiative: publications, website, Twitter account etc.

www.cyberethics.info/

www.futureworldscenter.org/index.php/11-noone-content/nml/41-cyberethics?tmpl=component



Answer 4 – Project 4

A. PROJECT NAME: IndentifEYE: Children, Data and Emerging Identities

B. CATEGORY AND DESCRIPTION OF PROJECT:

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an 'X':

Research	
Resources	
Campaign	X
Provision of Funding	
Networking Platforms	
Policy Development	
End-user engagement	
Other	

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

Children are sometimes in danger when on the Internet because of not understanding the relevance of data. They might freely provide their own data and thus run the risk of identity theft or of an unwanted third party being able to target them, or they too easily believe the actuality of data provided by others and thus could become targeted by a third party who is disguised by a false identity.

In order to overcome the obstacles children should learn to appreciate the relevance of data they provide and also of the data they receive.

They should learn how they can validate received data and how they can evaluate when to provide and when to validate outgoing data.

Hence, they need to understand the relationship between validated data and identity. They should not just be taught what to do and what not



to do but they should internalize the reasons and the rationale behind their actions.

This project concerns the development of an augmented reality game in which different sets of data lead to different outcomes as symbolized by signs. These signs are printed by children as an outcome of a stage in the game and are shown to a computer camera. Then, on their computer screen, the augmented reality translation of the signs is shown. This translation represents the identity that emerges from the data they have entered in the course of the game. By playing the game children will learn that not providing any data or providing only a small amount of data leads to either a complete lack of representation or a distorted representation while providing of too many validated data will lead to a truthful representation. The proposal involved 4 partners from 3 countries (Cyprus, the Netherlands, and the U.K.).

IDentifEYE aims to teach children the value of data they share and encounter online by means of an Augmented Reality game. While in virtual reality games reality disappears, the Augmented Reality game preserves enough reality to sustain a link with the children's real lives. IDentifEYE aims to help children internalize the relationship between the data they and others share online and the identities that seem to emerge from these data. Once they understand how data lead to identities, it is expected that they are more aware of the risks of sharing personal information online.

The general objective of this project is not to prevent children from using the Internet or specific sites, or to instil fear in them, but rather to empower them to move around the Internet more consciously and therefore more safely.

More specifically, this project aims to teach children the value of data, how to represent themselves online, how to be careful with handing out data and how to interpret data they encounter on the Internet. It is expected that the game should help children to protect themselves against theft of their identity and against contact with an unwanted third person.

The specific objectives of the project are the following:

- To identify core findings regarding children's and parents' experiences of online technologies, focused on comparisons of children's and parents' perceptions of and practices regarding online risk and safety.
- To identify patterns of risk and safety online following top-down hypothesis testing and bottom-up exploration of relationships among different variables, conducted on a cross-national basis.
- To provide evidence-based policy and research recommendations
- To act as node of awareness network in the Netherlands, the U.K. and Cyprus
- To plan a cohesive, hard-hitting and targeted awareness campaign using the most appropriate media, taking into account best practice and experience in other countries.



- To establish and maintain a partnership (formal or informal) with key players (government agencies, press and media groups, ISP associations, users organizations, education stakeholders) and actions in their country relating to safer use of Internet and new media.
- To promote dialog and exchange of information notably between stakeholders from the education and technological fields.
- To actively cooperate with other national nodes in the European network by exchanging information about best practices, participating in meetings and designing and implementing a European approach, adapted as necessary for national linguistic and cultural preferences.

The significance of this project concerns its cross-national perspective, its innovative approach and the fact that there is target audience while the project was undertaken but also after the completion of the project.

C. GEOGRAPHICAL REACH

Please indicate whether the project was of National or Regional significance.

The project was of cross-national significance as it covered 3 European countries, namely the United Kingdom, the Netherlands and Cyprus.

D. TIMEFRAME AND BUDGET

Please include the duration of the project, the dates and, where possible, the annual and total budget and related sources of financing.

The duration of the project was from the 1st of January 2011 until the 31st of August 2012.

The total budget for the implementation of the project was €291,400.00, whilst the budget for the Cypriot partner, namely the CNTI was €54,530.00.

The funding agency was the European Union.

E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

Please indicate the type of media literacy skills or capacities that were addressed in the project. For example:

The project helped children:



- To navigate online and to exchange data and information (send and receive) more safely
- To protect their identity when online
- To understand the risks and the dangers when exchanging personal details in the cyberspace
- To evaluate the sources of information and the information found online
- To assess when they need to provide personal information and the necessary amount of information to be provided online

F. STAKEHOLDERS:

Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.

The coordinator of the project was MKO Foundation. It is an advisory centre concerning youth and (new) mediums and belongs to the civil society (<http://mijnkindonline.nl/>). MKO Foundation, a Dutch institution was the applicant for the grant and the main institution in undertaking the project.

The other partners in the implementation of the project were the following:

- EZZEV, a Dutch foundation, which belongs to civil society and functions as a network organization and cooperates with specialists contracted for specific projects.
- OAKE (Innovation through association) Associates, a British non-profit enterprise which operates in the area of research and development, provides technical assistance, management and training and development for organisations within the European Union and in the developing world (<http://www.oake-associates.co.uk/>)
- Cyprus Neuroscience and Technology Institute (CNTI) a Cypriot non-profit, non-governmental independent organisation, which belongs to civil society (<http://www.cnti.org.cy/>)
-

G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible, please indicate also the size of the targeted audience.

While the project is implemented the target audience considers directly children between the age 8 – 14 year, the Children's associations and organisations, social workers working with children. The project also indirectly targets the parents and teachers of children, the designers and developers of teaching



material for kids and the computer and internet trainers. Specifically, for the United Kingdom the target area will be Manchester

After the completion of the project, the target audience considers the commercial organizations that produce and create serious games and AR games for educational purposes and also the Universities with pedagogical departments.

H. OUTCOMES AND EVALUATION

Please outline (in approximately 300 words) the main results of the project. Some category-specific evaluation tools are outlined below to act as a guide for response and to provide a broad evaluation framework. However, we understand that each project will be different and evaluation methods may differ significantly.

Research – frequency of research, methodology, use and dissemination of results.

Programmes of Resources – audience reached, online hits, shares, plays, downloads, circulation.

Campaigns – Levels of awareness and participation. Attitudinal and/or behavioural changes. Measuring audience reach/distribution, levels of awareness and participation, audience engagement via online/face to face methods etc. Qualitative results could include testimonials etc. Please include the frequency of measurement/evaluation.

Value for money / Return on Investment, % of grant/funding used.

Networking Platforms – Number of stakeholders engaged, frequency of networking opportunities, number of conferences, publications, subscribers, whether the networking took place at a regional, National, Pan-European or International level.

Policy Developments – Frequency, Dissemination of policy, reaction to and adoption of policy recommendations.

End-user engagement – Numbers of people engaged, frequency, results.

For the purposes of this project an online game was created. The project in its entirety was based on an innovative, modern and interactive approach of an Augmented Reality game. The new element in the project was the use of an Augmented Reality game to teach media literacy. This relatively new technology is to serve as a modern type mirror in which the relationship between online data and identities is made more tangible.

In addition five IDentifEYE Leaflets were published and circulated in three different languages (English, Dutch, Greek).

A principal partner (the coordinator) and three regional partners (one from each participating country) collaborated in the creation and implementation of this project. A conference was organised after the completion of the project.



I. FURTHER REFERENCES

Please provide further references about the initiative: publications, website, Twitter account etc.

www.futureworldscenter.org/index.php/11-noone-content/nml/48-identifeye?tmpl=component

[www.futureworlds.eu/wiki/IdentifEYE: Children, Data %26 Emerging Identities](http://www.futureworlds.eu/wiki/IdentifEYE:_Children,_Data_%26_Emerging_Identities)

www.identifeye.org/



Answer 4 – Project 5

A. PROJECT NAME: 3CE – Cyprus Cyber Crime Center on Excellence for Training, Research and Education

B. CATEGORY AND DESCRIPTION OF PROJECT:

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an 'X':

Research	
Resources	
Campaign	
Provision of Funding	
Networking Platforms	X
Policy Development	
End-user engagement	
Other	

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

The Horizon 2020 Strategy of the EU prioritises the fight against the prevalence of child sexual abuse material online and the ensuring of a better Internet for children. Cyprus has identified a big gap in its current practices in the fight against cybercrime. Judicial personnel and other private and public officials, working in areas that can have an indirect connection to the fighting of cybercrime, lack the necessary knowledge and skills to be able to effectively perform their jobs when confronted with this topic. Additionally, Cyprus also lacks the relevant infrastructures and investigation tools to conduct effective research on cybercrime. Therefore, the establishment of the Cyprus Cybercrime Centre of Excellence is deemed to be of utmost importance for the country,



especially at this moment in time that the National Cyber Security Strategy has been approved and is highly prioritised.

3CE provides short-term, highly focused and specialised training seminars on cybercrime-related issues for public and private sector participants. Courses facilitates the exchange and diffusion of tacit knowledge and expertise, familiarises participants with new technologies and tools, and improves their day-to-day activities related to the Cybercrime area. University courses on Cybercrime developed and delivered to stakeholders provides better understanding of the legal and technical elements of cybercrime for scientists in the future. Courses are offered under creative commons licensing terms for LEAs worldwide. 3CE aspires to become an exemplary Centre of Excellence in the area of Cybercrime by conducting research in relevant fields, focusing particularly on areas dealing with forensic analysis, intrusion detection systems of critical information infrastructures, and legal aspects of cybercrime.

The objectives of the 3CE project are:

- To create a Cyprus Cyber Crime Center of Excellence for training, research and education that will be of similar structure and format with existing National Centers of Excellence in Europe.
- To collaborate closely and become a member of 2CENTRE; the Cybercrime Center of Excellence Network, established through the funding of the ISEC programme.
- To collaborate closely with the Cybercrime Centers of Excellence of other countries.
- To become the National Knowledge Center (NKC) in the area of Cybercrime in Cyprus responsible for training all actors working in fields related to cybercrime.
- To provide high quality short training courses in the area of cybercrime.
- To provide interdisciplinary University and Vocational Training Courses in the the area of Cybercrime.
- To collaborate effectively with Europol, EC3 and Eurojust.
- To enhance the efficiency of the identification and investigation of Cybercrime in Cyprus.
- To assert the needs of Cybercrime investigation in Cyprus.
- To link with the Cyprus Safer Internet Center (CSIC) and enhance its awareness campaigns that focus on Cybercrime.
- To serve as the stepping stone towards creating a sustainable infrastructure for the CenterCentre by including aligning 3CEthis project within the Cypriot Cyprus National Cyber Security Strategy.



The significance of this project considers the topical issues under investigation and the various activities that are implemented in order to raise awareness about the dangers online, to protect children from online abuse, to educate and instruct appropriately the population for facing online challenges.

C. GEOGRAPHICAL REACH

Please indicate whether the project was of National or Regional significance.

The project is of national significance and covers the Republic of Cyprus.

D. TIMEFRAME AND BUDGET

Please include the duration of the project, the dates and, where possible, the annual and total budget and related sources of financing.

The project covers the period from the 1st of July 2014 until the 30th of June 2016.

The total cost of the project is €444.063,70.

The amount of the grant is €399.657,33.

The project is co-funded by the Directorate-General Home Affairs and Justice of the European Union.

E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

Please indicate the type of media literacy skills or capacities that were addressed in the project. For example:

The project seeks:

- To educate children as regards potential online dangers
- To empower children to experience cyberspace without risks
- To minimise, and if possible to eliminate, the child sexual abuse material
- To enhance the fundamental rights of children, such as dignity and protection of their privacy when online



- To develop the critical thinking of children as regards the online material they consume
- To provide training opportunities on cyberspace to social groups that are directly or indirectly relate to cyberspace such as judicial personnel, law enforcement agents, government officials, internet service providers, in order to enhance and to deepen their understanding and knowledge of how online material is created and distributed

F. STAKEHOLDERS:

Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.

The project is coordinated by the Cyprus Neuroscience and Technology Institute (CNTI), a non-profit, non-governmental organisation, which belongs to the civil society. As the coordinator of the project, it is the lead partner which monitors the collaboration.

The partners in this project are the following:

- The Office of the Commissioner of Electronic Communications & Postal Regulation (OCECPR); this is the National Regulatory Authority for electronic communication. As such it is a regulatory authority.
- **The Cyprus Police Office for Combating Cybercrime (OCC) of Cyprus Police; this is a department of the Cyprus Police and as such it belongs to public authorities.**
- **The European University Cyprus (EUC), a private University.**
- The Advanced Integrated Technology Solutions & Services Ltd (ADITESS), is a Cyprus-based Small Medium Enterprise (SME) established in 2011; as such it belongs to the private sector.

The Cyprus Neuroscience and Technology Institute (CNTI) serves as the Project Coordinator. The OCC collaborates closely with the hotline and it is the backbone of the project. Its people hold necessary qualifications and authority to combat electronic crimes. The OCECPR is the National Regulatory Authority for electronic communications. It is responsible for the coordination of implementation of the Cyprus National Cyber Security Strategy. The Centre for Risk, Safety and the Environment (CERISE) of the EUC is dedicated to research. It is active in the area of Cyber Security and being Academia has the credibility together with CNTI to develop high-level training materials and curricula. ADITESS is an advanced technology company with R&D experience that is most suitable to work on the research of forensic tools and intrusion detection systems that can be used for combating Cybercrime.

G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible,



please indicate also the size of the targeted audience.

Whereas the 3CE project is a targeted one, it still entails benefits for the entire society. The creation of the Cyprus Cybercrime Centre of Excellence will allow the country to provide training opportunities on Cybercrime to particular target groups, such as:

- The Law Enforcement Agents
- The Judicial Personnel
- The Policymakers
- The Public and Private Sector Officials (such as ISPs, Office of the Commissioner of Personal Data Protection)

These groups will be called to participate in the short-term trainings that will be organized during the project. Additionally, Policy Makers and other relevant stakeholders will be reached during the project to participate in the Final Conference in order to learn about Cybercrime related issues. In addition University Students will be reached to participate in the developed courses on Cybercrime. Finally, the general public will be targeted through the Public Awareness Event that will be organized in the last months of the project as well as through the 3CE website, newsletters and social media presence. The estimated total number of people to be reached during the project will be 500 excluding the people that will be reached at European and International Level through the dissemination of the project to networks such as INHOPE, Insafe, CCI and EU Kids Online.

H. OUTCOMES AND EVALUATION

Please outline (in approximately 300 words) the main results of the project. Some category-specific evaluation tools are outlined below to act as a guide for response and to provide a broad evaluation framework. However, we understand that each project will be different and evaluation methods may differ significantly.

Research – frequency of research, methodology, use and dissemination of results.

Programmes of Resources – audience reached, online hits, shares, plays, downloads, circulation.

Campaigns – Levels of awareness and participation. Attitudinal and/or behavioural changes. Measuring audience reach/distribution, levels of awareness and participation, audience engagement via online/face to face methods etc. Qualitative results could include testimonials etc. Please include the frequency of measurement/evaluation.

Value for money / Return on Investment, % of grant/funding used.



Networking Platforms – Number of stakeholders engaged, frequency of networking opportunities, number of conferences, publications, subscribers, whether the networking took place at a regional, National, Pan-European or International level.

Policy Developments – Frequency, Dissemination of policy, reaction to and adoption of policy recommendations.

End-user engagement – Numbers of people engaged, frequency, results.

The project focuses on the creation of Cyprus Cybercrime Center of Excellence (3CE) analogous to the ones already established in other European countries. It also provides short-term, highly focused and specialized training seminars on cybercrime-related issues for public and private sector participants.

A final conference for the dissemination of the results is to be organised. The promotion of the 3CE project as well as the dissemination of the results of its implementation are to be done through the distribution of leaflets, the circulation of newsletter, the use of social media for example the Twitter for distributing news and information about the project.

It is anticipated that more than 500 individuals are to be reached and participate in this project.

Specialised training seminars on issues related to Cybercrime are to be designed and to be implemented (information is already provided in aforementioned answers).

Additionally, a University Course on Cybercrime aspects is to be developed in the context of the 3CE project.

One curriculum is to be developed, supported and delivered towards providing an understanding of the legal and technical elements of Cybercrime for a new generation of scientists. The developed curriculum is to be offered also to the Police Academy with the potential of being used and exploited by the Police.

The project's newsletters and brochures are also to be available for the public to be informed and stay updated with the project's progress.

I. FURTHER REFERENCES

Please provide further references about the initiative: publications, website, Twitter account etc.

www.futureworlds.eu/wiki/Cyprus_Cyber_Crime_Center_of_Excellence_for_Training_Research_and_Education

[www.futureworlds.eu/wiki/3CE - Cyprus Cyber Crime Center of Excellence for Training, Research and Education](http://www.futureworlds.eu/wiki/3CE_-_Cyprus_Cyber_Crime_Center_of_Excellence_for_Training_Research_and_Education)

www.3ce.cy/en/



7.6. CZ – THE CZECH REPUBLIC

Answers of the national expert to the questionnaire



Objective: The objective of this research is to provide mapping and description of the significant projects in promotion of media literacy in the EU-28 member states, since January 2010, of national or regional coverage.

The actors to be included in the mapping are:

- policy makers,
- public authorities,
- media regulatory authorities,
- audiovisual content providers,
- journalists associations,
- civil society.

To ensure a comprehensive picture is created of the media literacy projects that have been undertaken, and media literacy skills that have been promoted in each country, we ask that you consult with actors mentioned above (or the equivalent in your country) and include any relevant material from them.

The projects will be categorised according to the skills that they intend to develop and their target group and, if feasible, the outreach of each project.

Context: Media literacy is to be understood as an umbrella expression that includes all the technical, cognitive, social, civic and creative capacities that allow a citizen to access, have a critical understanding of the media and interact with it.

These capacities enable people to exercise critical thinking, while participating in the economic, social and cultural aspects of society and playing an active role in the democratic process. This concept covers all kind of media interactions (broadcasting, radio, press, the internet, social media) and addresses the needs of all ages.

Scope: This report will focus on media literacy projects relating to media services delivered on electronic communication networks, both linear and non-linear, and on information society services where pertinent. Press (including online), radio and off-line media will not be covered. Regional initiatives will be described separately where relevant.

In addition to the conventional media literacy themes of critical thinking, digital inclusion, online safety and the protection of minors, we are particularly interested in media literacy projects that:



- **Promote a healthy democracy:** Democracy, by definition, requires the participation of well-informed citizens. Citizens inform themselves through the media. Their relationship with the media needs to take place in a context of critical thinking. This furthermore requires certain knowledge of how the media works and how media messages are constructed.
- **Empower people in a changing and increasingly complex media landscape:** We are not only passive recipients of media content, but also content creators and media sources, for example through our involvement in social media. Moreover, we increasingly receive news through social media, rather than through traditional channels. This proliferation of sources brings a lot of new information, opportunities and potential innovation but also requires critical thinking and verification tools and awareness of how to manage our personal data and make informed choices about algorithms from digital platforms that accommodate the world to our taste.
- **Challenge radicalisation and hate speech online, and promote fundamental rights:** In a time when each citizen with a mobile connection to social media is a source of news and can contribute to "trending topics", media literacy includes taking up one's civic responsibility of contributing to a culture of inclusive tolerance and respect online and exercising critical thinking in relation to amplifying, debunking or challenging media content.

Actions related to school curricula are excluded from the mapping as they were mapped by the European Media Literacy Education Study (EMEDUS)¹³⁰.

Respondent information	
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Country:	Czech Republic
Short biography:	Lucie Šťastná is a PhD Candidate at the Institute of Communication Studies and Journalism at Charles University in Prague. Her main focus is parental mediation and media education of adult population. She has led a research project titled Parents, Children, and Media, which explored parents' difficulties with parental mediation. She has worked on various media education projects prepared by the Centre for Media Education. She is currently co-leading a national research study mapping media literacy among the Czech population.

¹³⁰ <http://fr.slideshare.net/MediaLearning/ml-2012-the-emedus-european-media-literacy-education-study-by-jose-manuel-perez-tornero>



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Section 1 – Background context

Question 1

Please list the main media literacy stakeholders in your country, and identify which sector they belong to (e.g. academia¹³¹, audiovisual content providers¹³², online platforms¹³³, public authorities¹³⁴, media regulatory authorities, civil society¹³⁵).

Please indicate which stakeholders have a statutory responsibility around media literacy and which stakeholders have a non-statutory interest/engagement in media literacy activities.

Answer 1

Key stakeholders of media literacy

1. The **Ministry of Culture** (public authority) –this stakeholder has a statutory responsibility around all types of media and culture in general, for example, it prepares draft laws and other legal regulations in the area of radio and television broadcasting and it takes care of matters relating to the press, including publication of the non-periodical press and other information sources. Media literacy is not officially defined as one of its competencies¹³⁶, but the ministry is considered to be the main stakeholder which should take care of media literacy of the Czech population.¹³⁷ However, it is not accurate to name the Ministry of Culture as the main stakeholder with a statutory responsibility, because media literacy comes under its competence unofficially. The ministry provides funds allocated from the state budget by virtue of grants in the area of media and audiovision (one of the domains is media education).¹³⁸ Recently, it has been preparing the labelling system of audiovisual content, it should

¹³¹ Academic institutions, universities and third level education providers.

¹³² Audiovisual content providers include broadcasters and on-demand providers (both public service media and commercial media) and content providers for online, games and apps.

¹³³ Online platforms includes the owners and operators of online platforms (such as social media websites and search engines).

¹³⁴ Public authorities include government Ministries/departments, local authorities and councils, semi-State organisations, policy-makers.

¹³⁵ Civil society includes foundations, not-for-profit organisations arts and cultural bodies, charities, think-tanks, communities of interest and community networks (sports, health, hobbies, religion).

¹³⁶ Competencies are written on the website of the ministry: <https://www.mkcr.cz/?lang=en>

¹³⁷ According to the opinion of the deputy of the Ministry of Culture (mentioned during a personal interview with her, 19/5/2016) and also according to the other representatives of key stakeholders who were interviewed (namely Ministry of Education, Youth and Sports and The Council for Radio and Television Broadcasting).

¹³⁸ <https://www.mkcr.cz/activities-of-the-media-and-audiovision-department-945.html?lang=en>



become a new obligation of television broadcasters to label their program according to the particular content (erotic, violence, drugs etc.). The amendment of the law should be discussed in the Chamber of Deputies within next months.¹³⁹

2. The **Ministry of Education, Youth and Sports** (public authority) has a statutory responsibility for the Czech educational system. Developing media literacy of young people and children is assured mainly by implementation of media education to the curriculum. According to the Education Act (which came into effect in 2005), all primary and secondary schools have to gradually start to teach media education as one of the cross-curricular subjects. Every school can choose the form of media education: a) integrating media educational activities into existing subjects across curriculum, b) creating school projects aimed at media education or also other cross curricular subjects, c) preparing a separate subject covering basic topic of media education. Unfortunately, the chosen forms of media education by particular schools are not evidenced, so there is no information about what is the scope of teaching media education in the Czech Republic. The ministry is also responsible for informal educational activities (extra-school activities for children and young people), for this purpose the ministry runs an allowance organization – National Institute for Further Education (NIFE)¹⁴⁰ which arranges and offers the courses, seminar meetings, lectures and other activities connected with further education of teachers and educators. One of the topics of organized seminars is also media education, for example the program “Media education and publicizing”¹⁴¹. The ministry provides also a financial support for educational projects through the “Operational program for education and competitiveness”¹⁴², a lot of projects developing media literacy in the past several years were supported by this program. Successful projects are co-financed by European Social Fund (85 %) and state budget (15 %). According to the representative of the Ministry of Education, Youth and Sports who is responsible for media education at primary and secondary schools (interviewed 23/5/2016), the responsibility for media literacy does and should lie on the Ministry of Culture.
3. **The Council for Radio and Television Broadcasting**¹⁴³ (media regulatory authority) – the authority and regulator for the domain of radio and television broadcasting (in accordance with the Act no. 231/2001 – “Broadcasting Act”). According to the Act no. 132/2010 Sb., the Council gained new responsibilities around media literacy: 1) It participates on proposals of principles of state policy concerning broadcasting and developing media literacy (§ 5, 1, m). 2) It cooperates with self-regulatory authorities and radio and television broadcasters on implementing measures for supporting media literacy (§ 5, 1, x). 3) It is also obliged to collect and provide the information about the level of media literacy (in relation to new communication technologies) and about the measures to promote media literacy adopted by radio and television broadcasters, retransmission of audiovisual media services on demand and self-regulatory bodies and present it annually to the Chamber of Deputies (Parliament of the Czech Republic). (§ 6, 1, i) The council is the authority which takes actions in the field of media literacy, from 2010 to the first half of 2016 these activities

¹³⁹ On the bases of interview with the deputy of the Ministry of Culture (19/5/2016).

¹⁴⁰ More information about the organisation is available at: <http://www.nidv.cz/en/>

¹⁴¹ More information about the course is available at (in Czech): http://www.nidv.cz/aplikace/prihlasovani/kurzy_prihlasit.php?id_kurzu=50346&operace=detail

¹⁴² More information about the program is available at: <http://www.op-vk.cz/cs/siroka-verejnost/co-je-op-vk.html>

¹⁴³ More information about the council is available at: <http://www.rrtv.cz/en/>



included:

- The council ordered the analysis of media literacy levels of the Czech population (Charles University in Prague, Faculty of Social Sciences, prepared by the Centre for Media Studies for the council).¹⁴⁴
- In autumn 2011, the council launched the campaign targeted to parents of children under 15 years old. The campaign consisted of placing three video spots in television broadcasting of Czech television and three private broadcasters (TV Nova, Prima and TV Barrandov). The goal was to call attention to the need of parental control of children's TV use.¹⁴⁵
- The council launched the web "Children and Media" (www.deti-a-media.cz) targeted to parents. The web is intended to educate and inform parents in issues related to television law, its risks to children and children's TV use. Although the title of the web suggests the focus on media in general, the content of the web is primarily related to television. It consists of several educational sections where the basic terms are explained and FAQs are answered.
- The analysis of media literacy from 2011 was retaken (updated questionnaire, gathered and analyzed data) in 2016, and the research was realized again by Charles University in Prague, Faculty of Social Sciences, Centre for Media Studies. The complete results will be announced in September 2016.¹⁴⁶
- The council asks all radio and television broadcasters and non-linear audiovisual services providers what was their contribution for developing media literacy in the Czech Republic and every year it is presented to the Chamber of Deputies.

The council would like to do more for developing media literacy (for example they would like to aim research and educational activities on the group of elderly people who are vulnerable in particular), but it can only carry out what is prescribed by the law. According to the representative of the council, the responsibility is partly on their shoulders, but they are limited by the law – that is why the Ministry of culture which prepares the law related to media is the key stakeholder of media literacy with statutory responsibility.¹⁴⁷

The other players on the ground

In the Czech Republic, there are a lot of other players in the field of media literacy, but they cannot be considered "key stakeholders". They also contribute

¹⁴⁴ This analysis had two phases – the first one consisted in the survey targeted to the Czech population over 15 years old, the second one was aimed at children and young people under 15 years old and the data were collected by the method of focus groups. It is available in the Czech language at <http://www.rrtv.cz/cz/static/prehledy/medialni-gramotnost/vysledky-studie-15-plus.pdf>

¹⁴⁵ The spots are still available on the webpage of the Council: <http://www.rrtv.cz/cz/static/prehledy/medialni-gramotnost/televizni-kampan-rrtv.htm>.

¹⁴⁶ The research design followed up the study from 2011 (two phases, quantitative and qualitative part). Up to now, only the first phase was finished and published online: http://www.rrtv.cz/cz/files/monitoring/MG2015_zaverecna%20zprava_prvni_faze.pdf.

¹⁴⁷ Based on the interview with the representative of the council (10. 5. 2016).



to the whole state of media literacy in the Czech Republic, that is why they will be at least listed:

The Ministry of Labour and Social Affairs (public authority) – prepared the document “The Strategy of Digital Literacy of the Czech Republic 2015-2020”¹⁴⁸ in 2015 and is working on the action plan which is aimed at its implementation to practice (on the basis of government resolution no 523/2015¹⁴⁹ which approved the strategy). The document is relevant also for developing media literacy, because the terms media literacy and digital literacy partly overlap. The action plan counts with an analysis of the digital literacy of Czech population and then supporting digital literacy of the different groups of people (information campaign, educational programs). The Fund of Further Education,¹⁵⁰ a contribution-based organization of The Ministry of Labour and Social Affairs,¹⁵¹ is responsible for the realization of mentioned strategy which is

The Czech Television¹⁵² (public service broadcaster – audiovisual content provider) – it contributes to developing media literacy in several ways: a) 2013, The Czech Television D was launched (the channel for children) and according to the Czech TV’s declaration, it attempts to produce and broadcast the program that is safe for children (advertisement free), that educates children and that motivates them to have also another hobbies than watching TV¹⁵³, b) it produces several media educational program for children (for example “Pirate broadcasting”¹⁵⁴, 2016; “Teach your aunt on internet”¹⁵⁵, 2016), c) it informs about media issues (within the news coverage and in the regular program aimed only at media issues called “The Newsroom”, launched 2015), d) it provides (non-systematically) documentary and educational programs for adults which is sometimes aimed at media (for example the documentary series “The Czech photo”¹⁵⁶, 2016). The Czech Television also cooperates with some schools on media educational projects and is open for educational tours inside television buildings. There is no systematic attempt to prepare media educational programs, all above mentioned examples are isolated and separately produced outputs.¹⁵⁷

¹⁴⁸ Available at (in Czech): http://www.mpsv.cz/files/clanky/21499/Strategie_DG.pdf. The strategy is only one part of the whole digital literacy developing plan, the second part is “Strategy of the Digital Education till 2020” prepared by The Ministry of Education, Youth and Sports (available at: http://www.vzdelavani2020.cz/images_obsah/dokumenty/strategie/digistrategie.pdf).

¹⁴⁹ Available at (in Czech): http://www.mpsv.cz/files/clanky/21500/uv_523_2015.pdf

¹⁵⁰ More information about the organisation is available at (in Czech): <http://www.ofdv.cz/poslani>

¹⁵¹ Information based on the interview (23. 5. 2016) with the representative of the Ministry of Labour and Social Affairs, who is responsible for issues relating to the strategy.

¹⁵² The other public service broadcaster – The Czech Radio – contributes to developing media literacy in similar way, but radio as media type was not included in this report.

¹⁵³ Declaration is available at (in Czech): <http://www.ceskatelevize.cz/decko-pro-rodice/filozofie-a-zasady/filozofie-decka/>.

¹⁵⁴ Available at (in Czech): <http://decko.ceskatelevize.cz/piratske-vysilani>

¹⁵⁵ Available at (in Czech): <http://decko.ceskatelevize.cz/nauc-tetu-na-netu>

¹⁵⁶ Available at (in Czech): <http://www.ceskatelevize.cz/porady/10718806805-ceska-fotka/>

¹⁵⁷ Based on the interview with the employee responsible for documentary and educational programs (9. 6. 2016).



Seznam.cz (on-line platform – private non-linear audiovisual media services provider) – it is the private company whose primary business comes from providing search engines, but they also provide non-linear audiovisual media services (on-line television “Stream.cz”) and other services on-line. It is a local search engine provider who builds the image of safety place for everyone. Its biggest media educational project is “Meet safety”¹⁵⁸ (2009-till now). It is based on audiovisual material attempting to emphasise on-line risks and inform about possibilities of defence, it is mainly aimed at children and young people, but also teachers or parents who want to discuss the videos with them. On the basis of good feedback to this project, Seznam.cz prepared more safety measures and projects. It cooperates with many schools and prepares educational programs for them. It supports research initiatives aimed at safety behaviour of children and young people on-line (cooperation with University Palacký in Olomouc, Pedagogical faculty). Recently, it has been preparing educational project for elderly people.¹⁵⁹

Academia engaged in media literacy research or media educational projects:

- **Charles University in Prague, Faculty of Social Sciences, Institute of Communication Studies and Journalism** – preparing conception of media education for Czech new curriculum, organising seminars for teachers and elderly people (university of third age), preparing media educational material for teachers, organising media educational discussions for public, research aimed at media education, media literacy of the Czech population (for The Council for Radio and Television Broadcasting) and parental mediation,
- **Masaryk University in Brno, Faculty of Social Studies, Institute for Research on Children, Youth and Family** – especially research aimed at digital media, for example participating on the international research project EU Kids Online, researching factors of excessive online gaming, risks of internet use for children and adolescents, adolescents' perceptions and experiences with bullying and cyberbullying¹⁶⁰,
- **University of South Bohemia in České Budějovice, Pedagogical faculty** – participation on creating official documents about media education (within curriculum), research related to media education in the context of communication education (linguistics)
- **University of South Bohemia in České Budějovice, Theological Faculty, Centre for Media Education**¹⁶¹ – seminars for teachers, educators, volunteers working (lifelong learning), seminars and workshops for pupils of primary and secondary schools, educational website for adults (parents, teachers) and teens – all with focus on social network sites and new media

¹⁵⁸ Available at (in Czech): <http://www.seznamsebezpecne.cz/>

¹⁵⁹ According to the interview with the employee responsible for this domain in Seznam.cz (24. 5. 2016).

¹⁶⁰ More available at: <http://ivdmr.fss.muni.cz/home>

¹⁶¹ Available at (in Czech): <http://www.stremev.cz/prostredky/>.



- **University of Palacký in Olomouc, Pedagogical faculty, Department of Czech Language and Literature** – research and educational projects aimed at risk communication on internet, for example project “E-safety”¹⁶² consisted also of seminars for teachers and pupils, educational website, e-learning, research, on-line consultation, cyberbullying app for iPhone and iPad etc.
- University of Palacký in Olomouc, Faculty of Arts, Department of Journalism – research aimed at parental mediation in the context of new media
- **Metropolitan University in Prague** – (with Pedagogical faculty, University of South Bohemia) organising project aimed at developing media literacy of adult population (seminars for public, discussions, e-learning, educational website, campaign)
- **University Hradec Králové, Pedagogical Faculty** – parental mediation research, organising media educational seminars for teachers

Non-profit organisations and schools were usually the initiators of media educational projects focused on developing teachers’ media literacy and supporting them in preparing media education lessons.¹⁶³ These projects were mostly supported by European Social Fund, state budget or other grants and they could be divided into two groups: a) relating to media literacy in general, b) relating only to risks and opportunities of internet use.

In the first case for example, the Centre for media education was one of the biggest initiators (especially 2011-2015)¹⁶⁴, in the second case it was undoubtedly the National Centre for Safer Internet (from 2007 till now).¹⁶⁵

Question 2

What kind of networks do the media literacy stakeholders in your country engage with?

Please describe these networks and include how these networks function, who manages the networks and whether they operate at a local, national, European or International level.

¹⁶² Available at: <http://www.e-bezpeci.cz/index.php/in-english>

¹⁶³ That is why the projects different from this “mainstream wave” and prepared also for other groups of population are considered as important (question 3).

¹⁶⁴ Available at (in Czech): <http://www.medialni-svet.cz/>

¹⁶⁵ Available at (in Czech): <http://www.ncbi.cz/>



Answer 2

The networks are very poor and if they work, they are based more on personal than official contact.

The three key stakeholders' representatives declared a will to cooperate during the interviews, however no further steps towards the cooperation were taken. The only stakeholder who has been suffering from the lack of cooperation and absence of network for a long time is The Council for Radio and Television Broadcasting. In February 2015, they wrote a letter to the other stakeholders¹⁶⁶ and asked them for a cooperation and formation of a work group focused only on developing media literacy, sharing materials, research results and experience related to media literacy. The proposal that also counts with the creation of united strategy in developing media literacy was received passively, most of stakeholders did not react at all. Only The Ministry of Education, Youth and Sports agreed with the idea, but had very restrained attitude – it proposed that the council should be the key initiator (but it would contradict the current laws). According to the council representative responsible for media literacy issues, they felt depressed. Finally, they published only a press release where they summarized their proposal at least to call attention to the topic (June 2016).¹⁶⁷

The poor networks are not only the case of public authorities, but also of academia. Some networks exist, but it is usually a cooperation between two or three players. For example, Seznam.cz has been cooperating with Pedagogical faculty of University of Palacký in Olomouc for a long time and they appreciate it.¹⁶⁸ The cooperation usually relates to some projects aimed at the topic of safer internet and risk communication on internet.

The other network (cooperation) could be seen between Metropolitan University in Prague and University of South Bohemia in České Budějovice. These two universities organised a media educational project together in 2012-2013.

The Masaryk University in Brno has been long-term participator on international researches like EU Kids Online, it is more focused on the cooperation with universities abroad than in the Czech Republic.

From time to time, a new player who attempts to create a network and engage all of the universities and public authorities appears, but till now no one has

¹⁶⁶ They consider as main stakeholders: The Ministry of Culture, The Ministry of Education, Sports and Youth, The Ministry of Labour and Social Affairs, The Ministry of the Interior, the experts for media literacy issues (academia) and the most important non-profit organisations.

¹⁶⁷ The press release is available on-line (in Czech): http://www.rrtv.cz/cz/files/press/TZ_MG.pdf

¹⁶⁸ According to the interview with the employee responsible for this domain in Seznam.cz (24. 5. 2016).



been so successful.



Section 2 – The overview

Question 3

Using the grid below, please identify the 20 most significant media literacy projects which have been delivered in your country since 2010.

Please select the most appropriate category for the project type, the sectors responsible for the projects, the type of media literacy skills that were addressed in the project, as well as the reason of significance:

Project types	Sectors	Media literacy skills	Reason for significance
Research ¹⁶⁹	Academia ¹⁷⁶	Creativity ¹⁸²	The size of the target audience
Resources ¹⁷⁰	Audiovisual content provider ¹⁷⁷	Critical thinking ¹⁸³	The total budget or cost of the project
Campaigns ¹⁷¹	Public authorities ¹⁷⁸	Intercultural dialogue ¹⁸⁴	The success of the project (outcomes / impact compared to objectives)
Provision of Funding ¹⁷²	Media regulatory authorities	Media use ¹⁸⁵	The level of public awareness of the project
Networking platforms ¹⁷³	Online platforms ¹⁷⁹	Participation and interaction ¹⁸⁶	The level of engagement by the target audience
Policy Development ¹⁷⁴	Civil society ¹⁸⁰	Other	Other
End-user engagement ¹⁷⁵	Cross-sector collaboration ¹⁸¹		
Other	Other		

¹⁶⁹ Significant qualitative or quantitative research on any aspect of media literacy which has been published and/or is widely used by the media literacy practitioners.

¹⁷⁰ Resources include all the themed output related to a single media literacy initiative. It could include TV, and/or content published online, including information leaflets, video, audio, lesson plans, curriculum modules, websites etc.

¹⁷¹ Campaigns usually combine awareness-raising with a desired behaviour change. A Campaign will usually have a specific 'call to action' e.g. 'Don't share too much online' or 'Know how to check the truthfulness of online information'. Campaigns can be multi-stakeholder campaigns such as Safer Internet Day or cross-platform campaigns and can include promotion across TV/radio/online and/or other forms of public engagement.

¹⁷² Including the provision of funding for media literacy activities delivered by third parties. Funding may be provided via grants, open competition and invitations to tender.

¹⁷³ Including conferences, seminars, meetings, online and offline forums, newsletters, databases.

¹⁷⁴ Including consultations, published reports and recommendations.

¹⁷⁵ End-user engagement includes grass-roots projects that provide support and information to end-users via face to face contact, phone contact or online contact.

¹⁷⁶ Including Academic institutions, universities and third level education providers

¹⁷⁷ Including broadcasters and on-demand providers (both public service media and commercial media) and content providers for online, games and apps.

¹⁷⁸ Including government Ministries/departments, local authorities and councils, semi-State organisations, policy-makers.



Please classify the projects using either 'N' for National or 'R' for Regional, and their level of significance using a scale of 1 to 3, where 1 is most significant and 3 is least significant.

	Project Name	Project Type	Sector	Media Literacy skills	National or Regional	Years	Reason for significance	Level of significance (1 – 3)
1	Děti a média ¹⁸⁷	Resources	Media regulatory authority	Critical thinking Media use Participation and interaction	N	2011, still available and updated	Other (unique webpage targeted to parents)	1
2	Vaše dítě, vaše televize, vaše zodpovědnost ¹⁸⁸	Campaign	Media regulatory authority	Critical thinking Media use	N	2011	The type of the target audience (for parents) The level of public awareness of the project	2
3	Jak na internet ¹⁸⁹	Resources (website,	Online	Creativity	N	created	The size of the target	1

¹⁷⁹ Including the owners and operators of online platforms (such as social media websites and search engines).

¹⁸⁰ Including foundations, not-for-profit organisations arts and cultural bodies, charities, think-tanks, communities of interest and community networks (sports, health, hobbies, religion).

¹⁸¹ Including projects involving a number of key stakeholders from different sectors. As an example, the model that Safer Internet Day is based on could be considered a cross-sector collaboration project.

¹⁸² Creating, building and generating media content.

¹⁸³ Critical thinking skills such as: understanding how the media industry works and how media messages are constructed; questioning the motivations of content producers in order to make informed choices about content selection and use; recognising different types of media content and evaluating content for truthfulness, reliability and value for money; recognising and managing online security and safety risks.

¹⁸⁴ Such as challenging radicalisation and hate speech.

¹⁸⁵ The ability to search, find and navigate and use media content and services.

¹⁸⁶ Interaction, engagement and participation in the economic, social, creative, cultural aspects of society through the media and promoting democratic participation and fundamental rights.

¹⁸⁷ In English: The Children and Media. Available at (in Czech): <http://www.detiamedia.cz/>

¹⁸⁸ In English: Your Child, Your Responsibility, Your Television. Available at (in Czech): <http://www.rrtv.cz/cz/static/prehledy/medialni-gramotnost/televizni-kampan-rrtv.htm>



		instructional videos, materials for teachers and public)	platforms	Critical thinking Media use Participation and interaction		2012-2014, still available and updated	audience (for all ages and teachers)	
4	Zvyšování mediální gramotnosti v ČR ¹⁹⁰	Networking platform	Academia	Critical thinking Media use	R (4 regions)	2012-2013, website still available	The size of the target audience (for all ages – public)	1
5	Pirátské vysílání ¹⁹¹	Resources (educational TV series available online)	Audiovisual content provider (public service broadcaster)	Critical thinking Media use	N	2016	Other (one of two unique media educational TV series at present)	3
6	Multimédia a neslyšící. Mediální výchova a multimediální tvorba pro žáky se sluchovým postižením na středních školách ve Zlínském kraji ¹⁹²	Resources (creating instructional material for teachers who teach students with special needs)	Cross-sector collaboration	Creativity Critical thinking Media use Participation and interaction	R (1 region), but usable nationally	creating 2012-2015 (website still available, material for downloading)	The type of the target audience (for teachers who works with students with special needs and for these students)	1

¹⁸⁹ In English: How to Use Internet. Available at (in Czech): <http://www.jaknainterneta.cz>

¹⁹⁰ In English: Close Watch on the Media. Available at (in Czech): <http://www.mediapodlupou.cz/>

¹⁹¹ In English: Pirate broadcasting. Available at (in Czech): <http://decko.ceskatelevize.cz/piratske-vysilani>

¹⁹² In English: Multimedia and The Deaf: Media Education and Multimedia Production for Students with Hearing Impairment in Zlín Region. Available at (in Czech): <http://www.multimediaaneslyscici.cz>



7	Mediální výchova – nástroj rozvoje klíčových kompetencí ¹⁹³	Resources (creating instructional material for teachers), networking platform (seminars for teachers)	Other (public grammar school)	Creativity Critical thinking Media use Participation and interaction	R (1 region), but usable nationally	2012 (website still available, material for downloading)	Other – The scope of school subjects to which media education was integrated in (chemistry, physics, biology, etc.)	2
8	Salesiánské mediální centrum, o.p.s. ¹⁹⁴	Networking platform (seminars for parents, teachers, activities for children and young people)	Civil society (religious NGO)	Creativity Critical thinking Media use Participation and interaction	R	2013-till now	Other – The type of organised activity (extra-school media educational activities for children and young people called “Media school”)	3
9	Inventura ¹⁹⁵	Resources (publishing media production of mentally handicapped people and the elderly), networking platform (helping mentally handicapped people and the elderly to express themselves)	Civil society (NGO)	Creativity Critical thinking Media use Participation and interaction	R	2005-till now	The type of the target audience (mentally handicapped people, the elderly) Other – The type of organised activity	2

¹⁹³ In English: Media Education – The Tool for Developing the Key Competences. Available at (in Czech): <http://www.gymcaslav.cz/skola/projekt-esf/medialni-vychova-nastroj-rozvoje-klicovych-kompetenci.html>

¹⁹⁴ In English: Salesian Media Centre. Available at (in Czech): <http://www.medialnivychova.org/>

¹⁹⁵ In English: Inventory. Available at (in Czech): <http://inventura.org/cz/kurzy>



		by media)						
10	Jeden svět na školách ¹⁹⁶	Resources (website with instructional materials for teachers), networking platform (workshops and projection of educational videos at schools)	Civil society (NGO)	Creativity Critical thinking Intercultural dialogue Media use Participation and interaction	N	2001-till now	The size of the target audience The success of the project The level of public awareness of the project	3
11	Šance pro Šluknovský výběžek ¹⁹⁷	Networking platform (seminars and workshops for local people)	Other (public upper secondary school)	Critical thinking	R	2012-2013	Other – The type of organised activity (media literacy is one of the key competences that should people gain during workshops for the development of the whole region)	3
12	Regionální centrum mediální výchovy ¹⁹⁸	Resources (instructional materials for teachers), networking platform (seminars and workshops for	Civil society (NGO)	Creativity Critical thinking Media use	R	2011-2012	The size of the target audience (teachers from the region) Other – The type of organised activity (creating consultation	2

¹⁹⁶ In English: One World in Schools. Available at: https://www.jsns.cz/cz/article/111/What_is_jsns.html?id=243

¹⁹⁷ In English: The Chance for the Šluknov Region. Available at (in Czech): http://www.lesnicka-skola.cz/?page_id=1765

¹⁹⁸ In English: The Regional Centre for Media Education. Available at (in Czech): <http://www.vysocina-medialne.cz/index.php/home>



		teachers, creating consultation centre for teachers)					centre for teachers)	
13	Rozpravy o českých médiích ¹⁹⁹	Networking platform (creating a platform for discussions about actual or dateless media issues)	Academia	Critical thinking	R (organised locally), N (visible globally, streaming online)	2012-till now	The size of the target audience (students, journalists, public – open and visible for everyone)	2
14	Tanecbook ²⁰⁰	Resources (preparing a performance with educational value)	Civil society (NGO)	Creativity Critical thinking Media use	R	unknown	Other – The type of organised activity (preparing a performance that should develop media literacy of pupils)	3
15	Mladí proti nenávisti on-line ²⁰¹	Campaign	Civil society (NGO)	Creativity Critical thinking Media use Participation and interaction	N	2014-till now	The size of the target audience (Czech young people)	2

¹⁹⁹ In English: Discussions about Czech Media. Available at (in Czech): <http://rozpravy.fsv.cuni.cz/>

²⁰⁰ In English: Dance-book (analogy to Facebook). Available at (in Czech): www.kvetnak.cz/download?id=1034&table=pagearticle

²⁰¹ In English: Young Campaign for Human Rights Online. Available at (in Czech): <http://protinenavisti.cz/>



16	Senioři bezpečně on-line ²⁰²	Networking platforms (building a network of educators who will help and teach the elderly)	Civil society (NGO)	Creativity Critical thinking Media use	R (Prague)	2015-2016	Other – The way the activity is organised (building a network of educators who will help and teach the elderly)	1
17	Social Web Social Work ²⁰³	Resources (materials for educators), Networking platform (seminars for educators)	Civil society (NGO)	Creativity Critical thinking Media use Participation and interaction	N	2012-2014	The type of the target audience (educators who work with socially disadvantaged young people and children to improve their safety online)	1
18	Podpora dalšího mediálního vzdělávání ve Středočeském kraji - Mediální komunikace komplexně a efektivně ²⁰⁴	networking platforms (seminars and workshops)	Cross sector collaboration	Creativity Critical thinking Media use Participation and interaction	R	2012-2013	The type of the target audience (NGO employees, self-employed people)	1
19	E-bezpečí ²⁰⁵	Resources (educational website, e-learning, cyberbullying app for	Cross sector collaboration	Creativity Critical thinking	R (seminars), N (other	2008-till now	Other – The scope of organised activities related to the topic	1

²⁰² In English: The Elderly Safety On-line. Available at (in Czech): <http://seniori.bezpecne-online.cz/>

²⁰³ Available at (in Czech): <http://www.ncbi.cz/evropska-komise/projekt-socialweb-socialwork.html>

²⁰⁴ In English: Further Media Education in the Central Bohemian Region. Available at (in Czech): <http://www.medialni-svet.cz/tag/dalsi-medialni-vzdelavani/>

²⁰⁵ In English: E-Safety. Available at: <http://www.e-bezpeci.cz/index.php/in-english>



		iPhone and iPad),		Media use Participation and interaction	activities)		The size of the target audience	
20	Letní žurnalistická škola Karla Havlíčka Borovského ²⁰⁶	Networking platform (seminars, discussions, workshops)	Civil society (NGO)	Creativity Critical thinking Intercultural dialogue Media use Participation and interaction	R	2004- till now (every year)	The level of public awareness of the project Other – The type of organised activity (summer school for upper secondary and university students)	3

²⁰⁶ In English: Journalism Summer School of Karel Havlíček Borovský. Available at (in Czech): <http://www.letnizurnalistickaskola.cz/o-projektu/zakladni-informace/>



Section 3 – Project summaries

Question 4

From the projects you have highlighted in Question 3, please describe the five most significant²⁰⁷ media literacy projects that have taken place in your country since 2010.

1. Developing media literacy in the Czech Republic (Close Watch on the Media)
2. Multimedia and The Deaf: Media Education and Multimedia Production for Students with Hearing Impairment in Zlín Region
3. E-Safety
4. Further Media Education in the Central Bohemian Region (Media Communication Fully and Effectively)
5. Children and Media

²⁰⁷ Significant can relate to:

- a) the size of the target audience and/or the reach of the project,
- b) the total budget or cost of the project
- c) the final outcomes / impact of the project
- d) the level of public awareness of the project
- e) the level of engagement by the target audience.



Answer 4 – Project 1

A. **PROJECT NAME:** Developing media literacy in the Czech Republic (Close Watch on the Media)

B. **CATEGORY AND DESCRIPTION OF PROJECT:**

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an 'X':

Research	
Resources	
Campaign	
Provision of Funding	
Networking Platforms	X
Policy Development	
End-user engagement	
Other	

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

The goal of the project is to develop media literacy of general public in four regions (Plzeň, Liberec, Hradec Králové, České Budějovice), to raise the public level of critical thinking and rational media use and to raise the public awareness of risks that both new and traditional media use can bring. The project consisted of:

- a) organising seminars and workshops in four Czech regions (Plzeň, Liberec, Hradec Králové, České Budějovice) – topics of seminars and workshops were for example “Don’t be afraid of internet”, “How to understand news coverage and advertising”, “What media does with us” etc.



- b) launching a website with a possibility of e-learning
- c) publishing e-book with a title “Close watch on the media: Media education as a topic of lifelong learning”
- d) final conference of experts

This project is significant because it is targeted to general public – very rare practice in the Czech Republic. A lot of projects developing media literacy are targeted to teachers, children and young people. This project was open for anybody – number of participants was not limited.

The project is also important because it shows good practice of academia cooperation.

I was not involved in this project.

C. GEOGRAPHICAL REACH

Please indicate whether the project was of National or Regional significance.

Seminars were organised in four regions (2013), but e-learning, educational website and e-book has been available on-line (at national level?).

D. TIMEFRAME AND BUDGET

Please include the duration of the project, the dates and, where possible, the annual and total budget and related sources of financing.

The duration of the project: 1st August 2012 – 31st October 2013

Sources of financing: 85 % European Social Fund, 15 % state budget of Czech Republic

Total budget of the project: 2 287 146,8 CZK

E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

- Media use:



- The ability to search, find and navigate and use media content and services.
- The ability to communicate with media and make my own PR
- Critical thinking skills such as:
 - Understanding how the media industry works and how media messages are constructed.
 - Questioning the motivations of content producers in order to make informed choices about content selection and use.
 - Recognising different types of media content and evaluating content for truthfulness, reliability and value for money.
 - Recognising and managing online security and safety risks.
 - Introduction to history of media

F. STAKEHOLDERS:

Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.

It is project of Metropolitan University in Prague and University of South Bohemia in České Budějovice.

The sector: academia

The initiator: Metropolitan University in Prague

The partner: University of South Bohemia in České Budějovice

G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible, please indicate also the size of the targeted audience.

The target audience was a general public, it was not targeted to any particular group, but opened to everyone.

H. OUTCOMES AND EVALUATION

Please outline (in approximately 300 words) the main results of the project. Some category-specific evaluation tools are outlined below to act as a guide for response and to provide a broad evaluation framework. However, we understand that each project will be different and evaluation methods may differ



significantly.

The main results are:

- launching a website with e-learning courses for free, website is still available and usable
- publishing e-book “Close watch on the media: Media education as a topic of lifelong learning” (print and on-line version), it is aimed at non-expert audience and it is an introduction to media issues
- raising level of media literacy during seminars and workshops (detailed statistics and evaluation is not public information)

Networking Platforms – two stakeholders (universities) engaged, one conferences, one publication.

I. FURTHER REFERENCES

Please provide further references about the initiative: publications, website, Twitter account etc.

Zvyšování mediální gramotnosti v ČR: Média pod lupou. Available only in the Czech language at: www.mediapodlupou.cz

Detailed information about the project: www.mup.cz/veda/ostatni-projekty/ukoncene-projekty/zvysovani-medialni-gramotnosti-v-cr-aneb-media-pod-lupou/

e-book “Close watch on the media: Media education as a topic of lifelong learning” (2013) is available at:

www.mediapodlupou.cz/pdf/media_pod_lupou_publikace.pdf

Facebook of the project: <https://www.facebook.com/pages/Media-pod-lupou/491951530849414?ref=ts&fref=ts>

Twitter of the project: <http://twitter.com/mediapodlupou>



Answer 4 – Project 2

A. **PROJECT NAME:** Multimedia and The Deaf: Media Education and Multimedia Production for Students with Hearing Impairment in Zlín Region

B. CATEGORY AND DESCRIPTION OF PROJECT:

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an 'X':

Research	
Resources	X
Campaign	
Provision of Funding	
Networking Platforms	
Policy Development	
End-user engagement	
Other	

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

The goal of the project is to prepare, create, and verify multimedia interactive material for teaching pupils with hearing impairment in upper secondary schools and grammar schools in Zlín region.

The material for teachers was prepared as bilingual – for students with and also without hearing impairment, it is thus a great tool for inclusive education.

The key activities were defined as:



- a) Creating a concept and a structure of multimedia interactive material for teachers
- b) Consulting the concept and the structure with external experts and its editing
- c) Creating layout for software editing of the material, preparing examples and videos, testing modules
- d) Producing videos with cooperation with pupils from partner organisation, editing videos, completing of the material and finishing (output – DVD)
- e) Preparing an electronic version of the material, seminars with teachers (explaining how to use it)
- f) Verifying the quality of the material with teachers – using the material by teachers, editing the material thanks to their feedback
- g) Dissemination activities – contacting other teachers who work with pupils with hearing impairment and providing the material to them, workshops for teachers, creating a final version of multimedia material

Significance of the project lies in the uniqueness of the material which was created. In the Czech Republic, a lot of media educational projects with similar goal were made, none of these projects dealt with needs of pupils with hearing impairment.

I was not involved in this project.

C. GEOGRAPHICAL REACH

Please indicate whether the project was of National or Regional significance.

It was regional project, but it can be used countrywide – the material is available on the website of the project for a free downloading.

D. TIMEFRAME AND BUDGET

Please include the duration of the project, the dates and, where possible, the annual and total budget and related sources of financing.

The duration of the project: 30th June 2012 – 28th February 2015

Sources of financing: 85 % European Social Fund, 15 % state budget of Czech Republic



Total budget of the project: 2 771 227,19 CZK

E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

Please indicate the type of media literacy skills or capacities that were addressed in the project.

- Media use:
 - The ability to search, find and navigate and use media content and services.
- Critical thinking skills such as:
 - Understanding how the media industry works and how media messages are constructed.
 - Questioning the motivations of content producers in order to make informed choices about content selection and use.
 - Recognising different types of media content and evaluating content for truthfulness, reliability and value for money.
 - Recognising and managing online security and safety risks.
- Creative skills such as:
 - Creating, building and generating media content.
- Participation and engagement skills such as:
 - Interaction, engagement and participation in the economic, social and cultural aspects of society through the media.

F. STAKEHOLDERS:

Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.

Initiator: Free Art, limited liability company

Address: Bohumínská 61, 710 00 Ostrava 2



Partner: Mateřská škola, základní škola a střední škola pro žáky se sluchovým postižením (Kindergarten, primary, and secondary school for pupils with hearing impairment)

Address: Vsetínská 454, 757 14 Valašské Meziříčí

G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible, please indicate also the size of the targeted audience.

Target audience is divided to two groups:

- a) teachers of pupils with hearing impairment
- b) pupils with hearing impairment (learning from employees of Free Art and from educated teachers)

Both of the groups were from the Zlín region, Moravian part of the Czech Republic.

H. OUTCOMES AND EVALUATION

Please outline (in approximately 300 words) the main results of the project. Some category-specific evaluation tools are outlined below to act as a guide for response and to provide a broad evaluation framework. However, we understand that each project will be different and evaluation methods may differ significantly.

Main output of the project is two DVD with title “The deaf and world of media” – the multimedia interactive material for teachers and pupils with hearing impairment. It has two parts: 1. The deaf and world of media, 2. Multimedia producing of the deaf and for the deaf

Networking Platforms – workshops of multimedia production not only for teachers from the partner organisation, but also from other schools in the region (attempt to disseminate the output)

I. FURTHER REFERENCES

Please provide further references about the initiative: publications, website, Twitter account etc.

Detailed information about project: <https://databaze.op-vk.cz/Project/Detail/5363>



Website of the project: <http://www.multimediaaneslysici.cz/>

Multimedia interactive material for teachers is available at:

https://drive.google.com/file/d/0B_Lv45DSXXAxZ3dSZ3BOdEhXSHc/view?usp=sharing

https://drive.google.com/file/d/0B_Lv45DSXXAxTEhHcnRiNOVWb3c/view?usp=sharing

https://drive.google.com/file/d/0B_Lv45DSXXAxcUFISW0wbTJPTTA/view?usp=sharing



Answer 4 – Project 3

A. PROJECT NAME: E-Safety

B. CATEGORY AND DESCRIPTION OF PROJECT:

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an 'X':

Research	
Resources	X
Campaign	
Provision of Funding	
Networking Platforms	
Policy Development	
End-user engagement	
Other	

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

E-Safety is a country-wide project focused on prevention, education, research, intervention and raising of public awareness concerning risk behaviour in internet environment and related problems. Its focus is especially on:

- cyberbullying and sexting (various forms of extortion and harm of victim through communication and information technologies),
- cyber grooming (communication with unknown users which continues with personal meeting),
- cyberstalking and stalking,



- risks of social network sites use,
- hoax and spam,
- misuse of personal data on internet and electronic media.

The key activities of the projects are:

- organising lectures, preventive educational activities, discussions,
- doing research and monitoring risk communication online,
- providing consultation online,
- publishing various materials for pupils and teachers.

The project is based on organising lectures, preventive educational activities, discussions pointing out the risks and their possible prevention and defence. The target group consists of pupils of primary school, teachers, experts for prevention of socially pathological phenomena, policemen, educators, social workers etc.

The project is significant because of the scope of organised activities related to the topic and the size of the target audience.

I was not involved in the project.

C. GEOGRAPHICAL REACH

Please indicate whether the project was of National or Regional significance.

It was originally a regional project which gradually became a national project. They cooperate with a lot of other stakeholders and important players in the field of safety (for example the Police of the Czech Republic).



D. TIMEFRAME AND BUDGET

Please include the duration of the project, the dates and, where possible, the annual and total budget and related sources of financing.

The project was launched in 2008 and till now it consisted of numerous activities financed by various grants. It is therefore almost impossible to sum the total budget of the project due to this multi-source financing.

It was supported for example by Statutory town of Olomouc, Olomouc region, European Social Fund, the Ministry of the Interior of the Czech Republic, the Ministry of Education, Youth, and Sports, Foundation of Vodafone, Seznam.cz and Google.cz.

E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

Please indicate the type of media literacy skills or capacities that were addressed in the project.

- Media use:
 - The ability to search, find and navigate and use media content and services.
- Critical thinking skills such as:
 - Questioning the motivations of content producers in order to make informed choices about content selection and use.
 - Recognising different types of media content and evaluating content for truthfulness, reliability.
 - Recognising and managing online security and safety risks.
- Creative skills such as:
 - Creating, building and generating media content safety
- Participation and engagement skills such as:
 - Interaction, engagement and participation in society through the online media.
 - Promoting fundamental rights.



F. STAKEHOLDERS:

Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.

The key stakeholder is the Centre for prevention of risk virtual communication, Faculty of Education, Palacký University in Olomouc.

The sector: academia

Partners in particular activities: Seznam.cz, Google.cz, Czech radio – public service broadcaster (regional studio), Police of the Czech Republic

G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible, please indicate also the size of the targeted audience.

The target group consists of pupils of primary school, teachers, experts for prevention of socially pathological phenomena, policemen, educators, social workers etc.

H. OUTCOMES AND EVALUATION

Please outline (in approximately 300 words) the main results of the project. Some category-specific evaluation tools are outlined below to act as a guide for response and to provide a broad evaluation framework. However, we understand that each project will be different and evaluation methods may differ significantly.

Research – regular monitoring of risk communication of particular groups of the Czech population (the most recent research was entitled “Czech Children and Facebook 2015”²⁰⁸ monitored children’s Facebook use at national level, quantitative and qualitative methods (questionnaire online), data gathering – May and June 2015, 1122 respondents at the age of 8 to 17, research was offered by the Police of the Czech Republic).

Resources – cyberbullying app for iPhone and iPad helps to recognise risk behaviour and provides advices how to behave, detailed information about a number of downloads is not published

End-user engagement – Number of people who participated on educational lectures, discussions: 33757 pupils, 3161 teachers, 1233 policemen²⁰⁹

Networking Platforms – great number of engaged stakeholders (Seznam.cz, Google.cz, Czech public service broadcaster (regional studio), Police of the

²⁰⁸ The research is available at (in Czech): http://www.e-bezpeci.cz/index.php/ke-stazeni/doc_download/76-eske-dti-a-facebook-2015

²⁰⁹ According to the data published on the website of the project: <http://www.e-bezpeci.cz/index.php/home>



Czech Republic etc.), national level of networking, the network consists of stakeholders related to the topic of risk communication online and online safety.

Awards:

2009 – 3rd place – European price of criminality prevention (from the Ministry of the Interior of the Czech Republic)

2015 – 1st place – European price of criminality prevention (from the Ministry of the Interior of the Czech Republic)

I. FURTHER REFERENCES

Please provide further references about the initiative: publications, website, Twitter account etc.

The most recent research entitled “Czech Children and Facebook 2015” is available at (in Czech): http://www.e-bezpeci.cz/index.php/ke-stazeni/doc_download/76-eske-dti-a-facebook-2015

The website of the project: <http://www.e-bezpeci.cz/index.php/home>

Facebook page of the project: <http://facebook.com/ebezpeci/>



Answer 4 – Project 4

A. PROJECT NAME: Further Media Education in the Central Bohemian Region (Media Communication Fully and Effectively)

B. CATEGORY AND DESCRIPTION OF PROJECT:

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an 'X':

Research	
Resources	
Campaign	
Provision of Funding	
Networking Platforms	X
Policy Development	
End-user engagement	
Other	

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

The goal of the project is to support the competitiveness of further education participants in the domain of media and communication through media, specifically to create a new media educational program for adult population, to test it with three groups of participants and edit it according to their feedback. The final version of the educational program is to be certified by the Ministry of Education, Youth, and Sports.

The educational program consisted of five modules:



- a) knowledge of media and media production (two days of lectures),
- b) new media (two days of lectures),
- c) interactive communication workshop and work with media (three days of lectures),
- d) introduction to media production (three days of lectures),
- e) introduction to media law (two days of lectures).

The total number of lessons was 312, number of participants: 30.

The idea was to prepare the educational program for people who are interested in media issues, but who have not enough opportunities to participate in seminars or workshops related to media. Employees of small local organisations, social workers (employees taking care of retired or disabled people), local small NGO employees, self-employed people – these groups are disadvantaged in the market in opposite to big companies with their own communication departments. The project thus attempts to reduce the gap which exists between these two groups of employees – especially an insufficient knowledge and competences in media communication, an insufficient understanding of media functioning and its production, an insufficient knowledge of media organisation, their routines and the factors that influence their production and the impact that they can have on the audience. After the educational program, the target group should be more competitive in the market, should be better oriented in the world of media and should better (fully and effectively) use the opportunities and means of communication that media offers.

The project is significant, because it is targeted to vulnerable group of people and is focused on preparing the educational program which is supposed to be usable for the others in future. The educational program was also very complex and the scope of topics covered the necessary basics of journalism and media studies. (Usually seminars and workshops prepared for teachers focus only on several topics.)

I was involved in the project as the expert for media education of adult population. I prepared the educational support for the participants, I often served as an observer of the seminars and workshops and I prepared and wrote a book which summarised all findings from the educational program (in sum cca 300 pages). Every participant received one copy of the book at the end of the program.



C. GEOGRAPHICAL REACH

Please indicate whether the project was of National or Regional significance.

Its pilot verification was regional (it was prepared for people from various parts of Central Bohemian Region), but after the certification of the program it can be used elsewhere.

D. TIMEFRAME AND BUDGET

Please include the duration of the project, the dates and, where possible, the annual and total budget and related sources of financing.

The duration of the project: 1st October 2012 – 30th September 2013

Total budget: 2 857 249,64 CZK

Sources of financing: 85 % European Social Fund, 15 % state budget of the Czech Republic

E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

Please indicate the type of media literacy skills or capacities that were addressed in the project.

- Media use:
 - The ability to search, find, navigate, and use media content and services.
 - The ability to use means of communication to build an image and PR of the participant or its company
- Critical thinking skills such as:
 - Understanding how the media industry works and how media messages are constructed.
 - Questioning the motivations of content producers in order to make informed choices about content selection and use.
 - Recognising different types of media content and evaluating content for truthfulness, reliability
 - Recognising and managing online security and safety risks.



- Creative skills such as:
 - Creating, building and generating media content (with emphasis to new media, photography)
- Participation and engagement skills such as:
 - Interaction, engagement and participation in the economic, social and cultural aspects of society through the media (motivating participants to use various opportunities that media offers).
 - Promoting democratic participation through media and fundamental rights (media law).

F. STAKEHOLDERS:

Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.

The initiator and organiser of the project: Centre for Media Education (a part of Pro Futuro Consulting – joint-stock company)

The sector: civil society and private sector (Centre for Media Education was a part of the private company, but it worked as non-profit organisation)

G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible, please indicate also the size of the targeted audience.

Employees of small local organisations, social workers (employees taking care of old or disabled people), local small NGO employees, self-employed people and volunteers interested in media issues.

All participants came from the Central Bohemian Region.

H. OUTCOMES AND EVALUATION

Please outline (in approximately 300 words) the main results of the project. Some category-specific evaluation tools are outlined below to act as a guide for response and to provide a broad evaluation framework. However, we understand that each project will be different and evaluation methods may differ significantly.

Resources – book with the title “Media Communication fully and effectively” (2013, 300 p.), copies were distributed only to the participants of the program;



website and educational materials during the lessons

Networking Platforms – in total 5 educational modules, 312 lessons of theory and practice

End-user engagement – 30 participants (3 groups with 10 participants).

I. FURTHER REFERENCES

Please provide further references about the initiative: publications, website, Twitter account etc.

More information about the project (in Czech): <https://databaze.op-vk.cz/Project/Detail/960>

Description of educational modules (in Czech): https://issuu.com/centrum_medialniho_vzdelavani/docs/popis_v_ukov_ch_modul_/1

Website with published educational materials (in Czech): www.medialni-svet.cz/tag/dalsi-medialni-vzdelavani/

Photos from the seminars and workshops: www.medialni-svet.cz/ukoncene-projekty/podrobne-informace-o-projektu/galerie/

Facebook of the company: www.facebook.com/medialnivzdelavani/



Answer 4 – Project 5

A. PROJECT NAME: Children and Media

B. CATEGORY AND DESCRIPTION OF PROJECT:

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an 'X':

Research	
Resources	X
Campaign	
Provision of Funding	
Networking Platforms	
Policy Development	
End-user engagement	
Other	

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

2011, the Council for Radio and Television Broadcasting²¹⁰ (media regulatory authority) launched the web “Children and Media” (www.deti-a-media.cz). According to the council, it should serve as a platform for presenting and exchanging experts’ opinions and as an information source for parents, teachers and other educators who are interested in negative influence that media can have on their children.

²¹⁰ <http://www.rrtv.cz/en/>



The web is updated by employees of the council who are responsible for media literacy issues. The web is intended to educate and inform parents in issues related to television law, its risks to children and children's TV use. Although the title of the web suggests the focus on media in general, the content of the web is primarily related to television. It consists of several educational sections where the basic terms are explained and FAQs are answered:

- Who and how the broadcasted content is supervised (explanation of the role of the council, its competencies),
- Protection of children by law (information about the related media law and its principle)
- Children and television (information about the scope of impact that media can have on children, examples of the content that could be seen as problematic for children – TV violence, erotic, vulgarism, advertising and other risk content)
- Advisory centre for parents (information and advice for parents how to practice their parental mediation)
- Case studies from the practice of the council (examples of the content that the council considers as problematic)
- Activities of the council in the field of children's protection
- Recent news (information about new research studies, conferences or workshops, cases from the practice of the council etc.)
- Recommended literature (list of expert and popularization literature in the field of media and media education).

The project is significant because it is the unique website targeted to parents to help them to understand media influence, media law and to inform them about their and their children's right. Of course, it is also partly a communication channel for the council to promote its activities.

I was not involved in the project.

C. GEOGRAPHICAL REACH

Please indicate whether the project was of National or Regional significance.

It is national project.

D. TIMEFRAME AND BUDGET



Please include the duration of the project, the dates and, where possible, the annual and total budget and related sources of financing.

The project was launched 2011 and has been updated till now.

Unfortunately, the total budget is not a public information.

The source of financing is the budget of the council.

E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

Please indicate the type of media literacy skills or capacities that were addressed in the project.

- Media use:
 - The ability to search, find and navigate and use media content and services.
 - The ability to practice parental mediation.
- Critical thinking skills such as:
 - Understanding how the media industry works and how media messages are constructed.
 - Questioning the motivations of content producers in order to make informed choices about content selection and use.
 - Understanding what impact on children can media have.
 - Recognising different types of media content and evaluating content for its appropriateness for children.
 - Recognising and managing online security and safety risks.
- Participation and engagement skills such as:
 - Promoting fundamental rights related to problematic television content.

F. STAKEHOLDERS:

Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.



Initiator and administrator: The Council for Radio and Television Broadcasting

There are logos of partner organisations (some of them are key stakeholders of media literacy), but according to the representative of the council, it is rather a moral support than a cooperation on creating the content of the website.

Sector: Media regulatory authority

G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible, please indicate also the size of the targeted audience.

The main target audience is parents, but it can serve also to teachers and other educators or everyone else who is interested in media influence and media law.

H. OUTCOMES AND EVALUATION

Please outline (in approximately 300 words) the main results of the project. Some category-specific evaluation tools are outlined below to act as a guide for response and to provide a broad evaluation framework. However, we understand that each project will be different and evaluation methods may differ significantly.

Programmes of Resources – audience reached is unknown.

End-user engagement – numbers of people engaged is unknown.

I. FURTHER REFERENCES

Please provide further references about the initiative: publications, website, Twitter account etc.

Website of the project is available at: www.detiamedia.cz/

There is no related social network site.



7.7. DE – GERMANY

Answers of the national expert to the questionnaire



Objective: The objective of this research is to provide mapping and description of the significant projects in promotion of media literacy in the EU-28 member states, since January 2010, of national or regional coverage.

The actors to be included in the mapping are:

- policy makers,
- public authorities,
- media regulatory authorities,
- audiovisual content providers,
- journalists associations,
- civil society.

To ensure a comprehensive picture is created of the media literacy projects that have been undertaken, and media literacy skills that have been promoted in each country, **we ask that you consult with actors mentioned above (or the equivalent in your country) and include any relevant material from them.**

The projects will be categorised according to the skills that they intend to develop and their target group and, if feasible, the outreach of each project.

Context: Media literacy is to be understood as an umbrella expression that includes all the technical, cognitive, social, civic and creative capacities that allow a citizen to access, have a critical understanding of the media and interact with it.

These capacities enable people to exercise critical thinking, while participating in the economic, social and cultural aspects of society and playing an active role in the democratic process. This concept covers all kind of media interactions (broadcasting, radio, press, the internet, social media) and addresses the needs of all ages.

Scope: This report will focus on media literacy projects relating to media services delivered on electronic communication networks, both linear and non-linear, and on information society services where pertinent. Press (including online), radio and off-line media will not be covered. Regional initiatives will be described separately where relevant.

In addition to the conventional media literacy themes of critical thinking, digital inclusion, online safety and the protection of minors, we are particularly interested in media literacy projects that:



- **Promote a healthy democracy:** Democracy, by definition, requires the participation of well-informed citizens. Citizens inform themselves through the media. Their relationship with the media needs to take place in a context of critical thinking. This furthermore requires certain knowledge of how the media works and how media messages are constructed.
- **Empower people in a changing and increasingly complex media landscape:** We are not only passive recipients of media content, but also content creators and media sources, for example through our involvement in social media. Moreover, we increasingly receive news through social media, rather than through traditional channels. This proliferation of sources brings a lot of new information, opportunities and potential innovation but also requires critical thinking and verification tools and awareness of how to manage our personal data and make informed choices about algorithms from digital platforms that accommodate the world to our taste.
- **Challenge radicalisation and hate speech online, and promote fundamental rights:** In a time when each citizen with a mobile connection to social media is a source of news and can contribute to "trending topics", media literacy includes taking up one's civic responsibility of contributing to a culture of inclusive tolerance and respect online and exercising critical thinking in relation to amplifying, debunking or challenging media content.

Actions related to school curricula are excluded from the mapping as they were mapped by the European Media Literacy Education Study (EMEDUS)²¹¹.

Respondent information	
Name:	Dr. Friederike von Gross, Dr. Ida Pöttinger, Jürgen Lauffer
Title and Organisation:	Gesellschaft für Medienpädagogik und Kommunikationskultur in Deutschland (GMK)
Country:	Germany
Short biography:	<p>Dr. Friederike von Gross is the executive director of the GMK.</p> <p>Dr. Ida Pöttinger is the spokesperson of the section "Global Media Literacy" of the GMK. She also was chairwoman of the GMK. She took part at several European projects.</p> <p>Jürgen Lauffer also is spokesperson of the section "Global Media Literacy" of the GMK. He is the former general manager of the GMK.</p>

²¹¹ <http://fr.slideshare.net/MediaLearning/ml-2012-the-emedus-european-media-literacy-education-study-by-jose-manuel-perez-tornero>



Contact address:	Obernstraße 24a, 33602 Bielefeld
Email:	gmk@medienpaed.de
Telephone:	+4952167788



Section 1 – Background context

Question 1

Please list the main media literacy stakeholders in your country, and identify which sector they belong to (e.g. academia²¹², audiovisual content providers²¹³, online platforms²¹⁴, public authorities²¹⁵, media regulatory authorities, civil society²¹⁶).

Please indicate which stakeholders have a statutory responsibility around media literacy and which stakeholders have a non-statutory interest/engagement in media literacy activities.

Answer 1* (These institutions are only a small view over media literacy stakeholders in Germany. There are a lot more)

public services

1. Schau hin, Berlin
2. i-kiz, Berlin
3. bpb, Bonn (statutory)

media regulatory authorities

4. FSK, Berlin (statutory)
5. FSF, Berlin (statutory)
6. Klicksafe, Ludwigshafen

²¹² Academic institutions, universities and third level education providers.

²¹³ Audiovisual content providers include broadcasters and on-demand providers (both public service media and commercial media) and content providers for online, games and apps.

²¹⁴ Online platforms includes the owners and operators of online platforms (such as social media websites and search engines).

²¹⁵ Public authorities include government Ministries/departments, local authorities and councils, semi-State organisations, policy-makers.

²¹⁶ Civil society includes foundations, not-for-profit organisations arts and cultural bodies, charities, think-tanks, communities of interest and community networks (sports, health, hobbies, religion).



7. USK, Berlin (statutory)
8. Landesmedienanstalten (Engl.: media authorities; in all federal states of Germany) (statutory)
9. Direktorenkonferenz der Landesmedienanstalten (DLM) (Engl.: Conference of Directors of the Media Authorities) (statutory)

civil society

10. GMK, Bielefeld
11. JFF, München
12. JFC , Köln
13. Blickwechsel, Göttingen
14. SIN-Studio im Netz, München
15. Stiftung digitale Spielkultur, Berlin
16. sk-Stiftung Kultur, Köln

academia

17. Grimme Institut
18. Bredow – Institut, Hamburg

audiovisual content providers

19. KIKA (statutory)

**Question 2**

What kind of networks do the media literacy stakeholders in your country engage with?

Please describe these networks and include how these networks function, who manages the networks and whether they operate at a local, national, European or International level.

Answer 2

1. GMK - Gesellschaft für Medienpädagogik und Kommunikationskultur in der Bundesrepublik Deutschland e.V. The association for professionals (1000 members) and organizations (175 members) is a nationwide professional association for education, culture, and media. It stands for the advancement of media education and media competency. The GMK is also active in Switzerland and Austria. The association brings interested and engaged people from sciences and practice together, and ensures the exchange of information (registered, non-profit organization). www.gmk-net.de
2. FRAME - Organization of free working media centers. The cooperation relates to the current needs in the educational fields of action. They promote “active learning” by creating media projects with children, young people and adults. <http://www.ag-medienzentren.de>
3. Seitenstark – network of 65 German providers of kids websites.



Section 2 – The overview

Question 3

Using the grid below, please identify the 20 most significant media literacy projects which have been delivered in your country since 2010.

Please select the most appropriate category for the project type, the sectors responsible for the projects, the type of media literacy skills that were addressed in the project, as well as the reason of significance:

Project types	Sectors	Media literacy skills	Reason for significance
Research ²¹⁷	Academia ²²⁴	Creativity ²³⁰	The size of the target audience
Resources ²¹⁸	Audiovisual content provider ²²⁵	Critical thinking ²³¹	The total budget or cost of the project
Campaigns ²¹⁹	Public authorities ²²⁶	Intercultural dialogue ²³²	The success of the project (outcomes / impact compared to objectives)
Provision of Funding ²²⁰	Media regulatory authorities	Media use ²³³	The level of public awareness of the project
Networking platforms ²²¹	Online platforms ²²⁷	Participation and interaction ²³⁴	The level of engagement by the target audience
Policy Development ²²²	Civil society ²²⁸	Other	Other
End-user engagement ²²³	Cross-sector collaboration ²²⁹		
Other	Other		

²¹⁷ Significant qualitative or quantitative research on any aspect of media literacy which has been published and/or is widely used by the media literacy practitioners.

²¹⁸ Resources include all the themed output related to a single media literacy initiative. It could include TV, and/or content published online, including information leaflets, video, audio, lesson plans, curriculum modules, websites etc.

²¹⁹ Campaigns usually combine awareness-raising with a desired behaviour change. A Campaign will usually have a specific 'call to action' e.g. 'Don't share too much online' or 'Know how to check the truthfulness of online information'. Campaigns can be multi-stakeholder campaigns such as Safer Internet Day or cross-platform campaigns and can include promotion across TV/radio/online and/or other forms of public engagement.

²²⁰ Including the provision of funding for media literacy activities delivered by third parties. Funding may be provided via grants, open competition and invitations to tender.

²²¹ Including conferences, seminars, meetings, online and offline forums, newsletters, databases.

²²² Including consultations, published reports and recommendations.

²²³ End-user engagement includes grass-roots projects that provide support and information to end-users via face to face contact, phone contact or online contact.

²²⁴ Including Academic institutions, universities and third level education providers

²²⁵ Including broadcasters and on-demand providers (both public service media and commercial media) and content providers for online, games and apps.

²²⁶ Including government Ministries/departments, local authorities and councils, semi-State organisations, policy-makers.



Please classify the projects using either 'N' for National or 'R' for Regional, and their level of significance using a scale of 1 to 3, where 1 is most significant and 3 is least significant.

	Project Name	Project Type	Sector	Media Literacy skills	National or Regional	Years	Reason for significance	Level of significance (1 – 3)
1	Dieter Baacke Preis (GMK e.V.) www.dieter-baacke-preis.de	Other (award)	Cross sector collaboration	Creativity, Critical thinking, Intercultural dialogue, Media use, Participation and interaction	N national	Since 2001	Size of the target audience Level of public awareness	1
2	JIM-Studie KIM-Studie Medienpädagogischer Forschungsverb	Research	Media regulatory authorities	Media use	N national	JIM: yearly since 1998 KIM: Every	Size of the target audience Level of public awareness	1

²²⁷ Including the owners and operators of online platforms (such as social media websites and search engines).

²²⁸ Including foundations, not-for-profit organisations arts and cultural bodies, charities, think-tanks, communities of interest and community networks (sports, health, hobbies, religion).

²²⁹ Including projects involving a number of key stakeholders from different sectors. As an example, the model that Safer Internet Day is based on could be considered a cross-sector collaboration project.

²³⁰ Creating, building and generating media content.

²³¹ Critical thinking skills such as: understanding how the media industry works and how media messages are constructed; questioning the motivations of content producers in order to make informed choices about content selection and use; recognising different types of media content and evaluating content for truthfulness, reliability and value for money; recognising and managing online security and safety risks.

²³² Such as challenging radicalisation and hate speech.

²³³ The ability to search, find and navigate and use media content and services.

²³⁴ Interaction, engagement and participation in the economic, social, creative, cultural aspects of society through the media and promoting democratic participation and fundamental rights.



	und Südwest www.mpfs.de					second year since 1999		
3	Medien + bildung.com http://medienundbildung.com	End-user-Engagement	Civil society	Creativity Critical Thinking Media use Participation and interaction, Intercultural Dialogue	R regional	Since 2006	Level of public awareness Success of the project	1
4	KBoM Keine Bildung ohne Medien www.keine-bildung-ohne-medien.de	Policy Development	Cross-sector-collaboration	Other	N national	Since 2009	Level of public awareness	1
5	Seitenstark http://seitenstark.de	Networking platform	Cross-sector collaboration	Creativity Critical Thinking Media use Participation and interaction. Intercultural	N national	Since 2010	Size of the target audience Level of public awareness Success of the project Level of engagement by	1



				Dialogie			the target audience	
6	EU.Kids online www.eukidsonline.de	research	Cross-sector collaboration	Media use	N national (european)	Since 1997	Level of public awareness	1
7	KIKA www.kika.de	End-user-Engagement	Audiovisual content providers	Intercultural dialogue Media use Participation and interaction	N national	Since 1997	Size of the target audience Level of public awareness	1
8	Frag Finn www.fragfinn.de	Networking platform search engine	Audiovisual content providers	Creativity Critical Thinking Media use Participation and interaction	N national	Since 2007	Size of the target audience Level of public awareness Success of the project Level of engagement by the target audience	2
9	Internet-ABC www.internet-abc.de	Networking platform	Media regulatory authorities	Creativity Critical Thinking Media use Participation and interaction	N national	Since 2010	Size of the target audience Level of public awareness Success of the project Level of engagement by the target audience	2



10	Stiftung digitale Spielkultur http://stiftung-digitale-spielekultur.de	End-user-Engagement	Civil society	Creativity Critical Thinking Media use Participation and interaction	N national	Since 2014	Level of public awareness	1
11	Safer Internet day organized by klicksafe.de, nummergegenk mmer.de, jugendschutz.ne t, internet- beschwerdestell e.de www.klicksafe.de/ueber-klicksafe/safer-internet-day/	Campaign	Cross-sector-collaboration	Media use Participation and interaction	N national	Since 2008	Size of the target audience Level of public awareness Success of the project	1
12	Blickwechsel www.blickwechsel.org	End-user-Engagement	Civil society	Creativity Critical Thinking Media use Participation and interaction.	N national	Since 1992	Success of the project	1



				Intercultural Dialogie				
13	Generationen im Dialog http://www.generationenimdialog.de	End-user engagement	Civil society	Creativity Critical Thinking Media use Participation and interaction	R regional	2010	Level of public awareness Success of the project Level of engagement	2
14	Schau hin! www.schauhin.info	Campaign	Online platform	Media use	N national	Since 2003	Size of the target audience Level of public awareness Success of the project	1
15	Medienpädagogik Praxisblog www.medienpaedagogik-praxis.de	End-user- Engagement	Civil society	Participation and interaction	N national	Since 2009	The level of engagement by the target audience	1
16	Medius-Preis www.fsf.de/medius	Research	Cross-sector- Collaboration	Media use Critical thinking	N national	Since 2008	The level of engagement by the target audience	2
17	i-kiz	End-user-	Cross-sector-	Media use	N	2014-	Level of public	2



	Zentrum für Kinderschutz im internet www.i-kiz.de	Engagement	Collaboration		national	2016	awareness	
18	Clearingstelle Medienkompetenz der deutschen Bischofskonferenz http://medienkompetenz.katholisch.de/	End-user-Engagement	Civil society	Creativity Critical Thinking Media use Participation and interaction	N national	Since 2013	Level of public awareness	2
19	Ohrenspitzer www.ohrenspitzer.de	Campaign	Media regulatory authority	Creativity	R regional	Since 2003	The total budget of the project	2
20	Jugend hackt http://jugendhackt.de/	End-user engagement	Civil society	Creativity, Critical thinking, Intercultural dialogue, Media use , Participation and interaction	N national	Since 2013	The success of the project (outcomes / impact compared to objectives)	1



Section 3 – Project summaries

Question 4

From the projects you have highlighted in Question 3, please describe the five most significant²³⁵ media literacy projects that have taken place in your country since 2010.

Please use a separate form for each project. See the sample answer for help.

²³⁵ Significant can relate to:

- a) the size of the target audience and/or the reach of the project,
- b) the total budget or cost of the project
- c) the final outcomes / impact of the project
- d) the level of public awareness of the project
- e) the level of engagement by the target audience.



Answer 4 – Project 1

A. **PROJECT NAME:** Dieter Baacke Preis /German title) - Dieter Baacke Award (English title)

B. CATEGORY AND DESCRIPTION OF PROJECT:

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an 'X':

Research	
Resources	
Campaign	
Provision of Funding	
Networking Platforms	
Policy Development	
End-user engagement	
Other	X

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

The Dieter Baacke Award honours extraordinary mediapedagogical/media educational projects and methods. It is awarded by the Gesellschaft für Medienpädagogik und Kommunikationskultur (GMK) and the Bundesministerium für Familie, Senioren, Frauen und Jugend (BMFSFJ). The aim is to increase the awareness of the projects and to make them known to a wider public. The projects should increase the ability to understand media and should have a creative and critical approach.



The award has five categories, which come with a prize money of 2.000€ each:

- Projects from and with children (age 0 to 13 years old)
- Projects from and with teenagers (14 to 18 years old)
- intercultural/international projects
 - (for example international project, that increase an intercultural exchange, that address children, teenagers and/or families with a migration background or which increase their political participation)
- Projects that encourage the exchange between generations; inclusion projects
- Projects with a special networking character
 - Innovating collaboration of institutions or individuals

C. GEOGRAPHICAL REACH

National significance

D. TIMEFRAME AND BUDGET

Please include the duration of the project, the dates and, where possible, the annual and total budget and related sources of financing.

The Dieter Baacke Award is awarded annually since 2001 in five categories with a prize money of 2.000€ each.

E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

The Dieter Baacke Award honours mediapedagogical/media educational projects (in five categories):

- Projects from and with children (age 0 to 13 years old)
- Projects from and with teenagers (14 to 18 years old)
- intercultural/international projects
 - (for example international project, that increase an intercultural exchange, that address children, teenagers and/or families with a migration



background or which increase their political participation)

- Projects that encourage the exchange between generations; inclusion projects
- Projects with a special networking character
- o Innovating collaboration of institutions or individuals

The aim of the award is to make these projects known to a wider public a best-practice-projects so that media project in all German speaking countries can learn from them and can adopt certain methods and/or ideas for the own project.

These projects include abilities to increase media use, critical thinking skills, creative skills, participation and engagement skills and/or intercultural dialogue skills.

F. STAKEHOLDERS:

Gesellschaft für Medienpädagogik und Kommunikationskultur (GMK) and
Bundesministerium für Familie, Senioren, Frauen und Jugend (BMFSFJ)

G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

The target audience of the submission: German non-formal institutions (or collaborations between non-formal and formal Institutions (schools)) that do media projects according to the five categories of the award.

The target audience of the website and all the information which is provides about the winners includes all German speaking organisations, individuals, institutions which plan media educational projects with children, teenagers and/or families or which already do so and want to improve their work or look for new ideas. This includes informal, non-formal or formal learning/ projects.

H. OUTCOMES AND EVALUATION

At the beginning (2001) the Dieter Baacke Award had about 100 submissions. This number increased almost every year so that since 2010 there are approximately 250 submissions each year.

The award is awarded annually.



There is a publication every year at the kopaed publishing house (www.kopaed.de).

On the award website (www.dieter-baacke-preis.de) one can find information about all the winners (videos, pictures, text, including a search engine).

I. FURTHER REFERENCES

Website: www.dieter-baacke-preis.de/

Publication (latest): Jürgen Lauffer / Renate Röllecke (Hrsg.): Krippe, Kita, Kinderzimmer. Medienpädagogik von Anfang an. Schriftenreihe Dieter Baacke Preis Handbuch. Band 11, München 2016 (Juli), 150 S.

www.kopaed.de/kopaedshop/?pg=1_12&pid=1008



Answer 4 – Project 2

A. **PROJECT NAME:** Seitenstark – Arbeitsgemeinschaft vernetzter Kinderinternetseiten

B. CATEGORY AND DESCRIPTION OF PROJECT:

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an 'X':

Research	
Resources	
Campaign	
Provision of Funding	
Networking Platforms	X
Policy Development	
End-user engagement	
Other	

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

'Seitenstark' was founded in 2003 as a knot between four websites for children. Since this time it is active and a committed association of 65 German providers of kids' websites. It involves websites of independent media pedagogues, journalists, federal ministries, companies, churches, associations and kids clubs. Seitenstark has created quality standards for good children websites and all the members must contribute to this standards.

Apart from the compliance with all statutory regulations regarding the protection of children and young persons and the data protection, the main target is



to provide children a good quality offer on the Internet, which is attractive and varied and where they can participate in an active way.

The Seitenstark websites are supervised by the editorial staff, who treat children in accordance with the UN Convention on the Rights of the Child as independent human beings who have the right to information, education and cooperation and not as (future) consumers. The emphasis is on networking between the members and new organizations. Several networking projects were carried out over the years, for example, the Seitenstark-Chat, which is a safe chat for children. Another example of a networking project is the website *Sportspatz*, a website for children, interested in sports of all types. In cooperation with several offers, Seitenstark organised a free-of-adds-web portal for kids about sports.

Seitenstark also started the web portal *wir-machen-kinderseiten*, which is supported by the Ministry of Family Affairs. In this project, designers of children websites get practical support and they can share their experience.

In 2015 Seitenstark established “AdKids – Werbenetz der Kinderseiten”, a network which developed tools in CC-License for safe identification of advertising. The target of AdKids is to give children more competence in handling advertising.

In the same year Seitenstark established the 21th October as “Tag der Kinderseiten”, a national day of campaigns, promotions und activities all over Germany to give more attention to websites for Children.

Seitenstark promotes a special server for children and helps parents to handle filters. www.kinderserver-info.de/

C. GEOGRAPHICAL REACH

Please indicate whether the project was of National or Regional significance.

Seitenstark is of national significance.

D. TIMEFRAME AND BUDGET

On-going network of child-orientated webpages.



E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

Please indicate the type of media literacy skills or capacities that were addressed in the project (marked with an x)

- Media use:
 - The ability to search, find and navigate and use media content and services. x
- Critical thinking skills such as:
 - Understanding how the media industry works and how media messages are constructed. x
 - Questioning the motivations of content producers in order to make informed choices about content selection and use.x
 - Recognising different types of media content and evaluating content for truthfulness, reliability and value for money.x
 - Recognising and managing online security and safety risks.x
- Creative skills such as:
 - Creating, building and generating media content.x
- Participation and engagement skills such as:
 - Interaction, engagement and participation in the economic, social and cultural aspects of society through the media.x
 - Promoting democratic participation and fundamental rights.x
- Intercultural dialogue skills such as:
 - Including challenging radicalisation and hate speech online.x

F. STAKEHOLDERS:

Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.

Seitenstark e.V., Chair-Woman: Helga Kleinen (vorstand@seitenstark.de)

Funded by Ministry for Family Affairs

**G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:**

Children of all ages. Parents and families.

H. OUTCOMES AND EVALUATION

Programmes of Resources – audience reached, online hits, shares, plays, downloads, circulation.

It is a search engine and networking platform with 64 members, who present their websites. It is very popular and well known by parents and children.

I. FURTHER REFERENCES

Please provide further references about the initiative: publications, website, Twitter account etc.

www.wir-machen-kinderseiten.de

www.adkids.de

www.seitenstark.de

www.sportspatz.de



Answer 4 – Project 3

A. PROJECT NAME: Blickwechsel e.V. - Association for Media and Cultural Studies

B. CATEGORY AND DESCRIPTION OF PROJECT:

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an 'X':

Research	
Resources	
Campaign	
Provision of Funding	
Networking Platforms	
Policy Development	
End-user engagement	x
Other	

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

Blickwechsel e.V. - Association for Media and Cultural Studies - aims to implement the various tasks of media education into practice. Target group orientation and diversity of methods are at the forefront of our work.

The Blickwechsel team provides on-site, i.e. local, seminars and training courses on media education for educators and teachers, leads parents evenings in schools and day care centres about media education and, furthermore, initiates practical media projects with children and young people to improve their media literacy (photo, audio, video , computer, internet, etc.).



<p>C. GEOGRAPHICAL REACH</p> <p>Please indicate whether the project was of National or Regional significance.</p> <p>Nationwide significance.</p>
<p>D. TIMEFRAME and BUDGET:</p> <p>Timeframe: continual</p> <p>Budget is changing, depends on funding by federal services</p>
<p>E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:</p> <p>Please indicate the type of media literacy skills or capacities that were addressed in the project (marked with an x)</p> <ul style="list-style-type: none"> • Media use: <ul style="list-style-type: none"> - The ability to search, find and navigate and use media content and services. x • Critical thinking skills such as: <ul style="list-style-type: none"> - Understanding how the media industry works and how media messages are constructed.x - Questioning the motivations of content producers in order to make informed choices about content selection and use. x - Recognising different types of media content and evaluating content for truthfulness, reliability and value for money.x - Recognising and managing online security and safety risks.x • Creative skills such as: <ul style="list-style-type: none"> - Creating, building and generating media content.x



- Participation and engagement skills such as:
 - Interaction, engagement and participation in the economic, social and cultural aspects of society through the media.x
 - Promoting democratic participation and fundamental rights.x
- Intercultural dialogue skills such as:
 - Including challenging radicalisation and hate speech online.x
 - Pedagogical skills for child care workers x

F. STAKEHOLDERS:

Blickwechsel e.V. ist an NGO with a main office in Göttingen and smaller offices in Bremen, Gießen und Hamburg. It is funded by regional and federal resources.

G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Child care workers, preschool teachers

H. OUTCOMES AND EVALUATION

End-user engagement – Numbers of people engaged, frequency, results.

The project is well known by all kindergarten educators and preschool teachers. The offers of vocational training courses are usually booked up.

I. FURTHER REFERENCES

www.blickwechsel.org/



Answer 4 – Project 4

A. PROJECT NAME: “No Education Without Media!” (English translation) - "Keine Bildung ohne Medien!" (KBoM) (German title)

B. CATEGORY AND DESCRIPTION OF PROJECT:

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an ‘X’:

Research	
Resources	
Campaign	
Provision of Funding	
Networking Platforms	
Policy Development	X
End-user engagement	
Other	

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

In March 2009, important German institutions and organisations for media education from the fields of science and pedagogical practice founded the initiative „No Education Without Media!“. In the same year, they also published a Manifesto on Media Education. Moreover the activities include:

- Dialogue with political parties about media education/education policy ("Wahlprüfsteine", 2012/13)



- Public relations for current issues such as the Basic Education for all Pedagogically Skilled Persons ("Grundbildung Medien für alle pädagogischen Fachkräfte" (since 2011))
- Participation in meetings, conferences and debates on current issues of media education in education policy (e.g. strategy of the The Standing Conference of the Ministers of Education and Cultural Affairs (KMK) in the Federal Republic of Germany on media literacy (2012 and 2016))
- Organisation of different meetings and conferences such as the Bildungsmediale 15th September 2016, Mainz, Germany

C. GEOGRAPHICAL REACH

Please indicate whether the project was of National or Regional significance.

Network of German-speaking media education initiatives and institutions from the fields of science and pedagogical practice; stakeholder for media education in dialogue with education policy and the general public.

D. TIMEFRAME AND BUDGET

Since 2009; donations

E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

The initiative aims at establishing media education in formal education. It represents different organisations and institutions who cover the full range of media education approaches.

F. STAKEHOLDERS:

Among the members of the network are
Professional Association for Media Education, and Media Literacy and Communication Culture Culture
(Gesellschaft für Medienpädagogik und Kommunikationskultur, GMK)
Division 12 - Media Education (within the German Society for Educational Science)



(Sektion Medienpädagogik in der Deutschen Gesellschaft für Erziehungswissenschaft, DGfE)
 Board of the JFF – Adolescents, Movie, Television e.V.
 (JFF – Jugend, Film, Fernsehen e.V., Munich)
 Expert Group "Media Culture and Education" at the Society for Media Studies
 (Arbeitsgemeinschaft "Medienkultur und Bildung" der Gesellschaft für Medienwissenschaft)
 Clearingstelle Medienkompetenz der deutschen Bischofskonferenz
Hans Bredow Institute for Media Research, Hamburg.
 The Expert Group for Media Education within the German Society for Media Studies and Communication Science
 (Fachgruppe Medienpädagogik in der Deutschen Gesellschaft für Publizistik- und Kommunikationswissenschaft, DGPuK)

G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible, please indicate also the size of the targeted audience.

Target audience: all ages, politicians, pedagogues.

H. OUTCOMES AND EVALUATION

It is a public campaign for media literacy. Not evaluated

I. FURTHER REFERENCES

www.keine-bildung-ohne-medien.de/pages/english/



Answer 4 – Project 5

A. **PROJECT NAME:** Medien+Bildung.com

B. **CATEGORY AND DESCRIPTION OF PROJECT:**

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an 'X':

Research	
Resources	
Campaign	
Provision of Funding	
Networking Platforms	
Policy Development	
End-user engagement	x
Other	

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

In view of the development of the internet, the increasing surge of information, new applications in the area of Web 2.0 and PC or online games, there is an increasing need to provide orientation and information for institutions and individuals. Media education to master this challenge is an essential element in the media literacy efforts of the Central Authority for Media and Communication (LMK), the media authority for the German federal state of Rhineland-Palatinate.

As a response to this challenge, the LMK founded in December 2006 a not-for-profit Ltd as a subsidiary: "medien+bildung.com – Lernwerkstatt



Rheinland-Pfalz” or “m+b.com” (media+education.com – Learning workshop Rhineland- Palatinate). The working aims of m+b.com derive from the commission of the state media authorities to realise, on the practical level, preventive measures to protect minors using the media. medien+bildung.com is charged with the task of developing media educational models viable for the future and of testing them in educational contexts. It is clear that teaching personnel in educational institutions require specific competence in the area of media education as well as background knowledge about the socialisation of children and adolescents. While the term ‘media literacy’ or ‘media competence’ applies directly to media handling, the term ‘media education competence’ places emphasis on pedagogic and didactic conceptions for teachers in their treatment of media. To realise such conceptions, they need support. Significant dimensions include technical, creative, didactic, legal, ethical and aesthetic aspects. Due to its wide range of functions, its knowledge resources and its networking structures, the LMK bridges many of these dimensions and offers its expertise in support of educational institutions in Rhineland-Palatinate.

Integrating school media education into the curriculum for professional training and continuing education of teachers is essential to sustainability, and m+b.com therefore transfers its conceptions directly and promptly into these areas. For diverse educational sectors (day care centres, youth work, university, seminar centres, teachers’ training, adult education) and their target groups, so-called ‘learning workshops’ were founded. The interconnection of these educational sectors leads to synergetic effects permitting experience and conceptions from one area to be adapted for others. General training schemes applicable to various sectors are not available up to now and are therefore an important developmental field for systematic media-education qualification of teachers and teachers-to-be. In this context, m+b.com could offer support, for example by initiating practical training of external interns within the workgroups at full-day schools.

Seen overall, adequate responses to the challenges of the digital world can only be found through open-ended search processes. To provide options toward meeting these challenges and as a complement to other educational structures in the state of Rhineland-Palatinate, the LMK has instituted the educational agency m+b.com with its highly qualified team.

C. GEOGRAPHICAL REACH

Please indicate whether the project was of National or Regional significance.

Rheinland-Pfalz, Federal State in Germany

D. TIMEFRAME AND BUDGET



On-going. Budget depends on funding by public and private sponsors.

E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

Please indicate the type of media literacy skills or capacities that were addressed in the project. (marked with an x)

- Media use:
 - The ability to search, find and navigate and use media content and services. x
- Critical thinking skills such as:
 - Understanding how the media industry works and how media messages are constructed. x
 - Questioning the motivations of content producers in order to make informed choices about content selection and use. x
 - Recognising different types of media content and evaluating content for truthfulness, reliability and value for money. x
 - Recognising and managing online security and safety risks. x
- Creative skills such as:
 - Creating, building and generating media content. x
- Participation and engagement skills such as:
 - Interaction, engagement and participation in the economic, social and cultural aspects of society through the media. x
 - Promoting democratic participation and fundamental rights. x
- Intercultural dialogue skills such as:
 - Including challenging radicalisation and hate speech online. x

F. STAKEHOLDERS:

Medien+Bildung.com.



<p>G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:</p> <p>All citizens in Rheinland Pfalz.</p>
<p>H. OUTCOMES AND EVALUATION</p> <p>End-user engagement – Numbers of people engaged.</p> <p>The offers are regulated by supply and demand.</p>
<p>I. FURTHER REFERENCES</p> <p>Please provide further references about the initiative: publications, website, Twitter account etc.</p> <p>http://medienundbildung.com/home/</p> <p>twitter: @mbcom_rlp</p> <p>Facebook: www.facebook.com/medienundbildung</p> <p>www.hausdermedienbildung.com</p> <p>www.edura.fm</p> <p>www.eduaction.de</p>





7.8. DK – DENMARK

Answers of the national expert to the questionnaire



Objective: The objective of this research is to provide mapping and description of the significant projects in promotion of media literacy in the EU-28 member states, since January 2010, of national or regional coverage.

The actors to be included in the mapping are:

- policy makers,
- public authorities,
- media regulatory authorities,
- audiovisual content providers,
- journalist's associations,
- civil society.

To ensure a comprehensive picture is created of the media literacy projects that have been undertaken, and media literacy skills that have been promoted in each country, we ask that you consult with actors mentioned above (or the equivalent in your country) and include any relevant material from them.

The projects will be categorised according to the skills that they intend to develop and their target group and, if feasible, the outreach of each project.

Context: Media literacy is to be understood as an umbrella expression that includes all the technical, cognitive, social, civic and creative capacities that allow a citizen to access, have a critical understanding of the media and interact with it.

These capacities enable people to exercise critical thinking, while participating in the economic, social and cultural aspects of society and playing an active role in the democratic process. This concept covers all kind of media interactions (broadcasting, radio, press, the internet, social media) and addresses the needs of all ages.

Scope: This report will focus on media literacy projects relating to media services delivered on electronic communication networks, both linear and non-linear, and on information society services where pertinent. Press (including online), radio and off-line media will not be covered. Regional initiatives will be described separately where relevant.

In addition to the conventional media literacy themes of critical thinking, digital inclusion, online safety and the protection of minors, we are particularly interested in media literacy projects that:



- **Promote a healthy democracy:** Democracy, by definition, requires the participation of well-informed citizens. Citizens inform themselves through the media. Their relationship with the media needs to take place in a context of critical thinking. This furthermore requires certain knowledge of how the media works and how media messages are constructed.
- **Empower people in a changing and increasingly complex media landscape:** We are not only passive recipients of media content, but also content creators and media sources, for example through our involvement in social media. Moreover, we increasingly receive news through social media, rather than through traditional channels. This proliferation of sources brings a lot of new information, opportunities and potential innovation but also requires critical thinking and verification tools and awareness of how to manage our personal data and make informed choices about algorithms from digital platforms that accommodate the world to our taste.
- **Challenge radicalisation and hate speech online, and promote fundamental rights:** In a time when each citizen with a mobile connection to social media is a source of news and can contribute to "trending topics", media literacy includes taking up one's civic responsibility of contributing to a culture of inclusive tolerance and respect online and exercising critical thinking in relation to amplifying, debunking or challenging media content.

Actions related to school curricula are excluded from the mapping as they were mapped by the European Media Literacy Education Study (EMEDUS)²³⁶.

Respondent information	
Name:	Anne Høj Nielsen (referring to Lisbeth Brunebjerg Holmegaard)
Title and Organisation:	Consultant / Media Council for Children and Young People
Country:	Denmark
Short biography:	Anne holds a master's degree in Danish, Communication and Media
Contact address:	Danish Film Institute Gothersgade 55

²³⁶ <http://fr.slideshare.net/MediaLearning/ml-2012-the-emedus-european-media-literacy-education-study-by-jose-manuel-perez-tornero>



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Section 1 – Background context

Question 1

Please list the main media literacy stakeholders in your country, and identify which sector they belong to (e.g. academia²³⁷, audiovisual content providers²³⁸, online platforms²³⁹, public authorities²⁴⁰, media regulatory authorities, civil society²⁴¹).

Please indicate which stakeholders have a statutory responsibility around media literacy and which stakeholders have a non-statutory interest/engagement in media literacy activities.

Answer 1

Stakeholders:	Sector:	Statutory responsibility / non-statutory interest:
National Agency for It and learning	Public authority	Statutory responsibility
Ministry for Children, Education and gender Equality	Public authority	Statutory responsibility
Agency for Culture and Palaces	Public authority	Statutory responsibility
Danish Competition and Consumer Authority	Public authority	Statutory responsibility
Agency for Digitisation	Public authority	Statutory responsibility
Media Council for Children and Young People	Media regulatory authorities	Statutory responsibility
The Danish Film Institute	Media regulatory authorities	Statutory responsibility

²³⁷ Academic institutions, universities and third level education providers.

²³⁸ Audiovisual content providers include broadcasters and on-demand providers (both public service media and commercial media) and content providers for online, games and apps.

²³⁹ Online platforms includes the owners and operators of online platforms (such as social media websites and search engines).

²⁴⁰ Public authorities include government Ministries/departments, local authorities and councils, semi-State organisations, policy-makers.

²⁴¹ Civil society includes foundations, not-for-profit organisations arts and cultural bodies, charities, think-tanks, communities of interest and community networks (sports, health, hobbies, religion).



IT University of Copenhagen	Academia	Statutory responsibility
Aarhus University	Academia	Statutory responsibility
University of Copenhagen	Academia	Statutory responsibility
Roskilde University	Academia	Statutory responsibility
University of Southern Denmark	Academia	Statutory responsibility
Aalborg University	Academia	Statutory responsibility
University College Copenhagen	Academia	Statutory responsibility
Save the Children Denmark	Civil Society	Statutory responsibility
Centre for Digital Youth Care	Civil Society	Statutory responsibility
TrygFonden	Civil Society	Non-Statutory interest
Childrens Welfare	Civil Society	Non-Statutory interest
Center for Digital Dannelse (Media Literacy)	Civil Society	Non-Statutory interest
The Danish Institute for Human Rights	Civil Society	Non-Statutory interest
SSP-Samrådet (The Formalized Cooperation between Schools, Social Services and Police)	Civil Society	Non-Statutory interest
The Danish Crime Prevention Council	Civil Society	Non-Statutory interest
Telecom Industry Association - Denmark	Civil Society	Non-Statutory interest
The Danish IT-Industry Association	Civil Society	Non-Statutory interest
The Danish Consumer Council	Civil Society	Non-Statutory interest
Digital Identity (private company)	Civil Society	Non-Statutory interest
Danish Council for Digital Security	Civil Society	Non-Statutory interest
DR (Danish Broadcasting Corporation)	Audiovisual content providers/ Online	Statutory responsibility



	platform	
WatAgame	Audiovisual content providers / Online Platform	Non-Statutory interest
Movie Star Planet	Audiovisual content providers / Online Platform	Non-Statutory interest
LEGO	Audiovisual content providers	Non-Statutory interest
Microsoft	Audiovisual content providers	Non-Statutory interest
Facebook	Online Platform	Non-Statutory interest
Google	Online Platform	Non-Statutory interest

Question 2

What kind of networks do the media literacy stakeholders in your country engage with?

Please describe these networks and include how these networks function, who manages the networks and whether they operate at a local, national, European or International level.

Answer 2

Safer Internet Centre Denmark - National Network:

Safer Internet Centre Denmark (SIC DK) is a consortium of three organizations with each their primary work task as respectively awareness centre (The Media Council for Children and Young People) national hotline (Save the Children Denmark) and national helpline (Centre for digital Youth Care). The three organizations work partly independently, partly as an integrated organization. SIC DK's primary network consists of a number of national agencies, ministries, universities, NGO's, funds and other organizations. SIC DK also coordinates a national industry network and participates in the international networks of InHope and InSafe. These three are accounted for separately in the following sections.



Network stakeholders: Media Council for Children and Young People, Centre for Digital Youth Care, Save the Children, National Agency for It and learning, Ministry for Children, Education and gender Equality, Agency for Culture and Palaces, Danish Competition and Consumer Authority, Agency for Digitisation, IT University of Copenhagen, Aarhus University, University of Copenhagen, University of Southern Denmark, Roskilde University, Aalborg University, University College Copenhagen, Childrens Welfare, TrygFonden, The Danish Institute for Human Rights, Digital Dannelse (Media Literacy), SSP-Samrådet (The Formalized Cooperation between Schools, Social Services and Police), The Danish Crime Prevention Council and DR (Danish Broadcasting Corporation).

Safer Internet Centre Denmark - Advisory Board:

SIC DK3 has set up an advisory board composed of representatives from stakeholders. The task of the advisory board is to support the improvement and deployment of the SIC DK objectives and to discuss concrete issues, e.g. anti-radicalization, intimate images and take part in celebrating the annual Safer Internet Day.

Network stakeholders: Media Council for Children and Young People, Centre for Digital Youth Care, Save the Children, and representatives from the national Parent's Association, University of Aalborg, DPU, IT University Copenhagen, the National Agency for It and Learning, the National Cyber Crime Centre N3, SSP-Samrådet (The Formalized Cooperation between Schools, Social Services and Police), Astra (national Centre for Learning in Science, Technology and Health) and Telecom Industry Association – Denmark.

Safer Internet Centre Denmark - Industry Network:

SIC DK has established an industry network of representatives from key it- and telecommunication companies, social network service providers and the gaming/toy industries. The entire network meets approximately two times a year. In the case of specific projects, the involved representatives from the network will engage in further meetings. The network works at a national level and is managed by SIC DK.

Network stakeholders: LEGO, MovieStarPlanet, WatAgame, Facebook, Google, Microsoft, Telecommunication Industry Association Denmark, TDC, Telenor, Telia, 3 and Stofa.



InHope:

SIC DK is part of the global network InHope. InHope is a collaborative network of 51 hotlines in 45 countries worldwide, dealing with illegal content online and committed to stamping out child sexual abuse from the internet. The network's primary function is to exchange expertise, support new hotlines, exchange reports, to facilitate an interface with relevant initiatives and to educate and inform policy makers at the international level. Members of the network are primarily non-profit-organisations, such as Save the Children, who carries out InHopes work on a national level in the various member countries. The Network works at an international level. At the national level, the partnership with the network is managed by Save the Children in Denmark in close collaboration with the Danish National Cyber Crime Centre and the Danish police.

Network stakeholders: Danish stakeholders in the InHope network are Save the Children, the Danish police and Danish internet providers,

InSafe:

SIC DK is also part of the network InSafe. InSafe is a European network of awareness centres and helplines promoting safe, responsible use of the internet and mobile devices to young people. It is co-founded by the Connecting Europe Facility Telecom Safer Internet Programme (2013-2020). Each country in the InSafe network has a national awareness centre that is responsible for implementing campaigns, coordinating actions, developing synergy at the national level and working in close co-operation with all the relevant actors at the European, national and local levels. Furthermore, every national SIC provides online counselling for children and young people about digital matters and children and youth life in general through a national helpline. The InSafe network works at a European level and the Danish membership is handled by the Danish Media Council for Children and Young people that functions as the Danish awareness centre and Centre for Digital Youth Care runs the helpline, Cyberhus.

Network stakeholders: The primary Danish stakeholder in the InSafe network is the Danish Media Council for Children and Young People and Centre for Digital Youth Care.

Digital Youth Network:

The Media Council for Children and Young people has established the Digital Youth Network. The purpose of the network is to inspire debate and knowledge to form the basis for efforts supporting the development of digital skills, "empowerment" strategies as well as general information on children and young people's public and private life in the social media. The network works at a national level and is managed by the Media Council for Children and Young People.



Network stakeholders: The Media Council for Children and Young People, Danish Consumer Council and The Danish Institute for Human Rights, Astra (national Centre for Learning in Science, Technology and Health), the National Children's Council, Danish Broadcasting Corporation and private partners working with privacy and data ethics.

Danish Council for Digital Security:

The Danish Council for Digital Security is an independent membership organization without instructions from public or private stakeholders and without influence by commercial interests. The purpose of the network is to create balance between efficient uses of new technology, the need for protection against IT related threats and the individual's right to privacy. The members of the council represent a broad range of Danish stakeholders from the public and private sector and from the world of academia, all with a focus on IT security and privacy. The council is gathered at annual general assemblies. Furthermore, council members can attend work groups or activities by their own initiative or by request from the presidency or work groups. The network works at a national level and is managed by an administration, a board and a secretariat.

Network stakeholders: Alexandra Instituttet A/S, Alm. Brand A/S, ATP, BEC, Bird & Bird, Comendo Security A/S, CSC, Danske Bank, Danish Metal, Dansk Standard, Datacompagniet, DI Digital, DIT - Dansk IT, DKCERT, Dubex A/S, DTU, Matematik og Computer Science, DKUUG, Forbrugerrådet Tænk, FTF, HUAWEI, IDA-IT, inHouse Security, The Danish Institute for Human Rights, ImmuneSecurity, IT-Branchen, KITA - Kommunale IT-chefer, KLID - forening for professionelle Linux-interessenter, KMD, Copenhagen University, Koncern-it, The Media Council for Children and Young People, Microsoft, Multihouse, NC3 – national Police, NetIQ, Netcompany A/S, Nets Denmark A/S, Odense municipality, Outpost24, PROSA, Region Zealand, Roskilde University, SAMDATA\HK, Sepior, Siscon, Signaturgruppen A/S, Sund & Bælt, Holding A/S, TDC, Tryg, The ministry of foreign affairs, Welcome Security and DaneAge

Section 2 – The overview

Question 3

Using the grid below, please identify the 20 most significant media literacy projects which have been delivered in your country since 2010.

Please select the most appropriate category for the project type, the sectors responsible for the projects, the type of media literacy skills that were addressed in the project, as well as the reason of significance:



Project types	Sectors	Media literacy skills	Reason for significance
Research ²⁴²	Academia ²⁴⁹	Creativity ²⁵⁵	The size of the target audience
Resources ²⁴³	Audiovisual content provider ²⁵⁰	Critical thinking ²⁵⁶	The total budget or cost of the project
Campaigns ²⁴⁴	Public authorities ²⁵¹	Intercultural dialogue ²⁵⁷	The success of the project (outcomes / impact compared to objectives)
Provision of Funding ²⁴⁵	Media regulatory authorities	Media use ²⁵⁸	The level of public awareness of the project
Networking platforms ²⁴⁶	Online platforms ²⁵²	Participation and interaction ²⁵⁹	The level of engagement by the target audience
Policy Development ²⁴⁷	Civil society ²⁵³	Other	Other
End-user engagement ²⁴⁸	Cross-sector collaboration ²⁵⁴		
Other	Other		

²⁴² Significant qualitative or quantitative research on any aspect of media literacy which has been published and/or is widely used by the media literacy practitioners.

²⁴³ Resources include all the themed output related to a single media literacy initiative. It could include TV, and/or content published online, including information leaflets, video, audio, lesson plans, curriculum modules, websites etc.

²⁴⁴ Campaigns usually combine awareness-raising with a desired behaviour change. A Campaign will usually have a specific 'call to action' e.g. 'Don't share too much online' or 'Know how to check the truthfulness of online information'. Campaigns can be multi-stakeholder campaigns such as Safer Internet Day or cross-platform campaigns and can include promotion across TV/radio/online and/or other forms of public engagement.

²⁴⁵ Including the provision of funding for media literacy activities delivered by third parties. Funding may be provided via grants, open competition and invitations to tender.

²⁴⁶ Including conferences, seminars, meetings, online and offline forums, newsletters, databases.

²⁴⁷ Including consultations, published reports and recommendations.

²⁴⁸ End-user engagement includes grass-roots projects that provide support and information to end-users via face to face contact, phone contact or online contact.

²⁴⁹ Including Academic institutions, universities and third level education providers

²⁵⁰ Including broadcasters and on-demand providers (both public service media and commercial media) and content providers for online, games and apps.

²⁵¹ Including government Ministries/departments, local authorities and councils, semi-State organisations, policy-makers.

²⁵² Including the owners and operators of online platforms (such as social media websites and search engines).

²⁵³ Including foundations, not-for-profit organisations arts and cultural bodies, charities, think-tanks, communities of interest and community networks (sports, health, hobbies, religion).

²⁵⁴ Including projects involving a number of key stakeholders from different sectors. As an example, the model that Safer Internet Day is based on could be considered a cross-sector collaboration project.

²⁵⁵ Creating, building and generating media content.

²⁵⁶ Critical thinking skills such as: understanding how the media industry works and how media messages are constructed; questioning the motivations of content producers in order to make informed choices about content selection and use; recognising different types of media content and evaluating content for truthfulness, reliability and value for money; recognising and managing online security and safety risks.

²⁵⁷ Such as challenging radicalisation and hate speech.

²⁵⁸ The ability to search, find and navigate and use media content and services.

²⁵⁹ Interaction, engagement and participation in the economic, social, creative, cultural aspects of society through the media and promoting democratic participation and fundamental rights.



Please classify the projects using either 'N' for National or 'R' for Regional, and their level of significance using a scale of 1 to 3, where 1 is most significant and 3 is least significant.

	Project Name	Project Type	Sector	Media Literacy skills	National or Regional	Years	Reason for significance	Level of significance (1 – 3)
1	Oline goes online	End-user engagement	Cross-sector collaboration	Media use, Creativity, Critical Thinking, PArticipation	N	2011-now	The reach of the project, the level of public awareness of the project and the level of engagement by the target audience.	1
2	A study on video games as social media	Research	Cross-sector collaboration	Media use	N	2013	The final outcomes, impact of the project and the level of public awareness of the project	2
3	Youth Panel (sic.dk)	End-user engagement	Media regulatory authorities	Critical thinking	N	2009 – 2013	The level of public awareness of the project and the level of engagement by the target audience	2



4	Parental guide about mobile phones for children, age 9-12	Resources	Media regulatory authorities	Media use	N	2013	The size of the target audience and the reach of the project	2
5	Digital Footprints	Campaign	Media regulatory authorities	Critical thinking	N	2015	The size of the target audience, the reach of the project and the level of engagement by the target audience	2
6	A guide to human rights on the internet	Resources	Cross-sector collaboration	Critical thinking	N	2014	The final outcome and impact of the project	2
7	DigitalYouth, ThinkTank	Research	Cross-sector collaboration	Critical thinking	N	2013 - now	The final outcomes / impact of the project	2
8	Media Literacy in a Danish Context	Research	Cross-sector collaboration	Critical thinking	N	2014 - 2015	The final outcomes / impact of the project	1
9	Game Work	Research	Academia	Creativity	N	2015	The level of engagement by the target audience	2
10	Codex – mission secure	Resources	Cross-sector collaboration	Critical thinking	N	2015- now	The size of the target audience	3



11	Social Star	Resources	Cross-sector collaboration	Critical thinking	N	2015	The size of the target audience, the reach of the project, the level of engagement by the target audience, the success of the project (outcomes / impact compared to objectives) And the level of public awareness of the project.	1
12	How bad can it be?	Resources	Cross-sector collaboration	Critical thinking	N	2015	Other	2
13	Safe Chat	Resources	Civil society	Critical thinking	N	2011-now	The level of engagement by the target audience and the level of public awareness of the project.	2
14	Young people and bullying in the public space	Research	Civil society	Media use	N	2015	The level of public awareness of the project.	3
15	Digital media and smaller children	Research	Academia	Media use Critical thinking	N	2015	The level of public awareness of the	2



							project.	
16	So you got naked online?	Resources	Cross-sector collaboration	Media use Critical thinking	N	2015	The size of the target audience and the level of public awareness of the project.	1
17	Pictures in a grey area	Resources	Academia	Critical thinking	N	2014	Other	3
18	There is so much that parents don't understand (Parental guide)	Resources	Cross-sector collaboration	Critical thinking, participation	N	2015	The size of the target audience, the level of public awareness of the project and the level of engagement by the target audience	1
19	When children and young people share intimate pictures online	Resources	Cross-sector collaboration	Critical thinking	N	2016	The level of public awareness of the project	2
20								



Section 3 – Project summaries

Question 4

From the projects you have highlighted in Question 3, please describe the five most significant²⁶⁰ media literacy projects that have taken place in your country since 2010.

Please use a separate form for each project. See the sample answer for help.

²⁶⁰ Significant can relate to:

- a) the size of the target audience and/or the reach of the project,
- b) the total budget or cost of the project
- c) the final outcomes / impact of the project
- d) the level of public awareness of the project
- e) the level of engagement by the target audience.



Answer 4 – Project 1

A. **PROJECT NAME:** “Media Literacy in a Danish Context”

B. CATEGORY AND DESCRIPTION OF PROJECT:

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an ‘X’:

Research	x
Resources	
Campaign	
Provision of Funding	
Networking Platforms	
Policy Development	
End-user engagement	
Other	

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

The Project “Media Literacy in a Danish Context” is an initiative from the Agency for Culture and Palaces and the Media Council for Children & Young People. The project is a study that seeks to identify and prioritize central elements of significant relevance for a future study of the level of media literacy in the Danish population. Including an identification of the needs and challenges we face in the context of media literacy.



The project is important because media literacy is on top of the agenda when we want to understand how we live in modern society, how perspectives of citizenship and democracy changes in the light of (digital) media development. The project contributes to deliver knowledge based insights that can be a foundation for policy making and concrete initiatives and decisions at all levels. As such, it is an explorative study that aims at gaining empirical and research oriented insights and support policy development. It is also, however, a thorough research project that benefits empirical, methodological and theoretical insights for further research.

It was an essential requirement that the people that the study was about were included. This means that the study is not based exclusively on knowledge from researchers and authorities but has largely focused on the inclusion of the Danish population. In addition, the study has had a wide aim, focusing on different people of different ages, demography, locations and with different needs in regards of media use.

The study is largely based on existing literature, analyses and a comprehensive qualitative study. The latter was developed specifically for this study and therefore plays a significant part in the analysis. In the qualitative part of the study, focus was on the relationship between the Danish population's uses of media in everyday life, their media literacy, the importance of the media and the possibilities and complications that media brings to the lives of the participants. 20 different families from Denmark's 5 different regions participated in the study.

The study was based on a methodical apparatus that consisted of four different areas of focus; context, access, media use and critical thinking. The last part of the report presents recommendations for a future, large scale module-based examination of the level of media literacy in the Danish population, including a review of relevant elements in regard to the suggested general areas of focus. In addition, the study points to a series of identified challenges, related to the suggested inquiry design as well as the execution of the individual modules.

This answering form was filled in by Gitte Stald from the IT University of Copenhagen. Gitte Stald was the principal researcher and project manager.

C. GEOGRAPHICAL REACH

Please indicate whether the project was of National or Regional significance.

This project was of **national** significance.



D. TIMEFRAME AND BUDGET

Please include the duration of the project, the dates and, where possible, the annual and total budget and related sources of financing.

Start: 01.09.2014

End: 01.06.2015

Budget approx. 520.000 DKK, all included (=70.000 EUR)

E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

Please indicate the type of media literacy skills or capacities that were addressed in the project:

- Media use:
 - The ability to search, find and navigate and use media content and services.
- Critical thinking skills such as:
 - Recognising different types of media content and evaluating content for truthfulness, reliability and value for money.
 - Recognising and managing online security and safety risks.
- Participation and engagement skills such as:
 - Interaction, engagement and participation in the economic, social and cultural aspects of society through the media.
 - Promoting democratic participation and fundamental rights.

In addition, we studied questions of:

- Digitisation and management of citizen interaction/management with system (everything related to managing citizenship)
- Specific groups that may, for very different reasons, be challenged by demands to manage (digital) media (physically and mentally disabled people, dyslectics, immigrants, elderly, etc.)



- Cultural diversities in media uses and media competences
- Norms and rules in families with children
- Everyday life realities as framing of media uses and media competences
- Media use across everyday life situations (home/family, school, work, leisure time)
- Listing advice for further scaled up studies and initiatives

F. STAKEHOLDERS:

Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.

The main stakeholders in conducting the project and directly using the results were the funding bodies: The Agency for Culture and Palaces in Denmark, the Media Council for Children and Young People and The IT University

Secondary stakeholders (interest in knowing more and getting insights and advice) were the political arenas, NGOs, the educational sector, interest organisations, media institutions, other researchers etc.

G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible, please indicate also the size of the targeted audience.

The recommendations in the report were targeted towards:

- The political /ministry in relation to a large scale survey and qualitative study, followed by initiatives
- Interest groups
- Specific areas / sectors



H. OUTCOMES AND EVALUATION

Please outline (in approximately 300 words) the main results of the project. Some category-specific evaluation tools are outlined below to act as a guide for response and to provide a broad evaluation framework. However, we understand that each project will be different and evaluation methods may differ significantly.

The main outcomes are knowledge/insights, methodological experience with new approaches to studying complex phenomena like literacy, conceptual clarification and framing, networks/connections, input for debate in interest groups and further research.

The work is closely related to the continued research that is conducted in the DECIDIS group at the IT University of Copenhagen (DECIDIS= Democracy & Citizenship in Digital Society). It has informed further research in areas such as digitisation and exclusion, IT and learning, Digital literacy and more.

The three involved parts in the project (Agency for Culture, The Danish Media Council, the researchers/IT University of Copenhagen) have developed valuable networks for further work in the area

The report and the results have been used and discussed in various contexts, and the main author has been in dialogue with various stakeholders. The authors are not aware of actual realisation of/follow up on the recommendations in the report.

I. FURTHER REFERENCES

Please provide further references about the initiative: publications, website, Twitter account etc.

Stald, Gitte, Morten Hjelholt, Laura Høvsgaard (2015): Media Literacy i en dansk kontekst (Media Literacy in *a Danish Context*). Results from a study funded by The Danish Agency for Culture and the Danish Media Council.

<http://slks.dk/mediernes-udvikling-2015/specialrapporter/media-literacy-i-en-dansk-kontekst/>

A number of academic articles that include findings from the project are planned to be published in near future.



Answer 4 – Project 2

A. PROJECT NAME: "Oline goes online"

B. CATEGORY AND DESCRIPTION OF PROJECT:

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an 'X':

Research	
Resources	
Campaign	
Provision of Funding	
Networking Platforms	
Policy Development	
End-user engagement	X
Other	

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

"Oline goes online" was launched on Safer Internet Day 2011. A guide for parents about the exciting world, which opens to the child, both the world of Oline and the world of the wide web, was launched both online and in a printed version.

Children play and learn with digital media from a very early age. It is a challenge because it requires both parents and educators to guide the child to use the Internet and to understand which rules are applicable online. It is an opportunity because the digital media offer countless resources in relation to children's learning and developing. "Oline goes online" is an initiative that manages to combine these two elements and deals with the digital competences



as a challenge for pre-school children.

"Oline goes online" is part of the online universe "Oline's Island" and is dedicated to children aged 3-7 years. Confidently, parents can let their children explore the online world and learn about the Internet and how to use a computer. Oline invites the children to take a look into her photo album with pictures from her travels. Children can sing along with Oline and play games with her friends. It is also possible to send fun and positive messages to Oline's friends. "Oline goes online" refers to both Oline's world and the world of the Internet, which is just outside Oline's safe online universe. Children learn about positive online behaviour, virtual friends and privacy.

"Oline's Island" is created and hosted by DR (Danish Broadcasting Corporation), and The Media Council for Children and Young People has cooperated with DR on the development of the section, "Oline goes online".

This answer form is filled in by Anne Høj Nielsen from the Media Council for Children and Young People. Anne Høj Nielsen was not involved in the project.

C. GEOGRAPHICAL REACH

Please indicate whether the project was of National or Regional significance.

The project is of **national** significance

D. TIMEFRAME AND BUDGET

Please include the duration of the project, the dates and, where possible, the annual and total budget and related sources of financing.

The online platform "Oline goes online" was launched early in 2011 and is still active on www.dr.dk/oline. The project is co-financed by the three stakeholders, mentioned in section F.

The total budget was approximately 614.000 DKK (= 82.400 EUR). This amount covers the development and implementation of the website + the online guide and all printed material. These figures are from the subsequent budget made in 2011, which do not take into account any expenses related to the website after the launch.

E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:



Please indicate the type of media literacy skills or capacities that were addressed in the project:

- Media use:
 - The ability to search, find and navigate and use media content and services.
- Critical thinking skills such as:
 - Recognizing and managing online security and safety risks.
- Creative skills such as:
 - Creating, building and generating media content.
- Participation and engagement skills such as:
 - Interaction, engagement and participation in the economic, social and cultural aspects of society through the media.

F. STAKEHOLDERS:

Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.

- Danish Broadcasting Corporation (audiovisual content providers / Online Platform): "Oline's Island" is created and hosted by DR
- The Media Council for Children and Young People (Media regulatory authorities): The Media Council has cooperated with DR on the development of the section, "Oline goes online".
- TrygFonden (Civil Society): Funding and sparring.

G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible, please indicate also the size of the targeted audience.

The online universe "Oline goes online" is dedicated to children aged 3-7 years. The supplied guide is targeted parents with (and professionals working with) children at the age 3-7 years. The project focuses on all children in this age group, across all socio-economic groupings, location and gender.



H. OUTCOMES AND EVALUATION

Please outline (in approximately 300 words) the main results of the project. Some category-specific evaluation tools are outlined below to act as a guide for response and to provide a broad evaluation framework. However, we understand that each project will be different and evaluation methods may differ significantly.

“Oline goes online” is well-known among children and parents and has a great impact on children. The feedback is very positive. A survey, that The Media Council for Children & Young People conducted in cooperation with DR Media and DR Media Research in autumn 2013, showed, that the participating children know about positive online behaviour, and to some extent they can distinguish between information to be disclosed online and private data. Both children and their parents refer to “Oline goes online” as a positive way of learning about the Internet and computers. The website “Oline’s Island” and the section, “Oline goes online” have an average of 116,000 visitors per month and 30,000 users per month (average of April, May and June 2014, primarily accessed by computers and laptops).

I. FURTHER REFERENCES

Please provide further references about the initiative: publications, website, Twitter account etc.

The online platform “Oline goes online”: www.dr.dk/oline

The Danish website for the Media Council for Children & Young People. This page contains links to the parental guide and the press release (in Danish): www.dfi.dk/Boern_og_unge/Medieraadet-for-Boern-og-Unge/Videncenter/Guider-og-materialer/Med-Oline-paa-nettet



Answer 4 – Project 3

A. PROJECT NAME: “There is so much that parents don't understand... - what I need to know when my child goes online”

B. CATEGORY AND DESCRIPTION OF PROJECT:

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an ‘X’:

Research	
Resources	X
Campaign	
Provision of Funding	
Networking Platforms	
Policy Development	
End-user engagement	
Other	

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

Project

“There is so much that parents don't understand ... - What I need to know when my child goes online” is a publication targeted parents of children between the ages of 7-12. The guide is a combination of information, guidelines and tips on how to deal with children's online experiences, habits, behaviour and privacy. The guide also contains short animation films and interviews as podcasts with children, parents and one of Denmark's leading media researchers, PhD Stine Liv Johansen. Finally, the guide also includes the latest research on Danish children's media use in facts & figures. The publication is released as an online magazine. A smaller leaflet highlighting the main topics from the online magazine has also been distributed. Both versions of the guide are free



of charge.

Motivation

Recent research has shown that Danish children's online debut happens at a younger age than ever and that they are among the youngest debutants in Europe. This leaves parents and teachers with a number of concerns and questions. This guide seeks to address these challenges with guidelines, information and tips. The overall purpose is to enlighten and qualify parents in relation to their children's online use, and thereby support and encourage the dialogue between parents and children.

Target group

The primary target group are parents of children that are between the ages of 7-12. Teachers, social workers, librarians and pedagogues are the professionals that order the leaflet for handout at parents meetings and other events like talks targeted parents.

Dissemination

On the 22nd of October 2015 this publication was released as a free-of-charge issuu online magazine combined with a small leaflet for physical distribution to libraries, schools and other relevant partners. The PR consisted of an official press release and newsletters and social media coverage by all stakeholders. The guide has received great exposure in mainstream media and a significant number of shares on social media. By 24th of August 2016 the issuu online magazine has had 31.000 reads and 59.000 impressions. The leaflet has been printed in 32.000 copies.

This answer form was filled in by Diana Bjørn Milenkovic from the Media Council for Children and Young People. Diana Bjørn Milenkovic is the primary coordinator of this project.

C. GEOGRAPHICAL REACH

Please indicate whether the project was of National or Regional significance.

This publication has a **national** significance and reach.

D. TIMEFRAME AND BUDGET

Please include the duration of the project, the dates and, where possible, the annual and total budget and related sources of financing.

The start-up meeting took place in November 2014 and the publication was released in October 2015.

The total budget was 250.000 DDK (= 33.600 euro) excluding man hours from all stakeholders and project manager.



E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

Please indicate the type of media literacy skills or capacities that were addressed in the project. For example:

The overall purpose of this publication is to engage and encourage parents to have an open and constructive dialogue with their children about their online life. The guide offers knowledge, guidelines, information and tips that prepare and make the parents feel ready to start this dialogue.

Some of the topics that are addressed in the guide are: interaction in online communities (e.g. social media platforms), online behaviour and a positive tone of voice (avoid and how to deal with online conflicts, cyber bullying, sharing of images and other information without consent), online safety and privacy, and house rules (where, when and how long are the children online). The guide also gives information on age limits on social media and computer games, purchase of apps, legal and illegal streaming of music and films, how to make a safe access code to an account, etc.

F. STAKEHOLDERS:

Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.

This guide is a product of a public-private partnership. The group of stakeholders counted 14 companies/organisations. Each stakeholder contributed with knowledge, funding and PR. Media Council for Children and Young People was the main responsible for this publication.

- Media Council for Children and Young People (*Media regulatory authorities*): Project manager
- Save the Children Denmark (*Civil society*): NGO
- Centre for Digital Youth Care (*Civil society*) National Helpline
- The Tele Industry (*Civil Society*), Industry organisation
- Telenor Denmark (*Civil Society*), Telecommunication company
- 3 Denmark (*Civil Society*), Telecommunication company
- Telia Denmark (*Civil Society*), Telecommunication company
- TDC (*Civil Society*), Telecommunication company
- MovieStarPlanet (*Audiovisual content providers / Online Platform*), social network service for children
- WatAgame, (*Audiovisual content providers / Online Platform*), social network service for children



- The Toy Industry, (*Civil Society*), Industry organisation
- LEGO (Audiovisual content providers)
- Microsoft Denmark (Audiovisual content providers)
- Stofa/SE (*Civil Society*), TV signal and internet provider

G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible, please indicate also the size of the targeted audience.

This project is targeted all grownups with or working with children age 7-12, across gender, socio-economic grouping and location.

H. OUTCOMES AND EVALUATION

Please outline (in approximately 300 words) the main results of the project. Some category-specific evaluation tools are outlined below to act as a guide for response and to provide a broad evaluation framework. However, we understand that each project will be different and evaluation methods may differ significantly.

The demand for this publication has been very positive and has exceeded the original milestones. Since the launch 10 months ago, the issuu online magazine has had 31.000 reads and 59.000 impressions. The leaflet has been printed in 32.000 copies. The request for talks at parents meetings at schools, libraries and youth centre has clearly gone up since the launch.

Media Council for Children and Young People are currently running a user survey to gain knowledge on what the users think about the two publications (online magazine and physical leaflet). The council is planning to do a version 2.0, so the purpose of the survey is to receive feedback, recommendation for improvements and other ideas that can be usable in the making of a version 2.0. The launch of a version 2.0 is currently planned to happen in late 2017 or early 2018.

Additionally, the guide has been translated and localised by the Norwegian Safer Internet Centre run by Medietilsynet. The Norwegian version will be published during autumn 2016.

I. FURTHER REFERENCES



Please provide further references about the initiative: publications, website, Twitter account etc.

The issuu online magazine: <http://issuu.com/detfi/docs/foraeldreguide/1?e=1006250/30827420>

Short English description: www.betterinternetforkids.eu/web/portal/resources/gallery/detail?resourceId=656744



Answer 4 – Project 4

A. PROJECT NAME: “So you got naked online?”

B. CATEGORY AND DESCRIPTION OF PROJECT:

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an ‘X’:

Research	
Resources	x
Campaign	
Provision of Funding	
Networking Platforms	
Policy Development	
End-user engagement	
Other	

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

The material is made in collaboration between the Safer Internet Centre Denmark (SIC DK), consisting of Centre for Digital Youth Care, Save the Children Denmark, and the Media Council for Children and Young People. The material consists of a small printed booklet, “So you got naked online?”, and a more extensive online version.

The booklet “So you got naked online?” aims to empower young people in situations where their images have been shared without their consent. The booklet provides young people with knowledge about images online and provides them with practical guidance on what to do, who to contact and how to



minimise damage in a situation of unwanted sharing of images or films. At the same time, the booklet has a preventative aim, as it has been distributed through school teachers and local SSP (partnership between schools, police and social service with focus on prevention of youth crime).

From 2013 and onwards, schools and media have had attention around young people sharing nude images online in Denmark. Research from “Ungeprofilen2015” showed that 20% of students in high school have sent or shared sexual images of themselves (7% of students in 9th grade).

The three partners in the SIC DK worked together to produce text and layout. The Danish booklet is a translated and revised version of an English material made by the South West Grid of Learning. A total of 30,000 printed copies of the Danish booklet have been distributed + a distribution of digital leaflets from the websites of the SIC DK partners, using the newsletters and communication channels of the SIC DK organisations. The material has been very well received by both the target group of 12-18 year olds, and by professionals and parents. The campaign also received great media attention.

This answer form has been filled in by Marianne Pihl from Save the Children Denmark. Marianne Pihl was the primary coordinator of this project.

C. GEOGRAPHICAL REACH

Please indicate whether the project was of National or Regional significance.

This project was of **national** significance.

D. TIMEFRAME AND BUDGET

Please include the duration of the project, the dates and, where possible, the annual and total budget and related sources of financing.

The leaflet was produced over two months from April to May 2015 and distributed from June 2015 throughout 2015 and spring 2016.

A total budget of 85.000 DKK (= 11.400 EUR) has covered illustrations, print and distribution until June 2016.



E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

The project addressed young people's ability to take action in situations of unwanted image sharing, thus focusing on how to recognise and manage online security and safety risks.

F. STAKEHOLDERS:

Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.

Save the Children Denmark (*Civil Society*): Coordinator, content and distribution

Centre for Digital Youth Care (*Civil Society*): Content and distribution

The Media Council for Children and Young People (*Media regulatory authorities*): Content and distribution

G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible, please indicate also the size of the targeted audience.

The campaign targets all children and young people in secondary schools and high schools (age 12-18), across all socio-economic groups and all locations.

H. OUTCOMES AND EVALUATION

Please outline (in approximately 300 words) the main results of the project. Some category-specific evaluation tools are outlined below to act as a guide for response and to provide a broad evaluation framework. However, we understand that each project will be different and evaluation methods may differ significantly.

We cannot measure the precise effect and audience of the booklet – it depends strongly on the teachers and adult professionals who brought the campaign on to the children and young people. None the less, the project has strongly contributed to establishing an understanding in Denmark around the potential damage of sharing intimate Images. Following up to the first booklet, SIC DK has produced a material targeting professionals with knowledge and tools to tackle the issue, and in early 2016, The Danish Minister of Education has invited to action on this issue and Save the Children Denmark has launched an online service to help children remove unwanted content online.

I. FURTHER REFERENCES



Please provide further references about the initiative: publications, website, Twitter account etc.

Danish website with information about the project:

www.dfi.dk/Boern_og_unge/Medieraadet-for-Boern-og-Unge/Videntcenter/Guider-og-materialer/Noegen-paa-nettet.aspx

Link to and description of the project on Better Internet for Kids webpage:

www.betterinternetforkids.eu/web/portal/resources/gallery/detail?resourceId=642932



Answer 4 – Project 5

A. PROJECT NAME: "Social Star"

B. CATEGORY AND DESCRIPTION OF PROJECT:

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an 'X':

Research	
Resources	X
Campaign	
Provision of Funding	
Networking Platforms	
Policy Development	
End-user engagement	
Other	

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

The Danish Competition and Consumer Authority – in collaboration with The Media Council for Children and Young People and the Consumer Ombudsman – developed the educational material "Social Star" that teaches primary school children to be critical of commercial communication (hidden ads) on social media.

The project came to light through work from the Expert Committee on Children, Young people and Ads. Via qualitative interviews and focus groups, the committee found that children and young people are quite naïve e.g. when products are mentioned on social media like Instagram and YouTube. User



generated content, where for example a blogger or a celebrity mentions a product, is especially difficult to navigate for the children. Hidden advertising on social media is a problem. Children and young people are easily influenced and are typically on the internet without parental supervision.

The committee decided therefore to develop digital, interactive educational material targeted primary schools. The project was named Social Star. The purpose of Social Star is to teach children and young people about the commercial intention in social and engaging communication, and give them an understanding of their own digital worth in a market.

Social Star meets children when they begin to be active on social media in 5-7th grade. The program is designed to be part of Danish lessons and consists of 10 different activities. The material incorporates videos with young bloggers, the Consumer Ombudsman and animation. Furthermore, the frameworks for the activities vary and many of them incorporate the children either via physical activity or via the children producing content themselves. Academically, Social Star starts with the children's own experiences with social media. From here activities branch out. For example, the children analyze and weigh the different examples of social media use within marketing and the creator-consumer relationship in advertising. The children also have to learn how to argue on different perspectives on social media. For example, one group represents an advertising agency whose purpose is to market advertising toward children while the other group defend the interests of children.

The entire course ends with a production of an ad on social media and a blog post relating to the students' own reflections about advertising on social media. Finally, the students are tested in examples of commercial content within social media.

There are comprehensive teacher guides along all steps, so the teacher in principal does not require specialized knowledge related to social media to facilitate.

The course is free and available for all on www.socialstar.dk. Examples of the student's work can be seen on Instagram via #socialstardk

The project is developed in collaboration with an external supplier of digital teaching material, anchored within The Competition and Consumer Authority with valuable sparring and project participation from The Media Council for Children and Young People and the Consumer Ombudsman.



This answer form is filled in by Camilla Bruun Jakobsen from the Danish Competition and Consumer Authority. Camilla Bruun Jakobsen participated in the development of “Social Star” as coordinator.

C. GEOGRAPHICAL REACH

Please indicate whether the project was of National or Regional significance.

This project is of **national** significance.

D. TIMEFRAME AND BUDGET

Please include the duration of the project, the dates and, where possible, the annual and total budget and related sources of financing.

Project duration was approx. 1 year from Dec. 2014 to Nov. 2015.

Budget approx. 450.000 DDK (= 60.000 EUR)

E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

Please indicate the type of media literacy skills or capacities that were addressed in the project:

Media literacy skills addressed in “Social Star”:

- Understanding how the economic flow is between companies and e.g. bloggers, v-loggers and instagrammers
- Critical thinking skills: learning how to decode content on social media and reflect on the commercial intent
- Being able to consider ethics about their own role as a future content producer on social media

F. STAKEHOLDERS:

Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.

The project is developed in collaboration with an external supplier of digital teaching material, anchored within and paid for by The Competition and Consumer Authority with valuable sparring and project participation from The Media Council for Children & Young People and the Consumer Ombudsman.



G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible, please indicate also the size of the targeted audience.

This project is specifically targeted all students in 5-7th grade in the Danish primary school, across gender, all socio-economic grouping and locations.

H. OUTCOMES AND EVALUATION

Please outline (in approximately 300 words) the main results of the project. Some category-specific evaluation tools are outlined below to act as a guide for response and to provide a broad evaluation framework. However, we understand that each project will be different and evaluation methods may differ significantly.

Social Star was widely promoted across Danish media and other channels (i.e. social media and newsletters) followed by teachers in the Danish primary school.

During the first six months, more than 5.000 students started on the three-week course “Social Star” (by March 2016) and was in the period by far the most used content at the portal Clio Online, the biggest Danish provider of digital education systems.

Tests before and after the students used “Social Star” show indications of elevated skills in decoding commercial intent in user-generated content on social media.

I. FURTHER REFERENCES

Please provide further references about the initiative: publications, website, Twitter account etc.

www.socialstar.dk

www.facebook.com/socialstar.dk

www.instagram.com/explore/tags/socialstardk/ (examples of productions of the students)



7.9. EE – ESTONIA

Answers of the national expert to the questionnaire



Objective: The objective of this research is to provide mapping and description of the significant projects in promotion of media literacy in the EU-28 member states, since January 2010, of national or regional coverage.

The actors to be included in the mapping are:

- policy makers,
- public authorities,
- media regulatory authorities,
- audiovisual content providers,
- journalists associations,
- civil society.

To ensure a comprehensive picture is created of the media literacy projects that have been undertaken, and media literacy skills that have been promoted in each country, we ask that you consult with actors mentioned above (or the equivalent in your country) and include any relevant material from them.

The projects will be categorised according to the skills that they intend to develop and their target group and, if feasible, the outreach of each project.

Context: Media literacy is to be understood as an umbrella expression that includes all the technical, cognitive, social, civic and creative capacities that allow a citizen to access, have a critical understanding of the media and interact with it.

These capacities enable people to exercise critical thinking, while participating in the economic, social and cultural aspects of society and playing an active role in the democratic process. This concept covers all kind of media interactions (broadcasting, radio, press, the internet, social media) and addresses the needs of all ages.

Scope: This report will focus on media literacy projects relating to media services delivered on electronic communication networks, both linear and non-linear, and on information society services where pertinent. Press (including online), radio and off-line media will not be covered. Regional initiatives will be described separately where relevant.

In addition to the conventional media literacy themes of critical thinking, digital inclusion, online safety and the protection of minors, we are particularly interested in media literacy projects that:



- **Promote a healthy democracy:** Democracy, by definition, requires the participation of well-informed citizens. Citizens inform themselves through the media. Their relationship with the media needs to take place in a context of critical thinking. This furthermore requires certain knowledge of how the media works and how media messages are constructed.
- **Empower people in a changing and increasingly complex media landscape:** We are not only passive recipients of media content, but also content creators and media sources, for example through our involvement in social media. Moreover, we increasingly receive news through social media, rather than through traditional channels. This proliferation of sources brings a lot of new information, opportunities and potential innovation but also requires critical thinking and verification tools and awareness of how to manage our personal data and make informed choices about algorithms from digital platforms that accommodate the world to our taste.
- **Challenge radicalisation and hate speech online, and promote fundamental rights:** In a time when each citizen with a mobile connection to social media is a source of news and can contribute to "trending topics", media literacy includes taking up one's civic responsibility of contributing to a culture of inclusive tolerance and respect online and exercising critical thinking in relation to amplifying, debunking or challenging media content.

Actions related to school curricula are excluded from the mapping as they were mapped by the European Media Literacy Education Study (EMEDUS)²⁶¹.

Respondent information	
Name:	Andra Siibak
Title and Organisation:	Professor of Media Studies, Institute of Social Studies, University of Tartu
Country:	Estonia
Short biography:	Andra Siibak (PhD in media and communication) is a professor of media studies, the head of the chair of media studies and the program manager of the media and communication doctoral program in the Institute of Social Studies, at the University of Tartu, Estonia. Her main field of research has to do with the opportunities and risks surrounding young people's internet use. She has acted as a principal investigator and been a member of the senior personell in numerous national and international research projects on the topic, e.g. a member of the Estonian team in the network EU Kids Online (2009-ongoing). In the last five years she has published more than 50 international peer reviewed papers on the topics surrounding

²⁶¹ <http://fr.slideshare.net/MediaLearning/ml-2012-the-emedus-european-media-literacy-education-study-by-jose-manuel-perez-tornero>



	young people's practices online; e.g. self-presentation on social media; teacher/parental mediation of young people's internet use; privacy strategies and imagined audiences on social media, etc.
Contact address:	Lossi 36, Tartu 50090
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Section 1 – Background context

Question 1

Please list the main media literacy stakeholders in your country, and identify which sector they belong to (e.g. academia²⁶², audiovisual content providers²⁶³, online platforms²⁶⁴, public authorities²⁶⁵, media regulatory authorities, civil society²⁶⁶).

Please indicate which stakeholders have a statutory responsibility around media literacy and which stakeholders have a non-statutory interest/engagement in media literacy activities.

Answer 1

- Academia - University of Tartu, Baltic Film, Media, Arts and Communication School of Tallinn University
- Public authorities – Ministry of Education and Research, Ministry of Economic Affairs and Communication, Estonian Police and Boarder Guard Board
- Audiovisual content providers – Microsoft Estonia, Telia (former EMT, Elion)
- Civil society – Kinobuss; Young People’s Media Club, The Innovation Centre for Digital Education of Information Technology Foundation for Education, Estonian Help Centres, Estonian Union for Child Welfare, Look@World Foundation, Seiklejate Vennaskond, Civitta Eesti , Smart Work Association

There is no clear authority in Estonia whose duty is to oversee media education. There is no media education policy in Estonia that would cover all various forms of media education and literacies i.e. traditional media. Public policy has rather focused on developing the knowledge and skills of the general public in terms of digital literacies – Ministry of Economic Affairs and Communications is responsible for drafting Digital Agenda 2020 for Estonia which aims on

²⁶² Academic institutions, universities and third level education providers.

²⁶³ Audiovisual content providers include broadcasters and on-demand providers (both public service media and commercial media) and content providers for online, games and apps.

²⁶⁴ Online platforms includes the owners and operators of online platforms (such as social media websites and search engines).

²⁶⁵ Public authorities include government Ministries/departments, local authorities and councils, semi-State organisations, policy-makers.

²⁶⁶ Civil society includes foundations, not-for-profit organisations arts and cultural bodies, charities, think-tanks, communities of interest and community networks (sports, health, hobbies, religion).



creating overall conditions for the development of information society and take-up of ICT, with the special focus on improving the public governance using ICT. Thus the main focus of the document is not on improving digital literacies of the public, but digital literacy is only one theme covered in the agenda. The strategy was elaborated and will be implemented in accordance with the Principles of Estonian Information Policy adopted by the Riigikogu in 1998 and updated in 2006, which establishes the principles for the functioning of the public sector in the development of information society. The document also takes into account the lessons learned in the course of implementing the Estonian Information Society Strategy 2013 (the predecessor of the current strategy), as well as the objectives of the Digital Agenda for Europe. The Ministry of Economic Affairs is also responsible for launching a provision for funding – “Advancing the digital literacy 2014-2020” financed partly by the European Social Fund.

The Estonian Lifelong Learning Strategy 2020 also focuses on improving digital skills and literacies of the total population through the efficient and effective use of digital technologies in learning and teaching. In order to implement this goal a Digital Focus program (started 2015) was initiated and various activities are organized in cooperation with the Ministry of Education and Research; *Innove foundation, the Information Technology Foundation for Education and the University of Tartu*. *The funding of the project is partly provided by the European Social Fund.*

These policy documents include advancing digital literacy skills of the total population, however, digital literacy is not the main focus or agenda in them. There is also no formal media education policy in Estonia, thus the majority of the media education initiatives come directly from the civil society – various NGOs, enthusiasts in high schools, youth centres. As there is no formal media education policy in Estonia, different media education initiatives (e.g. various NGO projects) live off from project money that is scarce and irregular. Different media education or media didactic courses in various higher academic institutions in Estonia are similarly to all other courses in Estonia dependent upon national education financing.

Question 2

What kind of networks do the media literacy stakeholders in your country engage with?

Please describe these networks and include how these networks function, who manages the networks and whether they operate at a local, national, European or International level.

Answer 2

- **Smartly on the Web project** – is carried out in cooperation with Estonian Union for Child Welfare, NGO; The Innovation Centre for Digital



Education of Information Technology Foundation for Education, Estonian Help Centres, NGO; and Estonian Police and Border Guard Board with Estonian Union for Child Welfare, NGO, being responsible for the work of the project and the network. The project also has an advisory board which meets twice a year and consists of the representatives of the following institutions: Ministry of Education and Research, Ministry of Justice, Ministry of Social Affairs, Ministry of Economic Affairs and Communications; Estonian Information System Authority, Estonian Data Protection Inspectorate, Police and Boarder Guard Board, University of Tartu, Tallinn University, Estonian Parents' Union, Information Technology Foundation for Estonia, The Union of Estonian School Psychologists, Tartu Child Support Centre, Ekspress Media, etc. In addition to the national level, the project also works on the European level as being part of the INSAFE and INHOPE networks.

- **Young People's Media Club, NGO (Noorte Meediaklubi or NMK)** – is a national network which consists of young professionals (mostly beginning journalists and students of journalism and communication) who have personal experience of working for the school radio or for the school newspaper and younger generation of established journalists and media and communication specialists who all have an aim to raise awareness and teach practical skills and knowledge on the topic of media literacy to secondary-and high school students around Estonia. Currently the network consists of 70 members all of whom have declared their willingness to educate motivated gymnasium students (especially 8-12 graders) on the topic of media literacy and thereby also to help them to create better school media. The board of the Young Peoples' Media Club consists of six members, all of which are journalism and communication students at the University of Tartu. The activity of NMK started already in 2000 however; the NGO was officially formed in 2003.
- **Estonian Union of Media Educators** – the union is a national network that was founded in 1995 in order to advance the cooperation between lecturers of media and communication working in different higher education institutions in Estonia. During the first years of existence the union was focusing on developing the curricula related to media and communication education in different higher education institutions in Estonia e.g. University of Tartu, Pedagogical University of Tallinn, private university Concordia, etc. In the beginning of 2000s the union turned their attention to advancing media education and media literacies in secondary education institutions. At the time many teachers joined in the activities of the union. For a few years the union was inactive and a new board was elected in 2010 which consists of five members – three media and communication lecturers from the University of Tartu and two media teachers from high-schools. The activity of the union is voluntary based and all activities are dependent on the project money. The union has been inactive since 2013.



Section 2 – The overview

Question 3

Using the grid below, please identify the 20 most significant media literacy projects which have been delivered in your country since 2010.

Please select the most appropriate category for the project type, the sectors responsible for the projects, the type of media literacy skills that were addressed in the project, as well as the reason of significance:

Project types	Sectors	Media literacy skills	Reason for significance
Research ²⁶⁷	Academia ²⁷⁴	Creativity ²⁸⁰	The size of the target audience
Resources ²⁶⁸	Audiovisual content provider ²⁷⁵	Critical thinking ²⁸¹	The total budget or cost of the project
Campaigns ²⁶⁹	Public authorities ²⁷⁶	Intercultural dialogue ²⁸²	The success of the project (outcomes / impact compared to objectives)
Provision of Funding ²⁷⁰	Media regulatory authorities	Media use ²⁸³	The level of public awareness of the project
Networking platforms ²⁷¹	Online platforms ²⁷⁷	Participation and interaction ²⁸⁴	The level of engagement by the target audience
Policy Development ²⁷²	Civil society ²⁷⁸	Other	Other
End-user engagement ²⁷³	Cross-sector collaboration ²⁷⁹		
Other	Other		

²⁶⁷ Significant qualitative or quantitative research on any aspect of media literacy which has been published and/or is widely used by the media literacy practitioners.

²⁶⁸ Resources include all the themed output related to a single media literacy initiative. It could include TV, and/or content published online, including information leaflets, video, audio, lesson plans, curriculum modules, websites etc.

²⁶⁹ Campaigns usually combine awareness-raising with a desired behaviour change. A Campaign will usually have a specific 'call to action' e.g. 'Don't share too much online' or 'Know how to check the truthfulness of online information'. Campaigns can be multi-stakeholder campaigns such as Safer Internet Day or cross-platform campaigns and can include promotion across TV/radio/online and/or other forms of public engagement.

²⁷⁰ Including the provision of funding for media literacy activities delivered by third parties. Funding may be provided via grants, open competition and invitations to tender.

²⁷¹ Including conferences, seminars, meetings, online and offline forums, newsletters, databases.

²⁷² Including consultations, published reports and recommendations.

²⁷³ End-user engagement includes grass-roots projects that provide support and information to end-users via face to face contact, phone contact or online contact.

²⁷⁴ Including Academic institutions, universities and third level education providers

²⁷⁵ Including broadcasters and on-demand providers (both public service media and commercial media) and content providers for online, games and apps.

²⁷⁶ Including government Ministries/departments, local authorities and councils, semi-State organisations, policy-makers.



Please classify the projects using either 'N' for National or 'R' for Regional, and their level of significance using a scale of 1 to 3, where 1 is most significant and 3 is least significant.

	Project Name	Project Type	Sector	Media Literacy skills	National or Regional	Years	Reason for significance	Level of significance (1 – 3)
1	Smartly on the Web	Resources	Cross-sector collaboration	Creativity Critical thinking Participation and interaction Media use Other	National	Since 2010	The project is carried out in cooperation with many different partners. The aim of the project is covers different topics related to internet communications for children, youth, parents and teachers. The project aims to promote a wiser internet use by children and their parents and the prevention of the online distribution of material containing illegal content. The project includes: 1) training	1

²⁷⁷ Including the owners and operators of online platforms (such as social media websites and search engines).

²⁷⁸ Including foundations, not-for-profit organisations arts and cultural bodies, charities, think-tanks, communities of interest and community networks (sports, health, hobbies, religion).

²⁷⁹ Including projects involving a number of key stakeholders from different sectors. As an example, the model that Safer Internet Day is based on could be considered a cross-sector collaboration project.

²⁸⁰ Creating, building and generating media content.

²⁸¹ Critical thinking skills such as: understanding how the media industry works and how media messages are constructed; questioning the motivations of content producers in order to make informed choices about content selection and use; recognising different types of media content and evaluating content for truthfulness, reliability and value for money; recognising and managing online security and safety risks.

²⁸² Such as challenging radicalisation and hate speech.

²⁸³ The ability to search, find and navigate and use media content and services.

²⁸⁴ Interaction, engagement and participation in the economic, social, creative, cultural aspects of society through the media and promoting democratic participation and fundamental rights.



							<p>sessions and seminars for children, parents, teachers and social workers, and awareness-raising events for the general public; 2) training and awareness-raising materials for children, teachers and parents; 3) a Children's Helpline 116111 for children and parents on safe internet use by telephone, messenger and other IM solutions; 4) a web-based information hotline, which allows internet users to report material that violates children's right to sexual self-determination; and 5) participation in the INHOPE and INSAFE cooperation networks.</p>	
2	Intervention action "Increasing digital	Provision of funding	Cross sector collaboration	Media use Critical thinking Participation and interaction	National	2014-2020	<p>The aim of the project is to increase basic digital literacy skills and knowledge in adult population so that they would be more</p>	1



	literacy 2014- 2020"						competitive on the labour market. The total budget of the project is 8 500 000 EUR, part of which is financed by European Social Fund (7 225 000 EUR).	
3	Communi- ty movie project "Filmital- gud"	End-user engagement	Cross sector collaboration	Creativity Media use Critical thinking Participation and interaction	national	2010- 2011	The purpose of the community film project is not simply to create a film with the world's longest credits sequence, but to encourage creative expression in local communities and compel civil society to discuss local issues in a creative format. Estonian premiere of the film <i>"That's IT!"</i> took place in 111 cinemas and culture centers all over Estonia. The project was co-funded by the Capital of Culture 2011 program and run by the activists of Kinobuss, a non-profit organization bringing Estonian films to cinemaless communities in a traveling cinema-van.	1



4	"Come Along!" (Ole kaasas!) program	Campaign	Cross-sector collaboration	Participation and interaction Media use	national	2009-2011	<i>The project aimed to provide computer and internet training to 100,000 people and connecting 50,000 more families to the Internet over three years. The free-of-charge trainings were held so as to provide the participants with wider opportunities in the job market and in their studies, make it easier to gather information and deal with daily tasks as well as provide opportunities for being more active as a citizen and a local community member.</i>	1
5	Practical training workshops by Young People's Media Club	End-user engagement	Civil society	Creativity Critical thinking Media use Participation and interaction	National	Since 2000-ongoing	Young People's Media Club, NGO (Noorte Meediaklubi) is a network which consists of young professionals (mostly beginning journalists and students of journalism and communication) who have personal experience of working for the school radio or for the school	1



							<p>newspaper and younger generation of established journalists and media and communication specialists who all have an aim to raise awareness and teach practical skills and knowledge on the topic of media literacy to secondary-and high school students around Estonia.</p> <p>The activity of NMK is aimed towards enhancing practical journalistic skills of students. When aiming towards their goal, NMK is responsible for organizing various media gatherings or camps and other activities for different target groups all through the year: Gymnasium student's camp each autumn, school radio camp, designer's camp and lower high school student's camp in winter (December-January);</p>	
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							competition of school newspapers in spring; multimedia camps; other local educational events throughout the year.	
6	Digital Agenda 2020 for Estonia	Policy Development	Cross-sector collaboration	Creativity Critical thinking Participation and interaction Media use	National	2013-2020	<p>Digital Agenda 2020 for Estonia was developed in 2013 in close co-operation between the representatives of the state and the Estonian Association of Information Technology and Telecommunications. The vision describes what will have changed in Estonia by 2020 with the help of ICT and how this can be achieved.</p> <p>The aim of the Digital Agenda 2020 for Estonia is to create an environment that facilitates the use of ICT and the development of smart solutions in Estonia in general. The</p>	1



							ultimate goal is to increase the economic competitiveness, the well-being of people and the efficiency of public administration.	
7	School Film Competition	End-user engagement	Cross-sector collaboration	Creativity Participation and interaction	National	2007-2014	Students' film competition, (for 1-12 graders) films needed to be 30 seconds-10 minutes long, but could be from different genres –documentaries, animations, children's movies, music videos, etc. Competition was carried out in cooperation with Estonian national broadcasting, Ministry of Culture and Kinobuss, NGO. The films were evaluated based on the creativity, ability to tell a story, artistic ambition, technical skills. In 2013 more than 160 short	2



							films all over Estonia were submitted to the competition.	
8	Smart Labs (Nutilabor)	End user engagement	Cross-sector collaboration	Creativity Participation and interaction Other	National	2012-ongoing	<p>SmartLabs is a private-public partnership between Microsoft Estonia, Telia and NGO Look@WorldFoundation in Estonia.</p> <p>The objective of the SmartLabs is to support and promote IT-related afterschool activities among the youth in order to improve IT awareness and increase the number of youth choosing to study science or IT. In a long term perspective, it enables to increase the number of IT specialists in Estonia and decrease unemployment among the youth. There are two types of smart labs: 1) IT and science related after school activities for 10-19 year olds; 2) Junior SmartLabs (Jänku-Jussi NutiLabor) for 5-10 year olds which is focused on</p>	2



							teaching robotics using Lego We Go for kids. Activities in SmartLabs include web designing, animation, programming, 3D modelling, computer engineering, robotics, electronics, science, creating mobile applications.	
9	"No hate speech" campaign	campaign	Civil society	Critical thinking Intercultural dialogue Participation and interaction	International	2014-ongoing	Seiklejate Vennaskond, a youth and civil society organisation, is a project partner and initiator of various activities, since December 2014. The project consist of a campaign "No hate speech!", a networking platform, training courses and workshops in Estonia and abroad, in cooperation with international NGOs. The aim of the project is to increase general awareness of the hate speech and its possible risks for democracy, to support the youth in claiming their civil rights both online and offline,	2



							and to increase young people's willingness to participate in in civil society initiatives both online and offline.	
10	Program "Digital Focus"	Policy development	Public authorities	Critical thinking Creativity Media use Participation and interaction other	National	2016-2019	"Digital Focus" program was initiated by the Ministry of Science and Education. According to the Estonian Lifelong Learning Strategy 2020, the objective in digital focus is to apply modern digital technology in learning and teaching in a more efficient way and with better results, to improve the digital skills of the general population and to guarantee access to the new generation of digital infrastructure. The calculated cost of the program is 47 million EUR.	2
11	The Estonian smart device security project	End-user engagement	Cross-sector collaboration	Media use Other	National	2014-ongoing	The project was launched in 2014 and promotes the safe use of smart devices and the development of secure mobile e-services has	2



	"Nutikaitse2017"						been hailed as an opportunity to set an example to the world. The goal of the project is to ensure that 70% of mobile smart device owners in Estonia use their devices in a secure way by the end of 2017. With the help of Nutikaitse 2017, at least 300,000 people in Estonia will use the secure Mobile-ID for electronic authentication and digital signatures.	
12	Rolling images behind business Startups (RIBS)	End-user engagement	Civil Society	Creativity Critical thinking Participation and interaction Media use Intercultural Dialogue	International	September 2015-December 2018	International partners from Sweden and Finland from the rural areas. Targeting 10 grade students who can participate in media literacy, film, media and entrepreneurship courses and workshops. The aim is to give the young skills and knowledge to participate creatively and actively in the society and to create young entrepreneurs for the	2



							cultural and creative field.	
13	Baltic Film, Media, Arts and Communications (BFM) School for Children	End user engagement	Academia	Creativity Critical thinking Participation and interaction	National	since January 2014-ongoing	Targeting children at the ages of 10-16. Weekly meetings lasting for the whole academic year in small groups for different ages. Enables children to learn through playful engagement various skills needed for audiovisual storytelling; promotes the value of Digital Culture by enabling children to create different media productions (shortfilm, TV-news, social advertisement etc); produces wiser and safer consumers of digital media	2
14	"Smart Youtube r 2016" competi	End-user engagement	Civil Society	Creativity Critical thinking Participation and	National	2016	Competition was targeted at 1-13 grade students and part of the "Get Online Week 2016",	3



	tion			interaction			organised by Civitta Estonia, NGO Look@World Foundation and Estonian Union of Child Welfare. The aim of the competition was to turn the attention of the young on the online safety issues and possible risks they might face online. In order to take part of the competition one needed to upload a 2 minute long video which would tell a story about ones activities, hobbies, ideas and life in general, however, while making the video certain rules about online safety needed to be met.	
15	Training course "Our media generation"	End-user engagement	Cross-sector collaboration	Creativity Critical thinking Participation and interaction Media use Intercultural dialogue	National	2015	A training course targeted at Estonian and Russian speaking high school student, financed by the Integration and migration Foundation Our People, supported by the ministry of Education and led by the Tallinn University. The aim of the training course is to give	3



							the students necessary skills and knowledge both for understanding media and media systems, but also for creating media content. The participants of the course will carry out active training and function as a news editors during the Arvamusfestival 2015 (Opinion festival 2015).	
16	Awareness-raising project on smart-device safety issues "Really?" ("Pärisel tkavõit?")	End-user engagement	Cross-sector cooperation	Critical thinking Media use Other	National	2013	The aim of the project is to raise awareness of the 10-15 year old youth, their parents, and teachers, in various safety issues related to the usage of smart devices, especially on smart phones. The project held various training sessions and workshops, had their own webpage and video, and organised consultations in various public places e.g. malls, youth centres, etc. It aimed to reach 9600 young people, from	3



							August-November 2013.	
17	Studying Estonian language through audiovisual methods' based project camps	End-user engagement	Civil Society	Creativity Critical thinking Participation and interaction Media use Intercultural Dialogue	National	2013	Targeted at 10-19 year old non-EU nationals living in Estonia. The aim is to help the young improve their Estonian language skills by enabling them to participate in creating audio-visual content (films) and to learn about digital technologies, Estonian culture and team work.	3
18	PIAAC (<i>Programme for the International Assessment of Adult Competencies</i>) survey	Research	Public authorities	Critical thinking Media use Other	international	2011-2012	The aim of the survey was to measure the key information-processing skills (literacy, numeracy, problem-solving in technology-rich environments) of adults was carried out in 24 countries. In Estonia, the results of PIAAC are taken into account when developing the strategy for lifelong learning.	3
19	Digital Creative Works Competi	End-user engagement	Public Authorities	Creativity	National	2016	A competition for 5-20 year old students from the pre-school level up to high-schools to compete	3



	tion "Estonia as a world country"						in teams of 5. More than 500 students took part of the competition, in five different age groups and eight different categories e.g. computer game, animation, video, mobile app, creative work using 3-d, digital educational resource, electronical music, craftwork on a digital embroider machine. One needed to submit ones' creative work together with the digital development report e.g. in the form of a blog, homepage, etc where the student needed to reflex upon ones development regarding the use of digital resources while making the artefact.	
20	Youth exchange project "Be Online Without Internet!"	End-user engagement	Civic society	Critical thinking Media use Participation and interaction Intercultural dialogue	Interneti onal	4.- 13.07. 2016	The project „Be Online Without Internet“ is about media's, digital technologies in particular, influence on young people, the possible psychocological consequences (addiction,	3



	"			Creativity			emotional problems, isolation etc), different usages of Internet, youngsters' self image and the influence of the English language on other languages. This project aims to make the young to think about the need of Internet and social media. The main problem is: is it possible for nowadays youngsters to be 10 days without Internet, so that they won't miss it?	
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Section 3 – Project summaries

Question 4

From the projects you have highlighted in Question 3, please describe the five most significant²⁸⁵ media literacy projects that have taken place in your country since 2010.

Please use a separate form for each project. See the sample answer for help.

²⁸⁵ Significant can relate to:

- a) the size of the target audience and/or the reach of the project,
- b) the total budget or cost of the project
- c) the final outcomes / impact of the project
- d) the level of public awareness of the project
- e) the level of engagement by the target audience.



Answer 4 – Project 1

A. PROJECT NAME: Smartly on the Web

B. CATEGORY AND DESCRIPTION OF PROJECT:

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an 'X':

Research	
Resources	X
Campaign	
Provision of Funding	
Networking Platforms	
Policy Development	
End-user engagement	
Other	

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

Smartly on the Web project is the longest running (2010- ongoing) and most important project of digital literacy targeting children, young people and their parents, teachers and youth workers.

The project's mission is a smarter Internet use by children and their parents, including the prevention of the online distribution of child sexual abuse material, blocking and spreading illegal materials on the internet, and internet safety in general.



All through the years the project has been the main initiator, promoter and facilitator of various sub-projects, campaigns and resources aiming to raise public awareness and knowledge about internet safety skills, digital literacies and the online world in general.

The project includes:

- 1) training sessions, workshops and seminars for children, parents, teachers and social workers;
- 2) awareness-raising events (e.g. media campaigns,) for the general public;
- 3) creative competitions for students;
- 4) compiling training and awareness-raising materials (videos, animated films for children, leaflets, booklets, a board-game, posters, crossword puzzles, an online game, various study materials, lesson plans, tests and e-courses, etc.) for children, teachers and parents;
- 5) disseminating informative and educational materials nationally and internationally;
- 6) a Children's Helpline 116111 for children and parents on safe internet use by telephone, messenger and other IM solutions;
- 7) a web-based information hotline, which allows internet users to report material that violates children's right to sexual self-determination;
- 8) Celebrations and events on Safer Internet Day;
- 9) cooperation among different stakeholders in Estonia and Europe and participation in the INHOPE and INSAFE cooperation networks

Since September 2010 the project has been responsible for compiling 456 different teaching materials, and other resources for children, young people, parents and teachers to promote their digital literacy skills and raise awareness on online safety issues. Tens of thousands of children, parents and teachers have participated in their training sessions, workshops and seminars held in schools, kindergartens and youth centres all around Estonia; and their media campaigns have reached hundreds of thousands of Estonians promoting the public awareness about online safety, risks and opportunities.

I had no direct involvement in this project.



C. GEOGRAPHICAL REACH

Please indicate whether the project was of National or Regional significance.

The project takes place across Estonia, but it also has close collaboration with stakeholders responsible for similar projects in Europe (e.g. member of the INSAFE network, Safer Internet Forum, etc).

D. TIMEFRAME AND BUDGET

Please include the duration of the project, the dates and, where possible, the annual and total budget and related sources of financing.

The project has been carried out in three phases: 1) September 2010-May 2012 2) June 2012 – September 2014 3) January 2015 – ongoing

The first to stages of the project were co-financed by the European Commission's Safer Internet Programme – 75% of the project coming from the latter source. No concrete budget available. The final phase of the project is financed 50% by the European Commission Connecting European Facility Programme. No concrete budget available.

• MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

Please indicate the type of media literacy skills or capacities that were addressed in the project.

The main competences which are being developed through this project are digital competence (closely related to critical thinking; risk assessment; decision taking; problem solving), learning to learn and the constructive management of feelings.

- Media use and critical thinking
 - children, teachers and parents will learn how to detect problematic websites (and report them to the Internet Safety hotline),
 - be informed that help is available and where to find it,
 - learn how to protect their computer and personal information while using the internet
 - learn in a practical way how they can protect their computer and do "smart searching"
 - learn how to detect cyberbullying, inappropriate content and conduct and how to report on these issues
- Creative skills



- Children learn how to create their own websites, videos, apps, cartoons, animations, etc.
- learn how to can create ones “internet identity” and use/protect it on social media, etc.
- Participation and engagement skills
 - Interaction, engagement and participation in the economic, social and cultural aspects of society through the internet.

E. STAKEHOLDERS:

Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.

The project is carried out as a cross-sector cooperation, and is carried out in cooperation with ...

- Estonian Union for Child Welfare, NGO; - participates in training and awareness work, coordinates youth participation and operates Estonian Hotline www.vihjeliin.ee;
- The Innovation Centre for Digital Education of Information Technology Foundation for Education - manages the training and awareness work
- *Estonian Help Centres, NGO*; - provides help and counselling for children and parents if problems emerge in the use of the Internet and digital media devices, and participates in awareness raising activities;
- Estonian Police and Border Guard Board – contributes its competence to all activities

The project also has an advisory board through which representatives of stakeholders e.g. civic authorities, public authorities, and representatives from academia and audiovisual media providers, are using their knowledge and experience to support its implementation; and also a youth panel.

F. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible, please indicate also the size of the targeted audience.

The project is targeted at young people (from toddlers to young adults), their parents, teachers, youth-workers and councillors and the members of the general public, across all ages, locations, genders, socio-economic groups and skill levels.

G. OUTCOMES AND EVALUATION

Please outline (in approximately 300 words) the main results of the project. Some category-specific evaluation tools are outlined below to act as a guide for



response and to provide a broad evaluation framework. However, we understand that each project will be different and evaluation methods may differ significantly.

Research – frequency of research, methodology, use and dissemination of results. **NA**

Programmes of Resources – audience reached, online hits, shares, plays, downloads, circulation.

Below you can see very tiny overview of different sub-projects and the target audience reached through the project activities from the more recent years:

- All through the years, the webpage of the project has been visited 248 180 times by 156 638 unique users. From January 2015- June 2016 the webpage was visited by 94 910 users from 124 countries.
- Animated films about “Bunny-Johnny and the internet world I, II, III” that are targeted to pre-schools children have become very popular – both of the animated cartoons have been watched more than 100 000 times on YouTube.
- In 2015 a booklet “How to organize a safer internet day in your school?” was sent to all the schools in Estonia. The online version of the booklet was visited more than 1500 times. Safer Internet Day 2015 was also celebrated in different schools, around 9600 students took part of the event.
- From September 2010-June 2016 the project had created more than 456 educational materials, including lesson plans, cartoon, videos, posters, test, games, etc for different target groups (i.e. parents, teachers, pre-school children, young people), all of which are freely available on the web.

Campaigns – Levels of awareness and participation. Attitudinal and/or behavioural changes. Measuring audience reach/distribution, levels of awareness and participation, audience engagement via online/face to face methods etc. Qualitative results could include testimonials etc. Please include the frequency of measurement/evaluation.

- The project team reports that from results so far they can see that awareness in society has grown regarding the need to use the internet safely, with clear results from the growth in the number of reports made to the web-based hotline regarding the distribution of materials that violate the rights, dignity and physical inviolability of children on the internet.
- During the Safer Internet Day 2015 event a web banner about the safety tips regarding smart device and internet usage was up on the e-school platform and it reached 107 000 students, parents and teachers. Advertisements about the safety tips regarding smart device and internet usage were on that week also up on the public transport in Harju county and reached approximately 200 000 people. As part of the media campaign articles were also published in many different newspapers, portals as well as in 14 county newspapers. Interviews with the representatives of the project as well as internet safety activists and practitioners were made for different TV and radio channels, and online media.

Value for money / Return on Investment, % of grant/funding used. **NA**



Networking Platforms – Number of stakeholders engaged, frequency of networking opportunities, number of conferences, publications, subscribers, whether the networking took place at a regional, National, Pan-European or International level. **NA**

Policy Developments – Frequency, Dissemination of policy, reaction to and adoption of policy recommendations. **NA**

End-user engagement – Numbers of people engaged, frequency, results.

- In 2013 the project held seminars and workshops in different schools and kindergartens in the rural areas of Estonia, in which 18 000 children participated in. In 2014 the seminars and workshops were held in the bigger cities all around Estonia in which 31 000 children participated in. Separate workshops and seminar were held from 2013-2014 to teachers and parents, which had more than 8000 participants. From January 2015-June 2016 31 trainers and three web-constables working for the project held 162 workshops and seminars in schools and kindergartens all through Estonia where 167 teachers, 777 parents and 6112 children participated in.
- From March 2016-May 2016 a competition for 6-7 grade students “Smartly on the web” was carried out, 40 schools from all around Estonia participated in the competition with 4-6 member teams from each school. The aim of the competition was to promote online safety skills and awareness in students.
- Creative competitions for students have been carried out in 2015 and 2016 – around 100 students have participated in them either by sending in their t-shirt designs, cartoons, or apps related to web safety.

H. FURTHER REFERENCES

Please provide further references about the initiative: publications, website, Twitter account etc.

The project website: www.targaltinternetis.ee/en/

Project Facebook account: www.facebook.com/Targaltinternetis

Some information about the first stages of the project: http://keyconet.eun.org/c/document_library/get_file?uuid=663c202f-781a-433a-8cf8-821d42ef4338&groupId=11028



Answer 4 – Project 2

A. **PROJECT NAME:** Collaborative movie making project “Filmitalgud”

B. CATEGORY AND DESCRIPTION OF PROJECT:

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an ‘X’:

Research	
Resources	
Campaign	
Provision of Funding	
Networking Platforms	
Policy Development	
End-user engagement	x
Other	

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

The project was initiated by a NGO, film education organization, Kinobuss in 2010 and it proliferated media literacy at the most grass roots level possible - through the process of film-making. *According to Mikk Rand, author of the “folk film” concept, the aim of the “Filmitalgud” [alias “Folk Film”] project was to engage the whole country voluntarily in making one collaborative movie project. The movie was planned to be a present for to Estonian film for its 100th anniversary celebrated in 2012.*

The movie was made together by more than 1500 professional and amateur Estonian filmmakers. The script was written by the public, then followed the



world's most democratic casting process via a reality TV-show, with supporting roles and crew positions filled by an online casting system. The public voted on who they wanted to see starring in and making their film. Preproduction was in June and July in 2011 and shooting took place in each of Estonia's 15 counties in August 2011. Even the editing and post-production phases brought amateurs and professionals together. Every phase of filmmaking also included intensive workshops in screenwriting, film acting, production design, and editing. Along with the aforementioned topics, the themes covered during the shooting/training were: production, special effects, costumes, set design, editing, lighting, sound, storyboarding, distribution, animation, and make-up.

All stages of the project were done using a unique IT platform, www.filmitalgud.ee, built to order for the project.

The project ended with one film –the adventurous road movie “That’s IT!” about four young people tripping through Estonia, running into crazy people, and finding love at the very last minute - right before the world ends. The movie premiered on 111 screens all over Estonia on the same day, at the same time.

C. GEOGRAPHICAL REACH

Please indicate whether the project was of National or Regional significance.

The project took place across Estonia and online. The movie itself also premiered on 111 screen all over Estonia on the same day, at the same time.

D. TIMEFRAME AND BUDGET

Please include the duration of the project, the dates and, where possible, the annual and total budget and related sources of financing.

The project lasted for a year 2010-2011, the movie premiered 11/11/11 in all cinemas in Estonia.

The project was financed with the help of the following institutions and organisations:

- The Ministry of Education and Science through the Estonian Gambling Tax Council – 95 800 EUR
- Estonian Ministry of Culture through the program “Estonian Film 100” – 63 900 EUR
- Estonian Film Foundation - 32 300 EUR
- Estonian Cultural Endowment – 31 300 EUR



- Tallinn 2011, foundation – 12 700 EUR
- Archimedes Foundation – 5 500 EUR
- *Private enterprises (*

EUR

E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

Please indicate the type of media literacy skills or capacities that were addressed in the project.

Media use:

- Develop technical skills related to filming and editing

Creative skills:

- Creating a storyboard, shooting and editing a movie
- Selecting members of the cast, finding props, designing the set, lighting, sound, special effects
- Selecting costumes and make-up for the cast
- How to write film reviews

Critical thinking:

- Exercise critical thinking skills such as understanding how filming works, the production process and the editing process.
- Learning about distribution of a movie

Participation and interaction

- Interact, engage and participate in the social, creative and cultural aspects of society

F. STAKEHOLDERS:

Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.



Kinobuss, NGO – (Civil society) as the initiator of the project, provided the media literacy support and training for the participants, helped to secure the funding, provided their own financial resources,

The public (civil society) – as the main content maker

The Ministry of Education and Science through the Estonian Gambling Tax Council (public sector)– provided some financial help (95 800 EUR)

Estonian Ministry of Culture through the program “Estonian Film 100” (public sector) – provided some financial help (63 900 EUR)

Estonian Film Foundation - provided some financial help (32 300 EUR)

Estonian Cultural Endowment – provided some financial help (31 300 EUR)

Tallinn 2011, foundation – provided some financial help (12 700 EUR)

Archimedes Foundation – provided some financial help (5 500 EUR)

Private sector companies – provided some financial help (5 500 EUR)

YouTube (audio-visual content provider) – as the uploading platform

TV stations ERR, Kanal 2 (audio-visual content providers) – as the stations where the movie was shown

Cinemas across Estonia – the film was shown in 111 cinemas

G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible, please indicate also the size of the targeted audience.

This project specifically targeted ALL members of the public, across all ages, socio-economic groups, all locations across Estonia and all skill levels.

H. OUTCOMES AND EVALUATION

Please outline (in approximately 300 words) the main results of the project. Some category-specific evaluation tools are outlined below to act as a guide for response and to provide a broad evaluation framework. However, we understand that each project will be different and evaluation methods may differ significantly.



Research – frequency of research, methodology, use and dissemination of results. **NA**

Programmes of Resources – audience reached, online hits, shares, plays, downloads, circulation.

Digital Cinama Prints, Blu-ray and DVD versions were made of the film with Estonian, English and Russian subtitles. The film The television premiere had a viewership of 108,000 (with a rating of 8,4).

The full movie of “That’s IT!” is available on YouTube and has been view more than 89 000 times. The trailer of the movie has been viewed in YouTube more 17 700 times.

The movie also premiered in 111 cinemas across Estonia.

Statistics showed that the television show (where the candidate actors were trained) was followed by about 10% of the population.

Consistent cooperation with national media meant that the Filmitalgud process and screenings received diverse coverage in the larger print publications in each county and local radio, as well as in most national publications, radio and television.

Campaigns – Levels of awareness and participation. Attitudinal and/or behavioural changes. Measuring audience reach/distribution, levels of awareness and participation, audience engagement via online/face to face methods etc. Qualitative results could include testimonials etc. Please include the frequency of measurement/evaluation. **NA**

Value for money / Return on Investment, % of grant/funding used. **NA**

Networking Platforms – Number of stakeholders engaged, frequency of networking opportunities, number of conferences, publications, subscribers, whether the networking took place at a regional, National, Pan-European or International level. **NA**

Policy Developments – Frequency, Dissemination of policy, reaction to and adoption of policy recommendations. **NA**

End-user engagement – Numbers of people engaged, frequency, results.

In the preparation and development phase of Filmitalgud, c. 5000 people registered through the Internet platform. The actual, physical participants in the filming process numbered around 1,500 people. The Filmitalgud.ee website received a total of around 100,000 unique visitors according to IP address statistics.

I. FURTHER REFERENCES



Please provide further references about the initiative: publications, website, Twitter account etc.

Website of Filmitalgud project <http://filmitalgud.ee/>

Facebook account of Filmitalgud: <https://www.facebook.com/Filmitalgud/>

Website of Kinobuss, NGO: <http://kinobuss.ee/>

Trailer of the “That’s it!” (“Täitsa lõpp!”) movie. Available from: <https://www.youtube.com/watch?v=3qaKNZMKp3o>

“That’s IT!” [“Täitsa lõpp!”] full movie. Available from: <https://www.youtube.com/watch?v=LNxJ818ktAU>

Rand, Mikk. (2012). Media Literacy through a social experiment: collaborative filmmaking. Available from: http://conference.pixel-online.net/edu_future2012/common/download/Paper_pdf/640-ITL89-FP-Rand-FOE2012.pdf

Roxborough, Scott. (2011). Tiny Estonia Unites to make “That’s IT!” Available from: <http://www.hollywoodreporter.com/news/tiny-estonia-unites-make-s-260606>



Answer 4 – Project 3

A. PROJECT NAME: Increasing digital literacy 2014-2020

B. CATEGORY AND DESCRIPTION OF PROJECT:

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an 'X':

Research	
Resources	
Campaign	
Provision of Funding	X
Networking Platforms	
Policy Development	
End-user engagement	
Other	

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

The Ministry of Economic Affairs and Communications is responsible for implementing the European Social Fund period 2014-2020 intervention action "Increasing digital skills".

The main objectives of the action are to 1) increase basic digital literacy skills and knowledge in an adult population; 2) increase the number of people in the society with higher ICT skills. The main target groups of the initiative include: adult population of Estonia; working specialists and practitioners; students and lecturers studying on non-ICT related subject areas; activists related to promoting ICT-related skills and knowledge.



The action consist of five different project initiatives all of which have their own goals, target groups and aims.

1) Increasing basic ICT-related knowledge and skills through training courses

2) Training courses and actions for increasing higher level ICT related competences include the following actions:

- Creation of two MA level elective courses about the impact of technology in the information society. The tender was one by the University of Tartu. One of the courses “Impact analysis of the information society” (6 EAP) can be taken as elective courses by the students of social sciences since September 2016, and in the course of the four years 240 students aim to complete it. The other course will be an e-course about the quantitative analysis of the data produced in the information society, targeted at students and practitioners. The project aims to reach 500 participants. The project lasts 2015-2019.
- “International training sessions on the impact of information society in social sciences” - led by the University of Oxford. Each year at least 150 students need to participate in the training sessions (so far 600+ people have passed the sessions). Target audience: non-ICT students on all levels (undergraduate, postgraduate and PhD) in Estonian universities studying for degrees in social sciences and other curricula related to e-state governance; publishing academic research articles related to e-Estonia. The project will run 2015-2019.
- Creation of an IT-law MA program in the University of Tartu. University of Tartu is responsible for creating a MA program in IT-law with an aim to provide 36-52 EAP worth courses to both MA students, but also working practitioners. Four doctoral students will also be admitted to the program with an aim to carry out their theses in it-law. The project runs from 2015-2020.

3) Training courses related to raising public awareness about the ICT skills and education

- Training courses for career specialists
- Training courses for tutors responsible for ICT-related informal education activities – two training courses were carried out in 2015, 56 tutors completed the courses.

4) Research and development activities related to ICT and digital literacies

5) Communication and distribution-related activities

- Workshops and lectures in schools
- Promoting Robotex 2015 – the biggest robotics event in Estonia. The event took place 4-6. December in 2015. In addition to the robotic competition there was also a technology fair where 25 technology companies, as well as representatives from the academia took part and exhibited more than 100 different exhibits. Information about the event was published in online portal Delfi, and TV stations Chanel 2 and Chanel 12.



<p>- Promoting women working in the IT sector</p>
<p>C. GEOGRAPHICAL REACH</p> <p>Please indicate whether the project was of National or Regional significance.</p> <p>The project has national significance.</p>
<p>D. TIMEFRAME AND BUDGET</p> <p>Please include the duration of the project, the dates and, where possible, the annual and total budget and related sources of financing.</p> <p>The total budget of the project is 8 500 000 EUR, part of which is financed by European Social Fund (7 225 000 EUR). The budget for each separate sub-project is as follows:</p> <ol style="list-style-type: none"> 1) Training courses for non- ICT related social sciences students: University of Tartu – 492 200 EUR (+ purchase tax) 2) “International training sessions on the impact of information society in social sciences” – University of Oxford - 1 060 000 EUR 3) IT-law program – University of Tartu – 800 000 EUR (+ purchase tax) 4) Training courses for tutors responsible for ICT-related informal education activities – Look@World Foundation – 4770 EUR 5) Robotex 2015 – Robotex, NGO – 11 760 EUR
<p>- MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:</p> <p>Please indicate the type of media literacy skills or capacities that were addressed in the project.</p> <p>When participating in the training courses the student will acquire the following skills and knowledge:</p> <p>Media use</p> <p>Critical thinking</p> <p>Has knowledge of the functioning of information society and e-governance in the international context;</p> <p>Can associate information society issues with their subject and research;</p> <p>Can analyse Estonian e-government services and technologies in research in their field;</p>



Understands the competitive advantages that expert knowledge of Estonian information society in conjunction with the professional experience can give;

Participation and interaction

Is able to sell their professional expertise, advising a variety of target groups on e-government and information society development issues both in Estonia and internationally.

E. STAKEHOLDERS:

Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.

- Ministry of Economic Affairs and Communications (public sector) – responsible for launching the initiative, for organising the public procurements
- *University of Tartu (academia)* – responsible for carrying out training courses for non- ICT related social sciences students, and IT-law program
- University of Oxford (academia) – responsible for carrying out training courses and publishing international peer-reviewed research articles
- Look@World Foundation (civil society) – responsible for training courses for tutors responsible for ICT-related informal education activities
- Robotex, NGO (civil society) – responsible for organising the Robotex 2015 event
- Technology sector companies (private sector) – participants at Robotex 2015 event
- The Public (civil society) – participating in the various training courses

F. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible, please indicate also the size of the targeted audience.

The project is aimed at to the adult working-age population of Estonia. The special target groups of the initiative are: 1) students and lecturers studying social sciences or other non-ICT related fields in Estonian universities; 2) practitioners and interest groups of IT-law; 3) tutors of ICT-related informal education classes; 4) general public

G. OUTCOMES AND EVALUATION

Please outline (in approximately 300 words) the main results of the project. Some category-specific evaluation tools are outlined below to act as a guide for response and to provide a broad evaluation framework. However, we understand that each project will be different and evaluation methods may differ significantly.

Research – frequency of research, methodology, use and dissemination of results.



So far six academic publications have been published that are initiated by the University of Oxford (see the list of references).

Programmes of Resources – audience reached, online hits, shares, plays, downloads, circulation.

Campaigns – Levels of awareness and participation. Attitudinal and/or behavioural changes. Measuring audience reach/distribution, levels of awareness and participation, audience engagement via online/face to face methods etc. Qualitative results could include testimonials etc. Please include the frequency of measurement/evaluation.

Value for money / Return on Investment, % of grant/funding used.

Networking Platforms – Number of stakeholders engaged, frequency of networking opportunities, number of conferences, publications, subscribers, whether the networking took place at a regional, National, Pan-European or International level.

Policy Developments – Frequency, Dissemination of policy, reaction to and adoption of policy recommendations.

End-user engagement – Numbers of people engaged, frequency, results.

So far 600+ people have participated in the three training sessions organised by the University of Oxford.

56 tutors completed the training sessions for ICT-related informal education activities.

Robotex 2015 - there were 1500 competitors and 534 robots taking part of the competition; there were also 25 technology companies participating in the technology fair, and the whole event was visited by more than 14 000 visitors during the three day period (4-6.december 2015).

All the other programs are still currently running and thus no indication of the audience reached can be included.

H. FURTHER REFERENCES

Please provide further references about the initiative: publications, website, Twitter account etc.

Project Website: www.mkm.ee/et/eesmargid-tegevused/infouhiskond/digitaalse-kirjaoskuse-suurendamine-2014-2020#kahe-infohiskonna-alase-ppesine-ainekavade-ja-ppet-lbiviimise-tellimine0

Deetjen, U. (2016). European e-prescriptions: benefits and success factors. Available from: www.politics.ox.ac.uk/materials/publications/15224/workingpaperno5ulrikedeetjen.pdf

Kotka, Taavi, Alvarez del Castillo, Carlos Ivan, Korjus, Kaspar. (2015). Estonian e-residency: redefining the nation-state in the digital era. Available from: www.politics.ox.ac.uk/publications/estonian-e-residency-redefining-the-nation-state-in-the-digital-era.html



Answer 4 – Project 4

A. PROJECT NAME: “Come Along!” (Ole kaasas!) program

B. CATEGORY AND DESCRIPTION OF PROJECT:

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an ‘X’:

Research	
Resources	
Campaign	X
Provision of Funding	
Networking Platforms	
Policy Development	
End-user engagement	
Other	

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

The “Come Along!” project was initiated in spring 2009 as a cross-sector initiative in between technology and communication companies EMT, Elion and Microsoft (private sector) and Look@World Foundation, NGO (civil sector) with an aim to provide computer and internet training to 100,000 people and connecting 50,000 more families to the Internet over three years. The free-of-charge trainings were held so as to provide the participants with wider opportunities in the job market and in their studies, make it easier to gather information and deal with daily tasks as well as provide opportunities for being more active as a citizen and a local community member. The project is considered to play a crucial role in providing the citizens of Estonia with necessary basic ICT skills and knowledge and help to increase the usage of ID-cards, mobile-IDs and various e-services.



The project took place 2009-2011 and during that time the following activities were carried out:

- Come Along!“ new beginning (spring 2009) – voluntary work and donations: more than 200 used computers, keyboards, monitors, mouse were collected and restored by volunteers. All of this was later distributed to those in need .
- E-citizen training network (April 2009-april 2010) – training courses related to the use of the Internet including the use of ID-cards, e-services and mobile-ID were carried out by 300 tutors
- Mobile training booth (April 2009- April 2010) – practical short-term training sessions in public places e.g. libraries, malls, fairs, etc. The training session lasted 10-15 minutes, but one could also take training courses in classes or through the web. The courses were related to the usage of ID-card, Mobile-ID and various e-services.
- May 2011- September 2011: Contained courses both on the beginners but also more advanced users level. In addition also smart work related training courses were carried out which enabled the public to gain more advanced knowledge about working with computers and on the internet so as to be able to increase their likelihood either to return to the labour market or keep on working.
- Public tutoring regarding e-services (July 2009- March 2010) – one could obtain private practical tutoring regarding the usage of ID-cards, mobile-ID, or e-services. All in all there were 10 public tutoring points all across Estonia, situated in the service halls of different public institutions. The tutoring was mainly related to the usage of e-services related to the particular public institution, however, more general counselling was also provided. Also a survey was carried about the usage of e-services amongst the individuals participating in the tutoring sessions.
- E-bus (May 2009- October 2010) – provided training sessions in rural areas where the training class sessions were not able to reach. The training was carried out in the computer lab built inside of the bus. The training sessions were mostly focused upon how to use an ID-card, mobile-ID and e-services.
- ID-consulting centre (February 2009-February 2010) – provided an opportunity to get 24-hour consulting service in Estonian and Russian regarding the problems related to ID-card, Mobile-ID and e-services usage. The consulting centre including the following: website id.ee, support.sk.ee, information service through the phone 1777, and via e-mail e-postiabi@id.ee
- Interactive e-services web-training (May 2009-May 2010) – interactive web-training course where one could learn how to sign with e-signature, use mobile-ID, and use various e-services. During the course it was also possible to download ID-card software. The target group of the course – the whole public, including people who live outside of Estonia, organisations, tutors, disabled, etc.

C. GEOGRAPHICAL REACH

Please indicate whether the project was of National or Regional significance.



The project had national significance.

D. TIMEFRAME AND BUDGET

Please include the duration of the project, the dates and, where possible, the annual and total budget and related sources of financing.

The project lasted 2009-2011, the timeframe and sources of financing for the various sub-projects is as follows:

- 1) "Come Along!" new beginning (spring 2009) – voluntary work and donations: more than 200 used computers, keyboards, monitors, mouse were collected and restored by volunteers. All of this was later distributed to those in need .
- 2) ID-consulting centre (February 2009-February 2010) - financed by the European Regional Development Fund (85%). No concrete budget available.
- 3) E-citizen training network (April 2009-April 2010) –financed by the European Regional Development Fund (85%). No concrete budget available.
- 4) Mobile training booth (April 2009- April 2010) – financed by the European Regional Development Fund (85%). No concrete budget available.
- 5) E-bus (May 2009- October 2010) - financed by the European Regional Development Fund (85%). No concrete budget available.
- 6) Public tutoring regarding e-services (July 2009- March 2010) - financed by the European Regional Development Fund (85%). No concrete budget available.
- 7) Interactive e-services web-training (May 2009-May 2010) - financed by the European Regional Development Fund (85%). No concrete budget available.
- 8) The first study term for the training courses lasted May 2009-May 2010. The training courses of the project were financed by the companies from the technology and communications sector (EMT, Elion, Microsoft) and financial sector (SEB, Swedbank). No concrete budget available.
- 9) The second study term lasted May 2011- September 2011 Microsoft helped to finance also the launch of 31 "Come Along Computer Clubs" which were founded in the biggest open internet centres, public libraries and telework centres and other open internet access points around Estonia. No concrete budget available.

E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

Please indicate the type of media literacy skills or capacities that were addressed in the project.

Media use



- Provided the basic but also more advanced skills and knowledge about the use of the internet, more particularly the use of ID-cards, mobile-ID and various e-services

Participation and interaction

- By providing the necessary skills and knowledge for the public to adopt ID-cards, mobile-IDs and various e-services the project also enable the general public to establish closer and quicker two-way communication with various public organisations and institutions.

F. STAKEHOLDERS:

Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.

- *EMT, Elion and Microsoft (private sector) – technology and communications companies responsible for launching the project, providing the funding, initiating training courses and providing the digital technologies needed for the project*
- *SEB, Swedbank (private sectors) – financial institutions responsible for the funding, providing spaces for training sessions*
- *Look@World Foundation, NGO (civil sector) - responsible for launching the project, providing the funding and initiating training courses*
- Public libraries (public sector) – responsible for providing space for the training courses and tutorials to take place
- Local governments(public institutions) – helping to secure the funding, assisting in the project
- the Smart Work Association, NGO (civil sector) – responsible for organising the training courses
- the general public (civil sector) – participants in the training courses

G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible, please indicate also the size of the targeted audience.

The main target group of the project were both Estonian and Russian-speaking individuals who at the time of the project lacked skills and knowledge but also opportunities to make use of the internet, in particular: families with children; people living in the rural areas of Estonia; members of older population; individuals with lower income.

H. OUTCOMES AND EVALUATION

Please outline (in approximately 300 words) the main results of the project. Some category-specific evaluation tools are outlined below to act as a guide for response and to provide a broad evaluation framework. However, we understand that each project will be different and evaluation methods may differ



significantly.

Research – frequency of research, methodology, use and dissemination of results.

Programmes of Resources – audience reached, online hits, shares, plays, downloads, circulation.

Campaigns – Levels of awareness and participation. Attitudinal and/or behavioural changes. Measuring audience reach/distribution, levels of awareness and participation, audience engagement via online/face to face methods etc. Qualitative results could include testimonials etc. Please include the frequency of measurement/evaluation.

Value for money / Return on Investment, % of grant/funding used.

Networking Platforms – Number of stakeholders engaged, frequency of networking opportunities, number of conferences, publications, subscribers, whether the networking took place at a regional, National, Pan-European or International level.

Policy Developments – Frequency, Dissemination of policy, reaction to and adoption of policy recommendations.

End-user engagement – Numbers of people engaged, frequency, results.

- The first study term for the training courses lasted May 2009-May 2010 – more than 90 000 people got tutoring, 54 000 of which passed the training courses. Almost 300 people acted as tutors and almost 300 organisations took part of the training courses, which were carried out in 300 different locations across Estonia.
- E-citizen training network (April 2009-April 2010) – by the end of 2009. More than 10 000 individuals had participated in the training courses, and more than 9000 individuals had taken basic training. By the end of 2010 additional 10 000 individuals had passed the training
- Mobile training booth (April 2009-April 2010) – by the end of 2009 more than 14 000 people had passed the training in a mobile training booth, and additional 20 000 people had been given information about the e-services
- Public tutoring regarding e-services (July 2009- March 2010) – by the end of 2009 around 5500 people had been consulted in the public tutoring box, 3000 of which had also passed the ID-card and mobile-ID usage training. In addition more than 3000 people had also received brief tutoring on the topic.
- ID- consulting centre (February 2009-February 2010) –during the year 2009 approximately 25 000 phone calls and 2000 e-mails were answered. Website id.ee had been visited more than 2.3 million times and support.sk.ee site had been visited more than million times.
- E-bus (May 2009- October 2010) – 195 training sessions took place in the e-bus in which approximately 1200 people participated.

I. FURTHER REFERENCES



Please provide further references about the initiative: publications, website, Twitter account etc.

Project website – available from www.vaatamaailma.ee/projektid/ole-kaasas

Short description of the project in English: available from : www.minueesti.ee/?lng=en&leht=92,135

Lani, Mart (2011). Come Along! To train 10.000 new internet users this year. Available from: www.ngo.ee/ngo/247/article/1552



Answer 4 – Project 5

A. PROJECT NAME: Practical training workshops by Young People's Media Club

B. CATEGORY AND DESCRIPTION OF PROJECT:

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an 'X':

Research	
Resources	
Campaign	
Provision of Funding	
Networking Platforms	
Policy Development	
End-user engagement	X
Other	

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

Young People's Media Club, NGO (Noorte Meediaklubi) is a network which consists of approximately 70 young professionals (mostly beginning journalists and students of journalism and communication from the University of Tartu, but also from the Baltic Media School of the Tallinn University) who have personal experience of working for the school radio or for the school newspaper and younger generation of established journalists and media and communication specialists who all have an aim to raise awareness and teach practical skills and knowledge on the topic of media literacy to secondary-and high school students around Estonia.



The activity of NMK is aimed towards enhancing practical journalistic skills of students and developing their media literacies as well as growing their interest in media-related matters. Many participants of the training courses have initiated or been part of various school media projects in their respective high-schools e.g. launching school newspapers, school radio or TV shows.

When aiming towards their goal, NMK is responsible for organizing various media gatherings or camps and other activities for different target groups all through the year:

- Gymnasium student's camp each autumn,
- school radio camp,
- designer's camp
- lower high school student's camp in winter (December-January);
- competition for the best school newspaper/best school radio/best school blog/best school TV in spring;
- multimedia camps;
- other local educational events throughout the year.

During each workshop participants work in groups of 8-10 with 2-3 tutors per group. Each team has their own specific theme they are working on – e.g. in the print media training workshop there were following groups: 1) internal affairs; 2) foreign news; 3) opinion stories; 4) photo; 5) sport and culture. During the multi-media training session, however, there are usually two teams working on radio, two teams working on TV and one team working on creating content for a blog.

In the beginning of the workshops the tutors will speak about the basic principles of journalism, which is followed by practical training. The topics for stories will be selected by the participants and the best stories will be compiled into a newspaper to appear in autumn, and a radio-show and a blog to appear in spring. All of the content will be made publicly available through YouTube or blogs.

I consider the initiative significant cause Young People's Media Club has been carrying out various projects and organised practical media literacy promoting training courses for students already since the year 2000. Since the year 2003 they have been grouped into a NGO, however, regardless of the long history



and tradition of media literacy development, their initiative has always been voluntary-based and they have never received any project funding to organise their workshops. I also consider the initiative significant because it is one of the few media literacy projects in Estonia that has specifically focused in promoting media literacy skills with the focus on traditional media, especially creating media content. Furthermore, this is one of the few projects that has been solely run by young people and whose target audience is also young people i.e. it could be considered a peer-to-peer media literacy learning experience. Furthermore, many of the participants of the training sessions further decide to study journalism and communication in the university and soon join the Young Peoples' Media Club as tutors.

I have no personal involvement of the initiative and projects led by the Young People's Media Club.

C. GEOGRAPHICAL REACH

Please indicate whether the project was of National or Regional significance.

The project has national significance (although some of the activities of the NGO have also taken place outside of Estonia e.g. in Riga, St Petersburg, Vilnius or Stockholm).

D. TIMEFRAME AND BUDGET

Please include the duration of the project, the dates and, where possible, the annual and total budget and related sources of financing.

Young People's Media Club is an NGO and all their training workshops and other initiatives are carried out on voluntary basis, e.g. the tutors all work free of charge. The participants of the training courses need to pay a small fee (around 25 EUR) to cover the lunch costs and rent of the rooms. The NGO in itself have never received any project funding for their work, although activities and workshops have been carried out for sixteen years already (2000-2016).

E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

Please indicate the type of media literacy skills or capacities that were addressed in the project.

Media use and creativity

- The students learn how to select, create and edit (multi)media content (for newspapers, for a blog, for TV, vlogs, social media and radio)
- The students learn how to produce media content in various genres



- The students learn how to find and select stories and topics, how the editors work, etc.

Participation and Interaction

- The students learn how to express their thoughts and opinions both orally, in writing and through audio-visual means

Critical thinking

- The students learn how the media world operates

F. STAKEHOLDERS:

Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.

Young People's Media Club, NGO (Noorte Meediaklubi) – initiator of the projects, representatives of the media club act as tutors during the training courses;

Young people/high-school students (civil society) – participants in the training workshops;

Media professionals/journalists (civil society) – tutors/guests in the training workshops

G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible, please indicate also the size of the targeted audience.

Young people – especially high-school students either interested in media, communications and journalism or themselves already engaged in various school-media projects (school newspapers, TV, radio, etc).

Around 70 young participants and 20 tutors take part of every training workshop. In some of the training workshops the number of participants has reached 100.

H. OUTCOMES AND EVALUATION

Please outline (in approximately 300 words) the main results of the project. Some category-specific evaluation tools are outlined below to act as a guide for response and to provide a broad evaluation framework. However, we understand that each project will be different and evaluation methods may differ significantly.

Research – frequency of research, methodology, use and dissemination of results.

Programmes of Resources – audience reached, online hits, shares, plays, downloads, circulation.



The TV show from the last training workshop in Rakvere has been viewed 240 times in YouTube.

Campaigns – Levels of awareness and participation. Attitudinal and/or behavioural changes. Measuring audience reach/distribution, levels of awareness and participation, audience engagement via online/face to face methods etc. Qualitative results could include testimonials etc. Please include the frequency of measurement/evaluation.

Value for money / Return on Investment, % of grant/funding used.

Networking Platforms – Number of stakeholders engaged, frequency of networking opportunities, number of conferences, publications, subscribers, whether the networking took place at a regional, National, Pan-European or International level.

Policy Developments – Frequency, Dissemination of policy, reaction to and adoption of policy recommendations.

End-user engagement – Numbers of people engaged, frequency, results.

Around 70-100 participants take part of each training workshop i.e. considering that the workshops have been run for 16 years, more than 1000 young people have gained media literacy training through these practical workshops.

I. FURTHER REFERENCES

Please provide further references about the initiative: publications, website, Twitter account etc.

Website of the organisation: www.meediaklubi.ee/et

Facebook account of the organisation: www.facebook.com/meediaklubi/

Twitter account: <https://twitter.com/meediaklubi>

Instagram account: www.instagram.com/noortemeediaklubi/

Blog of the last training workshop in Rakvere 2016: <https://multimelu.wordpress.com/>

TV show produced during the media training session in 2016: www.youtube.com/watch?v=urv1Cx0Q_sc&feature=youtu.be



7.10. ES – SPAIN

Answers of the national expert to the questionnaire



Objective: The objective of this research is to provide mapping and description of the significant projects in promotion of media literacy in the EU-28 member states, since January 2010, of national or regional coverage.

The actors to be included in the mapping are:

- policy makers,
- public authorities,
- media regulatory authorities,
- audiovisual content providers,
- journalists associations,
- civil society.

To ensure a comprehensive picture is created of the media literacy projects that have been undertaken, and media literacy skills that have been promoted in each country, we ask that you consult with actors mentioned above (or the equivalent in your country) and include any relevant material from them.

The projects will be categorised according to the skills that they intend to develop and their target group and, if feasible, the outreach of each project.

Context: Media literacy is to be understood as an umbrella expression that includes all the technical, cognitive, social, civic and creative capacities that allow a citizen to access, have a critical understanding of the media and interact with it.

These capacities enable people to exercise critical thinking, while participating in the economic, social and cultural aspects of society and playing an active role in the democratic process. This concept covers all kind of media interactions (broadcasting, radio, press, the internet, social media) and addresses the needs of all ages.

Scope: This report will focus on media literacy projects relating to media services delivered on electronic communication networks, both linear and non-linear, and on information society services where pertinent. Press (including online), radio and off-line media will not be covered. Regional initiatives will be described separately where relevant.

In addition to the conventional media literacy themes of critical thinking, digital inclusion, online safety and the protection of minors, we are particularly interested in media literacy projects that:



- **Promote a healthy democracy:** Democracy, by definition, requires the participation of well-informed citizens. Citizens inform themselves through the media. Their relationship with the media needs to take place in a context of critical thinking. This furthermore requires certain knowledge of how the media works and how media messages are constructed.
- **Empower people in a changing and increasingly complex media landscape:** We are not only passive recipients of media content, but also content creators and media sources, for example through our involvement in social media. Moreover, we increasingly receive news through social media, rather than through traditional channels. This proliferation of sources brings a lot of new information, opportunities and potential innovation but also requires critical thinking and verification tools and awareness of how to manage our personal data and make informed choices about algorithms from digital platforms that accommodate the world to our taste.
- **Challenge radicalisation and hate speech online, and promote fundamental rights:** In a time when each citizen with a mobile connection to social media is a source of news and can contribute to "trending topics", media literacy includes taking up one's civic responsibility of contributing to a culture of inclusive tolerance and respect online and exercising critical thinking in relation to amplifying, debunking or challenging media content.

Actions related to school curricula are excluded from the mapping as they were mapped by the European Media Literacy Education Study (EMEDUS)²⁸⁶.

Respondent information	
Name:	Maria Gatón Fraile
Title and Organisation:	Collaborator of iCmedia
Country:	Spain
Short biography:	Background in communications departments in different countries. Former job in 2015-2016 a media NGO with a special focus on media literacy with the title of International Relations Director. Speaker on media literacy in different international congresses At the moment working as Head of Communications and PR in ICOM International Council of Museums
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²⁸⁶ <http://fr.slideshare.net/MediaLearning/ml-2012-the-emedus-european-media-literacy-education-study-by-jose-manuel-perez-tornero>



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Section 1 – Background context

Question 1

Please list the main media literacy stakeholders in your country, and identify which sector they belong to (e.g. academia²⁸⁷, audiovisual content providers²⁸⁸, online platforms²⁸⁹, public authorities²⁹⁰, media regulatory authorities, civil society²⁹¹).

Please indicate which stakeholders have a statutory responsibility around media literacy and which stakeholders have a non-statutory interest/engagement in media literacy activities.

Answer 1

Public Authorities. National level

INTEF , Ministry of Education, Culture and Sports: Public Authority: Statutory

EducaLab

Procomún

CNIE

Leer.es

INEE

MINETUR

RED.es. Public Authority responsible for the digital agenda. Media Literacy non statutory though media literacy can be seen as an aspect of the

²⁸⁷ Academic institutions, universities and third level education providers.

²⁸⁸ Audiovisual content providers include broadcasters and on-demand providers (both public service media and commercial media) and content providers for online, games and apps.

²⁸⁹ Online platforms includes the owners and operators of online platforms (such as social media websites and search engines).

²⁹⁰ Public authorities include government Ministries/departments, local authorities and councils, semi-State organisations, policy-makers.

²⁹¹ Civil society includes foundations, not-for-profit organisations arts and cultural bodies, charities, think-tanks, communities of interest and community networks (sports, health, hobbies, religion).



competencies of the digital agenda in which case they approach the subject with initiatives

ONTSI (Observatorio Nacional de la Telecomunicaciones y de la SI)

Autonomic or Regional

Junta de Andalucía

aulaDcine

Radiotelevisión Públicas: . Content providers Statutory regional responsibility

Radio Televisión Española (RTVE) Content providers Statutory regional responsibility

Radio y Televisión de Andalucía Content providers Statutory regional responsibility

Televisió de Catalunya Content providers Statutory regional responsibility

Radio Televisión de Galicia (CRTVG) Statutory regional responsibility

Film Institutions Film Libraries

Filmotecas e ICAA. National

Instituto de Cinematografía y de las Artes Audiovisuales. National

Filmoteca de Andalucía. Regional

Filmoteca Canaria. Regional

Filmoteca de Catalunya. Regional

Filmoteca Valencia CulturArts. Regional

Filmoteca de Extremadura. Regional



State Regulatory

CNMC. Regulatory. National. Statutory responsibility

Regulatory Regional : they do have media literacy responsibilities in the regional domain

Consejo Audiovisual de Andalucía. **Regulatory**

CAC, Consell de l'Audiovisual de Catalunya **Regulatory**

Televisions

TVE1 National Statutory

TVE2 National Statutory

Antena 3 . Atresmedia National non statutory

Tele 5 Mediaset National non statutory

Civil Society They are not entrusted with media literacy responsibilities. Some of them work in projects with Institutions that do have statutory responsibility

NGO

Observatorio Europeo de la TV Infantil - OETI

Pantallas Amigas

Telekids

Mucho (+) que cine

Tribu 2.0

Aire Comunicación

ATEI - Asociación de las Televisiones Educativas y



Culturales Iberoamericanas

Asociación de Prensa Juvenil

Grupo Comunicar

iCmedia

Kids & Com

Asociación A Bao a Qu

186

Asociación Irudi Biziak

Asociación Tambor de Hojalata

Asociación La Linterna Mágica

Cinema Festivals. Non statutory

Festival Internacional de Cine para la Infancia y la Juventud

(FICI)

Festival Internacional del Audiovisual de Barcelona (FIAB)

Plasencia en Corto

Festival Internacional de Cine Científico y Ambiental de

Doñana

El Meu Primer Festival

Festival Internacional de Cine de Gijón. Section: Enfants

Terribles

Festival Internacional Cinema Jove - Encuentro Jóvenes



Mostra Internacional de Cinema educatiu (MICE)

Festival Educacine

Animac

Premios de Alfabetización

Mediática

Premio por la innovación en educación “Francisco Giner de los Ríos” (MECD)

Research Institutions. Non statutory

Gabinete de Comunicación y Educación – Universidad. Research

Autónoma de Barcelona Research

JUVETEN - Universidad Camilo José Cela Research

Comunicación y Menores - Universidad Católica San

Antonio de Murcia Research

SOCMEDIA - Universidad Complutense, Rey Juan Carlos y

Carlos III además de la Universidad de Castilla La Mancha

Grupo de Investigación Imágenes, Palabras e Ideas (GIPI) -

Universidad de Alcalá y la Universidad de Educación a

Distancia Research

EduTic - Universidad de Alicante Research

Laboratorio de Medios Interactivos (LMI) - Universidad de

Barcelona Research



Evaluación, educación e innovación (E2I) - Universidad de

Córdoba Research

Grupo de Investigación sobre Sociedad del Conocimiento -

UNED Research

Investigación del Currículum y Formación del Profesorado

(CUFOP) - Universidad de Granada Research

Foundations

Fundación Atresmedia National non statutory

Fundación Orange National non statutory

Fundación Telefónica – EducaRed National non statutory

Fundación MEDIA Desk National non statutory

Fundació Museu del Cinema - Col·lecció Tomàs Mallol National non statutory

Fundación Tus Ojos National non statutory

Fundación Lumière National non statutory

Reference

Implementación curricular de la Alfabetización Mediática en Europa

Principales resultados del proyecto EMEDUS

Tomás Durán-Becerra



Santiago Tejedor-Calvo

Gabinete de Educación y comunicación

Question 2

What kind of networks do the media literacy stakeholders in your country engage with?

Please describe these networks and include how these networks function, who manages the networks and whether they operate at a local, national, European or International level.

Answer 2

The most important networks are Regulatory Bodies, National Ministries of Education, Culture and the Ministry of Telecommunications, Regional Governments, Audiovisual Archives, Research Institutes on Media Literacy, Foundations, State Broadcasters at a national and regional basis, Private broadcasters, Foundations focussed on digital and audiovisual competencies promotion, Civil Society with NGOs with programs on media literacy contents and projects. They work at a National, regional and European level specially in the case of research Institutes or Observatories working on European projects

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AulaDeCine Board promotes access to audiovisual resources. It is based on the need of encouraging the creation of new audiences through a methodology based on the



"teach to watch to understand all forms of audiovisual expression" .

The online platform allows teachers exclusive access to works films and teaching guides, which are also available for students with audition and visual disabilities. They also have a section to share experiences amongst teachers.

→ Cinema Hall (Junta Andalucía): juntadeandalucia.es/culturaydeporte/auladecine/

The Magic Lantern operates at an international level and, in Spain it operates in Huesca, Teruel and Zaragoza through the organization of a monthly film club.

One day before attending the screening, the audience receives information through a Pictorial to prepare their attendance. The next day, actors and

Comedians encourage the public with an educational show, which has as its primary objective the development of a critical spirit among young people from 6 to 12 years. The International Association is open to new offices in different cities.

→ The Magic Lantern: magic-lantern.org

The Association of Ibero-American Educational and Cultural Television (ATEI) is, since 1992, a major actor in the field of educational television. They collaborated in the dissemination and experimentation of the "Guide for radios and televisions promoting the User Generated Content and the media literacy from UNESCO". This association has assumed that the digital citizenship literacy is essential for the development of cultural and educational television. As a relevant activity is the "Media Literacy and Digital Cultures" conference, held in Sevilla (2010). This event created a space for the exhibition and presentation of ideas, research and experiences for cooperation between media and universities



on this matter. This work is not directly involved in public educational processes, but promotes awareness and collaboration of actors in the field

→ Kids & Com: infanciaycomunicacion.org/

The Atresmedia Foundation promotes the social responsibility initiative Create Culture, focussing on awareness of intellectual property. The project publishes information on the subject on its website and in blogcreacultura.com. It has begun its work on the development of training material to bring intellectual property to classrooms. This project is implemented through a consortium of experts set up in January 2015, to create audiovisual materials and use them in the context of new teaching formats. The content focus on streaming, collective creation, licenses, and new cultural business models in general. This training plan is aimed at developing an active audience according to the Knowledge Society. In the same area, the initiative includes the awareness of teachers within the encounter "Great Profes!", offering effective tools with expert support.

→ Atresmedia Foundation: antena3.com/fundacion/



Section 2 – The overview

Question 3

Using the grid below, please identify the 20 most significant media literacy projects which have been delivered in your country since 2010.

Please select the most appropriate category for the project type, the sectors responsible for the projects, the type of media literacy skills that were addressed in the project, as well as the reason of significance:

Project types	Sectors	Media literacy skills	Reason for significance
Research ²⁹²	Academia ²⁹⁹	Creativity ³⁰⁵	The size of the target audience
Resources ²⁹³	Audiovisual content provider ³⁰⁰	Critical thinking ³⁰⁶	The total budget or cost of the project
Campaigns ²⁹⁴	Public authorities ³⁰¹	Intercultural dialogue ³⁰⁷	The success of the project (outcomes / impact compared to objectives)
Provision of Funding ²⁹⁵	Media regulatory authorities	Media use ³⁰⁸	The level of public awareness of the project
Networking platforms ²⁹⁶	Online platforms ³⁰²	Participation and interaction ³⁰⁹	The level of engagement by the target audience
Policy Development ²⁹⁷	Civil society ³⁰³	Other	Other
End-user engagement ²⁹⁸	Cross-sector collaboration ³⁰⁴		
Other	Other		

²⁹² Significant qualitative or quantitative research on any aspect of media literacy which has been published and/or is widely used by the media literacy practitioners.

²⁹³ Resources include all the themed output related to a single media literacy initiative. It could include TV, and/or content published online, including information leaflets, video, audio, lesson plans, curriculum modules, websites etc.

²⁹⁴ Campaigns usually combine awareness-raising with a desired behaviour change. A Campaign will usually have a specific 'call to action' e.g. 'Don't share too much online' or 'Know how to check the truthfulness of online information'. Campaigns can be multi-stakeholder campaigns such as Safer Internet Day or cross-platform campaigns and can include promotion across TV/radio/online and/or other forms of public engagement.

²⁹⁵ Including the provision of funding for media literacy activities delivered by third parties. Funding may be provided via grants, open competition and invitations to tender.

²⁹⁶ Including conferences, seminars, meetings, online and offline forums, newsletters, databases.

²⁹⁷ Including consultations, published reports and recommendations.

²⁹⁸ End-user engagement includes grass-roots projects that provide support and information to end-users via face to face contact, phone contact or online contact.

²⁹⁹ Including Academic institutions, universities and third level education providers

³⁰⁰ Including broadcasters and on-demand providers (both public service media and commercial media) and content providers for online, games and apps.

³⁰¹ Including government Ministries/departments, local authorities and councils, semi-State organisations, policy-makers.



Please classify the projects using either 'N' for National or 'R' for Regional, and their level of significance using a scale of 1 to 3, where 1 is most significant and 3 is least significant.

	Project Name	Project Type	Sector	Media Literacy skills	National or Regional	Years	Reason for significance	Level of significance (1 – 3)
1	Educa Lab « Multiple Alphabetization as a challenge for education »	Resources Online and face to face course through the summer courses in UIMP Online network that allows teachers the creation, sharing , and collaboration of materials on media literacy	Public Authorities National Ministry of Education	CREATIVITY, MEDIA USE, CRITICAL THINKING, INTERCULTURAL DIALOGUE, PARTICIPATION AND INTERACTION	National	Since 2016?	LEVEL OF ENGAGEMENT WITH THE TARGET AUDIENCE	1

³⁰² Including the owners and operators of online platforms (such as social media websites and search engines).

³⁰³ Including foundations, not-for-profit organisations arts and cultural bodies, charities, think-tanks, communities of interest and community networks (sports, health, hobbies, religion).

³⁰⁴ Including projects involving a number of key stakeholders from different sectors. As an example, the model that Safer Internet Day is based on could be considered a cross-sector collaboration project.

³⁰⁵ Creating, building and generating media content.

³⁰⁶ Critical thinking skills such as: understanding how the media industry works and how media messages are constructed; questioning the motivations of content producers in order to make informed choices about content selection and use; recognising different types of media content and evaluating content for truthfulness, reliability and value for money; recognising and managing online security and safety risks.

³⁰⁷ Such as challenging radicalisation and hate speech.

³⁰⁸ The ability to search, find and navigate and use media content and services.

³⁰⁹ Interaction, engagement and participation in the economic, social, creative, cultural aspects of society through the media and promoting democratic participation and fundamental rights.



		→ INTEF: educalab.es/intef						
2	<p>Observatorio para la Innovación de los Informativos en la Sociedad Digital - Oi2</p> <p>Observatory for the innovation of the news broadcasters in the digital society</p>	Networking Platform	Cross sector	Media Use, Critical Thinking, Participation and Interaction	National	Since 2015	Media literacy project with conferences, sessions on mobile journalism, interviews to media TV broadcasters leaders etc	1
3	<p>Emedus Study</p> <p>http://www.gabine-tecomunicacionyeducacion.com/en/news/emedus-study-releases-new-reports-media-education</p>	Research Study	Academia	all	National	Since 2005	Media literacy content study on its implementation in Europe	1
4	AulaDcine from Junta de Andalucia	Resources	Public Authorities	Media Use, Creativity, Critical Thinking	Regional	Since 2014?	Media literacy contents	1



5	<p>Chaval.es</p> <p>Red.es</p> <p>http://formacion.chaval.es/contenidos</p> <p>Online formation for security in media contents for young people</p>	Resources	Cross sector	Critical Thinking, Media Use	National	Since 2011	<p>Security media literacy related subjects</p> <p>Other media literacy subjects</p>	1
6	<p>« La aventura del saber »</p> <p>TV program from TVE1</p>	End user engagement	Audio-visual Content Providers	Media Use, Critical Thinking, Creativity	National	Since 1992	Media Literacy contents diffusion	1
7	Radio y Televisión de Andalucía a través de Canal Sur	End user engagement	Audio-visual Content Providers	Media Use, Critical Thinking, Creativity	Regional	Since 1989	Media literacy contents	1



8	“Aquí Tv3”, Televisió de Catalunya	End user engagement	Audio-visual Content Providers	Media Use, Critical Thinking, Creativity	Regional		Media literacy contents	1
9	Short animation films in Galicia TV done by primary students “Nos támen creamos” .	End user engagement	Audio-visual Content Providers	Media Use, Critical Thinking, Creativity	Regional		Media Literacy output	1
10	« Forum Filmoteca « The Audiovisual Archive from Junta de Andalucia	Resources	Audiovisual Content Providers	Critical Thinking	Regional	Created 1987 8 years of the program	Media literacy contents and format	1
11	“Filmoteca Canaria 30 años (1984-2014)” with the support of	Resources	Audiovisual Content Providers	Critical Thinking	Regional	Since 1984	Media related competencies on the use of audiovisual formats	2



	Dirección General de Promoción e Innovación Educativa de la Consejería de Educación							
12	<p>“Filmoteca a les escoles”</p> <p>“La Mirada creadora: taller de creación en torno al imaginario de Joan Brossa”, Audiovisual Archive of Catalunya</p>	Resources	Audiovisual Content Providers	Critical Thinking, Creativity, Media Use	Regional		Media related contents and format	1
13	<p>“Menuda Filmo”</p> <p>Instituto Valenciano de Cinematografía Ricardo Muñoz Suay (IVAC), que ahora forma parte de CulturArts.</p>	Resources	Audiovisual Content Providers	Critical Thinking	Regional	Since 2011	Media Literacy contents and format	1



14	"TVE Defense of the Viewer"	End user engagement. Network Audience involvement program to defend the viewers with direct questions from audience and media literacy aspects being explained by the broadcaster	Audiovisual content Providers. Media	Audience involvement and inclusion in national media CREATIVITY, MEDIA USE, CRITICAL THINKING, INTERCULTURAL DIALOGUE, PARTICIPATION AND INTERACTION	National State Broadcaster	Since 2008	Media Literacy content	1
15	"Recomendaciones del Consejo Audiovisual de Andalucía para el Fomento de la Alfabetización Mediática"43, El Consejo Audiovisual de Andalucía (CAA) Recommendations for Media literacy Awards "El Audiovisual en	Policy Development	Media Regulatory Authority	Other	Regional	Since 2012	Media Literacy content	1



	la Escuela”,							
16	El Observatorio Europeo de la TV Infantil (OETI) “Barcelona Aula Mòbil” Festival Internacional del Audiovisual de Barcelona (FIAB) y el Foro Mundial de la Televisión Infantil.	End User engagement	Civil Society	Critical Thinking, Media Use, Creativity	Regional	Since 1997	Media Literacy Contents	1
17	Pantallas Amigas	Resources	Civil Society	Critical THinking	National	Since 2004	Media literacy content critical thinking	1
18	Crea Cultura Grandes profes La Fundación Atresmedia	Resources	Audio-visual Content Providers	Critical THinking, Media Use	National	Since 2015	Media Literacy contents	1



19	Think Big “Talentum Schools”, Magazine Telos Fundación Telefónica	End user engagment	Civil Society	Media Use, Critical Thinking Creativity	National	Think Big since 2015 Telos since 1985	Media Literacy contents	1
20	Digital Citizenship iCmedia	Campaign End user engagement Formation	Civil Society	Media Use, Critical Thinking	National	2016	Digital Citizenship competencies formation and engagement	1



Section 3 – Project summaries

Question 4

From the projects you have highlighted in Question 3, please describe the five most significant³¹⁰ media literacy projects that have taken place in your country since 2010.

Please use a separate form for each project. See the sample answer for help.

³¹⁰ Significant can relate to:

- a) the size of the target audience and/or the reach of the project,
- b) the total budget or cost of the project
- c) the final outcomes / impact of the project
- d) the level of public awareness of the project
- e) the level of engagement by the target audience.



Answer 4 – Project 1

A. NAME OF PRACTICE OR ACTION: *Oi2*

B. CATEGORY AND DESCRIPTION OF PRACTICE OR ACTION:

Please classify the practice or action by marking one of the following six categories as described in Section 2 with an 'X':

Research	
Programme of Resources	
Campaign	
Provision of Funding	
Networking Platforms	X
Policy Development	
Other	

Please describe in approximately 500 words the practice or action and include the context, motivation, objective, methods, dissemination and delivery (e.g, online, on-air, publication, face to face etc), and why you think this was a significant project. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

The Oi2 purpose is to observe the narrative information in the digital society and reflect on the media , formats and evolving technologies. This initiative analyzes the possible social, business , industrial and economic implications of changes identifying opportunities that the new digital technologies offer to new innovative business models in the sector.

RTVE, the Spanish public television promotes the adaptation of this evolution serving as a meeting point with other actors who are promoting innovation in news formats: universities , business schools , technology companies, amongst others. Oi2 translates these reflections to society and allows them to visualize RTVE as an actor and a leader in innovation. The associates of this Project are RTVE, Gabinete de comunicación y educación, UAB and CEU San Pablo. There is also a team entrusted to research projects to furtherly develop the Project. One of the most important part of this Project is the development of conferences with guests such as France 24, Rai News and 2DF. The 2015 conference focused on the innovation of the informative television



in Europe and the challenges of the digital society. The webpage features all news related to the Public Service Media, mobile journalism, etc. The Project aims to serve as a platform that contributes to the research and diffusion of all those initiatives related to public media in new interest domains and their further development. They also organise workshops to trainers to encourage citizens participation in media through vehicles such as the mobile journalism. As an example the Mobile Journalism, media literacy and human rights workshop celebrated in the Institute of RTVE. In these workshops , experts, professionals and speakers reflect on the new technologies in the communication sector. The main focus of the workshop is the mobile journalism as part of the Y-NEX Project. The participants distributed in international teams, worked together in audiovisual projects using the mobile phone as the principal working means. The resulting videos of the workshops tackled several subjects such as the intergenerational theatre in El Raval, Barcelona dreaming and the syrian refugees in Barcelona, the problematic of the blanket producers in Barcelona or the tourism problematic in Barcelona. The course provided participants with the knowledge to report news utilizing adequate media and media channels to have an influence on the political and social processes affecting their lives. The participants of the course included members of the Universitat Autònoma de Barcelona (UAB, Spain), HRT, Croatian Radiotelevision, lead partner of the Y-NEX Project (Croatia), the Zagreb University (Croatia), Telecentar (Croatia), the Institute of Art, Design and Technology (Dublin, Ireland) and ATIT (Belgium) and the Spanish televisión RTVE.

C. GEOGRAPHICAL REACH

Please indicate whether the project was of National or Regional significance.

National relevance with some more regional impact

D. TIMEFRAME AND BUDGET

Please include the duration of the project, the dates and, where possible, the annual and total budget.

The project is ongoing

E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

- Providing access to media such as:



- The ability to search, find and navigate and use media content and service.
- Encouraging critical thinking skills around:
 - Understanding how the media industry works and how media messages are constructed.
 - Recognising different types of media content and evaluating content for truthfulness, reliability and value for money.
- Encouraging interaction, engagement and participation in the economic, social, creative, cultural aspects of society through the media.
- Promoting democratic participation and fundamental rights.

F. STAKEHOLDERS:

Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.

National television

Universities and research centers

G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible, please indicate also the size of the targeted audience.

National scope

Media professionals

Televisions

Citizenship interested in media journalism

H. OUTCOMES AND EVALUATION

Please outline (in approximately 300 words) the main results of the practice or activity. Some category-specific evaluation tools are outlined below to act as a guide for response and to provide a broad evaluation framework. However, each project will be different and evaluation methods may differ significantly.



This project is an ongoing initiative that encourages media literacy. It normally organises a conference per year plus workshops on related subjects. It also communicates and diffuses media related subjects at an international level on media literacy subjects. The project is an initiative that aims to promote amongst the public media related subjects through trainings, conferences, news and diffusion. It is a platform that brings together the public Spanish television with research institutions and Universities to discuss and research on the new ways of media, citizen journalism, mobile journalism etc. It aims to be a new platform that encourages the service of public televisions to society new media needs. The success of the initiative is to put together all these stakeholders and create a forum of discussion in which public televisions can reflect of their new rol in society, in a society that is so much media oriented. It also aims to foresee the dangers and risks of this new reality. The initiative is too young to be properly evaluated. Until now the conferences, workshops have been successful with a considerable number of attendees .It also has an international dimensions which broadens the scope of the topic promoting best practices from other countries on the subject.

I. FURTHER REFERENCES

Please provide further references about the initiative: publications, website, Twitter account etc.

<http://oi2media.es/index.php/sobre-el-observatorio/>

<http://oi2media.es/index.php/sesiones-de-la-jornada/>



Answer 4 – Project 2

A. NAME OF PRACTICE OR ACTION:

Emedus Project carried out in Spain by Gabinete de Comunicación y Educación
Universidad Autónoma de Barcelona

B. CATEGORY AND DESCRIPTION OF PRACTICE OR ACTION:

Please classify the practice or action by marking one of the following six categories as described in Section 2 with an 'X':

Research	X
Programme of Resources	
Campaign	
Provision of Funding	
Networking Platforms	
Policy Development	
Other	

The project EMEDUS carried out by this Research group in Spain involved an extensive review and a deep bibliographical analysis of three major lines related media literacy across

Europe. On the one hand, an analysis was made of the inclusion and presence curricular media literacy in the curricula of 27 countries of the European Union (EU), followed by the inquiry into the existence of institutions that favour development. Moreover, the study developed by other members consortium, an analysis of educational initiatives in the formal and informal, and finally, another on the inclusion of groups at risk of exclusion. But, above all, EMEDUS come to signify the launch of the European Monitoring Centre for Literacy

Media and Information which provides a platform for meeting and observation field across Europe.



This details of the results achieved within the work was done by the Office of Education and Communication of the Autonomous University of Barcelona (UAB) 11. It describes the results achieved in the field of formal education and the relationship of media literacy with formal European education systems and specifically in this case in the Spanish one. This analysis includes a descriptive comparison about the way how media literacy has been included in the national curriculum, a reflection on the skills of teachers in relation to their training in education media, as well as a brief reference to the identification of tools for measuring media skills of students. Finally, the main recommendations made in the European Commission

(CE) was done with the intention of strengthening the presence and development of the curriculum of media literacy at EU level, and exalts the European Observatory media and information literacy as a major project result.

The methodology of the project by UAB, was developed in three main stages. The first focused on the documentation and analysis of key developments detected in the field of media education in the European educational system. This was done through an extensive review of national public policies, consultation literature and research projects related to this subject and by consulting national and European experts. The second stage of the research was directed towards the analysis of data collected and the preparation of national reports that allowed the systematization, through a comprehensive analysis of content and development of a system of variables observation, resulting in a set of indicators showing the development of media literacy in European formal education. The Project findings were the subject of a validation through questionnaires (Chips) with which the final update of the database was achieved. In the last stage, a comparison of the main results of study with analysis of previous recommendations was conducted, leading to the development of a new set of recommendations supported by the current development of this discipline at EU level and previous efforts of the EC.

Reference: Curricular implementation of media literacy in Europe

Most important results of EMEDEUS project

Tomás Durán-Becerra

Santiago Tejedor-Calvo

Gabinete de Educación y comunicación

Universidad Autónoma de Barcelona



C. GEOGRAPHICAL REACH

Please indicate whether the project was of National or Regional significance.

National Research within a European Research

D. TIMEFRAME AND BUDGET

Please include the duration of the project, the dates and, where possible, the annual and total budget.

E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

Providing a broad scope analysis of the media literacy at a European level and in this case at a Spanish level

F. STAKEHOLDERS:

Gabinete de Comunicación y Educación Universidad Autónoma de Barcelona

G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible, please indicate also the size of the targeted audience.

H. OUTCOMES AND EVALUATION

As part of the Emedeus Project these are some of the conclusions in the Spanish environment

In the past five years, we have witnessed in Spain the development of a large number of projects, initiatives and efforts related to media literacy, both in the field of formal education and non-formal and informal. These initiatives open a range of innovation and creativity whose systematization is crucial to promoting media literacy in the Spanish environment and contribute to expand the media literacy of citizens. As regards to the scope of formal education, media literacy is implicitly included in the Spanish school curriculum. Specifically, the media literacy is a transverse axis related to the different competences (Bernabeu et al., 2011). Although there are no national strategies yet there are many actors who carry out an important task in the area (Pérez-Tornero et al, 2014: 6 and British Film Institute, 2012: 41).



Spain has a long history in the development of projects and initiatives on media literacy. Since the first use of videos in the classroom to the support of curricular learning tasks, more than 50 years, until currently promoting safety on social networks. You can identify a movement which runs from the pragmatic and instrumental use of media to appropriations that are more critical and creative.

From the description and analysis of the major initiatives of Media Literacy in Spain, it can be concluded that there is a wide network of actors in the field, covering all the media and the literacy levels.

But although there is a great work of networking, it misses less a systematic policy regarding the different dimensions of media literacy. In this sense, it is curious the lack of an organization absorbant or concrete putting together all existing players. Therefore, it would be necessary

to create a statewide platform that brings together entities and may allow minimal coordination between them. The proposal to create a European Observatory has recently been boosted by several players and could help create new partnerships.

The Initiatives of the Emedus research outlines the particularly highlights that work in certain areas and subcomponents of skills. Thus, initiatives on film and / or audiovisual concentrate more training activity in the development of creative skills, which can be mediated by specific audiovisual language as a need to practice as a way of learning.

Instead, programs focused on the media in general, or Internet applications, put more emphasis on critical understanding and awareness building media content.

Many of them are true platforms of content and resources teaching for the benefit of the general public, but they need to involve more actors as direct field schools and schools with the aim of bidirectional relation to enable collaborative networks. The study considers that despite the existence of strategies of cooperation between initiatives, the skills sharing, exchange of experiences and learning network have not been exploited enough.

Reference: Curricular implementation of media literacy in Europe

Most important results of EMEDEUS project

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Publications

www.gabinetecomunicacionyeducacion.com/es/publicaciones

Research Projects

www.gabinetecomunicacionyeducacion.com/es/investigacion

Masters

I. FURTHER REFERENCES

Please provide further references about the initiative: publications, website, Twitter account etc.



Answer 4 – Project 3

A. **NAME OF PRACTICE OR ACTION:** *Chaval* www.chaval.es

B. **CATEGORY AND DESCRIPTION OF PRACTICE OR ACTION:**

Please classify the practice or action by marking one of the following six categories as described in Section 2 with an 'X':

Research	
Programme of Resources	X
Campaign	
Provision of Funding	
Networking Platforms	
Policy Development	
Other	

Please describe in approximately 500 words the practice or action and include the context, motivation, objective, methods, dissemination and delivery (e.g, online, on-air, publication, face to face etc), and why you think this was a significant project. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

chaval.es.

Chaval is the most important resources catalogue of contents related to the responsible use of media technologies thanks to the collaboration of INTEF 8 Education Ministry , Spanish Agency of data protection and Red.es (responsible for the implementation of the digital agenda in Spain)

Since 2002 chaval.es has been developing a relevant work in the media literacy field encouraging safe practices amongst children. The aim of the project is



to alert about the risks of new technologies to parents, educators and children. They also aim to educate and train children about the possibilities of a correct use of new technologies and present them with new challenges and contents that may be useful in the relationship with children. They aim to encourage children to ask for advice to parents and educators when they face a problem or anomaly in their use of new technologies regarding content and promote the communication between themselves and parents and teachers regarding this subject. They also want to reinforce the difference between virtual reality and reality and explore the similarities between them. They have created a series of training or formation material that can be downloaded from their web and they have promoted it through public and private Institutions as well as television. In their web they promote the best use of of new technologies encouraging the good use of games, applications, new media etc.

Red.es action framework includes formation, sensibilisation and diffusion, claims and hotlines, helplines and public and private working groups

C. GEOGRAPHICAL REACH

Please indicate whether the project was of National or Regional significance.

National level

D. TIMEFRAME AND BUDGET

From 2002 until now 2016

Budget 36000 euros

E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

Recognising and managing online security and safety risks.

Encouraging critical thinking skills around

F. STAKEHOLDERS:

Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.



INTEF (Education Ministry) , Spanish Agency of Data protection and Red.es

G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible, please indicate also the size of the targeted audience.

H. OUTCOMES AND EVALUATION

53 content related on 11 identified risks

At April 2016 more than 103000 downloads

15800 people trained on April 2016-06-29

600 workshops

New Media literacy platform with 533836 visits and 30225 visits per month

Support to Safer Internet Day

Diffusion support from RTVE State television

Digital labelling

Working team. Public-private

I. FURTHER REFERENCES

Please provide further references about the initiative: publications, website, Twitter account etc.

Resources catalogue

www.chaval.es/chavales/recursos





Answer 4 – Project 4

A. NAME OF PRACTICE OR ACTION: TVE Defense of the Viewer

B. CATEGORY AND DESCRIPTION OF PRACTICE OR ACTION:

Please classify the practice or action by marking one of the following six categories as described in Section 2 with an 'X':

Research	
Programme of Resources	
Campaign	
Provision of Funding	
Networking Platforms	
Policy Development	
End user engagement	X
Other	

Please describe in approximately 500 words the practice or action and include the context, motivation, objective, methods, dissemination and delivery (e.g, online, on-air, publication, face to face etc), and why you think this was a significant project. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

This project was launched to address all the claims and questions of viewers to the public television. They started to produce with the claims and demands from the viewers but actually they realised it was a perfect channel of communication with the viewers to sense which were the interests and needs of viewers when watching tv. After that they began to produce interviews answering to viewers questions addressing issues which were interesting for them. It was also a perfect opportunity to produce videos explaining questions from the viewers on how television was produced, how was the make off of programs were done, interest from viewers from series of television and how they were produced. This office produces claims reports and at the same time profit to explain to the viewers how media works. The videos produced are extremely useful and largely viewed by viewers. The communication channel between the television and the viewers is more effective with this channel providing responses and feedback on subjects which are really interesting to the



audience. It is now a fluid communication channel that adds value to the audience regarding media subjects and media literacy topics. Besides the Office also protect the viewer in his rights as a citizen and tv viewer following the regulation of the minors and citizen protection.

C. GEOGRAPHICAL REACH

Please indicate whether the project was of National or Regional significance.

National significance

D. TIMEFRAME AND BUDGET

Please include the duration of the project, the dates and, where possible, the annual and total budget.

From 2008 until now

E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

- Providing access to media such as:
 - The ability to search, find and navigate and use media content and service.
- Encouraging critical thinking skills around:
 - Understanding how the media industry works and how media messages are constructed.
 - Questioning the motivations of content producers in order to make informed choices about content selection and use.
 - Recognising different types of media content and evaluating content for truthfulness, reliability and value for money.
 - Recognising and managing online security and safety risks.
- Encouraging interaction, engagement and participation in the economic, social, creative, cultural aspects of society through the media.
- Promoting democratic participation and fundamental rights.



F. STAKEHOLDERS:

Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.

TVE State television

G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible, please indicate also the size of the targeted audience.

National public television audience

H. OUTCOMES AND EVALUATION

Annual Viewers Complaints Reports from 2006 till 2008

Annual Viewers Complaints Quarterly Reports from 2008 to 2016

www.rtve.es/rtve-responde/informes/

Complete programs on audiovisual media related subjects and clips on specific videos answering to viewers questions on program televisions with interviews, make off of tv programs, interviews to actors, videos on how programs are produced etc

www.rtve.es/alacarta/videos/rtve-responde/

I. FURTHER REFERENCES

Please provide further references about the initiative: publications, website, Twitter account etc.

www.rtve.es/rtve-responde/



Answer 4 – Project 5

A. NAME OF PRACTICE OR ACTION: Digital Citizenship, iCmedia

B. CATEGORY AND DESCRIPTION OF PRACTICE OR ACTION:

Please classify the practice or action by marking one of the following six categories as described in Section 2 with an 'X':

Research	
Programme of Resources	
Campaign	X
Provision of Funding	
Networking Platforms	
Policy Development	
Other	

Please describe in approximately 500 words the practice or action and include the context, motivation, objective, methods, dissemination and delivery (e.g, online, on-air, publication, face to face etc), and why you think this was a significant project. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

With digital citizenship concept refers to the construction of patterns of coexistence and behavior when interacting in virtual environments. They aim to share guidelines for coexistence in the use of technological devices encouraging that these environments are safer and less conflictive for children and adolescents

Digital Citizenship 2020 is an initiative of iCmedia in which training sessions, taught by experts on digital content and tools for the new digital citizenship are offered to parents, teachers and children.

This project aims to:



- Facilitate informed use and consumption of audiovisual content, appropriate to the needs of each group
- Reduce the "digital gap" separating parents and children
- To contribute to the empowerment of citizens

Since 2012, iCmedia promotes a training program for parents, educators and families aimed at increasing user information audiovisual content and thereby the protection of children as final consumer.

This program develops the Objective 3 as provided by the National Plan for Children and Adolescents 2013-2016 and also answers the needs of children as users of media detected by the Digital Agenda for Spain aiming to boost the rights and protection of children in relation to the media and the information technologies in general.

C. GEOGRAPHICAL REACH

Please indicate whether the project was of National or Regional significance.

Objective : Digital Citizenship 2020 target for 2020, is to reach 50% of schools in Madrid, covering the formation of a large number of population.

D. TIMEFRAME AND BUDGET

Timeframe: Since 2012 with a special emphasis starting with classes in 2016 and with a time frame until 2010

The budget annually is 30.000 euros

The total budget from 2016 to 2020 is 120.000 euros

E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

- Providing access to media such as:
 - The ability to search, find and navigate and use media content and service.
- Encouraging critical thinking skills around:
 - Understanding how the media industry works and how media messages are constructed.



- Questioning the motivations of content producers in order to make informed choices about content selection and use.
- Recognising different types of media content and evaluating content for truthfulness, reliability and value for money.
- Recognising and managing online security and safety risks.
- Encouraging interaction, engagement and participation in the economic, social, creative, cultural aspects of society through the media.
- Promoting democratic participation and fundamental rights.
- Challenging radicalisation and hate speech online

F. STAKEHOLDERS:

Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.

This project is done through agreements with state Ampas CONCAPA, CEAPA, FEUSO teachers' union and the Ministry of Education with workshops in different schools in Madrid and other cities.

Red.es National Institution entrusted with the digital agenda implementation in Spain, provides the Block 2 contents

G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Objective : Digital Citizenship 2020 target for 2020, is to reach 50% of schools in Madrid, covering the formation of a large number of population.

Schools, teachers, students parents

H. OUTCOMES AND EVALUATION

The program aims to strengthen the protection of children as a user of audiovisual content and sensitize and educate both parents, guardians and educators, iCmedia joined the program with a weekly newsletter serving as reinforcement for Media Literacy. With it it advises, shapes and ensures critical information about the contents of weekly audiovisual releases for children and families.

The program has the support of the most important of the audiovisual landscape: Administration, Industry and sensitize users who want to respond to the urgent need for training and protection of children as users and consumers of audiovisual content in multi-display support.



The project is structured in three thematic blocks that have been developed following the needs identified amongst parents, teachers and children.

1. Block ICT Security

1. Cyberbullying or cyberstalking school
2. Sexting
3. Grooming
4. Dangerous Online Communities
5. Management of privacy and digital identity
6. Impersonation
7. Access to inappropriate content
8. Netiquette: online behavior
9. Parental Mediation
10. Techno addictions
11. Anti virus protection and fraud

Block 2.- Audiovisual content with multiplatform access

1. Criteria for choosing appropriate content (rating)
2. Phenomenon fan and TV series
3. How do I make a TV program? practice session closed, insurance and custom channels.



4. Video

5. Education and applications

6. Youngster fiction Models

7. What women inspire our daughters? Barbie Maleficent

8. Series and movies that optimize the capabilities of young age.

Block 3. - Tips and consumer education

1. Educating in the proper use of social networks

2. How do I talk to my kids about advertising?

3. How do I teach my kids about online privacy?

4. Seven labels to educate family in a digital environment.

5. Contents of fiction and informative content. Contrasting reality.

6. integrators Contents: Multiethnic stories for young people.

All sessions consist of workshops of an hour and a half in which, from a practical approach, the various topics discussed are analyzed.

Block 1, dedicated to the safety of children on the Internet, is taught by expert speakers from Red.es, the National Institution entrusted with the implementation of the Digital Agenda competencies in Spain

The project is being implemented with specialised classes for the first year in 2016

I. FURTHER REFERENCES

Please provide further references about the initiative: publications, website, Twitter account etc.



www.icmedianet.org

www.icmedianet.org/es/sesiones-del-proyecto-ciudadania-digital-2020/





7.11. FI – FINLAND

Answers of the national expert to the questionnaire



Objective: The objective of this research is to provide mapping and description of the significant projects in promotion of media literacy in the EU-28 member states, since January 2010, of national or regional coverage.

The actors to be included in the mapping are:

- policy makers,
- public authorities,
- media regulatory authorities,
- audiovisual content providers,
- journalists associations,
- civil society.

To ensure a comprehensive picture is created of the media literacy projects that have been undertaken, and media literacy skills that have been promoted in each country, we ask that you consult with actors mentioned above (or the equivalent in your country) and include any relevant material from them.

The projects will be categorised according to the skills that they intend to develop and their target group and, if feasible, the outreach of each project.

Context: Media literacy is to be understood as an umbrella expression that includes all the technical, cognitive, social, civic and creative capacities that allow a citizen to access, have a critical understanding of the media and interact with it.

These capacities enable people to exercise critical thinking, while participating in the economic, social and cultural aspects of society and playing an active role in the democratic process. This concept covers all kind of media interactions (broadcasting, radio, press, the internet, social media) and addresses the needs of all ages.

Scope: This report will focus on media literacy projects relating to media services delivered on electronic communication networks, both linear and non-linear, and on information society services where pertinent. Press (including online), radio and off-line media will not be covered. Regional initiatives will be described separately where relevant.

In addition to the conventional media literacy themes of critical thinking, digital inclusion, online safety and the protection of minors, we are particularly interested in media literacy projects that:



- **Promote a healthy democracy:** Democracy, by definition, requires the participation of well-informed citizens. Citizens inform themselves through the media. Their relationship with the media needs to take place in a context of critical thinking. This furthermore requires certain knowledge of how the media works and how media messages are constructed.
- **Empower people in a changing and increasingly complex media landscape:** We are not only passive recipients of media content, but also content creators and media sources, for example through our involvement in social media. Moreover, we increasingly receive news through social media, rather than through traditional channels. This proliferation of sources brings a lot of new information, opportunities and potential innovation but also requires critical thinking and verification tools and awareness of how to manage our personal data and make informed choices about algorithms from digital platforms that accommodate the world to our taste.
- **Challenge radicalisation and hate speech online, and promote fundamental rights:** In a time when each citizen with a mobile connection to social media is a source of news and can contribute to "trending topics", media literacy includes taking up one's civic responsibility of contributing to a culture of inclusive tolerance and respect online and exercising critical thinking in relation to amplifying, debunking or challenging media content.

Actions related to school curricula are excluded from the mapping as they were mapped by the European Media Literacy Education Study (EMEDUS)³¹¹.

Respondent information	
Name:	Finnish Society on Media Education / Isabella Holm
Title and Organisation:	Development Manager / Finnish Society on Media Education
Country:	Finland
Short biography:	The Finnish Society on Media Education (FSME), founded in 2005, is an association operating nationwide in two main languages (Finnish and Swedish). Our aim is to support and develop the field of research and practices concerning media education, contribute to the public debate and provide opportunities to share media education experiences online and offline. The main forum for Finnish media education is a website www.mediakasvatus.fi . The FSME is funded by the Ministry of Education and Culture and by our members. More information can be found here: www.mediaeducation.fi/finnish-society-on-media-education/

³¹¹ <http://fr.slideshare.net/MediaLearning/ml-2012-the-emedus-european-media-literacy-education-study-by-jose-manuel-perez-tornero>



	<p>Holm, Master of Social Sciences, is the Development Manager of the FSME with a wide experience of work with media and societal developments. In 2016, she was a co-writer in an article on youth workers perceptions of the digital media skills of youth, published in the article collection “Monimuotoinen mediakasvatus” (edited by the Finnish National Audiovisual Institute). Together with her colleague Rahja, she also edited the publication “Where are you heading, Media Education?”, looking into the future of media education and media landscapes. Holm’s interests lie especially within the digital realm, with a focus on media habits of younger generations, since it aids in understanding the media citizens, content producers and leaders of the future. She is also an experienced lecturer and trainer.</p>
Contact address:	<p>Mediakasvatusseura/Finnish Society on Media Education Pohjoisranta 6, 00170 Helsinki, Finland</p>
Email:	<p>isabella.holm@mediakasvatus.fi , rauna.rahja@mediakasvatus.fi, mediakasvatus@mediakasvatus.fi</p>
Telephone:	<p>Holm: +358 50 501 7330, Rahja +358 50 594 2275</p>



Section 1 – Background context

Question 1

Please list the main media literacy stakeholders in your country, and identify which sector they belong to (e.g. academia³¹², audiovisual content providers³¹³, online platforms³¹⁴, public authorities³¹⁵, media regulatory authorities, civil society³¹⁶).

Please indicate which stakeholders have a statutory responsibility around media literacy and which stakeholders have a non-statutory interest/engagement in media literacy activities.

Answer 1

Media literacy and media education are promoted in many sectors of Finnish society. The Finnish government has paid attention to developing media literacy and media education especially in the 2000s and 2010s. However, media education in the form of mass communication education has been a field in its own right since the 1950s. In later decades, film education emerged as a field of its own and since the 1980s and 1990s, new kinds of media contents were included and slowly, also virtual and digital media environments became a topic of interest. In Finnish policy making, different public authorities promote media education -related themes from different points of view, yet supportive of each other. One significant characteristic of the field of Finnish media literacy is the multitude of actors and projects that are partly or fully funded by the ministries or other public authorities.

The most central public authority from a media education point of view is the Ministry of Education and Culture (MoEC), which has included the promotion of media and information literacy (MIL) in its strategic aims. The MoEC is central in its role as a financier of media education projects, a legislator and a developer of cultural, educational, youth and art policies. In 2013, the MoEC prepared the "Good Media Literacy - National Policy Guidelines 2013-2016" to promote media literacy among children and youth. The guidelines can be found here (in English):

³¹² Academic institutions, universities and third level education providers.

³¹³ Audiovisual content providers include broadcasters and on-demand providers (both public service media and commercial media) and content providers for online, games and apps.

³¹⁴ Online platforms includes the owners and operators of online platforms (such as social media websites and search engines).

³¹⁵ Public authorities include government Ministries/departments, local authorities and councils, semi-State organisations, policy-makers.

³¹⁶ Civil society includes foundations, not-for-profit organisations arts and cultural bodies, charities, think-tanks, communities of interest and community networks (sports, health, hobbies, religion).



www.minedu.fi/export/sites/default/OPM/Julkaisut/2013/liitteet/OKM13.pdf?lang=en

Other relevant public authorities include the Ministry of Justice, The Finnish Communications Regulatory Authority and the Finnish Competition and Consumer Agency, among others. Finland also has a separate governmental media education authority, the National Audiovisual Institute, which promotes media education, children's media skills and the development of safe media environments for children. The National Board on Education also actively develops educational policies, including media educational perspectives. Both the National Audiovisual Institute and the National Board on Education are subordinate of the MoEC.

Media education is an important part of the Finnish teaching and education system. It is carried out in day-care centers, elementary schools and upper secondary education. Media education is not a subject of its own, but a point of emphasis in teaching and education. The national core curricula from pre-primary to upper secondary education are determined by the Finnish National Board of Education. The new curriculum for basic education will be gradually implemented in schools starting August 2016. For the first time, one out of its seven cross-curricular themes will be multiliteracy.

Many national institutes, as well as municipalities and regional and local actors, are involved in media literacy activities. For example, the libraries are actively adapting media education as part of their services (see eg. the Public Library Policy, 2015). Museums are also strengthening their position as media educators (e.g. Media Museum Rupriikki, The Newspaper Museum Päivälehtien museo, The Finnish Museum of Photography) with specific projects directed to both the museum staff and school teachers. The Evangelical Lutheran Church of Finland is also including media literacy in their educational agenda. A network for Children's Cultural Centers is a national network promoting children's culture, including children's media culture.

Digital media is a central living space for the youth, and the engagement of media literacy and youth work is strong in Finland. The National Development Centre for Digital Youth Work in Finland is focusing exclusively on digital youth work.

Since the field of media literacy in Finland is wide and active, multitude of actors and organizations are not included in this listing.

Academia (16)



Academic research in the field of media education and media literacy has a long tradition in Finland. Finnish academics have also been internationally recognized and the academia has a strong role in shaping the field of media education in the Finnish context in general. For example, the Finnish Society on Media Education (FSME) was founded to help in bridging the gap between researchers and professionals with a focus on practical activities.

Many universities provide media education studies, often linked to education, communication or media studies. The University of Tampere and University of Lapland both provide a two year Master's Program in Media Education.

Some of the universities and other educational institutions providing media education studies:

Aalto University, Helsinki

University of Helsinki

University of Tampere

University of Lapland

Åbo Akademi University

University of Jyväskylä

University of Oulu

University of Turku

Otava Folk High School (Otavan opisto)

HUMAK University of Applied Sciences

MAMK University of Applied Sciences

Open University studies

Metropolia University of Applied Sciences

Audiovisual content providers (15)



The role of audiovisual content provides and the media industry concerning media education activities varies greatly. The Finnish broadcasting company **Yle**, which is financed by a specific Public Broadcasting Tax and is responsible for the provision of comprehensive media content for all citizens under equal conditions, has a strong media educational approach in many of its activities. The Finnish newspapers have a long tradition in promoting newspapers as sites and tools for learning in elementary school context. The main newspaper, Helsingin Sanomat, publishes a “News for Children” -section in print once a week. The media industry and other actors often meet in cross-sectoral collaborations, such as when the publishing company Otavamedia and the National Audiovisual Institute promoted media literacy by producing a children's magazine.

The digital game industry in Finland has been growing in the 2010's and the gaming culture is very strong. The major game companies are **Rovio** (Angry Birds) and **Supercell** (Clash of Clans). In 2014, the cooperation of Rovio and the University of Helsinki's Playful Learning Center (PLC) resulted as **The Rovio Fun Learning Research Lab**.

The audiovisual organizations listed below mainly focus on film. In addition, there are media art and video culture organizations in the listing. Film education has a strong role in the Finnish media literacy context. Film education actors are mainly funded by the government rather than the film industry. Some companies in the industry have an engagement to film education; for example film production company **Amazement**, which is specializing in film education, and a film licensing company **M&M Viihdepalvelu**, which is also a member of the Finnish Society on Media Education. Several national film festivals (e.g. **Espoo Ciné**, **DocPoint**) have also film educational activities.

Main audiovisual content provider with a statutory engagement in media literacy:

National Broadcasting Company, Yle

Some of the Finnish audiovisual organisations:

The Distribution Centre for Finnish Media Art (AV-arkki)

Ihmefilmi (film education organisation)

Federation for Finnish Film Associations (Suomen Filmikamari ry)

Videootit ry (video culture organisation)

**Companies:**

Rovio

Supercell

F-Secure: Data safety/security/privacy

DNA Teleoperator

TeliaSonera Teleoperator

Other (10)

Tuotos ry (copyright association for film and audiovisual producers)

Kopioisto (copyright organisation for authors, photographers, performing artists and publishers)

The Copyright Information and Anti-Piracy Centre (CIAPC)

Microsoft

The Federation of the Finnish Media Industry Finnmedia (Viestinnän keskusliitto)

Finnish Federation of Advertisers(Mainostajien Liitto)

Trade Union of Education in Finland (Opetusalan Ammattijärjestö)

Finnish Games and Multimedia Association (Figma ry)

Finnish Federation for Communications and Teleinformatics FiCom ry (Tietoliikenteen ja tietotekniikan keskusliitto)

RadioMedia (radio licence holders)



Online platforms (6)

The major media literacy organizations and actors engaged with media literacy administrate online platforms, which support their operations. The platforms can serve as information databases or they can provide different kinds of functions. Listed below are some examples of Finnish online platforms enhancing media literacy:

Mediakasvatus.fi / mediekunskap.fi / mediaeducation.fi

- Online web service gathering all news, events, materials and publications produced by media education stakeholders. The service including its related social media groups and pages is managed by the FSME.

Mediataitokoulu.fi

- Media Literacy School, part of Finnish Safer Internet Centre FISIC.

Kirjastot.fi

- Website promoting the services of libraries, also has media literacy content.

Kelaamo.fi

- Community for young filmmakers.

Media-avain.fi

- An online service that helps parents of 4-15-year-olds find movies that are suitable for their children.

Sarjiskone.fi, koululehtikone.fi

- Websites with tools for producing comics and a school magazine, provided by The Finnish Periodical Publishers' Association FPPA (Aikakausmedia).

Public authorities (15)

Media literacy is in contact with many different areas of administration and policies: education, communication, culture, and social policy. Media literacy projects are not limited to only one program, but the role of media literacy and media education are noticed in several administrative documents,



strategies, and programs. Several ministries conduct and fund media literacy projects concerning their own field, but Ministry of Culture and Education is funding most of the organizations of the civil sector that are engaged with media literacy.

The main public and media regulatory authorities concerning media education in Finland include the following (all statutory):

Ministry of Education and Culture (Opetus- ja kulttuuriministeriö)

Finnish National Board of Education (Opetushallitus)

National Audiovisual Institute (KAVI, Kansallinen Audiovisuaalinen Instituutti)

Ministry for Foreign Affairs of Finland (Ulkoasiainministeriö)

Ministry of Justice (Oikeusministeriö)

Finnish Competition and Consumer Authority (Kilpailu- ja kuluttajavirasto)

Ombudsman for Children (Lapsiasiavaltuutettu)

Data Protection Ombudsman (Tietosuojavaltuutettu)

Finnish Education and Centre (Koulutusten arviointikeskus)

Centre for Economic Development, Transport and the Environment (Ely-keskukset)

Regional State Administrative Agencies (Aluehallintovirastot)

Municipalities (Kunnat)

Non-discrimination Ombudsman (Yhdenvertaisuusvaltuutettu)

National Institute for Health and Welfare (Terveystieteiden tutkimuskeskus)

Finnish Sámi Parliament (Saamelaiskäräjät)

Media Regulatory Authorities (2)

Finnish Communications Regulatory Authority (Viestintävirasto)

Council for Mass Media



Civil society (34)

Civil society and third sector organizations have a strong role in the Finnish society. Major actors and organizations are publicly funded.

Organisations focusing only on media literacy and media education:

Finnish Society on Media Education (Mediakasvatusseura ry)

School Cinema Association (Koulukino ry)

Media Education Center Metka (Mediakasvatuskeskus Metka)

Some of the organisations that have a major role in promoting media literacy:

Development Centre of Youth Information and Counselling (Koordinaatti, statutory)

National Development Centre for Digital Youth Work in Finland (Verke, statutory)

Academy of the Young (De Ungas Akademi)

Association for Preventing Intoxicant Abuse (Ehkäisevä päihdetyö EHYT ry)

Central Union for Child Welfare (Lastensuojelun keskusliitto)

Council for Mass Media (Julkisen sanan neuvosto)

Curly ry (online youth magazine participating youth journalists)

Development Centre Opinkirjo (Kehittämiskeskus Opinkirjo)

Finnish Parents' League (Vanhempainliitto)



Finnish Youth Cooperation (Allianssi)
Finnish Youth Research Network (Nuorisotutkimusseura ry)
Information Society Development Centre (Tieke)
Open Society Association Finland (Avoin yhteiskunta ry / Faktabaari)
Plan International Finland (Plan Suomi)
Save the Children Finland (Pelastakaa Lapset ry)
The Finnish Lifelong Learning Foundation (Kansanvalistusseura)
The Family Federation of Finland (Väestöliitto)
The Finnish Association for the Welfare of Older People (Vanhustyön Keskusliitto)
The Finnish Library Foundation (Kirjastoseura)
The Finnish Museums Association (Museoliitto)
The Finnish Reading Centre (Lukukeskus)
The Finnish Settlement Movement (Setlementtiliitto)
The Finnish 4H Organisation (4H)
The Mannerheim League for Child Welfare (Mannerheimin lastensuojeluliitto)
The Public Health Organization (Folkhälsan)
The Youth Academy (Nuorten akatemia)
The Youth Information Centre (Ung Info)
Youth Service Association (Nuorten palvelu ry)
Walhalla (Swedish language film education)
Central Union for Child Welfare (Lastensuojelun keskusliitto)
Enter ry (ICT for senior citizens)



Journalist Associations (3)

The Finnish Periodical Publishers' Association FPPA (Aikakausmedia)

Finnish Newspapers Association (Sanomalehtien liitto)

Union of Journalists in Finland UJF (Journalistiliitto)



Question 2

What kind of networks do the media literacy stakeholders in your country engage with?

Please describe these networks and include how these networks function, who manages the networks and whether they operate at a local, national, European or International level.

Answer 2

Committees, working - and steering groups

There multitude of actors involved in media literacy activities in Finland creates several opportunities for cross-sector cooperation. In practice, cooperational projects take many forms, eg. through committees, working - and steering groups, project partnerships or through networks dedicated to certain aspects of the media education field. The networks and working groups can work on a local, regional, national, European or International level, depending on the project or issue area. Cooperation between public, private and third sector organizations is also common.

One example of a professional network working with media educational goals is the Forum for Online Work Directed at Youth (Nuorille suunnatun verkkotyön foorumi, "Nusuvefo"), which includes over 40 actors working with youth in digital and online environments. Another more campaign oriented example, also gathering around 40 actors annually, with representatives from all sectors, is Media Literacy Week, coordinated by the National Audiovisual Institute. Media Literacy Week is celebrated on the week of the Safer Internet Day, which is organized in February each year. The Finnish Society on Media Education also manages different professional networks, such as the Network for Regional Media Literacy Actors and the Network for Swedish Speaking Media Literacy Actors. Professional networks also work tightly through professional online groups in eg. Facebook (Media Educators' Network, Media Education in Libraries). Some groups have succesfully combined meeting regularly and managing popular online communities, such as the Network for Game Educators' with over 1200 members in the professional Facebook groups.

Below some examples of existing professional networks. The list can in no way be seen as comprehensive, but it gives indications on how cooperation and professional networks work in the Finnish media literacy field.

Professional networks



Members of the Finnish Society on Media Education

The Finnish Society on Media Education (FSME) works actively towards the development of media literacy and media education in Finland. The organization's main functions are to support and develop the field of research and practices concerning media education, contribute to the public debate in Finland, and provide opportunities to share media education experiences both online and offline. FSME has over 50 community members (film centers, youth centers, cultural centers, associations, companies etc.) and over 200 personal members (researchers, teachers, early childhood pedagogues, social workers, librarians, students etc.).

Media Literacy Week -professional network

The aim of the annual MLW is to raise awareness and promote the importance of media literacy and media education. Approximately 40 organizations (covering ministries, governmental agencies, telecom operators, data security companies, media companies and NGO's) are engaged in the MLW every year. MLW is coordinated by National Audiovisual Institute.

Tampere Regional Network

A regional media literacy network operating in Tampere.

The Network for Regional Media Literacy Actors

The network has representatives from many regions: Oulu, Tampere, Helsinki and Lappeenranta. The Network for Regional Media Literacy Actors was established by the Finnish Society on Media Education in 2013 and has completed a national project for supplementary education for elementary school teachers in 2014 and 2015. The project was called "A media path to multi literacy" (Mediapolulta monilukutaitoa) and has received continued financing for 2016-2017.

The Network for Swedish speaking Media Literacy Actors

The media literacy network for collaboration of Swedish-speaking actors was established in 2014 by the Finnish Society on Media Education (FSME). The network includes around 15-20 actors from organisations working on both national and regional levels.



The Network for Film Education

A loose network for film education professionals, who meet once a year. The meeting is organized by the National Audiovisual Institute. There is another unofficial network for film educators, as well.

Forum for Online Work Directed at Youth (“Nusuvefo”)

The network strives to serve as a forum for discussion and cooperation for its members, consisting of over 40 actors working with youth in digital and online environments. The network was founded in 2007 and meets in seminars 2-3 times a year.

The Network against Hate Speech

The No Hate Speech Movement was a campaign initiated by the EU, promoting freedom of speech and equality online and offline. The Finnish version of the movement involved tens of actors from different sectors. The Network against Hate Speech is coordinated by The Finnish Youth Cooperation - Allianssi and continues cross-sector cooperation in these questions since 2016.

The Network for Children’s Cultural Centers

A nationwide network of 24 children’s culture centers managed by the Association of Finnish Children’s Cultural Centers and funded by the Ministry of Culture and Education. Official website: www.lastenkulttuuri.fi

Examples of professional networks on Facebook

The Network for Media Educators - Facebook group (Mediakasvattajien verkosto)

The Network for Media Educators is an easily approachable, loose network that operates in Facebook, which makes it easy to access and participate for many professionals interested in media education. The network is managed by the Finnish Society on Media Education and operates in national level. The network aims to be a platform for discussion and sharing of knowledge and new ideas about media education between actors in the field. The Facebook group was founded in October 2015 and the group had nearly 400 members by the end of 2015.



Link: <https://www.facebook.com/groups/mediakasvattajienverkosto/>

The Network for Game Educators - Facebook group (Pelikasvattajien verkosto)

The Network for Game Educators is a loose network coordinated by its members. The network meets four times a year and collaborates on a project basis. Furthermore, the network administers a forum for discussions on Facebook on game education -related matters. The Facebook group “The Network for Game Educators” has over 1000 members.

Link: <https://www.facebook.com/groups/pelitoimijat/>

Online Youth Work - Facebook group (Verkkonuorisotyö)

A Facebook group for anyone interested in digital youth work, internet youth culture and digital gaming. The group is administered by National Development Centre for Digital Youth Work in Finland (Verke). Digital youth work has an active group also in the instant messaging service Telegram.

Link: <https://www.facebook.com/groups/verkkonuorisotyö/>

There are also numerous professional Facebook groups managed by individuals or groups of individuals, which support the knowledge of the professionals in the field. Below, we have listed a few of them:

- Media Education in Libraries - Facebook group (Mediakasvatusta kirjastoissa)

A group for professionals working with media education -related questions at libraries. Members of the group can share ideas and experiences on how to develop media educational practices in libraries around the nation. Link: <https://www.facebook.com/groups/306724909337582/>

- **ICT in Education - Facebook group** (Tieto- ja viestintätekniikka opetuksessa)

Links, ideas and discussion about ICT in Education. In Finnish, in Swedish and in English including levels from preschool to university. There are other similar groups on Facebook as well, this is just one example. Link: <https://www.facebook.com/groups/237930856866/>



Section 2 – The overview

Question 3

Using the grid below, please identify the 20 most significant media literacy projects which have been delivered in your country since 2010.

Please select the most appropriate category for the project type, the sectors responsible for the projects, the type of media literacy skills that were addressed in the project, as well as the reason of significance:

Project types	Sectors	Media literacy skills	Reason for significance
Research ³¹⁷	Academia ³²⁴	Creativity ³³⁰	The size of the target audience
Resources ³¹⁸	Audiovisual content provider ³²⁵	Critical thinking ³³¹	The total budget or cost of the project
Campaigns ³¹⁹	Public authorities ³²⁶	Intercultural dialogue ³³²	The success of the project (outcomes / impact compared to objectives)
Provision of Funding ³²⁰	Media regulatory authorities	Media use ³³³	The level of public awareness of the project
Networking platforms ³²¹	Online platforms ³²⁷	Participation and interaction ³³⁴	The level of engagement by the target audience
Policy Development ³²²	Civil society ³²⁸	Other	Other
End-user engagement ³²³	Cross-sector collaboration ³²⁹		
Other	Other		

³¹⁷ Significant qualitative or quantitative research on any aspect of media literacy which has been published and/or is widely used by the media literacy practitioners.

³¹⁸ Resources include all the themed output related to a single media literacy initiative. It could include TV, and/or content published online, including information leaflets, video, audio, lesson plans, curriculum modules, websites etc.

³¹⁹ Campaigns usually combine awareness-raising with a desired behaviour change. A Campaign will usually have a specific 'call to action' e.g. 'Don't share too much online' or 'Know how to check the truthfulness of online information'. Campaigns can be multi-stakeholder campaigns such as Safer Internet Day or cross-platform campaigns and can include promotion across TV/radio/online and/or other forms of public engagement.

³²⁰ Including the provision of funding for media literacy activities delivered by third parties. Funding may be provided via grants, open competition and invitations to tender.

³²¹ Including conferences, seminars, meetings, online and offline forums, newsletters, databases.

³²² Including consultations, published reports and recommendations.

³²³ End-user engagement includes grass-roots projects that provide support and information to end-users via face to face contact, phone contact or online contact.

³²⁴ Including Academic institutions, universities and third level education providers

³²⁵ Including broadcasters and on-demand providers (both public service media and commercial media) and content providers for online, games and apps.

³²⁶ Including government Ministries/departments, local authorities and councils, semi-State organisations, policy-makers.



Please classify the projects using either 'N' for National or 'R' for Regional, and their level of significance using a scale of 1 to 3, where 1 is most significant and 3 is least significant.

	Project Name	Project Type	Sector	Media Literacy skills	National or Regional	Years	Reason for significance	Level of significance (1 – 3)
1	Mediakasvatus.fi – An online service and a platform for promoting and developing media education and media literacy in Finland. Administered by the FSME	Networking Platforms	Cross –sector collaboration	Critical thinking, intercultural dialogue, media use, participation and interaction, other	N	ongoing	The success of the project (outcomes/impact compared to objectives)	1
2	Media-avain (Media Key) by the School Cinema Association Koulukino – An on-	Resource	Cross –sector collaboration	Critical thinking, other	N	ongoing	Other	1

³²⁷ Including the owners and operators of online platforms (such as social media websites and search engines).

³²⁸ Including foundations, not-for-profit organisations arts and cultural bodies, charities, think-tanks, communities of interest and community networks (sports, health, hobbies, religion).

³²⁹ Including projects involving a number of key stakeholders from different sectors. As an example, the model that Safer Internet Day is based on could be considered a cross-sector collaboration project.

³³⁰ Creating, building and generating media content.

³³¹ Critical thinking skills such as: understanding how the media industry works and how media messages are constructed; questioning the motivations of content producers in order to make informed choices about content selection and use; recognising different types of media content and evaluating content for truthfulness, reliability and value for money; recognising and managing online security and safety risks.

³³² Such as challenging radicalisation and hate speech.

³³³ The ability to search, find and navigate and use media content and services.

³³⁴ Interaction, engagement and participation in the economic, social, creative, cultural aspects of society through the media and promoting democratic participation and fundamental rights.



	line service to help parents of 4-15-year-olds to find rated, positive and age-appropriate media contents, especially films. media-avain.fi							
3	Yle Uutisluokka(Yle News Class) – A media education project, where students have a chance to make their own news with Finnish Broadcasting Company Yle’s professional journalists. yle.fi/uutiset/uutisluokka	End-user engagement	Cross –sector collaboration	Creativity, critical thinking, intercultural dialogue, media use, participation and interaction, other	N	ongoing	The level of engagement by the target audience	1
4	Kansallinen Peliviikko (Finnish Game Week – An annual theme week in November focused on promoting game	Campaign	Cross-sector collaboration	Critical thinking, media use, participation and interaction, other	N	ongoing	The level of engagement by the target audience	1



	literacy and positive gaming culture. Coordinated by the National Audiovisual Institute. pelipaiva.fi							
5	Faktabaari (Fact Bar) – A Finnish web-based fact-checking service bringing accuracy to the public debate. faktabaari.fi	Resources	Cross –sector collaboration	Critical thinking, intercultural dialogue, participation and interaction, media use, other	N	ongoing	The level of public awareness of the project	1
6	SomeCamp – A three-day networking event and an online platform for professionals of digital youth work, organised by the National Development Center for Digital Youth Work, Verke. somecamp.fi	Networking platform	Civil society	Creativity, critical thinking, media use, participation and interaction, other	N	ongoing	The level of engagement by the target audience	1



7	Mediataide kasvatkaa! Media Art Educates!) – Web service providing media art education material for teachers. By AV-arkki. av-arkki.fi/edu/	Resource	Civil society	Creativity, critical thinking, media use, other	N	ongoing	Other	1
8	Seminar series for professionals: The annual Mediakasvatus.Nyt (Mediaeducation.N ow) and thematic smaller scale seminars – Seminars organized by the FSME on current topics in the field of media literacy (eg. on gamification, future of media education, .film education, ethical guidelines for media education)	Networking platform	Civil society	Critical thinking, intercultural dialogue, media use, participation and interaction, other	N	ongoing	The success of the project (outcomes/impact compared to objectives)	1
9	Pelikasvattajan	Resource	Cross-sector collaboration	Critical thinking, media use, participation and	N	ongoing	The success of the project (outcomes/impact	1



	käsikirja (The Game Educators Hand Book) – Free online and print handbook about Game Education produced by the Network of Game Educators. Also available in English. pelikasvatus.fi			interaction, other			compared to objectives)	
10	Kupiainen, Reijo et al.: Change in the media environment of children and the young – A research project of ten years, mapping the change of the media environment of children and youth in four age groups (5-, 8-, 11- and 14-years). University of Tampere. uta.fi/cmt/tutkimus/comet/tutkimus/l	Research	Academic	Other	N	ongoing, 2007-2017	Other	1



	asten- ja_nuorten_mediay mpariston_muutos /index.html							
11	Linkki - museot mediakasvattajiksi (The Link – Museums as Media Educators) – A project to establish museums as media educators and to provide teachers with the information of museums as media education sites. Finnish Museums Association	Other	Other	Creativity, media use, participation and interaction, other	N	2014- 2016	The success of the project (outcomes/impact compared to objectives)	1
12	Kelaamo – An online platform and community for young filmmakers to share their own films and to receive feedback. The School Cinema Association.	Networking platform	Online platform	Creativity, media use, participation and interaction, other	N	ongoing	The level of engagement by the target audience	1



	kelaamo.fi							
13	LähiVerkko – A project strengthening the ICT skills of the elderly, helping them participate and interact online. The project has produced i.e a series of six media educational materials from different themes. Ehyt ry. lahiverkko.fi	Other	Civil society	Creativity, critical thinking, media use, participation and interaction, other	N	2013-2017	Other	1
14	Mediataitoviikko (Media Literacy Week) – A campaign strengthening the media skills of children, youth and adults, organized by the National Audiovisual institute in collaboration with other organisations and schools.	Campaign	Public authorities	Creativity, critical thinking, media use, participation and interaction, other	N	ongoing	The size of the target audience	1



	mediataitokoulu.fi							
15	Netari (Online Youth Center) – Netari is a digital youth work project of Save The Children Finland. It provides online services and support for the youth online. netari.fi	Resource	Civil society	Critical thinking, intercultural dialogue, media use, participation and interaction	N	ongoing	Other	1
16	Lastenneuvolakäsikirjan mediakasvatusosio (The Handbook for Child Health Clinic: Section on Media Education) – A collaboration between the Mannerheim League for Child Welfare and the National Institute of Health and Welfare provides every parent in Finland with information about media education	Resource	Cross-sector collaboration	Other	N	ongoing	The size of the target audience	1



	for children aged 0-6 years old. thl.fi/en/web/lasteenneuvolakasikirja/ohjeet-jatukimateriaali/terveysneuvonta/mediakasvatus							
17	Hello Ruby – Learning materials for programming: book and online platform which provides tools for children, parents and educators to learn to understand programming. helloruby.com	Other	Other	Creativity, media use, participation and interaction, other	N	ongoing	Other	1
18	Nuorten ääni (Voice of the Youth) – Editorial staff for young people to write about matters concerning them, published in major Finnish media outlets. The City of	Other	Civil society	Creativity, critical thinking, intercultural dialogue, media use, participation and interaction, other	N	ongoing	Other	1



	Helsinki Youth Department. nuortenaani.blogspot.fi							
19	Nuortenideat.fi (Ideas of the Youth) – A website for initiatives and participation of the youth to promote democracy. The National Development Center for Youth Information and Counselling Koordinaatti. nuortenideat.fi	Networking platform	Civil society	Participation and interaction, critical thinking, media use	N	ongoing	Other	1
20	Ei vihapuheelle - liike (No Hate Speech Movement) – The Finnish campaign was a part of the European No Hate Speech Movement, opposing hate speech and promoting human rights and freedom	Campaign	Cross-sector collaboration	Critical thinking, intercultural dialogue, media use, participation and interaction	N	2013-2015	The level of public awareness of the project	1



	of speech as well as social polyphony and pluralism. Coordinated by Plan Finland. eivihapuheelle.fi							
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Section 3 – Project summaries

Question 4

From the projects you have highlighted in Question 3, please describe the five most significant³³⁵ media literacy projects that have taken place in your country since 2010.

Please use a separate form for each project. See the sample answer for help.

³³⁵ Significant can relate to:

- a) the size of the target audience and/or the reach of the project,
- b) the total budget or cost of the project
- c) the final outcomes / impact of the project
- d) the level of public awareness of the project
- e) the level of engagement by the target audience.



Answer 4 – Project 1

A. PROJECT NAME: Faktabaari (Fact bar)

B. CATEGORY AND DESCRIPTION OF PROJECT:

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an 'X':

Research	
Resources	1
Campaign	
Provision of Funding	
Networking Platforms	
Policy Development	
End-user engagement	
Other	

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

Faktabaari is a Finnish web-based fact-checking service bringing accuracy to the public debate. It is a non-partisan journalistic project using internet and social media for collecting and distributing factual information.

Faktabaari started by fact-checking the European parliamentary elections campaigns in 2014. This project showed e.g. how often unknown and sometimes



complicated EU matters were particularly polarized in national debate due to the rise of populist tones both by traditional parties and new challengers. As media's capacity for quality reporting was simultaneously questioned due to resource problems, Faktabaari complemented the picture as a non-partisan journalistic and pedagogical project.

After 2015 national election checks with Helsinki based University-level Journalism program's (Haaga-Helia) students, Faktabaari is recognized as part of Finnish electoral journalism and as a forum for fact-checking debate with significant media coverage and audience. The project has been awarded both nationally and at the European level on its election campaigns.

In practice, Faktabaari fact-checks claims sent by our readers on documented claims made by politicians or the media. Faktabaari staff and journalism students analyze these claims transparently and methodologically, and finally judge their accuracy with an easy-to-understand traffic light categories – red (false), yellow (50/50), and green (correct).

Next to pedagogical fact-checks, Faktabaari's deeper impact builds on two pillars:

1. Journalistic watchdog function (political actor or the media might get caught on publicly creating or spreading nonsense).
2. Media-literacy skills by encouraging readers to challenge their media use with pedagogical material on how professional fact-checker works (methodology).

In total Faktabaari has contributed to more fact-based public debate e.g. by

- over 100 timely fact-checks of election and immigration debates
- educating more than 40 future journalists to hands-on quality fact-checking and by building an open source university level curricula and method to fact-checking
- encouraging crowds to read, contribute, and distribute to fact-checkers

Faktabaari comes from the Finnish words for fact (fakta) and bar (baari). Fact Bar is also a name to a co-operation project with European journalism schools in view of 2019 European elections. The project is based on open data and uses creative commons license for publishing. The prerequisite for concept's success is dedication to quality journalism, full openness, and credible financing. Since 2014, Faktabaari's 3 projects have received about 100 000 EUR grants from 6 different foundations subscribing to strict non-interference to Faktabaari editorial work.



Faktabaari is run by a transparency NGO called Avoin yhteiskunta ry (Open Society association, Finland). It has a small voluntary staff of professional journalists, EU experts and technical staff helped by academic steering group and wider network of experts and finally crowds in social medias (facebook and twitter).

C. GEOGRAPHICAL REACH

Please indicate whether the project was of National or Regional significance.

Mainly national significance (with at least European potential)

D. TIMEFRAME AND BUDGET

Please include the duration of the project, the dates and, where possible, the annual and total budget and related sources of financing.

The running of the online campaigns (with months of preparatory and follow-up work)

2014 April-May For fact-based public European election debate

- Committee of Public Information
- Europe information NGO funding
- About 15 000 EUR

2015 February-March For fact-based public Parliamentary elections debate

- with journalism students (@HaagaHeliaAmk)
- Helsingin Sanomat Foundation
- Bonnier Prize
- About 60 000 EUR



2016 April-May For fact-based public immigration debate

- with journalism students (@HaagaHeliaAmk)
- including the preparation of the pilot FactBar for European project
- Tiina & Antti Herlin Foundation
- Media Innovation Prize
- About 25 000 EUR

E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

- Faktabaari encourages readers to challenge their normal sources of information.
- Faktabaari fact checks and blogs: Recognizing different types of media content and evaluating content for truthfulness, reliability and value for money; Faktabaari blogs: Understanding how the media industry works and how media messages are constructed.
- Faktabaari staff with journalism students, experts, and crowds: Creating, building and generating media content.

Faktabaari promotes public debate based on facts: Promoting democratic participation and fundamental rights; Faktabaari crowd sourced factchecks and open seminars: Interaction, engagement and participation in the economic, social, and cultural aspects of society through the media.

- Faktabaari promotes public debate, but enables also e.g. researchers to participate with facts only, 2016 immigration campaign was chosen due to high-demand on fact-checking due to “European refugee crises”: Including challenging radicalization and hate speech online.

F. STAKEHOLDERS:

Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.

Key stakeholders (partners) by Faktabaari projects 2014-16:

2014 European Elections:

- Network of documentation specialists coordinated by University of Helsinki staff



2015 National Elections:

- Network of documentation specialists led by National Parliament staff
- Haaga-Helia University of Applied Sciences, Journalism, staff, and students

2016 Immigration

- Network of documentation specialists led by National Parliament staff
- Haaga-Helia University of Applied Sciences, Journalism, staff, and students

G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible, please indicate also the size of the targeted audience.

In order to build a pre-emptive deterrent for production and distribution of factually inaccurate information Faktabaari has focused on opinion leaders such as politicians and media it also follows e.g. in twitter.

Secondarily, Faktabaari has reached for wider group of active internet and social media users who share content – facts and non-facts - to ensure distribution of its fact checks and raise media-literacy skills of these information brokers for maximal outreach.

Special attention has been put on explaining the fact-checking practices and opening up the methodology to journalist students as they will interpret the world to future generations on a daily basis. Most importantly they belong to a generation that is said to be more open to change their minds and attitudes with factual information. Focusing also to younger generations we can also learn more on the use of new media important to current and future fact-based public debate.

H. OUTCOMES AND EVALUATION

Research – frequency of research, methodology, use and dissemination of results.



Faktabaari methodology is transparent and open source and constantly developing with national and international partners and stakeholders. Methodology enables guidance to check especially simple claims by readers themselves.

Programmes of Resources – audience reached, online hits, shares, plays, downloads, circulation.

Dissemination of contents trusts mainly on 5000+ twitter and 6500+ facebook users earned without any advertising (corresponds to medium sized professional online magazine in Finland). Readerships to individual fact checks have varied roughly from couple of thousand to 100 000+ readers especially with very timely and relevant fact checks closer to election day.

Campaigns – Levels of awareness and participation. Attitudinal and/or behavioural changes. Measuring audience reach/distribution, levels of awareness and participation, audience engagement via online/face to face methods etc. Qualitative results could include testimonials etc. Please include the frequency of measurement/evaluation.

Difficult to estimate and measure. Faktabaari is overall respected by people it scrutinizes. The level of quality is supervised by an academic steering board. Faktabaari has been awarded e.g.: Journalistic Act of the Year (Bonnier Prize 2015), European Public Communication Award (2014).

Value for money / Return on Investment, % of grant/funding used.

The value for seeking transparently the truth cannot be measured in money. Coordinating a positive deterrent for fact-based public debate has cost only about 100 000 EUR during the 3 campaigns thanks to building up win-win-win situations especially among experts (including researchers) and journalists.

Networking Platforms – Number of stakeholders engaged, frequency of networking opportunities, number of conferences, publications, subscribers, whether the networking took place at a regional, National, Pan-European or International level.

Policy Developments – Frequency, Dissemination of policy, reaction to and adoption of policy recommendations.

Factbar- concept is being developed and tested in 2016 outside Finland. The aim is to build a sustainable model for the work and development of Faktabaari.

End-user engagement – Numbers of people engaged, frequency, results.

See above.

I. FURTHER REFERENCES

Please provide further references about the initiative: publications, website, Twitter account etc.



www.faktabaari.fi/in-english

[@faktabaari](#)

www.facebook.com/faktabaari

More information:

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fi.linkedin.com/in/mvsalo/



Answer 4 – Project 2

A. PROJECT NAME: Kansallinen Peliviikko (Finnish Game Week)

B. CATEGORY AND DESCRIPTION OF PROJECT:

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an 'X':

Research	
Resources	
Campaign	x
Provision of Funding	
Networking Platforms	
Policy Development	
End-user engagement	
Other	

Finnish Game Week (previously known as the Finnish Game Day) is an annual theme week in November focused on promoting game literacy and positive gaming culture. FGW has been organized since 2011 and is an evolution of the Nordic Game Day celebrated in Nordic libraries.

FGW has two objectives.

1. Create public spaces for playing games together
2. Promote and diversify the public discussion about games



FGW celebrates all games as an important and popular cultural media. 97% of Finnish children - between the ages of 7-8 - play digital games (Suoninen 2014). As games are consumed more by the younger generation and increasing age appears to be linked with lessening activity in game playing (Mäyrä, Karvinen & Ermi 2016), a theme week to promote game literacy helps the older generation understand games as a medium.

The Finnish Ministry of Education and Culture has drawn up Cultural Policy Guidelines to promote media literacy. The Guidelines state the following about digital games:

“Media education related to digital game playing is a key area for development. Families, for example, pay less attention to childrens and adolescents’ game playing than they do to other media use. Such issues as gender roles associated with gaming and game contents can be brought up in media education.”

Finnish Game Week provides a framework for advancing the national policy. Issues such as gender representation in games and hate speech have been subjects for discussion during the past weeks. The theme week has always had good visibility in print, radio, and television in addition to social media sites. Digital games are discussed quite often in the context of violence in media (Pasanen and Arjoranta 2013). FGW gives new contexts and a tries to provide Finnish people with a deeper understanding of digital games as a medium. The focus of the FGW is usually on digital games but many of the local events focus on board games, role-playing games, game design, cosplay, machinima, or other game related cultural phenomena. Most of the events are organized by libraries.

All the events are listed on the FGW website at www.pelipaiva.fi.

C. GEOGRAPHICAL REACH

Please indicate whether the project was of National or Regional significance.

The FGW has a good reach nationally in Finland. Last year during the FGW over 100 events were organized around the country. In addition, several online events were also streamed, one of which was organized in co-operation with the Finnish Broadcasting Company on their platform, Yle Areena.



D. TIMEFRAME AND BUDGET

Please include the duration of the project, the dates and, where possible, the annual and total budget and related sources of financing.

The theme week is organized annually in November. The total budget for the event is under 5000 euros each year, but the net benefit gained when calculating working hours devoted to the theme week by local event coordinators is equal to 2 working years and 50 000 euros annually according to a feedback survey conducted last year.

Most of the expenses for marketing materials etc. are paid by the National Audiovisual Institute with some funding from the European Union.

FGW also has an annual industry partner. Previous partners include Housemarque, TeacherGaming and RedLynx (a Ubisoft Studio). Partners usually donate their time and money (and games) to FGW.

E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

As a whole the FGW promotes a wide range of media literacy competencies. The national coordination focuses on promoting participation and critical thinking, while local events can range from lectures or panel discussions on different topics, to workshops about coding and game design, to LAN-events focusing on healthy gaming habits or LARPs about social issues.

F. STAKEHOLDERS:

Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.

The Finnish Game Week is coordinated by the National Audiovisual Institute (a governmental organization) and organized with the help of the Network of Game Educators and hundreds of local professionals and volunteers. The Network of Game Educators is formed by professionals who use or talk about games in their profession.

The network also wrote a popular free e-book book about digital games for educators and it is disseminated in most FGW events. English translation is available at: www.pelikasvatus.fi/handbook



G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible, please indicate also the size of the targeted audience.

The target audience for the theme week is the general public with an emphasis on children, young people and their parents, due to most of the professionals in the Network working with children and young people. The size of the target audience is the population of Finland (5.5 million) and annually approximately 1 million Finnish people are reached with the campaign.

H. OUTCOMES AND EVALUATION

The theme week has helped and enabled libraries and other organizations organize game education. The theme week has broadened the public discussion about digital games with hundreds of news articles and dozens of radio and television programs during the years.

A survey conducted after the last FGW for local event coordinators showed that half (49%) had seen news about the FGW in local newspapers. 92% of local event coordinators also agree to the statement “FGW promotes discussion about digital games” and 97% agree that “FGW helps build a more positive gaming culture”.

I. FURTHER REFERENCES

Please provide further references about the initiative: publications, website, Twitter account etc.

The Finnish Game Week on Facebook

www.facebook.com/pelipaiva

Main website



www.pelipaiva.fi

News from 2015

Game designer millionaire and his colleagues are organizing a game drive for underprivileged children (Me naiset 18.11.2015 and Helsingin sanomat 19.11.2016)

www.menaiset.fi/artikkeli/ajankohtaista/pelimiljonaari_kollegoineen_puuhaa_joululahjaa_vahavaraisille_lapsille and www.hs.fi/kulttuuri/a1447900400900

Finnish Games Day 2015 livestream (Yle Areena 21.11.2015)

<http://areena.yle.fi/1-3162461>

Where do women belong in gaming culture? (Yle Morning show 14.11.2015)

<http://areena.yle.fi/1-2482958>

100k esports – Game Educator of the Year 2015

<http://yle.fi/aihe/artikkeli/2015/11/21/100k-esports-vuoden-pelikasvattaja-2015?ref=ohj-articles>



Answer 4 – Project 3

A. PROJECT NAME: Media-avain

B. CATEGORY AND DESCRIPTION OF PROJECT:

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an 'X':

Research	
Resources	x
Campaign	
Provision of Funding	
Networking Platforms	
Policy Development	
End-user engagement	
Other	

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

Media-avain ("Media Key") is a tool for rating positive and age-appropriate contents in media, especially in films. The rating criteria have been developed by a steering group consisting of media education, age ratings and developmental psychology professionals. The ratings can be found at www.media-avain.fi, which is an online service for parents of 4-15 year olds. Based on the rating criteria (the positive contents of the film), Media-avain gives every film a qualitative grade. The qualitative grade is symbolized by a key. Every film can receive 1-5 keys. In addition, Media-avain gives every film an age recommendation, which is marked by traffic light colors: red meaning that the film is not suitable for certain age groups, yellow meaning that parents and educators should consider whether the movie is suitable for their children or not, and green meaning that the film is suitable for those age groups.



Media-avain helps parents to find and choose positive content in media and encourages families to discuss positive and negative media content and the thoughts and emotions the films evoke. Media-avain is the only film-focused media literacy tool for families in Finland. The online service provides information that cannot be found anywhere else in Finnish. The service is provided by Koulukino – Skolbio ry (Finnish School Cinema Association).

C. GEOGRAPHICAL REACH

Please indicate whether the project was of National or Regional significance.

The website serves families and cultural operators, such as cinemas and libraries, nationwide.

D. TIMEFRAME AND BUDGET

Please include the duration of the project, the dates and, where possible, the annual and total budget and related sources of financing.

The project started in 2013 with collecting insights and references for the rating criteria. A tool for evaluating positive and age-appropriate media contents was finished two years later, and the online service was launched in 2015. During the pilot year 2015, 70 cinema releases were evaluated by trained reviewers. Media-avain is designed to be an ongoing service, not a limited project. The annual budget for Media-avain is 50 000€. Media-avain is funded by the Ministry of Education and Culture.

E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

In Finland, films are rated in order to protect children from harmful content. However, age ratings give little to none information about target groups, themes, or the atmosphere of films. On the other hand, film trailers and advertisements aim to make films look as appealing as possible.

Media-avain, on the contrary, aims to give families comprehensive, neutral information on different media contents. Media-avain helps families to make informed choices and have a critical eye for media contents aimed for children and the young.

Media-avain enhances parents and families' media literacy skills by pointing out positive contents, contemplating age-appropriate contents and giving ideas for discussing media experiences.



Every film review contains questions designed to help parents and children discuss the film experience together and critically explore the messages conveyed by the film. Families are also encouraged to share their thoughts about their media experiences with other families through a comment section.

F. STAKEHOLDERS:

Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.

Through Koulukino, the whole movie industry in Finland is associated with Media-avain; cinemas and film distributors play a key role. The official stakeholder of Media-avain is MLL, the Mannerheim League for Child Welfare. At the moment, other associates in the project are the Network of Game Educators and the Finnish library services Kirjastot.fi.

G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible, please indicate also the size of the targeted audience.

The main target audiences for Media-avain are Finnish families with children under 16 years old. Media-avain also supports cinemas in their audience work in order to help families understand age ratings and look for positive, age-appropriate content. The information provided by Media-avain is also helpful for media educators and media providers.

H. OUTCOMES AND EVALUATION

Being piloted in 2015, the first audience reach evaluations of Media-avain are done by the end of 2016. A short research paper of Media-avain was conducted by a media education student in 2015. Using content analysis methodology, the paper analyzed the positive contents of the films, and does the amount of positive content affect the age recommendation given for the film by Media-avain.

Numerous Finnish cinemas already utilize Media-avain in their audience work and websites. At the moment, there are over 140 film reviews in the online service, and approximately 80 films are reviewed every year.



Media-avain cooperates with digital gaming and library professionals in order to bring games, books, and other media contents in Media-avain as well.

The goal of Media-avain project and the online service is to raise media literate families, who can make informed, age-appropriate media choices and use media as a bridge between generations. Media-avain encourages people to have a critical attitude and high expectations towards media and its messages.

I. FURTHER REFERENCES

Please provide further references about the initiative: publications, website, Twitter account etc.

Media-avain can be found online in Finnish at www.media-avain.fi.

Facebook: facebook.com/mediaavain/

Twitter: @Media_avain

YouTube: Media-avain



Answer 4 – Project 4

A. PROJECT NAME: Mediakasvatus.fi (Mediekunskap.fi; Mediaeducation.fi)

B. CATEGORY AND DESCRIPTION OF PROJECT:

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an 'X':

Research	
Resources	
Campaign	
Provision of Funding	
Networking Platforms	x
Policy Development	
End-user engagement	
Other	

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

Mediakasvatus.fi is an online ecosystem and a platform that aims to promote and develop media education and media literacy in Finland by acting as the main information outlet for media education professionals. The online service works in three languages: Mediakasvatus.fi in Finnish, Mediekunskap.fi in Swedish and Mediaeducation.fi in English. The purpose of the online platform is to support experts, students, actors working with children and youth, kindergarten teachers, journalists, researchers, and professionals within the social and cultural sectors to find media education -related information and resources to support them in their professional roles.



The first version of the platform was developed in 2007, and further developed in 2012 becoming a fully renewed platform in 2014. With support from the Ministry of Education and Culture, it has grown to include a multitude of services to enhance its functions during the past few years. The online service was completely renewed in 2014, now including separate pages for media education -related news, events, and database for resources, publications, and so forth. The webpage has over 100 000 unique visitors yearly, and the functions of the online platform are supported by other parts of the ecosystem, involving a monthly newsletter (in Finnish, 2626 subscribers, 06/2016), as well as a newsletter in Swedish (4 letters/year, 266 subscribers, 06/2016) and an international newsletter (2 letters/year, 144 subscribers, 06/2016). The newsletters entail news and information about current topics in the field of media education in Finland, i.e. it serves as a compilation of the most significant or otherwise interesting content added to the site. Anyone can subscribe to the newsletters through the webpages.

The online service is maintained and developed by the Finnish Society on Media Education (FSME), an NGO devoted to supporting and developing the media education field in Finland by acting as an information center, giving expert lectures, and building bridges between researchers and professionals working with children and youth. Mediakasvatus.fi is updated daily and information is shared through the webpage and the many social media channels connected to the service. The active use of social media services give deeper insights to the perspectives of the actors in the field, which is why there are many different social media platforms included in the Mediakasvatus.fi -ecosystem. Especially Twitter is of value, since the FSME has over 4000 followers in the channel (3637 in 12/2015). The other main supporting channel is Facebook, where the FSME has founded the “Mediaeducators’ Network” Facebook Group in October 2015 (351, 12/2015) to lower the threshold to discuss current questions relating to media education in Finland. Furthermore, Instagram, Slideshare, and Youtube are part of the Mediakasvatus.fi -ecosystem, as well.

The ecosystem, including the online platform mediakasvatus.fi, the social media channels, and the newsletters, reach thousands of media education professionals and other interested parties every week. Mainly, the site visitors come from the larger Finnish cities and municipalities, but the Swedish and English contents also draw visitors from the Nordic countries and reach global audiences. The most popular contents are especially the news and events, as well as the resource database and different compilations of media education materials.

C. GEOGRAPHICAL REACH

Please indicate whether the project was of National or Regional significance.

The project is of a strong national significance.

The website in English (mediaeducation.fi) promotes Finnish media education to an international audience, and the Swedish language version (mediekunskap.fi) also attracts visitors from other Nordic countries.



D. TIMEFRAME AND BUDGET

Please include the duration of the project, the dates and, where possible, the annual and total budget and related sources of financing.

The original online webpage was created in 2007. The creation of a wider online service, including many newsletters and social media channels, was financed by the Department of Culture at the Ministry of Education and Culture, which directed specific funds dedicated to developing media education into this project 2011-2016. The annual budget of the project for the past five years has been approximately 70 000€/year.

- MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

Please indicate the type of media literacy skills or capacities that were addressed in the project. For example:

- Media use:

The ability to search, find, and navigate within the ecosystem, finding relevant resources or other materials.

- Critical thinking skills such as:

The social media channels enable challenging of the audiences by making it possible to direct the viewers' attention to certain aspects of shared contents.

Tips relating to critical media skills are shared regularly, e.g. by bringing up current cases or by initiating discussions on themes of privacy

Challenging the views on minors' media habits and culture by demanding fact based arguments.

- Participation and engagement skills such as:

Interaction is possible through all of the mediakasvatus.fi ecosystem channels: every post can be commented and we encourage active discussion through social media channels.

The starting point and criteria for all contents is that it is respectful and that it also always brings forth the perspectives of the young.



- Intercultural dialogue skills such as:

Challenging radicalization and hate speech online by being active parties in the No Hate speech Movement in Finland (-2015).

E. STAKEHOLDERS:

Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.

The main partners and stakeholders for the project are:

- The Finnish Society on Media Education.
- Sector: Civil Society
- Role: creator, developer, and administrator of the online ecosystem
- Evermade
- Sector: Private company
- Role: design-led digital agency who built the online web service in 2011. Evermade supported the development procedures leading to renewals in 2012 and were also involved in the larger process of re-designing the online service in 2014.
- The Finnish media education field: organizations, companies, individual professionals, authorities
- Sector: All
- Role: The professionals using the online service are all part of the Finnish media education community. A working group of media education professionals tested and aided the development process of the renewal process. Also, most of the contents spread through the ecosystem are produced by actors in the field, providing the channels with news, materials, publications, events, and other input relevant to the field.



- The Ministry of Culture and Education
- Sector: Public authority
- Role: Financier

F. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible, please indicate also the size of the targeted audience.

The main target audiences are professionals working with questions relating to media literacy and media education. These professionals include teachers in all levels of education, media education experts, researchers, youth workers, librarians, museums, journalists, and so on. Also, the project serves as a comprehensive database to all individuals with a general interest towards media education.

G. OUTCOMES AND EVALUATION

Please outline (in approximately 300 words) the main results of the project. Some category-specific evaluation tools are outlined below to act as a guide for response and to provide a broad evaluation framework. However, we understand that each project will be different and evaluation methods may differ significantly.

Mediakasvatus.fi has supported the development of media literacy and media education in the Finnish domain by raising awareness and informing stakeholders (civil sector, authorities, educational institutes) and individual citizens about current issues in the field of media literacy. The project serves the whole field by gathering information, research, and materials concerning media literacy, produced by multiple actors and stakeholders, not only the FSME. The role of Mediakasvatus.fi and connecting social media channels as a networking platform are significant.

The main objectives and results of the Mediakasvatus.fi projects are:

- The development and establishment of a more solid and informed media education community in Finland, aiding media education practices to make roots in various fields in society
- Strengthening media educational know how among professionals working with children and youth by providing an online service spreading best practices, news, resources, and information on events all over the country through all channels of the ecosystem



- Creating a main channel for reliable and up to date information on media education in Finland, for national and international audiences
- Raising awareness in society on media literacy related questions
- Developing a service open for all audiences in three languages: Finnish, Swedish, and English
- Collecting and keeping Finnish media educational publications
- Offers views on Finnish media education as a whole, sharing news provided by all actors equally
- Acting as a platform for discussion by hosting a blog, giving a voice to a wide range of media educators
- Providing multi-channel interaction by initiating and giving space for topics brought forth by actors in the field
- Taking an active part in campaigns (Media Literacy Week and Safer Internet Day, Newspaper Week, Youth Work week) by e.g. providing visibility and customized contents (header photo changed during the campaign in all channels etc.)

The quality of the contents is assessed on a daily basis, and the project has been followed closely through a set of qualitative and quantitative measures, to ensure its success. Here are a few of the evaluation methods:

- strengthening and monitoring of the finances of the project (regular)
- audiences reached at mediakasvatus.fi (monthly and weekly)
- follow-up on most popular contents (monthly)
- newsletter subscribers (monthly)
- followers and post reach on social media channels (Facebook, Twitter, Instagram, Slideshare, Youtube) (monthly)
- online questionnaires on the service (case basis)
- review of the feedback on the ecosystem (monthly)

Statistics:

Mediakasvatus.fi average amount of unique monthly visitors in 2015: 9000



Followers and subscribers 12/2015 (12/2014):

Newsletter subscribers:

Mediakasvatus.fi (Finnish): 2641 (2120)

Mediekunskap.fi (Swedish): 260 (224)

Mediaeducation.fi (International): 132 (87)

Twitter: 3637 (2708)

Facebook page followers: 1563 (1310)

Post reach/week in 2015: 2400 views

Facebook group: The Media Educators' Network: 351 (founded 10/2015)

Instagram: 701 (298)

Slideshare: Total views in 2015: 14 088

Youtube: Average of 100 views

H. FURTHER REFERENCES

Please provide further references about the initiative: publications, website, Twitter account etc.

Mediakasvatus.fi www.mediakasvatus.fi

Mediekunskap.fi www.mediiekunskap.fi



Mediaeducation.fi www.mediaeducation.fi

FSME: www.mediaeducation.fi/finnish-society-on-media-education/

Twitter: <https://twitter.com/mediakasvatus>

Facebook: www.facebook.com/mediakasvatusseura

Network for Media Educators: www.facebook.com/groups/mediakasvattajienverkosto/

Instagram: www.instagram.com/mediakasvatusseura/

Slideshare: www.slideshare.net/Mediakasvatusseura

Youtube: www.youtube.com/user/MediaEducationFin



Answer 4 – Project 5

A. PROJECT NAME: Yle Uutisluokka

B. CATEGORY AND DESCRIPTION OF PROJECT:

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an 'X':

Research	
Resources	
Campaign	
Provision of Funding	
Networking Platforms	
Policy Development	
End-user engagement	x
Other	

Yle Uutisluokka (Yle (Finnish Broadcasting Company) News Class) is a media education project, where students have a chance to make their own news with Yle's professional journalists. Main targets of Yle News Class are to develop students' media literacy skills, bring voices of the young to a wider audience and help them understand the world.

Yle News Class' method is "learning by doing". Using lesson plans and materials on our website, and with support from Yle's journalists, teachers help students to develop their media literacy skills, for example, how to find and research stories. News mentors, Yle's journalists, help and inspire students to come up with ideas for news stories, assist students with the production of their own news and teach principles of good journalism, such as fairness and accuracy. The project also has News Class video workshops at schools.

In April, schools take part in an annual News Class Day, where the faces, voices, and news output of thousands of students involved will be featured on Yle's



television, radio, and online news channels. Yle News Class has been able to bring together children across Finland, from all different racial, cultural, and social backgrounds, to report stories that interest them.

The News Class program targets students aged from 12 to 16 across Finland: Finnish, Swedish, Saami, English, and Russian students. Last year more than 300 schools and over 9000 students across Finland took part on Yle News Class. Finnish teachers have also access, first in the world, to use the YLE News Class Triplet free service, which produces teaching materials from daily news to classes every weekday morning. Yle News Class Triplet App is used by over 5000 teachers in Finland. The service is intended for primary and secondary schools.

Yle News Class activities have helped students to grow their confidence, because they are given the responsibility and chance to report on things that are important to them. At the same time, they develop their media literacy skills and learn how the media creates stories. They also learn to see “behind” the news stories.

Yle News class also supports active citizenship of the young people. For example in 2015, there was a parliamentary election in Finland, and the students were “in the heart of policy making”. They had a chance to conduct interviews with political party leaders ahead of the recently-concluded general election. Students have also interviewed the President of Finland and the Prime Minister of Finland.

C. GEOGRAPHICAL REACH

Please indicate whether the project was of National or Regional significance.

Yle News Class is a national programme across Finland. The project is open to all Finnish schools and students aged from 12 to 16. Yle News Class works with all types of schools and pupils from all backgrounds.

D. TIMEFRAME AND BUDGET

Please include the duration of the project, the dates and, where possible, the annual and total budget and related sources of financing.

Yle News Class started in 2014. The project is financed by Yle and it runs throughout the school year. There are four people working in the project full time. Yle mentors visit schools in addition to their journalistic work.



E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

Yle News Class supports all kinds of learning - for instance by helping students develop their ability to work in teams, communicate effectively, and think critically. It is also a chance for students to discuss the responsibilities involved in broadcasting their work to a wide audience.

Many young people today are content creators and distributors, which is why it is very important to teach them the rules and principles of good journalism. At the same time, students get more interested in what is going in the world, how to report it, and what choices and opinions they can choose when creating news stories. This improves students critical thinking skills and understanding how media works. They learn to question the motivations of content producers in order to make the choices and selections. Students also learn to use different media. When creating their own stories, students have to search information. This improves their ability to search, find and navigate, and use media content and services. With help of Yle's journalists as mentors, students learn to recognize different types of media contents and evaluate the contents for truthfulness. Yle's mentors show students examples of different news stories that are not reliable.

In Yle News Class, video workshop students create and edit their own videos. They choose the idea, opinion, and who is interviewed. By creating and building media contents, they also participate in the society and different aspects of it.

F. STAKEHOLDERS:

Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.

Yle News Class operates with schools, teachers, Finnish Society on Media Education, university of Helsinki, and Scool Oy (Mobile Application Triplet).

G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible, please indicate also the size of the targeted audience.

Yle News Class is a national program across Finland. The project is open to any Finnish school and students aged from 12 to 16. Yle News Class works with all types of schools and pupils from all backgrounds. This year we have 300 schools and 9000 students involved. The audience of Yle News Class reports during the Newsday are TV and radio broadcasts, which reach around 1,5 million people; a big audience is also in the internet and social media.

H. OUTCOMES AND EVALUATION



“This co-operation benefits all parties. Teachers will get diverse teaching material for the media teaching and the students learn real media work. And Yle will get a new dimension to their operations, the young people’s perspective of the world’s phenomena.”

Maarit Rossi, Global Teacher Prize Top 10 Finalist

“Can’t think of a better way to teach media literacy as letting the young people make News stories themselves. This operation has made her students social influencers.”

Jaana Lindfors, teacher from Kirkkoharju school

Last year more than 300 schools and 9000 students across Finland took part on Yle News Class. About 40 mentors – Yle’s journalists – visited the schools. The audience of Yle News Class reports during the Newsday are TV and radio broadcasts, which reach around 1,5 million people; a big audience is also in the internet and social media.

Yle News Class Triplet App is used by over 5000 teachers in Finland. Through the Triplet App, teachers receive three news videos and articles each morning that include ideas on how they can be used in schools at various levels. All of the content is created by professional journalists and teachers in partnership Scool oy.

Yle News Class took part in Educa, the largest event for the education and training sector in Finland, organizing media education for teachers together with the University of Helsinki, in addition, seminars were held. Yle News Class also has material for teachers to use in classes in our website. Yle News Class also co-operates with the BBC School Report media education program.

I. FURTHER REFERENCES

Please provide further references about the initiative: publications, website, Twitter account etc.

<http://yle.fi/uutiset/uutisluokka/>
www.facebook.com/yleuutisluokka/
<https://uutisluokka.triplet.io/>
<https://scool.fi/en/triplet>
 instagram: #uutisluokka



twitter: #uutisluokka

http://yle.fi/uutiset/students_become_journalists_for_a_day_-_free_school_lunches_on_the_menu/7957377

<http://pathstomath.com/2016/04/14/what-are-the-best-examples-you-have-seen-of-teachers-using-social-media-to-enhance-learning/>

<https://hundred.fi/en/projects/transforming-the-evening-news-into-educational-material>

www.netti-tv.fi/katso/yle-uutisluokka-oulu-students-ponder-how-to-stop-food-waste-s-26042016-0931/183575#.V1AltFaLS70

http://yle.fi/uutiset/oulu_students_ponder_how_to_stop_food_waste/8836413

<https://hundred.fi/en/projects/the-satakieli-media-project-for-special-needs-children>



7.12. FR – FRANCE

Answers of the national expert to the questionnaire



Objective: The objective of this research is to provide mapping and description of the significant projects in promotion of media literacy in the EU-28 member states, since January 2010, of national or regional coverage.

The actors to be included in the mapping are:

- policy makers,
- public authorities,
- media regulatory authorities,
- audiovisual content providers,
- journalists associations,
- civil society.

To ensure a comprehensive picture is created of the media literacy projects that have been undertaken, and media literacy skills that have been promoted in each country, we ask that you consult with actors mentioned above (or the equivalent in your country) and include any relevant material from them.

The projects will be categorised according to the skills that they intend to develop and their target group and, if feasible, the outreach of each project.

Context: Media literacy is to be understood as an umbrella expression that includes all the technical, cognitive, social, civic and creative capacities that allow a citizen to access, have a critical understanding of the media and interact with it.

These capacities enable people to exercise critical thinking, while participating in the economic, social and cultural aspects of society and playing an active role in the democratic process. This concept covers all kind of media interactions (broadcasting, radio, press, the internet, social media) and addresses the needs of all ages.

Scope: This report will focus on media literacy projects relating to media services delivered on electronic communication networks, both linear and non-linear, and on information society services where pertinent. Press (including online), radio and off-line media will not be covered. Regional initiatives will be described separately where relevant.

In addition to the conventional media literacy themes of critical thinking, digital inclusion, online safety and the protection of minors, we are particularly interested in media literacy projects that:



- **Promote a healthy democracy:** Democracy, by definition, requires the participation of well-informed citizens. Citizens inform themselves through the media. Their relationship with the media needs to take place in a context of critical thinking. This furthermore requires certain knowledge of how the media works and how media messages are constructed.
- **Empower people in a changing and increasingly complex media landscape:** We are not only passive recipients of media content, but also content creators and media sources, for example through our involvement in social media. Moreover, we increasingly receive news through social media, rather than through traditional channels. This proliferation of sources brings a lot of new information, opportunities and potential innovation but also requires critical thinking and verification tools and awareness of how to manage our personal data and make informed choices about algorithms from digital platforms that accommodate the world to our taste.
- **Challenge radicalisation and hate speech online, and promote fundamental rights:** In a time when each citizen with a mobile connection to social media is a source of news and can contribute to "trending topics", media literacy includes taking up one's civic responsibility of contributing to a culture of inclusive tolerance and respect online and exercising critical thinking in relation to amplifying, debunking or challenging media content.

Actions related to school curricula are excluded from the mapping as they were mapped by the European Media Literacy Education Study (EMEDUS)³³⁶.

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³³⁶ <http://fr.slideshare.net/MediaLearning/ml-2012-the-emedus-european-media-literacy-education-study-by-jose-manuel-perez-tornero>



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Section 1 – Background context

Question 1

Please list the main media literacy stakeholders in your country, and identify which sector they belong to (e.g. academia³³⁷, audiovisual content providers³³⁸, online platforms³³⁹, public authorities³⁴⁰, media regulatory authorities, civil society³⁴¹).

Please indicate which stakeholders have a statutory responsibility around media literacy and which stakeholders have a non-statutory interest/engagement in media literacy activities.

Answer 1 Main media literacy stakeholders

2 remarks: 1) the distinction between statutory and non-statutory is difficult, especially for the civil society. I understood statutory as the obligation to do media literacy activities due to the status of the institution (by the law), or linked to a contract with public institutions (Ministries or Region), or when all the activities of the institution are dedicated to media literacy. 2) The difference between online platform and audiovisual provider is not so easy. For example I decided to put Vivendi in the group of audiovisual providers because the group sold SFR which was an Internet provider, but took control of Canal +, D8, and Canal Satellite and its channels, but I put Orange in the group of the online platforms because its main activities in media literacy are related to the activity of Internet provider, but it controls also channels.

Academia

1. University training in Information and Communication or Journalism (statutory): there are in France almost 50 training in communication and information which offer media studies, or journalism studies amongst other. Very few masters are specialised in media literacy (Aigeme at University Paris 3, MEEF at ESPE Toulouse, Master Ingénierie des medias pour l'éducation at Poitiers University). The training for librarians contain media literacy modules (statutory)
2. Research project Translit (ANR) focused on media, information, computer literacies, (ANR : national research agency).(See below

³³⁷ Academic institutions, universities and third level education providers.

³³⁸ Audiovisual content providers include broadcasters and on-demand providers (both public service media and commercial media) and content providers for online, games and apps.

³³⁹ Online platforms includes the owners and operators of online platforms (such as social media websites and search engines).

³⁴⁰ Public authorities include government Ministries/departments, local authorities and councils, semi-State organisations, policy-makers.

³⁴¹ Civil society includes foundations, not-for-profit organisations arts and cultural bodies, charities, think-tanks, communities of interest and community networks (sports, health, hobbies, religion).



question 3) (statutory).

3. Research project INEDUC about social and digital inequalities between teenagers (ANR) (statutory).
4. Regional research project Precip, regional project about digital writing. (statutory).
5. Centre d'études sur les Jeunes et les medias (Center for Studies on Young people and Media): one international conference per year about young people and media, uses and participation (See question 3 below). (statutory)
6. Doctoral training seminar (statutory) "Pour une éducation critique aux medias en contexte numérique" (critical media literacy in digital context) CEMTI Paris 8.
7. Some publishers are specialised in media literacy (statutory) : collection "Education aux medias" at L'Harmattan, C&F publisher.
8. Jeunes et medias, les Cahiers francophones de l'éducation aux medias, academic review dedicated to Media literacy in French-speaking countries, with an educational section (7 journal issues, 1 more will be published in september) (see below question 3) (statutory)

Audiovisual content providers

9. France Television public group (statutory, see article 15 of its schedule of tasks). Several channels of the group have taken initiatives in this field : France 3 (the show of the mediator, "Votre télé et vous" once a month, very late, but also online in a longer version), France 4 (news magazine for teenagers, since 2015, once a week, "T'as tout compris" "you've understood everything"; short program, 2 minutes, 3 times, every day, "Un jour une question", "One day, one question") for the youngest (3-7 years old) France 5 (magazine about media for general audience, Media le Mag). France O created an online platform about testimonies of racism and discrimination. Beside this, France television also developed an online platform dedicated to education where some programs are focused on media education, specific programs like *Les clés des medias* ("Keys for understanding media", see below question 3 and 4), and . France Television produced educational web series about information and journalism too, but also
10. Arte took two initiatives: news magazine for children *Arte junior* and will launch a new platform *Educ' arte* with 600 documentaries open to teachers where they can find Arte junior too. (statutory, contract awarded by Ministry of National Education.)
11. Cap Canal was a regional broadcaster then national digital broadcasting service, entirely dedicated to educational programs. Some about media literacy. It was stopped in 2014. (non statutory)
12. Vivendi multimedia group published CSR policy with commitments to promote diversity, protection of minors, protection of personal data, and media literacy, following its engagement in Global Reporting Initiative. That are orientations shared with the other media actors of the network ORSE (Observatory for CSR). Two children's channels belonging to the group, such as Piwi + and Teletoon +,



broadcast shows where children participate. 2 meetings were organised with Science Po about these topics, the group provide resources on “culture(s) with Vivendi” that is an online platform. (non statutory)

13. TF1 Foundation organised a campaign in 2016 about diversity and living together (“MyFrance”) with support of Ministry of National education and CSA (video competition for pupils), the first three winners are published on MyTF1, the TF1 online platform, the winner on TF1 (channel). (non statutory)

Online platforms

14. AFPI (French association for Internet providers, which gathers access providers, search engine, social networks, hosts) has a statutory engagement for the monitoring of illegal contents (child pornography, hatespeech, apology of terrorism) and for developing warning and reporting mechanisms for the users. (statutory)
15. Orange multimedia group is engaged in commitments similar as Vivendi. Orange has setted up a “digital society forum” with other partners, experts and researchers, and participates to an online platform Educavox (see below question3), and organises parents sessions in several towns. The parents course is also reachable on several online platform (Youtube, Dailymotion). (non statutory)
16. Google published a blog with advice for parents and users, with better visibility during the safer internet day, supports to e-enfance and its helpline (netecoute). The group (as search engine and video hosting service with YouTube) contributes to a campaign against bullying. (non statutory)

Public authorities

17. CLEMI (centre for liaison between teaching and information media) is now part of the Network Canope and reports to Ministry of National Education. Its actions consists in training teachers to a better knowledge of the news media system, to the process of analysing and understanding their messages and to their pedagogical use in the classroom. Every year, the Clemi trains between 15.000 and 18.000 teachers in initial or permanent training. It puts in relation teachers and pupils with news media professionals to build up common projects and set up actions, punctually or during The Press and Media Week at School. (see below question 3 and question 4). CLEMI manages other initiatives such a new competition “Grands prix Mediatiks” for pupils’ productions off line and electronic (statutory)
18. Canope in itself is a center for educational resources, it publishes books, magazines, dvd, films, available from a website. (statutory)
19. Ministry of National Education developed a website where precise advice for a responsible use of the Internet:



<http://eduscol.education.fr/internet-responsable/> The ministry also conducts several campaigns linked to media literacy , for example against bullying (see below question 3). In 2013 Media literacy become one of the main official mission of School (rebuilding school Law) the web site eduscol was renewed and developed (statutory)

The Ministry is responsible for setting up the “plan numérique” (digital plan) which received funding of 1 billion euros (supported by PIA Programme investissement d’avenir). This plan is essentially devoted to investment in digital tablets for pupils (25% of the middle schools students are equipped in 2016) and teacher training (<http://www.gouvernement.fr/action/l-ecole-numerique>). The plan is previoused for 3 years, 2015-2018. For the moment it is difficult to know exactly which kind of media literacy projects are funded by the plan.

20. National Agency for Digital, which brings together Mission French Tech (help for startup companies), and “delegation aux usages de l’internet” (Delegation for the Internet uses) which reported until 2015 to Ministry of National Education. The new Agency reports to the Ministry of Economic and Financial Affairs. It published an online platform which gathers resources for public and private actors (netpublic.fr, see below question 3) and a site which gathers initiatives of the mediators for the digital who work in the network of the 5000 EPN (Public Institution for the Digital) (<http://www.mediation-numerique.fr/mission-sun.html>) (statutory)
21. CNIL (National Commission on Computer technology and Freedom) involved in the protection of personal data and privacy, published an online platform with others actors “educnum” (see below question 3). This institution, linked with Défenseur des droits de l’enfant (Children Ombudsman) trains young people acting as children rights ambassadors, who work with about 30 000 children (non statutory).
22. CNC supports audiovisual industry and cinema industry, supports also actions linked with media literacy through films. (statutory)
23. INA National Institute for Audiovisual with two goals : archiving audiovisual programs and even websites, training audiovisual professionnals. INA offers to teachers a special website “Jalons” that can be useful for illustrating school curricula.<http://fresques.ina.fr/jalons/> It is displayed on the National Education’s website: <http://eduscol.education.fr/numerique/dossier/competences/education-aux-medias/sites-pour-eduquer-aux-medias/education-image-et-audiovisuel>. This resource is very interesting in order to contextualize media ‘sources and to provide information about media’ history (and especially television’s history): <http://fresques.ina.fr/jalons/liste/recherche/Theme.id/43/e#sort/DateAffichage/direction/DESC/page/1/size/10>. INA is also a publisher and edited in 2011 a special issue of its review « e-dossier de l’audiovisuel » dedicated to media and image’s literacy: <http://www.ina-expert.com/e-dossiers-de-l-audiovisuel/e-dossier-de-l-audiovisuel-qu-enseigne-l-image-qu-enseigner-par-l-image.html> (statutory)
24. CNUM, National council for digital, established in 2011, modified in 2012, which has a consulting mission for the government. It published a report in 2014 Jules Ferry 3.0, Bâtir une école créative et juste dans un monde numérique (To Build a Creative and Fair School in a Digital Word). (non statutory)



25. INC, National institute for Consumers Affairs (public body) produced audiovisual programs focused on advice for use of media and digital technologies (about 8-10 programs in 120 broadcast yearly), 7 educational modules (in 52) dedicated to media literacy and other resources published on the website conso.net. (non statutory)
26. Grande école du numérique, government's program supported by PIA (Programme Investissement d'Avenir, Public Investment Program for the Future) labelling 171 "digital factories" (in 2016) providing training for 10 000 people unemployed, unskilled living in neighbourhood concerned by urban policy (5 Millions euros). (statutory)
27. Ministry of Home Affairs is in charge of platform Pharos, signaling violations of rules (children pornography, hate speeches, and other crimes). (statutory). It proposed also training sessions (more controversial, with an insurance company) and videos about cyberviolence. (non statutory)
28. Défenseur des enfants, Children's Ombudsman, published in 2012 a report "Enfant et écrans : grandir avec le numérique" (Children and screens : growing in a digital world » (see below question 3) (non statutory)
29. Haut conseil à l'égalité femme-homme, Council for equality between women and men, Report « relatif à la lutte contre les stéréotypes : pour l'égalité femmes-hommes et contre les stéréotypes de sexe, conditionner les financements publics » 2014 (fighting stereotypes : about gender equality) where some recommendation involve media portrayal of gender and which inspired CSA decisions. (statutory)
30. Commission nationale consultative sur les droits de l'homme, (National Commission on Human Rights) published a report about fighting against racism, antisemitism, xenophobia, for the year 2014, available on its website www.cncdh.fr, recommendation for fighting racism from kindergarten to high school. (non statutory)

Media regulatory authorities

31. CSA, National Audiovisual Council published in 2013 a website dedicated to medialiteracy, but changed its presentation and its name in 2016: "les clés de l'audiovisuel" (Keys for the audiovisual world", see below question 3). It organised meetings on young people (including young adults) and media uses, and about diversity in media. It regulates and monitors equity in media portrayal of gender. It has to monitor if public channels broadcast programs dedicated to media literacy (statutory).

Civil society

32. Tralalere is a private company dedicated to educational devices. It produced several resources for SaferInternet European program



for whom it is the coordinator of the French program (in which e-enfance and AFPI are both involved too). It produced 6 main resources: “Vinz et Lou” launched in 2007 but developed several years thereafter on different supports (cartoon with 68 episodes (2 minutes), 15 with an English and a Spanish version, 2 comic books, serious games, parental guide, 5 millions views on YouTube, educational kits, workshops), “2025 Ex Machina” serious game launched in 2010 (see below question 3 and 4), “code-decode”, serious game that trains for coding with 4 smartphone applications, launched in 2015, www.code-decode.net, “Stop la violence” launched in 2014, serious game about school bullying, 30 000 unique visitors, “Isoloir” on citizenship and Europe www.isoloir.net, launched in 2013. (statutory, in contract with European Commission).

33. E-enfance : association selected by government to manage the helpline (netecoute) dedicated to the difficulties linked with the use of the Internet, it gives advice for children, parents, teachers, template for complaints. It’s part of Saferinternet device. It participates to actions of Française des jeux (gambling activities’ company) on the beach during the summer in order to promote the helpline which is available by telephone and online. (statutory, contract with European Commission)
34. UNAF, National Union of family associations is involved in many activities helping parents. It published studies including about babies activities with screens, it gives conference about media literacy, and is responsible for Pedagojeux, an online platform dedicated to videogame, giving advice to parents, it is linked with PEGI, videogame union (SELL) and Ministry of Social Affairs. (statutory)
35. La Ligue, popular education’s movement, is a network of 30 000 associations, 500 000 volunteers, 1.5 million subscribers. It conducted several actions in the field of media literacy : it supports a website “decryptimages.net” (see below question 3), published a blog “societedelinfo.laligue.org”, produced a module (3 hours on media literacy) for the platform of Ministry of National Education, <http://magistere.education.fr/>, is just launching in 2016 with several associations an educational project “d-clics numériques”(<http://d-clicsnumeriques.org>) which will train 6000 teachers and youth workers, for supporting children and teenagers’ uses of the Internet. This project is funded by the PIA (Programme Investissement d’Avenir). La Ligue participates also in “les voyageurs du code” (Travellers of the code). (statutory)
36. Les CEMEA, popular education’s movement is a network based on 30 regional structures and a national structure. They promote “new education” outside the school, where participation is part of education. They make training in media literacy for youth workers in 22 regions (in 2014 for example), they build recently several devices to promote critical media use : “Jeunes et numérique, d’un environnement consumériste à un dispositif citoyen (Young people and the digital, from consumer environment to citizenship) (6 regions) funded by the FEJ (Fonds d’Expérimentation pour la Jeunesse, Experimental Youth Development Fund); Jeunes Webreporters en Avignon (young webreporter during Avignon’s theater festival), festival européen d’éducation (European educational film festival, see below question 3), « Plein les yeux » (Be amazed, in Auvergne), media activities with young delinquent; Passeurs d’images (dissemination of cinematographic culture, <http://www.passeursdimages.fr/-Des-cines-la-vie-.html>, for example in 2016 competition with



short videos filmed with online platform Vine); media literacy in Normandie 2015-2016, Réseau, cemea, région et académie, 3 départements (Calvados – Manche – Orne), 58 educational institutions, about 8500 students, 450 workshops. CEMEA launched in 2016 six digital factories, funded by the FEJ (Fonds d'Expérimentation pour la Jeunesse, Experimental Youth Development Fund) with the budget dedicated to the "Grande école du numérique" (Great school for digital) supported itself by the PIA. These six "digital factories" are devoted to mediators training for unemployed and unskilled young people living in the neighbourhoods concerned by urban policy and located in five different regions. They are explicitly devoted to digital citizen education. CEMEA also publishes studies and books about media and young people. (statutory)

37. Enjeux e-medias : 4 big associations (Cemea, Ligue, Francas- another popular educations' movement, FCPE- parents' association) gathered together to intervene in the regulation of media and promotion of critical media literacy (linked with CNIL, Canope, Cleml, Ministry of Culture, Ministry of education...). (website : enjeuxemedias.org) (statutory)
38. Generation numérique : association which develops studies about the young people's media use and educational activities in schools. (statutory)
39. Médiapte : association dedicated to media literacy, with curriculum online since 2011 (<http://parcours.mediapte.fr>), and develops a new project with German association which will be a collaborative approach of the Internet (<http://f8proj.eu>) (former name Apte, see below question). (statutory)
40. FADBEN, national association of librarians, involved in developing digital literacy in school, with blogs and websites. (non statutory, the main objective is the defense of librarians)
41. Jet d'encre : association for young journalists or students, helping them to develop their writing talent, defends the Young people's right to freedom expression. (statutory)
42. Les entretiens de l'info, association which develops yearly meetings between researchers and journalists available on its online website: entretiens.info. (statutory)
43. ODI, Observatory on information's ethics, gathers almost 50 medias as members and other associations, researchers, who represents the audience, publishes yearly one or two reports about controversial information processing, and gives information about press councils' decisions in the world (website www.odi.media), published a scoopit about journalism and ethics <http://www.scoop.it/t/odi-journalisme-et-deontologie>. (statutory)
44. Alliance internationale des journalistes, international association of journalists, involved in developing links between the general audience and the journalists. It publishes in 2016 an online platform mediaeducation.fr, which gathers information about the initiatives about information literacy and freedom of expression (see below question3). (non statutory)
45. Association Journalism and Citizenship organizes Assises du journalisme (International Journalism Symposium) : 3 days every year,



- with conferences about journalism, one debate about media literacy with associations (Enjeux e-media, Jet d'encre...), one debate about deontology with ODI. (statutory)
46. CICIC, association which organizes a popular university about images literacy, and proposes media literacy's resources available online <http://upopi.ciclic.fr/upopi/qui-sommes-nous>, <http://upopi.ciclic.fr/apprendre/objectifs>. (statutory)
 47. Média Cité (<http://www.medias-cite.coop/>) gathers, for the South-West region, the initiatives in media literacy build by the mediators for the digital (in EPN public institutions for the digital) reported to ministry of culture and ministry of Economic and financial affairs. (regional, statutory)
 48. Promeneurs du net, Internet walkers, inspired by a Swedish association, online activities for social workers who ensure a permanent presence on social networks, launched in 2012 in La Manche, developed now in 3 departments with a national support (CAF, family association's fund) (regional, statutory) (see below question 3)
 49. Acrimed, association which promotes critical thinking on media and politics online and offline. (statutory)
 50. La Quadrature du net, association which promotes civil rights in the digital environment. (statutory)
 51. Arret sur image, online platform which promote critical analysis of media environment (in a large meaning), with files and videos, previously broadcasted on television (France 5), since 2007 broadcasted every week on the website. (statutory)
 52. Mediapart is an online press media implicated in media literacy, develops links with CLEMI and produces videoclips about societal or culture's issues too.(non statutory)
 53. Frequence ecole, develops both activities: media literacy with workshop in the region of Lyon, and research (report about young people and the digital in 2010) and publish resources like Mediatypés (see below question 3). (regional, statutory)
 54. Eveil (<http://www.eveil.asso.fr/association/presentation.php>), conducts actions nearby young people including against stereotypes and discrimination and stereotypes disseminated by media, the goal is to reinforce citizenship, it takes part to COGRADE which promotes the Children Rights in France (regional, non statutory).
 55. Stop aux clichés, network of associations (Jet d'encre, ANACEJ, students associations) develops campaigns on Social Networks (Facebook , Twitter) against stereotypes and discrimination about young people, <http://stopauxcliches.strikingly.com/>. (statutory)



Question 2

What kind of networks do the media literacy stakeholders in your country engage with?

Please describe these networks and include how these networks function, who manages the networks and whether they operate at a local, national, European or International level.

Answer 2

We can distinguish three types of networks :

- 1) Several stakeholders are networks themselves or are working in networks : associations such as La Ligue, les CEMEA, UNAF, AFPI, CLEMI, FADBEN, EPN, Promeneurs du net, Stop aux clichés, Enjeux-media. Generally speaking, the national associations are linked with a network of regional associations. Some regional associations set up media literacy projects by building regional networks of actors. It is the case with Mediapte, Mediacite, Frequence ecole. The situation is different with AFPI, which gathers Internet providers, search engine and hosts, which have themselves a national or international size.

Arte is a French-german Broadcaster.

Every ANR project is created by a network of several laboratories.

- 2) Many stakeholders take part to several activities developed through a network of partners. The main network is built around Saferinternet program, with European connection and European partners.

The media literacy projects of CLEMI are realized with teachers and journalists, local or national medias, but also several institutions like CNIL, Google. The new production contest "Mediatiks" involves cooperative partners such as journalists, media and the platform Educavox.

Pedagojeux is also a network of representative of French game industry, Family associations, experts, Ministry of Social Affairs.

The networks are different following the projects. But several actors created a regularly steering committee, with experts, associations of popular education, representative of CNIL , of CSA, of Ministry of National Education, Ministry of Home affairs. CLEMI, CNIL, Internetsanscrainte, do so and organize at least an annual meeting. For one project, Mediapte develops a French-German network (F8proj.eu). Les Entretiens de l'Information are managed by researchers and Ligue de l'enseignement, ESJ Lille school of journalism, journalists' trade unions.

- 3) The third category is composed by digital networks created through websites, gathering diverse activities linked to media literacy but sometimes without any coordination between the initiatives. For example : educavox (network and website), mediaeducation (network and website), UPOPI (website), netpublic (network of EPN, website), educattentat (website). Some of these projects are also networks, I mean that several different



institutions are involved in the management and the promotion of the website, even if information collected are coming from other actors.



Section 2 – The overview

Question 3

Using the grid below, please identify the 20 most significant media literacy projects which have been delivered in your country since 2010.

Please select the most appropriate category for the project type, the sectors responsible for the projects, the type of media literacy skills that were addressed in the project, as well as the reason of significance:

Project types	Sectors	Media literacy skills	Reason for significance
Research ³⁴²	Academia ³⁴⁹	Creativity ³⁵⁵	The size of the target audience
Resources ³⁴³	Audiovisual content provider ³⁵⁰	Critical thinking ³⁵⁶	The total budget or cost of the project
Campaigns ³⁴⁴	Public authorities ³⁵¹	Intercultural dialogue ³⁵⁷	The success of the project (outcomes / impact compared to objectives)
Provision of Funding ³⁴⁵	Media regulatory authorities	Media use ³⁵⁸	The level of public awareness of the project
Networking platforms ³⁴⁶	Online platforms ³⁵²	Participation and interaction ³⁵⁹	The level of engagement by the target audience
Policy Development ³⁴⁷	Civil society ³⁵³	Other	Other
End-user engagement ³⁴⁸	Cross-sector collaboration ³⁵⁴		
Other	Other		

³⁴² Significant qualitative or quantitative research on any aspect of media literacy which has been published and/or is widely used by the media literacy practitioners.

³⁴³ Resources include all the themed output related to a single media literacy initiative. It could include TV, and/or content published online, including information leaflets, video, audio, lesson plans, curriculum modules, websites etc.

³⁴⁴ Campaigns usually combine awareness-raising with a desired behaviour change. A Campaign will usually have a specific 'call to action' e.g. 'Don't share too much online' or 'Know how to check the truthfulness of online information'. Campaigns can be multi-stakeholder campaigns such as Safer Internet Day or cross-platform campaigns and can include promotion across TV/radio/online and/or other forms of public engagement.

³⁴⁵ Including the provision of funding for media literacy activities delivered by third parties. Funding may be provided via grants, open competition and invitations to tender.

³⁴⁶ Including conferences, seminars, meetings, online and offline forums, newsletters, databases.

³⁴⁷ Including consultations, published reports and recommendations.

³⁴⁸ End-user engagement includes grass-roots projects that provide support and information to end-users via face to face contact, phone contact or online contact.

³⁴⁹ Including Academic institutions, universities and third level education providers

³⁵⁰ Including broadcasters and on-demand providers (both public service media and commercial media) and content providers for online, games and apps.

³⁵¹ Including government Ministries/departments, local authorities and councils, semi-State organisations, policy-makers.



Please classify the projects using either 'N' for National or 'R' for Regional, and their level of significance using a scale of 1 to 3, where 1 is most significant and 3 is least significant.

	Project Name	Project Type	Sector	Media Literacy skills	National or Regional	Years	Reason for significance	Level of significance (1 – 3)
1	Translit	Research	Academia	Analysis of quality and skills developed during media literacy activities (in school and in informal curriculum) and theoretical construct of transliteracy.	national	2013-2016	Budget ANR (262 958 €), 4 important academic laboratories involved, pay attention to 3 different kind of literacies, (media, computer, information literacy) in order to build comprehension of “translitteracy”. Final findings expected by November 2016 http://translit.univ-paris3.fr/	2
2	Centre d'études sur les	Research	Academia (association of researchers)	Attention to participation of young people	national	Since 2013	4 international symposium, online publishing, network of	2

³⁵² Including the owners and operators of online platforms (such as social media websites and search engines).

³⁵³ Including foundations, not-for-profit organisations arts and cultural bodies, charities, think-tanks, communities of interest and community networks (sports, health, hobbies, religion).

³⁵⁴ Including projects involving a number of key stakeholders from different sectors. As an example, the model that Safer Internet Day is based on could be considered a cross-sector collaboration project.

³⁵⁵ Creating, building and generating media content.

³⁵⁶ Critical thinking skills such as: understanding how the media industry works and how media messages are constructed; questioning the motivations of content producers in order to make informed choices about content selection and use; recognising different types of media content and evaluating content for truthfulness, reliability and value for money; recognising and managing online security and safety risks.

³⁵⁷ Such as challenging radicalisation and hate speech.

³⁵⁸ The ability to search, find and navigate and use media content and services.

³⁵⁹ Interaction, engagement and participation in the economic, social, creative, cultural aspects of society through the media and promoting democratic participation and fundamental rights.



	Jeunes et les médias			during media literacy activities			researchers http://jeunesetmedia.wix.com/jeunesetmedias	
3	Jeunes et medias, revue francophone d'éducation aux medias	Research	Academia	Attention to diverse dimensions of media literacy, place of creativity, innovative practices.	national	Since 2013	8 issues with participation of French speaking researchers, attention to innovation, participation, young researchers, and historic perspective.	2
4	Les clés des medias (Keys for understanding medias)	Resources	Audiovisual and cross sector collaboration	Critical thinking	national	December 2015	25 videos of 2.30 minutes, which open debate about freedom of expression and production of information. The project gathers actors from different sectors France television, Radio France, Canope, Agence du numérique, Enjeux e-medias. (see below question 4)	3
5	Arte junior (news magazin)	Resources	Audiovisual (French-German channel)	Critical thinking	International	Since february 2014	Regularly broadcast on national network available on DTT, at the beginning once a week,	2



	e for Children)						and since September 2015 short daily version, available on the future online platform educ'arte dedicated to teachers http://educ.arte.tv/	
6	Educa Vox	Resources, networking platform	Cross sector collaboration	Critical thinking and young people's participation	International (French and Belgian)	Since 2011	Based on a large network : Canope, Bayard (publisher), France tv éducation (online platform of the public broadcaster), Orange (internet provider) and its Digital Forum, biotics, Ruralitic, Aquitaine Region, province de Liège (Belgium), Erasmus Agency, Euro France médias. The platform proposes also the only news audiovisual magazine realized weekly by pupils (High school Léonard de Vinci, Monistrol-sur-Loire) http://www.educavox.fr/	2
7	Press	End users engagement	Public authorities (Creativity, critical	Internat	Since 30	Audience is very large,	3



	and media Week at school		CLEMI, National Education) and cross sector collaboration	thinking, participation and interaction, media use	ional	years (renewed in 2013)	3.5 millions of pupils, 15 500 institutions participating, 1945 medias (in 2014). In 2015 focused on freedom of expression, large freedom for the teachers to organise their activities (choice of the partners, choice of the media...) (see below question 4)	
8	Campaign against bullying	Campaign and end users engagement and networking platform	Public authorities (Ministry of National education) in collaboration with other actors	Creativity, critical thinking, participation, media use	national	2015	Large audience, 19000 pupils involved in 2015. Large panel of partners : The Walt Disney Company France (producer of the video clip “non au harcèlement”, broadcaster of it on Disney media platforms); Numericable-SFR (Internet provider) ; France televisions (which broadcast a documentary on the same subject) and the video clip; MAE,	2



							<p>insurance for teachers, participate to the prize “Non au harcèlement », giving money for the best pupils productions. Broadcasters such as France Télévisions, Canalplus, m6 , bfmtv broadcast the video clip during one day on their channels. Google, YouTube, Facebook, twitter, produce other videoclips with famous young YouTubers.</p> <p>EPE – École des Parents et des Éducateurs d’Île-de-France is also partner. The ministry launched also a helpline, Stop Harcèlement, le 3020, thanks to both associations e-enfance and EPE Ile de France.</p> <p>Les petits citoyens, association, produces videos with the support of Unicef.</p> <p>http://www.nonauharclement.education.gouv</p>	
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							.fr/	
9	2025 Ex Machina	Resources (serious games)	Cross-sector	Media use and critical thinking, intercultural dialogue	international	1 st episode in 2010	4 episodes of the game, available on differed media, 500 000 game sessions.	3
10	educnum	Resources and End-users engagement	Cross-sector	Media use, critical thinking, creativity, Participation and interaction	national	Since 2013	Online platform with resources https://www.educnum.fr/ and award for the best pupils productions (video clips), about privacy, network of 50 institutions as partners, Ministry of national education, civil society, researchers, internet providers.	2
11	Grande école du numérique (Great school for digital)	Funding	Public authorities	Media Use, Participation	national	2016-	Program supported by PIA (Programme Investissement d'Avenir, Investment Program for the Future) labelling in 2016 171 "digital factories" aimed to provide training for 10 000 people unemployed, unskilled living in neighbourhood concerned by urban	2



							policy (5 Millions euros)	
12	Keys for the audio-visual world	Resources, online platform	Cross-sector collaboration	Critical thinking, media use. Participation and Interaction	national	Since 2013, renewed in 2016	Large audience, 26000 visits in april 2016, dedicated to the large audience (not only teachers or students), resources about the functioning of media in France, and the CSA's decisions, information about complaints procedure (http://clesdelaudiovisuel.fr/)	2
13	Decryptimage	Resources, Online platform	Academia and civil society	Critical thinking, intercultural dialogue, participation	national	Since 2011	Large success due to the both partners, numerous resources adapted for different curricula about image and world images' history, Institut de l'image, Ligue de l'enseignement, http://www.decryptimages.net/	2
14	Mediatypés	Resources	Academia and civil society	Critical thinking, media use	regional	2010	Film and DVD about gender stereotypes, with educational booklets for teachers. Produced and distributed by the	1



							association Frequence ecole, with the collaboration of researchers. 2000 users (https://frequence-ecoles.org/tag/projet-mediatypes/)	
15	European Educational Film festival	Resources and End-users engagement	Cross-sector collaboration	Critical thinking, media use, participation and interaction	European	Each year, european since 2010	Film festival about major society issues that can be of interest for teenagers. http://www.festivalfilmeduc.net/ . The competition is open to european film directors with educational aim. Conferences and activities deployed in several regions. Pupils and students collaborate to the festival's blog as webreporter : http://blog.festivalfilmeeduc.net/ (see question 4)	3
16	Pedagojeux	Resources online	Civil society with cross sector collaboration	Media use	national	Since 2008, renewed in 2014	The website gives information to parents and users about videogame and the main issues about the	2



							<p>use of videogame by children and teenagers. http://www.pedagojeux.fr/. The main partner is the National Union of Family Association (UNAF), collaborating with PEGI, Internetsanscrainte, Ministry of Family, parents 'associations, video game industry (SELL and Microsoft), Internet providers (AFPI). In 2014 they have chosen 17, in 2015 50 institutions as "ambassadors", which disseminate information through local activities. 90 000 visits of the website per year.</p>	
17	Promeneurs du net, Internet walkers	End user engagement	Civil society and public authorities	Media use and assistance for young people	Regional (3 departments)	Developed since 2012	<p>Social educators, teenager-care workers are "walking" openly on the online platforms where young people are in order to provide advice and information. This program is interesting because this digital presence is</p>	2



							regular (not once a year), funded by the departments and the CAF (family allowances fund). http://promeneursdunet.fr/blog/	
18	Mediaeducation	Resources, networking platform	Civil society, and other partners	Critical thinking, various kind of resources, depending on their sources	national	2016	Networking platform supported by Ministries of Culture and National Education, produced by the International Journalists' alliance, with partners such as Ligue de l'enseignement, Enjeux e-media, CEMEA, UPIC, Ecole des métiers de l'information. Platform based on the website built by 2 young media literacy's experts. The goal is to gather every French initiative in media literacy, focused on information literacy and freedom of expression. http://mediaeducation.fr/	2
19	Upopi	resources	Public authorities	Critical thinking	Regional	2014	Popular university for	2



							<p>images, http://upopi.ciclic.fr/ Website, webmagazine, and educational platform about image's analysis and history of cinema, funded by regional agency of Val de Loire (CICLIC) with the support of ministry of Culture. The resources are available for everyone.</p>	
20	Parcours mediapt e	resources	Civil society	Critical thinking, media use	Regional	2011	<p>Association dedicated to media literacy for years, produces an online platform for disseminating training for teachers and others users, openly available <a href="http://parcours.mediapt
e.fr">http://parcours.mediapt e.fr</p>	2



Section 3 – Project summaries

Question 4

From the projects you have highlighted in Question 3, please describe the five most significant³⁶⁰ media literacy projects that have taken place in your country since 2010.

Please use a separate form for each project. See the sample answer for help.

³⁶⁰ Significant can relate to:

- a) the size of the target audience and/or the reach of the project,
- b) the total budget or cost of the project
- c) the final outcomes / impact of the project
- d) the level of public awareness of the project
- e) the level of engagement by the target audience.



Answer 4 – Project 1

A. PROJECT NAME: PRESS AND MEDIA WEEK AT SCHOOL

B. CATEGORY AND DESCRIPTION OF PROJECT:

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an 'X':

Research	
Resources	
Campaign	
Provision of Funding	
Networking Platforms	
Policy Development	
End-user engagement	X
Other	

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

“[La semaine de la presse et des médias à l’école \(SPME\)](#)” (The Press and Media Week at School) is a media literacy activity conducted since 27 years by the CLEMI. It is the most famous media literacy project and the event encountering the highest success in terms of variety of activities, number of participants, number of teachers, of pupils, of media who collaborate. 2015 was a special year and had a special Press and Media Week at school because of the terrorists attack in Paris in January.

Government and media communicated about several incidents during the minute of silence asked to pupils and teachers. Some teenagers don’t wanted to observe it. Politicians and public opinion discovered the need of more awareness about freedom expression. The theme of the Week was modified into



“freedom of expression has to be learned”.

Resources

In view of the preparation of the week CLEMI’s team produces every year an educational booklet available on the web, with about 27 proposals of different angles and activities (in 2015).

They are also different audiovisual and electronic resources proposed to the teachers:

www.cleml.org/fr/tv/modules/fabricants-de-l-info/

www.cleml.org/fr/tv/webdocumentaire/

CLEMI has a network of correspondents in almost each regions but the number of them varies from 1 to 20 people. The interest and the activities developed by CLEMI’s correspondents varie according to the region. One of the correspondents’ responsibility is to make the connection between teachers volunteer to engage activities in SPME and journalists or media.

Collaborative process

Different collaborations have become usual, for example with France Televisions: the website of France television education offers many audiovisual resources for education, and some videos about functioning of media themselves.

In 2015 France television produced a web documentary about news’ production.

Medias consider this week as a good mean to be known by young people and offer for free their papers but also electronic offers.

I was not involved in this project.

C. GEOGRAPHICAL REACH

Please indicate whether the project was of National or Regional significance.

The geographical reach is very large. In 2014 they were 14 125 school institutions participating to the SPME. They are distributed in almost each regions. But the differences between regions can be important.

The French institutions in 130 countries took part in the event in 2014.



D. TIMEFRAME AND BUDGET

Please include the duration of the project, the dates and, where possible, the annual and total budget and related sources of financing.

One week every year is dedicated to media literacy events at school.

The budget is not available, not given in the annual reports.

It is difficult for the CLEMI to isolate the costs of SPME and the rest of its activities. The teachers and the CLEMI's teams are mainly public officers, their salaries are funded by the State. The CLEMI's budget is needed for the CLEMI's functioning.

Many costs are funded by the partners, La Poste (the traditional mail), France television education, journalists who intervene mainly for free.

E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

Please indicate the type of media literacy skills or capacities that were addressed in the project. For example:

- Media use:
 - The ability to search, find and navigate and use media content and services.
- Critical thinking skills such as:
 - Understanding how the media industry works and how media messages are constructed.
 - Questioning the motivations of content producers in order to make informed choices about content selection and use.
 - Recognising different types of media content and evaluating content for truthfulness, reliability and value for money.
 - Recognising and managing online security and safety risks.
- Creative skills such as:
 - Creating, building and generating media content.
- Participation and engagement skills such as:
 - Interaction, engagement and participation in the economic, social and cultural aspects of society through the media.
 - Promoting democratic participation and fundamental rights.



- Intercultural dialogue skills such as:
 - Including challenging radicalisation and hate speech online.

The skills addressed are very varied.

The first goal is to encourage teachers to work about media with innovative educational practices.

The principle of this event is to mix information with journalists' or experts' conference and pupils participation, media creating such as blogs, or video-clips, or print. Learning by doing is the philosophy of the program.

The educational files proposed by CLEMI in 2015 incited to work on :

- media use, how to use Pinterest, how the search engine work, what are the specificities of scientific images,
- how to fight against racism on internet,
- understanding advertising , Press cartoon,
- freedom and its limits,
- problems caused by the big data.

But the CLEMI offers also pearltrees resources about freedom of expression, understanding press cartoon, spread rumours on the web, conspiracy theories, how to organize a debate.

It is indeed difficult to summarize the diversity of the approaches and the issues suggested because of their variety.

It is even more difficult to summarize the real activities in the different regions, several teams publish a review of their activities. The Creteil's team work mainly with journalists, and create blogs. In Besançon they organize meetings with journalists too (Renvoyé special is a dispositive to meet exiled journalists). High participation in Nice's region, with webradio, meeting with journalists, school magazines.

Media use, critical thinking, creative skills are probably the most frequent teachers' objectives.

F. STAKEHOLDERS:

Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.

The main Stakeholder is the CLEMI. But the realisation of the event is based on the participation of many partners.



See www.cleml.org/fr/spme/medias

The partners come from media sector:

France TV already mentioned with audiovisual resources, INA with the website Jalons, AFP (national news Agency), arret sur image (with debate about media issues, not only about news), France 3 (special video clips about information and media functioning), France TV Monde which proposes a video about fake and truth in the news <http://www.france24.com/fr/20160311-info-intox-quand-internet-vous-tend-pieges> (very interesting), many press media off line or online, Causette, TV5 monde, which propose a contest about stereotypes.

274 audiovisual media

579 online media

School of journalism : CFJ

Media regulation authority : CSA

Civil society : Amnesty international, Comité national olympique sportif français (French national Olympic committee) , Reporter sans frontière (association for freedom of expression which defends journalists around the world), Jet d'encre, for example. But the stakeholders involved in all events are numerous, and the exact number is not officially known.

Each region may contact its own partners.

The event happens in 135 countries (source : report 2016)

G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible, please indicate also the size of the targeted audience.

In 2016 the SPME had the highest audience of the last years : with 3.5 millions of pupils, 210 000 teachers, 15 500 different institutions, 1945 media (669 print press) . In France they are 12.7 millions of pupils, so more than 25% of the pupils are involved in the event.

Among the school institutions some are primary schools, some High schools, some vocational schools (1500), or agricultural secondary schools (198), the socioeconomic status of the pupils are very varied.



H. OUTCOMES AND EVALUATION

Please outline (in approximately 300 words) the main results of the project. Some category-specific evaluation tools are outlined below to act as a guide for response and to provide a broad evaluation framework. However, we understand that each project will be different and evaluation methods may differ significantly.

Research – frequency of research, methodology, use and dissemination of results.

Programmes of Resources – audience reached, online hits, shares, plays, downloads, circulation.

Campaigns – Levels of awareness and participation. Attitudinal and/or behavioural changes. Measuring audience reach/distribution, levels of awareness and participation, audience engagement via online/face to face methods etc. Qualitative results could include testimonials etc. Please include the frequency of measurement/evaluation.

Value for money / Return on Investment, % of grant/funding used.

Networking Platforms – Number of stakeholders engaged, frequency of networking opportunities, number of conferences, publications, subscribers, whether the networking took place at a regional, National, Pan-European or International level.

Policy Developments – Frequency, Dissemination of policy, reaction to and adoption of policy recommendations.

End-user engagement – Numbers of people engaged, frequency, results.

With 3.5 million of pupils, 210 000 teachers, 15 500 different institutions, 1945 media (669 print press), this event is the most popular media literacy event in France. Because the event happens every year, teachers' commitment can be consistent.

The main result is to raise the awareness of young people to the role of the media in a democracy but it is not easy to evaluate. It is clear that CLEMI's means are not sufficient in response to the need of supporting and training about one million teachers.

The goals of the activities may vary from a school institution to another depending on the interest of the teachers, the means available in terms of media production, the age of children or teenagers.

I. FURTHER REFERENCES

Please provide further references about the initiative: publications, website, Twitter account etc.



www.clemi.org/fr/spme/l-accompagnement-pedagogique/

<http://laspme2015.tumblr.com/>

<https://twitter.com/laspme>

www.education.gouv.fr/cid86132/la-26e-semaine-de-la-presse-et-des-medias-dans-l-ecole%C2%AE-du-23-au-28-mars-2015-une-edition-placee-sous-le-signe-de-la-liberte-d-expression.html

www.clemi.org/fr/je-suis-charlie



Answer 4 – Project 2

A. PROJECT NAME: 2025 EX MACHINA

B. CATEGORY AND DESCRIPTION OF PROJECT:

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an 'X':

Research	
Resources	X
Campaign	
Provision of Funding	
Networking Platforms	
Policy Development	
End-user engagement	
Other	

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

2025 Ex machina is a serious game launched in 2010 by Tralalere in the Saferinternet program. The first episode was produced in 2010, and since 2010 3 other episodes were produced.

The are dedicated mainly to the use of the social networks, the protection of privacy, the consequences of publishing activities, especially photos.

The serious game was surrounded by a steering committee with several partners (CNIL, National Commission on Computer technology and Freedom; CSA National Audiovisual Council, national education's officers, experts in videogames, National Union of Family Association,



police officers specialised in online security, e-enfance, popular education's movement La Ligue and Cemea).

The success of the serious game is very impressive. The game and its 4 versions were played 500 000 times.

Name of the 4 episodes : Anais prise sur le vif (Anais caught in the act), Fred 6 le chat démoniaque (Fred the fiendish cat) , Hugo à Zoumbi city (Hugo at Zoumbi city) , Morgane écran total (Morgane full screen).

It allows educators and teachers to teach about privacy by gaming . Most of the time in the classes the game is played in group or in workshops. But it could also be played individually.

It is dedicated to teenagers (12-17 years old) and their use of social network.

I was not involved in the project

C. GEOGRAPHICAL REACH

Please indicate whether the project was of National or Regional significance.

The game is available on line and with different media support.

It was translated in English and is also available at an international level.

It is also promoted on Belgian websites. => International

D. TIMEFRAME AND BUDGET

Please include the duration of the project, the dates and, where possible, the annual and total budget and related sources of financing.

The first episode was published in 2010, the 3 others in 2011.

The budget is not available.

Financing through the Saferinternet program, with help from European Commission, CNC, and Ministry of National Education.

E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:



Please indicate the type of media literacy skills or capacities that were addressed in the project. For example:

- Media use:
 - The ability to search, find and navigate and use media content and services.

How to use social networks, what are the goals of building a network of hundreds of “friends” on social networks.

- Critical thinking skills such as:
 - Understanding how the media industry works and how media messages are constructed.

Understanding how social networks are functioning

- Questioning the motivations of content producers in order to make informed choices about content selection and use.
- Recognising different types of media content and evaluating content for truthfulness, reliability and value for money.
- Recognising and managing online security and safety risks.

Recognising the risks with privacy, why and how to protect it, being aware of the risks of instantaneous publishing, and the problem of the right to forget.

- Creative skills such as:
 - Creating, building and generating media content.
- Participation and engagement skills such as:
 - Interaction, engagement and participation in the economic, social and cultural aspects of society through the media.
 - Promoting democratic participation and fundamental rights.
- Intercultural dialogue skills such as:
 - Including challenging radicalisation and hate speech online.
 -

F. STAKEHOLDERS:

Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.



Tralalere private company with commitment to European Commission to protection of minors on the Internet (under the SaferInternet program).

European Commission funded the main cost of the game.

The steering committee as described before contributed to ensure the screenplays of the 4 games are in accordance to the educational goals of the project.

France Televisions Education makes the game available on its online platform.

CEMEA, La Ligue, FCPE (parents association), UNAF (Family association) promote and use the game in their own networks.

G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible, please indicate also the size of the targeted audience.

The different way that make the game available allow a very large dissemination of the game among teachers, educators and even parents as the number of the times the game was played prove it.

The website internetsanscrainte.fr managed by Tralalere's team allows to disseminate it among teachers when they ask for. (400 000 unique visitors in 2015-2016)

The web site of France Televisions Education disseminates it among teachers because it is a resource for them.

H. OUTCOMES AND EVALUATION

Please outline (in approximately 300 words) the main results of the project. Some category-specific evaluation tools are outlined below to act as a guide for response and to provide a broad evaluation framework. However, we understand that each project will be different and evaluation methods may differ significantly.

Research – frequency of research, methodology, use and dissemination of results.

Programmes of Resources – audience reached, online hits, shares, plays, downloads, circulation.

The audience reached is very large. The game was played 500 000 times and many times among groups with several children or teenagers.

The real audience is necessarily higher.

Campaigns – Levels of awareness and participation. Attitudinal and/or behavioural changes. Measuring audience reach/distribution, levels of awareness and participation, audience engagement via online/face to face methods etc. Qualitative results could include testimonials etc. Please include the frequency



of measurement/evaluation.

Value for money / Return on Investment, % of grant/funding used.

Networking Platforms – Number of stakeholders engaged, frequency of networking opportunities, number of conferences, publications, subscribers, whether the networking took place at a regional, National, Pan-European or International level.

Policy Developments – Frequency, Dissemination of policy, reaction to and adoption of policy recommendations.

End-user engagement – Numbers of people engaged, frequency, results.

I. FURTHER REFERENCES

Please provide further references about the initiative: publications, website, Twitter account etc.

www.2025exmachina.net/projet/le-comite-scientifique

educational files for teachers and educators:

www.2025exmachina.net/espace-pedagogique/presentation

English version of the game :

www.2025exmachina.net/en

www.2025exmachina.net/en/teaching-tools/fred-and-fiendish-cat



Answer 4 – Project 3

A. PROJECT NAME: EDUCNUM

B. CATEGORY AND DESCRIPTION OF PROJECT:

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an 'X':

Research	
Resources	
Campaign	
Provision of Funding	
Networking Platforms	
Policy Development	
End-user engagement	X
Other	

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

Educnum is a significant project because it is dedicated to the issue of privacy which is crucial in citizenship, in democracy and in media use, for the activities of young people online on the different platform of the web (social networks, host sites, search engine..., role of the cookies). It allows to think about the different ways that people are observed for commercial or political purposes.

The project has two sides: an online platform with resources about privacy issues managed by la CNIL with other partners, and an award for the best productions (video clips) about privacy open to pupils in high schools and to students in Universities ("les trophées Educ num,



Educnum Awards).

A network of 50 institutions as partners, Ministry of national education, civil society, researchers, internet providers are involved in the project and may develop their own activities on the same topic, promoted on the platform.

The contest is open to 18-25 years old, and aims to encourage projects dedicated to 6-10 or 10-14 years old. The projects submitted to the contest have to promote good practices among the youngest.

I was not involved in the project.

C. GEOGRAPHICAL REACH

Please indicate whether the project was of National or Regional significance.

National wide due to the partnership with National Education and the availability of the online platform

D. TIMEFRAME AND BUDGET

Please include the duration of the project, the dates and, where possible, the annual and total budget and related sources of financing.

The budget is not available. The project was launched in May 2013. The contest is organised every year.

E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

Please indicate the type of media literacy skills or capacities that were addressed in the project. For example:

- Media use:
 - The ability to search, find and navigate and use media content and services.

The project want to develop ability to use online media in a responsible way.

- Critical thinking skills such as:



- Understanding how the media industry works and how media messages are constructed.

The project addresses understanding how media industry observe internet activities whatever they are, including with cookies.

- Questioning the motivations of content producers in order to make informed choices about content selection and use.
- Recognising different types of media content and evaluating content for truthfulness, reliability and value for money.
- Recognising and managing online security and safety risks.

The project addresses recognising and managing security and safety risks linked to privacy.

- Creative skills such as:
 - Creating, building and generating media content.

The award allows to promote creative skills rewarding young people productions.

- Participation and engagement skills such as:
 - Interaction, engagement and participation in the economic, social and cultural aspects of society through the media.
 - Promoting democratic participation and fundamental rights.

The right to privacy is a fundamental right recognised by European Chart and European Human right conventions. **The project promotes this fundamental right.**

- Intercultural dialogue skills such as:
 - Including challenging radicalisation and hate speech online.

F. STAKEHOLDERS:

Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.

CNIL ((National Commission on Computer technology and Freedom) is the main stakeholder and responsible for the project initiation. CNIL who takes part to European network about privacy with other privacy and personal data protection institutions (G29), creates a network of 50 partners in order to spread digital citizenship and privacy in society.

50 partners coming from education world (national education and outside school education), research, universities and large schools, digital economy (internet providers, digital publishers), association of consumers, corporate foundations, association devoted to safety on internet, associations devoted to social inclusion and people living in poverty.



www.educnum.fr/fr/les-membres-du-collectif

50 stakeholders : 8 academic, 6 public, 1 online platform (the association which gathers all platforms), 34 civil society, 1 audiovisual

G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible, please indicate also the size of the targeted audience.

The very large partnership allows a large dissemination of the Award and the educational devices among population very varied (from poverty to upper classes).

H. OUTCOMES AND EVALUATION

Please outline (in approximately 300 words) the main results of the project. Some category-specific evaluation tools are outlined below to act as a guide for response and to provide a broad evaluation framework. However, we understand that each project will be different and evaluation methods may differ significantly.

Research – frequency of research, methodology, use and dissemination of results.

Programmes of Resources – audience reached, online hits, shares, plays, downloads, circulation.

Campaigns – Levels of awareness and participation. Attitudinal and/or behavioural changes. Measuring audience reach/distribution, levels of awareness and participation, audience engagement via online/face to face methods etc. Qualitative results could include testimonials etc. Please include the frequency of measurement/evaluation.

Value for money / Return on Investment, % of grant/funding used.

Networking Platforms – Number of stakeholders engaged, frequency of networking opportunities, number of conferences, publications, subscribers, whether the networking took place at a regional, National, Pan-European or International level.

Policy Developments – Frequency, Dissemination of policy, reaction to and adoption of policy recommendations.

End-user engagement – Numbers of people engaged, frequency, results.

The very large partnership allows a large dissemination of the platform with educational devices, and of the projects awarded.

The winners projects are promoted on the different websites, and especially on the CNIL website and Twitter account who has 50 000 followers.



I. FURTHER REFERENCES

Please provide further references about the initiative: publications, website, Twitter account etc.

www.educnum.fr/

www.educnum.fr/concours-educnum

www.cnil.fr/fr/remise-des-trophees-du-1er-concours-educnum-operation-vie-privee

<https://twitter.com/educnum>



Answer 4 – Project 4

A. PROJECT NAME: Les Clés des medias (Keys for understanding medias)

B. CATEGORY AND DESCRIPTION OF PROJECT:

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an 'X':

Research	
Resources	x
Campaign	
Provision of Funding	
Networking Platforms	
Policy Development	
End-user engagement	
Other	

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

Les Clés des medias (Keys for understanding medias)

This project is born after the terrorists' attacks of 2015 in France. Public authorities and audio-visual public service felt that it was urgent to provide new resources to help teachers to organize debate in their classes about freedom of expression.

It has been published in December 2015.

The "Keys for understanding medias" have been designed to facilitate debate and learning about media issues in school environment or among a larger



audience.

The production of the video clips that compose the project is based on a network of several partners that makes it significant and relevant.

The series of 25 videoclips that lasts 2.30 minutes each is based on the screenplay written by 2 journalists of Radiofrance (public service of Radio in France).

Their aim is to make a glossary giving definitions of keywords about media and news 'production. The video clips speak about acute issues evocated from a daily and concrete situation in order to let the debate open and to develop critical thinking.

The topics treated are: "where has the freedom expression to stop? What is information? Are journalists unbiased? Information on a continuous basis: how can we make a choice? What is the use of caricature? What does mean blasphemy? What's the difference between social network and newspaper? What is an information source? "and so on.

The interest of the video clips doesn't remain in the answer to these questions because they are very short, but in their easy way to ask them, to give some elements of answer sometimes with a touch of humor. The question are closed to acute issues but without direct references to precise events.

The screenplays were discussed before their production with a steering committee where popular education's movements (Enjeux e-media, La Ligue and CEMEA mainly) and CLEMI-Canope took part.

The National Agency for Digital supported the program.

Due to the online platform of France Television Education the availability of the video-clips is large. The video-clips are also widely disseminated by the other partners and beyond.

Following the France Television education's Manager the serie of videoclips reaches one of the 10 most important audience on its online platform.

La Ligue confirms the good reception by socio-cultural animators. They find the videoclips efficient in order to organize workshops with teenagers.

France television Education and La Ligue have the intention to develop next year educational booklet to deepen the knowledge about the different topics.

I was not involved in the project.

C. GEOGRAPHICAL REACH



Please indicate whether the project was of National or Regional significance.

National wide because of the platform of France Television Education, and because of the engagement of La Ligue and le CLEMI.

D. TIMEFRAME AND BUDGET

Please include the duration of the project, the dates and, where possible, the annual and total budget and related sources of financing.

The project was produced during year 2015. It is now available without limits, from the end of last year (2015).

The partners have the intention to develop the educational side (dimension) of it (booklets with files about the different topics).

France Television education mentioned the financial participation of the partners attains about 25% of the global cost. But the budget remains confidential.

E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

Please indicate the type of media literacy skills or capacities that were addressed in the project. For example:

- Media use:
 - The ability to search, find and navigate and use media content and services.
- Critical thinking skills such as:
 - Understanding how the media industry works and how media messages are constructed.
 - Questioning the motivations of content producers in order to make informed choices about content selection and use.
 - Recognising different types of media content and evaluating content for truthfulness, reliability and value for money.
 - Recognising and managing online security and safety risks.

The main media literacy skills that this program is addressed are about developing critical thinking, understanding how the media work, evaluating content for truthfulness.

The program addresses also media use, with questions about social network, search engine.



The deep intention of the program is to disseminate questions that are core issues for citizenship and democracy.

- Creative skills such as:
 - Creating, building and generating media content.
- Participation and engagement skills such as:
 - Interaction, engagement and participation in the economic, social and cultural aspects of society through the media.
 - Promoting democratic participation and fundamental rights.
- Intercultural dialogue skills such as:
 - Including challenging radicalisation and hate speech online.

F. STAKEHOLDERS:

Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.

The main producer and broadcaster is France Television Educations. It is responsible for the production and the dissemination online.

It chose the executive producer through a tender.

Canope and Clemi make the promotion of the video clips on their own platform and among teachers. The program is also promoted by the different CLEMI's regional team, for example, Paris' team: www.ac-paris.fr/portail/jcms/p2_1275896/les-cles-des-medias; Montpellier's team <http://clemi.ac-montpellier.fr/actualite/244-cles-des-medias> etc.

National Agency for Digital helps for funding the project.

Enjeux e-media makes the link with the extracurricular education, social animation, and parents with FCPE. It gives also a first reaction before the production of the videoclips, during the steering committee. It participates in financing the project.

G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible,



please indicate also the size of the targeted audience.

Following the France Television education's Manager the video-clip reaches one of the 10 most important audience on its online educational platform.

The video clips are available on YouTube (12 000 views). But many other websites broadcast them: CLEMI, CEMEA, Educavox, eduscol with large audience.

H. OUTCOMES AND EVALUATION

Please outline (in approximately 300 words) the main results of the project. Some category-specific evaluation tools are outlined below to act as a guide for response and to provide a broad evaluation framework. However, we understand that each project will be different and evaluation methods may differ significantly.

Research – frequency of research, methodology, use and dissemination of results.

Programmes of Resources – audience reached, online hits, shares, plays, downloads, circulation.

Campaigns – Levels of awareness and participation. Attitudinal and/or behavioural changes. Measuring audience reach/distribution, levels of awareness and participation, audience engagement via online/face to face methods etc. Qualitative results could include testimonials etc. Please include the frequency of measurement/evaluation.

Value for money / Return on Investment, % of grant/funding used.

Networking Platforms – Number of stakeholders engaged, frequency of networking opportunities, number of conferences, publications, subscribers, whether the networking took place at a regional, National, Pan-European or International level.

Policy Developments – Frequency, Dissemination of policy, reaction to and adoption of policy recommendations.

End-user engagement – Numbers of people engaged, frequency, results.

It is difficult to give the numbers of the users. It is the first year of the program's use.

But according to the number of the websites, the twitter's mentions of the program the series found a large audience, and will continue.

La Ligue confirms the good reception of the video-clips among socio-cultural animators. Qualitative remarks coming from animators are very positive about the help that provides the program to open the debate with teenagers about the quality of information, the social networks, responsible media use.

I. FURTHER REFERENCES



Please provide further references about the initiative: publications, website, Twitter account etc.

<http://education.francetv.fr/>

<http://education.francetv.fr/matiere/education-aux-medias/cinquieme/article/les-cles-des-medias>

www.cleml.fr/fr/tv/clesdesmedias/

www.cemea-hn.fr/Les-cles-des-medias

available on YouTube and Educavox :

<https://educavox.fr/formation/les-ressources/cles-des-medias>

www.youtube.com/playlist?list=PLRFxvHLRIQIfMI3z5JJViAehkvT1NcLQ1

official website of Ministry of National education

<http://eduscol.education.fr/primabord/les-cles-des-medias>

educational website (extracurriculum)

www.ludovia.com/2016/05/les-cles-des-medias-une-webserie-educative-en-25-episodes-de-2mn/

website dedicated to teachers :

www.vousnousils.fr/2015/12/23/les-cles-des-medias-une-web-serie-pour-leducation-a-linformation-en-secondaire-580809

further resources on pearltrees making the link with other resources :

www.pearltrees.com/u/124616198-les-cles-medias



Answer 4 – Project 5

A. PROJECT NAME: EUROPEAN EDUCATIONAL FILM FESTIVAL

B. CATEGORY AND DESCRIPTION OF PROJECT:

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an 'X':

Research	
Resources	
Campaign	
Provision of Funding	
Networking Platforms	
Policy Development	
End-user engagement	X
Other	

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

The European educational film festival is dedicated to films that can have an educational dimension because of the issue they are about that can involve children or teenagers living difficult situations (such as being black in France, living with isolated and working mother often far-away, living in a family with drugs, I take these samples from the last festival) and finding solutions (or not) in meeting people, building social relationships.

This event makes the link between offline and online media. The films are shown in the cinemas and can be downloaded through the online platform. The topic of media use is often evoked in chosen films.



This Festival is organized by CEMEA, a popular education's movement. The philosophy of this education's movement is learning by doing. The young who take part in the Festival have different responsibilities that get them to learn to express themselves. This philosophy is grounded in 'active educational theory' (and Children's rights). We know now that it is an important part of policies aimed to promote social inclusion and to prevent violence and radicalisation. The Young have the opportunity to discover culture's professions linked to the digital world, to think about life's meaning, to write sometimes more than ever before, according to teacher's testimonies, to create a personal link with cultural productions.

Young people participating to the festival are video- makers, web reporters, write reviews on the films on a blog, interview film directors, film producers. These activities enhance young participants' social image. They have also to work seriously to carry them out. In order to succeed doing such tasks the young have to prepare them before and to pursue after the Festival. CEMEA build links with scholar institutions where teachers develop cinema or media projects during the whole year.

The Festival gives also the opportunity to social workers and educators of ministry of Justice to train themselves in a professional way through different debates organized during the three days with experts in education, researchers, film makers and peers. In 2015 the four debates turned about different themes such as childhood, adolescence, labour, social inclusion, identity, diversity, women's rights, but also Internet regulation.

The project is also significant because of its dissemination in 20 French regions by CEMEA's teams, including overseas territories.

I was invited two years ago as expert with the Children Ombudsman to debate about the media use of teenagers.

But I was never involved in the organization of the Festival.

C. GEOGRAPHICAL REACH

Please indicate whether the project was of National or Regional significance.

The event is located at a regional scale but by its dissemination in 20 different regions thanks to the web and the different partners it becomes of national significance.

D. TIMEFRAME AND BUDGET

Please include the duration of the project, the dates and, where possible, the annual and total budget and related sources of financing.

The Festival lasts three days in itself but the activities linked to the Festival are developed by different education's actors for several



months.

After the three days, the films can be downloaded through the online platform.

E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

Please indicate the type of media literacy skills or capacities that were addressed in the project. For example:

- Media use:
 - The ability to search, find and navigate and use media content and services.
- Critical thinking skills such as:
 - Understanding how the media industry works and how media messages are constructed.
 - Questioning the motivations of content producers in order to make informed choices about content selection and use.
 - Recognising different types of media content and evaluating content for truthfulness, reliability and value for money.
 - Recognising and managing online security and safety risks.
- Creative skills such as:
 - Creating, building and generating media content.
- Participation and engagement skills such as:
 - Interaction, engagement and participation in the economic, social and cultural aspects of society through the media.
 - Promoting democratic participation and fundamental rights.
- Intercultural dialogue skills such as:
 - Including challenging radicalisation and hate speech online.

The media skills addressed by the activities during and around the Festival are varied at the same time because of the organisation of the



Festival with debates, meetings and blogs, and according to the films shown and theirs topics.

Responsible media use is every year promoted by a film and a debate.

Critical thinking

The selected films about themes such as childhood, adolescence, identity, promote self-reflexivity. The meeting with film makers (generally young directors) and the files published about how the films are produced promote understanding of media functioning.

Creative skills

The different activities promoted by the educational devices of the Festival encourage creativity : the young (pupils and students) who write reviews or make interviews and video-clips about the films are creative and learn to express themselves and to publish their productions on the web.

Engagement skills

The engagement is promoted at the same time by the activities conducted by the young and the students and by the content of the films. For example, a film about discrimination against black people in France (like 'Too black to be French' documentary directed by Isabelle Boni-Clavier) promote engagement against discrimination.

Intercultural dialogue

Since 2010 the Festival became European Festival and promotes better understanding of culture of the other countries.

F. STAKEHOLDERS:

Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.

The main organizer is the popular education's movement CEMEA and its different regional associations.

National Education is partner and facilitates the cooperation between teachers and CEMEA.

ENPJJ, National School for legal protection of minors, organizes several curricula for educators and social workers during the Festival.

CNC, National Center for Cinema and Animation, is the partner which facilitates the access to films, producers and funds the Festival.

Europe Creative Medias supports the festival.

CGET (Commissariat général à l'égalité des territoires), Commission about equality between territories (reporting to Prime Minister), also supports the Festival.

At local level the city of Evreux, the departmental council are crucial partners.

In the different regions local partners take part to the organization of debates and activities.



The number of stakeholders is not easy to calculate. 20 regional festivals are supported by local stakeholders, from the public sphere and most of them from the civil society.

G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible, please indicate also the size of the targeted audience.

This event is significant because of the variety of the activities promoted for the students and pupils during and in the Festival. It is interesting because of the variety of professionals who can meet each other's and benefit from professional training with cultural production.

The event has two kinds of audiences: audience of the Festival in Evreux and audience in the regional Festivals.

In Evreux, more than 200 students of IDS (Institut de Développement Social de Canteleu, social development Institution of Canteleu) in social workers' curricula took part to the Festival in 2015. 40 trainees of legal protection of minors coming from North Region.

250 pupils of high schools of Evreux took part to the Festival blog, with the different devices young Webreporters, Festival Memory, young reviewer, Master Class, citizen curriculum, 682 pupils coming from primary schools.

80 officers of the city of Evreux working in social or educational services join the Festival.

But the whole audience of the Festival was even higher: the festival in Evreux, the online platform gather more than 25 000 visits. The 20 regional festivals gather more than 12000 people, organize more than 180 debates.

The socio economic status of the young people are varied and includes students in professional curricula who belongs more often to working classes.

H. OUTCOMES AND EVALUATION

Please outline (in approximately 300 words) the main results of the project. Some category-specific evaluation tools are outlined below to act as a guide for response and to provide a broad evaluation framework. However, we understand that each project will be different and evaluation methods may differ significantly.

Research – frequency of research, methodology, use and dissemination of results.

Programmes of Resources – audience reached, online hits, shares, plays, downloads, circulation.



Campaigns – Levels of awareness and participation. Attitudinal and/or behavioural changes. Measuring audience reach/distribution, levels of awareness and participation, audience engagement via online/face to face methods etc. Qualitative results could include testimonials etc. Please include the frequency of measurement/evaluation.

Value for money / Return on Investment, % of grant/funding used.

Networking Platforms – Number of stakeholders engaged, frequency of networking opportunities, number of conferences, publications, subscribers, whether the networking took place at a regional, National, Pan-European or International level.

Policy Developments – Frequency, Dissemination of policy, reaction to and adoption of policy recommendations.

End-user engagement – Numbers of people engaged, frequency, results.

**In Evreux, they are about 1500 students and pupils who took part in a way or another to the Festival.
On the online platform and the different regional festivals an amount of 25 000 people were involved.**

I. FURTHER REFERENCES

Please provide further references about the initiative: publications, website, Twitter account etc.

www.festivalfilmeduc.net/

<http://blog.festivalfilmeduc.net/>

educational files “how to help the viewers”:

www.festivalfilmeduc.net/IMG/pdf/Dossier_accompagnement_spectateur_2015.pdf

educational file about the debates :

[www.festivalfilmeduc.net/IMG/pdf/Dossier_conferences-debats_pour_formateur - FFE2015.pdf](http://www.festivalfilmeduc.net/IMG/pdf/Dossier_conferences-debats_pour_formateur_-_FFE2015.pdf)

video contest:

www.crijnormandierouen.fr/Rencontres-Jeunes-en-image---reportage.html



7.13. GR – GREECE

Answers of the national expert to the questionnaire



Objective: The objective of this research is to provide mapping and description of the significant projects in promotion of media literacy in the EU-28 member states, since January 2010, of national or regional coverage.

The actors to be included in the mapping are:

- policy makers,
- public authorities,
- media regulatory authorities,
- audiovisual content providers,
- journalists associations,
- civil society.

To ensure a comprehensive picture is created of the media literacy projects that have been undertaken, and media literacy skills that have been promoted in each country, we ask that you consult with actors mentioned above (or the equivalent in your country) and include any relevant material from them.

The projects will be categorised according to the skills that they intend to develop and their target group and, if feasible, the outreach of each project.

Context: Media literacy is to be understood as an umbrella expression that includes all the technical, cognitive, social, civic and creative capacities that allow a citizen to access, have a critical understanding of the media and interact with it.

These capacities enable people to exercise critical thinking, while participating in the economic, social and cultural aspects of society and playing an active role in the democratic process. This concept covers all kind of media interactions (broadcasting, radio, press, the internet, social media) and addresses the needs of all ages.

Scope: This report will focus on media literacy projects relating to media services delivered on electronic communication networks, both linear and non-linear, and on information society services where pertinent. Press (including online), radio and off-line media will not be covered. Regional initiatives will be described separately where relevant.

In addition to the conventional media literacy themes of critical thinking, digital inclusion, online safety and the protection of minors, we are particularly interested in media literacy projects that:



- **Promote a healthy democracy:** Democracy, by definition, requires the participation of well-informed citizens. Citizens inform themselves through the media. Their relationship with the media needs to take place in a context of critical thinking. This furthermore requires certain knowledge of how the media works and how media messages are constructed.
- **Empower people in a changing and increasingly complex media landscape:** We are not only passive recipients of media content, but also content creators and media sources, for example through our involvement in social media. Moreover, we increasingly receive news through social media, rather than through traditional channels. This proliferation of sources brings a lot of new information, opportunities and potential innovation but also requires critical thinking and verification tools and awareness of how to manage our personal data and make informed choices about algorithms from digital platforms that accommodate the world to our taste.
- **Challenge radicalisation and hate speech online, and promote fundamental rights:** In a time when each citizen with a mobile connection to social media is a source of news and can contribute to "trending topics", media literacy includes taking up one's civic responsibility of contributing to a culture of inclusive tolerance and respect online and exercising critical thinking in relation to amplifying, debunking or challenging media content.

Actions related to school curricula are excluded from the mapping as they were mapped by the European Media Literacy Education Study (EMEDUS)³⁶¹.

Respondent information	
Name:	IRENE ANDRIOPOULOU
Title and Organisation:	Media Analyst, Independent Media Literacy Expert
Country:	GREECE
Short biography:	Irene is a media researcher/ analyst with an expertise on media and film literacy. From 2004-2011 she was head of the Media Literacy Department of the Hellenic Audiovisual Institute - IOM , the Greek "think tank" on media and broadcasting (IOM abolished in 2011). She is member of the EC Media Literacy Expert Group since 2006 and National Expert of UNESCO Media & Information Literacy. As a national expert, she has contributed to many EU studies on media literacy as well as drafting relevant policy papers (Council Conclusions, Recommendations, consultations, etc.) She is the Greek author of UNESCO Media and Information Literacy Curriculum for Teachers (2014) and co-author of DIMLE project (2016). Irene has

³⁶¹ <http://fr.slideshare.net/MediaLearning/ml-2012-the-emedus-european-media-literacy-education-stdy-by-jose-manuel-perez-tornero>



	worked with the media industry and stakeholders in Greece as well as contributed to projects led by the European Commission, such as the EU Studies: Current Trends and Approaches to Media Literacy in Europe (2007), Criteria for the Assessment of the levels of media literacy in the EU (2009), Screening Literacy in Europe (2013), EMEDUS project (2014), TRANSLIT (2014). Currently, she works as media policy expert the Audiovisual Media Department, Media Directorate, of the Secretariat General for Media and Communication, focusing on pursuing national audiovisual policies in Greece and the EU.
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Section 1 – Background context

Question 1

Please list the main media literacy stakeholders in your country, and identify which sector they belong to (e.g. academia³⁶², audiovisual content providers³⁶³, online platforms³⁶⁴, public authorities³⁶⁵, media regulatory authorities, civil society³⁶⁶).

Please indicate which stakeholders have a statutory responsibility around media literacy and which stakeholders have a non-statutory interest/engagement in media literacy activities.

Answer 1

ACADEMIA

By and large, media literacy (or media education as commonly used in academia) is a cross-thematic subject that draws interest from various research grounds (cultural studies, pedagogy, communications and mass media, civic studies, ICTs, audience psychology, etc.) therefore requires an inter-dimensional approach. In the academic field within tertiary education, the initial research interest was drawn from the pedagogical studies, with media and communication studies (in newly-added respective Faculties in the 90s) to follow. More specifically, prior to dealing with new media and ICTs studies, academia dealt with the social effects of traditional mediums (TV, radio, Press) to the audience in the context of teacher training capacities.

At present, the main stakeholders derive from the media, film and pedagogic Faculties of the Greek universities. These are listed below:

³⁶² Academic institutions, universities and third level education providers.

³⁶³ Audiovisual content providers include broadcasters and on-demand providers (both public service media and commercial media) and content providers for online, games and apps.

³⁶⁴ Online platforms includes the owners and operators of online platforms (such as social media websites and search engines).

³⁶⁵ Public authorities include government Ministries/departments, local authorities and councils, semi-State organisations, policy-makers.

³⁶⁶ Civil society includes foundations, not-for-profit organisations arts and cultural bodies, charities, think-tanks, communities of interest and community networks (sports, health, hobbies, religion).



- a) the **Faculty of Communication and Mass Media** (<http://www.media.uoa.gr>) with courses on media & journalism of the **National & Kapodistrian University of Athens**. Special projects are also being undertaken by the active Laboratories of the Faculty dealing directly or indirectly with media literacy, such as the Laboratory of New Technologies in Communication, Education and the Mass Media and the **Laboratory of Psychological Applications and Planning**.
- b) the **Inter-university and Interdepartmental Postgraduate Program “Information and Communication Technologies in Education”** (<http://www.icte.ecd.uoa.gr>) run mainly by the **Faculty of Early Childhood Education** in partnership with Faculty of Communication and Mass Media of the National & Kapodistrian University of Athens, the University of Thessaly and the Higher Technological Institute of Piraeus.
- c) the **School of Film Studies** (<https://www.auth.gr/en/film>) of **Aristotle University of Thessaloniki**, offering courses on film and audiovisual education for young filmmakers.
- d) The **Department of Communication, Media & Culture** (<http://cmcen.panteion.gr/>) of **Athens Panteion University** that studies media from a multi-disciplinary, cultural and social perspective and offers courses on media rhetorics, communication, film and new media with media and film literacy aspects incorporated to the content.
- e) The **Department of Cultural Technology and Communication (DCTC)** (<http://www.ct.aegean.gr/en/index.php/2014-03-15-12-07-48>) of the **University of the Aegean Social Sciences Faculty**, dealing mainly with digital literacy aspects. The Department’s research focuses on the techniques and communication methods by which digital technology might represent, redefine and promote culture. In addition, the DCTC aims to train scientific personnel and practitioners who will creatively combine digital cultural content production with information technologies and multimedia.

In addition, it should be also mentioned that in all national Pedagogical Faculties, there exist various BA courses related to media education in the student’s curriculum.

PUBLIC AUTHORITIES

Media literacy policy from a clearly public perspective is a long due and complicated issue in Greece. For years, it remained mostly under the academic umbrella as a media theoretical school of thought. However, gradually in the 00s it became clear that it is a public engagement movement that (should) embodies actors from both, public and private field. After the abolition of the Hellenic Audiovisual Institute (IOM) in 2011 (due to public spending cuts), the assigned public service authority on media literacy policy in Greece reporting to the EU, media literacy agenda was marginalized and sparse over various thematic areas: from content creation and digital media to new platforms of expression and aesthetic norms (film literacy, digital storytelling, active citizenship), acquiring thus a strong civic identity through offering an “open voice” to all citizens.

Hellenic Audiovisual Institute – IOM (1994-2011). IOM was the national applied-research organization on media and broadcasting, established in 1994,



under the supervision of the Minister of State and the Secretariat General for Media and Communication. As a national and EU "think tank", IOM was dealing with EU audiovisual policies and took actively part to the shaping of national policy on audiovisual media. In this context, IOM was the national representative for media literacy policy, working towards the promotion of media literacy in formal and informal contexts, supported through numerous research and studies, articles, online content and national and EU projects. It should be also mentioned that before its abolition in 2011, IOM conducted the "First Nationwide Study on Media Literacy in the Greek Schools" (See Quest.4).

Presently (2016), media literacy policy agenda is mainly pursued by the **Secretariat General for Media and Communication** (<http://www.media.gov.gr>), the public authority responsible for the supervision of all media in Greece (online and offline), within the context of EU audiovisual policy agenda, that is the main statutory responsibility of the Audiovisual Media Dpt of the Directorate for Mass Media. The Secretariat acts as national intermediary to the EU community (EC, CoE) as well as interacting with key media stakeholders, such as UNESCO, NORDICOM, OECD and EU regulatory bodies (ERGA,). In this context, the Secretariat has managed to bridge the policy representation gap that was created right after the abolition of IOM (formerly supervised by the Secretariat). More specifically, the Secretariat represents Greece to the EC Contact Committees, Council of Ministers and working groups on audiovisual, such as the EC Media Literacy Expert Group (DG CONNECT) as well as to the Council of Europe (CDMSI Committee), contributing to the formation of a sustainable EU policy and legislature agenda on media. It is also recent member of the related networks of UNESCO, GAPMIL (Global Alliance of Partnerships on Media & Information Literacy) and GAMAG (Global Alliance on Media & Gender), gaining a global overview on media and information literacy.

In 2014, during the Greek Presidency of the Council of the European Union, the Secretariat General for Media and Communication organized the two-day international conference under the title "Protection of Minors in the Digital Era" (14-15 April, 2014) that addressed some of the most important issues in the field of digital media from the perspective of the protection of minors through a multi-stakeholder approach, and taking into account existing regulation (e-Commerce Directive, AVMSD 2010/13/EC). In this context, the conference addressed media literacy from a regulatory and self-regulatory approach as well as content creation from public service broadcasters and content providers at large. In addition, the conference explored the role of schools as a creative space for building digital literacy skills as well as training in lifelong learning context for educators and parents.

Recently, the new Law 4339/2015 on media licensing and other issues that was voted in 2015, launches, among other things a new body (Ch.6, art. 44-51) under the title "**National Centre of Audiovisual Media and Communication S.A.**" (N.C.A.M.C.) that will be supervised by the Secretariat General for Media and Communication and deal with media and digital literacy among its main axes of action. This body is currently under composition and is expected to launch in 2017.

In addition, the **Educational Radio-Television (EduTV)** (<http://www.edutv.gr/>) under the auspices of the Hellenic **Ministry of Education**, works towards



training and practicing media literacy for staff educators and students through production of audiovisual and digital material to support curricula in compulsory, higher education, and also lifelong learning settings. EduTV has taken on initiatives on audiovisual and digital education, through high-quality audiovisual productions aimed at complementing educational resources in the classroom. On top of being available *via* the public television channels (ERT SA), EduTV is committed to become a multimedia platform available on-demand and connected to the most popular social media. In this context, it aims to provide educators and students with an opportunity to learn *through* the media, such as how to use and re-use the available video content in the classroom, upload their own content, share and evaluate it, thereby following current European thinking in terms of media use in learning. The digital transition of Educational Radio-Television is a significant pillar of the educational reform run by the Digital School. Since September 2010, EduTV has dynamically entered the digital era and connected with communities of young people on an open collaborative learning environment for youth creation (<http://www.i-create.gr/>). Throughout the years and through a multitude of projects on audiovisual and digital literacy, such as the MEDEAnet (2014), the European School Radio, thematic student's film making competitions, training workshops and online material, EduTV has elaborated a dynamic presence encompassing media literacy with digital literacy and ICTs. Recently, an agreement was re-launched among the PSB, ERT SA and EduTV on the production of joint educational broadcasting programs *for* and *made by* children and youth that fall under the 3rd parameter of media literacy, that of audiovisual content creation and use for communicative and social competencies.

Finally, from an advocacy point of view, **KETHI - the Research Center for Gender Equality** (www.kethi.gr) supports through a multitude of actions, such as workshops, studies, guidelines and handbooks as well as campaigns, gender equality through media platforms and reinforces public discourse on awareness raising on how to break media stereotypes and hence reinforce media literacy.

MEDIA & OTHER REGULATORY AUTHORITIES

The main Greek legislation on children's rights and the media consists of a Code of Ethics for radio and television - a Presidential Decree 77/2003 with legal consequences - and the Presidential Decree 109/2010 incorporating the EU Audiovisual Media Services Directive. This framework provides protection for children victims, offenders, witnesses or children in difficult situations by prohibiting in general terms, interviews and appearance of the above children in information programmes and the news.

The **National Council for Radio & Television** (NCRTV) (www.esr.gr), the independent media authority, is responsible among others for monitoring the adherence of state and private radio and television services to the relevant legislation, for imposing fines and administrative measures and for examining requests for remedies for personal insults caused by mass media. The NCRTV does not have any statutory authority or legal force on specific media literacy policy, whatsoever. Yet, it has been repeatedly suggested by the former Hellenic Audiovisual Institute that it should enforce media literacy from a



regulatory passive protection aspect, and thus function *mutatis mutandis* as a potential media literacy advocate³⁶⁷.

The **Greek Ombudsman for Children's Rights** (<http://www.synigoros.gr/>) the independent regulatory authority cooperates with the NCRTV on sending remarks and recommendations and common announcements on children and the media. The Ombudsman campaigned for the protection of children when participating in entertainment programs, such as talent contests and reality shows, and has intervened both to the competent ministries and bodies as well as publicly. The Ombudsman pointed out the consequences of such programs on private life and the stress factor on the psychological health of minors and called for cooperation on the creation of a Code of Ethics for TV entertainment programs. The NCRTV had the mandate to draft such a code, but it was never drafted.

AUDIOVISUAL CONTENT PROVIDERS - BROADCASTERS

ERT SA (www.ert.gr), the national Public Service Broadcaster approaches media literacy in a rather indirect and implicit way. It supports educational actions and projects within corporate social responsibility, such as the International Olympia Film Festival for Children and Young People and participates to student's film contests on film making with Drama Short Film Festival. In terms of TV programming, it does not have any dedicated media literacy program for young people, yet there are "filler" sections within news magazines that deal with internet protection and digital literacy. Moreover, in March 2016, ERT SA announced the collaboration with the Educational Radio-television (EduTV) of the Ministry of Education on providing and creating quality children's programs that entail aspects of digital and media literacy (creative expression by students), however not from a holistic point of view.

Apart from ERT SA, no other audiovisual content provider deals specifically and systematically with media literacy in its programming. However, some years ago (2013) MEGA Channel, one of the private, national coverage, broadcasters in Greece launched the one-off campaign "Become Media Owner For One Day", that included an open online contest offering its viewers the chance to choose among certain TV programs from its archive (repetitions of in-house programs, foreign films, live shows, realities), and set the program of the channel for one day, creating their own TV zone, made specifically by the viewers themselves. News programs were exempt from the competition, but the rest of the TV programs broadcasted on February 3rd, 2013 were based exclusively on the preferences of the audience. The project received great appeal with over 208.209 viewers having voted online, within a month's period time prior to February 3rd. The project engaged media literacy from the aspect of active citizenship, audience participation and interaction with the media broadcaster as well as intervention to the daily media agenda, however it was mainly implemented as part of the advertising strategy of the channel.

³⁶⁷ ³⁶⁷ Andriopoulou Ir., (2010), "Media Literacy and Policy Agenda", in *Sychnotites, IOM*, issue 11, September-October 2010, Athens: IOM, p. 50-55.



FILM FESTIVALS

A significant parameter of media literacy is that of film literacy, which addresses more aesthetic norms of creativity and filmmaking and is extensively exercised in the latest years. In Greece, film festivals and cultural institutions, funded and supported directly or indirectly by the Government include usually a film education component. That being said, the main film festivals actively involved in teaching and training on media and film making, audiovisual production (videos) and storytelling techniques to teachers, students and young media professionals are listed below:

Olympia International Film Festival for Young People (<https://olympiafestival.gr/>) & European Meeting of Young People's Audiovisual Creation - Camera Zizanio (<https://camerazizanio.net/>). The film festival is organized the first week of December in the city of Pyrgos (Region of Western Greece), but its impact is international. It is funded by the Ministry of Culture & Sports, the Ministry of Education and the Region of Western Greece and, is considered among the most popular and internationally acclaimed youth film festivals globally. Its actions and workshops along with Camera Zizanio have been enriched since 2010 with more educational screenings, practical workshops (available on youtube) and resources on film literacy and film making. One of them is the international MYTHOS project (See Quest.4).

Thessaloniki Cinema Museum – Thessaloniki International Film Festival (<http://www.filmfestival.gr/>). Supervised by the Ministry of Culture and Tourism, the national film museum in Thessaloniki was merged with Thessaloniki International Film Festival, planning a common policy on film education. More specifically, the Thessaloniki Film Museum provides a wide range of film education programs for students of all school levels, from preschool to high school, in non-typical environment. In 2015-2016 it runs EUFORIA project - European Union Films for Innovative Audience Development, a European project funded by Creative Europe, aiming in creating the infrastructure necessary to support and ensure the sustainability of film education in Greece. The project is implemented by Thessaloniki International Film Festival, the leading film festival in South-Eastern Europe in partnership with the Spoleczna Akademia Nauk – SAN (Poland) and Laterna Magica (Hungary). The project's Action Plan involves three Film Paths that act as a transnational network and aim at developing both in educators and young people a critical understanding on European film culture and active participation in the dispersal of European Film Narratives. (See Quest.4).

Animasyros International Festival + Agora (<http://www.animasyros.gr/festival.html>). The International Animation Festival + Agora is the largest festival and film market ("agora") on animation in Greece and one of the 20 most important globally. It started in 2008 and it is annually held in Syros island, the capital of Cyclades, in the neoclassical town of Hermoupolis. The festival comprises of screenings, tributes to international animation festivals, artists and studios and offers media literacy activities (animation workshops) for children, youngsters, general educators and educators with special needs as well as young media professionals. Animasyros also launches the Agora animation market section, aiming at becoming a hub of creative professional networking, targeting the development of synergies among animation professionals.



Naoussa International Film Festival – NIFF (<http://www.niff.gr>) is organized annually in the autumn in the city of Naoussa in Northern Greece focusing on youth production and the creative use of digital technologies for media making, such as the use of mobile phone for filmmaking (movile), producing animation and 3D stereoscopic films. Within its cultural and educational activities, NIFF runs “SEE Talents”, South East Europe Talents Youth and Student Films that support young creators and provides them with the opportunity to present their work and get evaluated for it. NIFF also emphasizes on the cultural education of young people, organizing educational events and media workshops for young cinema fans, aiming to bring children closer to the art of cinema, to preoccupy them creatively and turn them into vivid participants in this celebration of film culture. NIFF has a great impact on a regional level in Northern Greece.

ONLINE PLATFORMS

The leading internet service providers in Greece (Google, Vodafone, Cosmote, WIND) exercise mostly a co- and self-regulatory role (producing own Codes of Conduct) in the field of media and digital literacy. In this context, they support, mainly within corporate social responsibility, media educational actions such as video and storytelling projects with media making elements, as well as offering e-parenting advices for better protection of minors in the web and smart devices.

GOOGLE Greece has launched “Google for Education” (<https://www.google.com/edu>) where it focuses on equipping teachers and students with better and more up-to-date IT and digital skills, through an online, real-time community (Google Training Center), open resources, interactive lessons, and IT guides. Additionally, it is interesting to note their recent 2016 project “Youth 4Greece” (<http://www.youth4greece.gr/>) jointly conducted with Safer Internet Hellas, where students were called to create original videos, with extra care to copyrights, describing their local traditions and daily habits, through an imagery that bridges local with global experience.

COSMOTE has launched the programme “Child and safety in technology” (www.safekids.gr) whereby offers innovative services and products to ensure children’s safe browsing, while it takes up initiatives to inform and educate adults about the safe use of technology. The ISP runs also e-parenting actions, such as the “COSMOTE Smile” service that enables parents to opt for the sites and the length of time their child can browse the internet, which applications they can use, as well as information on the specific numbers of incoming and outgoing calls to mobile phones. Moreover, with “COSMOTE Secure” service parents are able to control and block access to sites with unwanted content. The service also allows determining the time that children surf the internet.

VODAFONE runs the portal “bsafeonline” (http://www.vodafone.gr/portal/bsafeonline?request_locale=en) that deals specifically with digital literacy skills



for kids and adults as well as advises on e-parenting in the digital world. Within this context, it has published a parental guide, a glossary, offers parental control tools, a self-regulation code of ethics as well as supports since 2014, the "Odysseas" Mobile Training Unit on Information, Education and Technology, a workshop that travels around Greece and informs parents, teachers and children about safe internet use. Vodafone also runs with the NGO "The Smile of the Child" the website [www.yousmile](http://www.yousmile.gr) which acts as a national helpline for children as well as entertaining portal for parents, teachers and children through web TV, web radio and various internet activities.

WIND runs "Kids@Safety Internet" (<https://www.wind.gr/gr/wind/gia-tin-etaireia/etairiki-koinoniki-euthuni/asfalis-hrisi-kinitou-internet/kidssafety/>) a social corporate responsibility action that addresses adults and minors and focuses on protecting and teaching safe use of the internet. More specifically, it offers brochures for parents and children per age classification on the safe access and fair use of the internet as well as monitors all actions and regulation related to safer internet. WIND has also produced a self-regulatory code of ethics for safe use of the internet by minors and adults.

CIVIL SOCIETY

Despite the various practical barriers media literacy faces in typical education³⁶⁸, it is impressively exercised in the non-formal environment using students and educators (and often journalists) as its core target-group. It should be noted that the Ministry of Education supports relevant initiatives in the non-typical environment, however other civil actors, such as cultural institutions, film societies, audiovisual museums and archives, media associations, research institutes and NGOs develop relevant actions. There is a broad scale of topics explored ranging from technical and vocational skills on media production to cognitive, journalistic and critical skills that deal with media messages interpretation, news making agenda, minor's protection in the commercial industry and media making techniques. Overall, the main challenge for civil society actors is to engage media literacy with a realistic public sphere dimension and hence, include it as a core element of social and civic emancipation skills.

The two major Journalists' Unions, **ESHEA – Journalist's Union for Athens Daily Newspapers** (www.esiea.gr) and **ESIEMTH – Journalist's Union for**

³⁶⁸ For more see: EMEDUS Country Reports/Greece at <http://www.europeanmillobservatory.org>, and Andriopoulou Ir. (2010) "Media Literacy in Greece" at <http://milunesco.unaoc.org/media-literacy-in-greece>.



Thessaloniki Daily Newspapers (www.esiemth.gr) supervise journalists' ethical performance, self-regulating journalists' professional behavior, protecting the principles of journalistic autonomy and editorial independence. Their respective Educational Institutions organize occasionally workshops and seminars for journalists on new media techniques (e.g. data journalism, safety journalism online) that aim at building news literacy and social media skills for their members. More specifically, ESHEA runs the educational project "*Oh where has my truth gone? | Playing with Journalistic Practice*", a non-formal educational intervention in the form of one-off, experiential news literacy workshops targeting teenagers in Athens. The aim of the project is to intervene in the education of teenage students through highlighting the importance of the journalistic act, as well as raising important ethical issues which derive from it (more info: <http://www.logoupaignion.gr/synergies/eshea>).

Karpos - Center of Education and Intercultural Communication (<http://www.karposontheweb.org>) is a media literacy non-for-profit organization that develops local and European projects encouraging expression and the exchange of views and creative ideas through the use of media. It specializes in how media, image and sound can develop narratives and how they can be introduced in educational and non formal educational environments. In this context, Karpos organizes workshops for youth, teachers, educators and youth workers dealing with media literacy, media production and the use of audiovisual language (photography, film, sound recording, video, mixed media). Karpos also produces audiovisual educational material and resources such as online video tutorials on media making (eg. basic shooting techniques and sound recording) as well as published articles and reports. Karpos's project "Youth Videomuseums" (2011-12) on youth video making, received international acclaim as one of the "12 best media literacy practices in Europe" by the Institute for Media and Research, Munich and became the basis for a similar new Erasmus project (2014-16). Karpos is also member of the FLAG Group – Film Literacy Advisory Group based on the EC funded research report "Screening Literacy" (2012) across 32 European countries and was partner to the EU-funded project "A Framework for Film Education in Europe" under Creative Europe, Audience Development.

Safer Internet Hellas, (www.saferinternet.gr) the Greek Awareness Centre is another actor with great impact on building basic digital skills for teachers, minors and parents, not only from a protectionist but also from a creative viewpoint. As it cited, Safer Internet Hellas aims to: *protect minors from illegal and harmful content online, create awareness and educate parents (e-parenting), promote the positive aspects of online technologies as valuable tools for enhancing the quality of daily life, educate teachers about the safe use of the internet, ensuring that they are aware of both benefits and risks, encourage dialogue between minors and parents on critical thinking and support (grand-) parents, educators as well as minors with appropriate awareness and informative material*. It is important to note that Saferinternet.gr is quite active not only on minor's field but its target-group extends beyond educators and minors, encompassing parents (e-parenting), senior citizens and other minorities. The most recent project of Safer Internet Hellas is their participation to the joint EU campaign "No Hate Speech Movement" with a targeted seminar, focusing on the protection of human rights and freedom of expression in new media in the form of an active citizenship, through a youth campaign run by the Council of Europe on human rights online. Other relevant projects on media and digital literacy are listed below:

- *To Pantopoleion – "The Grocery Store"*, short film on the online risks (2015). Won 1st Prize of Evens Foundation on best educational digital film



resource (see Quest.4).

- *Youth4Greece* project (<http://youth4greece.gr>), launched in 2016.
- Poems created by students on safe use of the internet (cyber bullying, discrimination, hate speech) across the curriculum (2016)
- *E-safety Kit* (<http://www.esafetykit.net/index2.html>).
- *Greek Safer Internet Day*, celebrated annually in collaboration with European Parliament offices in Greece.
- *The Internet Farm* offline project which offers a book and a theatre play to teachers and (grand)parents to familiarize younger children (pre-school level) into the basic rules of internet usage, safety and ethics, with special attention to the active responsibility of their home environment. Internet Farm project was promoted in the Evens Foundation publication "Media Literacy in Europe: Inspiring Ways to Involve Parents".
- Free webinars on the internet and mobile use, safety and ethics, netiquette, content classification (PEGI) etc.

The Bodosaki Foundation, cultural institution, Fund Operator of the EEA Grants Greek NGO Programme "We are all Citizens", (<http://www.weareallcitizens.gr/>) deals with media literacy related to fundamental human rights and against discrimination of social minorities. In this context, it conducts projects related to radicalization and hate speech among youth through online media platforms. In 2016, it published in Greek the manual for combating hate speech online through human rights education on **Bookmarks, under the youth campaign No Hate Speech Online, run by the Council of Europe** for human rights online (see Quest.4).

Hellenic Foundation for European and Foreign Policy – ELIAMEP is an independent, non-profit and policy-oriented research and training institute. Its mission is to provide a forum for public debate on issues of European integration and international relations and to conduct scientific research that contributes to a better informed and documented knowledge of the European and international environment. ELIAMEP coordinated **MEDIADEM** - European Media Policies Revisited: Valuing & Reclaiming Free and Independent Media in Contemporary Democratic Systems (<http://www.mediadem.eliamep.gr/>) from April 2010 to May 2013, a European research project on media policy-making processes in EU member states and candidate countries. MEDIADEM was addressed to academic audiences & journalists. Its purpose has been to identify which policy processes, tools and instruments can best support the development of free and independent media. The research was funded by the European Commission's 7th Framework Programme. As part of the research report on policies for media freedom and independence in Greece (<http://www.mediadem.eliamep.gr/wp-content/uploads/2012/01/Greece.pdf>), there was a brief description of the state of the art as regards media literacy policy in Greece with due attention to whether media education has been linked with the pursuit of specific goals linked to the protection of freedom of expression and freedom of information. The research for this part was mainly based on policy reports and secondary sources.



ELIAMEP currently participates in the implementation of the '**Media Pluralism Monitor 2016**' (MPM2016) from April to September 2016 in Greece. The coordination and supervision of the implementation of the MPM is carried out by the Centre for Media Pluralism and Media Freedom (<http://cmpf.eui.eu/Home.aspx>) at the European University Institute in Florence. The MPM 2016 is addressed to journalists and policy makers and aims at assessing risks for media pluralism in a number of areas, one of which is media literacy. The assessment concerns the state of media literacy in formal and non-formal education and media literacy policy, in general. The results are expected in September 2016.

ONLINE RESOURCES ON MEDIA LITERACY

- **UNESCO Open Educational Resources (2014):** The Greek edition of the global *Media and Information Literacy Curriculum for Teachers* book was published by the independent researcher and UNESCO national expert, Irene Andriopoulou. This handbook is further elaborated in the newly-launched Media and Information Literacy Platform for Teachers (<http://unesco.mil-for-teachers.unaoc.org/>), soon available also in the Greek language.

URL: <http://www.unesco.org/new/en/communication-and-information/resources/publications-and-communication-materials/publications/full-list/media-and-information-literacy-curriculum-for-teachers/>

- **DIMLE Project (2016):** The Greek edition of the international project on Digital International Media Literacy Ebook Project is launched in the second semester of 2016. URL: <http://www.dimle.org/>. The object of DIMLE is to create the online edition of the book *Media Literacy: Keys to Interpreting Media Messages* (4th Ed.) by Art Silverblatt, that is updated, relevant and culture and context sensitive. The aim of the e-book with co-authors from over 20 countries worldwide, is to provide a shared qualitative approach to the study of media literacy, to promote international media literacy collaborative scholarship and to provide an international media literacy knowledge hub for sharing relevant research, projects and initiatives.

- **Educational Radio-Television (EduTV), Ministry of Education:** Online Educational Resources are available through the official websites of EduTV, www.edutv.gr, and www.i-create.gr, Youtube channel with resources on the educational use of video and new media in the classroom and in lifelong learning context.

- **Kinoumeno.gr** (<http://kinoumeno.gr>) : Online educational resources on techniques of moving image, through the use of five different animation / stop motion techniques, digital photo camera, computer as well as film practices (animation, storytelling) in order to create short animation films. The site is addressed to children, youth and educators and offers a variety of resources on moving image theory and resources in both English and Greek language.



Question 2

What kind of networks do the media literacy stakeholders in your country engage with?

Please describe these networks and include how these networks function, who manages the networks and whether they operate at a local, national, European or International level.

Although there is an abundance of national and international networking on media in Greece (on audiovisual media, journalistic networks, civic society etc.) very few of them are addressed specifically to media literacy. The academia networks, existing mainly in the Media Faculties of the universities, operate mostly on an academic basis, are not systematic and/or sustainable (depending on public funding) and approach media literacy in an indirect way. The most common issues that engage media literacy aspects within the Media Faculties concern media ethics, media ownership, journalistic values, digital storytelling, media pluralism, media education, new media skills and are often dealt mostly on an national policy networking agenda. For the purposes of this study, we will focus on the policy networks that refer to media literacy as an explicit component.

By and large, on a national level we come across various-types networks mainly on film and media making, engaging mostly the creative production and user-generation component. The majority of these networks do not have statutory role and are not sustainable but subject to governmental circumstances and thus take the form of informal consortiums.

Please describe these networks and include how these networks function, who manages the networks and whether they operate at a local, national, European or International level.

Answer 2

INTERNATIONAL NETWORKS WITH MEDIA AND FILM LITERACY COMPONENTS



The **Secretariat General for Media and Communication** is the statutory public authority on media, supervised by the Minister of State. The Directorate for Mass Media, main division of the Secretariat - and in particular the Audiovisual Media Department - is responsible for shaping media policies on audiovisual media and monitoring the implementation of national audiovisual regulation, according to national, EU and international standards. In this context, it supervises media and information literacy policies as well as participates to the EU and global policy framework that sets the digital agenda on media and new technologies (Digital Single Market).

- **European Commission.** As national representative to the EU bodies, the Secretariat General for Media and Communication is member of the EU Media Literacy Expert Group of the DG Connect of the EC. It also takes part to preparatory audiovisual meetings, Contact Committees on audiovisual issues (AVMSD) and Council's of Ministers meetings setting the EU policy agenda on audiovisual, media literacy included.
- **Council of Europe.** The Secretariat is the official member representative of the Steering Committee on Media and Information Society (CDMSI) and the sub- Committee of experts on Media Pluralism and Transparency of Media Ownership (MSI-MED) under the DG of Human Rights and Rule of Law. These committees deal with media literacy, freedom of expression and media pluralism.
- **UNESCO GAPMIL – Global Alliance for Partnerships on Media and Information Literacy (2013).** The Secretariat is member to UNESCO GAPMIL network since 2013. UNESCO bridges media players with information literacy providers under one, holistic umbrella that of media and information literacy for the purpose of pursuing sustainable development and building strong, democratic societies. In this context, it runs GAPMIL network that aims at promoting media and information literacy as a means to open and inclusive development. GAPMIL is a joint initiative of UNESCO and other key stakeholders such as the United Nation Alliance of Civilizations (UNAOC), UNICEF, Open Society Foundation, IREX, European Commission and other UN agencies and international development partners.
- **UNESCO GAMAG – Global Alliance on Media and Gender (2015).** The Secretariat joined UNESCO GAMAG network in 2015. According to the network's Action Plan, communication and information sector is particularly involved in gender equality issues and thus, aims to promote it *in* and *through* the media, as well as *via* technological applications. In this same premise, the Secretariat was also the co-host of the International Development Cooperation Meeting on Gender and Media (7-8 December 2015) and the First General Assembly of Global Alliance on Media and Gender (9-10 December 2015), in Geneva, Switzerland where it announced its future plans and actions on media literacy.
- **NORDICOM – International Clearinghouse on Children, Youth and the Media (2015).** The Secretariat joined as a member the Clearinghouse in 2015, a global network with approximately 900 participants representing a number of different users – members of the research community, media professionals, politics, government authorities, voluntary organizations and other interested individuals from over 100 countries from all continents.
- **Audiovisual networks:** The Secretariat also coordinated the bilateral cooperation among the two public service broadcasters, **ERT (Greece)** and **TV5 (France)** signed on a Memorandum of Understanding on March 2016. The Memorandum was on the exchange of audiovisual programs among the



two broadcasters, including children's educational programs from TV5 to linear and non-linear platforms of ERT SA.

International Olympia Film Festival for Children and Young People – European Meeting of Young People's Audiovisual Creation - Camera Zizanio is member of the global ECFA and CIFEJ film festival networks.

The **Educational Radio-television (EduTV)** under the auspices of the Ministry of Education is member of the MEDEAnet project, an EU network (completed in 2014) that aims to promote media-based learning to organizations and practitioners through local training and networking events, online resources and knowledge sharing. MEDEAnet also exploited best practices of the annual MEDEA Awards competition, extending its existing informal network and supported the Media & Learning Association, a membership organization that ensures the sustainability of the annually-held MEDEA Awards.

Karpos - Center of Education and Intercultural Communication supports the international network MIL/PEER – Media and Information Literacy Platform for Exchanging Educational Resources, with educational resources on audiovisual expression and education.

NATIONAL NETWORKS WITH MEDIA AND FILM LITERACY COMPONENTS

The **Secretariat General for Media and Communication** signed on February 2016 a Memorandum of Understanding with KETHI - Center for Research on Gender Equality for promoting media research and conducting joint actions against gender stereotypes and false representations in the media platforms.

National Network for Students' Audiovisual Education (<http://serreschools.blogspot.gr/>). Another regional network with nationwide impact within education that is focused on media and film literacy is the National Network for Students' Audiovisual Education, established by the Administration of Primary Education of Serres in Northern Greece. The network comprises of 81 Primary Schools and 112 Preschools (kindergarten) in Serres Prefecture, addressing 1500 educators and 15.000 students in typical and non-typical education. The network runs many projects on TV education, commercial literacy, film literacy that take place inside and outside school. The most significant action with national appeal is the annual Student Short Films Competition that is organized jointly with the International Drama Short Film Festival, the public service broadcaster ERT SA, the Educational Radio-television from the Ministry of Education and the House of Cyprus, the Educational Foundation of Cyprus Embassy in Greece.





Section 2 – The overview

Question 3

Using the grid below, please identify the 20 most significant media literacy projects which have been delivered in your country since 2010.

Please select the most appropriate category for the project type, the sectors responsible for the projects, the type of media literacy skills that were addressed in the project, as well as the reason of significance:

Project types	Sectors	Media literacy skills	Reason for significance
Research ³⁶⁹	Academia ³⁷⁶	Creativity ³⁸²	The size of the target audience
Resources ³⁷⁰	Audiovisual content provider ³⁷⁷	Critical thinking ³⁸³	The total budget or cost of the project
Campaigns ³⁷¹	Public authorities ³⁷⁸	Intercultural dialogue ³⁸⁴	The success of the project (outcomes / impact compared to objectives)
Provision of Funding ³⁷²	Media regulatory authorities	Media use ³⁸⁵	The level of public awareness of the project
Networking platforms ³⁷³	Online platforms ³⁷⁹	Participation and interaction ³⁸⁶	The level of engagement by the target audience
Policy Development ³⁷⁴	Civil society ³⁸⁰	Other	Other
End-user engagement ³⁷⁵	Cross-sector collaboration ³⁸¹		
Other	Other		

³⁶⁹ Significant qualitative or quantitative research on any aspect of media literacy which has been published and/or is widely used by the media literacy practitioners.

³⁷⁰ Resources include all the themed output related to a single media literacy initiative. It could include TV, and/or content published online, including information leaflets, video, audio, lesson plans, curriculum modules, websites etc.

³⁷¹ Campaigns usually combine awareness-raising with a desired behaviour change. A Campaign will usually have a specific 'call to action' e.g. 'Don't share too much online' or 'Know how to check the truthfulness of online information'. Campaigns can be multi-stakeholder campaigns such as Safer Internet Day or cross-platform campaigns and can include promotion across TV/radio/online and/or other forms of public engagement.

³⁷² Including the provision of funding for media literacy activities delivered by third parties. Funding may be provided via grants, open competition and invitations to tender.

³⁷³ Including conferences, seminars, meetings, online and offline forums, newsletters, databases.

³⁷⁴ Including consultations, published reports and recommendations.

³⁷⁵ End-user engagement includes grass-roots projects that provide support and information to end-users via face to face contact, phone contact or online contact.

³⁷⁶ Including Academic institutions, universities and third level education providers

³⁷⁷ Including broadcasters and on-demand providers (both public service media and commercial media) and content providers for online, games and apps.

³⁷⁸ Including government Ministries/departments, local authorities and councils, semi-State organisations, policy-makers.



Please classify the projects using either 'N' for National or 'R' for Regional, and their level of significance using a scale of 1 to 3, where 1 is most significant and 3 is least significant.

	Project Name	Project Type	Sector	Media Literacy skills	National or Regional	Years	Reason for significance	Level of significance (1 – 3)
1	Mythos Project (https://themythosproject.wordpress.com/tag/mythos-project/)	Networking platform Cross-sector collaboration End-user engagement	Cross-sector	Creativity Media use (film literacy) Participation & interaction Intercultural dialogue	R (Pyrgos)	2011 - ongoing	The success of the project (outcomes / impact compared to objectives) The level of engagement by the target audience Other (international project)	Mythos Project (https://themythosproject.wordpress.com/tag/mythos-project/)
2	EUforia (EC Funded project)	Networking platform	Cross-sector	Intercultural dialogue	R (Thessaloniki)	2015-2016	The size of the target audience	EUforia (EC Funded project)

³⁷⁹ Including the owners and operators of online platforms (such as social media websites and search engines).

³⁸⁰ Including foundations, not-for-profit organisations arts and cultural bodies, charities, think-tanks, communities of interest and community networks (sports, health, hobbies, religion).

³⁸¹ Including projects involving a number of key stakeholders from different sectors. As an example, the model that Safer Internet Day is based on could be considered a cross-sector collaboration project.

³⁸² Creating, building and generating media content.

³⁸³ Critical thinking skills such as: understanding how the media industry works and how media messages are constructed; questioning the motivations of content producers in order to make informed choices about content selection and use; recognising different types of media content and evaluating content for truthfulness, reliability and value for money; recognising and managing online security and safety risks.

³⁸⁴ Such as challenging radicalisation and hate speech.

³⁸⁵ The ability to search, find and navigate and use media content and services.

³⁸⁶ Interaction, engagement and participation in the economic, social, creative, cultural aspects of society through the media and promoting democratic participation and fundamental rights.



	www.filmfestival.gr	Academia Cross-sector collaboration		Participation and interaction (training workshops) Critical thinking Media use Other (platform of resources)			The level of engagement by the target audience Other (use of audiovisual heritage and archives for film literacy purposes, awareness raising through events)	www.filmfestival.gr
3	National Network for Students' Audiovisual Education http://serreschools.blogspot.gr/	Networking platform Resources	Public authorities (Administration of Primary Education of Serres)	Participation and interaction Media use Critical thinking Creativity	R	2010 - ongoing	The size of the target audience (students, special needs students) The level of engagement by the target audience (In school education and outside of school, parent's engagement) The success of the project (outcomes / impact compared to objectives) (creation of a film workshop in school, 18 training seminars in over 700	National Network for Students' Audiovisual Education http://serreschools.blogspot.gr/



							schools) The level of public awareness of the project (awarded many prizes in student's film competition) Other (approaches media literacy from a holistic point of view)	
4	IOM - First Nationwide Study on Media Literacy in Greek Schools (http://www.iom.gr/default.aspx?lang=en-US&page=135)	Research	Public authorities (IOM, Hellenic Audiovisual Institute)	Creativity Critical thinking Media use Participation and interaction Other (experiential learning)	N	2011	The success of the project (outcomes / impact compared to objectives) (a great majority of educators are <i>for</i> teaching ml in schools) The level of public awareness of the project (broad promotion to Greek press, media and journals)	IOM - First Nationwide Study on Media Literacy in Greek Schools (http://www.iom.gr/default.aspx?lang=en-US&page=135)



							Other (first applied nationwide study specifically focused on media literacy in schools)	
							Dealt with media literacy <i>per se</i>	
5	MEDIADEM 2014 Media Pluralism Monitor 2016 (EC funded projects) (http://www.eliamep.gr/)	Research	Civil society (ELIAMEP)	Civic participation and interaction Other (linking media literacy with media pluralism & transparency, active citizenship)	N	2014-ongoing	The level of public awareness of the project Other (reinforcing public agenda on media policy, assessing risks for media pluralism including media literacy, setting media policy indicators, one of them is media literacy)	MEDIADEM 2014 Media Pluralism Monitor 2016 (EC funded projects) (http://www.eliamep.gr/)
6	UNESCO Media & Information Literacy Curriculum for Teachers –	Resources	Civil society (Independent research)	Creativity Critical thinking Intercultural dialogue	N	2014	The size of the target audience The success of the	UNESCO Media & Information Literacy Curriculum



	Greek ed. (www.unesco.org)			Media use Participation and interaction Other (exploring commercial literacy, information literacy, digital literacy)			project (outcomes / impact compared to objectives) (open educational resource) The level of public awareness of the project (promotion in the press and school community) Other (first manual dedicated to teaching media literacy in the classroom as well as lifelong learning context)	for Teachers – Greek ed. (www.unesco.org)
7	Youth VideoMuseums project (EC funded project) http://videomuseums.eu	Resources	Cross-sector collaboration	Creativity Critical thinking Intercultural dialogue Media use Participation and interaction Other (film literacy skills)	N	2011-2012	The size of the target audience (typical and non-typical education) The total budget or cost of the project The success of the project (outcomes / impact compared to objectives)	Youth VideoMuseums project (EC funded project) http://videomuseums.eu



							<p>The level of public awareness of the project</p> <p>The level of engagement by the target audience</p> <p>Awarded-project</p>	
8	<p>Manual “Bookmarks – No Hate Speech Online”</p> <p>(EC funded project)</p> <p>(www.weareallcitizens.gr)</p>	Resources	Cross-sector	<p>Critical thinking</p> <p>Intercultural dialogue</p> <p>Media use</p> <p>Participation and interaction</p> <p>Other (social media skills)</p>	N	2016	<p>The size of the target audience (youth 13-18 ages)</p> <p>The level of public awareness of the project (international)</p> <p>Other (enhancing critical thinking on radicalization issues, engaging human rights online)</p>	<p>Manual “Bookmarks – No Hate Speech Online”</p> <p>(EC funded project)</p> <p>(www.weareallcitizens.gr)</p>
9	Short film	Resources	Cross-sector	Creativity Critical	N	2015	The size of the target audience	Short film



	<p>“To Pantopoleion” – The Grocery store</p> <p>(https://www.youtube.com/watch?v=ceSUuKM_r4xo)</p>			<p>thinking</p> <p>Participation and interaction</p> <p>Media use</p> <p>Intercultural dialogue</p> <p>Other (digital skills, safe use of the internet)</p>			<p>The level of public awareness of the project (international)</p> <p>Other (many awards: 1st Prize of International Evens Foundation on best educational digital film resource, and 1st Prize of MEDEAnet project)</p>	<p>“To Pantopoleion” – The Grocery store</p> <p>(https://www.youtube.com/watch?v=ceSUuKM_r4xo)</p>
10	<p>MEDEAnet Consortium</p> <p>(EC funded project)</p> <p>(http://www.medeaneu.eu)</p>	Networking platform	Public authorities (EduTV, Ministry of Education)	<p>Critical thinking</p> <p>Media use (innovation, good practice in education)</p> <p>Participation and interaction</p> <p>Other (digital literacy skills, educational videos in learning)</p>	N	2012-2014	<p>The level of engagement by the target audience (Promoting excellence in the production and pedagogical design of media-rich learning resources)</p> <p>Other (MEDEA webinars, workshops,)</p>	<p>MEDEAnet Consortium</p> <p>(EC funded project)</p> <p>(http://www.medeaneu.eu)</p>
11	<p>eSafety Kit</p> <p>(EC funded</p>	Resources	Civil Society (Safer	Critical thinking	N	2015-ongoing	The level of engagement by the	eSafety Kit (EC funded



	project) (http://esafetykit.net)		Internet Hellas)	Participation and interaction Media use Other (digital literacy skills, internet ethics, safety use) Intercultural dialogue			target audience (engages educators, parents and children through games, quizzes and useful tips on the use on the safe use of the web) The level of public awareness of the project The success of the project (outcomes / impact compared to objectives)	project) (http://esafetykit.net)
12	DIMLE – Digital International Media Literacy E-Book Project (www.dimle.org)	Resources	Civil society	Critical thinking Media use Participation and interaction Other (media literacy theory)	N	2016	The size of the target audience (young media professionals, academia) The success of the project (outcomes / impact compared to objectives)	DIMLE – Digital International Media Literacy E-Book Project (www.dimle.org)



							<p>The level of public awareness of the project (international)</p> <p>Other: Deals with media literacy from a holistic point of view</p>	
13	<p>ANR TRANSLIT project (EC funded project) (http://www.translit.fr)</p>	Research	<p>Academia</p> <p>Public authorities</p>	<p>Intercultural dialogue</p> <p>Other (media and information literacy policies)</p>	N	2013	<p>The success of the project (outcomes / impact compared to objectives)</p> <p>The size of the target audience (policy makers)</p> <p>The level of public awareness of the project (international)</p> <p>Other(media literacy policy)</p>	<p>ANR TRANSLIT project (EC funded project) (http://www.translit.fr)</p>
14	ANIMASYROS media literacy	Networking	Audiovisual content	Intercultural	R	2015	The success of the	ANIMASYROS media literacy



	projects (http://www.animasyros.gr/)	platform	providers (Animation Film Festival)	dialogue Media use (animation techniques) Participation and interaction Other (innovative forms of storytelling, such as optic toys, animation films, moving images)			project (outcomes / impact compared to objectives) (international appeal, education to animation) The level of engagement by the target audience (general educators, special needs teachers, youth, media , students, elderly) Other (workshops)	projects (http://www.animasyrros.gr/)
15	"Oh where has my truth gone? - Playing with Journalistic Practice" http://www.logoupaignion.gr/synergies/eshea	Resources	Civil society (Educational Foundation of ESIEA & Educational Institute Logou Paignion)	Critical thinking (media mechanisms, media ethics) Participation and interaction Media use (responsible journalism, news literacy skills)	R (Attica)	2014-2017	The size of the target audience (1200 children aged 13-17 years old, 216 in-practice teachers outside the school curriculum) The success of the project (outcomes / impact compared to objectives) (great response, evaluation techniques, ongoing	"Oh where has my truth gone? - Playing with Journalistic Practice" http://www.logoupaignion.gr/synergies/eshea



							project)	
							Other (innovative project: image-oriented journalism workshops and seminars in non-typical education)	
16	Copyrightschool www.copyrightschool.gr	Resources	Public authority (H.C.O.- Hellenic Copyright Organization)	Critical thinking Media use (short film animation, educational games) Participation and interaction Other (digital literacy skills)	N	2016	<p>The size of the target audience (children, teachers, parents)</p> <p>The level of engagement by the target audience</p> <p>The success of the project (outcomes / impact compared to objectives) (open online resources)</p> <p>Other (innovative and unique project: deals with copyright and uploading audiovisual content in non-linear</p>	Copyrightschool www.copyrightschool.gr



							platforms, takes place outside the school curriculum)	
17	The 5C Project (EC funded project) (http://www.the5cproject.com/)	Networking platform	Audiovisual content providers	Media use (film, social media) Participation and interaction Critical thinking Intercultural dialogue Other (film literacy travelling project)	N	2015	The size of the target audience (international) Other (workshops, seminars on short films)	The 5C Project (EC funded project) (http://www.the5cproject.com/)
18	UNESCO GAMAG & GAPMIL networks (www.unesco.org)	Networking platforms	Public Authorities (Secretariat General for Media and Communication)	Participation and interaction Intercultural dialogue Media use Other (media stereotypes, media and gender, public policies)	N	2015	The size of the target audience (international) The level of public awareness of the project (international)	UNESCO GAMAG & GAPMIL networks (www.unesco.org)



19	<p>“Good Advertising” online course on Greek Advertising & Communication Code</p> <p>(http://www.goodadvertising.eu/)</p>	Resources	<p>Other - Media industry (Greek Advertising Self Regulatory Organisation (SEE & Hellenic Associations of Advertising-Communications Agencies (EDEE)</p>	<p>Media use</p> <p>Critical thinking</p> <p>Other (commercial literacy, media ethics, branding, media self-regulation, code of conduct)</p>	N	2015	<p>The level of public awareness of the project (self-regulation by the media industry)</p> <p>The level of engagement by the target audience (communication sector employees and employers)</p> <p>Other (innovative training tool for young professionals in the communications sector)</p>	<p>“Good Advertising” online course on Greek Advertising & Communication Code</p> <p>(http://www.goodadvertising.eu/)</p>
20	<p>The Greek Ombudsman for Children’s Rights</p> <p>(www.synigoros.gr)</p>	Campaign	Public authority	<p>Participation and interaction</p> <p>Other (advocacy on children’s rights and stereotypes in the media)</p>	N	2016	<p>The size of the target audience</p> <p>The level of public awareness of the project (co-operates with NCRTV)</p>	<p>The Greek Ombudsman for Children’s Rights</p> <p>(www.synigoros.gr)</p>





Section 3 – Project summaries

Question 4

From the projects you have highlighted in Question 3, please describe the five most significant³⁸⁷ media literacy projects that have taken place in your country since 2010.

By and large, there is an increasing *impetus* on media literacy actions in Greece from a pluralistic point of view highlighting the social notion of *critical media literacy*, linked with active citizenship, fundamental rights, freedom of expression and lifelong learning social skills, leading thus to strong and healthy democratic societies. The five case-studies highlighted in this survey cover specific areas of media literacy field, such as film literacy, evidence-based research and cognitive analysis, creation of original audiovisual content, digital skills, critical thinking, communication skills as well as challenging extreme public expressions in online media platforms, pointing thus the interdisciplinary and polymorphic character of a new media literacy identity. If this new era of media literacy that is widely developed outside of the typical education environment – but not completely disengaged from it - is incorporated into a sustainable national and EU developmental, cross-sector and cross-actors strategy, we may be finally able to talk of an inclusive media literacy policy as a democratic platform and social emancipation tool of discourse with multiplying effects for all citizens³⁸⁸.

Please use a separate form for each project. See the sample answer for help.

³⁸⁷ Significant can relate to:

- a) the size of the target audience and/or the reach of the project,
- b) the total budget or cost of the project
- c) the final outcomes / impact of the project
- d) the level of public awareness of the project
- e) the level of engagement by the target audience.

³⁸⁸ Special acknowledgments to media stakeholders that were more than eager to provide me with specific details and insights on their projects/organization for the purposes of this survey: Dimitris Spyrou & Nikos Theodosiou - Olympia International Film Festival- Camera Zizanio, Argyro Mesimeri & Eirini Delidaki – Thessaloniki Film Festival, Veronica Samara - Safer Internet Hellas, Anna Routsis – Greek Ombudsman for Children, Anna Kandyla – ELIAMEP, Menis Theodoridis and Maria Leonida – KARPOS and the team from Logou Paignion.



Answer 4 – Project 1

A. PROJECT NAME: “Bookmarks – Combating Hate Speech Online Through Human Rights Education” – Greek edition Manual

B. CATEGORY AND DESCRIPTION OF PROJECT:

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an ‘X’:

Research	
Resources	X
Campaign	
Provision of Funding	
Networking Platforms	
Policy Development	
End-user engagement	
Other	

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

Context – Objectives - Aim

“Bookmarks - Combating Hate Speech Online through Human Rights Education” Greek Manual through human rights education is a manual designed to support the “No Hate Speech Movement” of the Council of Europe. It gathers activities designed for young people aged 13 to 18 years old, however they are adaptable to other age ranges, as well. Bookmarks is useful for educators wanting to address hate speech online from a human rights perspective, both inside and outside the formal education system. This Manual sees hate speech as a human rights concern and the approach used in the activities is based on human rights principles and standards. Thus, the activities in the Manual should help young people in developing the knowledge, critical skills and



attitudes which will be needed if the internet is to reflect the fundamental principles which have been established for the real world. This makes the manual useful not only in addressing online hate speech but also as a way of understanding fundamental human rights themselves and the way they apply both in offline as well as online settings.

The Manual covers all forms of expression which spread, incite, promote or justify racial hatred, xenophobia, antisemitism or other forms of hatred based on intolerance.

The need for educational initiatives on cyber hate can partly be seen in the growing amount of abuse to be found on the Internet, much of which is extreme and racist in tone and thus, can threaten the fundamental values of a democratic society. According to the report of EU Kids online for 2009-2011, across Europe, 6% of 9 to 16-year-old Internet users reported having been bullied online, and 3% confessed to having bullied others. The 78% of the respondents of an online survey under the No Hate Speech Campaign stated they had encountered hate speech online on a regular basis.

This manual sees hate speech as a human rights concern and the approach used in the activities is based on human rights principles and standards. Thus, the activities in the manual should help young people in developing the knowledge, skills and attitudes which will be needed if the Internet is to reflect the fundamental principles which have been established for the real world. This makes the manual useful not only in addressing online hate speech but also as a way of understanding human rights themselves and the way they apply both in offline as well as online settings.

The Manual is offered as an Open Educational Resource through the official website of “We Are All Citizens”. I did not take part to the project. The project is being listed as “best practice” among Greek projects on media literacy on hate speech online and radicalization.

C. GEOGRAPHICAL REACH

Please indicate whether the project was of National or Regional significance.

National and international appeal, through the international Campaign “No Hate Speech Online” of the CoE.



D. TIMEFRAME AND BUDGET

Please include the duration of the project, the dates and, where possible, the annual and total budget and related sources of financing.

The campaign was launched on 22 March 2013 and runs until 2017.

E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

Please indicate the type of media literacy skills or capacities that were addressed in the project. For example:

- Critical thinking skills such as:
 - Questioning the motivations of content producers in order to make informed choices about content selection and use.
 - Recognising different types of media content and evaluating content for truthfulness, reliability and value for money.
 - Recognising and managing online security and safety risks.
- Participation and engagement skills such as:
 - Interaction, engagement and participation in the economic, social and cultural aspects of society through the media.
 - Promoting democratic participation and fundamental rights.
- Intercultural dialogue skills such as:
 - Including challenging radicalisation and hate speech online.

The Manual is part of the international campaign of the CoE “No Hate Speech Movement”. It is quite innovative in Greece as it engages media literacy from the notion of critical thinking, active citizenship and civic responsibility, promotes intercultural dialogue on online and offline media platforms, contributing thus to a culture of inclusive tolerance and respecting online and exercising critical thinking in relation to amplifying, debunking or challenging media content. As it is stated in the website of the CoE, the goals of the “No Hate Speech Movement” campaign are:

- To raise awareness about hate speech online and the risks it poses for democracy and individual young people.
- To promote media and Internet literacy.
- To support young people in standing up for human rights, online and offline.



- To reduce the levels of acceptance of online hate speech.
- To mobilise, train and create a network of online youth activists to defend human rights.
- To map hate speech online and develop tools to combat it.
- To support and show solidarity to people and groups targeted by hate speech online.
- To advocate the development of and consensus on European policy instruments combating hate speech.
- To develop youth participation and citizenship online.

F. STAKEHOLDERS:

Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.

Bookmarks is run by The Bodossaki Foundation, Fund Operator for the EEA Grants NGO Programme in Greece “We are all Citizens”. The project is the result of the international campaign “No Hate Speech Movement” initiated and run by the Council of Europe, based on national campaigns currently run in 40 states.

G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible, please indicate also the size of the targeted audience.

The Manual addressed general educators, both inside and outside the formal education system as well as young people aged 13 to 18; however, all activities can be adapted to other age ranges and other profiles of learners in the context of lifelong learning.

H. OUTCOMES AND EVALUATION

Please outline (in approximately 300 words) the main results of the project. Some category-specific evaluation tools are outlined below to act as a guide for response and to provide a broad evaluation framework. However, we understand that each project will be different and evaluation methods may differ significantly.

By and large, the Manual sees hate speech as a human rights concern and the approach used in the activities is based on human rights principles and standards. Bookmarks, as part of the “No Hate Speech Movement” EU campaign, is designed to raise awareness of the hate speech problem, change attitudes towards it and mobilise young people to act against it. The project stands for equality, dignity, human rights and diversity and it is part of the



Council of Europe's wider effort to promote human rights in cyberspace. As the President of The Bodossaki Foundation , Dimitris Vlastos, notes "*human rights education is a cornerstone in the effort to create a modern democratic society and prevent phenomena of intolerance and racism.*"

Campaigns

The campaign is against hate speech online in all its forms, including those that most affect young people, such as cyber-bullying and cyber-hate. The campaign focuses on human rights education, youth participation and media literacy. More specifically, as it cited in the CoE website among the goals of the "No Hate Speech Movement "campaign are:

- To raise awareness about hate speech online and the risks it poses for democracy and individual young people.
- To promote media and Internet literacy.
- To support young people in standing up for human rights, online and offline.
- To reduce the levels of acceptance of online hate speech.
- To mobilise, train and create a network of online youth activists to defend human rights.
- To map hate speech online and develop tools to combat it.
- To support and show solidarity to people and groups targeted by hate speech online.
- To develop youth participation and citizenship online.

Networking Platforms

The Bodossaki Foundation in partnership with Youthnet Hellas, the No Hate Speech Movement local campaign partner, hosted in 2016 two thematic discussions on Hate Speech, with a focus on hate speech and homophobia. The second discussion took place on the 17th of May, recognized as the World Day against Homophobia, in Athens. The discussion was part of the local campaign against Hate Speech, entitled "Say No to Hate, Yes to the Dialogue".

Policy Developments . The Greek Manual is part of the international "No Hate Speech Movement " campaign, it has thus broad visibility through the official website and promotional tools (social media platforms) of the CoE. Among the aims of the campaign, is to advocate the development of and consensus on European policy instruments combating hate speech.

I. FURTHER REFERENCES

Please provide further references about the initiative: publications, website, Twitter account etc.



URL:

- <https://s3.amazonaws.com/webprofile-ngos/Files/45/%CE%A3%CE%A5%CE%9D%CE%94%CE%95%CE%A3%CE%9C%CE%9F%CE%99.pdf>

- www.weareallcitizens.gr/

URL of the Council of Europe: <http://nohatespeechmovement.org/>

Email: info@weareallcitizens

Twitter: [@WeRallCitizens](https://twitter.com/WeRallCitizens)

Hashtag: #nohatespeech



Answer 4 – Project 2

A. PROJECT NAME: "EUFORIA – EUROPEAN UNION FILMS FOR INNOVATIVE AUDIENCE DEVELOPMENT "

B. CATEGORY AND DESCRIPTION OF PROJECT:

Please classify the project by marking one of the following six categories with an 'X':

Research ³⁸⁹	
Resources ³⁹⁰	
Campaign ³⁹¹	
Provision of Funding	
Networking Platforms ³⁹²	X
Policy Development ³⁹³	
End-user engagement ³⁹⁴	
Other	

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant.

³⁸⁹ Significant qualitative or quantitative research on any aspect of media literacy which has been published and/or is widely used by the media literacy practitioner.

³⁹⁰ Resources include all the themed output related to a single media literacy initiative. It could include TV, and/or content published online, including information leaflets, video, audio, lesson plans, curriculum modules, websites etc.

³⁹¹ Campaigns usually combine awareness-raising with a desired behaviour change. A Campaign will usually have a specific 'call to action' e.g. 'Don't share too much online' or 'Know how to check the truthfulness of online information'. Campaigns can be multi-stakeholder campaigns such as Safer Internet Day or cross-platform campaigns and can include promotion across TV/radio/online and/or other forms of public engagement.

³⁹² Including conferences, seminars, meetings, online and offline forums, newsletters, databases

³⁹³ Including consultations, published reports and recommendations

³⁹⁴ End-user engagement includes grass-roots projects that provide support and information to end-users via face to face contact, phone contact or online contact.



Aiming in creating the infrastructure necessary to support and ensure the sustainability of Film Education in Greece, the project concentrates on developing an Action Plan to be realized by a trans-cultural network. Apart from Greece, the other European countries participating in this transnational network are Poland and Hungary due to the valuable insight, methods of practice, experience and consultation they are able to contribute to the Action Plan.

ACTION PLAN: FILM PATHS I, II & III

FILM PATHS I - Completed

International Conference “PATH A, TRACING FILM LITERACY IN A TRANSNATIONAL LEVEL”: A two-day conference for teachers, film educators, academics, policymakers, education administrators, psychologists and social workers discussing the current status of film education in the targeted countries. The conference took place in the city of Thessaloniki (27-28 February 2016), held by Thessaloniki Film Museum and Thessaloniki Film Festival and involved a theoretical and practical approach (workshops, case-studies, resources) on film and media literacy. Irene Andriopoulou was invited as a guest speaker to the conference, representing the Secretariat General for Media and Communication, analysing the main points of film literacy, such as the 3Cs film literacy approach and EU practices. (<http://www.filmfestival.gr/default.aspx?lang=el-GR&page=607&newsid=2214>) . The conference was co-organized by **Spoleczna Akademia Nauk** (Poland) και **Laterna Magica** (Hungary).

PATH B, THE FILM VAULT: A curated online film catalogue comprising a broad range of European dramas, documentaries and short films, including an e-learning basis with a variety of teaching aids.

PATH C, FILM VAULT PRESENTATION & TRAINING SESSIONS: A seminar to introduce film and familiarize secondary education teachers with the morphological features of European films and their pedagogical potential.

The next steps of Euforia are:

FILM PATHS II

PATH A, STUDENT DIGITAL FILM PROJECT: Student groups producing a short documentary film on the ways in which urban landscapes were re-shaped through major EU infrastructure projects. The documentaries will circulate within the transnational network and appear on the FILM VAULT platform in order to initiate a transnational dialogue.

PATH B, DOCS FOR KIDS & YOUTH SCREEN THROUGH FILM PATHS: Inviting students to initiatives focusing on young people in European Film & Documentary Festivals with the purpose of instilling in them a passion for European narratives and agendas.

PATH C: TRANSNATIONAL REGIONAL SCREENINGS & PRESENTATIONS IN PENAL INSTITUTIONS, CORRECTIONAL FACILITIES & REFORM SCHOOLS: The prison



system punishes offensive behaviors but offers little to replace them. Bringing film screenings and film education material to institutionalized adolescents.

FILM PATHS III

FILM PATHS REVISITED: A major and final gathering assessing the FILM EDUCATION ACTION PLAN's effectiveness, overall performance and accountability towards achieving goals

Action plan's main aims and Objectives

- To develop both in educators and young people a critical understanding on European Film Culture and active participation in the dispersal of European Film Narratives.
- To research, record and circulate within the transnational network, current educational policies in order to jointly propose ways in which the use of European film narratives will enhance the young peoples' learning process and experience.
- To measure and record the overall impact of the Film Education Action Plan in order to expand it in the future to all levels of education and thus expand the European film audience in the participating countries.
- To integrate any good practices, concrete work guidelines and research information emanating from the main courses of action into the basic work of organizations operating in the field of informal film education thus reaching out new target groups.

C. GEOGRAPHICAL REACH

Please indicate whether the project was of National or Regional significance.

Aiming in creating the infrastructure necessary to support and ensure the sustainability of Film Education in Greece, the project focuses on developing an Action Plan to be realized by a trans-cultural network. Apart from Greece, the other European countries participating in this transnational network are Poland and Hungary due to the valuable insight, methods of practice, experience and consultation they are able to contribute to the Action Plan. On the one hand, Poland, which may have no official national pedagogical lines, runs through the Polish Film Institute a film education programme. The resources provided by the programme are understood as "national approved resources". On the other hand, Film Education in Hungary although not formally recognized as a distinct subject in the middle and higher bands of the national curriculum is seen as a counterpart to the study of media.

This is a project of transnational and trans-cultural significance.



D. TIMEFRAME AND BUDGET

Please include the duration of the project, the dates and, where possible, the annual and total budget and related sources of financing.

As far as time is concerned, FILM EDUCATION ACTION PLAN is designed to cover the entire eligible year (2015-2016). Due to the nature of the project and its core beneficiaries, it is of utmost importance that the first two phases run through out the academic year.

E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

Please indicate the type of media literacy skills or capacities that were addressed in the project. For example:

- Media use:
 - The ability to search, find and navigate and use media content and services. YES
- Critical thinking skills such as:
 1. Understanding how the media industry works and how media messages are constructed. YES
 2. Questioning the motivations of content producers in order to make informed choices about content selection and use.
 3. Recognising different types of media content and evaluating content for truthfulness, reliability and value for money.
 4. Recognising and managing online security and safety risks.
- Creative skills such as:
 5. Creating, building and generating media content. YES
- Participation and engagement skills such as:
 6. Interaction, engagement and participation in the economic, social and cultural aspects of society through the media.
 7. Promoting democratic participation and fundamental rights. YES



The proposed Action Plan includes:

Producing valuable output essential for the formation of future education policies (basic infrastructure) focusing on the issue of Film Education in School curricula and in all levels of education.

Simplifying access to and use of European Films as pedagogical tools, simultaneously renegotiating the teacher-student relationship.

Developing sets of skills that will allow them to employ other forms of expression aside the traditional ones.

Researching, selecting, organizing under categories and subject matter the collected material in order to provide to educators and public alike access to resources previously non-existent, especially in Greece.

Contributing to a better understanding of what it means to share a common European identity.

Innovating through the issues explored, having to do with localized conceptions of place and identity and the reformation of European urban landscapes under EU funding.

Innovating and investing on a social cause by expanding the film screenings targeting marginal groups.

F. STAKEHOLDERS:

Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.

The project is run by Thessaloniki International Film Festival, the leading film festival in South-Eastern Europe, that oversees the proposed ACTION PLAN FILM PATHS in partnership with the Spoleczna Akademia Nauk – SAN and LATERNA MAGICA. Established in 1960, 54 years ago, the Thessaloniki International Film Festival has been the oldest Balkan Film festival supporting and promoting the works of emerging international filmmakers, while showcasing the annual Greek production. A non-profit organization supervised and supported by the Greek Ministry of Culture, it operates 12 months a year, nationally. It is best-known for its two major, Film & Documentary, festivals, its special screenings and its extensive educational programs designed and delivered in collaboration with its audience outreach collaborators and sub-sections, the Thessaloniki Cinematheque and the Thessaloniki Cinema Museum & Library. With stable funds coming in from both public and private sources, it operates on an annual budget of approximately 4 million euro. The organization combines both the expertise infrastructure and human resources necessary for assuming Film Literacy Projects.

The Warsaw-based University Spoleczna Akademia Nauk – SAN offers a degree in Film & the Audiovisual Arts focusing on the Direction & Production of Films, TV & Commercials, Photography in Film, TV & Commercials, the Art of Acting etc. SAN is committed in delivering in-service teacher training through active co-operations with associations such as NEONEA, the Association for Promoting Media & Cultural Education.

LATERNA MAGICA designs and delivers demanding and unique cultural and educational projects in Hungary and abroad. By providing consultation and



assistance, it helps cultural and educational institutions achieve their goals and expand their activities. A prolific partner of various Hungarian educational and professional institutions, the organization has supported amongst others over the years curriculum development, pedagogical growth, public-education administration. The national organizer of the European Home Movies Network project, involving film festivals and research conducted in 6 EU counties, LATERNA MAGICA is also managing in partnership with MaNDA, the Hungarian National Digital Archive & Film Institute, film educational programmes, exhibitions and digitalization projects.

G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience (eg. students, teachers, parents?). Where possible, please indicate also the size of the targeted audience.

In order to navigate the path toward the utilization of film as a teaching tool encouraging deep and active learning, we have decided that, in this primordial level, we should eliminate the scope of our Film Education Action Plan to include only secondary and upper secondary education teachers and children aged 12 to 18. This will facilitate us in collecting, analyzing and bringing together data having to do with each country's approaches to film literacy issues and in clearly articulating methods and good practices that will lead to well-informed, committed and well-equipped future film audiences.

H. OUTCOMES AND EVALUATION

Please outline (in approximately 300 words) the main results of the project. Some category-specific evaluation tools are outlined below to act as a guide for response and to provide a broad evaluation framework. However, we understand that each project will be different and evaluation methods may differ significantly.

Networking Platforms – Number of stakeholders engaged, frequency of networking opportunities, number of conferences, publications, subscribers, whether the networking took place at a regional, National, Pan-European or International level. YES

Policy Developments – Frequency, Dissemination of policy, reaction to and adoption of policy recommendations .YES

Outcomes of the conference “Tracing Film Literacy in a Transnational Level // Greece-Poland-Hungary. Thessaloniki, 26-27/2/2016.

The conference overall outlined the absence of a systematic, national approach on film literacy to young audience, calling thus for a networking initiative through the form of a consortium among relevant stakeholders. The General Secretary of the Ministry of Education, Research & Religious Affairs, Mr. Ioannis Pantis, highlighted the importance of film education and the Ministry's intention to approach education *quality-wise*, ensuring thus its further development within a wider cultural context.

The main subject of the conference was thoroughly approached through different angles, providing thus the opportunity to exchange ideas, share views



and perspectives, as well as to propose alternative solutions with regards to film literacy in education.

By demonstrating the current state of film literacy in the three European countries, the conference offered an overall assessment of the situation and brought to surface the absence rather than the presence of film literacy in the current structured cultural and educational policy models. It was concluded that the policies active today, should be re-evaluated with the purpose of introducing film literacy in the official education.

The theory-based, as well as the practice-oriented workshops of the conference demonstrated through their diverse approaches the great potential of film as a learning tool, recommending model practices and implementation methods. Special emphasis was given to the social dimension of art, the significance of a cross-sectional approach to knowledge, as well as the audience's familiarity with the European film culture with regards to the ways this may contribute in the creation of a common European identity.

I. FURTHER REFERENCES

Please provide further references about the initiative: publications, website, Twitter account etc.

URL: www.filmfestival.gr/

URL: www.cinemuseum.gr/



Answer 4 – Project 3

A. PROJECT NAME: "First Nationwide Study on Media Literacy in Greek Schools"

B. CATEGORY AND DESCRIPTION OF PROJECT:

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an 'X':

Research	X
Resources	
Campaign	
Provision of Funding	
Networking Platforms	
Policy Development	
End-user engagement	
Other	

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

Context- Motivation-Aim

The Hellenic Audiovisual Institute conducted the first nationwide study on media literacy in formal education environment. The research was designed and conducted by the Media Literacy Department of the Institute in cooperation with the Hellenic Ministry of Education, Religion & Lifelong Learning. Irene Andriopoulou, as Head of the Media Literacy Department was involved directly to the actual implementation of the project, from initial stages of design to final stages of dissemination of results and promotion to the Greek and international Press.



The aim of the study was to decode the educators' attitudes in daily life and personal points of view on and experience of media (traditional and new), and to illustrate how these were further reflected into their media teaching practices in the classroom. In this context, it attempted to explore their level of knowledge and daily use of media in order to evidence the impact of their media attitudes in the classroom.

Target-Group

The target group of the research comprised teachers, general and special needs educators and school consultants within pre-school and primary level education.

Methodology

The methodology of the research followed a mixed model (quantitative-qualitative approach) and comprised two parts:

Part A: online survey questionnaire for pre-school and primary school level educators through the official Greek School Network portal www.sch.gr. All registered users of the network were invited to fill in an online questionnaire in their own, free time that comprised open and close questions as well as some useful tips on media literacy theory.

Part B: Empirical analysis of data, final report and executive summary.

Dissemination- Delivery

The results of the research were disseminated through the major platform of the Hellenic Audiovisual Institute (website) as well as in the media through press releases and final reports. It was also promoted in international websites and journals.

The research was significant because it put forward in the policy agenda the public discourse on media literacy in the curriculum, highlighting the dilemma on the optimum model for teaching media literacy in the classroom. Whatever the teaching module might be though, media literacy has to acquire an all-inclusive, holistic approach with a deep, cultural insight into media, accompanied by the appropriate interpretation tools for it. In order for this to happen, from a theoretical point of view, the media literacy paradigm has to move beyond the reproduction of the cognitive hierarchies and cultural discriminations of the traditional educational system. It needs to abandon the old dichotomy of elitist vs. popular culture and high aesthetics media vs. mass media, and



focus on building a strong, flexible and contemporary media literacy agenda, in order to empower children as mature media citizens in the information society. From a more practical point of view, the research highlighted the need for a strong consensus among all relevant parties (educators, policy-makers, media stakeholders, regulatory authorities) in order to agree on the most effective scheme for embedding media literacy in formal education environment.

C. GEOGRAPHICAL REACH

Please indicate whether the project was of National or Regional significance.

The research was the first nationwide research on media literacy from a holistic point of view.

D. TIMEFRAME AND BUDGET

Please include the duration of the project, the dates and, where possible, the annual and total budget and related sources of financing.

The research was financed by the annual budget on research projects of the Hellenic Audiovisual Institute. The research was conducted in a three-month period, from February to May 2011.

E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

Please indicate the type of media literacy skills or capacities that were addressed in the project. For example:

- Media use:
 - The ability to search, find and navigate and use media content and services.
- Critical thinking skills such as:
 - Understanding how the media industry works and how media messages are constructed.
 - Questioning the motivations of content producers in order to make informed choices about content selection and use.



- Recognising different types of media content and evaluating content for truthfulness, reliability and value for money.
- Recognising and managing online security and safety risks.
- Creative skills such as:
 - Creating, building and generating media content.

The research engaged media literacy skills among educators according to their daily experience inside and outside of school. In this context, it explored media use skills among all media platforms (new and traditional), critical thinking skills, and creative skills from personal user engagement. The research promoted also cognitive skills, familiarizing users with media literacy theory through presenting the 5 key questions on media literacy.

F. STAKEHOLDERS:

Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.

The research was conducted by the Hellenic Audiovisual Institute – IOM, the national-applied research organization and “think tank” on media, broadcasting and media literacy in Greece that was abolished in Dec. 2011 (Act 23048/11). IOM had the original idea, the expertise on media literacy, the survey coordination and the scientific overview of the research.

IOM collaborated with the Ministry of Education and in particular, the portal Greek School Network, that offered its online platform as a tool for completing the online questionnaire if the survey.

G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible, please indicate also the size of the targeted audience.

The research was addressed general and special needs educators, school consultants, advisors, aged 21-56 plus years old, of pre-school and primary school education in Greece.

H. OUTCOMES AND EVALUATION

Please outline (in approximately 300 words) the main results of the project. Some category-specific evaluation tools are outlined below to act as a guide for response and to provide a broad evaluation framework. However, we understand that each project will be different and evaluation methods may differ



significantly.

Research – frequency of research, methodology, use and dissemination of results.

The research's main methodology tool was the online survey that was conducted by the educators of primary education in their out-of-school time through the closed network of the Ministry of Education, Greek School Network, www.sch.gr. The logic of this closed network allowed only registered member users, hence teachers, educators, school councilors and school units, to have access and take part to the survey, minimizing thus the risk of ending up with an out-of-school false sample. The main premise behind the methodology research was that educators themselves are the actual “executors” of media literacy agenda at schools, and hence it is of great importance to first be able to assess their own knowledge, skills and experience before an official structured proposal as policy engagement was put forward for incorporating media literacy in schools. The research's key findings and executive summary were published in the Greek press as well as presented in international bodies and EU organizations through online and press publications and journals. The research was a great example of value for money project since it was based on annual budget of the Institute and all expenses were covered in-house.

Policy Developments – Frequency, Dissemination of policy, reaction to and adoption of policy recommendations

The research was consistent with the “EC Recommendation **on media literacy in the digital environment for a more competitive audiovisual and content industry and an inclusive knowledge society (2009/625/EC)**”. **More specifically, the Recommendation called** for the empowerment of media literacy research in the Member States (“...promoting systematic research through studies and projects on the different aspects and dimensions of media literacy in the digital environment”, art. 2).

End-user engagement – Numbers of people engaged, frequency, results.

The sample of the users who replied to the questionnaire was quite small, 81 users in total, due the non-familiarization with the online surveys. In an after-survey evaluation that was driven by the Institute, the majority of the school districts justifying the non-holistic response, they stated that they would prefer to have the questionnaires sent to them in paper.

I. FURTHER REFERENCES

Please provide further references about the initiative: publications, website, Twitter account etc.

Hellenic Audiovisual Institute – IOM (Summary, final report, press releases): <http://www.iom.gr/default.aspx?lang=el-GR&page=145&studyid=37>



NORDICOM, The International Clearinghouse on Children, Youth and Media , Newsletter on Children, Youth and Media in the World, No. 2, 2012 (Published 2013): www.nordicom.gu.se/sites/default/files/Dokument/Unga-och-medier/NL2009_2012/nl_2_2012.pdf

Contact email: Ireneandriopoulou@gmail.com



Answer 4 – Project 4

A. PROJECT NAME: MYTHOS PROJECT – Olympia International Film Festival for Children and Young People - European Meeting of Young People's Audiovisual Creation- Camera Zizanio

B. CATEGORY AND DESCRIPTION OF PROJECT:

Please classify the project by marking one of the following six categories with an 'X':

Research ³⁹⁵	
Resources ³⁹⁶	
Campaign ³⁹⁷	
Provision of Funding	
Networking Platforms ³⁹⁸	X
Policy Development ³⁹⁹	
End-user engagement ⁴⁰⁰	
Other	

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant.

³⁹⁵ Significant qualitative or quantitative research on any aspect of media literacy which has been published and/or is widely used by the media literacy practitioner.

³⁹⁶ Resources include all the themed output related to a single media literacy initiative. It could include TV, and/or content published online, including information leaflets, video, audio, lesson plans, curriculum modules, websites etc.

³⁹⁷ Campaigns usually combine awareness-raising with a desired behaviour change. A Campaign will usually have a specific 'call to action' e.g. 'Don't share too much online' or 'Know how to check the truthfulness of online information'. Campaigns can be multi-stakeholder campaigns such as Safer Internet Day or cross-platform campaigns and can include promotion across TV/radio/online and/or other forms of public engagement.

³⁹⁸ Including conferences, seminars, meetings, online and offline forums, newsletters, databases

³⁹⁹ Including consultations, published reports and recommendations

⁴⁰⁰ End-user engagement includes grass-roots projects that provide support and information to end-users via face to face contact, phone contact or online contact.



Mythos Project is an initiative of Olympia International Film Festival for Children and Young People and of European Meeting of Young People's Audiovisual Creation- Camera Zizanio, which takes place annually, the 1st week of December (main event), in the city of Pyrgos (Region of Western Greece).

Mythos Project is the longest running multinational film workshop on youth audiovisual creation in Europe. It started in 2011 and since then, with the participation of 400 youngsters from 16 countries, 55 shorts films have been produced. Most of the films have been screened in Festivals abroad (special screenings) getting positive reviews. But it is a lot more than a workshop. According to Trudy Verkerk, Film Teacher from the Netherlands, "This project is a true meeting point for the young filmmakers in Europe". Dozens of young people from all over Europe come to Pyrgos and form multinational groups, discuss, exchange views and armed with cameras, laptops and their imagination create short films about the recession and its implications in only five days. Some of them come to Pyrgos especially for "Mythos Project".

The Mythos project generates from the idea of showing to the world that young people of about 15-25 years old, coming from different countries to the same film festival, can co-operate to create films with central theme the ongoing and vivid financial crisis not only in Greece, but in many other countries in the world as well. Young and potential film-makers are working hard and with great enthusiasm to achieve this goal. No matter their country of origin, sex, speaking language or religion share the same idea for the world today. The Mythos Project is open to everyone, even to those who don't want to participate in its technical part. Main purpose is to create an overview of the social and financial situation via collective work through young people's eyes, when they are disappointed, but also when they are optimistic. The contribution to the project may consist of an idea, a story, something we saw happening in front of us in the street, photos or videos etc. Through these descriptions and pictures, new ideas can be born and through these ideas, new scripts. All this material is gathered in our blog in order for all the participants in the project to have direct access in it. A processing dialog may start in this way. The first week of December- during Olympia Int. Film Festival for Children and Young People and Camera Zizanio- the final processing and selection of the scripts is made, followed by the division of the participants into teams and then shooting starts. Head of each group are teachers and filmmakers from abroad with previous educational experience in film workshops. Olympia Festival is the coordinator of this project.

The films produced by the project are screened in the countries of the children that participate to the project and in many Festivals throughout the world. They are also uploaded in our blog and in our Facebook page: www.facebook.com/camerazizanio/?fref=ts.

Irene Andriopoulou has not taken part to "The Mythos Project" but is a regular, scientific partner of the Olympia festival and Camera Zizanio. She has taken part as a judge to Youth Judgment Committee of Camera Zizanio films and also practices the film literacy workshop on short films and film literacy.

C. GEOGRAPHICAL REACH



Please indicate whether the project was of National or Regional significance.

The Mythos Project takes place in Pyrgos (Region of Western Greece), but its impact is International.

D. TIMEFRAME AND BUDGET

Please include the duration of the project, the dates and, where possible, the annual and total budget and related sources of financing.

The project runs annually for the last 5 years. The most creative week (main event) of the project is the 1st week of December. Budget includes accommodation costs (hotels, air tickets, transportation in Greece, lunches etc.) and it depends of the number of participants.

Related sources of Financing:

- Ministry of Culture and Sports
- Ministry of Education, Research and Religious Affairs
- Region of Western Greece

E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

Please indicate the type of media literacy skills or capacities that were addressed in the project. For example:

- Media use:
 - The ability to search, find and navigate and use media content and services.
- Critical thinking skills such as:
 - Understanding how the media industry works and how media messages are constructed.
 - Questioning the motivations of content producers in order to make informed choices about content selection and use.
 - Recognising different types of media content and evaluating content for truthfulness, reliability and value for money.



- Recognising and managing online security and safety risks.
- Creative skills such as:
 - Creating, building and generating media content.
- Participation and engagement skills such as:
 - Interaction, engagement and participation in the economic, social and cultural aspects of society through the media.
 - Promoting democratic participation and fundamental rights.
- Intercultural dialogue skills such as:
 - Including challenging radicalisation and hate speech online.

Through “Mythos Project” young people develop the following media literacy skills and capacities:

- **The ability to search, find, navigate and use media content and services.** Young people must explore the internet, learn about the economic crisis and how this affect their countries and themselves, upload to the blog their ideas, pictures, videos, etc.
- **Creating, building and generating media content:** for example create a scenario, filming a video, editing a video, upload it to the internet, etc.
- **Interaction, engagement and participation in the economic, social and cultural aspects of society through the media.** Young people create their own viewpoint on the economic, social and cultural aspects of their own country as well as gain a global view of the world since they communicate with persons from other countries that share the same concerns
- **Promoting democratic participation, fundamental rights and Intercultural dialogue skills.** Dozens of young people mainly from Europe, no matter their country of origin, sex, speaking language or religion gather in the same place for a week exchange of their ideas and their world.

F. STAKEHOLDERS:

Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.

Olympia International Film Festival For Children and Young People organises “Mythos Project”. The Festival is also member of ECFA (European Children’s Film Association) and CIFEJ (Centre International du Film pour l’ Enfance et la Jeneusse).

The “Mythos Project” is implemented with the co-operation of the Dutch Student Festival NFFS (Nationaal Film Festival voorScholieren) and coordinated by Olympia International Film Festival for Children.



G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience (eg. students, teachers, parents?). Where possible, please indicate also the size of the targeted audience.

The Mythos Project specifically targeted children from all over Europe no matter their socio-economic grouping, location, sex, religion etc. as well as teachers.

H. OUTCOMES AND EVALUATION

Please outline (in approximately 300 words) the main results of the project. Some category-specific evaluation tools are outlined below to act as a guide for response and to provide a broad evaluation framework. However, we understand that each project will be different and evaluation methods may differ significantly.

Programmes of Resources – audience reached, online hits, shares, plays, downloads, circulation. **YES**

Campaigns – Levels of awareness and participation. Attitudinal and/or behavioural changes. Measuring audience reach/distribution, levels of awareness and participation, audience engagement via online/face to face methods etc. Qualitative results could include testimonials etc. Please include the frequency of measurement/evaluation. **YES**

Networking Platforms – Number of stakeholders engaged, frequency of networking opportunities, number of conferences, publications, subscribers, whether the networking took place at a regional, National, Pan-European or International level. **YES**

End-user engagement – Numbers of people engaged, frequency, results. **YES**

Mythos Project is a pan-European networking platform on media and film literacy that deals with audiovisual production and promotion by youth on local and national themes on crisis. In this context, it offers exchange of ideas, knowhow, resources (storyboards, scripts, filmmaking tools and the final videos) as well as experiences on daily life among youth.

Why Mythos Project? Myths are symbolic tales believed as true, usually sacred, set in the distant past (often primordial times) or other worlds or parts of the world, and with extra-human, inhuman, or heroic characters that concern cosmogony and cosmology (the origin and nature of the universe), may be connected to belief systems or rituals, and may serve to direct social action and values. In recent times, the slogan of a past campaign powered by Greek Tourism Organization was “Live your myth in Greece”. Today, that Greece suffers from a financial crisis, one wonders what kind of myth could he live here?



I. FURTHER REFERENCES

Please provide further references about the initiative: publications, website, Twitter account etc.

Websites: <http://themythosproject.wordpress.com/>

<https://camerazizanio.net/>

<https://olympiafestival.gr/>

Twitter: @Mythos_project

Facebookpage: The mythos project

youtube channel: the Mythos Project

email: mythosproject11@gmail.com

camerazizanio@gmail.com

neanikoplano@gmail.com



Answer 4 – Project 5

A. PROJECT NAME: “The Grocery Store” (To Pantopoleion)

B. CATEGORY AND DESCRIPTION OF PROJECT:

Please classify the project by marking one of the following six categories with an ‘X’:

Research ⁴⁰¹	
Resources ⁴⁰²	X
Campaign ⁴⁰³	
Provision of Funding	
Networking Platforms ⁴⁰⁴	
Policy Development ⁴⁰⁵	
End-user engagement ⁴⁰⁶	
Other	

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

⁴⁰¹ Significant qualitative or quantitative research on any aspect of media literacy which has been published and/or is widely used by the media literacy practitioner.

⁴⁰² Resources include all the themed output related to a single media literacy initiative. It could include TV, and/or content published online, including information leaflets, video, audio, lesson plans, curriculum modules, websites etc.

⁴⁰³ Campaigns usually combine awareness-raising with a desired behaviour change. A Campaign will usually have a specific ‘call to action’ e.g. ‘Don’t share too much online’ or ‘Know how to check the truthfulness of online information’. Campaigns can be multi-stakeholder campaigns such as Safer Internet Day or cross-platform campaigns and can include promotion across TV/radio/online and/or other forms of public engagement.

⁴⁰⁴ Including conferences, seminars, meetings, online and offline forums, newsletters, databases

⁴⁰⁵ Including consultations, published reports and recommendations

⁴⁰⁶ End-user engagement includes grass-roots projects that provide support and information to end-users via face to face contact, phone contact or online contact.



This short movie displays in a metaphoric way what happens on the internet, a place where everybody and everything can be found. A grocery store ("to Pantopoleion" in the Greek language), is used as a metaphor for our story, where all kinds of peculiar things are available! In this way, the movie highlights in a most entertaining way how important it is to safeguard our personal data, to be careful with online bargains not to be caught in online fraud, not to get in contact with inappropriate content for minors' ages, to check the credibility of online information, and all in all, how important it is to be media literate and use our critical thinking. It also addresses the major issues of child pornography and paedophilia.

Synopsis: The sun is about to rise in a traditional, neighbourhood goods store in the heart of Athens. It is around 8 o'clock in the morning. The agile and always smiling seller arranges the goods on her bench with utmost care, waiting almost eagerly to serve the first customer. The bell of the heavy door rings and a man around 45 years old enters the store, "requesting" the photos of his neighbour. Shortly afterwards, the bell rings again. This time a woman enters the door asking for a... car, while a few minutes later a sassy teenager comes into the store to get his favourite kind of movies. In this special store the peculiar clientele never stops. A man is determined to order... company, while a young and beautiful girl is looking for... friends. The extremely polite seller is ready to satisfy any absurd demand, of course with a view to profit. After all, this is no ordinary goods store. But, how safe is it in the end such a store, where EVERYTHING is uncontrollably and abundantly offered without any restrictions...?

The film was implemented within the work of the Greek Awareness Centre and Campaign "Saferinternet.gr", co-funded by EC's Safer Internet Programme, in order to create awareness raising in an entertaining way, about the potential online dangers when we surf online without critical thinking. The movie has already won 3 awards: a) the "Odysseus 2013" award for best short movie at the London Greek Film Festival 2013, b) the "Audience Favourite Prize" at the MEDEA Awards 2014, presented in Brussels in the framework of the Media & Learning Conference 2014, and c) the first prize as *best media literacy digital resource* at the Miler competition organised by the Evens Foundation and the Modern Poland Foundation (<http://milpeer.eu/competition/>). The movie has been subtitled in all European languages by European Schoolnet, in its role as INSAFE European Awareness Centres & Helplines Network Coordinator, under EC's Safer Internet Programme.

Irene Andriopoulou did not take actively part to the project. However, the project is being listed as best practice on media literacy in Greece.

C. GEOGRAPHICAL REACH

Please indicate whether the project was of National or Regional significance.

It started as national project but it evolved in a project of European importance.



D. TIMEFRAME AND BUDGET

Please include the duration of the project, the dates and, where possible, the annual and total budget and related sources of financing.

Duration: 6 months (October 2012 – April 2013).

Budget: The movie creation cost was 7,000 Euro, which covered symbolic fees for the actors, and the production costs. As the movie had a very important goal and was of social nature, all involved parties kept the costs very low. The co-producers' teams participated without fees.

Financing of the above 7000 Euro: 2.625 Euro from the Safer Internet Programme, the rest own funds.

E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

Please indicate the type of media literacy skills or capacities that were addressed in the project. For example:

The project addressed the importance of online (media) literacy and critical thinking when using the Internet. In particular:

- Media use:
 - The ability to use online media critically, responsibly, ethically and safely.
- Critical thinking skills:
 - Recognising and managing online security and safety risks.
 - Evaluating the credibility of online information.
- The importance of privacy online, and how important it is to safeguard it

F. STAKEHOLDERS:

Safer Internet Hellas – the non-profit organisation which commissioned the project, promoted it in media literacy competitions and coordinated along with European Schoolnet its subtitling in all EU languages. Co-producer of the movie.

Art Productions – the company which produced the movie and promoted it in audiovisual and film festivals. Co-producer.



G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience (eg. students, teachers, parents?). Where possible, please indicate also the size of the targeted audience.

Minors and youngsters between 10-18 years of age are the first targets of the project, regardless of socio-economic levels. Teachers and parents are also target groups. Of course the project addresses also the general public.

H. OUTCOMES AND EVALUATION

Please outline (in approximately 300 words) the main results of the project. Some category-specific evaluation tools are outlined below to act as a guide for response and to provide a broad evaluation framework. However, we understand that each project will be different and evaluation methods may differ significantly.

Research – frequency of research, methodology, use and dissemination of results. NA

Beyond its three (3) awards as described above:

The film has been screened in big cinema theatres before blockbusters such as “Smurfs 2”.

The movie was:

- selected and shown at the International Film Festival in Naoussa, taking place on 25-29 September 2013 (<http://www.niff.gr/page.asp?id=119>).
- shown daily at the first “Cine1Stories” Film Festival, which took place in Chania, Crete, during the period of 16-20.11.2013, with over 1,500 adult spectators and approx 4,000 pupils watching the broadcasts (<http://cine-istories2013.blogspot.gr/>).
- opened the San Francisco Greek Film Festival, on Saturday, 3rd of May 2013 (<http://grfilm.com/to-pantopoleion-the-grocery-store/>).
- screened at the 7th International Film Festival ARTFOOLS in Larissa, on Sunday 8/03/2015, <http://artfoolsvideofestival.gr/2015/03/04/>.
- part of the “3rd Cinema Panorama / Educational Action entitled “Cine-lessons” implemented by the Cultural Company of Crete with the cooperation of the local government and the educational community (www.pe-kritis.gr). The movie was screened at the Cultural Centre of Chania, during the period of 2.11.2015 – 6.11.2015, with 4.500 pupils as spectators (<http://cine-mathimata.blogspot.com>, <http://cine-istories2015.blogspot.gr>).
- subtitled in all EU languages, and has been dubbed in Estonian (<https://www.youtube.com/watch?v=IzLgoXAd5Os>)
- part of a set of webinars towards primary and secondary schools, with the participation of 39,453 pupils and teachers attending.



- 32,343 views in YouTube, status as of June 11, 2016 (<https://www.youtube.com/watch?v=ceSUuKMr4xo>)
- 10,951 views have been registered until today on the Greek School Network's own video server (<http://vod-new.sch.gr/asset/detail/U2WdkqQgUgq31SbgfTY4u2oo>)

Campaigns – Levels of awareness and participation. Attitudinal and/or behavioural changes. Measuring audience reach/distribution, levels of awareness and participation, audience engagement via online/face to face methods etc. Qualitative results could include testimonials etc. Please include the frequency of measurement/evaluation. NA

Value for money / Return on Investment, % of grant/funding used. NA

Networking Platforms – Number of stakeholders engaged, frequency of networking opportunities, number of conferences, publications, subscribers, whether the networking took place at a regional, National, Pan-European or International level. NA

Policy Developments – Frequency, Dissemination of policy, reaction to and adoption of policy recommendations. NA

End-user engagement – Numbers of people engaged, frequency, results. NA

I. FURTHER REFERENCES

Please provide further references about the initiative: publications, website, Twitter account etc.

URL: www.saferinternet.gr





7.14. HR – CROATIA

Answers of the national expert to the questionnaire



Objective: The objective of this research is to provide mapping and description of the significant projects in promotion of media literacy in the EU-28 member states, since January 2010, of national or regional coverage.

The actors to be included in the mapping are:

- policy makers,
- public authorities,
- media regulatory authorities,
- audiovisual content providers,
- journalists associations,
- civil society.

To ensure a comprehensive picture is created of the media literacy projects that have been undertaken, and media literacy skills that have been promoted in each country, we ask that you consult with actors mentioned above (or the equivalent in your country) and include any relevant material from them.

The projects will be categorised according to the skills that they intend to develop and their target group and, if feasible, the outreach of each project.

Context: Media literacy is to be understood as an umbrella expression that includes all the technical, cognitive, social, civic and creative capacities that allow a citizen to access, have a critical understanding of the media and interact with it.

These capacities enable people to exercise critical thinking, while participating in the economic, social and cultural aspects of society and playing an active role in the democratic process. This concept covers all kind of media interactions (broadcasting, radio, press, the internet, social media) and addresses the needs of all ages.

Scope: This report will focus on media literacy projects relating to media services delivered on electronic communication networks, both linear and non-linear, and on information society services where pertinent. Press (including online), radio and off-line media will not be covered. Regional initiatives will be described separately where relevant.

In addition to the conventional media literacy themes of critical thinking, digital inclusion, online safety and the protection of minors, we are particularly interested in media literacy projects that:



- **Promote a healthy democracy:** Democracy, by definition, requires the participation of well-informed citizens. Citizens inform themselves through the media. Their relationship with the media needs to take place in a context of critical thinking. This furthermore requires certain knowledge of how the media works and how media messages are constructed.
- **Empower people in a changing and increasingly complex media landscape:** We are not only passive recipients of media content, but also content creators and media sources, for example through our involvement in social media. Moreover, we increasingly receive news through social media, rather than through traditional channels. This proliferation of sources brings a lot of new information, opportunities and potential innovation but also requires critical thinking and verification tools and awareness of how to manage our personal data and make informed choices about algorithms from digital platforms that accommodate the world to our taste.
- **Challenge radicalisation and hate speech online, and promote fundamental rights:** In a time when each citizen with a mobile connection to social media is a source of news and can contribute to "trending topics", media literacy includes taking up one's civic responsibility of contributing to a culture of inclusive tolerance and respect online and exercising critical thinking in relation to amplifying, debunking or challenging media content.

Actions related to school curricula are excluded from the mapping as they were mapped by the European Media Literacy Education Study (EMEDUS)⁴⁰⁷.

Respondent information	
Name:	IGOR KANIŽAJ
Title and Organisation:	Ph.D. Assistant Professor, Faculty of Political Science, University of Zagreb
Country:	Croatia
Short biography:	Igor Kanižaj , Ph.D is Assistant Professor at the University of Zagreb, Journalism Department at the Faculty of Political Science and vice-dean for science and international relations. He is the co-author of the first public opinion research on Media Literacy in Croatia. Participated in several international research projects: COST project ISO906 „Transforming Audiences, Transforming Societies“, ANR TRANSLIT (Media and Information Literacy Policies in Croatia (2013), DIMLE – Digital international media literacy ebook project, EU KIDS ONLINE and Y-NEX (European Youth News Exchange). He is also one of the authors of UNESCO Paris Declaration on MIL in Digital Era from 2014. Vice-president of Association for Communication

⁴⁰⁷ <http://fr.slideshare.net/MediaLearning/ml-2012-the-emedus-european-media-literacy-education-study-by-jose-manuel-perez-tornero>



	and Media Culture (DKMK) implementing the project Djecamedija.org
Contact address:	Lepušićeva 6, 10 000 Zagreb, Croatia
Email:	ikanizaj@fpzg.hr
Telephone:	+38598764369, +38514642101



Section 1 – Background context

Question 1

Please list the main media literacy stakeholders in your country, and identify which sector they belong to (e.g. academia⁴⁰⁸, audiovisual content providers⁴⁰⁹, online platforms⁴¹⁰, public authorities⁴¹¹, media regulatory authorities, civil society⁴¹²).

Please indicate which stakeholders have a statutory responsibility around media literacy and which stakeholders have a non-statutory interest/engagement in media literacy activities.

Answer 1

Academia – University of Zagreb (unizg.hr) - Faculty of Political Science (unizg.fpzg.hr), Croatian Studies (hrstud.hr), The Faculty of Teacher Education (ufzg.hr), Academy of Dramatic Art (adu.hr) **(NON-STATUTARY RESPONSIBILITY – NSR)**

Audiovisual content providers – Croatian Radio Television (HRT) (STATUTARY RESPONSIBILITY –SR)

Online platforms – medijskapismenost.hr (SR), djecamedija.org (SR), petzanet.hr (SR), sigurnijiinternet.hr (SR)

Public authorities – Ministry of Culture (min-kulture.hr), Ministry of Science, Education and Sports (mzos.hr) (SR), Ministry of Social Policy and Youth (mspm.hr) City of Velika Gorica (gorica.hr), City of Zagreb (Zagreb.hr), Croatian Education and Teacher Training Agency (ETTA) (SR), Poliklinika za zaštitu djece Grada Zagreba – Child Protection Center of Zagreb (poliklinika-djeca.hr) (NSR), Carnet – Croatian Academic and Research Network (carnet.hr) NSR, Croatian Film Association (hfs.hr) NSR

Media regulatory authorities – Agency for Electronic Media (e-mediji.hr) **SR**

Civil Society – Hrabri telefon (hrabritelefon.hr) (NSR), Suradnici u učenju (ucitelji.hr), (NSR) Centar za djecu mlade i obitelj Velika Gorica (centar-dmo-vg.hr)

⁴⁰⁸ Academic institutions, universities and third level education providers.

⁴⁰⁹ Audiovisual content providers include broadcasters and on-demand providers (both public service media and commercial media) and content providers for online, games and apps.

⁴¹⁰ Online platforms includes the owners and operators of online platforms (such as social media websites and search engines).

⁴¹¹ Public authorities include government Ministries/departments, local authorities and councils, semi-State organisations, policy-makers.

⁴¹² Civil society includes foundations, not-for-profit organisations arts and cultural bodies, charities, think-tanks, communities of interest and community networks (sports, health, hobbies, religion).



(NSR), Društvo za komunikacijsku i medijsku kulturu (DKMK.hr), (SR) Telecentar (telecentar.com), (SR) GONG (gong.hr), (NSR) Vang, Centar za nestalu i zlostavljano djecu (CNZD.hr), (SR)TV Student (televizijastudent.hr), Radio Student (radiostudent.hr), Global (SR), Sedmi Kontinent (sedmikontinent.org), Forum za slobodu odgoja (fso.hr) (NSR), Cinaz (udrugacinaz.hr) (SR)

Question 2

What kind of networks do the media literacy stakeholders in your country engage with?

Please describe these networks and include how these networks function, who manages the networks and whether they operate at a local, national, European or International level.

Answer 2

In Croatia there can't be found one media literacy network with the primary goal to build new models of cooperation and joint initiatives and include large number of partners. However, there are two initiatives that are seen as future networks.

- 1) **CSI – Centar za sigurniji internet** (Centre for Safer Internet) (14 partners, public institutions, agencies, four ministries, <http://www.csi.hr>.)
Established on a local level but has a wide impact on a national level.
- 2) In 2015 Agency for Electronic Media and UNICEF Croatia initiated new network together with Faculty of Political Science and Art Academy – University of Zagreb, Croatian Film Association, Academy of Dramatic Art, Croatian Audiovisual Centre. In June 2016, as the result of the joint partnership they introduced the multimedia web site - **medijskapismenost.hr**. Its primary task is to inform and educate parents and teachers on media literacy. One of its goals is to empower and motivate parents to actively seek information, and inform themselves on media effects.



Section 2 – The overview

Question 3

Using the grid below, please identify the 20 most significant media literacy projects which have been delivered in your country since 2010.

Please select the most appropriate category for the project type, the sectors responsible for the projects, the type of media literacy skills that were addressed in the project, as well as the reason of significance:

Project types	Sectors	Media literacy skills	Reason for significance
Research ⁴¹³	Academia ⁴²⁰	Creativity ⁴²⁶	The size of the target audience
Resources ⁴¹⁴	Audiovisual content provider ⁴²¹	Critical thinking ⁴²⁷	The total budget or cost of the project
Campaigns ⁴¹⁵	Public authorities ⁴²²	Intercultural dialogue ⁴²⁸	The success of the project (outcomes / impact compared to objectives)
Provision of Funding ⁴¹⁶	Media regulatory authorities	Media use ⁴²⁹	The level of public awareness of the project
Networking platforms ⁴¹⁷	Online platforms ⁴²³	Participation and interaction ⁴³⁰	The level of engagement by the target audience
Policy Development ⁴¹⁸	Civil society ⁴²⁴	Other	Other
End-user engagement ⁴¹⁹	Cross-sector collaboration ⁴²⁵		
Other	Other		

⁴¹³ Significant qualitative or quantitative research on any aspect of media literacy which has been published and/or is widely used by the media literacy practitioners.

⁴¹⁴ Resources include all the themed output related to a single media literacy initiative. It could include TV, and/or content published online, including information leaflets, video, audio, lesson plans, curriculum modules, websites etc.

⁴¹⁵ Campaigns usually combine awareness-raising with a desired behaviour change. A Campaign will usually have a specific 'call to action' e.g. 'Don't share too much online' or 'Know how to check the truthfulness of online information'. Campaigns can be multi-stakeholder campaigns such as Safer Internet Day or cross-platform campaigns and can include promotion across TV/radio/online and/or other forms of public engagement.

⁴¹⁶ Including the provision of funding for media literacy activities delivered by third parties. Funding may be provided via grants, open competition and invitations to tender.

⁴¹⁷ Including conferences, seminars, meetings, online and offline forums, newsletters, databases.

⁴¹⁸ Including consultations, published reports and recommendations.

⁴¹⁹ End-user engagement includes grass-roots projects that provide support and information to end-users via face to face contact, phone contact or online contact.

⁴²⁰ Including Academic institutions, universities and third level education providers

⁴²¹ Including broadcasters and on-demand providers (both public service media and commercial media) and content providers for online, games and apps.

⁴²² Including government Ministries/departments, local authorities and councils, semi-State organisations, policy-makers.



Please classify the projects using either 'N' for National or 'R' for Regional, and their level of significance using a scale of 1 to 3, where 1 is most significant and 3 is least significant.

	Project Name	Project Type	Sector	Media Literacy skills	National or Regional	Years	Reason for significance	Level of significance (1 – 3)
1	Dislajkam mržnju www.dislajkammrznju . (no hate speech)	Campaign	Cross-sector collaboration	Critical thinking Intercultural dialogue Media Use	N/International	2014	Level of public awareness	1
2	Television Student/Radio Student/Newspapers Global – FPZG/UNIZG	Resources	Civil Society	Creativity Critical Thinking Intercultural Dialogue Media Use	N	<i>Radio Student 1996-2016</i> <i>Television Student 2012-2016</i> <i>Global 2015-2016</i>	Level of public awareness Size of the target audience	2

⁴²³ Including the owners and operators of online platforms (such as social media websites and search engines).

⁴²⁴ Including foundations, not-for-profit organisations arts and cultural bodies, charities, think-tanks, communities of interest and community networks (sports, health, hobbies, religion).

⁴²⁵ Including projects involving a number of key stakeholders from different sectors. As an example, the model that Safer Internet Day is based on could be considered a cross-sector collaboration project.

⁴²⁶ Creating, building and generating media content.

⁴²⁷ Critical thinking skills such as: understanding how the media industry works and how media messages are constructed; questioning the motivations of content producers in order to make informed choices about content selection and use; recognising different types of media content and evaluating content for truthfulness, reliability and value for money; recognising and managing online security and safety risks.

⁴²⁸ Such as challenging radicalisation and hate speech.

⁴²⁹ The ability to search, find and navigate and use media content and services.

⁴³⁰ Interaction, engagement and participation in the economic, social, creative, cultural aspects of society through the media and promoting democratic participation and fundamental rights.



3	Djeca medija/Children of media ML workshops for teachers, parents and children in primary and secondary schools First public opinion research on Media Literacy in Croatia/DKMK & PULS, 2013. Djecamedija.org	End user engagement	Civil Society	Creativity Critical Thinking Intercultural Dialogue Media Use. Participation	N	2011-2016	Size of the target audience Level of public awareness Final outcomes Level of engagement Total budget The success of the project (outcomes/impact compared to the objectives)	1
4	Škola medijske kulture Dr. Ante Petrlić/Media Culture School Dr. Ante Petrlić	End user engagement	Civil Society	Creativity Critical Thinking Media Use	N	1998-2016	Size of the target audience Final outcomes Level of engagement Level of public awareness	1
5	Komunikološka škola Matice hrvatske http://www.matica.hr/komunikoloska.skola/	End user engagement	Civil Society	Creativity Critical Thinking Intercultural Dialogue	N	2008-2016	Final outcomes Level of engagement	2



				Media Use				
6	LIDRANO Croatian school festival of literary, dramatic, theatrical and journalistic creativity	End user engagement	Public authorities	Creativity Critical Thinking Intercultural Dialogue Media Use	N	1991-2016	The size of the target audience The level of engagement Level of public awareness	1
7	YNEX (European Youth News Exchange Programme, y-nex.eu)	End user engagement	Online platforms	Creativity Critical Thinking Intercultural Dialogue Media Use Participation and Interaction	N	2016	The size of the target audience The total budget The level of engagement	2
8	Birajmo što gledamo (Choose what you are watching)	Campaign	Media Regulatory Authorities	Critical Thinking Media use	N	2015-2016	The level of the public awareness of the project	1
9	Medijskapismenost.hr	Campaign	Cross-sector collaboration	Critical Thinking Intercultural	N	2016	Size of the target audience Level of the public	1



				Dialogue Media Use, Creativity, Participation			awareness	
10	Webinari za web detektive /Web detectives webinars (CSI)	End user engagement	Cross-sector collaboration	Critical Thinking Intercultural Dialogue Media Use	R	2015- 2016	Outcomes Level of engagement	2
11	TELECENAR Telecenter Multimedia Academy Youth e-Perspectives on Migration (YeP) Medijska pismenost za 21. Stoljeće (Media literacy for 21 st Century) telecentar.com	Resources	Civil Society	Creativity Critical Thinking Intercultural Dialogue Media Use Participation and interaction	N	2005- 2016	The size of the target audience The success of the project The level of engagement by the target audience Final outcomes	1
12	Education and Teacher Training Agency – workshops on media culture and media literacy in cooperation with distinguished professors from	Resources	Public Authority	Critical Thinking Media use Participation and interaction	N	2006- 2016	Size of target audience Level of engagement	1



	Academia (Krešimir Mikić, Danijel Labaš, Gordana Vilović...)							
13	<p>First Parliamentary Discussion on Media literacy for children safety in the world of media and Internet (10.2.2014)</p> <p>“Medijska pismenost za sigurnost djece u svijetu medija i interneta”</p> <p>http://www.sabor.hr/u-saboru-odrzana-tematska-sjednica-medijska-pismen?dm=2</p> <p>http://www.djecamedija.org/?p=4062</p>	<p>Policy Development</p> <p>Networking</p>	Public Authority	<p>Intercultural dialogue</p> <p>Participation and interaction</p>	N	2014	Level of public awareness	1
14	Deset dana bez TV ekrana (Ten days without TV screen) udrugacinaz.hr	End-user engagement	Civil Society	Creativity	N	2008-2016	The level of engagement by the target audience	2
15	Pet za net (Five for Net) petzanet.hr	Resources	Civil Society	<p>Creativity</p> <p>Critical Thinking</p>	N	2013-2016	<p>The size of the target audience</p> <p>The success of the</p>	1



				Media use Participation and interaction			project The level of engagement by the target audience	
16	“Centar za sigurniji internet Hrvatska: Učinimo internet dobrim i sigurnim mjestom” (Safer Internet Centre Croatia: Making Internet a good and safe place CEF-TC- 2014-1 005)	Campaign	Cross-sector collaboration	Critical Thinking Media use Participation and interaction, Creativity	N	2015- 2016	Level of public awareness Total budget Success of the project	1
17	KORAK PO KORAK/ DeleteCyberbullying	Campaign	Civil Society	Critical Thinking Media use Participation and interaction	R	2014- 2016	Level of Public Awareness This size of a target audience	3
18	SEDMI KONTINENT Film literacy project Sedmikontinent.org	Other – Education End user engagement Resources	Civil Society	Critical Thinking Media Use Creativity	N	2015- 2016	Final Outcome The size of target audience	1



19	GONG – Edukacija za građansku pismenost (Education for citizen literacy)	End user engagement Other - Education	Civil Society	Critical Thinking Participation - Interaction	N	2014-2016	The level of engagement of the target audience	3
20	MEDIJI.HR Film literacy and media culture portal – Krešimir Mikić	Other – Education End user engagement Resources	Civil Society	Critical Thinking Participation - Interaction	N	2011-2015	Level of Public Awareness The level of engagement by the target audience	1



Section 3 – Project summaries

Question 4

From the projects you have highlighted in Question 3, please describe the five most significant⁴³¹ media literacy projects that have taken place in your country since 2010.

1) Multimedia portal medijskapismenost.hr

In June 2016 UNICEF Croatia (www.unicef.hr/programska_aktivnost/prava-djece-i-mediji/) together with Agency for Electronic Media (<http://www.e-mediji.hr/hr/>) and partners (Croatian Film Association – hfs.hr, Croatian Audiovisual Centre – havc.hr, Faculty of Political Science – fpzg.unizg.hr and Academy of Dramatic Art – adu.unizg.hr, University of Zagreb) launched the first national multimedia portal on media literacy called medijskapismenost.hr. The main goal of this project with six key stakeholders is to inform, educate and empower parents on media literacy. This is actually second phase of the project called Birajmo što gledamo (Choose what you are watching!) introduced in October 2015. The first part of the awareness raising campaign was to inform the general public on the importance of media literacy but also to educate them on how to use and understand media rating system. Promo clips were aired on television channels. www.e-mediji.hr/hr/aem/priopcenja/pogledajte-sva-tri-spot-a-nacionalne-kampanje-birajmo-sto-gledamo/

The portal medijskapismenost.hr is covering a wide range of media literacy topics: safer internet, media and children development, violence in media, and stereotypes in media. Most of the content is produced for parents, teachers and children. We see this portal as good opportunity to bring together the best practice in media literacy produced by University of Zagreb, and other partners, with the potential to become the ultimate media literacy network in Croatia.

2) DJECA MEDIJA (DKMK) – djecamedija.org

⁴³¹ Significant can relate to:

- a) the size of the target audience and/or the reach of the project,
- b) the total budget or cost of the project
- c) the final outcomes / impact of the project
- d) the level of public awareness of the project
- e) the level of engagement by the target audience.



Djeca medija is project implemented by Association for Communication and Media Culture (DKMK.HR), established in 2011 with the initiative from students of journalism and communication science, University of Zagreb and with the main goal to raise the capacities of children, teachers and parents in media literacy. Djeca medija include a whole set of different activities: workshops for children, parents and teachers, but also research activities and publishing activities. They are also producing a special media literacy radio program on local radio station. DKMK, together with research agency IPSOS PULS has done the first public opinion research on media literacy in Croatia. The results of this research showed that 62% member of the general public are opting for media education programs in school curricula. This was one of the key argument based upon which media literacy was included also in the national document Strategy of Education, Science and Technology, adopted by Croatian Parliament. In cooperation with Ombudsman for Children DKMK organized first Parliamentary discussion on safer Internet and media literacy in Croatia. Due to the fact that in last 4 years they have organized and implemented more than 500 workshops for 10.000 participants in more than 20 cities in Croatia, Djecamedija.org are at the moment NGO running the project with the biggest reach of project. Most of the activities are on a voluntary basis and with strong support from the City of Velika Gorica. Djecamedija is specialized in the following themes: cyberbullying, stereotypes in media, media representation of beauty, media education, media and advertising, videogames. DKMK is active on everyday basis on social networks and continue to provide a strong support to whole media literacy community in Croatia.

3) Center for Missing and Exploited Children (CNZD.HR)

Center for Missing and Exploited Children was founded in 2006 as a non-profit organization in Osijek. This is an outstanding example of non-profit organisation becoming initiator of several significant projects in the field of media literacy. Although with its primary focus on protection of children from sexual exploitation and abuse in last 5 years they introduced new projects. Beside their existing web page cnzd.hr through “Safer Internet in schools” they brought safe digital environment with protective servers to Osijek and Varaždin elementary schools. However, one of the most significant educational projects done by CNZD is “Web detective”. Children that are participating in this project are actively participating in education advising and empowering their school peers on how to report unwanted content online. They also have the unique opportunity to participate in webinars on safer Internet. Altogether 12 webinars for web detectives were organized in 12 small cities in Eastern part of Croatia. In 2016, 46 schools have participated in webinars. As far as safer internet approach is concerned CNZD has built and introduced new software “Safe on Internet – SINI”. Detailed info can be found here: http://cnzd.org/uploads/document/attachment/5/cnzd_eng_1_2.pdf

CNZD is also acting as a partner in EU founded project Safer Internet Centre Croatia: Making Internet a good and safe place CEF-TC-2014-1 005 (01/01/2015-30/06/2016). This program has brought together Faculty of Humanities and Social Sciences, University of Osijek; CNZD, TERRAKOM



DOO Zagreb and City of Osijek. Its main goal is to establish the Centre for Safer Internet Croatia. This project should be emphasized because its huge list of partners and supporting organisations from private and public sector as well as from academia and NGO. One of the primary tasks of this project are to raise the awareness on safer Internet through many different activities and channels.

Just like some other NGO's CNZD has initiated also many research activities. In 2015 they have done a research on the consumption of ICT within children with the focus on risk behaviour such as sexting. National research has included 84 schools from 24 cities. 6.945 children have participated together with 283 teachers.

Furthermore, CNZD provided education for 46 police officers on safer Internet but they also held panels for 136 children of 5th grade to the last year of high-school. For most of the projects listed in this report the main geographical area is the Zagreb capital and its surroundings, and CNZD is one of the main stakeholders in Eastern part of Croatia. We think that this is of a huge importance for the empowering of citizens throughout Croatia.

Information provided by CNZD. For detailed info: cnzd.org

4) TELECENTAR – telecentar.com

Telecentar is one of the most successful Civil Society organisations in Croatia in the field of media and information literacy. Founded in 2005 in last 9 years they increased their capacities and won several EU funded projects. **Telecentre Multimedia Academy** is unique project on media literacy for older people. **Unite IT – Uniting Europe through digital empowerment** is focused on building new online communities, and sharing the best practice in digital community, but its goal is to promote life long learning, increase the employment rate and social inclusion within the society.

CodeMob (codemob.eu) is a project focused on improvement of key digital competencies and target audience are unemployed young people.

Y-NEX (European Youth News Exchange Programe) is an ERASMUS+ financed project through which partners in Academia, media and other partners sector are building new curricula for journalists with six modules: Media Literacy and Human Rights, Mobile Journalism Technology, Mobile Journalism Production, Intellectual Property Rights, Digital Entrepreneurship. The curricula will be delivered through MOOCS.

Youth e-Perspectives on Migration (YeP) - is trying to inform the young people on the possibilities that we have through digital and media technologies primary in storytelling, awareness raising, and contextualisation. Through a number of workshops young people will gain the knowledge and skills in digital photography, digital storytelling, and e-journalism.

Telecentar is also trying to include a wide range of partners. Together with Graphic Art high school they were running the School of Multimedia. The outcome were extracurricular workshops in video production and design based upon themes from civil society, LLL, culture and art, but also



energetics and ecology. From 2013 Telecentar is also a part of Grand Coalition For Digital Jobs (EC).

5) Croatian Film Association – Škola medijske kulture dr. Ante Petrić (Media Culture School, dr. Ante Petrić)

School of media culture Dr. Ante Petrić is unique ten days educational program with long history since 1999. Called after the famous professor of film prof. Ante Petrić in last 18th years it has done a tremendous work in film literacy in a broader sense. However in several last years the School is more open to the topics more focusing on media literacy. It's main aim is to empower and raise the capacities of teachers, and professors in primary and secondary schools, but also for the pupils interested in film and media culture. It is promoting a combination of critical approach and practical skills development through workshops. It was founded by Croatian Film Association and Ministry of Culture. The work is organized in ten working days, 90 working hours: lectures, methodical workshops, video workshops, movie projections and joint discussions. As a life-long learning programme this School is certificated by Ministry of Science, Education and Sports. As of this day it has educated more than 1600 participants. The School is also supported by Croatian Audiovisual Centre.

Information provided by HFS. Detailed info can be found at: www.hfs.hr/smk_detail.aspx?tekst_id=183#.V3AUBjVPuq4.



Answer 4 – Project 1

A. **PROJECT NAME:** Multimedia portal Medijskapismenost.hr

B. **CATEGORY AND DESCRIPTION OF PROJECT:**

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an 'X':

Research	
Resources	
Campaign	x
Provision of Funding	
Networking Platforms	
Policy Development	
End-user engagement	
Other	

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

In June 2016 UNICEF Croatia (www.unicef.hr/programska_aktivnost/prava-djece-i-mediji/) together with Agency for Electronic Media (<http://www.e-mediji.hr/hr/>) and partners (Croatian Film Association – hfs.hr, Croatian Audiovisual Centre – havc.hr, Faculty of Political Science – fpzg.unizg.hr and Academy of Dramatic Art – adu.unizg.hr, University of Zagreb) launched the first national multimedia portal on media literacy called medijskapismenost.hr. The main goal of this project with six key stakeholders is to inform, educate and empower parents on media literacy.

This is actually second phase of the project called Birajmo što gledamo (Choose what you are watching!) introduced in October 2015. The first part



of the awareness raising campaign was to inform the general public on the importance of media literacy but also to educate them on how to use and understand media rating system. Promo clips were aired on television channels. www.e-mediji.hr/hr/aem/priopcenja/pogledajte-sva-tri-spotaj-nacionalne-kampanje-birajmo-sto-gledamo/

The portal medijskapismenost.hr is covering a wide range of media literacy topics: safer internet, media and children development, violence in media, and stereotypes in media. Most of the content is produced for parents, teachers and children. We see this portal as good opportunity to bring together the best practice in media literacy produced by University of Zagreb, and other partners, with the potential to become the ultimate media literacy network in Croatia.

The project is also using social networks in order to raise the awareness within the general public. In just one month it has more than 1581 followers.

The organisers are using a large number of articles and multimedia data for all project partners archives and this is one of the best sustainability indicators.

I was directly involved in the project as the vice-dean for science and international cooperation at the Faculty of Political Science, University of Zagreb that is one of the main partners of the project.

C. GEOGRAPHICAL REACH

Please indicate whether the project was of National or Regional significance.

National.

D. TIMEFRAME AND BUDGET

Please include the duration of the project, the dates and, where possible, the annual and total budget and related sources of financing.

The portal was launched on 20th of June 2016. The main funding was provided by Agency and UNICEF Croatia.



E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

Please indicate the type of media literacy skills or capacities that were addressed in the project. For example:

- Media use:
 - The ability to search, find and navigate and use media content and services.
- Critical thinking skills such as:
 - Understanding how the media industry works and how media messages are constructed.
 - Questioning the motivations of content producers in order to make informed choices about content selection and use.
 - Recognising different types of media content and evaluating content for truthfulness, reliability and value for money.
 - Recognising and managing online security and safety risks.
- Creative skills such as:
 - Creating, building and generating media content.
- Participation and engagement skills such as:
 - Interaction, engagement and participation in the economic, social and cultural aspects of society through the media.
 - Promoting democratic participation and fundamental rights.
- Intercultural dialogue skills such as:
 - Including challenging radicalisation and hate speech online.

All of the listed skills and capacities are included but creative skill just to a smaller account.

F. STAKEHOLDERS:

Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.

UNICEF Croatia (http://www.unicef.hr/programska_aktivnost/prava-djece-i-mediji/) together with Agency for Electronic Media (<http://www.e->



mediji.hr/hr/) and partners (Croatian Film Association – hfs.hr, Croatian Audiovisual Centre – havc.hr, Faculty of Political Science – fpzg.unizg.hr and Academy of Dramatic Art – adu.unizg.hr, University of Zagreb).

While UNICEF and Agency have the primary responsibility for organisation, editing and funding, other partners are providing a large scale of resources on various media literacy skills, best practice examples and multimedia material that is used on a everyday basis within the portal.

G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible, please indicate also the size of the targeted audience.

Parents, teachers and pupils are the primary audience.

H. OUTCOMES AND EVALUATION

Due to the fact that portal was just recently launched it is not possible to introduce a detailed evaluation. One of the most important characteristics of the project is that it serves as the ultimate resource center for Media literacy in Croatia, but in the same time it is the best practice example of networking platform. It gained huge publicity even in the first month of after the launch:

<http://www.unicef.hr/vijest/predstavljen-portal-za-roditelje-i-ucitelje-medijskapismenost-hr/>

<http://www.e-mediji.hr/hr/gradjani/medijska-pismenost/pokrenut-internetski-portal-za-medijsku-pismenost/>

<http://m.tportal.hr/lifestyle/433432/Predstavljen-portal-za-medijsko-osnazivanje-roditelja-i-ucitelja.html>

<http://www.in-portal.hr/in-portal-news/vijesti/11084/predstavljen-novi-internetski-portal--medijskapismenosthr>

<http://dkmk.hr/dkmk-ovi-sadrzaji-na-novom-portalu-medijskapismenost-hr/>

<http://www.matis.hr/index.php/hr/aktivnosti/dogadanja/7841-portal-medijska-pismenost>

In first two months from the launch it has 5,745 sessions and 4,677 unique users and 8,388 pageviews.

Facebook page has 1,588 friends.

The numbers are changing on a daily basis and the official publicity campaign will be launched soon.



I. FURTHER REFERENCES

Please provide further references about the initiative: publications, website, Twitter account etc.

www.medijskapismenost.hr

www.facebook.com/medijskapismenost.hr/?fref=ts



Answer 4 – Project 2

A. PROJECT NAME: Djecamedija.org, a project run by Association for Communication and Media Culture (Društvo za komunikacijsku i medijsku kulturu – DKMK)

B. CATEGORY AND DESCRIPTION OF PROJECT:

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an 'X':

Research	
Resources	
Campaign	
Provision of Funding	
Networking Platforms	
Policy Development	
End-user engagement	x
Other	

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

Djeca medija is project implemented by Association for Communication and Media Culture (DKMK.HR), established in 2011 with the initiative from students of journalism and communication science, University of Zagreb and with the main goal to raise the capacities of children, teachers and parents in media literacy. Djeca medija cover a whole set of different activities: workshops for children, parents and teachers, but also research activities and publishing activities. They are also producing a special media literacy radio program on local radio station.

One of the first activities for Djeca medija was the first research on media representation of children in seven Croatian dailies (N=3453). The results



were published in the publication Djeca medija – od marginalizacije do senzacije in 2011.

In joint cooperation with the public opinion research agency IPSOS PULS DKMK has done the first public opinion research on media literacy in Croatia. The results of this research showed that 62% member of the general public are opting for media education programs in school curricula. This was one of the key arguments for the advocacy campaign to include media literacy in the national document Strategy of Education, Science and Technology. This document, finally adopted by Croatian Parliament, included media literacy as one of the topic. Research and scientific activities are one of the main activities of DKMK. The results of the first public opinion research on Media Literacy were published in Ciboci, L.; Kanižaj, I.; Labaš, D. (2015) Public Opinion Research as a Prerequisite for Media Education Strategies and Policies, u: Kotilainen, K., Kupiainen, R. (ur.) Reflections on Media Education Futures. Göteborg: Nordicom. In 2011 we've done a new research - 1111 pupils (4th and 7th grade) from Velika Gorica participated in the research on prevalence of violence between children in digital media. In 2014 another research was done between parent of the preschool children (N=837) in 15 kindergartens in Zagreb. Ciboci, L., Kanižaj, I., Labaš, D. (2014) Media education from the perspective of parents of preschool children: challenges and trends in free time media use, Medijska istraživanja, 20 (2), 53-67.

In cooperation with Ombudsman for Children DKMK organized the first Parliamentary discussion on safer Internet and media literacy in Croatia. Due to the fact that in last 4 years they have organized and implemented more than 500 workshops for 10.000 participants in more than 20 cities in Croatia, Djecamedija.org are at the moment NGO running the project with the biggest reach. Most of the activities are on a voluntary basis and with strong support from the City of Velika Gorica. Djeca media have successfully implemented and finished different projects financed by City of Velika Gorica:

1. **From media culture to non-violence** – more than 1300 pupils in 4th and 7th grade were educated on internet safety and on cyberbullying in 2013.
2. **Media day with Djeca medija:** family and challenges of new media – the project was implemented in in seven different schools in Velika Gorica. Workshops were organized as a media day for pupils in 5th, 6th, 7th and 8th grade but also for their teachers and parents: challenges of video games, and cyberbullying.

In 2016 Djeca medija were supported by Ministry of Science, Education and Sport. Within the project Djeca medija za medijski pismenu Hrvatsku – Children of Media for Media literate Croatia, **Djeca medija for media literate Croatia**. Workshops were organized in 9 different counties, for 9 schools through. New innovative concept of Media Day was introduced with the unique approach in workshops for pupils, teachers and parents from 1-8 grade. Topics covered within Media Day were: violence in cartoons, media and advertising and safety on Internet.



Djeca medija have specialized in the following themes: cyberbullying, stereotypes in media, media representation of beauty, media education, media and advertising, videogames. DKMK is active on everyday basis on social networks and continue to provide a strong support to whole media literacy community in Croatia.

Djeca medija is significant project because of the outstanding example of voluntary work where students of journalism and communication science are empowering pupils in primary and secondary school. Furthermore most of the activities is on a sole voluntary basis and this is the only project that managed to educate more than 10.000 participants in 500 lectures and workshops as an NGO.

I'm involved in the project as a vice-president of the Association.

C. GEOGRAPHICAL REACH

Please indicate whether the project was of National or Regional significance.

National.

D. TIMEFRAME AND BUDGET

Please include the duration of the project, the dates and, where possible, the annual and total budget and related sources of financing.

The project officially started in 2011. At the beginning it didn't have any budget. In the years after 2012 it had an average financing of 5000 E on a yearly basis, and most of the activities were on a voluntary basis. The biggest project was approved by the Ministry of Science, Education and Sport in 2016 with the total budget of 11.000 E.

E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

Please indicate the type of media literacy skills or capacities that were addressed in the project. For example:

- Media use:
 - The ability to search, find and navigate and use media content and services.
- Critical thinking skills such as:



- Understanding how the media industry works and how media messages are constructed.
- Questioning the motivations of content producers in order to make informed choices about content selection and use.
- Recognising different types of media content and evaluating content for truthfulness, reliability and value for money.
- Recognising and managing online security and safety risks.
- Creative skills such as:
 - Creating, building and generating media content.
- Participation and engagement skills such as:
 - Interaction, engagement and participation in the economic, social and cultural aspects of society through the media.
 - Promoting democratic participation and fundamental rights.
- Intercultural dialogue skills such as:
 - Including challenging radicalisation and hate speech online.

This project through many activities is covering all listed types of media literacy skills.

F. STAKEHOLDERS:

Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.

Društvo za komunikacijsku i medijsku kulturu (DKMK.HR) – Association for Communication and Media Culture, Djecamedija as the key project.

NGO

G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible, please indicate also the size of the targeted audience.

Djeca medija is focused on children as the primary audience but many activities are implemented for parents and teachers as well. Activities are covering all socio-economic groups and implemented in whole Croatia. Total number of participants is 10.000.



H. OUTCOMES AND EVALUATION

Evaluation is done at the end of the each workshop with anonymous questionnaire for each participant. Average score is 4,7 (level 1-5) with more than 95% of participants satisfied with the activity. Outcomes are listed in the project description section. Facebook community is counting more than 3300 followers, while Twitter profile @djecamedija has 760 followers. You can also find us on Instagram by the nickname @djecamedija.

I. FURTHER REFERENCES

Please provide further references about the initiative: publications, website, Twitter account etc.

- Ciboci, L.; Kanižaj, I.; Labaš, D. (2015) Public Opinion Research as a Prerequisite for Media Education Strategies and Policies, u: Kotilainen, K., Kupiainen, R. (ur.) Reflections on Media Education Futures. Göteborg: Nordicom.
- Ciboci, L., Jakopović, H., Opačak, S., Raguž, A., Skelin, P. (2011) Djeca u dnevnim novinama. Analiza izvještavanja o djeci u 2010, 103-166, u: Ciboci, L., Kanižaj, I., Labaš, D. (ur.) Djeca medija. Od marginalizacije do senzacije. Matica hrvatska: Zagreb.
- Ciboci, L., Kanižaj, I., Labaš, D. (2014) Media education from the perspective of parents of preschool children: challenges and trends in free time media use, Medijska istraživanja, 20 (2), 53-67.
- Ciboci, L., Osmančević, L. (2015) Kompetentnost nastavnika hrvatskoga jezika za provođenje medijske kulture u hrvatskim osnovnim školama, u: Car, V., Turčilo, L., Matović, M. (ur.) Medijska pismenost: preduvjet za odgovorne medije, Sarajevo: Fakultet političkih nauka Univerziteta u Sarajevu.
- Ciboci, L.; Labaš, D. (2015) Utjecaj medija na igru djece predškolske dobi, 363. – 388., u: Smajić, D., Majdenić, V. (ur.) Dijete i jezik danas – Dijete i mediji. Osijek: Sveučilište Josipa Jurja Strossmayera u Osijeku.

www.djecamedija.org, www.dkmk.hr

Facebook: Djeca medija

Twitter: Djeca_medija



Answer 4 – Project 3

A. PROJECT NAME: Safer Internet Centre Croatia: Making Internet a good and safe place

B. CATEGORY AND DESCRIPTION OF PROJECT:

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an 'X':

Research	
Resources	
Campaign	x
Provision of Funding	
Networking Platforms	
Policy Development	
End-user engagement	
Other	

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

Center for Missing and Exploited Children was founded in 2006 as a non-profit organization in Osijek. This is an outstanding example of non-profit organisation becoming initiator of several significant projects in the field of media literacy. Although with its primary focus on protection of children from sexual exploitation and abuse in last 5 years they introduced new projects. Beside their existing web page cnzd.hr through "Safer Internet in schools" they brought safe digital environment with protective servers to Osijek and Varaždin elementary schools. However, one of the most significant educational projects done by CNZD is "Web detective". Children that are participating in this project are actively participating in education advising and empowering their school peers on how to report unwanted content online. They also have the unique opportunity to participate in webinars on safer Internet. Altogether 12 webinars for web detectives were organized in 12 small cities in Eastern part of Croatia. In



2016, 46 schools have participated in webinars. As far as safer internet approach is concerned CNZD has built and introduced new software “Safe on Internet – SINI”. Detailed info can be found here: http://cnzd.org/uploads/document/attachment/5/cnzd_eng_1_2.pdf

CNZD is also acting as a partner in EU founded project **Safer Internet Centre Croatia: Making Internet a good and safe place** CEF-TC-2014-1 005 (01/01/2015-30/06/2016). This program has brought together Faculty of Humanities and Social Sciences, University of Osijek; CNZD, TERRAKOM DOO Zagreb and City of Osijek. Its main goal is to establish the Centre for Safer Internet Croatia. This project should be emphasized because its huge list of partners and supporting organisations from private and public sector as well as from academia and NGO. One of the primary tasks of this project are to raise the awareness on safer Internet through many different activities and channels.

Just like some other NGO’s CNZD has initiated also many research activities. In 2015 they have done a research on the consumption of ICT within children with the focus on risk behaviour such as sexting. National research has included 84 schools from 24 cities. 6.945 children have participated together with 283 teachers.

Furthermore, CNZD provided education for 46 police officers on safer Internet but they also held panels for 136 children of 5th grade to the last year of high-school. For most of the projects listed in this report the main geographical area is the Zagreb capital and its surroundings, and CNZD is one of the main stakeholders in Eastern part of Croatia. We think that this is of a huge importance for the empowering of citizens throughout Croatia.

Information provided by CNZD. For detailed info: cnzd.org

C. GEOGRAPHICAL REACH

Please indicate whether the project was of National or Regional significance.

National.

D. TIMEFRAME AND BUDGET

Please include the duration of the project, the dates and, where possible, the annual and total budget and related sources of financing.

Project Safer Internet Centre Croatia: Making Internet a good and safe place was active from 1/1/2015-30/06/2016. Total budget of the project was



236,198.00 E. 50% was financed by EU and 50% by the Center for Missing and Exploited Children.

E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

Please indicate the type of media literacy skills or capacities that were addressed in the project. For example:

- Media use:
 - The ability to search, find and navigate and use media content and services.
- Critical thinking skills such as:
 - Understanding how the media industry works and how media messages are constructed.
 - Questioning the motivations of content producers in order to make informed choices about content selection and use.
 - Recognising different types of media content and evaluating content for truthfulness, reliability and value for money.
 - Recognising and managing online security and safety risks.
- Creative skills such as:
 - Creating, building and generating media content.
- Intercultural dialogue skills such as:
 - Including challenging radicalisation and hate speech online.

This project through many activities is covering the listed types of media literacy skills.

F. STAKEHOLDERS:

Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.

The main stakeholder is Centre for Missing and Exploited Children, together with University of Josip Juraj Strossmayer in Osijek, Faculty for Humanities and Social Sciences, Terrakom doo Zagreb and City of Osijek.

**G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:**

Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible, please indicate also the size of the targeted audience.

Target audience: children, police officers, teachers, and general public.

H. OUTCOMES AND EVALUATION

Main outcomes are listed in the project description. For a detailed evaluation of the project please contact CNZD.

I. FURTHER REFERENCES

Please provide further references about the initiative: publications, website, Twitter account etc.

www.csi.hr

www.cnzd.org

Facebook: csi.hr

info@csi.hr



Answer 4 – Project 4

A. PROJECT NAME: *Telecentar*

B. CATEGORY AND DESCRIPTION OF PROJECT:

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an 'X':

Research	
Resources	x
Campaign	
Provision of Funding	
Networking Platforms	
Policy Development	
End-user engagement	
Other	

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

Telecentar is one of the most successful NGO in Croatia in the field of media and information literacy. Founded in 2005 in last 9 years they increased their capacities and won several EU funded projects. **Telecentre Multimedia Academy** is unique project on media literacy for older people. **Unite IT – Uniting Europe through digital empowerment** is focused on building new online communities, and sharing the best practice in digital community, but its goal is to promote life-long learning, increase the employment rate and social inclusion within the society.

CodeMob (codemob.eu) is a project focused on improvement of key digital competencies and target audience are unemployed young people.

Y-NEX (European Youth News Exchange Programe) is an ERASMUS+ financed project through which partners in Academia, media and other partners



sector are building new curricula for journalists with six modules: Media Literacy and Human Rights, Mobile Journalism Technology, Mobile Journalism Production, Intellectual Property Rights, Digital Entrepreneurship. The curricula will be delivered through MOOCS.

Youth e-Perspectives on Migration (YeP) - is trying to inform the young people on the possibilities that we have through digital and media technologies primary in storytelling, awareness raising, and contextualisation. Through a number of workshops young people will gain the knowledge and skills in digital photography, digital storytelling, and e-journalism.

Telecentar is also trying to include a wide range of partners. Together with Graphic Art high school they were running the School of Multimedia. The outcome were extracurricular workshops in video production and design based upon themes from civil society, LLL, culture and art, but also energetics and ecology. From 2013 Telecentar is also a part of Grand Coalition For Digital Jobs (EC).

In the project “Media Literacy for 21st Century” they were carrying out a study of Media Literacy in Croatia and coordinating publishing of the first textbooks for the VET programme of media technicians

Within listed projects TELECENTAR was developing and piloting educational programmes: web design, community radio, video, easy recording, online collaboration, e-journalism, digital entrepreneurship, mobile journalism technologies, storytelling, media literacy and human rights, audio visual production and web coding. It’s main objectives are: development of media and information literacy, development of digital competencies, and development of cultural entrepreneurship.

C. GEOGRAPHICAL REACH

Please indicate whether the project was of National or Regional significance.

National.

D. TIMEFRAME AND BUDGET

Please include the duration of the project, the dates and, where possible, the annual and total budget and related sources of financing.

Telecentar has invested in education and project management and thanks to their efforts they are recognized within Croatia as one of the NGO’s with a great number of successfully implement EU funded projects in Croatia. For more details on budget please contact them directly.

E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:



Please indicate the type of media literacy skills or capacities that were addressed in the project. For example:

- Media use:
 - The ability to search, find and navigate and use media content and services.
- Critical thinking skills such as:
 - Understanding how the media industry works and how media messages are constructed.
 - Questioning the motivations of content producers in order to make informed choices about content selection and use.
 - Recognising different types of media content and evaluating content for truthfulness, reliability and value for money.
 - Recognising and managing online security and safety risks.
- Creative skills such as:
 - Creating, building and generating media content.
- Intercultural dialogue skills such as:
 - Including challenging radicalisation and hate speech online.

Telecentar is promoting primary creative skills

F. STAKEHOLDERS:

Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.

TELECENTAR, NGO.

G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible, please indicate also the size of the targeted audience.



Target groups: children, youth and older people.

H. OUTCOMES AND EVALUATION

Main outcomes are listed in the project description. For a detailed evaluation of the project please contact TELECENTAR

I. FURTHER REFERENCES

Please provide further references about the initiative: publications, website, Twitter account etc.

www.telecentar.com

info@telecentar.com

FB: Telecentar

Twitter: @Telecentar



Answer 4 – Project 5

A. **PROJECT NAME:** Škola medijske kulture Dr. Ante Petrlić – Media Culture School Dr. Ante Petrlić

B. CATEGORY AND DESCRIPTION OF PROJECT:

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an 'X':

Research	
Resources	
Campaign	
Provision of Funding	
Networking Platforms	
Policy Development	
End-user engagement	X
Other	

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

School of media culture Dr. Ante Petrlić is unique ten days educational program with long history since 1999. Called after the famous professor of film prof. Ante Petrlić in last 18th years it has done a tremendous work in film literacy in a broader sense. However in several last years the School is more open to the topics more focusing on media literacy. It's main aim is to empower and raise the capacities of teachers, and professors in primary and secondary schools, but also for the pupils interested in film and media culture. It is promoting a combination of critical approach and practical skills development through workshops. It was founded by Croatian Film Association and Ministry of Culture. The work is organized in ten working days, 90 working hours: lectures, methodical workshops, video workshops, movie projections and joint discussions. As a life-long learning programme this School is certificated by Ministry of Science, Education and Sports. As of this day it has educated more than 1600 participants. The



School is also supported by Croatian Audiovisual Centre. This project has in last 19 years has had an important role in promotion of media culture in Croatian schools and is well recognized in the primary and secondary school throughout Croatia.

Information provided by HFS. Detailed info can be found at: http://www.hfs.hr/smk_detail.aspx?tekst_id=183#.V3AUBjVPUq4.

C. GEOGRAPHICAL REACH

Please indicate whether the project was of National or Regional significance.

National.

D. TIMEFRAME AND BUDGET

Please include the duration of the project, the dates and, where possible, the annual and total budget and related sources of financing.

The project has started 18 years ago. An average annual budget is 60.000E.

E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

Please indicate the type of media literacy skills or capacities that were addressed in the project. For example:

- Media use:
 - The ability to search, find and navigate and use media content and services.
- Critical thinking skills such as:
 - Understanding how the media industry works and how media messages are constructed.



- Questioning the motivations of content producers in order to make informed choices about content selection and use.
- Creative skills such as:
 - Creating, building and generating media content.

F. STAKEHOLDERS:

Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.

Croatian Film Association – HFS.

G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible, please indicate also the size of the targeted audience.

Target groups: teachers, professors, students, high school students

H. OUTCOMES AND EVALUATION

Main outcomes are listed in the project description. For a detailed evaluation of the project please contact HFS.HR

I. FURTHER REFERENCES

Please provide further references about the initiative: publications, website, Twitter account etc.

www.hfs.hr

press@hfs.hr

@hrvatski.filmski.savez





7.15. HU – HUNGARY

Answers of the national expert to the questionnaire



Objective: The objective of this research is to provide mapping and description of the significant projects in promotion of media literacy in the EU-28 member states, since January 2010, of national or regional coverage.

The actors to be included in the mapping are:

- policy makers,
- public authorities,
- media regulatory authorities,
- audiovisual content providers,
- journalists associations,
- civil society.

To ensure a comprehensive picture is created of the media literacy projects that have been undertaken, and media literacy skills that have been promoted in each country, we ask that you consult with actors mentioned above (or the equivalent in your country) and include any relevant material from them.

The projects will be categorised according to the skills that they intend to develop and their target group and, if feasible, the outreach of each project.

Context: Media literacy is to be understood as an umbrella expression that includes all the technical, cognitive, social, civic and creative capacities that allow a citizen to access, have a critical understanding of the media and interact with it.

These capacities enable people to exercise critical thinking, while participating in the economic, social and cultural aspects of society and playing an active role in the democratic process. This concept covers all kind of media interactions (broadcasting, radio, press, the internet, social media) and addresses the needs of all ages.

Scope: This report will focus on media literacy projects relating to media services delivered on electronic communication networks, both linear and non-linear, and on information society services where pertinent. Press (including online), radio and off-line media will not be covered. Regional initiatives will be described separately where relevant.

In addition to the conventional media literacy themes of critical thinking, digital inclusion, online safety and the protection of minors, we are particularly interested in media literacy projects that:



- **Promote a healthy democracy:** Democracy, by definition, requires the participation of well-informed citizens. Citizens inform themselves through the media. Their relationship with the media needs to take place in a context of critical thinking. This furthermore requires certain knowledge of how the media works and how media messages are constructed.
- **Empower people in a changing and increasingly complex media landscape:** We are not only passive recipients of media content, but also content creators and media sources, for example through our involvement in social media. Moreover, we increasingly receive news through social media, rather than through traditional channels. This proliferation of sources brings a lot of new information, opportunities and potential innovation but also requires critical thinking and verification tools and awareness of how to manage our personal data and make informed choices about algorithms from digital platforms that accommodate the world to our taste.
- **Challenge radicalisation and hate speech online, and promote fundamental rights:** In a time when each citizen with a mobile connection to social media is a source of news and can contribute to "trending topics", media literacy includes taking up one's civic responsibility of contributing to a culture of inclusive tolerance and respect online and exercising critical thinking in relation to amplifying, debunking or challenging media content.

Actions related to school curricula are excluded from the mapping as they were mapped by the European Media Literacy Education Study (EMEDUS)⁴³².

Respondent information	
Name:	Imre, SZÍJÁRTÓ
Title and Organisation:	dr habil, Eszterházy Károly University
Country:	Hungary
Short biography:	<p>Qualifications: Hungarian-Russian-Polish secondary school teacher (KLTE, 1987 and 1988).</p> <p>Workplace: Eszterházy Károly University (Eger), Associate Professor, Head of Department. Film theory, film analysis, motion</p>

⁴³² <http://fr.slideshare.net/MediaLearning/ml-2012-the-emedus-european-media-literacy-education-study-by-jose-manuel-perez-tornero>



	picture analysis. Eastern-European cinema course, teaching methodology seminar. Academic Titles: PhD (2002, pedagogy), habilitation (2010, pedagogy) Field of Academic Interest: National cinemas in Central-Eastern Europe, methodology of teaching film and media studies.
Contact address:	HU-1163 Budapest, Verespatak u. 12. b.
Email:	szimre@ektf.hu
Telephone:	+20-221-64-57



Section 1 – Background context

Question 1

Please list the main media literacy stakeholders in your country, and identify which sector they belong to (e.g. academia⁴³³, audiovisual content providers⁴³⁴, online platforms⁴³⁵, public authorities⁴³⁶, media regulatory authorities, civil society⁴³⁷).

Please indicate which stakeholders have a statutory responsibility around media literacy and which stakeholders have a non-statutory interest/engagement in media literacy activities.

Answer 1

Academia (all with a statutory responsibility)

Eötvös Lóránd University www.elte.hu/en

Eszterházy Károly University <http://uni-eger.hu/en>

University of Pécs <http://pte.hu/english>

Pázmány Péter Catholic University <https://ppke.hu/en>

University of Szeged www.u-szeged.hu/

University of Debrecen www.unideb.hu/portal/en

Audiovisual content providers (all with a statutory responsibility)

Médiaszolgáltatás-támogató és Vagyonkezelő Alap / Media Service Support and Asset Management Fund (Hungarian Public Service Broadcasting Company)

⁴³³ Academic institutions, universities and third level education providers.

⁴³⁴ Audiovisual content providers include broadcasters and on-demand providers (both public service media and commercial media) and content providers for online, games and apps.

⁴³⁵ Online platforms includes the owners and operators of online platforms (such as social media websites and search engines).

⁴³⁶ Public authorities include government Ministries/departments, local authorities and councils, semi-State organisations, policy-makers.

⁴³⁷ Civil society includes foundations, not-for-profit organisations arts and cultural bodies, charities, think-tanks, communities of interest and community networks (sports, health, hobbies, religion).



www.hirado.hu/rovatok/in-english/

Magyar Tartalomipari Szövetség / Hungarian Association of Content Industry <http://matisz.hu/?id=257>

Online platforms (all with a statutory responsibility)

Sulinet / Educational Net <http://hirmagazin.sulinet.hu/hu>

eGov Kft. / eGov Consulting Ltd. <http://egov.hu/>

Modern Iskola / Modern School <http://moderniskola.hu/>

Médiatudor / Media Smart www.mediatudor.hu/index.php

Információs Társadalom / Information Society www.infonia.hu/infotars_index.html

Public authorities (all with a statutory responsibility)

Emberi Erőforrások Minisztériuma – Oktatásért Felelős Államtitkárság / Ministry of Human Capacities – State Secretariat for Education

www.kormany.hu/hu/emberi-eroforrasok-miniszteriuma/oktataser-felelos-allamtitkarsag

Oktatáskutató és –fejlesztő Intézet / Hungarian Institute for Educational Research and Development <http://ofi.hu/en/node/491>

Oktatási Hivatal / Office of Education www.oktatas.hu/

Nemzeti Hírközlési és Informatikai Tanács / National Council for Telecommunications and Information Technology <http://nhit.hu/tart/index/15/English>

Digitális Magyarország / Digital Hungary <http://digitalismagyarorszag.kormany.hu/digitalis-magyarorszag>

Media regulatory authorities (with a statutory responsibility)

Nemzeti Média- és Hírközlési Hatóság / National Media and Infocommunications Authority <http://nmhh.hu/>

Civil society



Bűvösvölgy / Magic Valley <http://buvosvolgy.hu/>

Televele Médiapedagógiai Műhely Egyesület / Televele Media Education Association <http://televele.hu/> <http://televele.hu/english/>

Médiaunió / Media Union Foundation <http://www.mediaunio.hu/mediaunio>

Nemzetközi Gyermekmentő Szolgálat / International Children's Safety Service www.gyermekmento.hu/en

Magyar Mozgókép- és Médiaoktatási Egyesület / Hungarian Association of Moving Image and Media Education

Magyar Filmklubok és Filmbarátok Szövetsége / Hungarian Association of Film Clubs and Supporters of Cinema www.filmkapu.com/index.php/user/index

Magyartanárok Egyesülete / Association of Teachers of Hungarian Literature, Culture, and Linguistics <http://magyartanarok.freeweb.hu/frames.html>

DUE – Diákújságírók Egyesülete / National Society of Student and Youth Journalists www.due.hu/hir/894/national-society-of-student-and-youth-journalists

Agape Alapítvány / Agape Foundation <http://agapealapitvany.org/>

Other

eDidakt Pedagógiai Szolgáltató / eDidakt Pedagogical Service Provider <http://www.edidakt.hu/>

Question 2

What kind of networks do the media literacy stakeholders in your country engage with?

Please describe these networks and include how these networks function, who manages the networks and whether they operate at a local, national, European or International level.

Answer 2

Associations (all on the national level)

-Magyar Nevelés- és Oktatókutatók Egyesülete / Hungarian Educational Research Association http://hera.org.hu/en/hera/szakosztalyok/szakkepzes-pedagogiai_szakosztaly/



How the network functions: The association maintains an on-going newsletter. The members themselves can also distribute information.

Who manages the network: The elected leadership team of the association.

-Magyar Filmklubok és Filmbarátok Szövetsége / Association of Hungarian Film Clubs and Supporters of Cinema <https://hu-hu.facebook.com/filmklubszovetseg>

www.filmkapu.com/index.php/filmfolio/tagsag?member-chooser=24_26_25

www.filmklubszov.hu/

How the network functions: The association has a newsletter and a website. Members can edit the newsletter by uploading their program and comments.

Who manages the network: The elected chair and board of trustees.

-Tanárképzők Szövetsége / Association of Teacher Education www.tte.hu/hirek/61-hirfigyelo/3911-megalakult-a-tanarkepzoek-szovetsegenek-szakmodszertani-szakosztalya

How the network functions: The association regularly holds public meetings and thematic events.

Who manages the network: The leadership team of the association and the leadership team of the professional sections.

-Magyar Pedagógiai Társaság / Hungarian Pedagogical Association <http://pedagogiai-tarsasag.hu/?p=1204>

How the network functions: The organization has its own website and social media platform.

Who manages the network: The management team of the organization.

Most important blogs

The blogs are managed by individuals or by non-governmental organizations. All of them participate in various social media outlets. Furthermore, the blogs allow for comments and contain forum sections, as well as other platforms to exchange ideas and experiences.

<http://mediapedagogia.blog.hu/>



<http://tizperciskola.blog.hu/tags/m%C3%A9diapedag%C3%B3gia>

www.mediapedagogia.hu/

<http://mertek.hvg.hu/2012/02/24/uj-szerepben-a-mediaoktatas/>

Online networks

Those institutes of higher education that engage in media literacy teacher education maintain their own mailing lists. Students and institutes keep in touch through social media or through the institutes' online educational operational database systems. The lecturers of the institutes, and other participants manage the mailing lists.



Section 2 – The overview

Question 3

Using the grid below, please identify the 20 most significant media literacy projects, which have been delivered in your country since 2010.

Please select the most appropriate category for the project type, the sectors responsible for the projects, the type of media literacy skills that were addressed in the project, as well as the reason of significance:

Project types	Sectors	Media literacy skills	Reason for significance
Research ⁴³⁸	Academia ⁴⁴⁵	Creativity ⁴⁵¹	The size of the target audience
Resources ⁴³⁹	Audiovisual content provider ⁴⁴⁶	Critical thinking ⁴⁵²	The total budget or cost of the project
Campaigns ⁴⁴⁰	Public authorities ⁴⁴⁷	Intercultural dialogue ⁴⁵³	The success of the project (outcomes / impact compared to objectives)
Provision of Funding ⁴⁴¹	Media regulatory authorities	Media use ⁴⁵⁴	The level of public awareness of the project
Networking platforms ⁴⁴²	Online platforms ⁴⁴⁸	Participation and interaction ⁴⁵⁵	The level of engagement by the target audience
Policy Development ⁴⁴³	Civil society ⁴⁴⁹	Other	Other
End-user engagement ⁴⁴⁴	Cross-sector collaboration ⁴⁵⁰		
Other	Other		

⁴³⁸ Significant qualitative or quantitative research on any aspect of media literacy which has been published and/or is widely used by the media literacy practitioners.

⁴³⁹ Resources include all the themed output related to a single media literacy initiative. It could include TV, and/or content published online, including information leaflets, video, audio, lesson plans, curriculum modules, websites etc.

⁴⁴⁰ Campaigns usually combine awareness-raising with a desired behaviour change. A Campaign will usually have a specific 'call to action' e.g. 'Don't share too much online' or 'Know how to check the truthfulness of online information'. Campaigns can be multi-stakeholder campaigns such as Safer Internet Day or cross-platform campaigns and can include promotion across TV/radio/online and/or other forms of public engagement.

⁴⁴¹ Including the provision of funding for media literacy activities delivered by third parties. Funding may be provided via grants, open competition and invitations to tender.

⁴⁴² Including conferences, seminars, meetings, online and offline forums, newsletters, databases.

⁴⁴³ Including consultations, published reports and recommendations.

⁴⁴⁴ End-user engagement includes grass-roots projects that provide support and information to end-users via face to face contact, phone contact or online contact.

⁴⁴⁵ Including Academic institutions, universities and third level education providers

⁴⁴⁶ Including broadcasters and on-demand providers (both public service media and commercial media) and content providers for online, games and apps.

⁴⁴⁷ Including government Ministries/departments, local authorities and councils, semi-State organisations, policy-makers.



Please classify the projects using either 'N' for National or 'R' for Regional, and their level of significance using a scale of 1 to 3, where 1 is most significant and 3 is least significant.

	Project Name	Project Type	Sector	Media Literacy skills	National or Regional	Years	Reason for significance	Level of significance (1 – 3)
1	MOPED / Media, Democracy, Education - workshop series	Resources http://televel.e.hu/moped/	Civil society	Critical thinking. Media Use, Creativity, Interactions and Participation	N	2010-	The success of the project (outcomes / impact compared to objectives)	3
2	Bűvösvölgy / Magic valley	Resources http://magicvalley.hu/	Cross-sector collaboration	Critical thinking, Media use, Creativity	N	2010-	The total budget or cost of the project	3
3	Mérték Médiaelemző Műhely / Mérték Media Monitor Organisation	Research http://merte.k.eu/en	Other	Critical thinking	N	2010-	The success of the project (outcomes / impact compared to objectives)	3

⁴⁴⁸ Including the owners and operators of online platforms (such as social media websites and search engines).

⁴⁴⁹ Including foundations, not-for-profit organisations arts and cultural bodies, charities, think-tanks, communities of interest and community networks (sports, health, hobbies, religion).

⁴⁵⁰ Including projects involving a number of key stakeholders from different sectors. As an example, the model that Safer Internet Day is based on could be considered a cross-sector collaboration project.

⁴⁵¹ Creating, building and generating media content.

⁴⁵² Critical thinking skills such as: understanding how the media industry works and how media messages are constructed; questioning the motivations of content producers in order to make informed choices about content selection and use; recognising different types of media content and evaluating content for truthfulness, reliability and value for money; recognising and managing online security and safety risks.

⁴⁵³ Such as challenging radicalisation and hate speech.

⁴⁵⁴ The ability to search, find and navigate and use media content and services.

⁴⁵⁵ Interaction, engagement and participation in the economic, social, creative, cultural aspects of society through the media and promoting democratic participation and fundamental rights.



4	Neked nyolc? / Don't you mind?	Campaigns http://www.mediaunio.hu/neked-8-2014-2015	Cross-sector	Critical thinking, Media use, Interaction and Participation	N	2014	The success of the project (outcomes / impact compared to objectives)	2
5	Nem nehéz / It's not difficult	Campaigns http://www.mediaunio.hu/nem-nehez-2016	Civil society	Critical thinking	N	2015	The level of engagement by the target audience	2
6	Cered / Cered village	Other	Other	Creativity	R	2010-	The success of the project (outcomes / impact compared to objectives)	1
7	Cinefest / Cinefest International Film Festival	Other http://www.cinefest.hu/enq/nyito_eng.html	Other	Intercultural dialogue	N	2010-	The size of the target audience	2
8	OKTV / National Secondary Schools Educational Contest	Research http://www.oktatas.hu/pub_bin/dload/kozoktatasi_anulmanyi_versenye/oktv/oktv2015_2016_donto/	Other	Media use Participation and interaction	N	2010-	The level of engagement by the target audience	2



		momed_flap_d_oktv_1516.pdf						
9	DUE médiatábor / DUE media camp	Resources http://www.due.hu/esemeny/211/36-mediatabor	Audiovisual content provider	Creativity	N	2010-	The level of engagement by the target audience	2
10	A pedagógusképzés átalakítása / The reformation of teacher education	Networking platforms http://ofi.hu/hir/lezarult-az-oktataskutato-es-fejlesztointezet-tamop-412b-131-2013-0010-jelu-projektje	Academia	Media use Participation and interaction	N	2014	The success of the project (outcomes / impact compared to objectives)	2
11	Kattints rá, nagy! / Click on that, Granny!	Campaigns http://kepzes.bmknet.hu/	Civil society	Critical thinking	N	2014-	The level of engagement by the target audience	2
12	Médiaműveltség az oktatásban / Media literacy in	Research http://www.oktatasi.hu/p	Academia	Critical thinking	N	2014	The success of the project (outcomes / impact compared to	2



	education	ub_bin/ikt/kepek/2014/februar/mediatudatossag_az_oktatasban.pdf					objectives)	
13	Safer internet	Campaigns http://matisz.hu/Safer-Internet-hotline.141.0.html	Audiovisual content provider	Critical thinking	N	2014-	The level of public awareness of the project	2
14	ProInterNet PIN	Campaigns http://matisz.hu/ProInterNet.477.0.html	Audiovisual content provider	Critical thinking	N	2015-	The level of public awareness of the project	2
15	Internet Hotline	Campaigns http://english.internethotline.hu/	Audiovisual content provider	Critical thinking	N	2015-	The size of the target audience	3
16	Teleház / ICT house circuit	End-user engagement http://telehaz.lap.hu/magyarorszagitelehazak/11245305	Online platforms	Media use Participation and interaction	N	2010-	The size of the target audience	3



17	Telecentre Multimedia Academy	Provision of Funding http://tma.telecentre-europe.org/index.php/project-info/about-project	Audiovisual content provider	Media use Participation and interaction	N	2010-	The level of public awareness of the project	2
18	Digitális témahét / Digital Thematic Week	Campaigns http://dth2016.hu/	Cross-sector collaboration	Creativity	N	2015-	The level of engagement by the target audience	3
19	Moving Image Comprehension Strategies	Research	Academia	Critical thinking, Creativity, Interaction and Participation	N	2012-2014	The success of the project (outcomes / impact compared to objectives)	2
20	The embeddedness of media education	Research http://p2015-5.palyazatekft.hu/pillerek/5-pillar	Academia	Participation and interaction	N	2015	The success of the project (outcomes / impact compared to objectives)	2



Section 3 – Project summaries

Question 4

From the projects you have highlighted in Question 3, please describe the five most significant⁴⁵⁶ media literacy projects that have taken place in your country since 2010.

Please use a separate form for each project. See the sample answer for help.

⁴⁵⁶ Significant can relate to:

- a) the size of the target audience and/or the reach of the project,
- b) the total budget or cost of the project
- c) the final outcomes / impact of the project
- d) the level of public awareness of the project
- e) the level of engagement by the target audience.



Answer 4 - Project 1

A. **PROJECT NAME:** Bűvösvölgy Médiaértés-oktatóközpont / Magic Valley Media Literacy Education Centre

B. CATEGORY AND DESCRIPTION OF PROJECT:

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an 'X':

Research	
Resources	x
Campaign	
Provision of Funding	
Networking Platforms	
Policy Development	
End-user engagement	
Other	

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...)

Set up by the National Media and Infocommunications Authority, Magic Valley (Bűvösvölgy in Hungarian) is Hungary's first Media Literacy and Education Centre. The Centre's mission is to teach Hungarian children how to use the media in a more conscious and safer way.

In the past, television viewers and radio listeners were only passive recipients of the information transmitted. With the emergence of the Internet, users themselves have become active content developers of the new media culture. This is a positive change offering many beneficial



and useful opportunities but it also presents certain risks. There are a number of new aspects to consider each time we use the media, so familiarity with the specific nature of the digital world is much needed. Magic Valley's ultimate goal is to raise visiting children's awareness in a playful manner on how they are affected by the media by offering active, creative processes. Hungary's first media literacy centre contributes to the achievement of this goal with its state of the art equipment pool and skilled animators.

It is a priority objective for the Centre to take on an active role in Hungarian teacher training as well. Plans include an in-service training programme adapted to meet the requirements of the National Core Curriculum, for which teachers from all over the country are encouraged to apply.

http://magicvalley.hu/what_is_magic_valley/

Aim of the project

- Educating students about media culture and media awareness, transferring knowledge and skills in the framework of learn-by-experience, and creative processes;
- Facilitating the achievement of the goals set out in the National Core Curriculum;
- Active contribution to in-service teacher training in Hungary;
- Implementing the educational programme to promote conscious consumer attitudes with special focus on the learn-by-experience approach and pedagogical considerations;
- Developing the culture of conscious consumer choices in relation to electronic infocommunication and the media.

Secondary objectives of the project

- Development of educational and scientific mechanisms to strengthen consumer protection and safe Internet use;
- Awareness-raising;
- Integration of underprivileged regions and children with multiple disadvantages, ensuring that they become conscious and responsible Internet users.

SR0P-3.1.14-12-2013-0001 The "Conscious Media Consumers of the Future – Promoting Media Literacy and Media Awareness" project

<http://magicvalley.hu/cikk/69/SROPProject>

C. GEOGRAPHICAL REACH

Please indicate whether the project was of National or Regional significance.



This project is of national significance, because students from all parts of the country are able to participate in the workshops. The priority list of regions is determined by a government decree.

D. TIMEFRAME AND BUDGET

Please include the duration of the project, the dates and, where possible, the annual and total budget and related sources of financing.

Project data

- Beneficiary: National Media and Infocommunications Authority of Hungary
- Supporting organisation: National Development Agency
- Intermediate body: ESZA Társadalmi Szolgáltató Nonprofit Kft.
- Entry into force of the contract for funding: 17/12/2013
- Total cost of the project: HUF 500 000 000
- Percentage of support provided for the project: 100%
- Start date of implementation: 1/1/2014
- End date of implementation: 30/9/2015
- Venue of project implementation: 1021 Budapest, Hűvösvölgyi út 95.

<http://magicvalley.hu/cikk/69/SROPProject>

E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

Please indicate the type of media literacy skills or capacities that were addressed in the project. For example:

- Media use:
 - The ability to search, find and navigate and use media content and services.
- Critical thinking skills such as:



- Understanding how the media industry works and how media messages are constructed.
- Questioning the motivations of content producers in order to make informed choices about content selection and use.
- Recognising different types of media content and evaluating content for truthfulness, reliability and value for money.
- Recognising and managing online security and safety risks.
- Creative skills such as:
 - Creating, building and generating media content.
- Participation and engagement skills such as:
 - Interaction, engagement and participation in the economic, social and cultural aspects of society through the media.
 - Promoting democratic participation and fundamental rights.
- Intercultural dialogue skills such as:
 - Including challenging radicalisation and hate speech online.

F. STAKEHOLDERS:

Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.

The target audience of the project is students and teachers participating in the public education system in Hungary. Teachers arrange the sign-up process of students for the workshops, and students take part in the workshops.

Magic Valley, a place of media literacy education

The programme of Magic Valley has been adapted to the objectives laid down in the National Core Curriculum. At the learn-by-experience workshops students were introduced to the ways the media operates and also learned about the basics of conscious media consumption. Since currently media education is closely related to a number of other content areas and is not defined as an individual subject, basically, it is not teachers specialised in the relevant field, but teachers with other majors (e.g. Hungarian language and literature, drawing, etc.) who take on the task of media education. To deal with the resulting potential difficulties, preparatory materials have been compiled. Students should work on these materials with the help of their teachers prior to their visit to Magic Valley. The materials are differentiated according to the extent of students' media literacy level (beginner/intermediate).

There are sharp differences between children in terms of media education and media literacy, depending on their local and personal



opportunities as well as those at school. So Magic Valley brings another important benefit in media education: each child has equal access to its professional equipment and children acquire the same knowledge irrespective of where they come from.

http://magicvalley.hu/for_teachers/

G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible, please indicate also the size of the targeted audience.

Who can visit Magic Valley?

The Centre is open to small groups of students in grades 3 to 6 or 7 to 10. Groups need to be registered in advance and accompanied by a teacher.

How much time does a group spend at the Centre?

Students in grades 3 to 6 spend 6 hours while students in grades 7 to 10 spend 8 hours at most in the Magic Valley center (the duration covers the workshops of different timeframe, and the breaks as well). Naturally, shorter programme packages are also available if institutions so require.

What is the capacity of the Centre?

The programmes can be attended by a maximum of 2 school groups and the accompanying teachers a day, i.e. the Centre can receive 50 persons at a time. Groups are transported to and from Magic Valley by dedicated bus service organised by the Centre's staff.

http://magicvalley.hu/for_teachers/

The size of the target group more or less equals the number of students taking part in public education in Hungary.

H. OUTCOMES AND EVALUATION

Please outline (in approximately 300 words) the main results of the project. Some category-specific evaluation tools are outlined below to act as a guide for response and to provide a broad evaluation framework. However, we understand that each project will be different and evaluation methods may differ significantly.

Research – frequency of research, methodology, use and dissemination of results.

Programmes of Resources – audience reached, online hits, shares, plays, downloads, circulation.

Campaigns – Levels of awareness and participation. Attitudinal and/or behavioural changes. Measuring audience reach/distribution, levels of awareness and participation, audience engagement via online/face to face methods etc. Qualitative results could include testimonials etc. Please include the frequency



of measurement/evaluation.

Value for money / Return on Investment, % of grant/funding used.

Networking Platforms – Number of stakeholders engaged, frequency of networking opportunities, number of conferences, publications, subscribers, whether the networking took place at a regional, National, Pan-European or International level.

Policy Developments – Frequency, Dissemination of policy, reaction to and adoption of policy recommendations.

End-user engagement – Numbers of people engaged, frequency, results.

Tasks assumed for the period of implementation

- Developing a corpus of knowledge and contents that facilitate the transmission of media literacy skills:
- Research, studies and professional contents;
- Producing training materials for primary and secondary schools that serve the transfer of media literacy skills;
- Ensuring the accreditation of training materials for the teachers involved;
- Developing corpora of knowledge, tests and professional materials for students and teachers that are to be made available in the education centre.
- Operation of a centre that will deliver the programme of teaching media literacy skills:
- Implementation of the courses and trainings developed;
- Preparing the range of institutions involved in the teaching of media literacy skills, elaborating teaching methods, coordinating and assisting participating institutions during implementation;
- Developing and providing the services available at the educational centre.
- Organising and implementing knowledge transfer, training, events and campaigns to shape perception:
- Enhancing online services;
- Organising offline and online educational and information campaigns.

<http://magicvalley.hu/cikk/69/SROPProject>

I. FURTHER REFERENCES

Please provide further references about the initiative: publications, website, Twitter account etc.



www.facebook.com/buvosvolgy.budapest

www.youtube.com/watch?v=ybHqM_VDP4M



Answer 4 – Project 2

A. **PROJECT NAME:** MOPED from Televele – Media Education Association

B. **CATEGORY AND DESCRIPTION OF PROJECT:**

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an 'X':

Research	
Resources	X
Campaign	
Provision of Funding	
Networking Platforms	
Policy Development	
End-user engagement	
Other	

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

Televele Media Education Association was established in 2009 by teachers and psychologists. The mission of the Association is the improvement of media literacy of young children and the promotion of media education in Hungary in strong connection with the education of democratic values. The organization has completed several projects in kindergartens and schools, for instance dealing with the integration of Roma children, and a media literacy project consisting of a series of sessions in kindergartens. In every program, we put strong emphasis on the education of democratic values in early childhood, as this is the basis of media literacy.

As part of this activity it was also necessary to train the teachers, and kindergarten teachers, and to form their and the parent's attitude. We organized workshops for parents and teachers about media education, and about the way young children use media. Media education doesn't, or only slightly appears in the teacher training in Hungary. However, the demand for media education to be adopted in kindergarten and school curriculum is higher and



higher. This indicates that the Association has been invited to organise trainings for teachers in a lot of different educational institutions. In recent years, we have regularly participated in adult education in teacher's trainings and parents' skill development trainings.

MOPED in activity (teacher training, roadshow, teacher networking) (Spring 2014)

Granted by Norwegian Grants

The project intended to support, and diffuse media literacy, and it intended to educate democratic values in the early life. This approach of education has been missing in Hungary so far. The project set out to promote, and motivate participants to use the free educational (media literacy and democracy) packet MOPED, made by Televele Association. The target groups of the project were: children between 5-12 years old, their teachers, and their parents. The project focused on an age-group that had been left out of media education in Hungary until now. As a part of this activity it was also a goal to train teachers, and kindergarten teachers, and to form their and the parent's attitude.

As a part of the project, media literacy activities for kids, teacher trainings, propagation of media literacy education and of democracy, and the creation of a media education network for teachers were realized. During the project the MOPED educational packet was introduced in kindergartens and schools in three different towns. Relevant to the educational process, teachers and kindergarten teachers participated in trainings and in supervision.

To promote the Moped packet in particular and media literacy in general, road-shows were held in 7 towns. As part of the project a special network was created for teachers who are involved in media and democracy education. The goal was to give opportunity to meaningful communication between teachers and their local media literacy team.

C. GEOGRAPHICAL REACH

Please indicate whether the project was of National or Regional significance.

The significance of Televele – Media Education Association is of national level, because their publications are available throughout the country. Anybody can sign up for their workshops, and they organize events in various locations within Hungary .

D. TIMEFRAME AND BUDGET

Please include the duration of the project, the dates and, where possible, the annual and total budget and related sources of financing.

This is an introduction of the most important program of the organization: MOPED.

MOPED – Media Literacy and Civic Education Program (Jun. 2011 – dec. 2012.)

Granted by Open Society Institute



The Association developed a free Media Literacy and Civic Education program adopted for small children (from kindergarten and elementary school till 12 years of age), which is closely related to the promotion of democratic values, both in terms of content, and in its methodology. Our educational packet represents how we could start to improve media literacy and democratic culture in the early life. The package is available free on the project website:

www.televele.hu/moped

E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

Please indicate the type of media literacy skills or capacities that were addressed in the project. For example:

- Media use:
 - The ability to search, find and navigate and use media content and services.
- Critical thinking skills such as:
 - Understanding how the media industry works and how media messages are constructed.
 - Questioning the motivations of content producers in order to make informed choices about content selection and use.
 - Recognising different types of media content and evaluating content for truthfulness, reliability and value for money.
 - Recognising and managing online security and safety risks.
- Creative skills such as:
 - Creating, building and generating media content.
- Participation and engagement skills such as:
 - Interaction, engagement and participation in the economic, social and cultural aspects of society through the media.
 - Promoting democratic participation and fundamental rights.
- Intercultural dialogue skills such as:
 - Including challenging radicalisation and hate speech online.

F. STAKEHOLDERS:



Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.

The programs of the organisation reach out to various target groups and age groups: children in pre-schools and in primary education, students in secondary schools, parents, and teachers. Their role of adult participants is to take active part in the programs, and to use the publications of the organisation.

G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible, please indicate also the size of the targeted audience.

MOPED – Media, Democracy, Education

MOPED is a series of workshops developed especially for children in order to support media literacy education. The program builds on the German model of media pedagogy, which connects media literacy education with the promotion of, and emphasis on, democratic values.

Pre-School: the goal of early childhood media literacy education is to work on children's encounters with media content with the help of their own fantasy. Young children already start producing media content by compiling their own newspaper with the help of colourful images, scissors, and glue.

Lower Elementary education (Grades 2-4): at this stage discussing children's media-related fears and desires is one of the most significant tasks. The other is developing a basic vocabulary of producing and consuming media content, providing an introduction to the genres of media, and developing a deeper understanding of mediated tools of expression. This is the age-group, where Internet usage also becomes an important issue to cover. The goal of this course is to help the understanding of media content production by introducing its process and use, revealing its mechanisms and tools of expression. This knowledge will enable children to exercise a sense of control over their consumption of media content through first-hand experience. An emphasis is given to develop the skills of self-reflexivity, cooperation, the ability to change and understand alternative points of view, and to develop the ability to listen to and understand peers.

Upper Elementary education (Grades 5-6): the main goal here is to get acquainted with the diversity of media content, and to use various channels to gather information about the world around them. The aim of the workshops is to develop a sense of reflective distance between self and reality as represented in the media, and towards media content in general, in order to provoke the skill of self-reflexivity and critical thinking. In order to promote active civic participation and democratic values, questions around collecting, processing, and locating mediated information is also of utmost importance: credibility/reliability, attention and multitasking, focusing, deconstructing media texts, and creating new media content.

<http://televele.hu/moped/bemutakozas/>

The goals of the program

- To provide an opportunity to elaborate on the media experiences of children



- To introduce media literacy in early childhood
- To connect media literacy with promoting democratic values
- To give practical help in improving media literacy skills in kindergarten, and primary school
- To reach parents, and improve their skills in the field of daily practices of media pedagogy (media literacy)

In the program there are curriculum resources for three age groups (5-6 age, 9-10 age, 11-12 age). Besides the detailed lesson plans with multimedia tools the packet contains materials about the methodological and psychological background of children using media content.

The main topics of the program:

- To improve media use with reflective, critical attitude
- To learn the codes of media, and how to read diverse media content
- To know more about the social role of media
- How to use internet and virtual space

H. OUTCOMES AND EVALUATION

Please outline (in approximately 300 words) the main results of the project. Some category-specific evaluation tools are outlined below to act as a guide for response and to provide a broad evaluation framework. However, we understand that each project will be different and evaluation methods may differ significantly.

Research – frequency of research, methodology, use and dissemination of results.

Programmes of Resources – audience reached, online hits, shares, plays, downloads, circulation.

Campaigns – Levels of awareness and participation. Attitudinal and/or behavioural changes. Measuring audience reach/distribution, levels of awareness and participation, audience engagement via online/face to face methods etc. Qualitative results could include testimonials etc. Please include the frequency of measurement/evaluation.

Value for money / Return on Investment, % of grant/funding used.

Networking Platforms – Number of stakeholders engaged, frequency of networking opportunities, number of conferences, publications, subscribers, whether the networking took place at a regional, National, Pan-European or International level.

Policy Developments – Frequency, Dissemination of policy, reaction to and adoption of policy recommendations.



End-user engagement – Numbers of people engaged, frequency, results.

Curriculum development

As a result of the curriculum development process, a program, which was adjusted to the needs of three separate age-groups, and which were building on each other's content, was developed. Although the three pillars of the program are interconnected, it is also possible to treat each section individually, as well. As a part of the program, a syllabus of action-oriented workshops for parents was also included. The pack included all the materials that were needed for the preparation and implementation of the program. The program consisted of 6-6 sessions for each age group. The duration of its implementation had to be no longer than 3 months. The sessions were developed for groups and school classes in an institutional setting, and were designed for teachers without a certification in media literacy education.

Teacher education

Televele Media Education Association organized a professional development workshop for those teachers who wished to apply the MOPED packet in their teaching program.

Teachers from three cities (Ajka, Budapest, Eger) participated in the workshop. The association organised a foundations course in media education for them, as well as introduced the know-how of implementing the MOPED program in their everyday teaching practice.

The goal of the course included the development of practicing teachers' media competence, knowledge about media pedagogy, and the introduction of the various opportunities in relation to the practical applicability of media education.

Workshop discussions

Televele Media Education Association organised a series of discussions on the topic of media pedagogy.

Throughout the discussions, members of the organization set out to highlight the significance, processes, and methods of media pedagogy, introducing the MOPED media pedagogy packet, which was designed to be used in a pre-school and elementary school setting. The packet closely buildt on the subject of media literacy, as defined and outlined in the National Core Curriculum and in the Curriculum Framework for lower and upper elementary grade levels. The implementation of this program thus enabled users to satisfy the official requirements set out by the curriculum framework in relation to media education.

I. FURTHER REFERENCES

Please provide further references about the initiative: publications, website, Twitter account etc.



Answer 4 - Project 3

A. **PROJECT NAME:** Médiaunió – Naked 8? / Media Union – ‘Don’t you mind?’

B. **CATEGORY AND DESCRIPTION OF PROJECT:**

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an ‘X’:

Research	
Resources	
Campaign	X
Provision of Funding	
Networking Platforms	
Policy Development	
End-user engagement	
Other	

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

Media Union aims to identify and publish about various significant social issues every year, and sets out to support and promote them in the media. The organization of Media Union invites experts and NGOs in creating public awareness campaigns. Furthermore, it coordinates the work of professionals, PR and advertising agencies, and non-governmental organizations, which are involved pro bono in the work around the campaigns. The organization also benefits from the help of media designers, media buyers, and market research companies. The founders and members of Media Union are mediums and surface owners who offer their valuable content and advertising platform on a voluntary basis to support the creation of a national campaign on a yearly basis.



The yearly campaigns are naturally not designed to serve an economic or political interest. The goal is to involve as many media outlets as possible in order to bring a maximum result in raising social awareness in an effective, unified, and widely accessible way.

The 'Don't you mind?' campaign of Media Union Foundation in 2014 addressed the issue and importance of responsible media use. From May 2015, the campaign re-shifted its focus to one of the most pressing challenges of social media use: that of cyber-bullying.

In 2014, Media Union Foundation created its seventh yearly national public awareness campaign. The Foundation can be considered the CSR of media, because all media outlets and partners that provided a platform or assistance in the public awareness campaign also recognized their own responsibility in the context of content production for minors.

It is not by accident that the experts aiding the work of Media Union raised the issue of cyberbullying as a possible theme for a public awareness campaign. Non-representative findings of research conducted by the Association of Hungarian Data Protection and Data Safety, and the Hungarian Council of UNICEF, clearly indicate that in 2014 every third child was a victim of cyberbullying in Hungary. Hungarian society was previously not aware of the seriousness of the issue at all. According to experts, children rarely ask for help by themselves, and therefore it is parents' responsibility to enquire about their children's use of media and about what happens to their children when online. It is only the adults who can provide help in dangerous situations and thus they need to be aware, and they need to actively engage with possible ways of tackling the issue.

The campaign also set out to spread information about how to handle the effects of media content reaching children which is either unexpected or not intended for them. Furthermore, the campaign also aimed to channel the message that adults must help orientate children in the virtual world to the same extent as in the real world. In conclusion, the call for engagement and awareness raising was emphasized.

The campaign called for social dialogue, and involved a broad circle of experts from the fields of psychology, sociology, educational research, law, education, and criminal justice.

C. GEOGRAPHICAL REACH

Please indicate whether the project was of National or Regional significance.

The target group of this public benefit activity is an entire Hungarian society.

D. TIMEFRAME AND BUDGET

Please include the duration of the project, the dates and, where possible, the annual and total budget and related sources of financing.

During the first half of the year the organisers put together a list of participating experts, organized a symposium for the experts, and also announced the call for tender. With the help of the partner agency the organisers produced the films for 2014 and also published a press kit for the campaign.

The budget of the campaign in 2014 was about half a billion HUF, the costs of PR and FB communication not included.



E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

Please indicate the type of media literacy skills or capacities that were addressed in the project. For example:

- Media use:
 - The ability to search, find and navigate and use media content and services.
- Critical thinking skills such as:
 - Understanding how the media industry works and how media messages are constructed.
 - Questioning the motivations of content producers in order to make informed choices about content selection and use.
 - Recognising different types of media content and evaluating content for truthfulness, reliability and value for money.
 - Recognising and managing online security and safety risks.
- Creative skills such as:
 - Creating, building and generating media content.
- Participation and engagement skills such as:
 - Interaction, engagement and participation in the economic, social and cultural aspects of society through the media.
 - Promoting democratic participation and fundamental rights.
- Intercultural dialogue skills such as:
 - Including challenging radicalisation and hate speech online.

F. STAKEHOLDERS:

Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.

In 2015, the public awareness campaign, addressing the issue of cyber-bullying, targeted parents primarily, in order to raise general awareness of the issue.

G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible,



please indicate also the size of the targeted audience.

The public awareness campaign mainly addressed parents on ATL (above the line, broadcasting) platforms, but it also targeted 12-18-year-olds online, through social media outlets.

H. OUTCOMES AND EVALUATION

Please outline (in approximately 300 words) the main results of the project. Some category-specific evaluation tools are outlined below to act as a guide for response and to provide a broad evaluation framework. However, we understand that each project will be different and evaluation methods may differ significantly.

Research – frequency of research, methodology, use and dissemination of results.

Programmes of Resources – audience reached, online hits, shares, plays, downloads, circulation.

Campaigns – Levels of awareness and participation. Attitudinal and/or behavioural changes. Measuring audience reach/distribution, levels of awareness and participation, audience engagement via online/face to face methods etc. Qualitative results could include testimonials etc. Please include the frequency of measurement/evaluation.

Value for money / Return on Investment, % of grant/funding used.

Networking Platforms – Number of stakeholders engaged, frequency of networking opportunities, number of conferences, publications, subscribers, whether the networking took place at a regional, National, Pan-European or International level.

Policy Developments – Frequency, Dissemination of policy, reaction to and adoption of policy recommendations.

End-user engagement – Numbers of people engaged, frequency, results.

In choosing the topic, the project did not strive to create an anti-media campaign. The project set out to help enhance citizens' responsibility and consciousness about the topic, especially emphasizing the role of parents in getting to know the influences that shape their children. The project provided useful tips for parents on the campaign website. It also provided concrete methodological help for teachers to discuss the issue in a classroom setting: an instructional short film was produced for teachers to use in their classes in order to introduce the topic of online safety.

About the results: The 2014 campaign was conducted on marketing platforms worth of 515 million HUF. According to the data provided by IMEDIA, the amount of articles, publications, reports addressing the issue almost doubled in Hungarian media as a result of the campaign.

The project succeeded in mobilizing the press, and media coverage of the topic continues to increase. Online safety and responsible media use have become a public theme. Several programs were launched during the time of the campaign, which were all generated by the campaign's success in



introducing the theme as a part of public discourse.

Results: Specific action plans for parents and teachers, compiled lists of experts, recommended literature, bibliography.

I. FURTHER REFERENCES

Please provide further references about the initiative: publications, website, Twitter account etc.

www.youtube.com/watch?v=UJ-k75LmpgI



Answer 4 - Project 4

A. PROJECT NAME: Moving Image Comprehension Strategies

B. CATEGORY AND DESCRIPTION OF PROJECT:

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an 'X':

Research	x
Resources	
Campaign	
Provision of Funding	
Networking Platforms	
Policy Development	
End-user engagement	
Other	

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

The Department of Moving Image Culture at Eszterházy Károly University continues to develop its activity in researching moving image pedagogy as a part of the „ICT in the World of Knowledge and Learning – Research and Development in Human Performance Technology” project under the national Social Regeneration Operational Programme (TÁMOP). This activity is characterized by the publication of monographs, edited volumes, translated works, methodological publications, as well as by participation in conferences, producing creative products, and organising events to popularise media literacy (film festivals and contests organised for secondary students).

The research of the Department of Moving Image Culture was realised as a part of the module entitled „Analysis of Real Strategies of Learning in Multimedia Environments Using Multimedia Methods”. The title of the sub-theme is „Media Usage, Media Consumption, and Processing Media Messages in Differing Social Environments”. The sub-theme consisted of four interrelated phases. In the first stage we looked at moving image comprehension



strategies of primary and secondary. In this research we collected data about techniques of meaning construction during the consumption of films, television programmes, and online moving image content. In the second part we moved on to utilise these results: we wrote four methodological studies for students enrolled in teacher-training courses. The target groups of these methodological enquiries were students of primary school teacher education, MA students of Geography and Visual Culture teacher-training, as well as students of Media, Moving Image, and Communications teacher-training courses. In the third part, students, enrolled in the above-mentioned teacher-training courses, conducted lessons based on their acquired knowledge. The prospective teachers visited a classroom in a partner institution, and under our supervision they tested their teaching skills in performing media literacy development work within the confines of their own subject. In the fourth part of the project we took our experience of media literacy development outside the school: we held textual analysis classes at local public and community development sites (local houses of culture, bases of grassroots organisations, and community buildings). During this part of the programme we set out to tackle a current, pressing, and especially sensitive social issue by making use of tools in moving image comprehension. Through developing media literacy skills our aim was to help certain segments of society to broaden their knowledge, which serves general aims at integration.

As a result, the materials produced (case studies, lesson plans, documents of class work) are now available to use in teacher training, public education, and academia, even after the closure of the programme.

C. GEOGRAPHICAL REACH

Please indicate whether the project was of National or Regional significance.

This project is of regional importance in the sense that the research was conducted amongst students of the Department of Moving Image at Eszterházy Károly University. However, it is also of national and international significance in the sense that the findings of the project were shared at Hungarian conferences and through publications submitted outside of Hungary.

D. TIMEFRAME AND BUDGET

Please include the duration of the project, the dates and, where possible, the annual and total budget and related sources of financing.

The duration of the project: 1 November, 2012. – 31. October, 2014.

The research was prepared within the framework of the TÁMOP-4.2.2.C-11/1/KONV-2012-0008 (Social Renewal Operative Program) project titled *The application of ICT in learning and knowledge acquisition: Research and Training Program Development in Human Performance Technology*. Said project was implemented by the support of the European Union and the co-financing of the European Social Fund.

The budget: 5,4 M HUF



E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

Please indicate the type of media literacy skills or capacities that were addressed in the project. For example:

- Media use:
 - The ability to search, find and navigate and use media content and services.
- Critical thinking skills such as:
 - Understanding how the media industry works and how media messages are constructed.
 - Questioning the motivations of content producers in order to make informed choices about content selection and use.
 - Recognising different types of media content and evaluating content for truthfulness, reliability and value for money.
 - Recognising and managing online security and safety risks.
- Creative skills such as:
 - Creating, building and generating media content.
- Participation and engagement skills such as:
 - Interaction, engagement and participation in the economic, social and cultural aspects of society through the media.
 - Promoting democratic participation and fundamental rights.
- Intercultural dialogue skills such as:
 - Including challenging radicalisation and hate speech online.

F. STAKEHOLDERS:

Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.

Participants: higher education in general, students of teacher education: institutional departments (role: the departments have a shared role and interest in developing students' media literacy skills), students (participants of the demonstrative lessons, methods of media literacy development are introduced with the help of methodological educational resources), practicing teachers (gaining experience about media literacy development).



G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible, please indicate also the size of the targeted audience.

The age, gender, socio-economic grouping, and location of the target audience: 18-40 year-old university students, from the mid- and north-eastern region of Hungary. Practicing teachers between the ages of 23-60, coming from the mid- and north-eastern parts of the country.

The size of the targeted audience: approximately 50 university students and 50 practicing teachers.

H. OUTCOMES AND EVALUATION

Please outline (in approximately 300 words) the main results of the project. Some category-specific evaluation tools are outlined below to act as a guide for response and to provide a broad evaluation framework. However, we understand that each project will be different and evaluation methods may differ significantly.

Research – frequency of research, methodology, use and dissemination of results.

Programmes of Resources – audience reached, online hits, shares, plays, downloads, circulation.

Campaigns – Levels of awareness and participation. Attitudinal and/or behavioural changes. Measuring audience reach/distribution, levels of awareness and participation, audience engagement via online/face to face methods etc. Qualitative results could include testimonials etc. Please include the frequency of measurement/evaluation.

Value for money / Return on Investment, % of grant/funding used.

Networking Platforms – Number of stakeholders engaged, frequency of networking opportunities, number of conferences, publications, subscribers, whether the networking took place at a regional, National, Pan-European or International level.

Policy Developments – Frequency, Dissemination of policy, reaction to and adoption of policy recommendations.

End-user engagement – Numbers of people engaged, frequency, results.

The results of the project

The development of media literacy skills

Educational resource material

A publication consisting of 12 DVDs in Hungarian and English



Editor: Szíjártó Imre

Department of Moving Image Culture, Eszterhazy Karoly University

2014

1. The development of media literacy in a classroom setting

1.1. *Zoboomafoo* – the mediated representation of reality. Methodology lesson with the MA students of the Department of Geography, Teacher Education program (teacher: Imre Szíjártó, director: Borbás László) 60'

1.2. *Budapest Day and Night* as a moral tale. Methodolgy lesson with students of the Department of Andragogy and Social Pedagogy. (teacher: Imre Szíjártó, director: András Monory Mész). 60'

1.3. „The author is dead. Long live the author!” – the creative I in cinema. Methodology lesson with the MA students of the Department of Moving Image Culture, Teacher Education program. (teacher: Imre Szíjártó, director: Tibor Varjasi) 60'

1.4. Habits of film selection. Methodolgy lesson with the BA students of the Department of Moving Image Culture (teacher: András Monory Mész, director: László Borbás) 45'

2. The development of media literacy through field work

2.1. Creative work with BA students (director: Borbás László)

2.2. Creative work with MA students (director: Monory Mész András)

2.3. Frame by frame: Media education in Dunaharaszti. Portrait sketch on Csilla Korbelt (director: Varjasi Tibor) 41'

2.4. Developmental work with children (director: Tóth Tibor)

3. The development of media literacy in small communities

3.1. The use of moving images in conflict management – circles of tolerance (director: Monory Mész András)

3.2. First steps (director: Varjasi Tibor)



3.3. The Department of Moving Image Culture at the Agriamédia Conference (director: Varjasi Tibor)

3.4. A masterclass by Lajos Koltai (director: Borbás László)

I. FURTHER REFERENCES

Please provide further references about the initiative: publications, website, Twitter account etc.

We published four journal articles and we gave three conference papers on the results of the research project. Two of the publications are in English (one was published in an Austrian, the other in a Polish journal), another publication was released in Russian in a Russian journal, and one in Hungarian in Hungary.

This is the list of the four published studies:

1.

Борбаш Л., Сиярто И., Тот Т.: Стратегии восприятия медиятекстов учащимися восьмилетних и средних школ Венгрии. In: Медиаобразование - Российский журнал истории, теории и практики медиапедагогики / Russian journal of history, theory and practice of media education ISSN 1994-4195 No 4/2014 p92-108

http://mediaeducation.ucoz.ru/load/zhurnal_quot_mediaobrazovanie_quot/6

2.

Borbás László – Herzog Csilla – Racsko Réka – Szíjártó Imre – Tóth Tibor: Médiatudatosság és médiaműveltség: összegző tanulmány. In: *Új kutatások a neveléstudományokban. Változó életformák, régi és új tanulási környezetek*. Szerk: Bárdos Jenő, Kis-Tóth Lajos, Racsko Réka. MTA Pedagógiai Tudományos Bizottság 2013. pp. 9-23. ISBN 978-615-5509-17-9 / Borbás László – Herzog Csilla – Racsko Réka – Szíjártó Imre – Tóth Tibor: Media Awareness and Media Literacy: A Summative Study. In *New Research in Educational Studies. Changing lifestyles, old and new educational environments*. Editors: Bárdos Jenő, Kis-Tóth Lajos, Racsko Réka. MTA Pedagógiai Tudományos Bizottság 2013. pp. 9-23. ISBN 978-615-5509-17-9.

3.

Borbás, László – Szíjártó, Imre – Tóth, Tibor: Moving Image Comprehension Strategies of Students in Primary and Secondary Education. In: <http://medienimpulse.at/articles/view/705>

4.

Imre Szíjártó: Strategies of moving image comprehension of students in primary and secondary education. In: Kwartalnik Nauk o Mediach <http://knm.uksw.edu.pl/artykul-2/>



The list of three conference presentations:

1. Tóth Tibor: Szociokulturális viszonyok és a médiaműveltség közötti kapcsolat közép- és általános iskolai diákok körében – előadó. XIII. Országos Neveléstudományi Konferencia, Eger, 2013. 11.06-2013.11.09. / Tibor Tóth: The connection between media literacy and sociocultural conditions among elementary and secondary school students – presenter. XIII. National Educational Science Conference, Eger, 2013. 11.06-2013.11.09.

2. Borbás László: Közép- és általános iskolai diákok mozgóképértési stratégiái – egy kutatás

nemzetközi beágyazottsága. In: (szerk.) Bárdos Jenő, Kis-Tóth Lajos, Racsko Réka: *XIII. Országos Neveléstudományi Konferencia: Változó életformák – régi és új tanulási környezetek*. 561 p. Eger, Líceum Kiadó, 2013. p. 367. ISBN: 978-615-5250-32-3 / László Borbás: Strategies of moving image comprehension of primary and secondary school students - Embedding the results of a research in an international setting. In: (Eds.) *New Research in Educational Studies. Changing lifestyles, old and new educational environments*. Editors: Bárdos Jenő, Kis-Tóth Lajos, Racsko Réka. MTA Pedagógiai Tudományos Bizottság 2013. pp. 9-23. ISBN 978-615-5509-17-9.

Place and time of conference: Eger, Hungary, 2013.11.06-2013.11.09.

<http://onk2013.ektf.hu>

3.

Szíjártó Imre: Közép- és általános iskolai diákok mozgóképértési stratégiái – néhány befogadói eljárás. In: (szerk.) Bárdos Jenő, Kis-Tóth Lajos, Racsko Réka: *XIII. Országos Neveléstudományi Konferencia: Változó életformák – régi és új tanulási környezetek*. Líceum Kiadó, 2013. p. 367. ISBN: 978-615-5250-32-3 / Imre Szíjártó: Strategies of moving image comprehension of primary and secondary school students – Some ways of media consumption. In: (Eds.) *New Research in Educational Studies. Changing lifestyles, old and new educational environments*. Editors: Bárdos Jenő, Kis-Tóth Lajos, Racsko Réka. MTA Pedagógiai Tudományos Bizottság 2013. pp. 367. ISBN 978-615-5509-17-9.

Place and time of conference: Eger, Hungary. 11.06-2013.11.09.

<http://onk2013.ektf.hu>



The lessons were presented at a national level, as well as internationally.

Hungarian results:

- We analyse the lessons as a part of the teaching material for the course: The Practice of Teaching Media, together with the Teacher Education specialization students

- We use the methodological background material during the professional methodology lessons.

- The students of the Geography major use it as a methodological demonstrative material.

- The experiences were used in the MA theses of students of the Moving Image Culture and Media Studies Teacher Education specialization (for example: The role of the moving image in teaching Geography).

- We have introduced the material as a teaching and demonstrative resource in Sátoraljaújhely, in a professional development training for Hungarian, Slovakian, Ukrainian, and Romanian broadcasting professionals (2014. 09. 23-26).

International results:

- We introduced these materials on a Polish trip supported by an Erasmus Grant between May 4-8, 2013. We conducted our workshops in English and in Polish to a large and engaged audience in our brother institute in Poland (Uniwersytet Kardynała Stefana Wyszyńskiego). The guest lecturers were: András Monory Mész, Imre Szíjártó.

- News about the workshops can be accessed here: <http://presscafe.eu/?s=eger&submit>

- A review on our bilingual publication was included in the scientific journal of our hosting institution:

Imre Szíjártó and his three media educational films. Warsaw experience. In: Kwartalnik nauk o mediach 2014 (1)

<http://knm.uksw.edu.pl/category/wydanie-2014-1/>

- With a Campus Hungary Grant, we travelled to the Chekhov Pedagogical Institute in Taganrog with eleven students between April 8-20, 2014 (Таганрогский государственный педагогический институт /ТГПИ/ имени А.П. Чехова, Taganrog State Pedagogical Institute).

As a part of the study tour, students gave presentations about the work and activities of our department. We also introduced our sample lessons to the Russian students. The presentations were all a success.

A long review was published about the project in the scientific journal of the college:

Мурюкина О. В.: Анализ медиаобразовательных видеолекций профессора Имре Сиярто для венгерских судентов. In. Медиаобразование -



Российский журнал истории, теории и практики медиапедагогике / Russian journal of history, theory and practice of media education ISSN 1994-4195 No 3/2014 p85-90

http://mediaeducation.ucoz.ru/load/zhurnal_quot_mediaobrazovanie_quot/6

Reflections about the study tour and introduction of sample lessons:

Reflections and photos on the website of the college:

<http://tgpi.ru/faculties/faculty-of-pedagogy-and-methods-of-primary-education/news/17-04-2014-1>

<http://tgpi.ru/news/09-04-2014/5>

<http://tgpi.ru/faculties/faculty-of-social-pedagogy/news/16-04-2014-1>

<http://tgpi.ru/faculties/faculty-of-foreign-languages/news/18-04-2014-1>

<http://tgpi.ru/faculties/faculty-of-pedagogy-and-methods-of-primary-education/news/17-04-2014-1>

<http://tgpi.ru/news/09-04-2014/5>

<http://tgpi.ru/faculties/faculty-of-social-pedagogy/news/16-04-2014-1>

<http://tgpi.ru/faculties/faculty-of-social-pedagogy/news/16-04-2014-1>

<http://www.tgpi.ru/news/21-04-2014/1>

<http://tgpi.ru/faculties/faculty-of-arts-and-art-education/news/22-04-2014-1>

Reviews in the Russian Press:

www.kino-teatr.ru/kino/news/y2014/4-23/5179/

<http://news.rambler.ru/24761758/>

www.newsfiber.com/p/s/h?v=EGViQUGmlboc%3D+vGEtOvE3csE%3D



Answer 4 - Project 5

A. **PROJECT NAME:** The Embeddedness of Media Education

B. CATEGORY AND DESCRIPTION OF PROJECT:

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an 'X':

Research	X
Resources	
Campaign	
Provision of Funding	
Networking Platforms	
Policy Development	
End-user engagement	
Other	

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

In previous projects our research team observed primary and secondary school students' strategies of motion picture comprehension. Our current study was created in the context of a new research program. The research aimed to observe the changes of teaching methods in the subjects of Motion Picture Culture and Media Studies, due to the digital turn, in the context of its embeddedness in the schools. In the Spring and Autumn of 2015 we conducted various kinds of fieldworks: our research consisted of the examination of school atmosphere and school documents, of making interviews with the teachers of Motion Picture Culture and Media Studies; furthermore we visited three classes. The observation was completed with three focus group interviews recorded on film- according to conversations with the parents, a relation could take shape between families and media culture and also between them and



school development in media literacy.

During the research we conducted fieldwork in three institutions. After overviewing the educational documents of the school, we made interviews with the directors and also we took notes based on our local experiences - basically we investigated the situation of media education in the context of the school atmosphere. We tried to understand the development of media literacy in a wider sense. This is why, in addition to the on-going work in the curricular framework, we discussed other possible ways to increase the level of media literacy: here we were concerned with the existence of school TV, school radio, film club and other extracurricular and school activities. We had a previous connection with the institutions and the teachers too, so we could rely on the mutual trust evolved over the years during our visits.

We made interviews with each media teacher from the three examined schools based on a uniform set of question. According to the result of the interviews we tried to characterise the three teachers on the basis of their intellect and activity.

We visited the interviewee's class three times. The evaluation of the class visit was carried out according to a uniform criteria, while we tried to relate the analysis of the classes with each particular teacher's intellectual and professional image, as well with the educational process shaped by the subject and the given class.

At all three locations we made focus group interviews with the parents. The conversations were about one- one and a half hour long with six to eight participants. In some cases, we were in the classes of the interviewees' children, at other places the children of the interviewed parents attended an another course. The interviews were recorded on film.

We undertook to observe the local curriculum of motion picture culture and media studies, the curriculum relevant to the study groups and the written documentation of the course plans with the method of document analysis, and from the results we outlined a couple of conclusions connected to digital competence and local school educational practices of media literacy.

C. GEOGRAPHICAL REACH

Please indicate whether the project was of National or Regional significance.

The research was conducted in the eastern and north-eastern part of Hungary. We visited three schools, where we conducted fieldwork, and another twelve where we examined the official documents of the schools.

D. TIMEFRAME AND BUDGET

Please include the duration of the project, the dates and, where possible, the annual and total budget and related sources of financing.



The duration of the project lasted between April 1st – November 30th, 2015.

E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

Please indicate the type of media literacy skills or capacities that were addressed in the project. For example:

- Media use:
 - The ability to search, find and navigate and use media content and services.
- Critical thinking skills such as:
 - Understanding how the media industry works and how media messages are constructed.
 - Questioning the motivations of content producers in order to make informed choices about content selection and use.
 - Recognising different types of media content and evaluating content for truthfulness, reliability and value for money.
 - Recognising and managing online security and safety risks.
- Creative skills such as:
 - Creating, building and generating media content.
- Participation and engagement skills such as:
 - Interaction, engagement and participation in the economic, social and cultural aspects of society through the media.
 - Promoting democratic participation and fundamental rights.
- Intercultural dialogue skills such as:
 - Including challenging radicalisation and hate speech online.

F. STAKEHOLDERS:

Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.

The participant organisations were located in the eastern and north-eastern part of Hungary. Their role included supplying data, cooperating with the researchers in order to contact teachers and observe their classes, as well as providing help in reaching out to parents.



G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible, please indicate also the size of the targeted audience.

The target audience of introducing the findings of the research: college students, teachers, media professionals, researchers in the field of social studies, pedagogy experts, and stakeholders.

H. OUTCOMES AND EVALUATION

Please outline (in approximately 300 words) the main results of the project. Some category-specific evaluation tools are outlined below to act as a guide for response and to provide a broad evaluation framework. However, we understand that each project will be different and evaluation methods may differ significantly.

Research – frequency of research, methodology, use and dissemination of results.

Programmes of Resources – audience reached, online hits, shares, plays, downloads, circulation.

Campaigns – Levels of awareness and participation. Attitudinal and/or behavioural changes. Measuring audience reach/distribution, levels of awareness and participation, audience engagement via online/face to face methods etc. Qualitative results could include testimonials etc. Please include the frequency of measurement/evaluation.

Value for money / Return on Investment, % of grant/funding used.

Networking Platforms – Number of stakeholders engaged, frequency of networking opportunities, number of conferences, publications, subscribers, whether the networking took place at a regional, National, Pan-European or International level.

Policy Developments – Frequency, Dissemination of policy, reaction to and adoption of policy recommendations.

End-user engagement – Numbers of people engaged, frequency, results.

In our work we endeavoured to show the educational work connected to media comprehension, media literacy, digital literacy development from the angle of international trends. It can be said that Hungarian aspirations pretty much follow the international trends - this relates to the kit of concepts used in education and in the pedagogical target system of media education. As pointed out above, at the same time we highlighted the Hungarian peculiarities: in addition to the cross-curricular forms in Hungary, within the frame of motion picture culture and media studies, it is possible that the subject media education appears as a separate subject; however, integrated forms of media education are also possible.

We interpreted the concept of media education in a wide range: we observed, in addition to the professional work of the courses, the solutions of the course concentration, the curricular and extracurricular activities. The examined samples are not representative - while summarising our results, we had to



keep in mind that of course we did not speak (or only marginally) about schools, where there is no media education. Here we must point out the following feature of the Hungarian practice: the relevant documents allow and even interpret media education as a compulsory education area, which is not taken seriously enough in many of the schools.

In our work we presented the results of deep drillings conducted in three schools. This was a form of multi-criteria assaying that attempted to analyse the embeddedness of media education in schools in a diverse manner. All the three locations immersed in the regional context, and we tried to link the situation of media education with the image of the school. We have seen that the socio-cultural background of the schools greatly determines the tasks of media education. Also we tried to outline how a teacher's personality, oeuvre and professional career outlines the situation of media education in a school – from the above written it follows that a committed and skilful teacher, to a large extent, can determine the level of the school's media education.

The teachers shape their syllabus and class room work according to their own ideas and opportunities (their skills, qualifications, age): an originally Hungarian language and literature teacher envisions the subject differently, again another model is represented by the teachers coming from the art – environmental culture subject - the latter ones are more susceptible to creative activity.

Certain types of media educational practices are being outlined by authors' experiences in the study. According to the schools media education stands in the service of a multi-purpose pedagogic goal: the determinative objective is the development of the critical media literacy in accordance with the National Core Curriculum and the Curriculum Framework, which focuses on the necessary competencies for civic participation in the society. The technical equipment of the schools, according to our experience, is appropriate; the equipment was evolved and modernized according to a variety of plans - in some schools the social alignment is accentuated, elsewhere creative work is in the focus.

What came out from the conversation with parents is that they are concerned about how the children use their devices and their relationship with the electronic media. Some of the parents see possibilities of socialization-integration in the use of devices, others emphasize the importance of creative motion picture production, because they think that it as the best way to get to know the tools. In fact, with different emphases, but in all of them expressed a sense of concern for their children - parents expect their children to be prepared to the challenges of the digital world partly from family environment, and partly from the school.

Media education creates a special occasion for parents, teachers and students to cooperate, since their contact is happening with the help of the devices that are already in the focus of the school developmental work trying to understand what kind of nature and social role they have. The position of media education and its embeddedness can be summarized as follows: there is the political will regarding the area, the need for media education is noticeable from the parents' and students' side. Dedicated teachers work in the schools, often forming personal work groups in each institution. Undoubtedly, the need is present to improve the professional and methodological aspect of teacher- and advanced training, as well as the exchange of experiences between the teachers.

Results



- Case studies –observing the general atmosphere of three specific institutions
- Motion picture footage – of focus groups with parents
- Document analysis
- Interviews with teachers of motion picture culture and media literacy
- Classroom observations during media classes
- A concluding research paper in Hungarian and in English

The social benefits of the research

- Institutional developmental work can become more effective
- We received an insight of participants' attitude to media culture and to the teaching of motion picture culture and media studies
- We were able to anchor the Hungarian practice and model of media literacy development in an international context.

I. FURTHER REFERENCES

Please provide further references about the initiative: publications, website, Twitter account etc.

The website of project: <http://p2015-5.palyazat.ektf.hu/fomenu>

Publications:

-Borbás László - Herzog Csilla - Szíjártó Imre - Tóth Tibor:

The Practice of media education in the Hungarian schools. *Kwartalnik nauk o mediach*

<http://knm.uksw.edu.pl/the-practice-of-media-education-in-the-hungarian-schools/>

-L. Borbás, Cs. Herzog, I. Szíjártó and T. Tóth: The embeddness of media education in the Hungarian education system. Edifications of school fieldwork
GSTF Journal on Education (JEd) – to be published in the near future





7.16. IE – IRELAND

Answers of the national expert to the questionnaire



Objective: The objective of this research is to provide mapping and description of the significant projects in promotion of media literacy in the EU-28 member states, since January 2010, of national or regional coverage.

The actors to be included in the mapping are:

- policy makers,
- public authorities,
- media regulatory authorities,
- audiovisual content providers,
- journalists associations,
- civil society.

To ensure a comprehensive picture is created of the media literacy projects that have been undertaken, and media literacy skills that have been promoted in each country, we ask that you consult with actors mentioned above (or the equivalent in your country) and include any relevant material from them.

The projects will be categorised according to the skills that they intend to develop and their target group and, if feasible, the outreach of each project.

Context: Media literacy is to be understood as an umbrella expression that includes all the technical, cognitive, social, civic and creative capacities that allow a citizen to access, have a critical understanding of the media and interact with it.

These capacities enable people to exercise critical thinking, while participating in the economic, social and cultural aspects of society and playing an active role in the democratic process. This concept covers all kind of media interactions (broadcasting, radio, press, the internet, social media) and addresses the needs of all ages.

Scope: This report will focus on media literacy projects relating to media services delivered on electronic communication networks, both linear and non-linear, and on information society services where pertinent. Press (including online), radio and off-line media will not be covered. Regional initiatives will be described separately where relevant.

In addition to the conventional media literacy themes of critical thinking, digital inclusion, online safety and the protection of minors, we are particularly interested in media literacy projects that:



- **Promote a healthy democracy:** Democracy, by definition, requires the participation of well-informed citizens. Citizens inform themselves through the media. Their relationship with the media needs to take place in a context of critical thinking. This furthermore requires certain knowledge of how the media works and how media messages are constructed.
- **Empower people in a changing and increasingly complex media landscape:** We are not only passive recipients of media content, but also content creators and media sources, for example through our involvement in social media. Moreover, we increasingly receive news through social media, rather than through traditional channels. This proliferation of sources brings a lot of new information, opportunities and potential innovation but also requires critical thinking and verification tools and awareness of how to manage our personal data and make informed choices about algorithms from digital platforms that accommodate the world to our taste.
- **Challenge radicalisation and hate speech online, and promote fundamental rights:** In a time when each citizen with a mobile connection to social media is a source of news and can contribute to "trending topics", media literacy includes taking up one's civic responsibility of contributing to a culture of inclusive tolerance and respect online and exercising critical thinking in relation to amplifying, debunking or challenging media content.

Actions related to school curricula are excluded from the mapping as they were mapped by the European Media Literacy Education Study (EMEDUS)⁴⁵⁷.

Respondent information	
Name:	Stephanie Comey
Title and Organisation:	Senior Manager – Broadcasting Authority of Ireland
Country:	Ireland
Short biography:	<p>Stephanie Comey is a Senior Manager with the Broadcasting Authority of Ireland. She has responsibility for a number of areas of broadcasting policy development particularly linked to education and learning such as media literacy, human resources and organisational development, sectoral learning and development and research.</p> <p>Stephanie has been with the Authority for 13 years. Prior to that she was a Training Manager for United Airlines for 5 years. She holds an MA in Individual and Organisational Development from the University of Westminster, an MSc in Social Sciences from the University of Leicester, and a Level 9 Diploma in Strategic Human Resource Management from the Irish</p>

⁴⁵⁷ <http://fr.slideshare.net/MediaLearning/ml-2012-the-emedus-european-media-literacy-education-study-by-jose-manuel-perez-tornero>



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Section 1 – Background context

Question 1

Please list the main media literacy stakeholders in your country, and identify which sector they belong to (e.g. academia⁴⁵⁸, audiovisual content providers⁴⁵⁹, online platforms⁴⁶⁰, public authorities⁴⁶¹, media regulatory authorities, civil society⁴⁶²).

Please indicate which stakeholders have a statutory responsibility around media literacy and which stakeholders have a non-statutory interest/engagement in media literacy activities.

Answer 1

Stakeholder	Sector	Statutory Responsibility
Broadcasting Authority of Ireland	Media Regulatory Authority	Yes
Department of Communications, Climate Action and Environment (DCCA).	Public Authority	Yes
Department of Education and Skills	Public Authority	Yes
National Council for Curriculum and Assessment (NCCA)	Academia	No

⁴⁵⁸ Academic institutions, universities and third level education providers.

⁴⁵⁹ Audiovisual content providers include broadcasters and on-demand providers (both public service media and commercial media) and content providers for online, games and apps.

⁴⁶⁰ Online platforms includes the owners and operators of online platforms (such as social media websites and search engines).

⁴⁶¹ Public authorities include government Ministries/departments, local authorities and councils, semi-State organisations, policy-makers.

⁴⁶² Civil society includes foundations, not-for-profit organisations arts and cultural bodies, charities, think-tanks, communities of interest and community networks (sports, health, hobbies, religion).



Quality and Qualifications Ireland (QQI)	Academia	No
Office for Internet Safety	Public Authority	Yes
Office of Data Protection	Public Authority	No
RTÉ (Public service broadcaster)	Audiovisual Content Provider	No
TG4 (Public service broadcaster)	Audiovisual Content Provider	No
TV3 (Commercial broadcaster)	Audiovisual Content Provider	No
UTV Ireland (Commercial Broadcaster)	Audiovisual Content Provider	No
Setanta Ireland (Commercial Broadcaster)	Audiovisual Content Provider	No
Community Television Association (representative body for community TV)	Audiovisual Content Provider	No
CRAOL (representative body for community radio)	Audiovisual Content Provider	No
Learning Waves (training body for commercial radio broadcasters)	Audiovisual Content Provider	No



Screen Producers Ireland (representative body for independent audiovisual producers)	Audiovisual Content Provider	No
Screen Directors Guild (representative body for screen directors)	Audiovisual Content Provider	No
Association of Independent Radio Producers Ireland (AIRPI)	Audiovisual Content Provider	No
Communicorp Group Ltd (commercial radio provider)	Audiovisual Content Provider	No
UTV group (commercial radio and TV provider)	Audiovisual Content Provider	No
Irish Film Institute	Public Authority	No
Irish Film Board	Public Authority	No
Advertising Standards Authority of Ireland (Advertising regulator)	Public Authority	No
Irish Internet Association	Online Platform	No
Internet Service Providers Association of Ireland	Online Platform	No



On-Demand Audiovisual Services Group (self-regulatory group for on demand services)	Online Platform	No
Dublin Institute of Technology (DIT)	Academia	No
Dublin City University (DCU)	Academia	No
The Irish Network for Digital Inclusion and Engagement (INDIE)	Civil society	No
Digital Rights Ireland	Civil Society	No
Internet Content Governance Advisory Group	Public Authority	No
Department of Justice and Equality	Public Authority	No
Age Action Ireland	Civil Society	No



Question 2

What kind of networks do the media literacy stakeholders in your country engage with?

Please describe these networks and include how these networks function, who manages the networks and whether they operate at a local, national, European or International level.

Answer 2

Overall, there is a lack of coordinated approach for media literacy initiatives in Ireland. The Broadcasting Act 2009 tasks the BAI with the function to *'undertake, encourage and foster research, measures and activities which are directed towards the promotion of media literacy, including cooperation with broadcasters, educationalists and other relevant persons'* (S26 (2) (g)). This added duty emerging from the Act complemented the work undertaken over the years by the Authority with a view to developing and strengthening a culture of learning and development in Irish broadcasting. The Authority and its predecessors had already spent a considerable amount of time and resources supporting the development of industry networks, some of which are described below. The networks below are not listed in any particular order. Some of these organisations or networks' specific areas of media literacy focus are described below.

The Office for Internet Safety is an Executive Office of the Department of Justice and Equality. The Office for Internet Safety was established by the Irish Government to take a lead responsibility for internet safety in Ireland, particularly as it relates to children. The Office for Internet Safety aims to build linkages and cohesion between all Departments and agencies to ensure that the State provides the best possible protection for the community and promotes internet safety, particularly in relation to combating child pornography. The Office for Internet Safety will build on and oversee the current self-regulatory framework which is in place under the Internet Service Providers Association of Ireland (ISPAI). They operate at a national level.

Department of Communications, Climate Action and Environment (DCCAE): the Department is responsible for the development of the legislative and regulatory framework for broadcasting and for certain media in Ireland. They are responsible for developing policy in relation to the funding of the public service broadcasters (RTÉ & TG4) and the development of the broadcasting sector in general. They also form policy on new media, oversee the media mergers process and interact with the EU and Council of Europe on broadcasting and media matters. . In 2013 they published their National Digital Strategy (see link: <http://www.dccae.gov.ie/communications/Lists/Publications%20Documents/National%20Digital%20Strategy%20July%202013%20compressed.pdf>) and implemented this strategy through a number of projects, which engage a number of different networks. The **Schools Digital Champions** project is ongoing and Lord David Puttnam is the patron of this project. The Department also convened the **Internet Content Governance**



Advisory Group in 2013. The Group consisted of seven experts from a variety of backgrounds, The Taskforce was primarily concerned with internet content that may be age-inappropriate and with B&H online. Another initiative run by the Department of Communications is the **Trading Online Voucher Scheme**. This initiative is aimed at increasing the small number of Irish companies using eCommerce and is specifically designed to support small businesses to trade online. 8.4 Finally, the **BenefIT programme** programme is a key mechanism under the National Digital Strategy to ensure that citizens and communities are empowered and motivated to use the internet, and thereby reap the full economic and social benefits of a digital society.

1. **CRAOL:** CRAOL is the representative body for community radio in Ireland. This network has been in existence for nearly 20 years and has established itself as a key provider of learning and development initiatives for the sector. All currently Irish-licensed community stations are members of CRAOL, which includes over 20 stations and three campus stations. In addition, CRAOL offers associate memberships to aspirant groups at various stages of development. This network operates at a national level. CRAOL is managed and administered by a Steering Committee elected each year from the membership of the network. They operate with a Chairperson, Vice-Chair, Secretary and Treasurer, and also with a number of small sub-committees tasked with specific projects. CRAOL is almost exclusively funded by the BAI and funding is allocated on the basis of a proposed programme of activities to be delivered in a year. The range of activities undertaken by CRAOL and supported by the BAI over the year notably includes the development of a QQI (Quality and Qualifications Ireland) accredited module in Media Literacy. This module is aimed at Community Radio trainers training new volunteers in community radio. It is therefore aimed at people with a minimum amount of media knowledge and awareness. It however requires that trainers be aware of their own biases and assumptions in order to ensure that they deliver media literacy training to people whose media knowledge and/or awareness may be non-existent or negligible. This module is an accredited module on Level 5 of the QQI framework of qualifications. The development of media literacy is seen by community radio activists and practitioners as a key tool for community development.
2. **Community Television Association (CTA):** the CTA is the national representative body for the two licensed community television channels in Ireland (one based in Dublin and the other in Cork). While it is a national network, it must be noted that it is a small one due to the small number of community television services in Ireland. The CTA aims at delivering a similar approach to that of CRAOL, and is structured similarly, with an Executive Committee elected from the membership for a two-year term. The network is smaller and less developed since community television in Ireland is still a relatively new phenomenon. The CTA collectively co-ordinates research and development projects for these activities. The primary source of funding is the BAI. Skill-sharing and capacity are the primary focus of the CTA. They have a Media Literacy coordinator who works with member stations and other community groups and community representatives to deliver media literacy initiatives for their communities. Frameworks Films is a production company that actively promotes participation in the film-making process, through its community outreach programme. Frameworks Films is a member of the CTA and a founding member of Cork Community Television. They are a mostly local network, managed by the two founding directors.



3. **The Safer Internet Ireland project** is a consortium of industry, education, child welfare and government partners that acts as a Safer Internet Centre in Ireland providing awareness, hotline and helpline functions and activities in the Republic of Ireland. The project, coordinated by the OIS aims to develop national initiatives promoting the safer use of electronic media and enhance protection of the vulnerable, particularly children, against the downside of the Internet. This consortium builds on the experience gained from the previous highly successful but independently run Safer Internet projects.
4. **The Irish Network for Digital inclusion and Engagement (INDIE)** is a national group of representatives from the NGO, CVC (Community, Voluntary and Charitable Organisations) and educational sectors. They seek to inform government at a policy level and to pursue measurable and practical solutions to digital inclusion and digital engagement across Ireland. As a network, they provide a platform for collaboration and sharing best practices and resources for those involved in digital inclusion, and they seek to promote a unified voice for this agenda. The membership of INDIE includes a number of community-centred organisations across Ireland, local authorities, educational bodies and advocacy organisations such as Age Action.
5. **The Irish Film Institute (IFI):** The Irish Film Institute is Ireland's national cultural institution for film. It provides audiences throughout Ireland with access to independent, Irish and international cinema; it preserves and promotes Ireland's moving image heritage through the IFI Irish Film Archive, and provides opportunities for audiences of all ages and backgrounds to learn and critically engage with film. **IFI Education has the national remit for film education in Ireland. They aim to provide access to a wide range of film and moving image among diverse audiences, and to facilitate critical and active engagement. They work with teachers and students, contribute to education policy and development, and promote the case for media literacy in national and international education debate. With a bi-annual programme of film screenings, workshops, resources, teacher-training and related events, they engage with over 15,000 children and young people around the country throughout the school year. The IFI is managed by a CEO and a senior management team. They are part-funded by the Irish Arts Council, and have other revenue streams through their cinema, membership systems, shops etc. They also operate at a local level through their outreach programmes.**
6. **CoderDoJo:** CoderDoJo is a free, community-based global movement which started in Ireland in 2011. Its first goal was to provide coding workshops for children, particularly secondary school children. The movement has grown organically since then and now has nearly 1000 DoJos across the world. It is administered by the CoderDoJo Foundation, and financed through grants and sponsorships from public and private sectors. Further details on CoderDoJo are available at Question 4.
7. **Age Action Ireland:** The Mission of Age Action Ireland is to achieve fundamental change in the lives of all older people by empowering them to live full lives as actively engaged citizens and to secure their rights to comprehensive high quality services according to their changing needs. One of their flagship programmes is the 'Getting Started' initiative **delivers one-to-one training on computers, tablets and smartphones to people over the age of 55 all over Ireland.** Their network of volunteers operates nationwide, and all receive training prior



to delivering the Getting Started Programme.

8. **Excited** is an independent organiser of the Annual Digital Learning Festival which brings together teachers, students, academics, policy makers and industry leaders to celebrate and showcase innovation in Irish education. Excited is supported by Science Foundation Ireland, the largest competitive funder of science and innovation in Ireland, and a number of other private and public funders. The Festival has taken place in Dublin Castle every year since 2014. It features over 1,200 participants gathering to share their passion for enhancing learning through the use of technology. Excited has established channels to ensure ideas can be delivered into tangible projects and actions such as EU Code Week, The Hour of Code, The Digital Youth Council, Africa Code Week and initiatives in Robotics.
9. The **Internet Service Providers Association of Ireland (ISPAI)** represents all 57 Internet Service Provider in the Irish market. The network is partly funded through memberships fees, and is required to their Code of Practice, which set a common minimum standard of Acceptable Usage Policy. **The network has a lobbying remit and also** represents the Industry on the Government's Safer Internet Advisory Committee, appointed by the Minister for Justice. ISPAI part-funds, from its financial resources, the operations of Hotline.ie – a service, launched in November 1999, which provides an anonymous and secure reporting platform to members of the public who accidentally uncover illegal content on the Internet, particularly Child Sexual Abuse Material or activities relating to the sexual exploitation of children. Currently, Hotline.ie is also co-financed by the European Union's Connecting Europe Facility.



Section 2 – The overview

Question 3

Using the grid below, please identify the 20 most significant media literacy projects which have been delivered in your country since 2010.

Please select the most appropriate category for the project type, the sectors responsible for the projects, the type of media literacy skills that were addressed in the project, as well as the reason of significance:

Project types	Sectors	Media literacy skills	Reason for significance
Research ⁴⁶³	Academia ⁴⁷⁰	Creativity ⁴⁷⁶	The size of the target audience
Resources ⁴⁶⁴	Audiovisual content provider ⁴⁷¹	Critical thinking ⁴⁷⁷	The total budget or cost of the project
Campaigns ⁴⁶⁵	Public authorities ⁴⁷²	Intercultural dialogue ⁴⁷⁸	The success of the project (outcomes / impact compared to objectives)
Provision of Funding ⁴⁶⁶	Media regulatory authorities	Media use ⁴⁷⁹	The level of public awareness of the project
Networking platforms ⁴⁶⁷	Online platforms ⁴⁷³	Participation and interaction ⁴⁸⁰	The level of engagement by the target audience
Policy Development ⁴⁶⁸	Civil society ⁴⁷⁴	Other	Other
End-user engagement ⁴⁶⁹	Cross-sector collaboration ⁴⁷⁵		
Other	Other		

⁴⁶³ Significant qualitative or quantitative research on any aspect of media literacy which has been published and/or is widely used by the media literacy practitioners.

⁴⁶⁴ Resources include all the themed output related to a single media literacy initiative. It could include TV, and/or content published online, including information leaflets, video, audio, lesson plans, curriculum modules, websites etc.

⁴⁶⁵ Campaigns usually combine awareness-raising with a desired behaviour change. A Campaign will usually have a specific 'call to action' e.g. 'Don't share too much online' or 'Know how to check the truthfulness of online information'. Campaigns can be multi-stakeholder campaigns such as Safer Internet Day or cross-platform campaigns and can include promotion across TV/radio/online and/or other forms of public engagement.

⁴⁶⁶ Including the provision of funding for media literacy activities delivered by third parties. Funding may be provided via grants, open competition and invitations to tender.

⁴⁶⁷ Including conferences, seminars, meetings, online and offline forums, newsletters, databases.

⁴⁶⁸ Including consultations, published reports and recommendations.

⁴⁶⁹ End-user engagement includes grass-roots projects that provide support and information to end-users via face to face contact, phone contact or online contact.

⁴⁷⁰ Including Academic institutions, universities and third level education providers

⁴⁷¹ Including broadcasters and on-demand providers (both public service media and commercial media) and content providers for online, games and apps.

⁴⁷² Including government Ministries/departments, local authorities and councils, semi-State organisations, policy-makers.



Please classify the projects using either 'N' for National or 'R' for Regional, and their level of significance using a scale of 1 to 3, where 1 is most significant and 3 is least significant.

	Project Name	Project Type	Sector	Media Literacy skills	National or Regional	Years	Reason for significance	Level of significance (1 – 3)
1	'Risks and safety for children on the Internet: The Ireland report', B. O'Neill, S. Grehan and K. Ólafsson. LSE London: EU Kids Online. EU Kids Online has been used as reference data by the <u>Office for Internet Safety</u> , and by the <u>Anti-Bullying Action Group</u> .	Research	Academia	Critical thinking/ Media Use	N	2011	success of the project	1
2	Report of the Internet Content Governance Advisory Group – commissioned by the Department of Communications	Research	Public Authority	Critical thinking/ Media Use	N	2014	The success of the project	2
3	'12-13 Project: Media usage at an in-between age'	Research	Cross-sector	Media Use	N	2013	The success of the project	1
4	CLiC News		Academia	Critical	N	2010 -	The level of	2

⁴⁷³ Including the owners and operators of online platforms (such as social media websites and search engines).

⁴⁷⁴ Including foundations, not-for-profit organisations arts and cultural bodies, charities, think-tanks, communities of interest and community networks (sports, health, hobbies, religion).

⁴⁷⁵ Including projects involving a number of key stakeholders from different sectors. As an example, the model that Safer Internet Day is based on could be considered a cross-sector collaboration project.

⁴⁷⁶ Creating, building and generating media content.

⁴⁷⁷ Critical thinking skills such as: understanding how the media industry works and how media messages are constructed; questioning the motivations of content producers in order to make informed choices about content selection and use; recognising different types of media content and evaluating content for truthfulness, reliability and value for money; recognising and managing online security and safety risks.

⁴⁷⁸ Such as challenging radicalisation and hate speech.

⁴⁷⁹ The ability to search, find and navigate and use media content and services.

⁴⁸⁰ Interaction, engagement and participation in the economic, social, creative, cultural aspects of society through the media and promoting democratic participation and fundamental rights.



		Resources		ThinkingMedia Use /Participation and interaction		2016	engagement by the target audience	
5	Age Action Getting Started programmes	End-user engagement	Civil Society	Media Use	N	2010 - 2015	The level of engagement by the target audience	2
6	CRAOL, the Community Radio Forum has designed and developed training resources in media literacy aimed at new volunteer recruits. There are also Train-the-Trainers accredited modules in delivering these media literacy training courses	Resources	Audiovisual content provider	Critical Thinking/ Media Use / Participation and interaction	N	2010-2015	The success of the project	1
7	RTÉ TY Access Project. This project encourages transition year (Year 4 in Secondary) students from DEIS (underprivileged areas) schools to pursue further study or a career in multimedia. There are three separate weeks with sixty TY students from all over the country participating, learning new skills, visiting colleges, observing RTÉ programmes and producing their own content.	Campaign	Audiovisual content provider	Media Use/ Participation and interaction / Critical thinking / creativity	R	2012-2015	The level of engagement by the target audience	3



8	Net Kids Go Mobile studies post-desktop media ecology that children inhabit and its consequences on young people's online experience	Research	Academia	Media Use / Critical thinking	N	2014	The success of the project	2
9	The formation of a government task force on internet safety informed by EU Kids Online findings	Policy Development	Academia	Media Use / Critical thinking	N	2011	The success of the project	2
10	Sound and Vision Grants Scheme. The BAI funds the making of film, TV and radio programmes through its Sound & Vision Scheme. The scheme also enables the making of adult and/or media literacy programmes.	Provision of Funding	Media regulatory authority	Media Use/ Critical thinking/ Creativity/ Intercultural dialogue / Participation and interaction	N	2011-2015 But Scheme in existence since 2006	The success of the project:	1
11	Webwise.ie is the Irish Internet Safety Awareness Centre. It provides teaching resources and advice on internet safety topics, including cyberbullying and privacy. This is the national online safety initiative funded by Government and the EU	Resources	Cross-sector	Critical thinking, Media Use	N	Since 2012	Size of target audience. Level of engagement b target audience	1
12	Trading Vouchers on Line programme	Campaign	Public Authorities	Media Use	N	2014-2015	The success of the project: Over 2000	2



							small businesses have developed digital skills as a result of this initiative.	
13	BenefIT Programme	Provision of Funding	Cross sector	Media Use, Creativity, Critical Thinking, Interaction and Participation	N	2010 - 2015	The success of the project: 156,000 training places have been taken up in over 700 locations countrywide since 2008	1
14	Excited Digital Learning Movement and Excited Digital Learning Festival provides a networking platform and resource sharing platform for teachers.	Networking platform	Cross-sector	Media Use, Creativity, Participation and interaction / Critical thinking /	N	2014 - 2015	Success of the project: over 1200 participants.	2
15	Youth Media and the Irish Presidency (YMIP) is an all-Ireland media literacy programme developed by European Movement Ireland	End user engagement	Civil Society	Media Use / Critical thinking	N	2013	Success of the project: This is a small project that impacts on a relatively small number of teenagers, but the impact has a ripple effect and the teenagers	3



							develop a broad range of high quality skills.	
16	The Digital Youth project held a symposium in Dublin. The symposium was a platform for research and policy discussion on digital strategy for children and youth in Ireland.	Networking platform	Cross-sector	Media Use/ Critical thinking/ Creativity/ Intercultural dialogue / Participation and interaction	N	2012	Level of engagement of the target audience	3
17	National Digital Strategy published by the Department of Communications designed to encourage and assist more citizens and small businesses to get on line.	Policy	Public authority	Media Use, Creativity,	N	2013	Level of engagement from the target audiences on the initiatives deriving from the strategy	2
18	RTE News service designed specifically for children aged 8 -12.	Resources	Audiovisual content producer	Critical Thinking, Media Use / Participation	N	2013	Size of target audience and level of public awareness.	3
19	TV3(commercial TV broadcaster) commissioned and aired a 3-part series called 'the Gadget Buzz' on the use of technology in classrooms, involving children and teachers in reviewing the educational usage and	Resources	Audiovisual content producer	Media Use / Creativity / interaction and	N	2014	Size of target audience and level of public awareness.	2



	merits of various technologies			participatio n				
20	CoderDoJo is a global movement of free, volunteer-led, community based programming clubs for young people. At a Dojo, young people, between 7 and 17, learn how to code, develop websites, apps, programs, games and explore technology in an informal and creative environment - See more at: https://coderdojo.com/about/#sthash.1rFW3pjd.dpuf	End user engagement	Civic society	Media Use / Creativity / Interaction	N	2011-2015	Success of the project	1



Section 3 – Project summaries

Question 4

From the projects you have highlighted in Question 3, please describe the five most significant⁴⁸¹ media literacy projects that have taken place in your country since 2010.

Please use a separate form for each project. See the sample answer for help.

⁴⁸¹ Significant can relate to:

- a) the size of the target audience and/or the reach of the project,
- b) the total budget or cost of the project
- c) the final outcomes / impact of the project
- d) the level of public awareness of the project
- e) the level of engagement by the target audience.



Answer 4 - Project 1

A. PROJECT NAME: CoderDoJo

B. CATEGORY AND DESCRIPTION OF PROJECT:

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an 'X':

Research	
Resources	
Campaign	
Provision of Funding	
Networking Platforms	
Policy Development	
End-user engagement	x
Other	

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

Founded in Cork in 2011 by James Whelton and Bill Liao, CoderDoJo is now a worldwide network of more than 1,000 voluntary coding clubs. The genesis of the project started in James Whelton's school in early 2011 when James (then 18 year-old coder) received some publicity after hacking the iPod Nano and as a result some younger students expressed an interest in learning how to code. He set up a computer club in his school (PBC Cork) where he started teaching students basic HTML and CSS. Later that year he met Bill Liao, an entrepreneur and philanthropist, who was interested in growing the project into something bigger.

CoderDoJo is now a global movement of free, volunteer-led, community based programming clubs for young people. At a Dojo, young people, between 7



and 17, learn how to code, develop websites, apps, programs, games and explore technology in an informal and creative environment. In addition to learning to code attendees meet like-minded people and are exposed to the possibilities of technology. The global CoderDoJo community is supported by the CoderDoJo Foundation. The CoderDoJo Foundation consists of a core team based primarily in Dublin, Ireland, and was set up to respond to a need for a structured entity to both support and scale CoderDoJo as a result of the rapidly expanding global community. The Foundation and CoderDoJo have the shared vision of every child worldwide having the opportunity to learn code and to be creative with technology in a safe & social environment.

The principle at the foundation of CoderDoJo is that learning to code leads to empowerment, as the children get absorbed into technology by learning how to build apps, games, websites, drones and robots – sometimes using 3D printing.

A Dojo is a local, independent, volunteer-led programming club that is a part of the global CoderDoJo community. Topics covered in Dojos vary, based on the influence of the volunteer technical mentors in each Dojo, but commonly Dojos cover Scratch, an introduction to programming for young people and website development using HTML, CSS and PHP. Dojos also work with JavaScript, Python, Ruby and Node.js, work on game development, Minecraft mods and experiment with hardware and robotics such as Raspberry Pis, Arduino boards and Intel Galileos.

All Dojos shares the ethos of CoderDoJo which is documented in the [CoderDoJo Charter](#). There is no typical Dojo and the activities run vary from club to club however they all show young people how to code and develop software, as well as themselves, and explore technology by working with others and presenting their work.

Through making the movement open source, thousands of dedicated Champions and Mentors have set up more Dojos across the world, making the CoderDoJo movement a global phenomenon. As of January 2016 there are now over 875+ verified Dojos in 63 countries and growing everyday.

C. GEOGRAPHICAL REACH

Please indicate whether the project was of National or Regional significance.

CoderDoJo operates nationally in Ireland, but also worldwide

D. TIMEFRAME AND BUDGET

Please include the duration of the project, the dates and, where possible, the annual and total budget and related sources of financing.

CoderDoJo has been in existence since 2011 and is a volunteer-led, grassroots model. Costs are typically low, as local schools and other organisations provide the infrastructure (training room or hall, laptops/tablets or computer equipment on occasion), the tutors are unpaid volunteers and attendees are



invited to bring their own laptop or tablet. Parents/guardians are invited to attend the DoJo with their children. Also as DoJos are autonomous entities, attendance must be booked through the relevant DoJo. The CoderDoJo website offers a database of all the DoJos available in one's areas.

DoJos normally take place outside of school time, after school or at weekends (normally Saturdays). The events are free but booking is generally required in advance through the website Zen database, an open source platform. Dojos are ongoing and they are all different as they are tutor-led and there is no set 'curriculum'.

The wider CoderDoJo foundation exists to support all existing and new Dojos around the world, sustain & support the growth of the movement, source new champions, mentors, partners, collaborate with partners and alliances to grow and support the movement, facilitate communication & collaboration across the movement, ensure that all community members have the tools and content needed to start up and continue to run Dojos, ensure that a consistent rich, fun & cool learning environment is made available at all Dojos.

The CoderDoJo Foundation is a registered charity, and receives funding from various sources, including grants from private and public companies. They also invite donations from the public, DoJo attendees and others.

The 2014 audited accounts show an annual income of €478,049, and administrative expenses of €344,910, for a surplus of €133,139.

E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

Please indicate the type of media literacy skills or capacities that were addressed in the project. For example:

- Media use:
 - The ability to search, find and navigate and use media content and services.
- Critical thinking skills such as:
 - Understanding how the media industry works and how media messages are constructed.
 - Questioning the motivations of content producers in order to make informed choices about content selection and use.
 - Recognising different types of media content and evaluating content for truthfulness, reliability and value for money.
 - Recognising and managing online security and safety risks.
- Creative skills such as:
 - Creating, building and generating media content.



- Participation and engagement skills such as:
 - Interaction, engagement and participation in the economic, social and cultural aspects of society through the media.
 - Promoting democratic participation and fundamental rights.
- Intercultural dialogue skills such as:
 - Including challenging radicalisation and hate speech online.

The primary skills developed at a Dojo are creative and participatory. However, DoJos also do develop critical thinking and awareness around technology, due to its independence, not-for-profit and volunteer-led ethos. Also DoJos help build networks of young people with similar interests and skills.

F. STAKEHOLDERS:

Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.

N/A

CoderDoJo is an independent, free movement. It receives funding from Science Foundation Ireland (a government agency) and various other funders.

G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible, please indicate also the size of the targeted audience.

CoderDoJo is a volunteer-led, grassroots movement: DoJos have been run in urban and rural locations, and across various socio-economic groups. DoJos are firmly aimed at children aged 11 and older, though younger children are very welcome provided they have a parent/guardian with them.

Groups vary in size.

H. OUTCOMES AND EVALUATION

Please outline (in approximately 300 words) the main results of the project. Some category-specific evaluation tools are outlined below to act as a guide for response and to provide a broad evaluation framework. However, we understand that each project will be different and evaluation methods may differ



significantly.

Research – frequency of research, methodology, use and dissemination of results.

Programmes of Resources – audience reached, online hits, shares, plays, downloads, circulation.

Campaigns – Levels of awareness and participation. Attitudinal and/or behavioural changes. Measuring audience reach/distribution, levels of awareness and participation, audience engagement via online/face to face methods etc. Qualitative results could include testimonials etc. Please include the frequency of measurement/evaluation.

Value for money / Return on Investment, % of grant/funding used.

Networking Platforms – Number of stakeholders engaged, frequency of networking opportunities, number of conferences, publications, subscribers, whether the networking took place at a regional, National, Pan-European or International level.

Policy Developments – Frequency, Dissemination of policy, reaction to and adoption of policy recommendations.

End-user engagement – Numbers of people engaged, frequency, results.

The 2015 annual report contains some key measurement of success for the Global DoJo Movement: in 2015, 33,800 youths attended a DoJo globally, for a total of 450,000+ volunteer hours. Of the ninjas (children attendees), 30% were girls, while 27% of Champions (mentors) are girls. Additionally, in Ireland, 184 Champions (mentors) and organisers underwent a programme of training and Garda vetting in order to meet the Irish legislative requirements on child protection. CoderDoJo strongly encourages parental involvement and this is supported with parental resources available for free on their website. It is modelled on project-based learning principles, and is community- and learner-led. There are internal validation tools programmes in place such as Badges, and the Coolest Projects Awards ceremony which rewards young people with various titles such as Twitter Revolutionary (awarded to a 16 year-old in 2016) and European Digital Girl of the Year. Coolest Projects is also a free tech event for the youngest tech innovators. More information on Coolest Projects is available here: <http://coolestprojects.org/>

CoderDoJo ninjas typically learn coding skills of programmes such as HTML, Scratch, Python, GIT, Javascript, etc. While programmes are not evaluated per se, Ninjas receive Badges (akin to certificates) for completing the tutorials in one or other of the programmes/languages delivered. The programme has been so successful in Ireland and abroad that the new Irish Minister for Education is considering using the CoderDoJo model to introduce coding at primary school level, make it compulsory in secondary schools (it is currently available as a voluntary module for schools) and inscribe it in the national curriculum. See this link: <http://www.irishtimes.com/news/education/bruton-wants-lessons-in-coding-for-primary-school-pupils-1.2725449>

I. FURTHER REFERENCES



Please provide further references about the initiative: publications, website, Twitter account etc.

www.CoderDoJo.com : the website contains all major publications (e.g. annual reports, annual audited accounts, etc), as well as the opportunity to book a local dojo and some key information about the CoderDoJo foundation

[CoderDojo Charter](#) : this is a founding document for all DoJos



Answer 4 - Project 2

A. PROJECT NAME: Benefit

B. CATEGORY AND DESCRIPTION OF PROJECT:

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an 'X':

Research	
Resources	
Campaign	
Provision of Funding	X
Networking Platforms	
Policy Development	
End-user engagement	
Other	

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

The Benefit Programme is a grant intervention initiative funded by the Department of Communications, Climate Action and Environment (DCCA) which supports community, voluntary and not-for-profit organisations to provide basic digital literacy training. The Programme provides funding to community, voluntary and not for profit organisations ("grantees") for the delivery of basic digital literacy training to citizens in over 700 locations nationwide. Since the Benefit programme launched in 2008, over 156,000 training places have been delivered. Benefit 4, commenced in July 2013 and in December 2014, its reach and impact was expanded with the introduction of a community strand. The number of grantees increased from 16 to 46, and included 24 community-based training projects.



The Benefit Programme aims to provide digital training to citizens depending on the level of their needs, from simple communication skills, e.g. email and social networking to higher level training, e.g. accessing public services, online banking, researching and buying goods and services. The Programme is very flexible and generally involves not less than 8 hours training. The maximum class size is ten and where possible can sometimes be on a one-to-one basis.

The programme delivers a wide range of positive impacts. Digital skills empower citizens to participate in work and community and business activities. They help them to access information, education, culture, entertainment, online goods and services, and social networking opportunities. In turn, this enhanced connectivity improves wellbeing and can reduce isolation. Some 15% of the trainees are unemployed and the training they receive can provide a pathway to further training or employment. There have been significant changes in how citizens access the internet since the National Digital Strategy was published in mid-2013.

Benefit IIII (the latest version of the Scheme) funded two types of programmes:

Standard: Provided funding to Grantees who undertook to train not less than 500 people within one year.

Community: Provided funding for local projects to achieve a specified digital goal within one year.

Trainees are required to complete an online survey (though a paper version can also be used), describing the training they received and their level of satisfaction. The Department monitors the survey input to verify what training was delivered, customer satisfaction and to note suggestions to help improve the programme.

The Benefit 4 programme closed on 30th June 2016 to allow for a re-examination of the scale and make-up of “non-liners” with a view to expanding the programme and focussing digital inclusion efforts to best effect.

C. GEOGRAPHICAL REACH

Please indicate whether the project was of National or Regional significance.

The Programme has been delivered in 700 locations nationwide.

D. TIMEFRAME AND BUDGET

Please include the duration of the project, the dates and, where possible, the annual and total budget and related sources of financing.

The Programme is fully funded by means of a grant to the organisation (s) that run the training. It is possible for grantees to charge a nominal fee to trainees for some element of the programme. However, the total fee cannot exceed €20 per trainee.



E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

Please indicate the type of media literacy skills or capacities that were addressed in the project. For example:

- Media use:
 - The ability to search, find and navigate and use media content and services.
- Critical thinking skills such as:
 - Understanding how the media industry works and how media messages are constructed.
 - Questioning the motivations of content producers in order to make informed choices about content selection and use.
 - Recognising different types of media content and evaluating content for truthfulness, reliability and value for money.
 - Recognising and managing online security and safety risks.
- Creative skills such as:
 - Creating, building and generating media content.
- Participation and engagement skills such as:
 - Interaction, engagement and participation in the economic, social and cultural aspects of society through the media.
 - Promoting democratic participation and fundamental rights.
- Intercultural dialogue skills such as:
 - Including challenging radicalisation and hate speech online.

The Programme offers a curriculum and aims to address all of the skills/capacities described above, with particular attention to media use and participation and engagement skills. The Programme aims to deliver basic IT skills, enabling attendees to use email, and access information online.

F. STAKEHOLDERS:



Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.

Stakeholders include a wide range of public service and not-for-profit organisations. They apply to the Scheme and if successful become 'grantee'. They enter a service delivery contract with the Department of Communications, Climate Action and Environment (DCCAE).and are required to submit progress reports and cost statements. The list of stakeholders is not exhaustive but does include:

- Age Action with DCU, IRD Duhallow, NUIG and Third Age
- Autism Support Louth and Meath
- Ballyfermot IT Centre & Partners
- Carlow Community Enterprise Centre & Partners
- Caring for Carers
- Louth & Meath ETB
- Waterford & Wexford ETBs
- FIT and Partners
- ICS Skills & Partners
- Irish Congress of Trade Unions & Partners
- Institute of Industrial Engineers & Partners
- Irish Internet Assn., ARI, IFA, INOU, RGA, FCC, RMTA and Carers Assn.
- Irish Rural Link
- Irish Wheelchair Association (IWA)
- Sligo LEADER & St. Canices
- WALK
- Ballyhoura Development Ltd μ
- Camara Ireland
- Carlow County Development



- Carlow Rural Information Services (CRISP)
- Friends Galway
- Meath Partnership

G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible, please indicate also the size of the targeted audience.

In order to receive funding for this programme, grantees must ensure that people attending the Programme

- have not previously engaged with the internet, or
- have already acquired basic internet use skills and now wish to develop these further; and
- are member of one of the target groups below which research has shown are most likely to be excluded from the knowledge society:
 - Older people (defined as aged 55 or over)
 - Unemployed people
 - People who have had less formal education or who have no formal qualifications
 - Disadvantaged people – which may include:- people with disabilities, those living alone or remotely – particularly in rural areas.

H. OUTCOMES AND EVALUATION

Please outline (in approximately 300 words) the main results of the project. Some category-specific evaluation tools are outlined below to act as a guide for response and to provide a broad evaluation framework. However, we understand that each project will be different and evaluation methods may differ significantly.

Research – frequency of research, methodology, use and dissemination of results.

Programmes of Resources – audience reached, online hits, shares, plays, downloads, circulation.

Campaigns – Levels of awareness and participation. Attitudinal and/or behavioural changes. Measuring audience reach/distribution, levels of awareness and participation, audience engagement via online/face to face methods etc. Qualitative results could include testimonials etc. Please include the frequency



of measurement/evaluation.

Value for money / Return on Investment, % of grant/funding used.

Networking Platforms – Number of stakeholders engaged, frequency of networking opportunities, number of conferences, publications, subscribers, whether the networking took place at a regional, National, Pan-European or International level.

Policy Developments – Frequency, Dissemination of policy, reaction to and adoption of policy recommendations.

End-user engagement – Numbers of people engaged, frequency, results.

The project has very strong guidelines in order to be eligible to receive funding, with clear evaluation principles.

The “Standard” scheme is for projects that will undertake to train not less than 500 people (who may be in numerous locations) in internet use within one year. The “Community” scheme is for projects which will achieve a specific relevant community digital engagement goal within one year.

Projects in order to be eligible for consideration for a grant must all three e criteria below: (1) Projects may only be submitted by eligible groups/organisations – i.e. community, voluntary or not for profit organisations. A number of organisations may work together and submit a combined application as a consortium. There is no limit on the number of organisations who may combine together in making a joint application or the number of parties to a community application. However they must nominate one organisation/signatory to be the Lead organisation who will take responsibility on behalf of the group/consortium for the delivery of the objectives. (2) Projects must meet all of the required conditions of the scheme and apply on the scheme application form which must be received by the deadline for submissions. (3) Training projects should use a train the trainer approach to the maximum extent.

In Benefit 4 (the latest Scheme), 46 grantees received funding for training a minimum of 500 people EACH. This makes this initiative by far the most successful in terms of numbers trained (23,000 in 2014-2016), in addition to 24 community-based initiatives.

Furthermore, there is a systematic evaluation process for both trainers and trainees, with a constant feedback loop for the Department, who can then tailor initiatives, approaches and/or funding to the requirements highlighted in the feedback. Links to the feedback questionnaires are provided below.

I. FURTHER REFERENCES

Please provide further references about the initiative: publications, website, Twitter account etc.

The Department published a very helpful set of guidelines for grantees which can be accessed at this link:

www.dccae.gov.ie/communications/SiteCollectionDocuments/National%20Digital%20Strategy/Guidelines%202014.pdf



Feedback questionnaires can be found here: www.dccae.gov.ie/communications/en-ie/Digital-Strategy/Pages/Benefit-Monitoring--Feedback.aspx

General information on the Scheme can be found here:

www.dccae.gov.ie/communications/en-ie/Digital-Strategy/Pages/Basic-IT-Training.aspx



Answer 4 - Project 3

A. PROJECT NAME: Webwise

B. CATEGORY AND DESCRIPTION OF PROJECT:

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an 'X':

Research	
Resources	x
Campaign	
Provision of Funding	
Networking Platforms	
Policy Development	
End-user engagement	
Other	

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

Webwise is the Irish Internet Safety Awareness Centre which is co-funded by the Department of Education and Skills and the EU Safer Internet Programme. Webwise is part of the PDST Technology in Education, which promotes and supports the integration of ICT in teaching and learning in first and second level schools. The PDST Technology in Education is a section of the Professional Development Service for Teachers (PDST). The PDST is a support service of Teacher Education Section, Department of Education and Skills and is hosted by Dublin West Education Centre.

Webwise promotes the autonomous, effective, and safer use of the internet by young people through a sustained information and awareness strategy targeting parents, teachers, and children themselves with consistent and relevant messages.



They develop and disseminate resources that help teachers integrate internet safety into teaching and learning in their schools. They also provide information, advice, and tools to parents to support their engagement in their children's online lives. With the help of the Webwise Youth Advisory Panel they develop youth oriented awareness raising resources and campaigns that address topics such as cyber bullying.

They are members of the Insafe network and the SaferInternetIE (SII) project. This is a consortium of industry, education, child welfare and government partners that provide awareness, hotline and helpline functions and activities in the Republic of Ireland.

The project, coordinated by the Office for Internet Safety, aims to develop national initiatives promoting the safer use of electronic media and enhance protection of the vulnerable – particularly children – against the downside of the internet.

Webwise.ie contains a significant amount of online resources specifically designed for both parents and teachers: these are in various forms:

- online tutorials: e.g. video introduction on how to use the internet in class
- research reports: e.g. Girls Attitude Survey 2015,
- How To guides: e.g. How to set up Parental Controls, How to permanently delete your Facebook account
- Explainers : e.g. why do teens sext? 4 things parents need to know about Pokemon GO, What is SnapChat?

It contains also lots of advice on general internet safety, including awareness-raising material about risks and how to interact with children about safety on line. Content is therefore both technical and social in terms of support.

The website contains lots of information and important links to other resources. It also operates on Twitter, Facebook and YouTube where it disseminates further the information available on its website. All the content available on the website is free of charge.

It promotes the Safer Internet Day in Ireland (held on the 9th February in Ireland).

The project is significant because it aims to be a one-stop shop (though all the resources are available for free) for both parents and teachers. It makes no assumption about the level of media literacy that parents and teachers may have themselves, beyond having most of its presence online. Some of the resources are technical (e.g. HOW TO guides) but others are about enabling parents and teachers to understand and critically evaluate whether they are



happy to choose a particular app or game. It aims at empowering teachers and parents to make informed choices about what they might let children use in terms of technology and online access, but also why.

C. GEOGRAPHICAL REACH

Please indicate whether the project was of National or Regional significance.

The web platform is available for free nationally

D. TIMEFRAME AND BUDGET

Please include the duration of the project, the dates and, where possible, the annual and total budget and related sources of financing.

There is no information available about the level of funding available to Webwise. The project has been in existence since 2012.

E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

Please indicate the type of media literacy skills or capacities that were addressed in the project. For example:

- Media use:
 - The ability to search, find and navigate and use media content and services.
- Critical thinking skills such as:
 - Understanding how the media industry works and how media messages are constructed.
 - Questioning the motivations of content producers in order to make informed choices about content selection and use.
 - Recognising different types of media content and evaluating content for truthfulness, reliability and value for money.
 - Recognising and managing online security and safety risks.



- Creative skills such as:
 - Creating, building and generating media content.
- Participation and engagement skills such as:
 - Interaction, engagement and participation in the economic, social and cultural aspects of society through the media.
 - Promoting democratic participation and fundamental rights.
- Intercultural dialogue skills such as:
 - Including challenging radicalisation and hate speech online.

Webwise is primarily about developing the critical thinking skills of teachers and parents and facilitating their engagement and that of the children in their care through better technical and technological appreciation.

F. STAKEHOLDERS:

Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.

Webwise is a free resource for parents and teachers. It is funded by the Department of Education and Skills and the European Programme EU Safer Internet. Furthermore, Webwise is coordinated by the Office for Internet Safety, which sits in the Department of Justice.

It is therefore a cross-sector initiative.

G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible, please indicate also the size of the targeted audience.

There is no specific information available regarding the reach and the profile of the target audience. However, all teachers in Ireland would be aware of Webwise and what it offers through the PDST Technology in Education, which forms part of continuous professional developments for teachers in Ireland.

H. OUTCOMES AND EVALUATION

Please outline (in approximately 300 words) the main results of the project. Some category-specific evaluation tools are outlined below to act as a guide for response and to provide a broad evaluation framework. However, we understand that each project will be different and evaluation methods may differ



significantly.

Research – frequency of research, methodology, use and dissemination of results.

Programmes of Resources – audience reached, online hits, shares, plays, downloads, circulation.

Campaigns – Levels of awareness and participation. Attitudinal and/or behavioural changes. Measuring audience reach/distribution, levels of awareness and participation, audience engagement via online/face to face methods etc. Qualitative results could include testimonials etc. Please include the frequency of measurement/evaluation.

Value for money / Return on Investment, % of grant/funding used.

Networking Platforms – Number of stakeholders engaged, frequency of networking opportunities, number of conferences, publications, subscribers, whether the networking took place at a regional, National, Pan-European or International level.

Policy Developments – Frequency, Dissemination of policy, reaction to and adoption of policy recommendations.

End-user engagement – Numbers of people engaged, frequency, results.

I was not able to access the number of hits that Webwise can get in a typical year so have no specific information about audience reach.

I. FURTHER REFERENCES

Please provide further references about the initiative: publications, website, Twitter account etc.

www.webwise.ie



Answer 4 - Project 4

A. **PROJECT NAME:** Sound & Vision, the Broadcasting Funding Scheme

B. **CATEGORY AND DESCRIPTION OF PROJECT:**

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an 'X':

Research	
Resources	
Campaign	
Provision of Funding	x
Networking Platforms	
Policy Development	
End-user engagement	
Other	

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

Sound & Vision is a programming support scheme operated by the BAI and funded through the television licence fee. Section 154(1) of the Broadcasting Funding Act 2009 provides that the BAI shall prepare and submit to the Minister a scheme or schemes for the granting of funds to support qualifying new television or sound broadcasting programmes including feature films, animation and drama on media literacy (the Scheme also supports other types of programming).

The Scheme offers grant funding to new television and radio programmes which deal with the themes of:



- Irish culture, heritage and experience;
- Improving adult or media literacy;
- Raising public awareness and understanding of global issues impacting on the State and countries other than the State; and/or
- Any of the above in the Irish language.

C. GEOGRAPHICAL REACH

Please indicate whether the project was of National or Regional significance.

This project is of National significance as the Scheme funds programmes made available primarily to Irish viewers and listeners through free-to-air television programmes and radio programmes available on both a national and regional (local) level.

D. TIMEFRAME AND BUDGET

Please include the duration of the project, the dates and, where possible, the annual and total budget and related sources of financing.

The amounts disbursed for programmes on media literacy in the period 2010-2015 are under €650K for a number of projects on radio and TV. This is both high and low. High as it contributed to high impact programmes at both a local and national level. Low as it is a very small proportion of the overall fund available.

E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

Please indicate the type of media literacy skills or capacities that were addressed in the project. For example:

- Media use:
 - The ability to search, find and navigate and use media content and services.
- Critical thinking skills such as:
 - Understanding how the media industry works and how media messages are constructed.
 - Questioning the motivations of content producers in order to make informed choices about content selection and use.



- Recognising different types of media content and evaluating content for truthfulness, reliability and value for money.
- Recognising and managing online security and safety risks.
- Creative skills such as:
 - Creating, building and generating media content.
- Participation and engagement skills such as:
 - Interaction, engagement and participation in the economic, social and cultural aspects of society through the media.
 - Promoting democratic participation and fundamental rights.
- Intercultural dialogue skills such as:
 - Including challenging radicalisation and hate speech online.

The fund supports TV and radio programmes that address all of these skills. Because the provision of funding is primarily focussed on programme making, the type of skills covered in each programme can vary greatly. For example, some programmes will focus on participatory and engagement skills through enabling participants to create or generate media content. Critical thinking skills are also at the core of some of the programmes. Every programme is different and also targets a different audience (young people, older people, people with general literacy difficulties, etc). Potentially, Sound & Vision funding for these programmes can promote and support the development of all these skills.

Community broadcasting (radio and television) has consistently delivered programmes with a media literacy component. As programme-makers, they seem to 'get' what media literacy is about. Since community broadcasting is about community development and empowerment through broadcasting, there is a logic in seeking to develop and nurture members of the community through a media literacy agenda.

However, overall, the take up of funding for media literacy projects through Sound & Vision has been very small, compared to the size of the overall Fund. In 2014, the BAI ran a targeted round of funding for media literacy projects. Examples of programmes funded in the period 2010-2015 are as follows:

'Media Matters' for Dublin South FM (Community radio station): a series to introduce young people to Media Literacy, by presenting it in an accessible and interesting way. Topics include advertising, gender, race and culture in the media, news and current affairs, and beauty and body image. Each of the five programmes covers a different topic. This series aims to act as an introduction to Media Literacy for the young people involved, as it aims to encourage them to identify, question and critically analyse the messages that are conveyed through the media. By opening dialogue the idea is to encourage young people to be more critical consumers of Media. Funding awarded: €4,020

'Get the numbers, write' for RTÉ Television: Get the Numbers Write is a 6 part educational entertainment series, broadcast across six weeks. We follow the journey of five individuals who will become leaders for people with different adult literacy issues from Dyslexia and poor numeracy skills to media literacy



issues. It is supported by a vibrant cross platform initiative where we mobilise the nation to improve the adult literacy skills of Ireland. Viewers can take a test to determine their literacy levels and each episode will trigger specific course material and weekly test to monitor and improve their literacy skills. Funding: €340,000

‘Me and the Media’ for Cork Community Television: A five part series on Media Literacy with an intergenerational group from Mahon in Cork who get to learn media literacy skills and then create their own media for broadcast on Community Television. Funding: 41,438

‘Push TV’ for Cork Community Television: The series of 5 educational programs allows the viewer gain insight into the practicalities, planning, administration and editorial control involved in establishing a Community TV studio and producing a chat show programme. Funding: €56,576

‘Bytesize’ for Community Radio Youghal in Co. Cork: a Media Literacy documentary project on new media technology. Funding: €5,600

‘Scáil an Daonlathais - Framing Democracy’ for RTÉ Television: a bi-lingual (English/Irish) project aimed at increasing media literacy by examining how television has shaped politics. Funding: €185,000

F. STAKEHOLDERS:

Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.

The key stakeholder for this initiative is the Broadcasting Authority of Ireland. The BAI works in partnership with independent production companies for either radio or television (or both) and broadcasters. The Fund stipulates that the programmes funded by the BAI must be broadcast, therefore broadcasters are also a key stakeholder. Furthermore, the Fund guarantees that programmes funded will be made available free-to-air to the viewers and listeners.

G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible, please indicate also the size of the targeted audience.

General public with a particular focus on young people, disadvantaged people and vulnerable people.

H. OUTCOMES AND EVALUATION



Please outline (in approximately 300 words) the main results of the project. Some category-specific evaluation tools are outlined below to act as a guide for response and to provide a broad evaluation framework. However, we understand that each project will be different and evaluation methods may differ significantly.

Research – frequency of research, methodology, use and dissemination of results.

Programmes of Resources – audience reached, online hits, shares, plays, downloads, circulation.

Campaigns – Levels of awareness and participation. Attitudinal and/or behavioural changes. Measuring audience reach/distribution, levels of awareness and participation, audience engagement via online/face to face methods etc. Qualitative results could include testimonials etc. Please include the frequency of measurement/evaluation.

Value for money / Return on Investment, % of grant/funding used.

Networking Platforms – Number of stakeholders engaged, frequency of networking opportunities, number of conferences, publications, subscribers, whether the networking took place at a regional, National, Pan-European or International level.

Policy Developments – Frequency, Dissemination of policy, reaction to and adoption of policy recommendations.

End-user engagement – Numbers of people engaged, frequency, results.

In terms of impact, it is difficult to give a proper assessment of it. Community radio and television programmes' ratings are not measured, and these form the bulk of applications for media literacy programmes under the Sound & Vision fund. Anecdotal evidence and feedback suggest that these programmes are well regarded within the community.

For programmes funded on national television, it is to be noted that only the Irish public service broadcaster has successfully applied for funding under this category. This could suggest that media literacy as a concept and an avenue for revenue-making for programmes is not fully apparent to commercial broadcasters.

I. FURTHER REFERENCES

Please provide further references about the initiative: publications, website, Twitter account etc.

www.bai.ie/en/broadcasting/funding-development-3/sound-vision-3/



Answer 4 - Project 5

A. **PROJECT NAME:** Community Media Training Module – Media Literacy

B. **CATEGORY AND DESCRIPTION OF PROJECT:**

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an 'X':

Research	
Resources	x
Campaign	
Provision of Funding	
Networking Platforms	
Policy Development	
End-user engagement	
Other	

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

CRAOL - The Community Radio Forum is the representative body for community media /radio in Ireland. This network has been in existence for nearly 20 years and has established itself as a key provider of learning and development initiatives for the community media sector. In 2012, CRAOL developed, designed and delivered a QQI (Quality and Qualifications Ireland) accredited training module on Media Literacy.

The module aims at training people joining community media stations as volunteers, in developing their critical thinking skills and being able to recognise



bias, gender or other minority-under-representation in the media, along with other critical analysis of the media.

The module is made to be delivered by accredited community trainers (they too undergo certification before they can deliver the module). The target audience is all new recruits of community media representing a vast variety of backgrounds: they include young people of school age, school leavers, students, unemployed people, returning to work/education people, older people, including those with literacy issues, people with disabilities, immigrants and new communities settling in Ireland.

The module is also available to organisations beyond the Community Media sector.

The BAI has provided funding for the design and the delivery of this module. It has worked with CRAOL in seeking suitable accreditation frameworks, as part of its strategy of developing community media as an essential component of the Irish broadcasting landscape (the other two being commercial and public service media). The QQI module has been solely funded by the BAI, and the BAI works on an ongoing basis with CRAOL to monitor its delivery and the need for revision as they occur.

C. GEOGRAPHICAL REACH

Please indicate whether the project was of National or Regional significance.

This project is of national significance

D. TIMEFRAME AND BUDGET

Please include the duration of the project, the dates and, where possible, the annual and total budget and related sources of financing.

The module is delivered as needs arise so there is no fixed dates to provide. The module is generally delivered over 2 to 5 hours of training (more if required). To date the BAI has funded this project to the level of about €10K per annum, to fund revisions to the existing module, accreditation processes, training delivery to new volunteers and also training and accreditation of trainers.



E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

Please indicate the type of media literacy skills or capacities that were addressed in the project. For example:

- Media use:
 - The ability to search, find and navigate and use media content and services.
- Critical thinking skills such as:
 - Understanding how the media industry works and how media messages are constructed.
 - Questioning the motivations of content producers in order to make informed choices about content selection and use.
 - Recognising different types of media content and evaluating content for truthfulness, reliability and value for money.
 - Recognising and managing online security and safety risks.
- Creative skills such as:
 - Creating, building and generating media content.
- Participation and engagement skills such as:
 - Interaction, engagement and participation in the economic, social and cultural aspects of society through the media.
 - Promoting democratic participation and fundamental rights.
- Intercultural dialogue skills such as:
 - Including challenging radicalisation and hate speech online.

The training addresses all of the above skills.

F. STAKEHOLDERS:

Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.

All 20 licensed community media stations are stakeholders in this project as they use the material for the training of new volunteers.



G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible, please indicate also the size of the targeted audience.

Community media employees and volunteers.

H. OUTCOMES AND EVALUATION

Please outline (in approximately 300 words) the main results of the project. Some category-specific evaluation tools are outlined below to act as a guide for response and to provide a broad evaluation framework. However, we understand that each project will be different and evaluation methods may differ significantly.

Research – frequency of research, methodology, use and dissemination of results.

Programmes of Resources – audience reached, online hits, shares, plays, downloads, circulation.

Campaigns – Levels of awareness and participation. Attitudinal and/or behavioural changes. Measuring audience reach/distribution, levels of awareness and participation, audience engagement via online/face to face methods etc. Qualitative results could include testimonials etc. Please include the frequency of measurement/evaluation.

Value for money / Return on Investment, % of grant/funding used.

Networking Platforms – Number of stakeholders engaged, frequency of networking opportunities, number of conferences, publications, subscribers, whether the networking took place at a regional, National, Pan-European or International level.

Policy Developments – Frequency, Dissemination of policy, reaction to and adoption of policy recommendations.

End-user engagement – Numbers of people engaged, frequency, results.

The programme has been delivered consistently since 2011, with revisions and changes as required (the material is reviewed annually).

I. FURTHER REFERENCES

Please provide further references about the initiative: publications, website, Twitter account etc.

www.craol.ie





7.17. IT – ITALY

Answers of the national expert to the questionnaire



Objective: The objective of this research is to provide mapping and description of the significant projects in promotion of media literacy in the EU-28 member states, since January 2010, of national or regional coverage.

The actors to be included in the mapping are:

- policy makers,
- public authorities,
- media regulatory authorities,
- audiovisual content providers,
- journalists associations,
- civil society.

To ensure a comprehensive picture is created of the media literacy projects that have been undertaken, and media literacy skills that have been promoted in each country, we ask that you consult with actors mentioned above (or the equivalent in your country) and include any relevant material from them.

The projects will be categorised according to the skills that they intend to develop and their target group and, if feasible, the outreach of each project.

Context: Media literacy is to be understood as an umbrella expression that includes all the technical, cognitive, social, civic and creative capacities that allow a citizen to access, have a critical understanding of the media and interact with it.

These capacities enable people to exercise critical thinking, while participating in the economic, social and cultural aspects of society and playing an active role in the democratic process. This concept covers all kind of media interactions (broadcasting, radio, press, the internet, social media) and addresses the needs of all ages.

Scope: This report will focus on media literacy projects relating to media services delivered on electronic communication networks, both linear and non-linear, and on information society services where pertinent. Press (including online), radio and off-line media will not be covered. Regional initiatives will be described separately where relevant.

In addition to the conventional media literacy themes of critical thinking, digital inclusion, online safety and the protection of minors, we are particularly interested in media literacy projects that:



- **Promote a healthy democracy:** Democracy, by definition, requires the participation of well-informed citizens. Citizens inform themselves through the media. Their relationship with the media needs to take place in a context of critical thinking. This furthermore requires certain knowledge of how the media works and how media messages are constructed.
- **Empower people in a changing and increasingly complex media landscape:** We are not only passive recipients of media content, but also content creators and media sources, for example through our involvement in social media. Moreover, we increasingly receive news through social media, rather than through traditional channels. This proliferation of sources brings a lot of new information, opportunities and potential innovation but also requires critical thinking and verification tools and awareness of how to manage our personal data and make informed choices about algorithms from digital platforms that accommodate the world to our taste.
- **Challenge radicalisation and hate speech online, and promote fundamental rights:** In a time when each citizen with a mobile connection to social media is a source of news and can contribute to "trending topics", media literacy includes taking up one's civic responsibility of contributing to a culture of inclusive tolerance and respect online and exercising critical thinking in relation to amplifying, debunking or challenging media content.

Actions related to school curricula are excluded from the mapping as they were mapped by the European Media Literacy Education Study (EMEDUS)⁴⁸².

Respondent information	
Name:	Maria Francesca Murru
Title and Organisation:	PhD Ricercatore a tempo determinato at Università Cattolica del Sacro Cuore, Milano.
Country:	Italy
Short biography:	Maria Francesca Murru, PhD, is lecturer in Sociology of Media and Communication at Università Cattolica di Milano, Faculty of Political and Social Sciences. Her research interests are focused on online public spheres and mediated civic participation and she is currently engaged in research projects dealing with mediated civic literacy and emergent publics. She has published in the field of media and audience research. E-mail: maria.murru@unicatt.it Recent publications include: "The performative role of hashtags in the politicization of Europe. 2014 European elections on Twitter", in I. Vobič, T. Deželan,

⁴⁸² <http://fr.slideshare.net/MediaLearning/ml-2012-the-emedus-european-media-literacy-education-study-by-jose-manuel-perez-tornero>



	<i>(R)evolutionizing Political Communication through Social Media</i> , IGI Global, Pennsylvania; with Giovanna Mascheroni, <i>Digital literacies and civic literacies: theoretical issues, research questions and methodological approaches</i> , «Croatian Journal for Journalism and Media», 20(2); with Carpentier, N., <i>The responsibility of knowledge. Critique and Social Relevance in Research on Communication and Culture</i> , «Comunicazioni Sociali», 3/2013.
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Section 1 – Background context

Question 1

Please list the main media literacy stakeholders in your country, and identify which sector they belong to (e.g. academia⁴⁸³, audiovisual content providers⁴⁸⁴, online platforms⁴⁸⁵, public authorities⁴⁸⁶, media regulatory authorities, civil society⁴⁸⁷).

Please indicate which stakeholders have a statutory responsibility around media literacy and which stakeholders have a non-statutory interest/engagement in media literacy activities.

Answer 1

I've considered here all the stakeholders who have promoted or supported projects on media literacy, even those projects which have been excluded from the sections 2 because of timeframe or scope.

Università Cattolica del Sacro Cuore - academia - non statutory

Università degli Studi Milano -Bicocca - academia - non statutory

Università di Padova - academia - non statutory

Università di Palermo - academia - non statutory

Università degli Studi di Firenze - academia - non statutory

⁴⁸³ Academic institutions, universities and third level education providers.

⁴⁸⁴ Audiovisual content providers include broadcasters and on-demand providers (both public service media and commercial media) and content providers for online, games and apps.

⁴⁸⁵ Online platforms includes the owners and operators of online platforms (such as social media websites and search engines).

⁴⁸⁶ Public authorities include government Ministries/departments, local authorities and councils, semi-State organisations, policy-makers.

⁴⁸⁷ Civil society includes foundations, not-for-profit organisations arts and cultural bodies, charities, think-tanks, communities of interest and community networks (sports, health, hobbies, religion).



Università Sapienza di Roma - academia - non statutory

Università degli Studi Suor Orsola Benincasa Napoli - academia - non statutory

Università di Bari - academia - non statutory

Università Pontificia Salesiana - academia - non statutory

MED, Associazione Italiana per L'Educazione ai Media e alla Comunicazione - civil society - statutory

Zaffiria - (local and regional) public authority - statutory

AgCom - Corecom - media regulatory authority - statutory (but focused on protections of minors or consumers, not explicitly focused on "media education")

Autorità Garante per l'Infanzia - regulatory authority - statutory (but focused on protections of minors, not explicitly focused on "media education")

Ministry of Education, University and Research - public authority - statutory (strong attention is paid to contemporary media, even if without an explicit delimitation of media education as autonomous disciplinary area; with the "National Plan for Digital Schools", the Ministry of Education has invested in promoting student's digital literacy and improving schools' technical equipment)

Agenzia per l'Agenda Digitale - public authority - statutory

Moige - Movimento Italiano Genitoria - civil society - non statutory

Fondazione Vodafone - telecommunications company - non statutory

Samsung - ICT company - non statutory

Google - online platforms - non statutory

Save the Children Italia - civil society - non statutory

Telefono Azzurro - civil society - non statutory

Fondazione Mondo Digitale - civil society - statutory

Istituto degli Innocenti Firenze - public authority - non statutory



RAI – audio-visual content provider -non statutory

Carta Di Roma – Journalist Association – non statutory

Question 2

What kind of networks do the media literacy stakeholders in your country engage with?

Please describe these networks and include how these networks function, who manages the networks and whether they operate at a local, national, European or International level.

Answer 2

Historically, the great part of the Media Literacy projects in Italy come out from the grassroots initiatives of academic research units, charities, non-governmental organizations which, in trying to fulfill their goals, are used to establish local networks involving institutions like Ministries and local institutions like CORECOM (regional bodies of AGCom, the independent regulatory authority for the Italian communications system).

The historical lack of institutional coordination has been balanced by a very lively community of academics and civil society organizations that support both an advanced theoretical debate and a regular experimentation of new practices.

A relevant activity of networking and coordination has been played by MED, the Italian Association of Media Education, a non-profit organization established in 1996 in Rome, which involves academics, media professionals and a number of teachers with the aim of promoting research, study, and experimentation in the field of Media Education, media studies, and pedagogy.



Amongst the main contributions from MED, the journal *Media Education. Studi, ricerche, buone pratiche* has acted as a reference for the network of Media Educators in Italy. Thanks also to the Summer School of Media Education, yearly held in Corvara since the beginning of the 1990s with the participations of academic scholars, teachers, media educators and professionals, MED has played a relevant role in creating a network of experts and in sharing and defining best practices in the field of media education.

In recent years, new networks are emerging thanks to the push of European funding. These networks are mainly linked to projects that explore, map and promote the new kinds of media competences that are required in the digital media environment. They often put together academia and NGOs with the sponsorship of local authorities.

Moreover, online platforms, online service providers, ICT and telecommunications companies have often acted as the promoters of initiatives of media literacy (specifically, digital literacy) with the collaboration of NGOs and/or educational institutions. These networks are established mainly at the local or regional level and this has a negative impact on the size of the target audiences, on the level of public awareness and also on the total budget invested in them. It is mainly for this reason that the relevance of many of the projects mapped in this report has been assessed in terms of the quality/originality of the approach/thematic focus. Notwithstanding the size which apparently is not particularly significant, they reveal trends of creative innovation at the local level.

The biggest project are those involving schools because the network of schools constitute the easiest way to reach wide and representative audiences of children and teenagers. But they have been excluded because of the selection criteria of the report.

A turning point in the recent history of media literacy initiatives in Italy has been represented by the establishment of the "Coalizione per le competenze digitali" - Coalition for the digital competences (<http://competenzedigitali.agid.gov.it/>). The Coalition has been established by the Agency for the Digital **of the Council of Ministers of the Italian Republic** - <http://www.agid.gov.it/> - within the European project "Grand Coalition for Digital Jobs".

The coalition acts as a national network between all the different bodies (private, public, civil society) that are currently engaged in the definition, the mapping and the enhancement of digital competences. It gives visibility to all the projects currently developed in the field and allows for the identification and dissemination of best practices.



Section 2 – The overview

Question 3

Using the grid below, please identify the 20 most significant media literacy projects which have been delivered in your country since 2010.

Please select the most appropriate category for the project type, the sectors responsible for the projects, the type of media literacy skills that were addressed in the project, as well as the reason of significance:

Project types	Sectors	Media literacy skills	Reason for significance
Research ⁴⁸⁸	Academia ⁴⁹⁵	Creativity ⁵⁰¹	The size of the target audience
Resources ⁴⁸⁹	Audiovisual content provider ⁴⁹⁶	Critical thinking ⁵⁰²	The total budget or cost of the project
Campaigns ⁴⁹⁰	Public authorities ⁴⁹⁷	Intercultural dialogue ⁵⁰³	The success of the project (outcomes / impact compared to objectives)
Provision of Funding ⁴⁹¹	Media regulatory authorities	Media use ⁵⁰⁴	The level of public awareness of the project
Networking platforms ⁴⁹²	Online platforms ⁴⁹⁸	Participation and interaction ⁵⁰⁵	The level of engagement by the target audience
Policy Development ⁴⁹³	Civil society ⁴⁹⁹	Other	Other
End-user engagement ⁴⁹⁴	Cross-sector collaboration ⁵⁰⁰		
Other	Other		

⁴⁸⁸ Significant qualitative or quantitative research on any aspect of media literacy which has been published and/or is widely used by the media literacy practitioners.

⁴⁸⁹ Resources include all the themed output related to a single media literacy initiative. It could include TV, and/or content published online, including information leaflets, video, audio, lesson plans, curriculum modules, websites etc.

⁴⁹⁰ Campaigns usually combine awareness-raising with a desired behaviour change. A Campaign will usually have a specific 'call to action' e.g. 'Don't share too much online' or 'Know how to check the truthfulness of online information'. Campaigns can be multi-stakeholder campaigns such as Safer Internet Day or cross-platform campaigns and can include promotion across TV/radio/online and/or other forms of public engagement.

⁴⁹¹ Including the provision of funding for media literacy activities delivered by third parties. Funding may be provided via grants, open competition and invitations to tender.

⁴⁹² Including conferences, seminars, meetings, online and offline forums, newsletters, databases.

⁴⁹³ Including consultations, published reports and recommendations.

⁴⁹⁴ End-user engagement includes grass-roots projects that provide support and information to end-users via face to face contact, phone contact or online contact.

⁴⁹⁵ Including Academic institutions, universities and third level education providers

⁴⁹⁶ Including broadcasters and on-demand providers (both public service media and commercial media) and content providers for online, games and apps.

⁴⁹⁷ Including government Ministries/departments, local authorities and councils, semi-State organisations, policy-makers.



Please classify the projects using either 'N' for National or 'R' for Regional, and their level of significance using a scale of 1 to 3, where 1 is most significant and 3 is least significant.

	Project Name	Project Type	Sector	Media Literacy skills	National or Regional	Years	Reason for significance	Level of significance (1 – 3)
1	Pane e Internet. In Rete è più facile http://www.paneeinternet.it/public/punti-pe	Resources - lessons; books; thematic videos on privacy and cyber-bullying	Cross-sector collaboration The promoter is the administrative region of Emilia Romagna. Within the framework of "European Digital Agenda", the Region has activated a partnership with many civil society organisations and academic departments,	Media Use Critical thinking (digital literacy)	N	2014 - 2017	Other the large number of stakeholders that are involved the widespread network through which services are distributed and made available to wide and cross-generational audiences	2
2	Wister - Women for	Networking platforms,	Civil society	Creativity	N	Since	the level of engagement by the target audience	2

⁴⁹⁸ Including the owners and operators of online platforms (such as social media websites and search engines).

⁴⁹⁹ Including foundations, not-for-profit organisations arts and cultural bodies, charities, think-tanks, communities of interest and community networks (sports, health, hobbies, religion).

⁵⁰⁰ Including projects involving a number of key stakeholders from different sectors. As an example, the model that Safer Internet Day is based on could be considered a cross-sector collaboration project.

⁵⁰¹ Creating, building and generating media content.

⁵⁰² Critical thinking skills such as: understanding how the media industry works and how media messages are constructed; questioning the motivations of content producers in order to make informed choices about content selection and use; recognising different types of media content and evaluating content for truthfulness, reliability and value for money; recognising and managing online security and safety risks.

⁵⁰³ Such as challenging radicalisation and hate speech.

⁵⁰⁴ The ability to search, find and navigate and use media content and services.

⁵⁰⁵ Interaction, engagement and participation in the economic, social, creative, cultural aspects of society through the media and promoting democratic participation and fundamental rights.



	Intelligent and Smart TERritories http://www.wi-ster.it/siamo-wister/	including conferences, meetings, newsletters		Critical thinking Participation and Interaction; namely, strategic use of digital media, oriented to career advancement and entrepreneurial innovation		2013	(the adoption of reasoned strategies to trigger active involvement of target audiences during events) Other - The connection of ICT and digital literacy with social and economic innovation	
3	Informatici senza frontiere http://www.informaticisenzafrontiere.org/cosa-facciamo/per-la-conoscenza/	Resources - courses of information/digital literacy	Civil society	Media use Interaction and participation	N	Since 2015	Other - their target audiences are 1) marginalised and poor social groups 2) hospitalized children. Digital and Information Literacy is conceived as means to promote social inclusion and civic engagement among these audiences	2
4	Officina dei Nuovi Lavori http://www.monodigitale.org/it/cosa-	Resources - courses	Cross-sector collaboration Namely, it has been promoted by a charity	Media use Creativity Participation and Interaction	R	2015 - 2017	Other: 1) the kind of media competences that are developed - interactive storytelling, game development, fab lab, augmented reality	1



	<u>facciamo/aree</u> = <u>intervento/imprenditoria-giovanile/lofficina-dei-nuovi-lavori</u>		(Fondazione Mondo digitale) and funded by an Online Service Provider (Google). Moreover, it has been supported by the Ministry of Education, University and Research, by the Administrative Region of Lazio and the Municipality of Rome. It has been sponsored by the Ministry of Job and Welfare Policy.	Critical Thinking			2) the kind of target audience: youngsters aged 15 - 29 years who don't study and don't have a job 3) the peculiar method intervention which has been developed by the charity - Mondo Digitale - which includes the assessment of achieved results and strategic resources for dissemination e public awareness of the project	
5	Insieme a Scuola di Internet <u>http://www.vodafone.it/portale/Vodafone-Italia/Fondazione/I-nostri-progetti/Insieme-a-scuola-di-internet</u>	Resources - courses of information/digital literacy	Cross-sector collaboration The charity of a mobile company (Fondazione Vodafone Italia) together with the Ministry of Education and the National Association of Italian Municipalities	Media Use	N	2014 - 2016	The size of the target audience - 205.000 elderly people	2



6	<p>Guggenheim Be Connected</p> <p>http://www.guggenheim-venice.it/membership/BeConnected.html</p>	Resources	<p>Civil Society</p> <p>Cultural institution - Guggenheim Museum in Venice.</p>	<p>Creativity</p> <p>Critical thinking</p>	R	2012-2013	<p>other: 1) The kind of creative skills that are taught to children, which reflect an emphasis on "media culture" rather than on the mere "media use" - e-g- the combination of material and digital creativity to create short movie 2) the multiplicity of resources addressing both children and their parents</p>	2
7	<p>Generazioni Connesse</p> <p>http://www.generazioniconnesse.it/index.php</p>	Campaigns	<p>Cross-sector collaboration</p> <p>Funded and coordinated by public authorities - European Commission within the program <i>The Connecting Europe Facility (CEF)</i> - <i>Safer Internet</i>, Italian Ministry of Education, University, Research - and realized</p>	Critical thinking	N	Since 2015	<p>The level of public awareness of the project</p>	1



			with the cooperation of many civil society associations and academic institutions					
8	L'odio non è un'opinione. Hate speech, giornalismo e migrazioni http://www.bricks-project.eu/wp/2016/04/hate-is-not-an-opinion-silencehate-in-italy/	Research	<p>Cross-sector collaboration between civil society and public authorities.</p> <p>It has been realized by COSPE- Cooperazione per lo sviluppo dei paesi emergent and co-funded by European Commission within the program "Fundamental Rights and Citizenship"</p>	<p>Critical thinking</p> <p>Intercultural dialogue</p>	N	2016	<p>The level of public awareness of the project</p> <p>(here is a list of journal articles dealing with the research: http://www.bricks-project.eu/wp/2016/04/hate-is-not-an-opinion-silencehate-in-italy/)</p>	1
9	BRICKS – Stop al razzismo online http://www.cospe.org/progetto/stop-al-razzismo-via-web/	Campaigns	Cross-sector collaboration	<p>Critical thinking</p> <p>Intercultural dialogue</p>	N	2014-2016	<p>The size of the target audience (700 youngsters aged 14-19)</p> <p>Other - the network of supporters and stakeholders involved in the activities (teachers, educators, web professionals, social media companies, activists in the field of</p>	1



							immigrations)	
10	Informato e Connesso http://www.giovaniliguria.it/progetti-regionali/informato-e-connesso-2.html	Campaigns	Cross-sector collaboration Funded by public authorities - administrative region of Liguria and realized by the cooperative no-profit I.So)	Creativity Critical thinking	R	2012 - 2015	The size of target audience (800 youngsters aged 16 to 29 years)	2
11	Happy OnLife https://ec.europa.eu/irc/en/scientific-tool/happy-onlife-game-raise-awareness-internet-risks-and-opportunities	resources	Public authority (Research centre of European commission- Centro Comune di Ricerca Istituto per la protezione e la sicurezza dei cittadini	Critical thinking Participation and Interaction	N	2015	The level of engagement by the target audience	1
12	Maker Kids http://events.europeanmakerweek.eu/events/view/428	Resources	Cross-sector collaboration (public authorities with civil society)	Creativity	R	29 May 2016	Other - the kind of skills that are taught: coding, robotics, gaming	2



			The event is part of the European Maker Week , an initiative promoted by European Commission and implemented by Maker Faire Rome in collaboration with Startup Europe. It's a celebration of makers and innovators all over Europe.					
13	E-engagement against violence http://eeav.drupalgardens.com/	Resources	Academia (with the financial support of the DAPHNE Programme of the European Union)	Critical thinking Intercultural dialogue	N (trans-national)	2013-2014	Other - the scientific quality of the research	1
14	Digital Capabilities and Social Capital http://competenzedigitali.agid.gov.it/progettto/digital-capabilities-	Research	Academia	All - digital literacy including different sub-dimensions (to be defined by the research)	N	Started in December 2015	Other - the scientific quality of the research, specifically the connection between digital literacy (intended as a combination of multidimensional competences) and social	1



	<u>and-social-capital</u>						capital	
15	Discorsi d'odio e social media http://www.prismproject.eu/wp-content/uploads/2016/03/progetto-PRISM-ok-print-2.pdf	Resources	Cross-sector collaboration Civil society with research institutes, foundations and the financial support from the "Fundamental Rights and Citizenship Programme of the European Union"	Critical thinking Intercultural dialogue Participation	N (trans-national)	2016	Other - the synergies between the research on hate speech online and the creation of educational toolkit aiming at increase awareness and resilience	2
16	Digital meet http://digitalmeet.it/	Networking platform	Cross-sector collaboration (mainly civil society organization, local institutions, enterprises, start-up-s)	Creativity	R	Since 2013	Other: synergies between digital/ICT literacy and social innovation	2
17	Scuola a Rete in Digital Cultural Heritage, Arts and Humanities	Networking platform	Cross-sector collaboration (universities, civil society, institutions)	Media use Creativity Participation and Interaction	N	4-10 aprile 2016	Other: the establishment of a connection between digital culture and culture heritage	1



	http://www.diculther.eu/accordo-di-rete/							
18	Leggerete http://www.bibliotecheromagna.it/main/index.php?id_pag=559	Networking platforms	Public authorities (public libraries)	Media use (reading through digital media - ebooks, apps, audiobooks)	R	January 2015 - June 2016	The size of the target audience: children, social groups suffering digital divide, students and teachers, museum professionals	2
19	Coderdojo Biella http://coderdojo.bilug.it/index.php	Resources Networking platforms	Civil society	Creativity (digital and ICT literacy: coding, programming language of free software)	R	Since 2015	Other: it addresses children aged 7 -13 years	2
20	Nonni su Internet http://www.mondodigitale.org/it/cosa-facciamo/aree-intervento/invocchimento-attivo	Resources	Cross-sector collaboration (civil society with the support of public institutions)	Media use	N	Since 2005	The size of the target audience (19.000 elderly individuals) The level of public awareness of the project	2



Section 3 – Project summaries

Question 4

From the projects you have highlighted in Question 3, please describe the five most significant⁵⁰⁶ media literacy projects that have taken place in your country since 2010.

Please use a separate form for each project. See the sample answer for help.

⁵⁰⁶ Significant can relate to:

- a) the size of the target audience and/or the reach of the project,
- b) the total budget or cost of the project
- c) the final outcomes / impact of the project
- d) the level of public awareness of the project
- e) the level of engagement by the target audience.



Answer 4 - Project 1

A. PROJECT NAME: Happy Onlife.

A game and toolkit to build and develop safety and knowledge on Internet use, overuse and abuse

B. CATEGORY AND DESCRIPTION OF PROJECT:

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an 'X':

Research	
Resources	X
Campaign	
Provision of Funding	
Networking Platforms	
Policy Development	
End-user engagement	
Other	

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

Happy Onlife is a toolkit, including a game, for children, parents and teachers, aimed at raising awareness of the risks and opportunities of internet and promoting the best online practices. It has been produced by the Joint Research Centre, the European Commission's in-house science service, within the *Project 572 – E-CIT*.



Happy Onlife aims has been conceived with the purpose of empowering teachers and parents in actively guiding children to become smarter, responsible, and respectful when using digital media. It presents key messages about children's use, overuse, and risks of misuse of digital technologies and provides simple and clear strategies of prevention, mediation or remediation.

The game is a board game - available in paper version and as online application - inspired by the traditional "Snakes and Ladder game", combined with quiz questions on the subject. Quiz questions on the use of internet, social networks, online-games are designed to prompt discussion and allow the moderator to drive the players towards a responsible and balanced way of using digital media. In addition to the game, the toolkit comprises a project booklet with a collection of 17 educational activities promoting shared experiences of the digital world among teachers, parents and children between 8 and 12 years.

Two elements make this project particularly relevant.

Firstly, the method followed by researchers in its ideation and implementation. They applied an "experimental and empirical approach" and the design of the game repeatedly undertook the elicitation, representation and validation steps. From the empirical research they conducted, it resulted that mediation between adults and children is fundamental and the intergenerational dialogue can allow children self-disclosure with adults of their online behaviours enhancing mutual knowledge on the online recommended guidelines and their actual practices.

During empirical interventions in primary and secondary schools researchers gathered information, comparisons and insights on different topics of online self-disclosure and privacy-protection. Happy Onlife has been conceived to encourage the intergenerational dialogue on privacy protection strategies, social network users' privacy, risk awareness, sharenting, individual and ambient intimacy and consequences of online misconducts. The toolkit has been developed following a user-centred design and participatory approaches to ensure appropriateness, relevance and evolution of the tools to user needs.

The validation phase has been conducted through a qualitative ad-hoc approach, which has included observations methods and focus groups amongst its tools. The major requirement needing validation was to verify the effectiveness of the Happy Onlife approach and tools in raising awareness against online risks, as well as empowering children, parents and teachers for a balanced, safe and responsible digital life. The validation has allowed to prove the effectiveness of the Happy Onlife approach in prompting discussion between generations and driving them towards a responsible and safe digital media use.

C. GEOGRAPHICAL REACH

Please indicate whether the project was of National or Regional significance.

National



D. TIMEFRAME AND BUDGET

Please include the duration of the project, the dates and, where possible, the annual and total budget and related sources of financing.

Timeframe of E-CIT project and Happy Onlife research: 2013-2016

Total Budget: 300.000 euro

Sources of financing: institutional budget of the JRC (European Commission)

E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

Please indicate the type of media literacy skills or capacities that were addressed in the project. For example:

- Media use:
 - The ability to search, find and navigate and use media content and services.
- Critical thinking skills such as:
 - Recognising and managing online security and safety risks.
- Participation and engagement skills such as:
 - Interaction, engagement and participation in the economic, social and cultural aspects of society through the media.
 - Promoting democratic participation and fundamental rights.

F. STAKEHOLDERS:

Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.

European Joint Research Centre (JRC) - Research Centre funded by public authority



G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible, please indicate also the size of the targeted audience.

Children between 8 and 12 years, their teachers, parents and educators.

H. OUTCOMES AND EVALUATION

Please outline (in approximately 300 words) the main results of the project. Some category-specific evaluation tools are outlined below to act as a guide for response and to provide a broad evaluation framework. However, we understand that each project will be different and evaluation methods may differ significantly.

For the dissemination and promotion of the Happy Onlife toolkit, JRC researchers participated to workshops, presentations, school open-days, infield awareness raising actions, exhibitions and international conferences.

After the SID event, the Happy Onlife toolkit was presented at a number of international conferences on emerging technologies for safer internet (2015 Safer Internet Forum, Luxembourg), media literacy (Digital Literacy: Policies, research and good practices, Padua), new media and society (CYBERSPACE 2015, Brno), children and digital technologies (2015 ECREA Children, Youth and Media Workshop, London).

The first dissemination results are deemed as positive by researchers: around 1000 kits requested or sent to 16 Italian regions and more than 550 downloads of the mobile app all over the world during the time frame of August – December 2015.

Infield experiences and participant observations conducted by researchers have demonstrated that Happy Onlife is effective in supporting active mediation, reverse child-to-adult mentoring, value-based discussion and knowledge transfer while sustaining intergenerational dialogue and awareness raising on digital media risks and opportunities. What was observed in terms of empowerment is the networking inception and build-up of a community with appropriation, adaption and promotion of the Happy Onlife resources among the entities directly or indirectly interacting with children (peers, family, educators). These attitudes and activities are considered as prerequisites to long term individual empowerment such as the rooting of ethical habits and behaviours in the use of ICT that.

I. FURTHER REFERENCES

Please provide further references about the initiative: publications, website, Twitter account etc.



<https://ec.europa.eu/jrc/en/scientific-tool/happy-onlife-game-raise-awareness-internet-risks-and-opportunities>

<https://ec.europa.eu/jrc/en/publication/empowering-children-and-adults-safe-and-responsible-use-ict-happy-onlife-experience-project-572-e>

Di Gioia, R., Gemo, M., Chaudron, S. (2016); Empowering children and adults for a safe and responsible use of ICT; EUR 27702 EN; doi:10.2788/942647.



Answer 4 - Project 2

A. PROJECT NAME: Officina Nuovi Lavori

B. CATEGORY AND DESCRIPTION OF PROJECT:

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an 'X':

Research	
Resources	X
Campaign	
Provision of Funding	
Networking Platforms	
Policy Development	
End-user engagement	
Other	

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

The project "Officina dei Nuovi Lavori" has been promoted by Google and Fondazione Mondo Digitale with the aim of enhancing digital skills and of offering educational opportunities to those youngsters who don't study and don't have a job.

The reasons for this project are identified in the gap between the aims of Europe 2020 and the current conditions of economic crisis and young unemployment in Italy. Fondazione Mondo Digitale explains why its educational offer is needed, by showing some statistic data which reveal social and economic problems of the Italian context:



- high percentage of non-completion schools: 18,2% when the EU average is around 13%
- more than 2 millions of NEET
- the lowest number of young graduated among all European countries (20,3%)
- high rates of unemployment among youngsters aged 15-24
- gender differences in rates of unemployment (more unemployed women than men)
- decreasing productivity of the work
- only the 1, 2% of GDP is invested in research and development
- low diffusion of lifelong learning

The expected results include: the proactive diffusion of a culture of social innovation, the development of life-skills (creativity, communication, responsibility), the increase of work and entrepreneurial opportunities, innovation rooted in local contexts, competitiveness for European funds.

The delivery of educational resources and teaching modules is face-to-face.

Workshops target youngsters aged from 15 to 29 years old and are focused on 4 thematic areas:

- fab lab: use of laser cut, 3D printing and all the tools that are typically used in a fablab
- video lab: video making with 3D animation and visual effects, analysis of 3D movies, focus on the professional resources that are required to create visual effect and 3D animation for movies, advertising and videogames
- game lab: game development and interactive storytelling, game genres and styles, focus on the professional skills that are involved in the production of games, coding and game development.
- immersive lab: immersive technologies and augmented reality, pre-production-production-prototyping-analysis of the final product.

Teaching methods include lectures, learning-by-doing, training, interactive classes, active engagement of the students. Moreover, all the students are guided in the production of a personal job-diary where they write down their strategies to find a job and the competences they have acquired during the project.



The reason of significance of this project are mainly three.

Firstly, the embedding of media skills - namely, creative skills related to the fields of interactive storytelling, game development, fab lab, augmented reality - within paths of professionalizing training.

Secondly, its targeted audiences which includes social groups that risk to stay on the disadvantaged side of the digital divide (in two years 10.000 youngsters have attended the courses).

Thirdly, the peculiar teaching method which has been developed by the charity Fondazione Mondo Digitale and which includes the assessment of achieved results and strategic resources for dissemination e public awareness of the project.

C. GEOGRAPHICAL REACH

Please indicate whether the project was of National or Regional significance.

National significance

The project has involved students coming from all regions of Italy.

D. TIMEFRAME AND BUDGET

Please include the duration of the project, the dates and, where possible, the annual and total budget and related sources of financing.

Timeframe: 2014-2016

Total budget: 500.000 \$

Sources of financing: Google

E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

Please indicate the type of media literacy skills or capacities that were addressed in the project. For example:



- Critical thinking skills such as:
 - Understanding how the media industry works and how media messages are constructed.
- Creative skills such as:
 - Creating, building and generating media content.
- Participation and engagement skills such as:
 - Interaction, engagement and participation in the economic, social and cultural aspects of society through the media.

F. STAKEHOLDERS:

Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.

The project "Officina dei Nuovi Lavori" has been entirely financed by Google and realized by Fondazione Mondo Digitale.

Moreover, other public stakeholders have sponsored it enhancing dissemination and public awareness of the initiative. These public stakeholders are: Ministry of the Welfare, Administrative Region of Lazio, Municipality of Rome

G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible, please indicate also the size of the targeted audience.

Age: 15 - 29

Socio-economic status: NEET

Location: the courses are delivered in Rome but there are not limitations related to the city/region of origin of students.

H. OUTCOMES AND EVALUATION

Please outline (in approximately 300 words) the main results of the project. Some category-specific evaluation tools are outlined below to act as a guide for response and to provide a broad evaluation framework. However, we understand that each project will be different and evaluation methods may differ



significantly.

Programmes of Resources – audience reached, online hits, shares, plays, downloads, circulation.

10.000 youngsters have attended the courses during 2014 and 2016.

The project has received great attention from media. Here is the rich press review:

www.mondodigitale.org/it/search/node/officina%20nuovi%20lavori%20rassegna%20stampa

I. FURTHER REFERENCES

Please provide further references about the initiative: publications, website, Twitter account etc.

www.innovationgym.org/progetti/lofficina-dei-nuovi-lavori/

www.mondodigitale.org/it/cosa-facciamo/aree-intervento/imprenditoria-giovanile/lofficina-dei-nuovi-lavori



Answer 4 - Project 3

A. **PROJECT NAME:** e-Engagement against violence

Tools for media and citizenship education

B. **CATEGORY AND DESCRIPTION OF PROJECT:**

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an 'X':

Research	
Resources	X
Campaign	
Provision of Funding	
Networking Platforms	
Policy Development	
End-user engagement	
Other	

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

The project e-Engagement Against Violence has been financed by the DAPHNE-programme 2012– 2014 and has involved seven European Countries (Austria, Belgium, Bulgaria, France, Italy, Slovenia and the United Kingdom). It combines research and provision of educational resources with the purpose of contrasting new right-wing populism and discrimination transmitted through digital media and social networks by promoting young people's awareness of violent media contents and empowering them through civic engagement, particularly through e-engagement based on media/digital literacy.



The e-EAV project was divided into four main phases: 1) mapping populism in Europe; 2) analysing populist communicative strategies; 3) e-engagement for participation; 4) teachers and educators' training about media literacy and racism/populism.

What matters here are the third and fourth phases during which learning tools for youngsters and teaching tools for teachers/educators were produced. The reasons of relevance of this project reside in the fruitful synergies that were created between the findings that emerged from the analytical part and the content used for the learning and teaching tools.

The motivations for the production of these resources lay in the shortage of educational contents and best practices, notwithstanding the strong emphasis that is currently put on the role that media education may play in building global citizenship and supporting intercultural dialogue.

The third phase ran from October 2013 to October 2014. Five media education modules against discrimination were designed and developed by focusing both on media analysis and production. The main topics were: information reception and production, Audio-visual Fiction and Ideologies, Video games and Citizenship, Political Communication and Propaganda, and Online Activism & Networking. The educational tools address students aged 14–19 with the aim of raising their awareness against discrimination, deconstructing populist hate speech towards the other and promoting young people's participatory skills. As a general approach, each activity starts with mobilising students' previous knowledge on the topic, pursues with exercises based on inquiry, case study, collaborative learning, project work etc., and ends with debriefing and self-evaluation.

The fourth phase ran from January 2014 to December 2014 and intended to train teachers and educators about media and citizenship education in order to contrast discrimination and disseminate the project's results. In addition, as a final outcome, the project intended to develop and promote a virtual community made up of young people and adults to fight against media violence and hate speech towards the "other".

Specific objectives were:

- to promote teachers and educators' awareness about the connections between media, populism and discrimination;
- to develop teachers' media literacy skills
- to increase teachers and educators' participation in the design and implementation of educational strategies against violence in the new digital media
- to train multiplier actors to amplify the impact of the project and expand the dissemination of its results.

These aims were pursued through the construction of an online learning platform designed and implemented to train teachers and educators around



Europe with specific focus on the role of media towards discrimination and populism. A survey was carried out to engage pilot users in the design of the online community and questionnaires were administered to gain teachers' feedback on the contents provided and the platform.

C. GEOGRAPHICAL REACH

Please indicate whether the project was of National or Regional significance.

National (European)

D. TIMEFRAME AND BUDGET

Please include the duration of the project, the dates and, where possible, the annual and total budget and related sources of financing.

Timeframe: 2013-2014

Source of financing: DAPHNE Programme of the European Union under grant JUST/2011/DAP/AG/3195.

E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

Please indicate the type of media literacy skills or capacities that were addressed in the project. For example:

- Critical thinking skills such as:
 - Recognising and managing online security and safety risks.
- Participation and engagement skills such as:
 - Promoting democratic participation and fundamental rights.
- Intercultural dialogue skills such as:
 - Including challenging radicalisation and hate speech online.

F. STAKEHOLDERS:

Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.

The Consortium was composed by members belonging to academic sectors:



University of Florence, Faculty of Education

Media Animation ASBL

New Bulgarian University, Centre for European Refugees, Migration and Ethnic Studies

University of Paris 8

University of Leicester

The Peace Institute

University of Vienna, Faculty of Social Science

G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible, please indicate also the size of the targeted audience.

The education tool produced by e-EAV project addresses youngsters aged 14–19.

H. OUTCOMES AND EVALUATION

Please outline (in approximately 300 words) the main results of the project. Some category-specific evaluation tools are outlined below to act as a guide for response and to provide a broad evaluation framework. However, we understand that each project will be different and evaluation methods may differ significantly.

Online resources: more than 200 teachers registered on the platform and more than 100 teachers actively participated in the training process.

Findings of the testing phase:

Learning tools

The flexible and varied nature of contents proved to be a successful feature. Another aspect that positively influenced students' learning was the pedagogical choice of engaging them with activities based on peer and experiential learning. On the one hand, through group work and discussions they were stimulated to reflect on their own experience, "to think aloud" around their own learning practices and develop critical thinking. On the other, simulations, role-play and gaming enabled them to reflect on the consequences of their behaviour in a safe environment and engage with ethical considerations relating to their actions.



Teaching tools

The platform was described by teachers and educators as interesting, useful, and worthwhile and with a variety of relevant activities and pertinent, well documented topics. Almost all teachers reported having enlarged their view on discrimination and media thanks to the self-training activity. The platform provided them with information, tips and tools in a ready-to-use format that was highly appreciated.

Dissemination of results

Books

Populism, Media and Education. Challenging discrimination in contemporary digital societies, **edited by Maria Ranieri. Routledge, 2016.**

E-Engagement Against Violence. Tools for Media and Citizenship Education, **edited by Maria Ranieri. 2015. Aracne.**

Conferences:

M. Ranieri (2016), The Rise of New (Online) Populism in Europe: Is There Room for (Media) Education, Media & Learning Conference, Brussels 9-11 marzo 2016.

M. Ranieri (2016), Engagement civique, participation politique et pratiques culturelles sur les réseaux sociaux dans les pays méditerranéens, Colloque Spring Arabe, Tunis 16-17 Février 2016.

M. Ranieri (2015), Cuestionado la discriminación desde la alfabetización mediática crítica. Hallazgos desde la investigación-acción en siete países europeos, Coloquio Internacional DIVERSIDAD MIGRATORIA E INTERCULTURALIDAD. DESAFIOS SOCIALES Y POLITICOS, Marie Curie Programme "GOVDIV", Buenos Aires, 9 December 2015.

M. Ranieri (2014), The Rise of New Online Populism Among Young People in Europe: Is there Room for (Media) Education?, Research Workshop at the European Conference of Educational Research (ECER2014), Porto, 5 Settembre, 2014.

I. FURTHER REFERENCES

Please provide further references about the initiative: publications, website, Twitter account etc.

www.engagementproject.eu/



Answer 4 - Project 4

A. **PROJECT NAME:** Generazioni Connesse. Safer Internet Center Italia

B. **CATEGORY AND DESCRIPTION OF PROJECT:**

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an 'X':

Research	
Resources	
Campaign	X
Provision of Funding	
Networking Platforms	
Policy Development	
End-user engagement	
Other	

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

The project "Generazioni Connesse - Connected Generations" (Safer Internet Center Italy II) is co-funded by the European Commission within the program "The Connecting Europe Facility" (CEF) - Safer Internet, whose aim is to ensure a safer Internet and to promote a positive and conscious usage of digital media.

The project is coordinated by MIUR - Ministry of Education, University and Research, in partnership with the Ministry of Interior-Postal and Communications Police, the Authority for childhood and adolescence, Save the Children, Telefono Azzurro, Università degli Studi di Firenze, Università degli Studi di Roma "La Sapienza", Skuola.net, Cooperative E.D.I. and Movimento Difesa del Cittadino.



The project is supported by a national "Advisory board" involving institutions, ICT companies and mobile companies, associations, as relevant actors in the synergic cooperation among stakeholders for the prevention of online risks and the promotion of a safer internet.

The project is developed through the following activities:

- 1) a wide-spectrum campaign aimed at increasing public awareness, through traditional and online media to be realized by all the partners and supported by all the members involved in the Advisory Board
- 2) educational activities targeted at school communities (teachers, students, parents and educators)
- 3) online availability of educational resources and tools
- 4) an educational itinerant campaign, named "Una vita da social", carried out by the State Police through a truck which has visited 55 Italian towns: <http://www.poliziadistato.it/articolo/37189/>
- 5) the HelpLine of Telefono Azzurro, which offers support to children, parents and teenagers who have had negative online experiences
- 6) two Hotlines managed respectively by Telefono Azzurro and Save the Children through which online users can signal paedo-pornographic content

The educational resources that are available online - at www.generazioniconnesse.it/index.php - are organized according to the target audience they address: school, parents, children and teenagers.

In the area dedicated to parents, all the online risks are well-explained and combined with clear suggestions concerning how to support and orient children in their online experiences. In the areas dedicated to children and teenagers, all the online risks are explained through a clear and accessible language, many examples and several metaphors are provided to clarify what should be done in order to recognise risks and to increase one's resilience.

Within the educational itinerant campaign "Una vita da social", the truck has been prepared as a multimedia space animated by experts of the Postal and Communication Police. By stopping in the central squares of several Italian towns, the truck addresses all the citizens who are potentially interested in the issues of online safety. In the biggest cities ((Torino, Milano, Padova, Ravenna, Firenze, Perugia, Roma, Bari, Palermo e Cagliari) the truck has hosted theatre performances on bullying, accompanied by several interventions by experts on how to cope with this specific risk. The map available at this link - www.poliziadistato.it/articolo/37189/ - allow to discover all the initiatives that have been carried out in each stop-over.

The project "Generazioni Connesse" acts also as a networking platform for the organization of meetings and conferences, as the Safer Internet Day and many other meetings all over Italy.



The project is one of the most significant for two main reasons:

- 1) the large and variegated partnership that supports it; the cooperation between the consortium and the advisory board is extremely effective in that it provides a local network of support to all the initiatives.
- 2) the large number of initiatives undertaken which allow to engage with a wide audience across the entire national area

C. GEOGRAPHICAL REACH

Please indicate whether the project was of National or Regional significance.

National

D. TIMEFRAME AND BUDGET

Please include the duration of the project, the dates and, where possible, the annual and total budget and related sources of financing.

Dates: 2014 - 2015 (Previous edition: 2012 - 2014)

Budget: 1.267.294

E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

Please indicate the type of media literacy skills or capacities that were addressed in the project. For example:

- Critical thinking skills such as:
 - Recognising and managing online security and safety risks.

F. STAKEHOLDERS:

Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.

The project has been co-funded by the European Commission within the program "The Connecting Europe Facility" (CEF) - Safer Internet and by all the members of the consortium.

Consortium:



Coordinator of the project: MIUR - Ministry of Education, University and Research - public authority

Partners:

Ministry of Interior-Postal and Communications Police - public authority

Authority for childhood and adolescence - public authority

Save the Children - civil society

Telefono Azzurro - civil society

Università degli Studi di Firenze - civil society

Università degli Studi di Roma "La Sapienza" - academia

Skuola.net - online journal

Cooperative E.D.I - cooperative

Movimento Difesa del Cittadino - civil society

Advisory board:

The role played by the advisory board is that of endorsing at the local level all the activities launched by the Consortium.

Agenzia Dire - press agency

Associazione Cuore e Parole Onlus - civil society

Autorità per le Garanzie nelle Comunicazioni - regulatory authority

Autorità Garante per la Protezione dei Dati Personali - regulatory authority

A.O. Fatebenefratelli e Oftalmico di Milano - public authority

MISE - Ministry of Economic Development - public authority

Comitato Media e Minori - public authority

Consiglio Nazionale Ordine Assistenti Sociali - professional association

Consiglio Nazionale Utenti - civil society



Corecom - public authority
 Facebook - online platform
 Fastweb - ICT company
 Forum Nazionale delle Associazioni dei Genitori - civil society
 Forum Nazionale delle Associazioni degli Studenti - civil society
 Google - online platform
 Kaspersky lab - software security group
 H3G - TLC company
 HP Italia - ICT company
 Mediaset - audiovisual content provider
 MTV - audiovisual content provider
 OSSCOM- Centro di Ricerca sui media e la Comunicazione - academia
 Poste Italiane - public authority
 SKY - audiovisual content provider
 Telecom Italia - telecommunication company
 UNICEF Italia - civil society
 Vodafone Italia - TLC company
 Wind - TLC company

G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

The target audience include: children and youngsters 6 - 25 years old, teachers, educators, parents and all the stakeholders who are interested in the project.



H. OUTCOMES AND EVALUATION

Please outline (in approximately 300 words) the main results of the project. Some category-specific evaluation tools are outlined below to act as a guide for response and to provide a broad evaluation framework. However, we understand that each project will be different and evaluation methods may differ significantly.

Campaigns – Levels of awareness and participation. Attitudinal and/or behavioural changes. Measuring audience reach/distribution, levels of awareness and participation, audience engagement via online/face to face methods etc. Qualitative results could include testimonials etc. Please include the frequency of measurement/evaluation.

Online campaigns:

- visualizations of posts: 224.000
- visualizations of videos: 933.000
- reached audience: 5.337.000
- visualizations of editorial content: 200.000

A report on the social impact of the various activities is currently being prepared.

I. FURTHER REFERENCES

Please provide further references about the initiative: publications, website, Twitter account etc.

www.generazioniconnesse.it/index.php

www.poliziadistato.it/articolo/37189/



Answer 4 - Project 5

A. PROJECT NAME: Discorsi d'odio e Social Media

Criticità, strategie e pratiche d'intervento.

Project PRISM. Preventing, Inhibiting and Redressing Hate Speech in New Media

B. CATEGORY AND DESCRIPTION OF PROJECT:

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an 'X':

Research	X
Resources	X
Campaign	X
Provision of Funding	
Networking Platforms	
Policy Development	
End-user engagement	
Other	

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

This project has been conducted by the Italian unit of the European project PRISM - Preventing, Redressing and Inhibiting Hate Speech in New Media, co-



funded by the European program "Fundamental Rights & Citizenship" of European Union.

The Italian unit consists of a partnership between civil society associations and research institutions (see below for the full list).

The project aims at exploring the phenomenon of online hate speech, at analysing the European legislative frame and at identifying a set of best practices against online hate speech that can be activated both in the educational and journalistic field.

The project combines research, educational modules addressing legal experts, journalists, youngsters and teachers, and awareness campaigns with the purpose of enriching knowledge about the consequences of hate speech and of enhancing tools against discrimination and online violence.

The educational toolkit has been conceived as an instrument for the work of teachers and educators who aim at helping students to become more aware of their language usage and of communication through internet and social media. It's a practical guide that can be helpful for the organization of workshops targeted at young people (aged 14 - 24 years). The educational instruments that are offered put their analytical emphasis mainly on two aspects of online hate speech. Firstly, they show to youngsters how many fabrications circulate in the web and how much distorted is the representation of reality they offer. Secondly, they point at the out-of-hand speed through which discriminations, racism and prejudices can be spread online with harmful consequences on victims and on the widest social context.

Here are the educational tasks of the toolkit as described by authors:

- 1) to increase young people's awareness about the widespread diffusion of online hate speech
- 2) to reduce the tolerance towards discriminatory discourses
- 3) to promote a proactive and fair use of the web and social media+
- 4) to stimulate a counter-narrative that could act against racisms, prejudices and intolerance

The toolkit has been conceived to support workshops with around 20 people, structured in five meetings lasting no more than 2 hours and focused on the following topics:

- 1) which types of racisms are most common in our societies
- 2) how to develop empathy with disadvantaged people



3) how does the web work: from consumers to producers of content

4) what is hate speech, which media discourses trigger hate speech, how it can be differentiated by racism

5) what we can do in order to stop online hate speech?

The teaching method gives priority to the analysis of data and objective representations of the focused phenomenon. Moreover, the analysis is supported by an extensive usage of video, case studies and games. More generally, the educational principle which guides all the activities proposed by the toolkit is that the development of critical thinking and analytical capacities is the essential kick-off for the acquisition of a proactive attitude against online hate speech.

The final purpose is not only the development of critical thinking in order to warrant self-security and to manage safety risks. What is pursued is the acquirement of a proactive attitude towards a constructive and fair usage of the web. The researchers suggest that the weakening of the online hate speech phenomenon can be possible only if discriminatory discourses come to be widely conceived as social taboos; they also affirm that this turn in social perception can only happen through a extraordinary efforts and a very long cultural process.

C. GEOGRAPHICAL REACH

Please indicate whether the project was of National or Regional significance.

National

The educational resources are in Italian and have circulated in a national context.

However the project is European in its scope and the other European partners are: University of Barcelona, the United Nations Interregional Crime and Justice Research Institute, La Ligue de l'enseignement, SOS Racismo Gipuzkoa, ROTA, Fundatia Dezvoltarea Popoarelor and UNAR.

D. TIMEFRAME AND BUDGET

Please include the duration of the project, the dates and, where possible, the annual and total budget and related sources of financing.

Duration of the project: 1 December 2014 - 30 May 2015



Total budget of the Prism Project: 790.000 euro

E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

Please indicate the type of media literacy skills or capacities that were addressed in the project. For example:

- Critical thinking skills such as:
 - Recognising and managing online security and safety risks.
- Participation and engagement skills such as:
 - Promoting democratic participation and fundamental rights.
- Intercultural dialogue skills such as:
 - Including challenging radicalisation and hate speech online.

F. STAKEHOLDERS:

Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.

European Union, Fundamental Rights & Citizenship program - public authority - source of financing

Arci - civil society organisation - general coordinator

Ufficio Nazionale Antidiscriminazioni Razziali - public authority - active supporter of dissemination processes

Istituto di Studi Giuridici Internazionali del CNR - academia – has collaborated to the research on the legal framework

Fondazione di ricerche ANCI-Cittalia - Research Institute - has implemented the national survey on online hate speech–

Associazione Carta di Roma - civil society – in charge of the organization of workshops addressing journalists

Twitter - online platforms - sponsor of the awareness campaigns through a bonus of 5000 \$ for the dissemination of social advertising through the platform

Facebook - online platforms - sponsor of the awareness campaigns through a bonus of 5000 \$ for the dissemination of social advertising through the platform



G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible, please indicate also the size of the targeted audience.

Target of the entire project:

law enforcement agency

legal experts

journalists

bloggers

social media managers

young people

teachers/educators

The toolkit described at the point B addresses teachers/educators working with youngsters aged 14-24

H. OUTCOMES AND EVALUATION

Please outline (in approximately 300 words) the main results of the project. Some category-specific evaluation tools are outlined below to act as a guide for response and to provide a broad evaluation framework. However, we understand that each project will be different and evaluation methods may differ significantly.

Programmes of Resources – audience reached, online hits, shares, plays, downloads, circulation.

A report on audience reached, online hits, downloads, circulation is in preparation at the moment. It will be ready by the end of July.

I. FURTHER REFERENCES

Please provide further references about the initiative: publications, website, Twitter account etc.



www.prismproject.eu (Official website of the project, where all the project's publications can be downloaded)

www.facebook.com/PRISM-Project-Against-racism-and-hate-speech-online-1625769954309569/timeline

https://twitter.com/prism_eu

www.arciroma.it/2016/03/le-parole-uccidono-arci-roma-sostiene-campagna-contro-lhate-speech-contro-lodio-sul-web/



7.18. LT – LITHUANIA

Answers of the national expert to the questionnaire



Objective: The objective of this research is to provide mapping and description of the significant projects in promotion of media literacy in the EU-28 member states, since January 2010, of national or regional coverage.

The actors to be included in the mapping are:

- A. policy makers,
- B. public authorities,
- C. media regulatory authorities,
- D. audiovisual content providers,
- E. journalists associations,
- F. civil society.

To ensure a comprehensive picture is created of the media literacy projects that have been undertaken, and media literacy skills that have been promoted in each country, we ask that you consult with actors mentioned above (or the equivalent in your country) and include any relevant material from them.

The projects will be categorised according to the skills that they intend to develop and their target group and, if feasible, the outreach of each project.

Context: Media literacy is to be understood as an umbrella expression that includes all the technical, cognitive, social, civic and creative capacities that allow a citizen to access, have a critical understanding of the media and interact with it.

These capacities enable people to exercise critical thinking, while participating in the economic, social and cultural aspects of society and playing an active role in the democratic process. This concept covers all kind of media interactions (broadcasting, radio, press, the internet, social media) and addresses the needs of all ages.

Scope: This report will focus on media literacy projects relating to media services delivered on electronic communication networks, both linear and non-linear, and on information society services where pertinent. Press (including online), radio and off-line media will not be covered. Regional initiatives will be described separately where relevant.

In addition to the conventional media literacy themes of critical thinking, digital inclusion, online safety and the protection of minors, we are particularly interested in media literacy projects that:



8. **Promote a healthy democracy:** Democracy, by definition, requires the participation of well-informed citizens. Citizens inform themselves through the media. Their relationship with the media needs to take place in a context of critical thinking. This furthermore requires certain knowledge of how the media works and how media messages are constructed.
9. **Empower people in a changing and increasingly complex media landscape:** We are not only passive recipients of media content, but also content creators and media sources, for example through our involvement in social media. Moreover, we increasingly receive news through social media, rather than through traditional channels. This proliferation of sources brings a lot of new information, opportunities and potential innovation but also requires critical thinking and verification tools and awareness of how to manage our personal data and make informed choices about algorithms from digital platforms that accommodate the world to our taste.
10. **Challenge radicalisation and hate speech online, and promote fundamental rights:** In a time when each citizen with a mobile connection to social media is a source of news and can contribute to "trending topics", media literacy includes taking up one's civic responsibility of contributing to a culture of inclusive tolerance and respect online and exercising critical thinking in relation to amplifying, debunking or challenging media content.

Actions related to school curricula are excluded from the mapping as they were mapped by the European Media Literacy Education Study (EMEDUS)⁵⁰⁷.

Respondent information	
Name:	Kristina Juraite
Title and Organisation:	Vytautas Magnus University
Country:	Lithuania
Short biography:	Kristina Juraitė, Ph.D., professor and chair of the Department of Public Communication at Vytautas Magnus University in Kaunas, Lithuania. Her research interests include post-Soviet media and democratization, media literacy, cultural communication and participation, media discourses and visual culture. She is a member of the national expert group on news media literacy in Lithuania. She has been reporting on media literacy in Lithuania for different international institutions

⁵⁰⁷ <http://fr.slideshare.net/MediaLearning/ml-2012-the-emedus-european-media-literacy-education-study-by-jose-manuel-perez-tornero>



	and networks. Her research is extensively published nationally and internationally. The most recent publications include a co-edited book entitled <i>Communicating Culture: Institutions, Strategies, Audiences (2015)</i> , and a co-authored research paper 'Mapping the Role of Actors in MIL: Comparative Media Systems Perspective' to be published in <i>Public Policies in Media and Information Literacy in Europe: Cross-country Comparisons</i> .
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Section 1 – Background context

Question 1

Please list the main media literacy stakeholders in your country, and identify which sector they belong to (e.g. academia⁵⁰⁸, audiovisual content providers⁵⁰⁹, online platforms⁵¹⁰, public authorities⁵¹¹, media regulatory authorities, civil society⁵¹²).

Please indicate which stakeholders have a statutory responsibility around media literacy and which stakeholders have a non-statutory interest/engagement in media literacy activities.

Answer 1

During the last 5 years, we can witness a growing interest in media literacy (ML) among different stakeholders in Lithuania, including policy makers, education sector, civil society, media regulatory authorities, private sector and media industry. In the Lithuania's Progress Strategy 2030, adopted by the Lithuanian Parliament in 2012, which provides with a national vision, priorities and guidelines for future development of the country, ML education is underlined as an important premise for the development of a vibrant public sphere, responsible media, as well as democratic and sustainable society. Despite general agreement on the importance of ML in the media-engaged world, national policy measures with regard to ML education are still missing (there is no media education curriculum adopted and implemented on the national level). However, due to the international policies, especially EU policies and recommendations, the first steps have been taken in integrating ML into the high school curriculum, both formal and informal education. On the other hand, a number of ML initiatives have been undertaken by different stakeholders, including high schools, civil society, private sector and academia.

The main actors involved in ML activities across the country have been listed below according to the sectors they are representing. Stakeholders with a statutory responsibility in ML education have been marked in bold.

⁵⁰⁸ Academic institutions, universities and third level education providers.

⁵⁰⁹ Audiovisual content providers include broadcasters and on-demand providers (both public service media and commercial media) and content providers for online, games and apps.

⁵¹⁰ Online platforms includes the owners and operators of online platforms (such as social media websites and search engines).

⁵¹¹ Public authorities include government Ministries/departments, local authorities and councils, semi-State organisations, policy-makers.

⁵¹² Civil society includes foundations, not-for-profit organisations arts and cultural bodies, charities, think-tanks, communities of interest and community networks (sports, health, hobbies, religion).



Academia:

Vilnius University, Vytautas Magnus University, Kaunas University of Technology and Mykolas Romeris University are leading universities that are involved in ML awareness raising projects and research activities, both on the national and international levels.

Audiovisual content providers:

Among the audiovisual content providers, the media outlets haven't been that active in ML campaigns, except for Lithuanian National Radio and Television (public service media), 'Bernardinai.TV', and 'Žinių radijas' (News radio station). However, there are quite a few film, video games, software and apps production companies more actively engaged in ML promotion activities, eg. 'Gaming DNA' producing online videos on computer and video games or 'Science Soup', which is a program on science and innovations for young audience.

Online platforms:

First, the most popular online news portals, including '15min.lt' and 'Delfi.lt' should be mentioned, as they have initiated or have been part of several ML projects, such as newsletter project on current news for high schools to promote better understanding of news and current affairs among young people. Other online platforms and blogs, such as "Bernardinai.lt" (Catholic online news platform), Gzi.lt (good media initiative), 'Žurnalistikos laboratorija' (Journalism Laboratory), Media4change.co/lt are to provide a public platform for media monitoring and analysis offered by media professionals and academics. There are other online platforms to provide with educational resources on ML, including 'Ugdymo sodas' sodas.ugdome.lt developed by the Education Development Centre, Draugiskasinternetas.lt (national online platform of the project 'Safer Internet') or kaipsuprastimedijas.lt being developed by Vytautas Magnus University researchers.

Public authorities:

Ministry of Education and Science, Education Development Centre (affiliated with the Ministry of Education and Science), **Ministry of Culture, Lithuanian Council for Culture**, Inspector of Children Rights Protection, Committee of Information Society Development, Office of the Equal Opportunities Ombudsperson, State Consumer Rights Protection Authority. Stakeholders with a statutory responsibility in ML education are marked in bold.

Media regulatory authorities:



Radio and Television Commission of Lithuania, **Inspector of Journalists' Ethics, Lithuanian Film Center, Association for Public Information Ethics** (media self-regulation authority), Press, Radio and Television Fund. Stakeholders with a statutory responsibility in ML education are marked in bold.

Civil society:

There are a number of different NGOs and associations involved in different ML related activities, including National Institute for Social Integration, Lithuanian Union of Journalists, Transparency International Lithuania, Human Rights Center, Youth Line, Youth Career Center, Lithuanian Parents Forum, 'Arts Hive', film festivals, International Photography Festival 'Kaunas Photo', 'Infobalt' Association, Lithuanian Game Developers Association, etc.

Private sector:

Publishers, communication service providers, IT companies have taken their role in promoting ML and implementing and supporting different projects.

Public sector:

Public libraries and high schools are among the most active stakeholders promoting ML around the country. Also, cinema centers, museums, galleries and other cultural establishments should be mentioned here.

International organizations:

Nordic Council of Ministers, Creative Europe, Erasmus+, other EU programs and funding schemes are important actors for advancement of ML in Lithuania. Embassies and international foundations, such as Bill and Melinda Foundation have been actively contributing to ML education in the country.

Such a diversification of actors and stakeholders requires a clear vision and long-term strategy for ML education on the national level, which is missing at the moment. There is a lack of coordination by bringing together different stakeholders and promoting sustainable partnerships among different sectors. Instead, a protective and reactive approach has been dominating at the national institutional level, while existing practices of cooperation and advocacy actions for ML have been quite ephemeral, sporadic and still undeveloped.



Question 2

What kind of networks do the media literacy stakeholders in your country engage with?

Please describe these networks and include how these networks function, who manages the networks and whether they operate at a local, national, European or International level.

Answer 2

ML actors and stakeholders taking part in ML projects and activities have been engaged in different networks on the local, national, European and international level. Among the local networks different civil society and community-based projects could be mentioned as examples, including different ML trainings, workshops and awareness-raising campaigns organized by NGOs and other stakeholders. However, this kind of networks usually are lacking financial and other resources to continue their activities in the long run.

There have been a number of different national networks successfully engaged in ML activities, to mention just a few: 'Learning from Film' (film literacy-based educational program for high schools), 'GameOn' (gaming culture festival), 'Safe Internet Lithuania', 'Media4Change' (national movement for highest standards in journalism), news literacy research project NEWSLIT, etc. Most of the projects have been described in more detail in Question 4. However, the main risks the national networks are facing with are lack of sustainability, coordination and resources in the long run, as most of civil society organizations and academic institutions are implementing ML activities on the project basis. For instance, a successful project 'Learning from Film' was terminated after the end of the project.

International institutions including European Commission, Council of Europe, UNESCO, Nordic Council of Ministers, also different EU funding schemes, such as Creative Europe, Erasmus+ and other have been playing a major role in ML awareness raising, research, development of educational policies and promotion of good practice. Media and Information Literacy Education Project coordinated by the Lithuanian Office of the Nordic Council of Ministers is such an example of successful collaboration between national and international partners, mainly Nordic countries. More information about the project is available in the Question 4. **Multinational research project 'EU Kids Online' is another example.** Embassies and international foundations, such as Bill and Melinda Foundation, also have been actively contributing to ML education in the country through Library for Innovation initiative providing funding opportunities for public libraries to implement different activities, including interactive workshops, creative laboratories and other educational initiatives to improve digital literacies of children, young people, disabled and seniors.



Section 2 – The overview

Question 3

Using the grid below, please identify the 20 most significant media literacy projects which have been delivered in your country since 2010.

Please select the most appropriate category for the project type, the sectors responsible for the projects, the type of media literacy skills that were addressed in the project, as well as the reason of significance:

Project types	Sectors	Media literacy skills	Reason for significance
Research ⁵¹³	Academia ⁵²⁰	Creativity ⁵²⁶	The size of the target audience
Resources ⁵¹⁴	Audiovisual content provider ⁵²¹	Critical thinking ⁵²⁷	The total budget or cost of the project
Campaigns ⁵¹⁵	Public authorities ⁵²²	Intercultural dialogue ⁵²⁸	The success of the project (outcomes / impact compared to objectives)
Provision of Funding ⁵¹⁶	Media regulatory authorities	Media use ⁵²⁹	The level of public awareness of the project
Networking platforms ⁵¹⁷	Online platforms ⁵²³	Participation and interaction ⁵³⁰	The level of engagement by the target audience
Policy Development ⁵¹⁸	Civil society ⁵²⁴	Other	Other
End-user engagement ⁵¹⁹	Cross-sector collaboration ⁵²⁵		
Other	Other		

⁵¹³ Significant qualitative or quantitative research on any aspect of media literacy which has been published and/or is widely used by the media literacy practitioners.

⁵¹⁴ Resources include all the themed output related to a single media literacy initiative. It could include TV, and/or content published online, including information leaflets, video, audio, lesson plans, curriculum modules, websites etc.

⁵¹⁵ Campaigns usually combine awareness-raising with a desired behaviour change. A Campaign will usually have a specific 'call to action' e.g. 'Don't share too much online' or 'Know how to check the truthfulness of online information'. Campaigns can be multi-stakeholder campaigns such as Safer Internet Day or cross-platform campaigns and can include promotion across TV/radio/online and/or other forms of public engagement.

⁵¹⁶ Including the provision of funding for media literacy activities delivered by third parties. Funding may be provided via grants, open competition and invitations to tender.

⁵¹⁷ Including conferences, seminars, meetings, online and offline forums, newsletters, databases.

⁵¹⁸ Including consultations, published reports and recommendations.

⁵¹⁹ End-user engagement includes grass-roots projects that provide support and information to end-users via face to face contact, phone contact or online contact.

⁵²⁰ Including Academic institutions, universities and third level education providers

⁵²¹ Including broadcasters and on-demand providers (both public service media and commercial media) and content providers for online, games and apps.

⁵²² Including government Ministries/departments, local authorities and councils, semi-State organisations, policy-makers.



Please classify the projects using either 'N' for National or 'R' for Regional, and their level of significance using a scale of 1 to 3, where 1 is most significant and 3 is least significant.								
	Project Name	Project Type	Sector	Media Literacy skills	National or Regional	Years	Reason for significance	Level of significance (1 – 3)
1	Media and Information Literacy Education Project	Policy development	Cross-sector collaboration	Media use; Critical thinking	N	2014-2015	The level of engagement by the target audience (62 high schools in Lithuania involved)	1
2	Media4Change	Campaigns;	Cross-sector collaboration	Intercultural dialogue	N	since 2011	The success of the project (outcomes / impact compared to objectives)	1
3	GameOn	Campaigns	Cross-sector collaboration	Media use	N	2015	The level of engagement by the target audience	1

⁵²³ Including the owners and operators of online platforms (such as social media websites and search engines).

⁵²⁴ Including foundations, not-for-profit organisations arts and cultural bodies, charities, think-tanks, communities of interest and community networks (sports, health, hobbies, religion).

⁵²⁵ Including projects involving a number of key stakeholders from different sectors. As an example, the model that Safer Internet Day is based on could be considered a cross-sector collaboration project.

⁵²⁶ Creating, building and generating media content.

⁵²⁷ Critical thinking skills such as: understanding how the media industry works and how media messages are constructed; questioning the motivations of content producers in order to make informed choices about content selection and use; recognising different types of media content and evaluating content for truthfulness, reliability and value for money; recognising and managing online security and safety risks.

⁵²⁸ Such as challenging radicalisation and hate speech.

⁵²⁹ The ability to search, find and navigate and use media content and services.

⁵³⁰ Interaction, engagement and participation in the economic, social, creative, cultural aspects of society through the media and promoting democratic participation and fundamental rights.



4	Safer Internet	Campaigns	Cross-sector collaboration	Media use	N	since 2005	The success of the project (outcomes / impact compared to objectives)	1
5	Learning from Film	Resources;	Cross-sector collaboration	Critical thinking; Creativity	N	2011-2013	The level of engagement by the target audience	1
6	Gaming DNA	Resources	Audiovisual content providers	Media use	N	since 2014	The size of the target audience	2
7	Media Literacy Laboratory	End-user engagement	Cross-sector collaboration	Media use; Critical thinking; Participation and interaction	N	2015-2016	The level of engagement by the target audience	2
8	Media Literacy (Bernardinai.TV)	Resources	Audiovisual content provider	Critical thinking	N	2014-2015	The size of the target audience	2
9	Training Programme for Socially Responsible Young Journalists	End-user engagement	Civil society	Intercultural dialogue	N	2009-2015	The level of engagement by the target audience	1
10	Newsletter on News. What Do You Think?	Resources	Cross-sector collaboration	Critical thinking	N	2015-2016	The size of the target audience	2



11	Libraries for Innovation	Provision of funding	Cross-sector collaboration	Media use; Creativity; Participation and interaction	N	since 2008	The success of the project (outcomes / impact compared to objectives)	1
12	Bullying/Online Bullying and its Prevention	End-user engagement	Other (high schools)	Critical thinking	International	2015-2018	The level of engagement by the target audience	3
13	Cinema in my School	Resources	Civil society	Critical thinking	N	2005-2012	The size of the target audience	1
14	Skalvija Film Academy	End-user engagement	Audiovisual content provider	Creativity	R	since 2012	The size of the target audience	3
15	Science Soup (TV program in science education for youth)	Resources	Audiovisual content provider	Critical thinking	N	since 2011	The size of the target audience	1
16	News Literacy Education: How to Understand Media (NEWSLIT)	Research;	Academia	Media use; Critical thinking; Participation and interaction	N	2015-2016	The level of engagement by the target audience	1
17	Kaunas Photo Photography Workshops "Block Neighbourhood"	End-user engagement	Civil society	Creativity	R	2016	The size of the target audience	3



18	Inconvenient Films: Human Rights Film Festival	Campaigns	Civil society	Intercultural dialogue	N	since 2007	The success of the project (outcomes / impact compared to objectives)	1
19	Film Education Online Workshop (Lithuanian Film Centre)	Resources	Media regulatory authority	Critical thinking	N	2014	The size of the target audience	3
20	Lithuanian Film Centre Competition "At my School"	Campaign	Media regulatory authority	Creativity	N	2015-2016	The size of the target audience	3



Section 3 – Project summaries

Question 4

From the projects you have highlighted in Question 3, please describe the five most significant⁵³¹ media literacy projects that have taken place in your country since 2010.

Please use a separate form for each project. See the sample answer for help.

The projects described in more detail have been marked in green in the table above: 'Media and Information Literacy Education Project', 'Media4Change', 'GameOn', 'Learning from Film', 'News literacy education: How to understand news (NEWSLIT)'. Please see separate forms for each project enclosed.

⁵³¹ Significant can relate to:

- a) the size of the target audience and/or the reach of the project,
- b) the total budget or cost of the project
- c) the final outcomes / impact of the project
- d) the level of public awareness of the project
- e) the level of engagement by the target audience.



Answer 4 - Project 1

A. PROJECT NAME: Media and Information Literacy Education Project

B. CATEGORY AND DESCRIPTION OF PROJECT:

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an 'X':

Research	
Resources	
Campaign	
Provision of Funding	
Networking Platforms	
Policy Development	X
End-user engagement	
Other	

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

The project was initiated by the Nordic Council of Ministers Office in Lithuania and aimed to create a platform for a dialogue and cooperation in MIL among Lithuanian stakeholders and Nordic counterparts. The purpose was to create systemic preconditions for development of media and information literacy education based on the best Nordic experiences in integrating MIL into general and non-formal education, to create a basis for further Lithuanian (and Baltic) - Nordic cooperation in developing Media and Information Literacy education in an even broader scale.



The project addressed several significant issues, such as: lack of national policy in MIL, need for curricula, methodologies and practical tools for MIL education at schools and higher education institutions, competence building for teachers, as well as broader dialogue between the actors and stakeholders in MIL education.

The project included public awareness raising among teachers and other stakeholders, MIL dissemination, curriculum development and competence building activities. Based on these needs, the following activities were implemented:

1. Development of methodological materials for MIL education:

- State-of-the-art analysis in MIL education was conducted based on the interviews with school teachers, materials in use, ongoing projects, etc.
- Lithuanian and Nordic experts in MIL worked together in order to adapt the Nordic experience in the field of MIL education.
- Experts analyzed Nordic methodological tools and selected the most appropriate ones to be applied in the Lithuanian schools.
- A study visit to the Nordic countries was held with the aim to record the best practices in MIL education.
- Experts adapted the selected Nordic materials for MIL: translation, content adaptation, and dissemination.

2. Development of competencies in MIL

- A team of teacher trainers in MIL was created. Some experts involved in preparation of methodological materials included.
- In cooperation with the Nordic experts, the teacher training team was trained to use and work with the developed methodological tools.
- Workshops for teachers organized in the regions. The aim of workshops was to develop and broaden teachers' basic knowledge in MIL, to present the methodology, to reveal the importance of integration of MIL into various subjects, to teach how to use the existing resources of MIL education, and to develop their own tools, depending on the needs and relevant topics.
- Teachers were encouraged to use the knowledge acquired, linking formal and non-formal education – to systematically develop MIL during their lessons, to implement small projects in their schools, to develop joint projects with schools in the Nordic countries (using such instruments as Nordplus programme, etc.)



– University cooperation was promoted on the national level and with Nordic universities in the field of MIL education for students of educational sciences.

3. Renewal of curriculum by integrating MIL into general and non-formal education

– National activities related to MIL („Safe Internet“, „Cinema in My School“, etc.) were identified and invited to join the MIL network. General discussions held on MIL, on discovering common views and contributions to MIL education.

– Recommendations by the Ministry of Education and Science on MIL education in schools and school cooperation with the social partners (NGOs, libraries etc.) prepared.

– Proposals related to MIL for the Information Literacy Framework Programme for Primary Education, Information Technology Framework Programme for Basic Education supplemented with MIL competencies.

– In cooperation with participating schools, description of pupils' achievements was prepared and tested in schools.

I haven't been involved in the project activities.

C. GEOGRAPHICAL REACH

Please indicate whether the project was of National or Regional significance.

The project was of the national significance and covered all the country: 62 high schools across the country were involved in the project.

D. TIMEFRAME AND BUDGET

Please include the duration of the project, the dates and, where possible, the annual and total budget and related sources of financing.

The project was started in 2014 and continued through 2015. Networking activities continue in 2016.



E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

Please indicate the type of media literacy skills or capacities that were addressed in the project. For example:

Media use:

The ability to search, find and navigate and use media content and services.

Critical thinking skills such as:

Understanding how the media industry works and how media messages are constructed.

Questioning the motivations of content producers in order to make informed choices about content selection and use.

Recognising different types of media content and evaluating content for truthfulness, reliability and value for money.

Recognising and managing online security and safety risks.

Creative skills such as:

Creating, building and generating media content.

Participation and engagement skills such as:

Interaction, engagement and participation in the economic, social and cultural aspects of society through the media.

Promoting democratic participation and fundamental rights.

Intercultural dialogue skills such as:

Including challenging radicalisation and hate speech online.

The project was mainly aimed at responsible media use (search, find and use media content) and critical thinking skills (understanding how media industry works, how and why media messages are constructed, ability to evaluate media content, as well as identify and manage online risks).

F. STAKEHOLDERS:



Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.

The project is implemented by the Nordic Council of Ministers Office in Lithuania together with the local partners, such as Education Development Centre and the Ministry of Education and Science, as well as Nordic partners: Nordic information Centre for Media and Communication Research NORDICOM, Swedish Media Council, universities and other national actors in the field of media literacy education.

G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible, please indicate also the size of the targeted audience.

The main target groups of the project include high school teachers and pupils, policy-makers and researchers.

H. OUTCOMES AND EVALUATION

Please outline (in approximately 300 words) the main results of the project. Some category-specific evaluation tools are outlined below to act as a guide for response and to provide a broad evaluation framework. However, we understand that each project will be different and evaluation methods may differ significantly.

Research – frequency of research, methodology, use and dissemination of results.

Programmes of Resources – audience reached, online hits, shares, plays, downloads, circulation.

Campaigns – Levels of awareness and participation. Attitudinal and/or behavioural changes. Measuring audience reach/distribution, levels of awareness and participation, audience engagement via online/face to face methods etc. Qualitative results could include testimonials etc. Please include the frequency of measurement/evaluation.

Value for money / Return on Investment, % of grant/funding used.

Networking Platforms – Number of stakeholders engaged, frequency of networking opportunities, number of conferences, publications, subscribers, whether the networking took place at a regional, National, Pan-European or International level.

Policy Developments – Frequency, Dissemination of policy, reaction to and adoption of policy recommendations.



End-user engagement – Numbers of people engaged, frequency, results.

The main results of the project included two main types of outcomes: programmes of resources and networking platforms. First, methodological tools were developed for teachers' competence building in the field of MIL, as well as methodological material for teachers and other educational parties concerned (parents, librarians, high school lecturers, and others) to be used in MIL education. Recommendations for schools prepared on how to integrate MIL into formal and informal education. Specific proposal was developed for MIL education in the grades 9-12. For the reason, a publication was prepared with 20 topics and outlines of the classes for teachers. Informational tools published for parents and children of different age groups.

During the project 15 MIL trainings (3 conferences and 12 workshops) were organized with 316 participants from 63 high schools in Lithuania. Each school was represented by 5 persons, including administration, librarians and teachers. The issues of MIL were included into agenda of other events, organized by Education Development Centre, attended by 150 teachers. MIL tools were presented to the public during the biggest annual event for schools – Fair "School".

Finally, acknowledging the importance of MIL, the project developed policy recommendations for MIL education in high schools.

I. FURTHER REFERENCES

Please provide further references about the initiative: publications, website, Twitter account etc.

www.norden.lt/projects/336#media-and-information-literacy-education-project-in-lithuania element 845

www.upc.smm.lt/projektai/mir/english.php

<http://sc.bns.lt/view/item.php?id=201858>

www.kaunojournalistai.lt/37136/

www.elektreniskis.lt/naujienos/jaunimas/jaunu-zmoniu-ziniasklaidos-rastingumas-isrankus-bet-ne-visada-kritiski-8844/



Answer 4 - Project 2

A. PROJECT NAME: Media4Change

B. CATEGORY AND DESCRIPTION OF PROJECT:

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an 'X':

Research	
Resources	
Campaign	X
Provision of Funding	
Networking Platforms	
Policy Development	
End-user engagement	
Other	

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

Media4change is a national movement for high professional standards in journalism under the slogan "Journalism – the Home of Human Rights". The movement means that there are journalists who discover space for journalism ethics and human rights in their works. The main activities of the program include journalistic investigations on the issues of human rights, equality and diversity, while working on joint projects with editors and human rights experts. In cooperation with independent journalists, editors and experts, problems outside of the mainstream media agenda are addressed to provide a better representation of socially vulnerable groups. The movement was initiated by the project **"The Address of Human Rights — Journalism" funded by**



the EU Fundamental Rights and Citizenship program in 2011-2012. I was participating in the project and represented a partner institution, namely Vytautas Magnus University.

The main goals of the movement are as follows:

- Development of the cooperation network of journalists, human rights and media experts;
- Requirement to journalists of ethically and aesthetically talking to the public about problems of socially vulnerable groups;
- Cooperation with journalists and experts in carrying out large-scale journalistic researches;
- Provision of conditions for socially vulnerable groups to speak out about their problems and to be heard;
- Cooperation with editors in creating contents on socially vulnerable groups;
- In future perspective, provision of conditions for the society to show confidence in journalists they like and to support their brave ideas.

Media4change holds discussions, workshops, seminars, formal and informal meetings with journalists, human rights experts, representatives of socially vulnerable groups and other NGOs. The main activities in the movement are as follows:

- 11.** Workshops for young journalists and journalists
- 12.** Forum-discussion for editors
- 13.** Media monitoring
- 14.** Trainings for socially vulnerable groups to deliver their problems to the society
- 15.** Trainings for journalists from regions
- 16.** Journalistic campaign, journalistic research implementation

Together with different partners Media4change network is aiming to create transparent, professional and analytic journalism.

C. GEOGRAPHICAL REACH

Please indicate whether the project was of National or Regional significance.

The project activities are implemented on the national level.

D. TIMEFRAME AND BUDGET



Please include the duration of the project, the dates and, where possible, the annual and total budget and related sources of financing.

Co-funded by the EU Fundamental Rights and Citizenship program in 2011-2012, 2013-2015, later supported by different national funding schemes. No data available on the project budget.

E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

Please indicate the type of media literacy skills or capacities that were addressed in the project. For example:

Media use:

The ability to search, find and navigate and use media content and services.

Critical thinking skills such as:

Understanding how the media industry works and how media messages are constructed.

Questioning the motivations of content producers in order to make informed choices about content selection and use.

Recognising different types of media content and evaluating content for truthfulness, reliability and value for money.

Recognising and managing online security and safety risks.

Creative skills such as:

Creating, building and generating media content.

Participation and engagement skills such as:

Interaction, engagement and participation in the economic, social and cultural aspects of society through the media.

Promoting democratic participation and fundamental rights.

Intercultural dialogue skills such as:

Including challenging radicalisation and hate speech online.



The main media literacy skills addressed in the project: critical thinking, participation and engagement, as well as intercultural dialogue.

F. STAKEHOLDERS:

Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.

National Institute for Social Integration which is a national NGO is project leader and coordinator. Among project partners there are different institutions, including media industry, academia, high schools, NGOs and public authorities.

G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible, please indicate also the size of the targeted audience.

The main target groups include media professionals and journalists, both practicing and entering the career, also minorities and socially vulnerable groups, as well as general society.

H. OUTCOMES AND EVALUATION

Please outline (in approximately 300 words) the main results of the project. Some category-specific evaluation tools are outlined below to act as a guide for response and to provide a broad evaluation framework. However, we understand that each project will be different and evaluation methods may differ significantly.

Research – frequency of research, methodology, use and dissemination of results.

Programmes of Resources – audience reached, online hits, shares, plays, downloads, circulation.

Campaigns – Levels of awareness and participation. Attitudinal and/or behavioural changes. Measuring audience reach/distribution, levels of awareness and participation, audience engagement via online/face to face methods etc. Qualitative results could include testimonials etc. Please include the frequency of measurement/evaluation.

Value for money / Return on Investment, % of grant/funding used.

Networking Platforms – Number of stakeholders engaged, frequency of networking opportunities, number of conferences, publications, subscribers,



whether the networking took place at a regional, National, Pan-European or International level.

Policy Developments – Frequency, Dissemination of policy, reaction to and adoption of policy recommendations.

End-user engagement – Numbers of people engaged, frequency, results.

The main project outcomes of the movement include resources created for media practitioners and socially isolated groups, campaigns for general society and networking platforms created for national and European partners to promote transparent, professional and analytic journalism. Focusing on human rights' issues, critical thinking, informativeness, accuracy, and media diversity in Lithuania, Media4Change movement has succeeded to develop a number of important activities:

- professional trainings and contests for junior and senior journalists
- **communication** and networking with media industry, academia, civil society organizations on the issues of human rights, media diversity and journalists trainings
- **resources** for journalists, academics and NGOs on different media, human rights, investigative journalism issues
- **information** about funding opportunities for investigative journalism
- **updates, news** and opportunities of Infodesk for journalists
- **platform/pool** to share, broadcast your journalistic works
- **consultations** of experts and editing services
- media monitoring and research **data** on socially isolated groups in the media

I. FURTHER REFERENCES

Please provide further references about the initiative: publications, website, Twitter account etc.

www.media4change.co/about-media-4-change/



Answer 4 - Project 3

A. PROJECT NAME: Learning from Film

B. CATEGORY AND DESCRIPTION OF PROJECT:

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an 'X':

Research	
Resources	X
Campaign	
Provision of Funding	
Networking Platforms	
Policy Development	
End-user engagement	
Other	

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

The project was aimed at development and implementation of educational programs based on film studies for high school children of different age groups. Over 30 films were offered to the students on different cultural, historic, social and youth issues aiming to better understand and reflect on them. A teacher could select a film together with a professional moderator, who was leading a discussion after watching the film. For educational purposes, methodological tool for teachers was developed to guide teachers who would be willing to integrate film screening and discussion method in different educational activities.



The project also included more interactive and creative activities, such as filming with mobile phone workshops, animation workshops for schoolchildren and film dramaturgy seminars for teachers.

Organized by a group of non-commercial film centers across Lithuania, it took place in 2011-2013 and involved thousands of high school students and teachers. 18 thousand students participated in film screenings and discussions, while about 3,5 thousand students were engaged in short film creation process. Short films created by the students were shown in public cinemas. Teachers were invited to the professional development workshops to be able to use the method in different educational activities.

C. GEOGRAPHICAL REACH

Please indicate whether the project was of National or Regional significance.

The project was implemented across the country and was of the national importance.

D. TIMEFRAME AND BUDGET

Please include the duration of the project, the dates and, where possible, the annual and total budget and related sources of financing.

The project was taking place in 2011-2013.

The project under the title "**Film Education Program for Informal Educational Service Development for Schoolchildren**" was funded through the EU structural support scheme. No data available on the annual and total budget.

E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

Please indicate the type of media literacy skills or capacities that were addressed in the project. For example:

Media use:

The ability to search, find and navigate and use media content and services.



Critical thinking skills such as:

Understanding how the media industry works and how media messages are constructed.

Questioning the motivations of content producers in order to make informed choices about content selection and use.

Recognising different types of media content and evaluating content for truthfulness, reliability and value for money.

Recognising and managing online security and safety risks.

Creative skills such as:

Creating, building and generating media content.

Participation and engagement skills such as:

Interaction, engagement and participation in the economic, social and cultural aspects of society through the media.

Promoting democratic participation and fundamental rights.

Intercultural dialogue skills such as:

Including challenging radicalisation and hate speech online.

The project was mainly focused on the film literacy skills, namely critical thinking and creativity.

F. STAKEHOLDERS:

Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.

Skalvija Film Center, Garsas Film Center, Romuva Film Center, Pasaka Cinema Boutique, high schools, the Ministry of Education and Science.

G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible, please indicate also the size of the targeted audience.



High school students and teachers were the main target groups of the project.

H. OUTCOMES AND EVALUATION

Please outline (in approximately 300 words) the main results of the project. Some category-specific evaluation tools are outlined below to act as a guide for response and to provide a broad evaluation framework. However, we understand that each project will be different and evaluation methods may differ significantly.

Research – frequency of research, methodology, use and dissemination of results.

Programmes of Resources – audience reached, online hits, shares, plays, downloads, circulation.

Campaigns – Levels of awareness and participation. Attitudinal and/or behavioural changes. Measuring audience reach/distribution, levels of awareness and participation, audience engagement via online/face to face methods etc. Qualitative results could include testimonials etc. Please include the frequency of measurement/evaluation.

Value for money / Return on Investment, % of grant/funding used.

Networking Platforms – Number of stakeholders engaged, frequency of networking opportunities, number of conferences, publications, subscribers, whether the networking took place at a regional, National, Pan-European or International level.

Policy Developments – Frequency, Dissemination of policy, reaction to and adoption of policy recommendations.

End-user engagement – Numbers of people engaged, frequency, results.

18 thousand students participated in film screenings and discussions, while about 3,5 thousand students were engaged in short film creation process. Short films created by the students were shown in public cinemas. Teachers were invited to the professional development workshops to be able to use the method in different educational activities.

I. FURTHER REFERENCES

Please provide further references about the initiative: publications, website, Twitter account etc.

<http://mokausiiskino.lt/>



Answer 4 - Project 4

A. PROJECT NAME: Gaming culture festival 'GameOn'

B. CATEGORY AND DESCRIPTION OF PROJECT:

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an 'X':

Research	
Resources	
Campaign	X
Provision of Funding	
Networking Platforms	
Policy Development	
End-user engagement	
Other	

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

GameOn - the first gaming culture festival in the Baltic countries - took place in October 2015 in Vilnius, Lithuania. It was the biggest gaming culture event in the region. The main aim of the event was to introduce gaming culture as an important segment of popular culture to the general public, including gamers, teachers, parents and other interested parties.



The event included exhibition of different game industry actors and their products, workshops and discussions, as well as e-sports sessions. Workshops and trainings were run by educators, gaming industry professionals and gamers to provide general public with a better understanding of the social, technological, creative and strategic background of the gaming culture. Computer and video games have been often perceived and discussed in negative terms, therefore, organizers decided to bring together gamers, educators, game industry experts and parents to break existing myths and shed more light on gaming culture.

C. GEOGRAPHICAL REACH

Please indicate whether the project was of National or Regional significance.

The gaming culture festival 'GameOn' was a national event with over 7 thousand participants.

D. TIMEFRAME AND BUDGET

Please include the duration of the project, the dates and, where possible, the annual and total budget and related sources of financing.

The gaming culture festival 'GameOn' took place on October 31, 2015. According to organizers, the budget of the event was about 70 thousand euros collected from participants of the event and private sponsors, mainly IT and game industry companies.

E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

Please indicate the type of media literacy skills or capacities that were addressed in the project. For example:

Media use:

The ability to search, find and navigate and use media content and services.

Critical thinking skills such as:

Understanding how the media industry works and how media messages are constructed.

Questioning the motivations of content producers in order to make informed choices about content selection and use.



Recognising different types of media content and evaluating content for truthfulness, reliability and value for money.

Recognising and managing online security and safety risks.

Creative skills such as:

Creating, building and generating media content.

Participation and engagement skills such as:

Interaction, engagement and participation in the economic, social and cultural aspects of society through the media.

Promoting democratic participation and fundamental rights.

Intercultural dialogue skills such as:

Including challenging radicalisation and hate speech online.

The gaming culture festival 'GameOn' first of all aimed at better knowledge and understanding of video/computer games among the gamer community and general public. The main skills emphasized included media use, creative and critical thinking skills.

F. STAKEHOLDERS:

Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.

The main organizer of the festival were gaming enthusiasts Jonas Brazys and Ridas Bušmanas together with the Lithuanian Game Developers Association, TeleSoftas company, other IT and game industry companies, academic and other partners. In total, 46 partners took part in organizing the event.

G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible, please indicate also the size of the targeted audience.

The main target group was 16-24 year old youngsters, passionate gamers, interested in technologies and innovations of the game industry.



H. OUTCOMES AND EVALUATION

Please outline (in approximately 300 words) the main results of the project. Some category-specific evaluation tools are outlined below to act as a guide for response and to provide a broad evaluation framework. However, we understand that each project will be different and evaluation methods may differ significantly.

Research – frequency of research, methodology, use and dissemination of results.

Programmes of Resources – audience reached, online hits, shares, plays, downloads, circulation.

Campaigns – Levels of awareness and participation. Attitudinal and/or behavioural changes. Measuring audience reach/distribution, levels of awareness and participation, audience engagement via online/face to face methods etc. Qualitative results could include testimonials etc. Please include the frequency of measurement/evaluation.

Value for money / Return on Investment, % of grant/funding used.

Networking Platforms – Number of stakeholders engaged, frequency of networking opportunities, number of conferences, publications, subscribers, whether the networking took place at a regional, National, Pan-European or International level.

Policy Developments – Frequency, Dissemination of policy, reaction to and adoption of policy recommendations.

End-user engagement – Numbers of people engaged, frequency, results.

The event exceeded organizers' expectations and was attended by nearly 7 thousand participants and 20 thousand online viewers. It was reported in over 60 media reports and reached a million readers on social networks. This kind of public attention allowed to break existing stereotypes of computer/video games as malaise and provide the general public with more information on the gaming culture phenomenon. Due to extremely successful start, organizers are now planning 'GameOn 2016' event to take place in Vilnius on 29-30 October, 2016.

I. FURTHER REFERENCES

Please provide further references about the initiative: publications, website, Twitter account etc.

<http://www.gameon.lt>



<http://www.15min.lt/mokslasit/straipsnis/technologijos/vilniuje-vyksta-didziausia-zaidimu-fiesta-baltijos-salyse-game-on-646-537886>

<http://www.15min.lt/mokslasit/straipsnis/technologijos/zaidimu-kulturos-festivalis-game-on-bendruomenes-triumfas-646-539240>



Answer 4 - Project 5

A. PROJECT NAME: News Literacy Education: How to Understand Media (NEWSLIT)

B. CATEGORY AND DESCRIPTION OF PROJECT:

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an 'X':

Research	X
Resources	
Campaign	
Provision of Funding	
Networking Platforms	
Policy Development	
End-user engagement	
Other	

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

The main project idea is grounded on the normative approach towards the role of media in a democracy. As a watchdog of democracy media ensures public awareness of important political, social and economic developments, represents citizens' interests, and controls those in power. However, because of political and economic tensions, and propaganda flows, public space has been threatened by low quality, scandalous and popular information. Such a situation leads to the need for critical and analytical understanding of the media transmitting meanings and constructing effects. The situation could be improved with reflective and critical approach towards today's media. As active media user with analytical and critical thinking skills and knowledge one can



actively contribute to the qualitative change of the media content. Therefore, the news literacy and training of these skills are defined here as ability to critically and analytically evaluate media texts and images, their meanings, values and presentation. The project is intended to develop media literacy skills among young students and encourage intelligent, responsible and creative use of information in the public space, as well as promote positive developments in journalism and media, as well as more active audience involvement in the media.

The project includes two main activities: research to identify media use, critical thinking skills and media participation practices among youngsters, and development and implementation of news literacy education methodology in Lithuanian high schools.

I have been participating in the project team.

C. GEOGRAPHICAL REACH

Please indicate whether the project was of National or Regional significance.

The project is of the national significance.

D. TIMEFRAME AND BUDGET

Please include the duration of the project, the dates and, where possible, the annual and total budget and related sources of financing.

The project was started in 2015 and continues in 2016. The total project budget is 57673 Eur. The project is supported by the Research Council of Lithuania.

E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

Please indicate the type of media literacy skills or capacities that were addressed in the project. For example:



Media use:

The ability to search, find and navigate and use media content and services.

Critical thinking skills such as:

Understanding how the media industry works and how media messages are constructed.

Questioning the motivations of content producers in order to make informed choices about content selection and use.

Recognising different types of media content and evaluating content for truthfulness, reliability and value for money.

Recognising and managing online security and safety risks.

Creative skills such as:

Creating, building and generating media content.

Participation and engagement skills such as:

Interaction, engagement and participation in the economic, social and cultural aspects of society through the media.

Promoting democratic participation and fundamental rights.

Intercultural dialogue skills such as:

Including challenging radicalisation and hate speech online.

The main media literacy skills addressed in the project: media use, critical thinking, as well as participation and engagement.

F. STAKEHOLDERS:

Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.

The main stakeholders include the Ministry of Culture which is responsible for MIL programmes on the national level. Also, high schools across Lithuania, involved in the project activities.



G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible, please indicate also the size of the targeted audience.

High schools in Lithuania, their pupils and teachers.

H. OUTCOMES AND EVALUATION

Please outline (in approximately 300 words) the main results of the project. Some category-specific evaluation tools are outlined below to act as a guide for response and to provide a broad evaluation framework. However, we understand that each project will be different and evaluation methods may differ significantly.

Research – frequency of research, methodology, use and dissemination of results.

Programmes of Resources – audience reached, online hits, shares, plays, downloads, circulation.

Campaigns – Levels of awareness and participation. Attitudinal and/or behavioural changes. Measuring audience reach/distribution, levels of awareness and participation, audience engagement via online/face to face methods etc. Qualitative results could include testimonials etc. Please include the frequency of measurement/evaluation.

Value for money / Return on Investment, % of grant/funding used.

Networking Platforms – Number of stakeholders engaged, frequency of networking opportunities, number of conferences, publications, subscribers, whether the networking took place at a regional, National, Pan-European or International level.

Policy Developments – Frequency, Dissemination of policy, reaction to and adoption of policy recommendations.

End-user engagement – Numbers of people engaged, frequency, results.

The main outcomes of the project include research of media use, critical thinking skills and participation among high school pupils of 14-17 years old. The



research was based on survey methodology and included a representative sample of 1079 pupils and 43 schools across the country.

The project also includes end-user engagement, as about 120 school pupils have been participating in the project activities, including national conference and follow-up trainings.

I. FURTHER REFERENCES

Please provide further references about the initiative: publications, website, Twitter account etc.

www.kaipsuprastimedijas.lt/

www.15min.lt/galerija/mediju-rastingumo-konferencija-vdu-90005#galerija/90005/2139513

www.facebook.com/Naujien%C5%B3-ra%C5%A1tingumas-Kaip-suprasti-medijas-1596289904015270/





7.19. LU – LUXEMBOURG

Answers of the national expert to the questionnaire



Objective: The objective of this research is to provide mapping and description of the significant projects in promotion of media literacy in the EU-28 member states, since January 2010, of national or regional coverage.

The actors to be included in the mapping are:

- policy makers,
- public authorities,
- media regulatory authorities,
- audiovisual content providers,
- journalists associations,
- civil society.

To ensure a comprehensive picture is created of the media literacy projects that have been undertaken, and media literacy skills that have been promoted in each country, we ask that you consult with actors mentioned above (or the equivalent in your country) and include any relevant material from them.

The projects will be categorised according to the skills that they intend to develop and their target group and, if feasible, the outreach of each project.

Context: Media literacy is to be understood as an umbrella expression that includes all the technical, cognitive, social, civic and creative capacities that allow a citizen to access, have a critical understanding of the media and interact with it.

These capacities enable people to exercise critical thinking, while participating in the economic, social and cultural aspects of society and playing an active role in the democratic process. This concept covers all kind of media interactions (broadcasting, radio, press, the internet, social media) and addresses the needs of all ages.

Scope: This report will focus on media literacy projects relating to media services delivered on electronic communication networks, both linear and non-linear, and on information society services where pertinent. Press (including online), radio and off-line media will not be covered. Regional initiatives will be described separately where relevant.

In addition to the conventional media literacy themes of critical thinking, digital inclusion, online safety and the protection of minors, we are particularly interested in media literacy projects that:



- **Promote a healthy democracy:** Democracy, by definition, requires the participation of well-informed citizens. Citizens inform themselves through the media. Their relationship with the media needs to take place in a context of critical thinking. This furthermore requires certain knowledge of how the media works and how media messages are constructed.
- **Empower people in a changing and increasingly complex media landscape:** We are not only passive recipients of media content, but also content creators and media sources, for example through our involvement in social media. Moreover, we increasingly receive news through social media, rather than through traditional channels. This proliferation of sources brings a lot of new information, opportunities and potential innovation but also requires critical thinking and verification tools and awareness of how to manage our personal data and make informed choices about algorithms from digital platforms that accommodate the world to our taste.
- **Challenge radicalisation and hate speech online, and promote fundamental rights:** In a time when each citizen with a mobile connection to social media is a source of news and can contribute to "trending topics", media literacy includes taking up one's civic responsibility of contributing to a culture of inclusive tolerance and respect online and exercising critical thinking in relation to amplifying, debunking or challenging media content.

Actions related to school curricula are excluded from the mapping as they were mapped by the European Media Literacy Education Study (EMEDUS)⁵³².

Respondent information	
Name:	Jennifer Schlechter
Title and Organisation:	Sociologist / Service National de la Jeunesse – Centre Marienthal
Country:	Luxembourg
Short biography:	Jennifer Schlechter has a Master degree in Sociology and works for the national youth service since 2014. She is working in a youth centre which puts its focus on supporting young people in their media use, particularly media creation and critical thinking.
Contact address:	Centre Marienthal rue de Keispelt L-7411 Marienthal
Email:	Jennifer.schlechter@snj.lu
Telephone:	00352 24776426

⁵³² <http://fr.slideshare.net/MediaLearning/ml-2012-the-emedus-european-media-literacy-education-study-by-jose-manuel-perez-tornero>



Section 1 – Background context

Question 1

Please list the main media literacy stakeholders in your country, and identify which sector they belong to (e.g. academia⁵³³, audiovisual content providers⁵³⁴, online platforms⁵³⁵, public authorities⁵³⁶, media regulatory authorities, civil society⁵³⁷).

Please indicate which stakeholders have a statutory responsibility around media literacy and which stakeholders have a non-statutory interest/engagement in media literacy activities.

Answer 1

Main stakeholders:

Name	Sector	Statutory or non-statutory	Comments
Script (Service de Coordination de la Recherche et de l'Innovation pédagogiques et technologiques) MIL Team (Media Information and Literacy- Team)	Public authority	Statutory responsibility	Target group : young people in school
Service National de la Jeunesse (Beesecure; Mediafactory- Centre	Public authority	Statutory responsibility	Target group : young people in general

⁵³³ Academic institutions, universities and third level education providers.

⁵³⁴ Audiovisual content providers include broadcasters and on-demand providers (both public service media and commercial media) and content providers for online, games and apps.

⁵³⁵ Online platforms includes the owners and operators of online platforms (such as social media websites and search engines).

⁵³⁶ Public authorities include government Ministries/departments, local authorities and councils, semi-State organisations, policy-makers.

⁵³⁷ Civil society includes foundations, not-for-profit organisations arts and cultural bodies, charities, think-tanks, communities of interest and community networks (sports, health, hobbies, religion).



Marienthal and No Hate Speech Movement)			
Brevet de Technicien Supérieur: cinéma et l'audiovisuel – Lycée des Arts et Métiers	Academia	Statutory responsibility	Study discipline
Graffiti asbl.	Civil society	Statutory responsibility	Target group : young people interested in radio
Feierblumm Production asbl.	Civil society	Non-statutory commitment	
IFEN(Institut de formation de l'éducation nationale)	Academia	Statutory responsibility	Main focus on training people especially teachers

Other stakeholders:

Name	Sector	Statutory or non-statutory	Comments
ALIA (autorité luxembourgeoise indépendante de l'audiovisuel)	Media regulatory authorities	Statutory responsibility	Media literacy is not their main mission
Conseil de presse	Media regulatory authorities	Statutory responsibility	Media literacy is not their main mission but they co-organize a competition for young journalists (concours jeune journaliste)
Luxembourg City Film Festival	Audiovisual content providers	Statutory responsibility	Media literacy is not their main mission but they organize an « Pitch please» workshop every year
Centre National de l'Audiovisuel	Audiovisual content providers Public authorities	Statutory responsibility	Media literacy is not their main mission but they organise workshops in the field of



			photography and film, cooperate with Luxembourg City Film Festival
Centre Information Jeunes	Civil society	Non-statutory commitment	The main focus is youth information. CIJ edits the news journal "Slam!" written by young people

Question 2

What kind of networks do the media literacy stakeholders in your country engage with?

Please describe these networks and include how these networks function, who manages the networks and whether they operate at a local, national, European or International level.

Answer 2

Name	Description	Management	Area
ALIA	The Luxembourg Independent Broadcasting Authority monitors radio and television programs having a Luxembourgish concession or permission and is in charge of the classification of movie releases. Furthermore, ALIA accepts the complains concerning media content and reacts appropriately to	The network is managed by a director and a board of trustees.	European level



	it.		
MIL Team (Script)	The MIL Team is part of Script and is responsible for promoting media literacy in schools and to anchor media literacy in the curriculum. The MIL-Team is made of six members from different sectors.	This network is managed by the six members of the team.	National level
Créajeune	Creajeune is a network made of partners from Germany, France, Belgium and Luxembourg. They organise a video competition for young people from these countries.	Créajeune is managed by its interregional partners.	European level
Feierblumm Productions	FEIERBLUMM Productions a.s.b.l. is a Luxembourg based platform by and for artists taking their first steps in the field of creative filmmaking. As a growing collective of professional and non-professional filmmakers, they have been fostering and producing ambitious audio-visual projects in Luxembourg since 2006. The range of their productions stretches from feature and short films to documentaries, as well as music and art videos.	This network has a president and a committee.	National level





Section 2 – The overview

Question 3

Using the grid below, please identify the 20 most significant media literacy projects which have been delivered in your country since 2010.

Please select the most appropriate category for the project type, the sectors responsible for the projects, the type of media literacy skills that were addressed in the project, as well as the reason of significance:

Project types	Sectors	Media literacy skills	Reason for significance
Research ⁵³⁸	Academia ⁵⁴⁵	Creativity ⁵⁵¹	The size of the target audience
Resources ⁵³⁹	Audiovisual content provider ⁵⁴⁶	Critical thinking ⁵⁵²	The total budget or cost of the project
Campaigns ⁵⁴⁰	Public authorities ⁵⁴⁷	Intercultural dialogue ⁵⁵³	The success of the project (outcomes / impact compared to objectives)
Provision of Funding ⁵⁴¹	Media regulatory authorities	Media use ⁵⁵⁴	The level of public awareness of the project
Networking platforms ⁵⁴²	Online platforms ⁵⁴⁸	Participation and interaction ⁵⁵⁵	The level of engagement by the target audience
Policy Development ⁵⁴³	Civil society ⁵⁴⁹	Other	Other
End-user engagement ⁵⁴⁴	Cross-sector collaboration ⁵⁵⁰		
Other	Other		

⁵³⁸ Significant qualitative or quantitative research on any aspect of media literacy which has been published and/or is widely used by the media literacy practitioners.

⁵³⁹ Resources include all the themed output related to a single media literacy initiative. It could include TV, and/or content published online, including information leaflets, video, audio, lesson plans, curriculum modules, websites etc.

⁵⁴⁰ Campaigns usually combine awareness-raising with a desired behaviour change. A Campaign will usually have a specific 'call to action' e.g. 'Don't share too much online' or 'Know how to check the truthfulness of online information'. Campaigns can be multi-stakeholder campaigns such as Safer Internet Day or cross-platform campaigns and can include promotion across TV/radio/online and/or other forms of public engagement.

⁵⁴¹ Including the provision of funding for media literacy activities delivered by third parties. Funding may be provided via grants, open competition and invitations to tender.

⁵⁴² Including conferences, seminars, meetings, online and offline forums, newsletters, databases.

⁵⁴³ Including consultations, published reports and recommendations.

⁵⁴⁴ End-user engagement includes grass-roots projects that provide support and information to end-users via face to face contact, phone contact or online contact.

⁵⁴⁵ Including Academic institutions, universities and third level education providers

⁵⁴⁶ Including broadcasters and on-demand providers (both public service media and commercial media) and content providers for online, games and apps.

⁵⁴⁷ Including government Ministries/departments, local authorities and councils, semi-State organisations, policy-makers.



Please classify the projects using either 'N' for National or 'R' for Regional, and their level of significance using a scale of 1 to 3, where 1 is most significant and 3 is least significant.

	Project Name	Project Type	Sector	Media Literacy skills	National/ Regional	Years	Reason for significance	Level of significance
1	Uelzechkana I by Lycée de Garçons Esch	other / TV channel for young people	<ul style="list-style-type: none"> Audiovisual content provider 	<ul style="list-style-type: none"> Creativity critical thinking intercultural dialogue Media use Participation and interaction 	N	1996 ⁵⁴⁸	<ul style="list-style-type: none"> Level of engagement success of the project 	1
2	Not Funny-Bee Fair by Beesecure	<ul style="list-style-type: none"> campaigns end-user engagement 	Cross-sector collaboration	<ul style="list-style-type: none"> Critical thinking media use intercultural dialogue 	N	2012-2013	<ul style="list-style-type: none"> Size of target audience total budget or cost of the project success of the project 	1

⁵⁴⁸ Including the owners and operators of online platforms (such as social media websites and search engines).

⁵⁴⁹ Including foundations, not-for-profit organisations arts and cultural bodies, charities, think-tanks, communities of interest and community networks (sports, health, hobbies, religion).

⁵⁵⁰ Including projects involving a number of key stakeholders from different sectors. As an example, the model that Safer Internet Day is based on could be considered a cross-sector collaboration project.

⁵⁵¹ Creating, building and generating media content.

⁵⁵² Critical thinking skills such as: understanding how the media industry works and how media messages are constructed; questioning the motivations of content producers in order to make informed choices about content selection and use; recognising different types of media content and evaluating content for truthfulness, reliability and value for money; recognising and managing online security and safety risks.

⁵⁵³ Such as challenging radicalisation and hate speech.

⁵⁵⁴ The ability to search, find and navigate and use media content and services.

⁵⁵⁵ Interaction, engagement and participation in the economic, social, creative, cultural aspects of society through the media and promoting democratic participation and fundamental rights.



							<ul style="list-style-type: none"> level of public awareness 	
3	Heemwéi by Feierblumm productions	Other / movie	Cross-sector collaboration	<ul style="list-style-type: none"> Creativity media use participation and interaction critical thinking 	N	2007*-2014	<ul style="list-style-type: none"> Total budget or cost of the project success of the project level of engagement of target audience 	1
4	„Les secrets du cinéma - Découverte du monde cinématographique de Georges Méliès by Mediafactory (SNJ)	End-user engagement	Public authorities	<ul style="list-style-type: none"> creativity critical thinking media use 	N	2013-	The level of engagement by the target audience	2
5	Tournage Crème Fraîche by SNJ and CNA	<ul style="list-style-type: none"> Provision of Funding 	<ul style="list-style-type: none"> Cross sector collaboration 	<ul style="list-style-type: none"> creativity media use participation and interaction 	N	2012-	<ul style="list-style-type: none"> Total budget or cost of the project success of the project level of engagement by target audience 	2
6	Video competition Créajeune by Network Créajeune	<ul style="list-style-type: none"> end-user engagement 	audiovisual content provider	<ul style="list-style-type: none"> creativity media use participation and interaction 	N (Interregional)	1997*-	<ul style="list-style-type: none"> Size of the target audience (interregional) level of engagement by the target audience 	2
7	Video	<ul style="list-style-type: none"> end-user 	audiovisual	<ul style="list-style-type: none"> creativity 	N	2012-	<ul style="list-style-type: none"> Size of target audience 	2



	competition Crème Fraîche by SNJ and CNA	engagement	content provider	<ul style="list-style-type: none"> media use participation and interaction 			<ul style="list-style-type: none"> total budget or cost of the project success of the project level of public awareness 	
8	Workshop “Schoulfilm” by Schoul am Duerf	<ul style="list-style-type: none"> end-user engagement 	academia	<ul style="list-style-type: none"> Creativity media use 	R	2009* -	Level of engagement by target audience	2
9	Vision Lab by CNA	End- user engagement	Public authorities	<ul style="list-style-type: none"> media use creativity critical thinking 	N	2008* -	The success of the project	2
10	Meet the pros by CNA, BTS and Film Fund Luxembourg	<ul style="list-style-type: none"> Networking platforms 	Civil society	participation and interaction	N	2011-	Level of engagement by target audience	2
11	Competition „jeune journaliste“ by Conseil de Presse and Script	End-user engagement	<ul style="list-style-type: none"> cross-sector collaboration 	<ul style="list-style-type: none"> creativity media use critical thinking participation and interaction 	N	2015-	<ul style="list-style-type: none"> the size of the target audience the level of public awareness of the project the level of engagement by the target audience 	2
12	No Hate Speech Movement	Campaigns	cross-sector collaboration	<ul style="list-style-type: none"> critical thinking intercultural 	N	2013-	<ul style="list-style-type: none"> Size of target audience total budget or cost of 	2



	Luxembourg			<ul style="list-style-type: none"> dialogue participation and interaction 			<ul style="list-style-type: none"> project success of the project level of public awareness 	
13	Live am Studio by Mediafactory (SNJ)	End-user engagement	Public authorities	<ul style="list-style-type: none"> Creativity critical thinking media use participation and interaction 	N	2015-	<ul style="list-style-type: none"> Size of target audience level of engagement by the target audience 	2
14	Medienwoche by Erwuesse Bildung asbl	Networking platforms	Civil society	<ul style="list-style-type: none"> Creativity critical thinking media use participation and interaction intercultural dialogue 	N	2008* -	<ul style="list-style-type: none"> Level of engagement by target audience level of public awareness 	2
15	Openscreening events by Openscreen asbl.	Other	<ul style="list-style-type: none"> Cross-sector collaboration 	<ul style="list-style-type: none"> Creativity Media use Participation and interaction 	N	2014-	The level of engagement by the target audience	2
16	Movies we made by Lycée Aline Mayerisch	end-user engagement	academia	<ul style="list-style-type: none"> Creativity media use participation and interaction 	N	2015-	Level of engagement by target audience	2



17	Pitch please by Luxembourg City Film Festival	End-user engagement	Civil society	<ul style="list-style-type: none"> • Creativity • Media use • Critical thinking • Participation and interaction 	N	2012-2016	The level of engagement by the target audience	3
18	Filmgroup by youth centre Jugendtreff Hesper	end-user engagement	civil society	<ul style="list-style-type: none"> • Creativity • media use • critical thinking • intercultural dialogue • participation and interaction 	R	2006* -	Level of engagement by the target audience	3
19	„Jugendsendung“ by Graffiti asbl	<ul style="list-style-type: none"> • other/ Radio for young people • end-user engagement 	civil society	<ul style="list-style-type: none"> • Creativity • media use • participation and interaction 	N	1993* -	Level of engagement by the target audience	3
20	Schüler-Radio by Lycée Michel Rodange Luxembourg	<ul style="list-style-type: none"> • Other / radio for young people 	academia	<ul style="list-style-type: none"> • Critical thinking • Media use • Participation et interaction • creativity 	N	1999* -	<ul style="list-style-type: none"> • level of engagement by target audience • the success of the project 	2

*These projects started before 2010 but they have been organized every year between 2010 and 2016.



Section 3 – Project summaries

Question 4

From the projects you have highlighted in Question 3, please describe the five most significant⁵⁵⁶ media literacy projects that have taken place in your country since 2010.

Please use a separate form for each project. See the sample answer for help.

⁵⁵⁶ Significant can relate to:

- a) the size of the target audience and/or the reach of the project,
- b) the total budget or cost of the project
- c) the final outcomes / impact of the project
- d) the level of public awareness of the project
- e) the level of engagement by the target audience.



Answer 4 - Project 1

A. PROJECT NAME: Uelzechtkanal made by Lycée de Garçons Esch (LGE)

B. CATEGORY AND DESCRIPTION OF PROJECT:

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an 'X':

Research	
Resources	
Campaign	
Provision of Funding	
Networking Platforms	
Policy Development	
End-user engagement	
Other	X

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

The project Uelzechtkanal is a TV channel for young people where the pupils of a high school (LGE) are responsible for providing the audio visual content in form of documentaries. The TV channel streams every month a documentary (50-60 minutes) about a subject important to or for young people. The documentary is made of more a few news reports about different subjects.

The motivation behind the project is to work professionally with young students. The project gives them a platform to learn about media use and creating



media content. The objective is to find an interesting subject, to learn about filming and to edit the filmed material into a good documentary. The students are obligated to organize their show from A to Z with the support of their teachers. Still, the end goal is that the students work independently and autonomously. In order to do this, they need to strengthen their organisational capacities, become more responsible and learn to work in a team. In addition, the students' critical thinking skills are developed by the need to look behind the media content they use as reference. The ability to think critically about their own media content and to positively criticize their colleagues, allows them to create good media content and to be aware of the impressions they give to their audience.

The content of the documentaries is often suggested by the teachers due to the information flow but the students decide how to present the proposed content.

This project targets young students from 16 to 20 years (the last three years of high school) who are interested in the media industry and would like to create their own media content. The students are split into two groups due to their age. The target audience can choose voluntarily this elective course but they need to be motivated and disciplined because providing a new documentary every month is a lot of hard work, which is done after school hours.

The methods used are based on the learning by doing approach which allows the students to learn new things and to teach them to their colleagues. The collaborative learning approach forces the students to work together by splitting the tasks and to be able to count on each other. The emerging discussions encourage communication in order to find a solution and to strengthen their debating skills. Furthermore, the teachers try to organize this project in the manner that they work as closely as possible to a real TV channel for example by organizing editorial meetings.

The project is significant across from Luxembourg because of the media content provided. The media literacy skills of the students are developed on more than one level. The developed skills are reflexion (critical thinking), doing a research, work in teams, make an analysis, communicate with other people and use technologies. In other words, their multitasking skills are enhanced because they have to complete several tasks simultaneously.

The end result is streamed every month on cable TV and satellite TV. The idea behind the project has been the same for quite some time but the people changed over the years. The TV Channel keeps up with time by for example streaming their documentaries online for the last 5 to 6 years.

I had no direct involvement in this project.



C. GEOGRAPHICAL REACH

Please indicate whether the project was of National or Regional significance.

The project has a national and international reach. The documentaries produced by the Uelzechtkanal are streamed nationally by the “Lëtzebuenger Kanal” (cable TV) and internationally by RTL Lëtzebuerg (satellite TV). In addition, the sequences are shown individually on Youtube where everybody can watch them. The students tend to come from the same area due to the fact that they go to the same high school.

D. TIMEFRAME AND BUDGET

Please include the duration of the project, the dates and, where possible, the annual and total budget and related sources of financing.

The Uelzechtkanal celebrated its 20th birthday this year, so the project has already existed for a very long time but there have been some changes over the years. The active members change every year due to the fact that the older ones finish high school whereas the younger students become active members of the Uelzechtkanal. The budget is included in the school budget and the project is a non-profit project.

E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

Please indicate the type of media literacy skills or capacities that were addressed in the project. For example:

- Media use:
 - The ability to search, find and navigate and use media content and services.
- Critical thinking skills such as:
 - Understanding how the media industry works and how media messages are constructed.
 - Questioning the motivations of content producers in order to make informed choices about content selection and use.
 - Recognising different types of media content and evaluating content for truthfulness, reliability and value for money.
 - Recognising and managing online security and safety risks.
- Creative skills such as:



- Creating, building and generating media content.
- Participation and engagement skills such as:
 - Interaction, engagement and participation in the economic, social and cultural aspects of society through the media.
 - Promoting democratic participation and fundamental rights.
- Intercultural dialogue skills such as:
 - Including challenging radicalisation and hate speech online.

This project:

- Informs young people about the media industry by being an active part of it
- Educates them about media use like for example making a research by using media contents
- Informs them about the different types of presentations of media contents and how they can present the contents from their point of view.
- Shows them how to make and produce a documentary
- Shows them how to create media content and how to use the technologies necessary (journalistic work)
- Supports them in participating and interacting by communicating with each other or with strangers
- Develops their critical thinking skills (self-criticism and positive criticism)
- Develops their intercultural dialogue skills by avoiding hate speech in their shows
- Brings them in contact with refugees which supports the intercultural exchange
- Makes it easier for the members to work in the film industry or getting a diploma due to the practical experiences they gained while working for the Uelzechkanal.
- Helps them to establish contacts with people from the media industry

Students who have been an active member for a long time realize that they become more and more aware of the shortcomings of media content. This is a positive side effect of the learning by doing approach.



F. STAKEHOLDERS:

Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.

- Lycée de Garçons Esch- school which provides funding for the project and enables the students to have their own TV channel (academia)
- Makerspace- creating a demand for the Uelzechtkanal facilitators (public authority)
- RTL Lëtzebuerg- streaming of the content produced by Uelzechtkanal (audiovisual content provider)
- Lëtzebuerger Kanal- streaming of the content produced by Uelzechtkanal (audiovisual content provider)

G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible, please indicate also the size of the targeted audience.

This project targets young students of one school to become active members in the project and to contribute in form of documentaries to the TV channel. The show is accessible for all the people in Luxembourg without restrictions.

H. OUTCOMES AND EVALUATION

Please outline (in approximately 300 words) the main results of the project. Some category-specific evaluation tools are outlined below to act as a guide for response and to provide a broad evaluation framework. However, we understand that each project will be different and evaluation methods may differ significantly.

Research – frequency of research, methodology, use and dissemination of results.

Programmes of Resources – audience reached, online hits, shares, plays, downloads, circulation.

The documentaries of Uelzechtkanal are streamed by the “Lëtzebuerger Kanal” on:

- Monday (6-7 pm and 8-9 pm)
- Tuesday (10-11 am and 8-9 pm and 10-11 pm)
- Thursday (8-9 pm and 10-11 pm)

On RTL Lëtzebuerg:



Saturday (4 – 5 pm)

Approximately 10000 people watch the documentaries which are also available on youtube. Furthermore the Uelzechtkanal is reachable on Twitter and Facebook.

Campaigns – Levels of awareness and participation. Attitudinal and/or behavioural changes. Measuring audience reach/distribution, levels of awareness and participation, audience engagement via online/face to face methods etc. Qualitative results could include testimonials etc. Please include the frequency of measurement/evaluation.

Value for money / Return on Investment, % of grant/funding used.

Networking Platforms – Number of stakeholders engaged, frequency of networking opportunities, number of conferences, publications, subscribers, whether the networking took place at a regional, National, Pan-European or International level.

Policy Developments – Frequency, Dissemination of policy, reaction to and adoption of policy recommendations.

End-user engagement – Numbers of people engaged, frequency, results.

Students learn a lot about media content providers by creating their own documentaries and the number of people engaged in creating the shows varied over the years. The number varies between 25 and 30 students and two to three teachers. It is a fact that the students work very hard and are very motivated. The Uelzechtkanal is obliged to create a show every month which last 50 to 60 minutes. The contents produced are mainly documentaries, they rarely do fiction.

I. FURTHER REFERENCES

Please provide further references about the initiative: publications, website, Twitter account etc.

www.youtube.com/watch?v=rpqHc938Vmo – Promo clip

www.youtube.com/user/uelzechtkanal

www.facebook.com/Uelzechtkanal/?fref=ts

<http://lge.lu/activites/uelzechtkanal/>



Answer 4 - Project 2

A. PROJECT NAME: Not Funny- Bee Fair by Beesecure

B. CATEGORY AND DESCRIPTION OF PROJECT:

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an 'X':

Research	
Resources	
Campaign	X
Provision of Funding	
Networking Platforms	
Policy Development	
End-user engagement	
Other	

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

Not Funny- Bee Fair was a campaign organized by Beesecure about cybermobbing and how to prevent it. Cybermobbing is an omnipresent phenomenon with which a lot of people are confronted, especially young people. The campaign arose out of the need that more and more young people were confronted with cybermobbing and the lack of a support system. Statistics showed that 8 to 10 percent of Luxemburgish students have been victims of cybermobbing.



Unfortunately, the number of cybermobbing increased while there were nearly no social services prepared to react to this issue. Therefore Beesecure saw the need to start a new campaign in order to raise the awareness of cybermobbing in the society and to create support systems for the victims and their social environment. The objective of the campaign was to stop cybermobbing by informing the people about it. Not Funny-Bee Fair addressed not only the victims but also the bystanders and the offenders. The goal of the campaign was to encourage the young people to think about the messages they want to post before posting them. It is important to think critically about the media content one likes to publish in order to not hurt anybody with it.

The campaign focused on the following points to stop cybermobbing:

- What is cybermobbing?
- What are the dangers about cybermobbing?
- How to stop or prevent cybermobbing?

A detailed flyer allowed people to react in case of cybermobbing by following the instructions on the flyer.

In addition they didn't only concentrate on the victims but also on the offenders, bystanders, parents and teachers. This wide range made it possible to reach a lot of people from different sectors and age groups. The campaign was supported by a competition which was organized by the "musée national de la resistance" and the "centre pour l'égalité de traitement". The competition invited young people to create a comic around the subject "cybermobbing". It is important to say that other organisations took part in the success of this campaign by organizing projects around cybermobbing.

In the context of the campaign a lot of workshops, speeches, conferences etc. were organized to increase the awareness of cybermobbing on one hand and on the other to be a direct contact and to be present to the targeted audience. This practical approach gave the people the chance to ask questions and to be informed face-to-face. Furthermore, Beesecure installed a helpline which allows them to react immediately in case of a cybermobbing urgency. Helping and consulting were very important aspects of this campaign.

This project was important because more and more young people were confronted with cybermobbing in social medias and there were few organisations prepared to help the victims, concerned parents and teachers. Especially the psychological support wasn't guaranteed. Before the campaign it wasn't clear where people confronted with cybermobbing could seek help or the few organisations responsible for cybermobbing were overloaded with cybermobbing cases.



<p>I had no direct involvement in this project.</p>
<p>C. GEOGRAPHICAL REACH</p> <p>Please indicate whether the project was of National or Regional significance.</p> <p>This project took place across Luxembourg and has a national significance.</p>
<p>D. TIMEFRAME AND BUDGET</p> <p>Please include the duration of the project, the dates and, where possible, the annual and total budget and related sources of financing.</p> <p>The campaign started in September 2012 and lasted a year. The budget was approximately 30.000 Euros.</p>
<p>E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:</p> <p>Please indicate the type of media literacy skills or capacities that were addressed in the project. For example:</p> <ul style="list-style-type: none"> • Media use: <ul style="list-style-type: none"> - The ability to search, find and navigate and use media content and services. • Critical thinking skills such as: <ul style="list-style-type: none"> - Understanding how the media industry works and how media messages are constructed. - Questioning the motivations of content producers in order to make informed choices about content selection and use. - Recognising different types of media content and evaluating content for truthfulness, reliability and value for money. - Recognising and managing online security and safety risks. • Creative skills such as:



- Creating, building and generating media content.
- Participation and engagement skills such as:
 - Interaction, engagement and participation in the economic, social and cultural aspects of society through the media.
 - Promoting democratic participation and fundamental rights.
- Intercultural dialogue skills such as:
 - Including challenging radicalisation and hate speech online.

This campaign:

- Informed young people and adults about cybermobbing in order to reduce this new form of mobbing enabled by social media
- Helped young people to use social medias more consciously and to make them more aware of the dangers of cybermobbing
- Showed to young people how to use media appropriately without causing pain to anybody
- Supported them in their contact with cybermobbing
- Showed them how to question media contents published on social media and to make a difference between cybermobbing and harmless comments. They learned how to interpret comments and media content
- Showed young people how to avoid hate speech online
- Informed them about online hate speech
- Brought the phenomenon in context with events that happened in the past and with these examples they demonstrated the devastating effects of cybermobbing

F. STAKEHOLDERS:

Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.

Beesecure (Ministry of Family affairs; Finance Ministry; Ministry of Education) - organizing and funding of the campaign (public authority)

ErwuesseBildung asbl supported the campaign by organizing a Mediaweek in the context of cybermobbing to also inform adults about cybermobbing (civil



society

Centre pour l'égalité de traitement (CET) and Escher Resistenzmuseum (MNR) by organizing a comic competition in the context of cybermobbing (public authority)

The campaign was spread by a lot of other organisations as for example the police or [Société nationale des chemins de fer luxembourgeois \(CFL\)](#)

G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible, please indicate also the size of the targeted audience.

The people targeted by this campaign were young children, teenagers, parents and teachers in Luxembourg. In other words, everybody who can become a victim, witness or offender of cybermobbing.

H. OUTCOMES AND EVALUATION

Please outline (in approximately 300 words) the main results of the project. Some category-specific evaluation tools are outlined below to act as a guide for response and to provide a broad evaluation framework. However, we understand that each project will be different and evaluation methods may differ significantly.

Research – frequency of research, methodology, use and dissemination of results.

Programmes of Resources – audience reached, online hits, shares, plays, downloads, circulation.

Campaigns – Levels of awareness and participation. Attitudinal and/or behavioural changes. Measuring audience reach/distribution, levels of awareness and participation, audience engagement via online/face to face methods etc. Qualitative results could include testimonials etc. Please include the frequency of measurement/evaluation.

The campaign raised a lot of awareness especially in schools all-around Luxembourg because more and more children become victims of cybermobbing. Therefore the campaign was very important to prevent this trend and to inform the adults on how they can support their kids and at same time prevent their children from becoming a cybermobbing offender. Furthermore the campaign was supported by workshops and competitions to reach a wide range of people. A great part of the campaign was based on a face to face contact to be present to the concerned people.

Value for money / Return on Investment, % of grant/funding used.

Networking Platforms – Number of stakeholders engaged, frequency of networking opportunities, number of conferences, publications, subscribers, whether the networking took place at a regional, National, Pan-European or International level.



Policy Developments – Frequency, Dissemination of policy, reaction to and adoption of policy recommendations.

End-user engagement – Numbers of people engaged, frequency, results.

A lot of people were involved in order to make the campaign a success and even years after the campaign, it is still present to the people especially to teachers who often use the material distributed by the organisations to guide them in their contact with cybermobbing.

I. FURTHER REFERENCES

Please provide further references about the initiative: publications, website, Twitter account etc.

www.bee-secure.lu/de/tools/kampagnen/not-funny-%E2%80%93-bee-fair

www.facebook.com/BEESECURE/?fref=ts

www.cnpd.public.lu/de/actualites/national/2012/09/bee-fair-stop-cybermobbing/index.html

www.gouvernement.lu/734831/25-bee-fair

www.bee-secure.lu/de/tools/publikationen/not-funny-%E2%80%93-bee-fair-flyer



Answer 4 - Project 3

A. PROJECT NAME: Heemwéi – Movie made by Feierblumm Productions

B. CATEGORY AND DESCRIPTION OF PROJECT:

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an 'X':

Research	
Resources	
Campaign	
Provision of Funding	
Networking Platforms	
Policy Development	
End-user engagement	
Other	X

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

“Heemwéi” is a 99 minute drama made by a group of young film enthusiasts from Feierblumm Productions. Feierblumm Productions is a network of young filmmakers. The main team was made up of young students which were no professional filmmakers. It started as a youth project which quickly became very serious with the end result of being shown in the biggest cinema in Luxembourg. The film “Heemwéi” is about World War II and tries to break with the taboos and the known clichés about war. The story describes the long way home of two young soldiers and focuses on the search of their identity and the feeling about their homeland. It is astonishing that the story was written by young people who never witnessed war. They based their story on stories told



to them by contemporary witnesses.

The motivation behind the project was to make a movie as a group of young filmmakers with little means. Their story about World War II differs from other movies made about this subject and the objective was to not take sides or to put the question about who is right and who is wrong. By portraying the story about two young soldiers they tried to make the audience aware of the fact that there is more about war than wrong and right.

Breaking with the clichés and taboos about war forced the young filmmakers to think critically about their film project and to treat the subject objectively to avoid becoming themselves victims of stereotypes and clichés.

In order to make this movie which happens to be a low-budget production, the young people from Feierblumm Productions needed to work with volunteers and professional filmmakers who weren't paid. This project stands out because of the big motivation and engagement from everybody involved. The actors were confronted with the difficulty to show emotions on the screen without being pathetic. The film gained in authenticity by being in Luxemburgish. Using the local language connected the story of the film with the Luxemburgish history.

The end result is a semi-professional film which was shown in Luxemburgish cinemas and was seen by approximately 11000 people. This number of visitors makes "Heemwéi" one of the top 10 Luxemburgish movies. Furthermore, the film was nominated for the Luxembourg film prize in the category best movie in 2014 by the film academy and was featured in independent film festivals in Germany, Belgium and in the United States of America. In the US Heemwéi managed to be awarded three times for best movie.

It was a significant media literacy project for Luxembourg because the end product reached a wide range of people and showed them another perspective of war. The young filmmakers tried to convey a message of tolerance to their audience. This project shows that young filmmakers can make a movie without an enormous budget if they are motivated and get the help they need from professional filmmakers. To create media content it is important to work together, to have a great idea and to be motivated. This project shows that the lack of budget shouldn't deter you from making a movie. Last but not least, the story of the movie and how it is presented is very important to the people from Luxembourg because it speaks of two young men who were confronted with situations where they were forced to do things they didn't want to, forced by war. The film forced the audience to think critically about war. A lot of projections were followed by discussion rounds with the filmmakers, where the audience could ask questions or talk about their experiences of war. The discussions with school classes were especially important because they enabled the participants to be informed about the past of their country and to ask questions.



I had no direct involvement in this project.

C. GEOGRAPHICAL REACH

Please indicate whether the project was of National or Regional significance.

The filming took place in over 20 communities (also from neighbouring countries) but the project itself was primarily of national significance due to the Luxemburgish thematic. Although the discussions with contemporary witnesses from Alsace showed that the thematic is also true for that area.

The film was shown in independent film festivals in Germany, Belgium and USA which shows its international significance.

D. TIMEFRAME AND BUDGET

Please include the duration of the project, the dates and, where possible, the annual and total budget and related sources of financing.

The process from having the idea to making a movie about WWII to being shown in cinemas lasted approximately from 2007 to 2014 due to the fact that it was a low budget project. The people involved were only able to work on it in their free time. The total budget for the movie was 25.000 Euros.

E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

Please indicate the type of media literacy skills or capacities that were addressed in the project. For example:

- Media use:
 - The ability to search, find and navigate and use media content and services.
- Critical thinking skills such as:
 - Understanding how the media industry works and how media messages are constructed.
 - Questioning the motivations of content producers in order to make informed choices about content selection and use.



- Recognising different types of media content and evaluating content for truthfulness, reliability and value for money.
- Recognising and managing online security and safety risks.
- Creative skills such as:
 - Creating, building and generating media content.
- Participation and engagement skills such as:
 - Interaction, engagement and participation in the economic, social and cultural aspects of society through the media.
 - Promoting democratic participation and fundamental rights.
- Intercultural dialogue skills such as:
 - Including challenging radicalisation and hate speech online.

This project:

- Helped the people involved in using media contents to do a research about a certain subject
- Showed the people involved how to plan and make a film production come true
- Informed the people about advertising a movie
- Showed young people how the film industry works and how to become an active member of the film industry
- Supported the creativity of young people to create a story around a certain theme (here WWII)
- Developed the critical thinking skills of the young people involved in making them think about the impressions they want to give to the audience
- Made them aware of the clichés and taboos around WWII in media contents
- Showed to other young people that with a lot of engagement you can make a film project come true
- Enabled young filmmakers to work with professionals and to profit from their know-how
- Underlined the importance of the chemistry between the people involved to finish a movie. Teamwork is everything.



F. STAKEHOLDERS:

Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.

Youth on the move (Council of Europe) – Financial help (public authority)

Service National de la Jeunesse (SNJ) – Financial help (public authority)

180 volunteers from different sectors among them also professionals of the film industry

Ministry of culture- financial help (public authority)

Private donation- financial help

Film Fund Luxembourg – financial help (public authority)

G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible, please indicate also the size of the targeted audience.

This project targeted people who were interested in being part of the filming process and members of Feierblumm Productions. They aimed at professional filmmakers or actors who wanted to be part of a movie made to conserve the cultural heritage of Luxembourg. The end result namely the movie “Heemwé” targeted people who were interested in seeing a movie which portrays World War two from a different perspective than normally shown in movies.

H. OUTCOMES AND EVALUATION

Please outline (in approximately 300 words) the main results of the project. Some category-specific evaluation tools are outlined below to act as a guide for response and to provide a broad evaluation framework. However, we understand that each project will be different and evaluation methods may differ significantly.

Research – frequency of research, methodology, use and dissemination of results.

Programmes of Resources – audience reached, online hits, shares, plays, downloads, circulation.

Campaigns – Levels of awareness and participation. Attitudinal and/or behavioural changes. Measuring audience reach/distribution, levels of awareness



and participation, audience engagement via online/face to face methods etc. Qualitative results could include testimonials etc. Please include the frequency of measurement/evaluation.

Value for money / Return on Investment, % of grant/funding used.

Networking Platforms – Number of stakeholders engaged, frequency of networking opportunities, number of conferences, publications, subscribers, whether the networking took place at a regional, National, Pan-European or International level.

Policy Developments – Frequency, Dissemination of policy, reaction to and adoption of policy recommendations.

End-user engagement – Numbers of people engaged, frequency, results.

The movie “Heemwéi” has been seen by about 11000 people in cinemas in Luxembourg and been nominated for the Luxembourg film prize in the category “best movie 2014”. The end result of the project which started as a youth project is far more than everybody involved could have imagined. For some of the filmmakers it was a wonder that they finished this big project and with such a good result.

A large number of volunteers were needed during the filming which required a lot of teamwork, motivation and discipline.

The exchange between the audience and the filmmakers was very valuable in order to make even the young people more aware of the dangers of war and being forced to join war.

I. FURTHER REFERENCES

Please provide further references about the initiative: publications, website, Twitter account etc.

www.heemwei.lu/

<http://feierblumm.com/>

www.facebook.com/Heemwei.Feierblumm

www.youtube.com/watch?v=DyTXmmgLHQU



Answer 4 - Project 4

A. PROJECT NAME: Les secrets du cinéma- Découverte du monde cinématographe de Georges Méliès

B. CATEGORY AND DESCRIPTION OF PROJECT:

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an 'X':

Research	
Resources	
Campaign	
Provision of Funding	
Networking Platforms	
Policy Development	
End-user engagement	X
Other	

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

“Les secrets du cinéma- Découverte du monde cinématographe de Georges Méliès” is a media literacy activity during which young people make a remake of the movie “A trip to the moon” by Georges Méliès with the help of a green screen in only one day. The activity takes place in the youth centre Marienthal and is available year around for all young people between 11 and 15 years. The main target groups are school classes from Luxembourg.

The motivation behind the project is to show young people how movies are made and which tricks can be used to manipulate the audience and to



communicate a certain impression. By doing their own version of the movie they get an insight into the film industry and can try the tricks used by the filmmakers themselves and see how simple they tend to be. The objective of the project is to make children or young people aware of the tricks used by filmmakers. Furthermore, the participants learn to use their body language to transmit a feeling or impression due to the fact that “A trip to the moon” is a silent movie and the participants need to use their mimic and their gestures to convince their audience. The goal of the learning by doing approach is to show young people that they can easily be manipulated without telling them so. In other words, the participants get a behind the scenes insight which helps them understand the tricks used and enables them to project their new knowledge on other media contents.

The learning by doing approach is important for this activity because the participants need to take over all the roles and tasks needed to make a movie. That means they have to be actors, cameramen, director etc. to make their own version of the film. Using the green screen is very helpful to show that with little effort you can make other people believe that you landed on the moon or that a rocket landed in your eye. The tricks which are used during the film shooting are fairly simple in realization but in the end result are very impressive like making people disappear. Every participant receives a DVD with their movie on it which makes it possible to them to easily compare their version with the original. The participants are supervised by a team of educators or film professionals to support them and guide them during the film shooting.

This activity is very important because the participants learn about more than one aspect of the film industry. One, they learn how to be actors and how to transport their emotions without speaking. Two, they are made aware of the fact that medias can be manipulative without judging and telling them that medias are bad and to be avoided. Third, the fact that they are doing a remake of the film boosts their creativity because they can make changes to the story board.

My role in the project is to support the participants in making their remake of the film.

C. GEOGRAPHICAL REACH

Please indicate whether the project was of National or Regional significance.

This project is open to all the young people across Luxembourg.



D. TIMEFRAME AND BUDGET

Please include the duration of the project, the dates and, where possible, the annual and total budget and related sources of financing.

The project takes place in the youth centre in Marienthal all year around. The activity lasts one day and it is a non-profit activity supported by the education ministry of Luxembourg. The annual budget is +/- 15.000 Euros.

E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

Please indicate the type of media literacy skills or capacities that were addressed in the project. For example:

- Media use:
 - The ability to search, find and navigate and use media content and services.
- Critical thinking skills such as:
 - Understanding how the media industry works and how media messages are constructed.
 - Questioning the motivations of content producers in order to make informed choices about content selection and use.
 - Recognising different types of media content and evaluating content for truthfulness, reliability and value for money.
 - Recognising and managing online security and safety risks.
- Creative skills such as:
 - Creating, building and generating media content.
- Participation and engagement skills such as:
 - Interaction, engagement and participation in the economic, social and cultural aspects of society through the media.
 - Promoting democratic participation and fundamental rights.
- Intercultural dialogue skills such as:
 - Including challenging radicalisation and hate speech online.

This project:



- Encourages young people to look behind the scenes of the film industry and to be aware of the tricks used by the filmmakers to manipulate the audience
- Helps young people to use cameras, tripods etc. to make their own remake of an old movie
- Supports young people in developing their creativity and their critical thinking skills
- Enlightens young people how their body language can transmit different emotions and how actors use their body language to raise certain emotions within the audience
- Shows that making a film is hard work

F. STAKEHOLDERS:

Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.

Centre Marienthal – Mediafactory (Service National de la Jeunesse) – Organizing and funding of the project (public authority)

G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible, please indicate also the size of the targeted audience.

This project targets young people between 11 and 15 years enrolled in a school in Luxembourg. The project is open to all the people across Luxembourg in this age category.

H. OUTCOMES AND EVALUATION

Please outline (in approximately 300 words) the main results of the project. Some category-specific evaluation tools are outlined below to act as a guide for response and to provide a broad evaluation framework. However, we understand that each project will be different and evaluation methods may differ significantly.

Research – frequency of research, methodology, use and dissemination of results.



Programmes of Resources – audience reached, online hits, shares, plays, downloads, circulation.

Campaigns – Levels of awareness and participation. Attitudinal and/or behavioural changes. Measuring audience reach/distribution, levels of awareness and participation, audience engagement via online/face to face methods etc. Qualitative results could include testimonials etc. Please include the frequency of measurement/evaluation.

Value for money / Return on Investment, % of grant/funding used.

Networking Platforms – Number of stakeholders engaged, frequency of networking opportunities, number of conferences, publications, subscribers, whether the networking took place at a regional, National, Pan-European or International level.

Policy Developments – Frequency, Dissemination of policy, reaction to and adoption of policy recommendations.

End-user engagement – Numbers of people engaged, frequency, results.

The activity takes places 2-3 a week during 2-3 months and each time there are about 20 participants involved. They are guided by a team of 4-5 educators and freelances so to make sure their movie will be a success. Every participant who takes part in the activity receives a DVD with their film on it. The result of the remake is often quite different from the original which shows that the participants have contributed their own ideas. Although the main story usually stays the same than in the original.

I. FURTHER REFERENCES

Please provide further references about the initiative: publications, website, Twitter account etc.

[www.youtube.com/watch?v= FrdVdKlxUk](http://www.youtube.com/watch?v=FrdVdKlxUk) – original movie

<http://marienthal.snj.lu/activites/%C3%A9cole-fondamentale/les-secrets-du-cin%C3%A9ma-d%C3%A9couverte-du-monde-cin%C3%A9matographe-de-georges>



Answer 4 - Project 5

A. PROJECT NAME: Tournage (film shooting) Crème Fraîche by CNA and SNJ

B. CATEGORY AND DESCRIPTION OF PROJECT:

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an 'X':

Research	
Resources	
Campaign	
Provision of Funding	
Networking Platforms	
Policy Development	
End-user engagement	X
Other	

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

Tournage Crème Fraîche is a film shooting based on an award-winning screenplay from the Crème Fraîche competition. The filming of the short-movie is done in a pedagogical approach and lasts four days. To this date, five movies were realised through this project and have all been presented to the public within the context of the Luxembourg City Film Festival during the Crème Fraîche evening. The screenplays are written by young people between 12 and 30 years and the winning screenplay is chosen by a jury made of three professional filmmakers and three young people. The filming takes place in July or August and is funded by the National youth service (SNJ) and the National centre for audio-visual content (CNA).



The motivation behind this project is to bring young filmmakers and professional filmmakers together and to let them work together by making a short-movie in four days. The young people can benefit from the know-how of the professionals by working side by side with them. The objective is to give young people the possibility to learn about the film industry and to gain practical experience through the learning-by- doing method. The author of the screenplay can take an active part of the process and sees how his screenplay is turned into a movie. The young people learn about the roles existing in the film industry and can try out more roles in order to find the perfect task or job in filming for their future.

The project targets on one side young people who are interested in making movies but who still need a certain know-how or young people with a film diploma in need of practical experience and on the other side, professional filmmakers willing to share their knowledge with the young people for a little fee.

In order to increase the young people's knowledge it is paramount to let them take over responsibility for certain tasks but they need to be supported by the professionals. The result is a short-movie based on a screenplay written by a non-professional and filmed by a group of young people with the help of professionals.

It is an important media literacy project because of the gain of knowledge in the use of technologies and the works of the film industry. The young people learn about the difficulties of working as a independent filmmaker and the dark side of the film industry. The goal of this project is not to warn young people off the media industry but to prepare them as good as possible for working in this industry. In addition, the young people can establish new contacts which might enable them to maybe find a job more easily.

The budget of 30.000 Euros is significant for a short-movie within the context of a pedagogical project.

My role in this project is to be one of the co-producers.



C. GEOGRAPHICAL REACH

Please indicate whether the project was of National or Regional significance.

This project is of national significance.

D. TIMEFRAME AND BUDGET

Please include the duration of the project, the dates and, where possible, the annual and total budget and related sources of financing.

The preparations of the filming last approximately six months and the actual filming is done in four days in July or August. Every year a new film crew turns a new screenplay into a film with a total budget of 30.000 Euros.

E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

Please indicate the type of media literacy skills or capacities that were addressed in the project. For example:

- Media use:
 - The ability to search, find and navigate and use media content and services.
- Critical thinking skills such as:
 - Understanding how the media industry works and how media messages are constructed.
 - Questioning the motivations of content producers in order to make informed choices about content selection and use.
 - Recognising different types of media content and evaluating content for truthfulness, reliability and value for money.
 - Recognising and managing online security and safety risks.
- Creative skills such as:
 - Creating, building and generating media content.
- Participation and engagement skills such as:



- Interaction, engagement and participation in the economic, social and cultural aspects of society through the media.
- Promoting democratic participation and fundamental rights.
- Intercultural dialogue skills such as:
 - Including challenging radicalisation and hate speech online.

This project:

- Helps young people understand how the media industry works by working with professionals of the film industry
- Gives young people the possibility to work side by side with professional filmmakers and let them profit from their know-how
- Lets young people take an active role in making a film therefor in creating a media content and be responsible for certain tasks
- Enables young people to be part of making a film which will be shown during the Luxembourg City Film Festival
- Develops the critical thinking skills of young people by making them work side by side with professionals who can show them what works in the film industry and what doesn't
- Supports young people in their use of technology especially technologies used by the film industry
- Is a pedagogical project which makes it possible for young people to ask questions without the fear of being criticized for not knowing

F. STAKEHOLDERS:

Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.

Centre National de l'Audiovisuel - funding and organizing the project (public authority)

Service National de la Jeunesse- funding and organizing the project (public authority)

Luxembourg City Film Festival- platform to show the film during the Crème Fraîche evening (civil society)

The participants of the Crème Fraîche competition who provide the screenplays

Young filmmakers who help making the films

The professional filmmakers who share their know-how with the young filmmakers during the filming



G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible, please indicate also the size of the targeted audience.

The project targets young people interested in making movies or young people with a film diploma who are looking forward to gain new practical experiences. Usually their ages range between 16 and 30 years and different nationalities are welcomed. The project intends to work closely with approximately 15 to 20 young people during a week.

H. OUTCOMES AND EVALUATION

Please outline (in approximately 300 words) the main results of the project. Some category-specific evaluation tools are outlined below to act as a guide for response and to provide a broad evaluation framework. However, we understand that each project will be different and evaluation methods may differ significantly.

Research – frequency of research, methodology, use and dissemination of results.

Programmes of Resources – audience reached, online hits, shares, plays, downloads, circulation.

Campaigns – Levels of awareness and participation. Attitudinal and/or behavioural changes. Measuring audience reach/distribution, levels of awareness and participation, audience engagement via online/face to face methods etc. Qualitative results could include testimonials etc. Please include the frequency of measurement/evaluation.

Value for money / Return on Investment, % of grant/funding used.

This project is a non-profit project because the pedagogical approach is the main priority. The budget for the film is 30.000 Euros and with this amount of money the people involved generally manage to make a great movie. One of the movies was even nominated for the Luxemburgish film prize 2014 (Movie: A quoi bon? By Thierry Faber)

Networking Platforms – Number of stakeholders engaged, frequency of networking opportunities, number of conferences, publications, subscribers, whether the networking took place at a regional, National, Pan-European or International level.

Policy Developments – Frequency, Dissemination of policy, reaction to and adoption of policy recommendations.

End-user engagement – Numbers of people engaged, frequency, results.

The people engaged in the project work very hard during the actual filming to ensure that the movie will be a success. Normally there are around 40 to 50



people engaged in the process of making the movie whereas one half is made up by young people interested in movies and the other half are film professionals. These people tend to work up to 14 hours a day during the filming to accomplish every step needed to make a short-movie.

I. FURTHER REFERENCES

Please provide further references about the initiative: publications, website, Twitter account etc.

www.creme-fraiche.lu

www.cna.lu

<http://marienthal.snj.lu/creme-fraiche>

www.facebook.com/CremeFraicheLu/?ref=aymt_homepage_panel

www.filmfund.lu/film-catalogue/films/a-quoi-bon

www.youtube.com/user/CremeFraicheFestival



7.20. LV – LATVIA

Answers of the national expert to the questionnaire



Objective: The objective of this research is to provide mapping and description of the significant projects in promotion of media literacy in the EU-28 member states, since January 2010, of national or regional coverage.

The actors to be included in the mapping are:

- policy makers,
- public authorities,
- media regulatory authorities,
- audiovisual content providers,
- journalists associations,
- civil society.

To ensure a comprehensive picture is created of the media literacy projects that have been undertaken, and media literacy skills that have been promoted in each country, we ask that you consult with actors mentioned above (or the equivalent in your country) and include any relevant material from them.

The projects will be categorised according to the skills that they intend to develop and their target group and, if feasible, the outreach of each project.

Context: Media literacy is to be understood as an umbrella expression that includes all the technical, cognitive, social, civic and creative capacities that allow a citizen to access, have a critical understanding of the media and interact with it.

These capacities enable people to exercise critical thinking, while participating in the economic, social and cultural aspects of society and playing an active role in the democratic process. This concept covers all kind of media interactions (broadcasting, radio, press, the internet, social media) and addresses the needs of all ages.

Scope: This report will focus on media literacy projects relating to media services delivered on electronic communication networks, both linear and non-linear, and on information society services where pertinent. Press (including online), radio and off-line media will not be covered. Regional initiatives will be described separately where relevant.

In addition to the conventional media literacy themes of critical thinking, digital inclusion, online safety and the protection of minors, we are particularly interested in media literacy projects that:



- **Promote a healthy democracy:** Democracy, by definition, requires the participation of well-informed citizens. Citizens inform themselves through the media. Their relationship with the media needs to take place in a context of critical thinking. This furthermore requires certain knowledge of how the media works and how media messages are constructed.
- **Empower people in a changing and increasingly complex media landscape:** We are not only passive recipients of media content, but also content creators and media sources, for example through our involvement in social media. Moreover, we increasingly receive news through social media, rather than through traditional channels. This proliferation of sources brings a lot of new information, opportunities and potential innovation but also requires critical thinking and verification tools and awareness of how to manage our personal data and make informed choices about algorithms from digital platforms that accommodate the world to our taste.
- **Challenge radicalisation and hate speech online, and promote fundamental rights:** In a time when each citizen with a mobile connection to social media is a source of news and can contribute to "trending topics", media literacy includes taking up one's civic responsibility of contributing to a culture of inclusive tolerance and respect online and exercising critical thinking in relation to amplifying, debunking or challenging media content.

Actions related to school curricula are excluded from the mapping as they were mapped by the European Media Literacy Education Study (EMEDUS)⁵⁵⁷.

Respondent information	
Name:	Viktors FREIBERGS
Title and Organisation:	Associate Professor, Head of Communication Studies Department, Faculty of Social Sciences, University of Latvia
Country:	Latvia
Short biography:	<p>Head of Communication Studies Department, University of Latvia, acting director of BA programme of Communication sciences, Social Sciences Faculty, University of Latvia since 2013.</p> <p>The major research areas: semiotics and communication, semiotic research of film narrative and film as a specific textual and communicative system, film theory. Film and new media, cinema and digitalization, visual communication in film, film literacy.</p>

⁵⁵⁷ <http://fr.slideshare.net/MediaLearning/ml-2012-the-emedus-european-media-literacy-education-study-by-jose-manuel-perez-tornero>



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Section 1 – Background context

Question 1: Please list the main media literacy stakeholders in your country, and identify which sector they belong to (e.g. academia⁵⁵⁸, audiovisual content providers⁵⁵⁹, online platforms⁵⁶⁰, public authorities⁵⁶¹, media regulatory authorities, civil society⁵⁶²). Please indicate which stakeholders have a statutory responsibility around media literacy and which stakeholders have a non-statutory interest/engagement in media literacy activities.

CONTEXT

Media and information literacy development in Latvia has a fairly complicated political and economic context. Firstly, media environment in Latvia are essentially influenced by the fact that there are **two parallel media spaces – Latvian and Russian**. The Russian minority in Latvia constitutes nearly 30 percent of the population. These two spaces have different media and journalism cultures. Secondly, since 1980s the population of Latvia have experienced a number of essential changes in the information and media environment. From a closed and ideologically strictly controlled system the media has transformed into **highly commercialized but economically weak system** that is essentially influenced both by the global communications as well as by the media environment in the neighbouring state of Russia. Unfortunately, the economic situation of media did not provide a possibility of producing or purchasing high quality products that would facilitate a more critical attitude of the audiences to media, especially television quality. Development of media critique was not possible because of the **drastic competition among media owners** who were not able to cooperate to define standards for journalism quality and to discuss them with society. Successful development of media literacy is hampered also by the fact that **journalists' organizations in Latvia are quite weak** and they mainly focus upon their professional community and not upon media users. Unfortunately, media get very little involved in the critical assessment of media and in facilitation of media literacy.

At the same time **intensive progress of internet technologies** has been made in particular during the past 10 years in Latvia. Compared to 2004, when broadband internet connectivity was available for only 5% of households in Latvia, its coverage has increased more than 15 times. Broadband connectivity and speed of connection ranks Latvia among the top 10 countries in the world. Significant changes have also taken place in the development of wireless and mobile technology. Respectively - it has been historically established that **the issues about development of media and information literacy in Latvia are examined rather in technical and not in social, cultural and political (development of democracy) context**. Long lasting focusing of information society policy upon development of information technologies and skills to use them has left skills of contents understanding and evaluation neglected. **Information and media literacy projects mostly are implemented by information technology and internet companies** and their professional associations that successfully cooperate also with other actors. They are operating more actively than the State and that provides good contribution but

⁵⁵⁸ Academic institutions, universities and third level education providers.

⁵⁵⁹ Audiovisual content providers include broadcasters and on-demand providers (both public service media and commercial media) and content providers for online, games and apps.

⁵⁶⁰ Online platforms includes the owners and operators of online platforms (such as social media websites and search engines).

⁵⁶¹ Public authorities include government Ministries/departments, local authorities and councils, semi-State organisations, policy-makers.

⁵⁶² Civil society includes foundations, not-for-profit organisations arts and cultural bodies, charities, think-tanks, communities of interest and community networks (sports, health, hobbies, religion).



certainly the focus is on their interests and does not provide the full scope of needs. The co-participation of the State in these projects is to be evaluated positively but a critical evaluation concerns the fact that the **public institutions and policy makers have no clear plan about media literacy development priorities** and a respective policy of action in cooperation with the private sector.

MAIN MEDIA LITERACY STAKEHOLDERS IN LATVIA

1. PUBLIC AUTHORITIES:

1.1. MINISTRIES (ENGAGEMENT IN MEDIA LITERACY ACTIVITIES):

- 1.1.1. MINISTRY OF CULTURE
- 1.1.2. MINISTRY OF EDUCATION AND SCIENCE
- 1.1.3. MINISTRY OF WELFARE
- 1.1.4. MINISTRY OF ENVIRONMENTAL PROTECTION AND REGIONAL DEVELOPMENT
- 1.1.5. MINISTRY OF DEFENSE

1.2. DEPARTMENTS, LOCAL AUTHORITIES AND COUNCILS, SEMI-STATE ORGANISATIONS, POLICY-MAKERS:

- 1.2.1. MEDIA POLICY DIVISION AT THE MINISTRY OF CULTURE (STATUTORY)
- 1.2.2. THE NATIONAL ELECTRONIC MEDIA COUNCIL (STATUTORY)

Council is an independent, autonomous institution that represents the public interest in the field of electronic mass media. The Council supervises the compliance of the operations of electronic mass media with the Constitution of the Republic of Latvia, Electronic mass media law and other relevant legislation. Council has a competence in the field of the public electronic media “to promote media literacy” determined by Electronic media law.



1.2.3. NATIONAL CENTRE FOR EDUCATION (NCE) AT THE MINISTRY OF EDUCATION AND SCIENCE (STATUTORY)

NCE is a public administration institution, one of the NCE primary functions is to develop curriculum for pre-school, basic and general secondary education and vocational education. NCE develops subject standards and sample teaching- learning programs.

1.2.4. CENTRE OF CULTURE INFORMATION SYSTEMS

Centre is an institution directly subordinated to the Ministry of Culture. The goal of its activity is the development of information systems of libraries, archives, museums and other cultural establishments. The national and international projects of the Centre are focused on ensuring public access of the information resources and cultural values stored by libraries, museums and archives of Latvia.

1.2.5. NATIONAL FILM CENTRE

The objective of the National Film Centre is to implement the national policy in the cinema and film industry and to administer the funds from the State budget intended for film industry.

1.2.6. THE NATO STRATEGIC COMMUNICATIONS CENTRE OF EXCELLENCE

1.2.7. CERT.LV - THE INFORMATION TECHNOLOGY SECURITY INCIDENT RESPONSE INSTITUTION OF THE REPUBLIC OF LATVIA.

2. ACADEMIC INSTITUTIONS, UNIVERSITIES AND THIRD LEVEL EDUCATION PROVIDERS:

2.1. FACULTY OF SOCIAL SCIENCES, DEPARTMENT OF COMMUNICATION STUDIES AT THE UNIVERSITY OF LATVIA

2.2. UNESCO CHAIR ON MEDIA AND INFORMATION LITERACY AT THE FACULTY OF SOCIAL SCIENCES, DEPARTMENT OF COMMUNICATION STUDIES AT THE UNIVERSITY OF LATVIA

2.3. **FACULTY OF COMMUNICATIONS AT THE RĪGA STRADIŅŠ UNIVERSITY**

2.4. **FACULTY OF COMMUNICATIONS, DEPARTMENT OF COMMUNICATION SCIENCES AT THE TURĪBA UNIVERSITY**

2.5. FACULTY OF SOCIETY AND SCIENCE AT THE VIDZEME UNIVERSITY OF APPLIED SCIENCES

2.6. THE CENTRE FOR EAST EUROPEAN POLICY STUDIES

3. CIVIL SOCIETY (INCLUDING FOUNDATIONS, NOT-FOR-PROFIT ORGANISATIONS ARTS AND CULTURAL BODIES, CHARITIES, THINK-TANKS, COMMUNITIES OF INTEREST AND COMMUNITY NETWORKS:

3.1. LATVIAN NATIONAL LIBRARY

3.2. LATVIAN INFORMATION AND COMMUNICATIONS TECHNOLOGY ASSOCIATION (LIKTA)

3.3. ASSOCIATION OF QUALITY OF ELECTRONIC TEACHING AIDS (E-MLKA)



3.4. LATVIAN INTERNET ASSOCIATION (LIA)

LIA is a public organization that represents major Latvian Internet Service providers (ISP) and other domestic and foreign enterprises dealing with different Internet services. LIA objective is to develop, secure and popularize widely accessible Internet environment in Latvia.

3.5. THE LOCAL GOVERNMENTS TRAINING CENTRE OF LATVIA (LGTC)

LGTC is accredited educational institution with main aim to promote the development of democratic and decentralized public administration in Latvia by the means of training self-government politicians and employees. One of main tasks of the LGTC are: to develop and implement training programmes for different levels and types of municipalities and municipal enterprises and to participate in international cooperation in the field of municipal education and training.

3.6. LATVIAN NATIONAL COMMISSION FOR UNESCO

3.7. RE:BALTICA, THE BALTIC CENTER FOR INVESTIGATIVE JOURNALISM

3.8. BRITISH COUNCIL

3.9. PROGRAMME "MISSION POSSIBLE"

4. OWNERS AND OPERATORS OF INTERNET SERVICES, TECHNOLOGY COMPANIES AND ONLINE PLATFORMS

4.1. LATTELECOM

4.2. LATVIJAS MOBILAIS TELEFONS

4.3. BITE

4.4. DRAUGIEM.LV

4.5. SAMSUNG BALTIC ELECTRONICS

4.6. MICROSOFT LATVIA

4.7. INBOX.LV

5. MOST SIGNIFICANT AUDIOVISUAL CONTENT PROVIDERS IN THE SPRING OF 2016: BROADCASTERS (BY SIZE OF AUDIENCE) AND CONTENT PROVIDERS FOR ONLINE (BY NUMBER OF USERS)

5.1. BROADCASTERS: LTV1, TV3, NTV MIR BALTIC, PBK, LNT, LTV7, REN TV BALTIC, 3+, RIGATV24

5.2. CONTENT PROVIDERS FOR ONLINE: DELFI.LV, TVNET.LV, KASJAUNS.LV, SKATIES.LV, LSM.LV



Section 2 – The overview

Question 3

Using the grid below, please identify the 20 most significant media literacy projects which have been delivered in your country since 2010.

Please select the most appropriate category for the project type, the sectors responsible for the projects, the type of media literacy skills that were addressed in the project, as well as the reason of significance:

Project types	Sectors	Media literacy skills	Reason for significance
Research ⁵⁶³	Academia ⁵⁷⁰	Creativity ⁵⁷⁶	The size of the target audience
Resources ⁵⁶⁴	Audiovisual content provider ⁵⁷¹	Critical thinking ⁵⁷⁷	The total budget or cost of the project
Campaigns ⁵⁶⁵	Public authorities ⁵⁷²	Intercultural dialogue ⁵⁷⁸	The success of the project (outcomes / impact compared to objectives)
Provision of Funding ⁵⁶⁶	Media regulatory authorities	Media use ⁵⁷⁹	The level of public awareness of the project
Networking platforms ⁵⁶⁷	Online platforms ⁵⁷³	Participation and interaction ⁵⁸⁰	The level of engagement by the target audience
Policy Development ⁵⁶⁸	Civil society ⁵⁷⁴	Other	Other
End-user engagement ⁵⁶⁹	Cross-sector collaboration ⁵⁷⁵		
Other	Other		

⁵⁶³ Significant qualitative or quantitative research on any aspect of media literacy which has been published and/or is widely used by the media literacy practitioners.

⁵⁶⁴ Resources include all the themed output related to a single media literacy initiative. It could include TV, and/or content published online, including information leaflets, video, audio, lesson plans, curriculum modules, websites etc.

⁵⁶⁵ Campaigns usually combine awareness-raising with a desired behaviour change. A Campaign will usually have a specific 'call to action' e.g. 'Don't share too much online' or 'Know how to check the truthfulness of online information'. Campaigns can be multi-stakeholder campaigns such as Safer Internet Day or cross-platform campaigns and can include promotion across TV/radio/online and/or other forms of public engagement.

⁵⁶⁶ Including the provision of funding for media literacy activities delivered by third parties. Funding may be provided via grants, open competition and invitations to tender.

⁵⁶⁷ Including conferences, seminars, meetings, online and offline forums, newsletters, databases.

⁵⁶⁸ Including consultations, published reports and recommendations.

⁵⁶⁹ End-user engagement includes grass-roots projects that provide support and information to end-users via face to face contact, phone contact or online contact.

⁵⁷⁰ Including Academic institutions, universities and third level education providers



Please classify the projects using either 'N' for National or 'R' for Regional, and their level of significance using a scale of 1 to 3, where 1 is most significant and 3 is least significant.								
	Project Name	Project Type	Sector	Media Literacy skills	National or Regional	Years	Reason for significance	Level of significance (1 – 3)
1	EU KIDS ONLINE RESEARCH	RESEARCH	ACADEMIA	*INTERNET MEDIA USE; *CREATIVITY; *PARTICIPATION AND INTERACTION. CRITICAL THINKING	NATIONAL, INTERNATIONAL	2015-2016	*THE SIZE OF THE TARGET AUDIENCE; *THE SUCCESS OF THE PROJECT, IMPACT; *THE LEVEL OF ENGAGEMENT BY THE TARGET AUDIENCE.	3

⁵⁷¹ Including broadcasters and on-demand providers (both public service media and commercial media) and content providers for online, games and apps.

⁵⁷² Including government Ministries/departments, local authorities and councils, semi-State organisations, policy-makers.

⁵⁷³ Including the owners and operators of online platforms (such as social media websites and search engines).

⁵⁷⁴ Including foundations, not-for-profit organisations arts and cultural bodies, charities, think-tanks, communities of interest and community networks (sports, health, hobbies, religion).

⁵⁷⁵ Including projects involving a number of key stakeholders from different sectors. As an example, the model that Safer Internet Day is based on could be considered a cross-sector collaboration project.

⁵⁷⁶ Creating, building and generating media content.

⁵⁷⁷ Critical thinking skills such as: understanding how the media industry works and how media messages are constructed; questioning the motivations of content producers in order to make informed choices about content selection and use; recognising different types of media content and evaluating content for truthfulness, reliability and value for money; recognising and managing online security and safety risks.

⁵⁷⁸ Such as challenging radicalisation and hate speech.

⁵⁷⁹ The ability to search, find and navigate and use media content and services.

⁵⁸⁰ Interaction, engagement and participation in the economic, social, creative, cultural aspects of society through the media and promoting democratic participation and fundamental rights.



2	FOUNDING OF UNESCO CHAIR ON MEDIA AND INFORMATION LITERACY AT THE UNIVERSITY OF LATVIA	*RESEARCH;	ACADEMIA	*INTERNET MEDIA USE; CRITICAL THINKING; *INTERCULTURAL DIALOGUE; *PARTICIPATION AND INTERACTION.	NATIONAL, INTERNATIONAL	2015-2016	*THE SIZE OF THE TARGET AUDIENCE; *THE TOTAL BUDGET; *THE LEVEL OF ENGAGEMENT BY THE TARGET AUDIENCE.	3
3	LONGITUDINAL RESEARCH PROJECT: <u>"THE LATVIAN PUBLIC LIBRARY AND INTERNET: TECHNOLOGIES, SERVICES AND IMPACT"</u>	RESEARCH	PUBLIC AUTHORITIES	*MEDIA USE; *PARTICIPATION AND INTERACTION.	NATIONAL	2011, 2013	*THE SIZE OF THE TARGET AUDIENCE; *THE TOTAL BUDGET; *THE LEVEL OF ENGAGEMENT BY THE TARGET AUDIENCE.	2
4	BALTIC MEDIA ENVIRONMENT RESEARCH PROJECT "IS THERE LIFE AFTER THE	RESEARCH	ACADEMIA;	*MEDIA USE	NATIONAL, INTERNATIONAL	2014	*THE SIZE OF THE TARGET	2



	CRISIS"				AL		AUDIENCE; *THE SUCCESS OF THE PROJECT, IMPACT.	
5	YOUTH NEWSROOM IN THE WORLD PRESS FREEDOM DAY 2015	*RESOURCES.	*CIVIL SOCIETY.	*CRITICAL THINKING, *INTERCULTURAL DIALOGUE; *PARTICIPATION AND INTERACTION.	NATIONAL, INTERNATION AL	2015	*THE SUCCESS OF THE PROJECT, IMPACT;	2
6	SKOLOTAJS.LV – DISTANCE LEARNING SEMINARS FOR TEACHERS, SCHOOL MANAGEMENT AND ANYONE WHO IS INTERESTED IN INNOVATIONS IN EDUCATION	*NETWORKING; PLATFORMS.	*ONLINE PLATFORMS.	*PARTICIPATION AND INTERACTION; *CREATIVITY.	NATIONAL	2011- 2015	*THE SIZE OF THE TARGET AUDIENCE; *THE TOTAL BUDGET; *THE LEVEL OF ENGANGEMEN T BY THE TARGET AUDIENCE; *THE LEVEL OF PUBLIC AWARENESS	3



7	MEDIA LITERACY ACTIVITIES IN LABRIARIES	*END USER ENGANGEMENT .	*CIVIL SOCIETY;	*MEDIA USE; *CRITICAL THINKING; *PARTICIPATION AND INTERACTION; *CREATIVITY.	NATIONAL	2011- 2016	*THE SIZE OF THE TARGET AUDIENCE; *THE TOTAL BUDGET; *THE LEVEL OF ENGANGEMEN T BY THE TARGET AUDIENCE; *THE LEVEL OF PUBLIC AWARENESS	3
8	THE COMPUTER LEARNING PROJECT FOR SENIORS "CONNECT, LATVIA!"	*END USER ENGANGEMENT ;	Cross sector	*INTERNET MEDIA USE; *PARTICIPATION AND INTERACTION; Critical Thinking	NATIONAL	2008- 2016	*THE SIZE OF THE TARGET AUDIENCE; *THE TOTAL BUDGET; *THE LEVEL OF ENGANGEMEN T BY THE TARGET AUDIENCE; *THE LEVEL OF PUBLIC	3



							AWARENESS	
9	DISCUSSION OF LIBRARIANS “MEDIA AND INFORMATION LITERACY FOR SUSTAINABLE DEVELOPMENT - FROM CONCEPT TO PRACTICE”	*POLICY DEVELOPMENT	*PUBLIC AUTHORITIES;	*MEDIA USE; *PARTICIPATION AND INTERACTION;	NATIONAL	2016	*THE LEVEL OF ENGANGEMENT BY THE TARGET AUDIENCE;	1
10	DIGITAL TRAINING FOR TEACHERS “SAMSUNG SCHOOL FOR FUTURE”	*END USER ENGANGEMENT ,	* TECHNOLOGY BUSINESS;.	*INTERNET MEDIA USE; *CRITICAL THINKING; *PARTICIPATION AND INTERACTION.	NATIONAL	2014- 2016	*THE SIZE OF THE TARGET AUDIENCE; *THE TOTAL BUDGET; *THE LEVEL OF ENGANGEMENT BY THE TARGET AUDIENCE; *THE LEVEL OF PUBLIC AWARENESS	2
11	RESEARCH PROJECT: “RUSSIAN PUBLIC DIPLOMACY IN LATVIA: MASS MEDIA AND NON-	*RESEARCH	*ACADEMIA;	*CRITICAL THINKING;	NATIONAL	2014	*THE LEVEL OF PUBLIC	2



	GOVERNMENTAL SECTOR"			* INTERCULTURALE DIALOGUE; *MEDIA USE			AWARENESS; *THE SIZE OF THE TARGET AUDIENCE	
12	INTERNATIONAL CONFERENCE: "STRENGTHENING THE EUROPEAN AUDIOVISUAL MEDIA MARKET FOR THE DEVELOPMENT OF THE EUROPEAN IDENTITY"	*NETWORKING PLATFORMS.	*PUBLIC AUTHORITIES;	*MEDIA USE *CRITICAL THINKING; * INTERCULTURALE DIALOGUE;	INTERNATION AL	2015	*THE SIZE OF THE TARGET AUDIENCE; *THE TOTAL BUDGET; *THE LEVEL OF PUBLIC AWARENESS	2
13	RESEARCH PROJECT: "YOUNG CHILDREN (0-8) AND DIGITAL TECHNOLOGY"	RESEARCH	*ACADEMIA;	*INTERNET MEDIA USE; *CREATIVITY; *PARTICIPATION AND INTERACTION.	NATIONAL, INTERNATION AL	2015		2
14	RESEARCH PROJECT: "INTERNET TROLLING AS A HYBRID WARFARE TOOL: THE	RESEARCH	*PUBLIC AUTHORITIES;	*INTERNET MEDIA USE;	NATIONAL	2014- 2015	*THE SIZE OF THE TARGET	2



	CASE OF LATVIA"			*PARTICIPATION AND INTERACTION; CRITICAL THINKING;			AUDIENCE	
15	RESEARCH PROJECT: "THE MANIPULATIVE TECHNIQUES OF RUSSIA'S INFORMATION WAR."	RESEARCH	*PUBLIC AUTHORITIES;	*MEDIA USE; *PARTICIPATION AND INTERACTION; CRITICAL THINKING;	NATIONAL	2014-2015	*THE SIZE OF THE TARGET AUDIENCE	2
16	RESEARCH PROJECT: "MEDIA USE KOMPETENCE IN STUDENT AND TEACHER TARGET GROUP"	RESEARCH	*ACADEMIA;	*MEDIA USE; *PARTICIPATION AND INTERACTION; CRITICAL THINKING	NATIONAL	2011	*THE SIZE OF THE TARGET AUDIENCE	2
17	VIDEOS ABOUT SEXTORTION AND SEXTING ADDRESSED TO YOUNGSTERS	*RESOURCES	*CIVIL SOCIETY	*INTERNET MEDIA USE; *PARTICIPATION AND INTERACTION;	NATIONAL	2015	*THE SIZE OF THE TARGET AUDIENCE	1



				CRITICAL THINKING				
18	TEXTBOOK AND OTHER ACTIVITIES FOR CHILDREN “VAIFIJS SCHOOL”	*RESOURCES	*CIVIL SOCIETY	*INTERNET MEDIA USE; *PARTICIPATION AND INTERACTION; CRITICAL THINKING	NATIONAL	2015	*THE SIZE OF THE TARGET AUDIENCE; *THE LEVEL OF ENGAGEMENT BY THE TARGET AUDIENCE;	1
19	SAFER INTERNET DAY	*END USER ENGAGEMENT ,	Cross sector collaboration	*INTERNET MEDIA USE; *PARTICIPATION AND INTERACTION; CRITICAL THINKING	NATIONAL	2010-2016	*THE SIZE OF THE TARGET AUDIENCE; *THE LEVEL OF ENGAGEMENT BY THE TARGET AUDIENCE;	2
20					NATIONAL	2011-		



	MEDIA LITERACY POLICY DEVELOPMENT (MINISTRY OF CULTURE)	*POLICY DEVELOPMENT	*CROSS SECTOR	* MEDIA USE; CRITICAL THINKING; *INTERCULTURAL DIALOGUE; *PARTICIPATION AND INTERACTION.		2016	*THE SIZE OF THE TARGET AUDIENCE; *THE TOTAL BUDGET; *THE LEVEL OF ENGANGEMEN T BY THE TARGET AUDIENCE; *THE LEVEL OF PUBLIC AWARENESS	
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Section 3 – Project summaries

Question 4

From the projects you have highlighted in Question 3, please describe the five most significant⁵⁸¹ media literacy projects that have taken place in your country since 2010.

Please use a separate form for each project. See the sample answer for help.

⁵⁸¹ Significant can relate to:

- a) the size of the target audience and/or the reach of the project,
- b) the total budget or cost of the project
- c) the final outcomes / impact of the project
- d) the level of public awareness of the project
- e) the level of engagement by the target audience.



Answer 4 - Project 1

A. PROJECT NAME: MEDIA LITERACY ACTIVITIES IN LABRIARIES

B. CATEGORY AND DESCRIPTION OF PROJECT:

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an 'X':

Research	
Resources	
Campaign	
Provision of Funding	
Networking Platforms	
Policy Development	
End-user engagement	x
Other	

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc.). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

INFORMATION AND MEDIA LITERACY TRAINING FOR LIBRARY USERS, LIBRARIANS AND TEACHERS

Library user training service at the National Library of Latvia (NLL) dates back to 2000 where the training programme for the use of library services, structure, catalogues and filing systems was initiated. In 2006 the Electronic Resource Reading Room was opened and in its computer class served as the starting point for training users in use of electronic resources. The training consisted of two parts: presentation in Electronic Resource Class and excursion at the library.



Since 2010 following number of library users have received the training in information search, evaluation and use:

2010 – 514

2011 – 792

2012 – 747

2013 – 587

2014 – 1070

2015 – 795 (restricted user training was carried out because NLL premises were used for EU presidency)

2016 (first 6 months) – 627

The new National Library building was inaugurated in 2014 and its infrastructure made information environment multiform and since that the development of information skills and new media use competences has become the main actuality of training service for groups and individuals.

The target of the training programs is to provide library users and teachers with the knowledge, skills and understanding about information searching strategies and methods, how to find, select, evaluate, manage and use information giving the trainees possibility to use these skills for development of information, media and digital competencies. Information literacy programme was/is giving also the insight into all information resources available at/through the National Library for enriching self-study and education process.

Librarians during their education process get introduced to information literacy issues and are experts in this field helping library users in their everyday needs and/or study requirements. Whereas media literacy as the hot topic in Latvia emerged only in the last years (previously librarian was regarded as the professional who could help users technically: librarian – especially in the public libraries – taught basic computer and internet skills, helped to do payments in internet etc.).

In 2016 the National Library of Latvia started to introduce media literacy concept to library professionals of the whole country. NLL Library Development Centre is giving the methodological and consultative support for all libraries of country: 48 libraries of higher education establishments, 32 special libraries, 806 public libraries and 821 school and professional education establishment libraries. NLL Library Development Centre is organising educative seminars, consultations and discussions, and is visiting and presenting new trends and issues in regional library events (methodological seminars etc.).

In 2016 Competence Development Centre of the National Library with the support of Library Development Centre started to build librarian professional development courses in media literacy covering such topics as content evaluation, critical thinking, radicalization, privacy, paid content, propaganda. The development of courses is continuing and will continue in the following years.

C. GEOGRAPHICAL REACH



National and regional (NLL Reference and Information centre specialists train users and teachers also in regional seminars and Library Development Centre works as methodological and consultative hub for all libraries of the country and its specialists visit regional training events).

D. TIMEFRAME AND BUDGET

Please include the duration of the project, the dates and, where possible, the annual and total budget and related sources of financing.

This project is/was realised as a part of the fundamental functions of the National Library (budget of National Library), it is on-going since 2000 and developed – up-dated.

E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

Please indicate the type of media literacy skills or capacities that were addressed in the project. For example:

- Media use:
 - The ability to search, find and navigate and use media content and services.
- Critical thinking skills such as:
 - Recognising different types of media content and evaluating content for truthfulness, reliability and value for money.
 - Evaluation asking questions about author, purpose, attraction and attention holding techniques, represented values and omitted issues.
- Participation and engagement skills such as:
 - Interaction, engagement and participation in the economic, social and cultural aspects of society through the media.
 - Promoting democratic participation and fundamental rights.
- Intercultural dialogue skills such as:
 - Recognizing radicalisation and hate speech online.

F. STAKEHOLDERS:

Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.

Stakeholder organizations correspondingly represent library network of Latvia: 48 libraries of higher education establishments, 32 special libraries, 806



public libraries and 821 school and professional education establishment libraries.

G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible, please indicate also the size of the targeted audience.

In general, targeted audience is the society of Latvia in general represented by 2 groups: 1) users of information services (wide audience) from which one specific part (educators) can further act as mediators and transfer acquired knowledge and skills to their students; 2) library professionals that will act as mediators who transfer knowledge, skills and competences in media literacy to library users.

H. OUTCOMES AND EVALUATION

Please outline (in approximately 300 words) the main results of the project. Some category-specific evaluation tools are outlined below to act as a guide for response and to provide a broad evaluation framework. However, we understand that each project will be different and evaluation methods may differ significantly.

Research – frequency of research, methodology, use and dissemination of results.

Programmes of Resources – audience reached, online hits, shares, plays, downloads, circulation.

Campaigns – Levels of awareness and participation. Attitudinal and/or behavioural changes. Measuring audience reach/distribution, levels of awareness and participation, audience engagement via online/face to face methods etc. Qualitative results could include testimonials etc. Please include the frequency of measurement/evaluation.

Value for money / Return on Investment, % of grant/funding used.

Networking Platforms – Number of stakeholders engaged, frequency of networking opportunities, number of conferences, publications, subscribers, whether the networking took place at a regional, National, Pan-European or International level.

Policy Developments – Frequency, Dissemination of policy, reaction to and adoption of policy recommendations.

End-user engagement – Numbers of people engaged, frequency, results.

The outcome of project is developed and constantly updated library user and educator information literacy program and continuous trainings.

The outcome of the project is also the actualization of importance of media literacy skills within the library sector and preparation of media literacy professional development courses that is in the starting point but in 2016 it has reached already 239 library professionals.



The evaluation of all educational activities is carried out: attendees are questioned about the outcomes and effectiveness of course/lecture/seminar.

End user engagement in information literacy training (01.01.2010 – 30.06.2016): 5132

End user engagement in media literacy (librarians, methodical consultants, directors) (01.01.2016 – 30.06.2016): 281

I. FURTHER REFERENCES

Please provide further references about the initiative: publications, website, Twitter account etc.

The forthcoming project activities are announced, using NLL web page, hand-outs, and professional mailing lists of NLL and cooperating institutions.



Answer 4 - Project 2

A. PROJECT NAME: The drafts of “Latvian Media Policy Guidelines for 2016–2020” and “Plan for the Implementation of Latvian Media Policy Guidelines for 2016–2020”

B. CATEGORY AND DESCRIPTION OF PROJECT:

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an ‘X’:

Research	
Resources	
Campaign	
Provision of Funding	
Networking Platforms	
Policy Development	X
End-user engagement	
Other	

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

The drafts of “Latvian Media Policy Guidelines for 2016–2020” (further – Guidelines) and “Plan for the Implementation of Latvian Media Policy Guidelines for 2016–2020” (further – Plan) are the first media policy planning documents in Latvia. Now these documents are submitted to the State Chancellery for reviewing in the government (Cabinet of Ministers) and have not been formally adopted yet.



Guidelines are a medium-term policy planning document, which is developed by a working group of the Ministry of Culture. It determines core principles, aims, priorities and tasks to be performed by the national media policy during the period. The current situation and main stakeholders which contribute in the development of media literacy are discussed in the Annex of Guidelines.

Five directions are defined in guidelines to strengthen media environment. One of them (Nr.4) is devoted to development of media literacy.

1. Diversity of media environment;
2. Quality and responsibility of media;
3. Education of media professionals;
4. Media literacy;
5. Security of media environment.

For the first time media literacy is emphasized at the national policy level and activities for development of media literacy are coordinated. In addition, the term “media literacy” is explained and defined in policy documents. It is understood as knowledge and skills, which are necessary for work with information sources – finding and analysis of information, understanding information providers’ intentions, critical assessment of information content, separation of objective information from a tendentious, comparison of information available in various sources in order to establish person’s own substantiated opinion. Media literacy also includes the ability to practically use media. The ability of the audience to use media, to search and analyse information, to critically assess media messages promotes the communicative integration of the society. Such skills promote creative activities of the individual as well as eliminate the one-way impact of media communication, enabling one to recognise and prevent the distribution of biased information. Well-informed audience is able to differentiate between media who support and represent the principles of high quality and reliable journalism. Such an explanation steps further than the usual definition of media literacy to be understood only as digital skills.

The draft of the Plan envisages a research for exploring the level of media literacy, education of media users in media literacy and mediators of learning media literacy outside the schools, for example, librarians, visitors of libraries, specialists of youth affairs in local governments etc. It also encourages inclusion of the content related to media literacy in media (with aim to support development of the media criticism genre in private media and to enhance



society's critical thinking in the perception and evaluation of media content). Plan envisages inclusion of media literacy issues in the content of curricula, training teachers for teaching media literacy in educational institutions, as well it is planned to prepare methodological materials for teachers regarding the issues of media literacy.

C. GEOGRAPHICAL REACH

The drafts of media policy documents are of national significance and refer to the whole territory of the Republic of Latvia.

D. TIMEFRAME AND BUDGET

The drafts of Guidelines and Plan are planned for five years (2016 – 2020). Estimated budget required to implement media policy is 34, 544, 632 *euros* for five years. For activities directly related to media literacy ~ 147 000 *euros* are required from the state budget (for five years together). The annual and total amount of budgeted may vary depending on the government's forthcoming decision.

E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

Please indicate the type of media literacy skills or capacities that were addressed in the project. For example:

- Media use:
 - The ability to search, find and navigate and use media content and services.
- Critical thinking skills such as:
 - Understanding how the media industry works and how media messages are constructed.
 - Questioning the motivations of content producers in order to make informed choices about content selection and use.
 - Recognising different types of media content and evaluating content for truthfulness, reliability and value for money.
 - Recognising and managing online security and safety risks.



- Creative skills such as:
 - Creating, building and generating media content.
- Participation and engagement skills such as:
 - Interaction, engagement and participation in the economic, social and cultural aspects of society through the media.
 - Promoting democratic participation and fundamental rights.
- Intercultural dialogue skills such as:
 - Including challenging radicalisation and hate speech online.

F. STAKEHOLDERS:

Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.

Ministry of Education and Science – Co-responsible institution for media literacy development in educational institutions.

National Centre for Education – Co-responsible institution for media literacy development in educational institutions.

National Library of Latvia – Co-responsible institution for activities related to training librarians, visitors of libraries etc.

University of Latvia – Co-responsible institution in activities related to media literacy training and establishment of UNESCO Chair on Media and information literacy in the Faculty of Social Sciences at the University of Latvia.

Latvian Association of Journalists – Co-responsible NGO for activities related to development of the content for media literacy training.

Latvian National Commission for UNESCO – Co-responsible institution for establishment of UNESCO Chair on Media and information literacy.



Universities – Co-responsible institutions for future teachers’ training on media literacy.

G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible, please indicate also the size of the targeted audience.

The drafts of Guidelines and Plan are to target wide audience – society of Latvia. The audience is differentiated more specifically, depending on the concrete planned activities to cover audiences of schoolchildren, students, other young people, media (in different platforms) users, teachers and librarians, visitors of libraries, employees in the field of youth affairs etc.

H. OUTCOMES AND EVALUATION

Please outline (in approximately 300 words) the main results of the project. Some category-specific evaluation tools are outlined below to act as a guide for response and to provide a broad evaluation framework. However, we understand that each project will be different and evaluation methods may differ significantly.

The evaluation will be based on the research results on media literacy level. Research is planned to be carried out at the beginning of 2020. The success of media policy will be shown by the rise of media literacy level in groups of audience and in society as a whole. The methodology of the research is planned to be developed in 2017 when the first research on media literacy level in society is planned to be carried out.

Research – frequency of research, methodology, use and dissemination of results.

Programmes of Resources – audience reached, online hits, shares, plays, downloads, circulation.

Campaigns – Levels of awareness and participation. Attitudinal and/or behavioural changes. Measuring audience reach/distribution, levels of awareness and participation, audience engagement via online/face to face methods etc. Qualitative results could include testimonials etc. Please include the frequency of measurement/evaluation.

Value for money / Return on Investment, % of grant/funding used.

Networking Platforms – Number of stakeholders engaged, frequency of networking opportunities, number of conferences, publications, subscribers, whether the networking took place at a regional, National, Pan-European or International level.



Policy Developments – Frequency, Dissemination of policy, reaction to and adoption of policy recommendations.

End-user engagement – Numbers of people engaged, frequency, results.

I. FURTHER REFERENCES

Please provide further references about the initiative: publications, website, Twitter account etc.

Publication of Draft “Latvian Media Policy Guidelines for 2016–2020” (in Latvian) is available here:

<http://tap.mk.gov.lv/lv/mk/tap/?pid=40376153&mode=mkk&date=2016-07-11>

Publication of Draft “Plan for the Implementation of Latvian Media Policy Guidelines for 2016–2020” (in Latvian) is available here:

<http://tap.mk.gov.lv/lv/mk/tap/?pid=40376154&mode=mkk&date=2016-07-11>



Answer 4 - Project 3

PROJECT NAME: EU Kids Online research project in Latvia																	
<p>A. CATEGORY AND DESCRIPTION OF PROJECT:</p> <p>Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an 'X':</p> <table border="1" style="width: 30%; margin-left: 20px; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Research</td> <td style="text-align: center; padding: 5px;">x</td> </tr> <tr> <td style="padding: 5px;">Resources</td> <td style="text-align: center; padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">Campaign</td> <td style="text-align: center; padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">Provision of Funding</td> <td style="text-align: center; padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">Networking Platforms</td> <td style="text-align: center; padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">Policy Development</td> <td style="text-align: center; padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">End-user engagement</td> <td style="text-align: center; padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">Other</td> <td style="text-align: center; padding: 5px;"></td> </tr> </table> <p style="margin-top: 20px;">Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).</p> <p style="margin-top: 20px;">Context & motivation</p> <p style="margin-top: 20px;">The fast development of information and communication technologies is rapidly creating a whole set of new challenges and opportunities for young people, their parents and educators. Children make more and longer use of the Internet than ever. They also start at an earlier age, use an ever-growing range of technological platforms, and get on-line in more locations than ever before. Internet has become a routine part of children's lives. Like any other Internet</p>		Research	x	Resources		Campaign		Provision of Funding		Networking Platforms		Policy Development		End-user engagement		Other	
Research	x																
Resources																	
Campaign																	
Provision of Funding																	
Networking Platforms																	
Policy Development																	
End-user engagement																	
Other																	



user in Latvia, users at children age today enjoy a highly developed internet infrastructure. Compared to 2004, when broadband internet connectivity was available for only 5% of households in Latvia, its coverage has increased 15 times – today broadband internet is available for 76% of households (<http://data.csb.gov.lv>). Broadband connectivity and speed of connection ranks Latvia among the top 10 countries in the world (<https://www.akamai.com>). Significant changes have also taken place in the development of wireless and mobile technology. As a result, already in 2014 internet use in Latvia among students and pupils was 100%. Unfortunately, highly-developed digital infrastructure also bears with it its unavoidable flip side: risks for children. Such risks were highlighted by a study carried out in the framework of the EU Kids Online research project.

Methods

EU Kids Online, a thematic research network, funded by the EC Safer Internet Programme, has examined research findings from 33 member states in the period from 2006 to 2013 into how children and young people use the internet and new online technologies. The research project in Latvia was carried out by the Department of Communication studies University of Latvia. In Latvia the research was financed from the National Research Programme “NATIONAL IDENTITY (language, Latvian history, culture and human security), project 9 “National identity and communication”. The research made in Latvia was based on the approach of EU Kids Online: child centred, contextualised and comparative. Theoretical framework in Latvia like in the EU Kids Online research included a critical analysis of the relation between internet use, activities, risk factors and potential harm associated with the internet. The aim of the study was to provide data in order to analyse where, in what devices and how much children use internet, what children do online, risky opportunities, what upsets children online, sexual content, online bullying, communication with other people online, risks and harm online, how children cope with harm, children digital skills for safe use of internet and parents, teachers and peers support.

Research field work – quantitative survey of children and teenagers was done in autumn of 2013 from October 4 till November 10. The target group of the survey were children from 9 – 16 (including) who use internet. All in all 1,001 respondents were surveyed. The survey was done in all regions of Latvia ensuring in total 133 survey selection points. Children were surveyed by combining face-to-face interviews with questionnaire (children themselves ticked off the answers to sensitive questions). Because of the limited funding and unlike other member states of EU Kids Online network no quantitative survey was done of children’s parents. Yet given the fact that parents’ role in the use of internet is very essential an opportunity was found to carry out the second stage of the research – a study based on qualitative methodology about parents’ understanding and involvement into children’s use of internet. In May of 2014 four focus group discussions with parents of children were done.

Dissemination

Findings of the research (report Kids online - safety and risks: full findings from children survey of 9 to 16-year-olds in Latvia) is published online:



<p>http://eprints.lse.ac.uk/60574/ and the results were presented at the European Communication Research and Education Associations Conference (ECREA2014) and at the European Conference on Information Literacy (ECIL2014). The paper on this study has been included in Springer's CCIS proceeding book.</p>
<p>B. GEOGRAPHICAL REACH</p> <p>National significance, refer to the territory of the Republic of Latvia.</p>
<p>C. TIMEFRAME AND BUDGET</p> <p>The research project in Latvia was done in 2013-2015</p> <p>Budget ~ 18 000 eur in Latvia. The research was financed from the National Research Programme "NATIONAL IDENTITY (language, Latvian history, culture and human security), project 9 "National identity and communication".</p>
<p>D. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:</p> <p>Please indicate the type of media literacy skills or capacities that were addressed in the project. For example:</p> <p>The aim of the study was to provide data in order to analyse children digital literacy skills: where, in what devices and how much children use internet, what children do online, what upsets children online, sexual content, online bullying, communication with other people online, risks and harm online, how children cope with harm, children digital skills for safe use of internet and parents, teachers and peers support.</p>
<p>E. STAKEHOLDERS:</p> <p>Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.</p> <ol style="list-style-type: none"> 1. In Europe this project was carried out by the EU Kids Online network, coordinated by the London School of Economics and Political Science. Fieldwork in Europe was conducted by Ipsos MORI. 2. The research project in Latvia was carried out by the Department of Communication studies University of Latvia. Department of Communication studies of University of Latvia provided translation of the questionnaire into Latvian and Russian, as well as its adaptation to the situation in Latvia,



prepared data analyses and report.

3. Fieldwork in Latvia was conducted by one of the leading and most professional research agencies in Latvia - **the research centre SKDS** (since 2000 SKDS is represented in the European Society for Opinion and Market Research – E.S.O.M.A.R.).

F. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible, please indicate also the size of the targeted audience.

Kids (9-16), educators, parents

G. OUTCOMES AND EVALUATION

Please outline (in approximately 300 words) the main results of the project. Some category-specific evaluation tools are outlined below to act as a guide for response and to provide a broad evaluation framework. However, we understand that each project will be different and evaluation methods may differ significantly.

The study showed that children in Latvia are highly independent from their parents and caretakers in their attitudes towards the Internet. Their reliance on their educators' or parents' advice remains minimal. Moreover, they often fail to heed any guidelines or instructions set by their parents and/or educators. What makes the issue more complex is the fact that parents in Latvia are comparatively less involved in overseeing their children's use of the Internet. Parents' supervision and control activities are often limited to discussing with their children what constitutes safe Internet use, and seldom include specific, practical supervision measures or activities. Compared with other European countries, parents in Latvia tend to take less interest in what their children do on the Internet. This is attributable to a generally lower level of digital literacy on the part of Latvian parents. Research shows that much of the existing knowledge and safety skills in Latvia are held by the children themselves, and their peers, rather than by their parents. Children devise their own strategies to learn and solve whatever issues they may come across during their Internet use, which certainly triggers the question whether these self-devised strategies and solutions are always the most appropriate.

Survey data from the EU Kids Online study show that Latvia is at the top of Internet usage by kids in libraries: 46% of young respondents indicated that they connect to the Internet from libraries and other public places, while the EU average stands at only 12%. To the question of whether they had ever received advice on Internet usage from librarians, about one-fifth of children (21%) answered that they had - nevertheless a high indicator compared to the European average (6%).



The results of the study showed that the digital literacy of young people should be supported not only by their parents, but also by their educators – including teachers and librarians.

H. FURTHER REFERENCES

Please provide further references about the initiative: publications, website, Twitter account etc.

1. Findings of the research (Kids online - safety and risks: full findings from children survey of 9 to 16-year-olds in Latvia) is published online (<http://eprints.lse.ac.uk/60574/>)
2. The results were presented at the European Communication Research and Education Associations Conference (ECREA2014, <http://ecrea2014.ulusofona.pt/images/abstracts.pdf>) and at the European Conference on Information Literacy (ECIL2014, http://ecil2014.ilconf.org/wp-content/uploads/2014/11/ecil2014_abstracts.pdf).
3. The paper on this study has been included in Springer`s CCIS proceeding book (www.springer.com/us/book/9783319141350)
4. Findings of the research regarding librarians as digital literacy agents were presented at the Second UNESCO European Media and Information Literacy forum June, 2016 (http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CI/CI/pdf/Events/mil2016_lativa_forum_guna_spurava.pdf)



Answer 4 - Project 4

A. PROJECT NAME: Computer learning project for seniors ""Connect, Latvia!"

B. CATEGORY AND DESCRIPTION OF PROJECT:

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an 'X':

Research	
Resources	
Campaign	
Provision of Funding	
Networking Platforms	
Policy Development	
End-user engagement	x
Other	

Information about project "Connect, Latvia!" retrieved from:

www.lattelecom.lv/images/Majai/Esosiem_klientiem/Piesledzies_Latvija_septinu_gadu_laika_paveiktais_07_06_2016.png

www.lattelecom.lv/en/about-lattelecom/about-us/we-are-proud

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant. If you were directly involved in this project please indicate what



your role was (organiser, participant, beneficiary, observer...).

Telecommunications company Lattelecom Ltd. (51 % of its shares belong to the state) has been implementing the computer learning project for seniors entitled "Connect, Latvia!". Project is being implemented since 2008-2009 academic year and has become the largest initiative of social responsibility in Latvia that helps the participants of trainings to become part of the modern society.

Latvia is in one of the fastest ageing countries in Europe. Latvian state institutions have declared that people in pre-retirement age are at the greatest risk of unemployment and poverty. But access to the digital world has turned out to be the key to society's integration. Connect, Latvia provides people aged over 50 with the opportunity to acquire basic computer literacy skills. The programme is free of charge and very popular - more than 20,000 senior individuals have been participating in it. Initiators of the project intend to train at least 30 thousand people throughout Latvia before the state's 100th anniversary, helping them overcome the digital divide and feel well-integrated in our information society. "Connect, Latvia!" was established to reduce the digital divide – the barriers to information and communication technologies --, which creates the threat that particular segments of society might be excluded from information flow, socialising and employment opportunities." Connect, Latvia!" is a three level training programme – for beginners, individuals with skills (who are able to switch on and use computer) and experts (they know how to work in internet, are able to use e-mail).

Lattelecom has created a unique learning system where IT teachers from Latvian schools have been involved in the project on a voluntary basis, and resources of local government and regional school premises and equipment have been used. Thus the project has become as an excellent example of private-public partnership.

The "Connect Latvia" social initiative has become a nationwide project supported by the Ministry of Welfare, the Ministry of Education and Science, the Employment State Agency, the European Commission representation in Latvia, the Latvian Information and Communications Technology Association, and the Latvian Association of Local and Regional Governments.

C. GEOGRAPHICAL REACH

Please indicate whether the project was of National or Regional significance.

National significance, refer to the territory of the Republic of Latvia. "Connect Latvia" training is taking place throughout Latvia, either in Latvian or in Russian, gathering groups as close as possible to where the applicants live. The highest number of applications for training has been received from Riga and the Greater Riga region.



D. TIMEFRAME AND BUDGET

Please include the duration of the project, the dates and, where possible, the annual and total budget and related sources of financing.

Since 2008

E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

Please indicate the type of media literacy skills or capacities that were addressed in the project. For example:

Computer literacy for seniors: Seniors over fifty may choose to acquire one or more of the three aptitude levels offered, according to their skills and experience. The first level is intended for people who encounter computers for the first time; level three provides in-depth training in software use, e-services, and data processing.

F. STAKEHOLDERS:

1. Limited liability company Lattelecom
2. Ministries and states agencies: Ministry of Welfare, the Ministry of Education and Science, the Employment State Agency;
3. The European Commission representation in Latvia;
4. Associations: Latvian Information and Communications Technology Association and Latvian Association of Local and Regional Governments;
5. Computer sciences teachers were attracted for the training of senior clients;

G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible, please indicate also the size of the targeted audience.

People aged over 50, ~ 25,000 senior individuals have been participating in project. Initiators of the project intend to train at least 30 thousand people throughout Latvia before the state's 100th anniversary.

H. OUTCOMES AND EVALUATION



End-user engagement – Numbers of people engaged, frequency, results.

See QG

I. FURTHER REFERENCES

Please provide further references about the initiative: publications, website, Twitter account etc.

www.lattelecom.lv/images/Majai/Esosiem_klientiem/Piesledzies_Latvija_septinu_gadu_laika_paveiktais_07_06_2016.png

www.lattelecom.lv/en/about-lattelecom/about-us/we-are-proud



Answer 4 - Project 5

A. PROJECT NAME: UNESCO Chair on Media and Information Literacy at the Faculty of Social Sciences, Department of Communication Studies at the University of Latvia

B. CATEGORY AND DESCRIPTION OF PROJECT:

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an 'X':

Research	x
Resources	
Campaign	
Provision of Funding	
Networking Platforms	
Policy Development	
End-user engagement	
Other	

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

UNESCO Chair on Media and Information Literacy at the Faculty of Social Sciences, Department of Communication Studies at the University of Latvia (hereafter - UNESCO Chair) was prepared in 2015 and established in January 2016 to work in the area of digital literacy, particularly, focusing on the research, elaboration of recommendations for policy guidelines, development of curriculum, and recommendations for educators and students in media education. It is planned that studies initiated within the frame of the UNESCO Chair will be continued as transnational research. The main goal of the UNESCO Chair is to develop a methodology that will provide an opportunity to observe changes over the longer period of time in the national and



international level. To ensure sustainability of the project, as one of the priorities is to establish contacts, as well as to gain and share knowledge with academics in the international level.

Context

Media have been an integral part of young people everyday lives for a long time while digital media pose new challenges: children are going online more, at younger ages, and in more diverse ways. Despite the fact that new technologies offer a various opportunities, the digital world also contains certain risks and dangers, yet the high development of the digital infrastructure in Latvia is creating not only new opportunities for young people, but also threats. Children certainly have the right to use ITC services and digital media offers where many activities take place. Nevertheless to enable these opportunities, some risks should be mitigated. To ensure children and youth securitability, media and information literacy should be strongly supported by educators. Nevertheless teachers' media and information literacy is a very topical problem in Latvia as well. There is no clear state policy for teacher training and for development of teaching and methodological aids for acquisition of media literacy. An essential problem in Latvia is the absence of an institution that would develop facilitation policy for media and information literacy and would plan and coordinate specific activities.

In view of the above mentioned, the UNESCO Chair on Media and Information literacy will be focused primarily on establishing a knowledge-based platform to provide solid base for further digital media and information literacy development in Latvia, and sharing findings within the UNESCO Chairs/UNITWIN Network. Sharing experience within the UNESCO/UNAOC-MILID would contribute to both – Latvia gaining global practice and advocacy for the national educational system and media and information literacy policy, and to the global society by enriching the network with new experience in rapidly growing usage of digital media content along with the unlimited opportunities for developing intercultural dialogue.

Specific objectives

Specific objectives for the UNESCO Chair on Media and Information Literacy will be as follows: ☐

1. Development of media and information literacy research focusing on: (a) research on practices of Young people's digital media use, digital media perceptions and digital media effects (both opportunities and risks) and (b) research of the main mediators of children's safe, effective and creative digital media use in fostering intercultural competencies – educators (teachers and librarians) and parents; ☐
2. Building relationships with all the relevant stakeholders: policy makers, educators, parents, industry and related NGOs;
3. Development of recommendations for promoting intercultural competencies and opportunities by using media, safe, and effective use of media and digital technology by children in different educational contexts including homework, using public libraries, workshops etc., preparing of



<p>informal and formal teaching materials for educators and mediators who implements media and information literacy for children; 2</p> <ol style="list-style-type: none"> 4. Development of post-graduate study course on media and information literacy; providing of students and the potential educators and/or policy makers with specific field training in working with media and information literacy issues in schools; 5. In cooperation with the Latvian National Commission for UNESCO, development and strengthening the link in between researchers and policy makers by organizing seminars and discussions with the stakeholders involved; 2 6. Promotion of the results of the researches and created materials for children and youth in cooperation with the Latvian National Commission for UNESCO and its partners and networks.
<p>C. GEOGRAPHICAL REACH</p> <p>The UNESCO Chair on Media and Information Literacy would fulfill goals towards media and information literate society in both – national and global level.</p>
<p>D. TIMEFRAME AND BUDGET</p> <p>2015 - 2019</p>
<p>E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:</p> <p>The main objectives of the UNESCO Chair are to increase digital literacy skills and capacities:</p> <ol style="list-style-type: none"> 1. Promoting positive, safe and effective children's and youth use of digital media and ICTs; 2. Strengthening the digital media competence and ability of children and youth to access, analyse, critically evaluate digital media content and seek for opportunities to develop intercultural dialogue; 3. Encouraging young people to express themselves using a variety of digital media tools and ICTs.
<p>F. STAKEHOLDERS:</p> <p>Main local partners, stakeholders:</p> <ol style="list-style-type: none"> 1. FACULTY OF SOCIAL SCIENCES, DEPARTMENT OF COMMUNICATION STUDIES AT THE UNIVERSITY OF LATVIA 2. LATVIAN NATIONAL COMMISSION FOR UNESCO 3. <u>MEDIA POLICY DIVISION</u> AT THE MINISTRY OF CULTURE 4. NATIONAL CENTRE FOR EDUCATION (NCE) AT THE MINISTRY OF EDUCATION AND SCIENCE



5. LATVIAN NATIONAL LIBRARY

G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Target audience: Latvian society

According to the National Development Plan 2014 – 2020 (the highest national document on medium-term planning in Latvia), one of the highest priorities in Latvia is improvement of human securitability and capability of adapting to the changing circumstances and resilience. In the context of the digital revolution and rapid progress in the field of ICTs raising the level of media and digital literacy of Latvian society is prerequisite to attain these goals. Children's and youth securitability and media education are complementary perspectives that have to be combined in the UNESCO Chair activities. Within the the National Development Plan 2014 – 2020, Latvia has developed the Information Society Development Guidelines for 2014 -2020 where one of the main priorities set for the coming years is ICT education and e-skills. Hence the UNESCO Chair on Media and Information Literacy would fulfill goals towards media and information literate society in both – national and global level.

H. OUTCOMES AND EVALUATION

It is foreseen to expand the knowledge to all stakeholders and practicing professionals including: (a) society as a whole, children and their families; (b) practitioners who work in the field of education, teaching institutions; (c) practitioners who work in the media and industry; (d) government leaders, policy and decision-makers; (e) researchers already working in the field of media research, new researchers and interdisciplinary research practitioners; (f) NGOs; (g) The Chair's international partners.

The Research: Knowledge will be transferred through publication of research outputs in scientific journals, participating in conferences and workshops, networking with stakeholders and international partners and through mainstream media as well. In cooperation with Latvian National Commission for UNESCO it is planned to strengthen the link in between researchers and policy makers by organizing seminars and discussions with the stakeholders involved.

The Study Course: it is foreseen that students graduating the study course on media and information literacy, will be potential educators, mediators and policy consultants who are able to bring new knowledge and understanding towards issues regarding media literacy in their future working areas: media industry, educational institutions, government, NGO's.

Teaching Materials and Toolkits: will be published online and will be available to all target groups. Dissemination of these materials will be fostered together with the Latvian National Commission for UNESCO by involving partners and networks, particularly the UNESCO ASP network in Latvia and the



network “Storytelling Libraries” by adapting and piloting the materials.

To ensure sustainability of the project, as one of the priorities is establishing contacts and sharing acquired knowledge with stakeholders in local and international level – educators, government, academics, businesses, NGOs. Students who will have been studied a course of the media literacy should serve to the society and industries as agents of media literacy using the knowledge acquired.

I. FURTHER REFERENCES

1. A website section will be established in the frame of the website of Faculty of Social Sciences (www.szf.lu.lv) containing information about the UNESCO Chair;
2. The scientific results will be submitted to international journals. ☐
3. Teaching material will be developed and made available to students and cooperating institutions. It will be published electronically and in paper form. ☐
4. An annual report will be published electronically and in paper form. The constant evaluation of the Chair’s annual plans will comply with UNESCO’s guidelines concerning evaluation and reports. ☐
5. Visibility of the results of this programme will be maintained through mainstream media (news portals, magazines, radio) and social media (Facebook, Draugiem.lv) as well. ☐
6. In cooperation with the Latvian National Commission for UNESCO dissemination of the results will be ensured through its partners and networks.



7.21. MT – MALTA

Answers of the national expert to the questionnaire



Objective: The objective of this research is to provide mapping and description of the significant projects in promotion of media literacy in the EU-28 member states, since January 2010, of national or regional coverage.

The actors to be included in the mapping are:

- policy makers,
- public authorities,
- media regulatory authorities,
- audiovisual content providers,
- journalists associations,
- civil society.

To ensure a comprehensive picture is created of the media literacy projects that have been undertaken, and media literacy skills that have been promoted in each country, we ask that you consult with actors mentioned above (or the equivalent in your country) and include any relevant material from them.

The projects will be categorised according to the skills that they intend to develop and their target group and, if feasible, the outreach of each project.

Context: Media literacy is to be understood as an umbrella expression that includes all the technical, cognitive, social, civic and creative capacities that allow a citizen to access, have a critical understanding of the media and interact with it.

These capacities enable people to exercise critical thinking, while participating in the economic, social and cultural aspects of society and playing an active role in the democratic process. This concept covers all kind of media interactions (broadcasting, radio, press, the internet, social media) and addresses the needs of all ages.

Scope: This report will focus on media literacy projects relating to media services delivered on electronic communication networks, both linear and non-linear, and on information society services where pertinent. Press (including online), radio and off-line media will not be covered. Regional initiatives will be described separately where relevant.

In addition to the conventional media literacy themes of critical thinking, digital inclusion, online safety and the protection of minors, we are particularly interested in media literacy projects that:



- **Promote a healthy democracy:** Democracy, by definition, requires the participation of well-informed citizens. Citizens inform themselves through the media. Their relationship with the media needs to take place in a context of critical thinking. This furthermore requires certain knowledge of how the media works and how media messages are constructed.
- **Empower people in a changing and increasingly complex media landscape:** We are not only passive recipients of media content, but also content creators and media sources, for example through our involvement in social media. Moreover, we increasingly receive news through social media, rather than through traditional channels. This proliferation of sources brings a lot of new information, opportunities and potential innovation but also requires critical thinking and verification tools and awareness of how to manage our personal data and make informed choices about algorithms from digital platforms that accommodate the world to our taste.
- **Challenge radicalisation and hate speech online, and promote fundamental rights:** In a time when each citizen with a mobile connection to social media is a source of news and can contribute to "trending topics", media literacy includes taking up one's civic responsibility of contributing to a culture of inclusive tolerance and respect online and exercising critical thinking in relation to amplifying, debunking or challenging media content.

Actions related to school curricula are excluded from the mapping as they were mapped by the European Media Literacy Education Study (EMEDUS)⁵⁸².

Respondent information		
Name:	Randolph Micallef	Dr Joanna Spiteri
Title and Organisation:	Deputy Head Monitoring	Head of Monitoring
Country:	Malta	Malta
Short biography:	I am Randolph Micallef and I have been working for the BA for the last 9 years; I hold an honours degree in European Studies and I have a passion for media and sports.	I am Joanna Spiteri and I have been working for the BA for 17 years after starting my career as a journalist at the public service broadcaster (Malta). Got a PhD at the University of Stirling in Scotland and my main area of research is news impartiality in the Maltese TV broadcasting scenario, the role of the public service broadcaster and the role of the Broadcasting Authority in achieving impartiality. Obtained my Masters Degree in 2002

⁵⁸² <http://fr.slideshare.net/MediaLearning/ml-2012-the-emedus-european-media-literacy-education-study-by-jose-manuel-perez-tornero>



		with the main area of study being gender issues in news bulletins. I am a part time senior lecturer at University of Malta teaching gender in the media and a member of the Press Ethics Commission.
Contact address:	7, Mile End Road, Hamrun, HMR 1719	7, Mile End Road, Hamrun, HMR 1719
Email:	randolph.micallef@ba.org.mt	joanna.spiteri@ba.org.mt
Telephone:	21221281	21221281



Section 1 – Background context

Question 1

Please list the main media literacy stakeholders in your country, and identify which sector they belong to (e.g. academia⁵⁸³, audiovisual content providers⁵⁸⁴, online platforms⁵⁸⁵, public authorities⁵⁸⁶, media regulatory authorities, civil society⁵⁸⁷).

Please indicate which stakeholders have a statutory responsibility around media literacy and which stakeholders have a non-statutory interest/engagement in media literacy activities.

Answer 1

- Public Broadcasting Services (PBS)³
- Commercial TV Stations³
- Education Department / Ministry for Education⁵
- University of Malta²
- Mcast²
- Media Centre Ltd⁶
- Malta Communications Authority⁵
- Broadcasting Authority Malta⁵

⁵⁸³ Academic institutions, universities and third level education providers.

⁵⁸⁴ Audiovisual content providers include broadcasters and on-demand providers (both public service media and commercial media) and content providers for online, games and apps.

⁵⁸⁵ Online platforms includes the owners and operators of online platforms (such as social media websites and search engines).

⁵⁸⁶ Public authorities include government Ministries/departments, local authorities and councils, semi-State organisations, policy-makers.

⁵⁸⁷ Civil society includes foundations, not-for-profit organisations arts and cultural bodies, charities, think-tanks, communities of interest and community networks (sports, health, hobbies, religion).



Since media literacy in Malta is still a relatively new concept and there's a lot of fragmentation, none of the above mentioned stakeholders have a statutory responsibility around media literacy. On the other hand, all the above entities are being considered as stakeholders because they engage in media literacy projects out of their non-statutory interest. Furthermore, the above mentioned list might not be exhaustive since there might be other initiative going on which we're not aware of.

Question 2

What kind of networks do the media literacy stakeholders in your country engage with?

Please describe these networks and include how these networks function, who manages the networks and whether they operate at a local, national, European or International level.

Answer 2

Since media literacy in Malta is still very new amongst the media literacy stakeholders we envisage that such stakeholders do not have any networks.



Section 2 – The overview

Question 3

Using the grid below, please identify the 20 most significant media literacy projects which have been delivered in your country since 2010.

Please select the most appropriate category for the project type, the sectors responsible for the projects, the type of media literacy skills that were addressed in the project, as well as the reason of significance:

Project types	Sectors	Media literacy skills	Reason for significance
Research ⁵⁸⁸	Academia ⁵⁹⁵	Creativity ⁶⁰¹	The size of the target audience
Resources ⁵⁸⁹	Audiovisual content provider ⁵⁹⁶	Critical thinking ⁶⁰²	The total budget or cost of the project
Campaigns ⁵⁹⁰	Public authorities ⁵⁹⁷	Intercultural dialogue ⁶⁰³	The success of the project (outcomes / impact compared to objectives)
Provision of Funding ⁵⁹¹	Media regulatory authorities	Media use ⁶⁰⁴	The level of public awareness of the project
Networking platforms ⁵⁹²	Online platforms ⁵⁹⁸	Participation and interaction ⁶⁰⁵	The level of engagement by the target audience
Policy Development ⁵⁹³	Civil society ⁵⁹⁹	Other	Other
End-user engagement ⁵⁹⁴	Cross-sector collaboration ⁶⁰⁰		
Other	Other		

⁵⁸⁸ Significant qualitative or quantitative research on any aspect of media literacy which has been published and/or is widely used by the media literacy practitioners.

⁵⁸⁹ Resources include all the themed output related to a single media literacy initiative. It could include TV, and/or content published online, including information leaflets, video, audio, lesson plans, curriculum modules, websites etc.

⁵⁹⁰ Campaigns usually combine awareness-raising with a desired behaviour change. A Campaign will usually have a specific 'call to action' e.g. 'Don't share too much online' or 'Know how to check the truthfulness of online information'. Campaigns can be multi-stakeholder campaigns such as Safer Internet Day or cross-platform campaigns and can include promotion across TV/radio/online and/or other forms of public engagement.

⁵⁹¹ Including the provision of funding for media literacy activities delivered by third parties. Funding may be provided via grants, open competition and invitations to tender.

⁵⁹² Including conferences, seminars, meetings, online and offline forums, newsletters, databases.

⁵⁹³ Including consultations, published reports and recommendations.

⁵⁹⁴ End-user engagement includes grass-roots projects that provide support and information to end-users via face to face contact, phone contact or online contact.

⁵⁹⁵ Including Academic institutions, universities and third level education providers



Please classify the projects using either 'N' for National or 'R' for Regional, and their level of significance using a scale of 1 to 3, where 1 is most significant and 3 is least significant.

	Project Name	Project Type	Sector	Media Literacy skills	National or Regional	Years	Reason for significance	Level of significance (1 – 3)
1	Be Smart Online	Resources ⁶⁰⁶	Cross-sector	Critical Thinking, Media Use	N	N/A	Other	1
2	Centre for Literacy	Policy Development ⁶⁰⁷	Cross sector	Media use ⁶⁰⁸ , Intercultural Dialogue, Creativity, Participation, Critical Thinking	N	N/A	Other	1

⁵⁹⁶ Including broadcasters and on-demand providers (both public service media and commercial media) and content providers for online, games and apps.

⁵⁹⁷ Including government Ministries/departments, local authorities and councils, semi-State organisations, policy-makers.

⁵⁹⁸ Including the owners and operators of online platforms (such as social media websites and search engines).

⁵⁹⁹ Including foundations, not-for-profit organisations arts and cultural bodies, charities, think-tanks, communities of interest and community networks (sports, health, hobbies, religion).

⁶⁰⁰ Including projects involving a number of key stakeholders from different sectors. As an example, the model that Safer Internet Day is based on could be considered a cross-sector collaboration project.

⁶⁰¹ Creating, building and generating media content.

⁶⁰² Critical thinking skills such as: understanding how the media industry works and how media messages are constructed; questioning the motivations of content producers in order to make informed choices about content selection and use; recognising different types of media content and evaluating content for truthfulness, reliability and value for money; recognising and managing online security and safety risks.

⁶⁰³ Such as challenging radicalisation and hate speech.

⁶⁰⁴ The ability to search, find and navigate and use media content and services.

⁶⁰⁵ Interaction, engagement and participation in the economic, social, creative, cultural aspects of society through the media and promoting democratic participation and fundamental rights.

⁶⁰⁶ Resources include all the themed output related to a single media literacy initiative. It could include TV, and/or content published online, including information leaflets, video, audio, lesson plans, curriculum modules, websites etc.

⁶⁰⁷ Including consultations, published reports and recommendations.

⁶⁰⁸ The ability to search, find and navigate and use media content and services.



3	Media Centre	Resources ⁶⁰⁹	Civil Society	Creativity ⁶¹⁰ Media use, Interaction & Participation	N	N/A	The level of engagement by the target audience	1
4	E-Skills	Policy Development ⁶¹¹	Cross sector	Media use ⁶¹² , Creativity, Critical Thinking, Participation	N	N/A	Other	1
5	Memorandum of Understanding between PBS and University of Malta	Provision of Funding ⁶¹³	Cross-sector	Other	N	N/A	The level of engagement by the target audience	1

⁶⁰⁹ Resources include all the themed output related to a single media literacy initiative. It could include TV, and/or content published online, including information leaflets, video, audio, lesson plans, curriculum modules, websites etc.

⁶¹⁰ Creating, building and generating media content.

⁶¹¹ Including consultations, published reports and recommendations.

⁶¹² The ability to search, find and navigate and use media content and services.

⁶¹³ Including the provision of funding for media literacy activities delivered by third parties. Funding may be provided via grants, open competition and invitations to tender.



Section 3 – Project summaries

Question 4

From the projects you have highlighted in Question 3, please describe the five most significant⁶¹⁴ media literacy projects that have taken place in your country since 2010.

Please use a separate form for each project. See the sample answer for help.

⁶¹⁴ Significant can relate to:

- a) the size of the target audience and/or the reach of the project,
- b) the total budget or cost of the project
- c) the final outcomes / impact of the project
- d) the level of public awareness of the project
- e) the level of engagement by the target audience.



Answer 4 - Project 1

A. PROJECT NAME: Be Smart Online

B. CATEGORY AND DESCRIPTION OF PROJECT:

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an 'X':

Research	
Resources	X
Campaign	
Provision of Funding	
Networking Platforms	
Policy Development	
End-user engagement	
Other	

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

This website is intended to help children, youths, parents and educators understand the basic principles and best practices for a safer online experience for children. It will also act as a tool to communicate news, announce events and share resources.

The BeSmartOnline! Project has a mandate to establish a structured method of concertation. It is a national initiative that concert the efforts of various national stakeholders working towards the establishment of a Safer Internet Centre in Malta. This project is co-funded by the European Union through the



Safer Internet Programme which aims at empowering and protecting children and teens online from risks associated with online activity, through numerous awareness raising initiatives and by fighting illegal and harmful content and behaviour online.

We were not involved in this project

C. GEOGRAPHICAL REACH

Please indicate whether the project was of National or Regional significance.

This project took place across Malta and Gozo

D. TIMEFRAME AND BUDGET

Please include the duration of the project, the dates and, where possible, the annual and total budget and related sources of financing.

Duration; On going. Budgets are not available

E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

Please indicate the type of media literacy skills or capacities that were addressed in the project. For example:

This programme helps children, parents and teachers understand better how to use the internet in a safe way through a number of campaigns which target these specific groups.

F. STAKEHOLDERS:

Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.

The project is implemented through a consortium coordinated by the Malta Communications Authority (MCA) and brings together Aġenzija Appoġġ, and the Office of the Commissioner for Children. The consortium is supported by the expertise and experience of a number of strategic partners' who are



<p>members in the Advisory Board.</p> <p>All partners will be working together to raise awareness and educate children and teens, carers and educators on the safer use of the Internet. The partners will also be establishing, operating and promoting reporting facilities for internet abuse and offering support services to respective victims.</p>
<p>G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:</p> <p>Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible, please indicate also the size of the targeted audience.</p> <p>This initiative targets all children, parents and teachers.</p>
<p>H. OUTCOMES AND EVALUATION</p> <p>Please outline (in approximately 300 words) the main results of the project. Some category-specific evaluation tools are outlined below to act as a guide for response and to provide a broad evaluation framework. However, we understand that each project will be different and evaluation methods may differ significantly.</p> <p>This information is not available</p>
<p>I. FURTHER REFERENCES</p> <p>Please provide further references about the initiative: publications, website, Twitter account etc.</p> <p>www.besmartonline.org.mt/</p>



Answer 4 - Project 2

A.	PROJECT NAME: Centre for Literacy (UOM)																
B.	<p>CATEGORY AND DESCRIPTION OF PROJECT:</p> <p>Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an 'X':</p> <table border="1" style="width: 30%; margin: 10px 0; border-collapse: collapse;"> <tr><td>Research</td><td></td></tr> <tr><td>Resources</td><td></td></tr> <tr><td>Campaign</td><td></td></tr> <tr><td>Provision of Funding</td><td></td></tr> <tr><td>Networking Platforms</td><td></td></tr> <tr><td>Policy Development</td><td style="text-align: center;">x</td></tr> <tr><td>End-user engagement</td><td></td></tr> <tr><td>Other</td><td></td></tr> </table> <p>Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).</p> <p>The Centre for Literacy is a research and development centre that focuses on the area of literacy and other basic skills. Its mission is to respond productively to the increased need for literacy and other basic skills issues to be addressed in both professional development and research. The Centre is involved in policy advice, consultancies and training for different educational and professional bodies, ministries, national agencies and institutions. These include the Ministry of Education, Culture, Youth and Sport, the Ministry for Social Policy, the Employment and Training Corporation, the Malta College of Arts, Science and Technology (MCAST), the Foundation for Educational Services (FES), State, Private and Church schools and a number of non-governmental</p>	Research		Resources		Campaign		Provision of Funding		Networking Platforms		Policy Development	x	End-user engagement		Other	
Research																	
Resources																	
Campaign																	
Provision of Funding																	
Networking Platforms																	
Policy Development	x																
End-user engagement																	
Other																	



<p>organisations.</p> <p>We were not involved in this project</p>
<p>C. GEOGRAPHICAL REACH</p> <p>Please indicate whether the project was of National or Regional significance.</p> <p>This project took place across Malta and Gozo</p>
<p>D. TIMEFRAME AND BUDGET</p> <p>Please include the duration of the project, the dates and, where possible, the annual and total budget and related sources of financing.</p> <p>Duration; On going. Budgets are not available</p>
<p>E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:</p> <p>Please indicate the type of media literacy skills or capacities that were addressed in the project. For example:</p> <p>The centre is intended to promote media literacy skills at all levels and develop up to date policy advice and consultation to a number of stakeholders including national agencies and governmental bodies.</p>
<p>F. STAKEHOLDERS:</p> <p>Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.</p> <p>Ministry for Education</p> <p>University of Malta</p>



<p>G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:</p> <p>Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible, please indicate also the size of the targeted audience.</p> <p>This initiative targets all members of the public.</p>
<p>H. OUTCOMES AND EVALUATION</p> <p>Please outline (in approximately 300 words) the main results of the project. Some category-specific evaluation tools are outlined below to act as a guide for response and to provide a broad evaluation framework. However, we understand that each project will be different and evaluation methods may differ significantly.</p> <p>This information is not available</p>
<p>I. FURTHER REFERENCES</p> <p>Please provide further references about the initiative: publications, website, Twitter account etc.</p> <p>www.um.edu.mt/literacy/about</p>



Answer 4 - Project 3

A.	PROJECT NAME: E-Skills Malta Foundation																
B.	CATEGORY AND DESCRIPTION OF PROJECT: Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an 'X': <table border="1" style="width: 30%; margin-left: 20px; border-collapse: collapse;"> <tr><td>Research</td><td></td></tr> <tr><td>Resources</td><td></td></tr> <tr><td>Campaign</td><td></td></tr> <tr><td>Provision of Funding</td><td></td></tr> <tr><td>Networking Platforms</td><td></td></tr> <tr><td>Policy Development</td><td style="text-align: center;">X</td></tr> <tr><td>End-user engagement</td><td></td></tr> <tr><td>Other</td><td></td></tr> </table> <p>Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).</p> <p>The eSkills Malta Foundation is a coalition of various representatives from Government, industry and education who work together to jointly create the skills base and life-long quality growth required for a digitally enabled knowledge economy. The eSkills Malta Foundation was launched in February 2014; and includes the Malta Enterprise, the Malta Communications Authority, the Lotteries and Gaming Authority, the Employment and Training Corporation and the Chamber of Commerce, Enterprise and Industry.</p> <p>It's mandate is:</p> <p>A. to advise Government and stakeholders on matters related to eSkills policy;</p>	Research		Resources		Campaign		Provision of Funding		Networking Platforms		Policy Development	X	End-user engagement		Other	
Research																	
Resources																	
Campaign																	
Provision of Funding																	
Networking Platforms																	
Policy Development	X																
End-user engagement																	
Other																	



<p>B.</p> <p>C.</p> <p>D.</p> <p>E.</p>	<p>to contribute to the expansion of ICT educational programmes and related formative initiatives;</p> <p>to lead an ICT professionalism development programme;</p> <p>to instigate further reform in the ICT educational offerings and contribute to capacity-building in the ICT education community; and</p> <p>to champion campaigns and promote the Maltese eSkills potential locally and internationally.</p> <p>The foundation brings together Government representatives from Education and MITA together with key entities in investment employment and Industry, including Malta Enterprise, Malta Communications Authority, The Malta Gaming Authority and The Chamber of Commerce.</p> <p>The eSkills Malta Foundation also issues a news letter, organises various competitions and events and coordinates campaigns (eskills4jobs) to further raise awareness of the need for citizens to improve their ICT skills. It is also very present online and has it's own facebook page, twitter and website.</p> <p>We think that this is a significant media literacy project because ICT skills are today an essential part of any cv and without any shadow of doubt contribute to increase the employability of those who master them. In turn, a skilled workforce is the basis of a strong and fast growing economy, and hence the results are both micro (on an individual level) as well as macro (on a national level)</p> <p>We were not involved in this project</p>
<p>F.</p>	<p>GEOGRAPHICAL REACH</p> <p>Please indicate whether the project was of National or Regional significance.</p> <p>This project took place across Malta and Gozo</p>
<p>G.</p>	<p>TIMEFRAME AND BUDGET</p> <p>Please include the duration of the project, the dates and, where possible, the annual and total budget and related sources of financing.</p> <p>Duration; On going. Budgets are not available</p>
<p>H.</p>	<p>MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:</p>



<p>Please indicate the type of media literacy skills or capacities that were addressed in the project. For example:</p> <p>The Foundation helps members of the public increase their digital skills and competence so that they can be applied in every aspect of today's digitalised society and ensures that today's youth can rise-up to the challenges of tomorrow's labour market demands.</p>
<p>I. STAKEHOLDERS:</p> <p>Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.</p> <p>Ministry for Education and Employment (the ministry who set the ball rolling)</p> <p>Malta Enterprise (Contributing in drafting a digital policy in line with the industry's skill demands)</p> <p>Malta Communications Authority</p> <p>The Malta Gaming Authority (Contributing in drafting a digital policy in line with the future gaming industry demands)</p> <p>The Chamber of Commerce</p> <p>ICT Students (as the main beneficiaries of this foundation)</p>
<p>J. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:</p> <p>Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible, please indicate also the size of the targeted audience.</p> <p>This initiative targets all members of the public but its main focus are the youth.</p>
<p>K. OUTCOMES AND EVALUATION</p> <p>Please outline (in approximately 300 words) the main results of the project. Some category-specific evaluation tools are outlined below to act as a guide for response and to provide a broad evaluation framework. However, we understand that each project will be different and evaluation methods may differ significantly.</p>



This information is not available

L. FURTHER REFERENCES

Please provide further references about the initiative: publications, website, Twitter account etc.

www.facebook.com/ESkillsMalta

www.facebook.com/eskills4jobsMT

[@eSkillsMalta](https://twitter.com/eSkillsMalta)

www.eskills.org.mt



Answer 4 - Project 4

A.	PROJECT NAME: Media Centre																
B.	<p>CATEGORY AND DESCRIPTION OF PROJECT:</p> <p>Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an 'X':</p> <table border="1" style="width: 30%; margin: 10px auto; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Research</td> <td style="width: 5%;"></td> </tr> <tr> <td style="padding: 5px;">Resources</td> <td style="text-align: center; padding: 5px;">x</td> </tr> <tr> <td style="padding: 5px;">Campaign</td> <td></td> </tr> <tr> <td style="padding: 5px;">Provision of Funding</td> <td></td> </tr> <tr> <td style="padding: 5px;">Networking Platforms</td> <td></td> </tr> <tr> <td style="padding: 5px;">Policy Development</td> <td></td> </tr> <tr> <td style="padding: 5px;">End-user engagement</td> <td></td> </tr> <tr> <td style="padding: 5px;">Other</td> <td></td> </tr> </table> <p>Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).</p> <p>Originally a large printing press facility and centre for publishing and other print-related works, Media Centre Limited has recently experienced a renaissance in its conversion to a digital and audiovisual production house. While the heritage of print design still runs strong within the company, there is now a renewed focus on digital media, including filming and editing, web design and development, and live event production. Our small but highly-versatile team allows us to tackle all forms of design, and our core company values place a strong emphasis on the creation of material for educational purposes.</p>	Research		Resources	x	Campaign		Provision of Funding		Networking Platforms		Policy Development		End-user engagement		Other	
Research																	
Resources	x																
Campaign																	
Provision of Funding																	
Networking Platforms																	
Policy Development																	
End-user engagement																	
Other																	



1. The development of creative concepts for use in all fields of design, be it film and print design to web and application development.
2. The creation of high-quality digital media for use in educational contexts, especially for television, web, and classroom use.
3. To promote Christian values through the media we produce.
4. Acting for television (many of the actors on the television programs we produce are youths who learn valuable skills from the experience).
5. In-house workshops on television production, dealing with both creative and technical skills.
6. Eventually providing hands-on experience to students undertaking lessons in the "Media Education" subject being introduced in Church and Private schools.

Through this resource centre students can find help in;

- A. Filming, editing and post production
- B. Animation
- C. Print design (posters, books, billboards... the list goes on)
- D. Web development
- E. Branding
- F. DVD/BluRay mastering and duplication
- G. Event planning and coordination

We were not involved in this project

H. GEOGRAPHICAL REACH

Please indicate whether the project was of National or Regional significance.

This project took place across Malta and Gozo



<p>I. TIMEFRAME AND BUDGET</p> <p>Please include the duration of the project, the dates and, where possible, the annual and total budget and related sources of financing.</p> <p>Duration; On going. Budgets are not available</p>
<p>J. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:</p> <p>Please indicate the type of media literacy skills or capacities that were addressed in the project. For example:</p> <p>This resource centre helps people, in particular students, develop their own content and get involved in a wide range of media related services and productions in order to achieve specific goals or accomplish projects. It serves as a stepping stone/opportunity to start exploring a passion form media.</p>
<p>K. STAKEHOLDERS:</p> <p>Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.</p> <p>The Archdiocese of Malta</p>
<p>L. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:</p> <p>Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible, please indicate also the size of the targeted audience.</p> <p>This initiative targets all members of the public but its main focus are the youth.</p>
<p>M. OUTCOMES AND EVALUATION</p>



Please outline (in approximately 300 words) the main results of the project. Some category-specific evaluation tools are outlined below to act as a guide for response and to provide a broad evaluation framework. However, we understand that each project will be different and evaluation methods may differ significantly.

This information is not available

N. FURTHER REFERENCES

Please provide further references about the initiative: publications, website, Twitter account etc.

www.thechurchinmalta.org

<http://mediacentre.com.mt/>

www.facebook.com/mediacentremalta

www.youtube.com/user/MediaCentreMalta



Answer 4 - Project 5

A. PROJECT NAME: Memorandum of Understanding between PBS and University of Malta re: awareness of scientific research projects through documentaries

B. CATEGORY AND DESCRIPTION OF PROJECT:

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an 'X':

Research	x
Resources	
Campaign	
Provision of Funding	
Networking Platforms	
Policy Development	
End-user engagement	
Other	

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

Using creative approaches, the collaboration will help raise awareness about scientific research. Audiences will be able to understand how University of Malta research is contributing in making life better for society and in finding solutions to various problems.

A pilot documentary, the first in an eventual series of twelve, will be funded by PBS. Through the promotion of the pilot documentary the



Parties will be seeking sponsors for the rest of the production amongst reputable persons, organizations and companies interested in supporting innovative projects that promote science literacy, while engaging with a large number of people through the media, science museums and other non-classroom settings.

Topics shall include health related ones such as research on the genetics of blood disorders, as well as ICT, marine archaeology and brain/computer interface.

The first of the series, focusing on Thalassaemia, was launched on Thursday 4th February at the Aula Magna of the Valletta Campus.

The Broadcasting Authority was not involved in this project

C. GEOGRAPHICAL REACH

Please indicate whether the project was of National or Regional significance.

This was a national project

D. TIMEFRAME AND BUDGET

Please include the duration of the project, the dates and, where possible, the annual and total budget and related sources of financing.

Duration; one year (2016). Budgets are not available

E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

Please indicate the type of media literacy skills or capacities that were addressed in the project. For example:

This project will help the general public understand the importance of research done by the UOM and will also serve as a medium to inform people on a wide range of subjects.



<p>F. STAKEHOLDERS:</p> <p>Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.</p> <p>PBS</p> <p>University of Malta</p> <p>Ministry for Education</p>
<p>G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:</p> <p>Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible, please indicate also the size of the targeted audience.</p> <p>This initiative targets PBS audiences (the general public)</p>
<p>H. OUTCOMES AND EVALUATION</p> <p>Please outline (in approximately 300 words) the main results of the project. Some category-specific evaluation tools are outlined below to act as a guide for response and to provide a broad evaluation framework. However, we understand that each project will be different and evaluation methods may differ significantly.</p> <p>This information is not available</p>
<p>I. FURTHER REFERENCES</p> <p>Please provide further references about the initiative: publications, website, Twitter account etc.</p> <p>www.tvm.com.mt/en/news/pbs-signs-agreement-with-university-of-malta-to-co-produce-documentaries/</p> <p>www.um.edu.mt/newspoint/news/features/2016/02/universityandpbslaunchdoc</p>





7.22. NL – THE NETHERLANDS

Answers of the national expert to the questionnaire



Objective: The objective of this research is to provide mapping and description of the significant projects in promotion of media literacy in the EU-28 member states, since January 2010, of national or regional coverage.

The actors to be included in the mapping are:

- policy makers,
- public authorities,
- media regulatory authorities,
- audiovisual content providers,
- journalists associations,
- civil society.

To ensure a comprehensive picture is created of the media literacy projects that have been undertaken, and media literacy skills that have been promoted in each country, we ask that you consult with actors mentioned above (or the equivalent in your country) and include any relevant material from them.

The projects will be categorised according to the skills that they intend to develop and their target group and, if feasible, the outreach of each project.

Context: Media literacy is to be understood as an umbrella expression that includes all the technical, cognitive, social, civic and creative capacities that allow a citizen to access, have a critical understanding of the media and interact with it.

These capacities enable people to exercise critical thinking, while participating in the economic, social and cultural aspects of society and playing an active role in the democratic process. This concept covers all kind of media interactions (broadcasting, radio, press, the internet, social media) and addresses the needs of all ages.

Scope: This report will focus on media literacy projects relating to media services delivered on electronic communication networks, both linear and non-linear, and on information society services where pertinent. Press (including online), radio and off-line media will not be covered. Regional initiatives will be described separately where relevant.

In addition to the conventional media literacy themes of critical thinking, digital inclusion, online safety and the protection of minors, we are particularly interested in media literacy projects that:



- **Promote a healthy democracy:** Democracy, by definition, requires the participation of well-informed citizens. Citizens inform themselves through the media. Their relationship with the media needs to take place in a context of critical thinking. This furthermore requires certain knowledge of how the media works and how media messages are constructed.
- **Empower people in a changing and increasingly complex media landscape:** We are not only passive recipients of media content, but also content creators and media sources, for example through our involvement in social media. Moreover, we increasingly receive news through social media, rather than through traditional channels. This proliferation of sources brings a lot of new information, opportunities and potential innovation but also requires critical thinking and verification tools and awareness of how to manage our personal data and make informed choices about algorithms from digital platforms that accommodate the world to our taste.
- **Challenge radicalisation and hate speech online, and promote fundamental rights:** In a time when each citizen with a mobile connection to social media is a source of news and can contribute to "trending topics", media literacy includes taking up one's civic responsibility of contributing to a culture of inclusive tolerance and respect online and exercising critical thinking in relation to amplifying, debunking or challenging media content.

Actions related to school curricula are excluded from the mapping as they were mapped by the European Media Literacy Education Study (EMEDUS)⁶¹⁵.

Respondent information	
Name:	Mary Berkhout
Title and Organisation:	Program director Mediawijzer.net (Dutch Media Literacy Network)
Country:	The Netherlands
Short biography:	After working at management level in the marketing and innovation departments of a leading Dutch telecommunications company, in 2009 Mary Berkhout was appointed as Program Directory of Mediawijzer.net, the Dutch Network for Media Literacy. Mediawijzer.net was founded by five key Dutch public organizations, is supported by and funded by the Ministry of Education, Culture and Science, and currently has over 1100 network partners, including universities, schools, libraries,

⁶¹⁵ <http://fr.slideshare.net/MediaLearning/ml-2012-the-emedus-european-media-literacy-education-study-by-jose-manuel-perez-tornero>



	broadcasters, ICT-companies, and publishing houses.
Contact address:	Postbus 1060 1200 BB Hilversum
Email:	mary.berkhout@mediawijzer.net
Telephone:	+31642482416



Section 1 – Background context

Question 1

Please list the main media literacy stakeholders in your country, and identify which sector they belong to (e.g. academia⁶¹⁶, audiovisual content providers⁶¹⁷, online platforms⁶¹⁸, public authorities⁶¹⁹, media regulatory authorities, civil society⁶²⁰). Please indicate which stakeholders have a statutory responsibility around media literacy and which stakeholders have a non-statutory interest/engagement in media literacy activities.

⁶¹⁶ Academic institutions, universities and third level education providers.

⁶¹⁷ Audiovisual content providers include broadcasters and on-demand providers (both public service media and commercial media) and content providers for online, games and apps.

⁶¹⁸ Online platforms includes the owners and operators of online platforms (such as social media websites and search engines).

⁶¹⁹ Public authorities include government Ministries/departments, local authorities and councils, semi-State organisations, policy-makers.

⁶²⁰ Civil society includes foundations, not-for-profit organisations arts and cultural bodies, charities, think-tanks, communities of interest and community networks (sports, health, hobbies, religion).



Answer 1

Note: The Netherlands has adopted a network approach to media literacy. Our government's policy has been to facilitate entrepreneurship and stimulate decentralised media literacy efforts, which are therefore multitudinous and ubiquitous. Many of the 1100+ Mediawijzer.net network partners offer significant contributions to the advancement of media literacy in the Netherlands in the form of programmes, projects, learning materials, meetings, etc.

Statutory

- Mediawijzer.net (network organization) (Networking Platform)
- Its' five core partners:
 1. Netherlands Institute for Sound and Vision (cultural heritage) (Public Authority)
 2. National Library of the Netherlands (leading organization of the library sector) (Public Authority)
 3. Stichting Kennisnet (service organization for ICT in the educational sector) (Public Authority)
 4. ECP Platform for the Information Society (network organization) (cross-sector collaboration)
 5. NTR (independent Dutch public service broadcaster specialising in information, education and culture) (audio-visual content providers)
- All 153 public libraries of the Netherlands, associated in the Association of Dutch Libraries (VOB) (Public Authority)
- My Child Online (*Mijn Kind Online*) (media literacy support for parents and education) (Online Platform)
- EYE Film Institute Netherlands (cinematographic literacy) (civil Society)
- Cinekid (foundation for the advancement of quality media for children) (civil Society)
- National MediaCoach Training (NOMC) (civil Society)
- Mediacoach School for Library Professionals (GO Opleidingen) (civil Society)
- Media Literacy Schools Foundation (*Stichting Mediawijsheidsscholen*) (network organization for secondary education) (Networking Platform)
- Bureau Youth and Media (*Bureau Jeugd en Media*) (media literacy support for parents and education) (civil Society)
- MiraMedia (organization for advancement of intercultural media literacy) (civil Society)
- Mediaopvoeding.nl (Online Platform)

Non statutory

- Thorbecke College (secondary education) (Academia)
- Windesheim University of Applied Sciences (minor Media Literacy in Teacher Education School) (Academia)
- University of Amsterdam (chair Media, Youth, and Society) (Academia)
- Erasmus University (chair Media Education) (Academia)
- Netherlands Youth Institute (Nederlands Jeugdinstituut) (Public Authority)
- Commissariat for the Media (Media Regulatory Authority)
- NICAM (Netherlands Institute for the Classification of Audiovisual Media) (Media Regulatory Authority)



Question 2

What kind of networks do the media literacy stakeholders in your country engage with?

Please describe these networks and include how these networks function, who manages the networks and whether they operate at a local, national, European or International level.

Answer 2

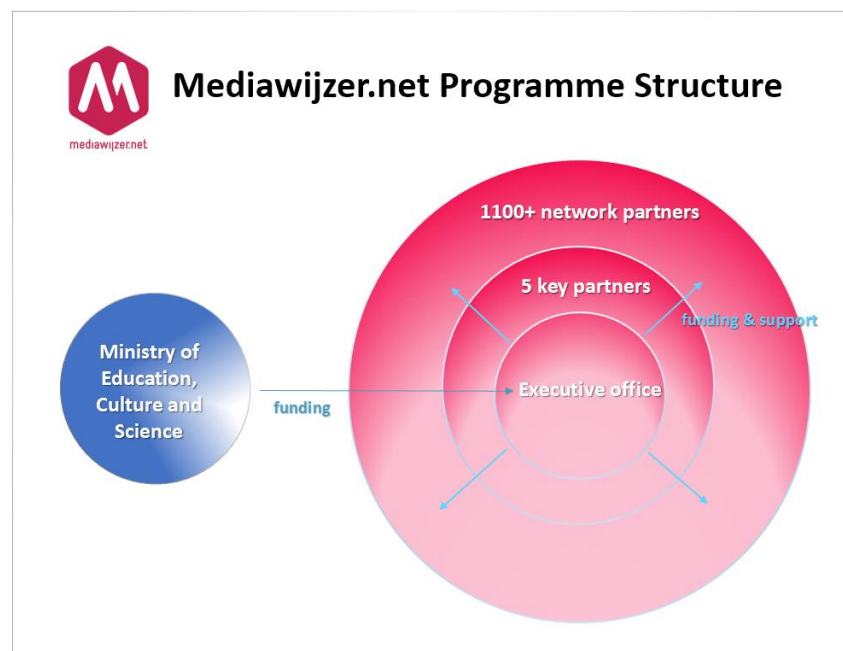
Mediawijzer.net

Mediawijzer.net is founded in 2008 on the initiative of the Dutch government. It has five core members (Netherlands Institute for Sound and Vision; National Library of the Netherlands; Stichting Kennisnet; ECP Platform for the Information Society; and broadcaster NTR), and over 1100 network partners, including universities, schools, libraries, broadcasters, IT-companies, and publishing houses. Mediawijzer.net operates mainly at a national level, and also collaborates across borders in international partnerships, both within and outside of Europe.

Mediawijzer.net has two main objectives: (1) creating more awareness for media literacy and media literacy education; and (2) facilitating its' network partners to develop new media literacy services, projects, and materials. In order to realise the first objective, Mediawijzer.net organises yearly campaigns aimed at schools (Media Literacy Week, MediaMasters), parents (Media Toddler Days), and youngsters (My Comment Festival). To realise the second objective, Mediawijzer.net organises conferences, seminars, and expert meetings; instigates and funds practical and research projects; issues publications; provides funding to innovative projects; and facilitates the exchange of knowledge amongst network partners, along both online and offline means and platforms. The main network event is the 'Media Literacy Network Experience', a well frequented one day symposium held at the Netherlands Institute for Sound and Vision each year in the month of May.

The network is administered by a programme staff, directed by a steering committee of representatives of the five key partners, and advised by a council of renowned experts in the field.

Considering the network approach in the Netherlands, where media literacy





efforts are decentralised and therefore ubiquitous, combined with the high number of participants in the Mediawijzer.net network, there is a multitude of local, regional, and national interactions amongst and between staff of the network members, both offline and online, and both formal and informal. E.g.: a search for the keyword 'mediawijsheid' (the Dutch word for media literacy) on Twitter:

<https://twitter.com/search?f=tweets&vertical=default&q=mediawijsheid&src=typd>

Library sector

In 2005 the Dutch Council for Culture, the advisory organ to the Dutch government on cultural policies, issued a report in which it assigned a key role to the public libraries in the advancement of media literacy in the Netherlands. Since then the Dutch libraries have schooled close to a thousand staff employees as 'media coach', and have initiated numerous media literacy projects, ranging from local, to regional, to national projects. The Dutch libraries are associated in the Public Library Organisations (VOB), and are headed by the Royal Library of the Netherlands, which develops media literacy materials that are being used by libraries all over the country. The library sector uses its' existing communication and collaboration channels for library professionals, both on a regional and national scale. On the theme of media literacy, library professionals collaborate and exchange knowledge specifically in the Media Literacy Platform for Professionals. Also, each of the twelve provinces has its own Provincial Service Institutions (POI), that supports all libraries in the province, including in the field of media literacy, for example by organizing 'Knowledge Circles on Media Literacy'.

ECP Platform for the Information Society

ECP Platform for the Information Society, a core partner of mediawijzer.net, is itself a network organization. ECP is an independent platform of corporations, governmental institutions, and non-profit organizations, aiming to advance the use of ICT in the Netherlands. ECP organises events, conferences, and expert meetings, facilitates and funds projects, initiates research, and supports and initiates projects aiming at a safer, better internet at an technical and infrastructural level. ECP is a long term partner of the European INSAFE network, is co-host to the Dutch Safer Internet Center, and since 2012 participates in the Better Internet for Kids project.

Media coach schools

The Netherlands has two media coach schools: the National MediaCoach Training (NOMC), founded in 2007, and the Mediacoach School for Library Professionals (GO Opleiding Mediacoach voor Bibliotheekprofessionals), which was founded in 2009, and is supervised by Mediawijzer.net key partner Royal Library of The Netherlands. Both educational institutes have an active network of graduated media coaches, and facilitate both online and offline collaboration and knowledge exchange amongst their graduates. Also, both schools participate in international collaboration and knowledge exchange.

Film Education Network

The Dutch Film Education Network is a network of nineteen Dutch organisations collaborating on issues relating to film education, led by EYE Film Institute.



The network initiates research, promotes projects, facilitates the exchange of knowledge, and advises schools on educational programs.

Other significant networks

Media Literacy Schools Foundation (Stichting Mediawijsheidscholen)

Maker Education Nederland

CodePact

Cinekid Professionals Network



Section 2 – The overview

Question 3

Using the grid below, please identify the 20 most significant media literacy projects which have been delivered in your country since 2010.

Please select the most appropriate category for the project type, the sectors responsible for the projects, the type of media literacy skills that were addressed in the project, as well as the reason of significance:

Project types	Sectors	Media literacy skills	Reason for significance
Research ⁶²¹	Academia ⁶²⁸	Creativity ⁶³⁴	The size of the target audience
Resources ⁶²²	Audiovisual content provider ⁶²⁹	Critical thinking ⁶³⁵	The total budget or cost of the project
Campaigns ⁶²³	Public authorities ⁶³⁰	Intercultural dialogue ⁶³⁶	The success of the project (outcomes / impact compared to objectives)
Provision of Funding ⁶²⁴	Media regulatory authorities	Media use ⁶³⁷	The level of public awareness of the project
Networking platforms ⁶²⁵	Online platforms ⁶³¹	Participation and interaction ⁶³⁸	The level of engagement by the target audience
Policy Development ⁶²⁶	Civil society ⁶³²	Other	Other
End-user engagement ⁶²⁷	Cross-sector collaboration ⁶³³		
Other	Other		

⁶²¹ Significant qualitative or quantitative research on any aspect of media literacy which has been published and/or is widely used by the media literacy practitioners.

⁶²² Resources include all the themed output related to a single media literacy initiative. It could include TV, and/or content published online, including information leaflets, video, audio, lesson plans, curriculum modules, websites etc.

⁶²³ Campaigns usually combine awareness-raising with a desired behaviour change. A Campaign will usually have a specific 'call to action' e.g. 'Don't share too much online' or 'Know how to check the truthfulness of online information'. Campaigns can be multi-stakeholder campaigns such as Safer Internet Day or cross-platform campaigns and can include promotion across TV/radio/online and/or other forms of public engagement.

⁶²⁴ Including the provision of funding for media literacy activities delivered by third parties. Funding may be provided via grants, open competition and invitations to tender.

⁶²⁵ Including conferences, seminars, meetings, online and offline forums, newsletters, databases.

⁶²⁶ Including consultations, published reports and recommendations.

⁶²⁷ End-user engagement includes grass-roots projects that provide support and information to end-users via face to face contact, phone contact or online contact.

⁶²⁸ Including Academic institutions, universities and third level education providers

⁶²⁹ Including broadcasters and on-demand providers (both public service media and commercial media) and content providers for online, games and apps.

⁶³⁰ Including government Ministries/departments, local authorities and councils, semi-State organisations, policy-makers.



Please classify the projects using either 'N' for National or 'R' for Regional, and their level of significance using a scale of 1 to 3, where 1 is most significant and 3 is least significant.								
	Project Name	Project Type	Sector	Media Literacy skills	National or Regional	Years	Reason for significance	Level of significance (1 – 3)
1	MediaMasters	Campaigns	Cross-sector collaboration	Creativity; critical thinking; Participation	N	2011-present	Size; budget; awareness; success	1
2	Media Toddler Days (Media Ukkie Dagen)	Campaigns	Cross-sector collaboration	Creativity, Critical Thinking	N	2013-present	Size; budget; success	1
3	Paretns Online /Informative websites	Resources	Cross-sector collaboration	Creativity, Critical Thinking, Intercultural Dialogue, Media Use, Participation	N	1996/2004 /2004/2011/2014-present	Size; engagement; success	1
4	Toolbox Media	Resources	Cross-sector	Critical Thinking	N	2015-	Size; awareness;	1

⁶³¹ Including the owners and operators of online platforms (such as social media websites and search engines).

⁶³² Including foundations, not-for-profit organisations arts and cultural bodies, charities, think-tanks, communities of interest and community networks (sports, health, hobbies, religion).

⁶³³ Including projects involving a number of key stakeholders from different sectors. As an example, the model that Safer Internet Day is based on could be considered a cross-sector collaboration project.

⁶³⁴ Creating, building and generating media content.

⁶³⁵ Critical thinking skills such as: understanding how the media industry works and how media messages are constructed; questioning the motivations of content producers in order to make informed choices about content selection and use; recognising different types of media content and evaluating content for truthfulness, reliability and value for money; recognising and managing online security and safety risks.

⁶³⁶ Such as challenging radicalisation and hate speech.

⁶³⁷ The ability to search, find and navigate and use media content and services.

⁶³⁸ Interaction, engagement and participation in the economic, social, creative, cultural aspects of society through the media and promoting democratic participation and fundamental rights.



	Education (<i>Toolbox Mediaopvoeding</i>)		collaboration	and Participation		present	engagement; success	
5	Cinekid	Campaigns	Cross-sector collaboration	Critical Thinking, Participation, Creativity	N	1984 - present	Size; awareness; engagement	1
6	Mediawijzer.net Encouragement Fund (<i>Stimuleringsregeling Mediawijzer.net</i>)	Networking Platform	Public authorities	All skills	N	2008-present	Budget; awareness; engagement	1
7	Media Literacy Competency Model (<i>Competentiemodel Mediawijsheid</i>)	Resources	Public authorities; cross-sector collaboration	All skills	N	2012	Size; awareness; engagement	1
8	Pavilion Mediawijzer.net / Media Toddler Land	End-user engagement	Public authorities	Other (offering resources for parents and professional educators)	N	2009/2014-present	Size; awareness; engagement	1
9	Training programmes for vulnerable groups: Click and Tik (<i>Klik en Tik</i>); DigiStronger (<i>Digisterker</i>)	End-user engagement	Libraries	Media use; Participation and interaction	N	2011/2012-present	Size; awareness	1



10	Television Documentaries: HUMAN / NTR / NPO / VPRO	Resources	Audiovisual content provider	Critical thinking	N	2005-present	Size; awareness	1
11	My Comment Festival	End-user engagement	Public authorities; cross-sector collaboration	Critical thinking; Participation and interaction	N	2015-present	Size; engagement	2
12	Pink in the Picture (<i>Roze in beeld</i>)	Resources	Civil society; cross-sector collaboration	Critical thinking	N	2013-present	Awareness; engagement	2
13	FabLabs/ Maker busses	End-user engagement	Libraries	Creativity	R	2009-present	Engagement	2
14	Hollywood in the Classroom (<i>Hollywood in de klas</i>)	End-user engagement	Civil society; Cross-sector collaboration	Creativity	N	2005-present	Awareness; engagement	2
15	Platform Intercultural Media Literacy (<i>Platform Interculturele mediawijsheid</i>)	End-user engagement	Civil society; Cross-sector collaboration	Intercultural dialogue	R	2015-present	Engagement	2
16	Hour of Code (<i>Codeuur</i>)	End-user engagement	Public authorities; Civil society; Cross-sector	Creativity	N	2015-present	Size	2



			collaboration					
17	Youth Cracker Competition (<i>Jeugdkrakercompetitie</i>)	End-user engagement	Libraries	Media use	N	2003-present	Engagement	2
18	Monitors: Iene Miene Media / Monitor Youth and Media (Monitor Jeugd en Media)	Research	Academia; Public authorities	Other (collecting data)	N	2012/2015-present	Size; engagement	3
19	Book ' <i>Schermgangende jeugd: Over jeugd en media.</i> ' ('Screen-going Youth: On Youth and Media.')	Research	Academia	Other (offering resources for parents and professional educators)	N	2014	Awareness	3
20	Book ' <i>Media Literacy 2005>2015>2025</i> '	Research; resources	Civil society; Cross-sector collaboration	Other (offering resources for parents and professional educators)	N	2015	Engagement	3



Section 3 – Project summaries

Question 4

From the projects you have highlighted in Question 3, please describe the five most significant⁶³⁹ media literacy projects that have taken place in your country since 2010.

Please use a separate form for each project. See the sample answer for help.

⁶³⁹ Significant can relate to:

- a) the size of the target audience and/or the reach of the project,
- b) the total budget or cost of the project
- c) the final outcomes / impact of the project
- d) the level of public awareness of the project
- e) the level of engagement by the target audience.



Answer 4 - Project 1

A. PROJECT NAME: MediaMasters

B. CATEGORY AND DESCRIPTION OF PROJECT:

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an 'X':

Research	
Resources	
Campaign	X
Provision of Funding	
Networking Platforms	
Policy Development	
End-user engagement	
Other	

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face, etc.). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

MediaMasters is an interactive media literacy game, with offline and online elements. The main objective of the game is to raise awareness of media literacy themes amongst educators, parents, and pupils. By playing the game pupils (of the last two years of elementary school, i.e. age 10-12 years) develop their media literacy competencies through collaboratively solving media-related problems, working on media literacy assignments, co-creating media content, and discussing media literacy themes.

The online game is being played both in the classroom and at home. Amongst the subjects that pupils are being introduced to are social media use, coding,



cyberbullying prevention, vlogging and online collaboration. The Royal Library of the Netherlands, a key partner of Mediawijzer.net, has developed a special game element focusing on information literacy skills. Pupils have to deploy and advance their media skills and learn from each other to pass the game (as a class).

The game is being played by over 100.000 pupils each year during the Dutch media literacy week in November. During this week pupils spend one hour a day playing the game in the classroom, and complete additional assignments at home. During the 'missions' pupils discuss media literacy issues, create media content themselves, have to perform elemental coding operations, interpret media structures and processes, and reflect on their own media usage and behaviour. Discussion, co-creation, and collaboration are essential to the underlying didactical model.

All participating pupils receive the 'MediaMasters Diploma'. Classes with the highest score receive a price.

Participating classes have permanent access to the MediaMasters Club for the remainder of the school year, and have the opportunity to work on additional assignments and missions.

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The significance of the project is threefold. First, the design and structure of the game is so appealing and engaging that it remains a valued conversation starter for pupils, teachers and parents for the rest of the schoolyear. Second, the game is being played by a substantial part of all Dutch elementary school pupils. With a reach of over 25% of the total school population in this age group, it has an enormous reach. Thirdly, MediaMasters stimulates teachers to further address media literacy themes within the classroom, often supported by the numerous media literacy services that are offered by the network partners of Mediawijzer.net.

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As Program Director of Mediawijzer.net, I supervise both the practical management and further development of the content of MediaMasters.

C. GEOGRAPHICAL REACH

Please indicate whether the project was of National or Regional significance.

National



D. TIMEFRAME AND BUDGET

Please include the duration of the project, the dates and, where possible, the annual and total budget and related sources of financing.

MediaMasters is a media literacy game played by 100.000+ elementary school pupils (ages 10-12), yearly in the Dutch Media Literacy Week (each year in November). The first edition was in 2011. The number of participating schools is still rising.

The project is funded by the Dutch media literacy network Mediawijzer.net, and is co-funded by the European Commission as part of the Better Internet for Kids project. Furthermore, over twenty network partners participate in the project on a bartering basis.

The annual budget, including production, distribution, communication, staffing, game support desk, is roughly €300.000,-.

E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

Please indicate the type of media literacy skills or capacities that were addressed in the project. For example:

- *Media use:*
 - *The ability to search, find and navigate and use media content and services.*
- *Critical thinking skills such as:*
 - *Understanding how the media industry works and how media messages are constructed.*
 - *Questioning the motivations of content producers in order to make informed choices about content selection and use.*
 - *Recognising different types of media content and evaluating content for truthfulness, reliability and value for money.*
 - *Recognising and managing online security and safety risks.*
- *Creative skills such as:*
 - *Creating, building and generating media content.*
- *Participation and engagement skills such as:*
 - *Interaction, engagement and participation in the economic, social and cultural aspects of society through the media.*
 - *Promoting democratic participation and fundamental rights.*
- *Intercultural dialogue skills such as:*



- Including challenging radicalisation and hate speech online.

MediaMasters is first and foremost an awareness campaign, clarifying the importance of media literacy education for pupils, parents, and teachers. MediaMasters offers participating game players a broad media literacy experience, and stimulates the development of broad array of media literacy skills. The competencies addressed are: Analysis (understanding the operation of media); Awareness (understanding the effect of media on behavior and attitude); Interaction (ability to communicate about media, its' uses and effects with others); and Creativity (ability to use media, create with media, and share media with others). The main focus is on: social media use, information literacy, coding, cyberbully-prevention, vlogging, and online collaboration.

F. STAKEHOLDERS:

Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.

MediaMasters is an initiative of the Dutch media literacy network Mediawijzer.net. Each year a group of major media literacy organisations in the Netherlands deliver content for the game and facilitate the realisation of the event, including library organisations, audiovisual content providers, film education institutes, tech-corporations, educational institutions, and non-profit organisations. The full list of partner organisations can be found here: www.mediamasters.nl/overons.

G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible, please indicate also the size of the targeted audience.

All pupils in the Netherlands in the last two years of elementary school, i.e. groups 7 and 8, corresponding to the age group 10-12 years.

H. OUTCOMES AND EVALUATION

Please outline (in approximately 300 words) the main results of the project. Some category-specific evaluation tools are outlined below to act as a guide for response and to provide a broad evaluation framework. However, we understand that each project will be different and evaluation methods may differ



significantly.

Research – frequency of research, methodology, use and dissemination of results.

Programmes of Resources – audience reached, online hits, shares, plays, downloads, circulation.

Campaigns – Levels of awareness and participation. Attitudinal and/or behavioural changes. Measuring audience reach/distribution, levels of awareness and participation, audience engagement via online/face to face methods etc. Qualitative results could include testimonials etc. Please include the frequency of measurement/evaluation.

Value for money / Return on Investment, % of grant/funding used.

Networking Platforms – Number of stakeholders engaged, frequency of networking opportunities, number of conferences, publications, subscribers, whether the networking took place at a regional, National, Pan-European or International level.

Policy Developments – Frequency, Dissemination of policy, reaction to and adoption of policy recommendations.

End-user engagement – Numbers of people engaged, frequency, results.

In the last edition, over 100.000 pupils participated, which is a significant number related to the size of the total school population. On many of the participating schools media literacy has been established, due to MediaMasters, as an important educational subject (both as a separate subject or integrated into the existing school subjects). In addition, many of the leading media literacy organisations in the Netherlands have joined and adopted the programme since the first edition in 2011.

I. FURTHER REFERENCES

Please provide further references about the initiative: publications, website, Twitter account etc.

Website: www.mediamasters.nl



E-mail: info@mediawijzer.net

Facebook: www.facebook.com/MediaMastersNL

Game trailer: www.youtube.com/watch?v=jRMwuSugPYo



Answer 4 - Project 2

A. PROJECT NAME: Media Toddler Days (Media Ukkie Dagen)

B. CATEGORY AND DESCRIPTION OF PROJECT:

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an 'X':

Research	
Resources	
Campaign	X
Provision of Funding	
Networking Platforms	
Policy Development	
End-user engagement	
Other	

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

The Media Toddler Days is a yearly campaign week in the month of April. The first edition was in 2013. The objective of the campaign is to raise awareness for the importance of media education of young children, ages 0 to 6 years. The campaign addresses both parents and professional educators.

The premise of the campaign is that the environment of children, even the youngest ones, is rapidly mediatizing. Young toddlers and even babies are being exposed to screens, learn to swipe at an early age, and sometimes seem even chained to their tablets. Besides, the internet of toys is booming. These developments pose new challenges to educators: traditional pedagogical wisdoms sometimes seem outdated, and the demand for knowledge about this



new domain is growing.

The Media Toddler Days comprise several activities, mainly organised in libraries, but also in nurseries and preschools. Amongst the projects are Book-o-Matic, Appcafé for toddlers, App Party, Digital Read-Out, and Little Goose Gonnie on the iPad. An interactive map of the activities can be found here: www.mediaukkie.nl/activiteiten.

On the website www.mediaukkie.nl parents and their toddlers can join the Media Toddler Challenge, where they can work together on daily assignments.

A principal venue during the Media Ukkie Days is the experience centre Media Ukkie Land, located in the building of the Netherlands Institute for Sound and Vision. The centre offers an edifying media experience for parents and their children (aged 4-6 years). Toddlers follow an adventurous media route, enjoy themselves, play, and along the way, deepen their insights in the workings and effects of media. Parents learn about strategies of seduction used by children's media producers, the effects on their children, and learn to make informed decisions concerning their children's media use.

As part of the national Children's Media Awards (Kinder Media Awards), every year during the Media Toddler Days the best Dutch app for toddlers is being distinguished with the Media Toddler Award (Media Ukkie Award). Read more about the awards at www.mediaukkie.nl/2016/04/07/winnaar-media-ukkie-award-2016-bekend.

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As Program Director of Mediawijzer.net, I supervise both the practical management and further development of the content of the central programme of the Media Toddler Days.

C. GEOGRAPHICAL REACH

Please indicate whether the project was of National or Regional significance.

National



D. TIMEFRAME AND BUDGET

Please include the duration of the project, the dates and, where possible, the annual and total budget and related sources of financing.

The first edition of the Media Toddler Days was in 2013. Since then, the event is held yearly in the beginning of April.

The project is funded by the Dutch media literacy network Mediawijzer.net. Regional and local activities are funded by the participating organisations themselves.

E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

Please indicate the type of media literacy skills or capacities that were addressed in the project. For example:

- *Media use:*
 - *The ability to search, find and navigate and use media content and services.*
- *Critical thinking skills such as:*
 - *Understanding how the media industry works and how media messages are constructed.*
 - *Questioning the motivations of content producers in order to make informed choices about content selection and use.*
 - *Recognising different types of media content and evaluating content for truthfulness, reliability and value for money.*
 - *Recognising and managing online security and safety risks.*
- *Creative skills such as:*
 - *Creating, building and generating media content.*
- *Participation and engagement skills such as:*
 - *Interaction, engagement and participation in the economic, social and cultural aspects of society through the media.*
 - *Promoting democratic participation and fundamental rights.*
- *Intercultural dialogue skills such as:*
 - *Including challenging radicalisation and hate speech online.*

The main objective of the Media Toddler Days is to offer parents and professional educators knowledge and insights about wise and sane media use by



their young children and pupils, aged 0 to 6. Parents enhance their understanding of both the techniques used by media producers and manufacturers, and the effects of different patterns of media use on their children. All Critical thinking skills mentioned above are being covered (Understanding how the media industry works; Questioning the motivations of content producers in order to make informed choices about content selection and use; Recognising different types of media content and evaluating content for truthfulness, reliability and value for money; Recognising and managing online security and safety risks).

F. STAKEHOLDERS:

Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.

The Media Ukkie Days is an initiative of the Dutch media literacy network Mediawijzer.net. The main stakeholders for this specific project are the Dutch public libraries, hosting the majority of the regional and local activities, and the Netherlands Institute for Sound and Vision, host to Media Toddler Land. The full list of partner organisations can be found here: www.mediamasters.nl/overons.

G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible, please indicate also the size of the targeted audience.

All parents and professional educators of all children in the Netherlands aged 0 to 6 years.

H. OUTCOMES AND EVALUATION

Please outline (in approximately 300 words) the main results of the project. Some category-specific evaluation tools are outlined below to act as a guide for response and to provide a broad evaluation framework. However, we understand that each project will be different and evaluation methods may differ significantly.



Research – frequency of research, methodology, use and dissemination of results.

Programmes of Resources – audience reached, online hits, shares, plays, downloads, circulation.

Campaigns – Levels of awareness and participation. Attitudinal and/or behavioural changes. Measuring audience reach/distribution, levels of awareness and participation, audience engagement via online/face to face methods etc. Qualitative results could include testimonials etc. Please include the frequency of measurement/evaluation.

Value for money / Return on Investment, % of grant/funding used.

Networking Platforms – Number of stakeholders engaged, frequency of networking opportunities, number of conferences, publications, subscribers, whether the networking took place at a regional, National, Pan-European or International level.

Policy Developments – Frequency, Dissemination of policy, reaction to and adoption of policy recommendations.

End-user engagement – Numbers of people engaged, frequency, results.

The Media Toddler Days is a new project within a rapidly changing context of mediatization of infancy and early childhood. During these developing years measuring the effects of the campaign and its' activities has been subordinated to the substantive development of the programme and its' activities. To further explore the effects of mediatization on the education of young children, Mediawijzer.net has initiated several research projects (see references below). The outcomes of these research projects serve as a basis for further development of the Media Toddler Days.

The level of engagement of the Media Toddler Days is in line with expectations. Media Toddler Land receives 100.000+ visitors yearly. The regional and local activities in libraries, nurseries, and preschools are frequented well. All participating organisations report that parents and professional educators respond positive to the initiatives and underline the importance of the subject.

The resource webpages for both parents (www.mediaukkie.nl/challenge) and professionals (www.mediaukkie.nl/professionals) are being visited well and resources and materials are being downloaded in considerable numbers.

I. FURTHER REFERENCES



Please provide further references about the initiative: publications, website, Twitter account etc.

Website: www.mediaukkie.nl

E-mail (general): info@mediawijzer.net

E-mail (media awards): info@kindermediaawards.nl

Twitter: <https://twitter.com/MediaUkkies>

Publications (general): www.mediaukkie.nl/professionals and www.mediawijzer.net/publicaties (section 'Onderzoek')

Publications (internet of toys): www.mediaukkie.nl/wp-content/uploads/sites/2/2016/04/MW-internetoftoys-v1.pdf



Answer 4 - Project 3

A. **PROJECT NAME:** Resource websites for parents and professional educators: Parents Online (Ouders Online) / My Child Online (Mijn Kind Online) / MediaSmarties / MediaEducation.nl (Mediaopvoeding.nl) / MediaLiteracy.nl (Mediawijsheid.nl).

B. CATEGORY AND DESCRIPTION OF PROJECT:

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an 'X':

Research	
Resources	X
Campaign	
Provision of Funding	
Networking Platforms	
Policy Development	
End-user engagement	
Other	

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

The Netherlands has a rich supply of websites providing parents and professional educators with information around the themes of youth, parenthood, and education in relation to media and the internet.

Parents Online (Ouders Online)

The first website was put online in 1996 by the Dutch organisation Ouders Online (Parents Online). The website offers tips and advice on various



educational and child rearing issues, with an emphasis on media and internet related topics and themes. The website articles are written by qualified specialists. The website has over 900.000 unique visitors each month.

www.ouders.nl

My Child Online (Mijn Kind Online)

My Child Online started in 2004 as a website specifically focusing on childhood and youth in relation to digital media. My Child Online started as an independent organisation, and has been fused with Kennisnet, one of the core partners of Mediawijzer.net, in 2014. The main objective is to provide equal digital opportunities for all children. My Child Online carries out research projects, disseminates knowledge, publishes reports and other publications to support educators looking to create educational experiences and developmental opportunities for children within educational contexts.

www.mijnkindonline.nl

Mediasmarties

Mediasmarties has been developed in 2004 on the initiative of the ministries of Education, Culture, and Science (OCW) and Health, Welfare and Sport (VWS). Mediasmarties offers an overview of children's media per age group. The website offers information on media products like television programmes, movies, games, apps, and websites for children between 1,5 and 11 years old.

www.mediasmarties.nl

Mediaopvoeding.nl

The website Mediaopvoeding.nl is a website where parents and professional educators can post questions, which are answered by a team of specialists in the field. The questions vary from themes like online safety to suitable educational media content. The questions are being asked anonymously and answered publicly, to promote the dissemination of knowledge and expertise. The questions are being answered wherever possible on the basis of the latest scientific and scholarly insights and findings. The website is an initiative of the Opvoeden.nl Foundation (Stichting Opvoeden.nl).

www.mediaopvoeding.nl

Mediawijsheid.nl

Mediawijsheid.nl is the informative website run by Mediawijzer.net directed at the public (whereas the website www.mediawijzer.net is aimed at media literacy professionals). The main focus groups are parents and teachers. The website is ordered in themes, ranging from coding to sexting, and from Big Data to media literacy for people with a disability. The websites offers knowledge and insights, and also serves as a portal, referring to other resources and to more specialised partner organisations of Mediawijzer.net.

www.mediawijsheid.nl



<p>--</p> <p>As Program Director of Mediawijzer.net, I supervise the websites Mediaopvoeding.nl and Mediawijsheid.nl, both launched and financed by Mediawijzer.net.</p>
<p>C. GEOGRAPHICAL REACH</p> <p><i>Please indicate whether the project was of National or Regional significance.</i></p> <p>National</p>
<p>D. TIMEFRAME AND BUDGET</p> <p><i>Please include the duration of the project, the dates and, where possible, the annual and total budget and related sources of financing.</i></p> <p>Parents Online: 1996 present; funded by commercial sponsoring</p> <p>My Child Online: 2004-present; funded since 2014 by Stichting Kennisnet (funded by the Ministry of Education, Culture, and Science)</p> <p>Mediasmarties: 2004-present; funded by the Ministry of Education, Culture, and Science</p> <p>MediaEducation.nl: 2014-present; funded since 2015 by the Association of Netherlands Municipalities (VNG)</p> <p>MediaLiteracy.nl: 2015-present; funded by Mediawijzer.net (funded by the Ministry of Education, Culture, and Science)</p> <p>The budgets vary per website.</p>
<p>E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:</p> <p><i>Please indicate the type of media literacy skills or capacities that were addressed in the project. For example:</i></p>



- *Media use:*
 - *The ability to search, find and navigate and use media content and services.*
- *Critical thinking skills such as:*
 - *Understanding how the media industry works and how media messages are constructed.*
 - *Questioning the motivations of content producers in order to make informed choices about content selection and use.*
 - *Recognising different types of media content and evaluating content for truthfulness, reliability and value for money.*
 - *Recognising and managing online security and safety risks.*
- *Creative skills such as:*
 - *Creating, building and generating media content.*
- *Participation and engagement skills such as:*
 - *Interaction, engagement and participation in the economic, social and cultural aspects of society through the media.*
 - *Promoting democratic participation and fundamental rights.*
- *Intercultural dialogue skills such as:*
 - *Including challenging radicalisation and hate speech online.*

All of the websites focus on providing educators (parents and/or professional educators) with knowledge and tools aimed at developing their expertise.

The main focus is on:

Ouders Online: *Recognising and managing online security and safety risks*

My Child Online: *The ability to search, find and navigate and use media content and services; Creating, building and generating media content;*

Mediasmarties: *Questioning the motivations of content producers in order to make informed choices about content selection and use; Recognising different types of media content and evaluating content for truthfulness, reliability and value for money*

Mediaopvoeding.nl: *Recognising and managing online security and safety risks*

Mediawijsheid.nl: *Recognising and managing online security and safety risks; Creating, building and generating media content; Interaction, engagement and participation in the economic, social and cultural aspects of society through the media*



F. STAKEHOLDERS:

Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.

Ouders Online: Independent website.

My Child Online: An element of Stichting Kennisnet.

Mediasmarties: Developed on the initiative of the Ministry Of Education, Culture, and Science.

Mediaopvoeding.nl: Developed by Stichting Opvoeden.nl; funded since 2015 by the Association of Netherlands Municipalities.

Mediawijsheid.nl: Developed by Mediawijzer.net; funded by Ministry Of Education, Culture, and Science.

G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible, please indicate also the size of the targeted audience.

All parents and professional educators in the Netherlands.

H. OUTCOMES AND EVALUATION

Please outline (in approximately 300 words) the main results of the project. Some category-specific evaluation tools are outlined below to act as a guide for response and to provide a broad evaluation framework. However, we understand that each project will be different and evaluation methods may differ significantly.

Research – frequency of research, methodology, use and dissemination of results.

Programmes of Resources – audience reached, online hits, shares, plays, downloads, circulation.



Campaigns – Levels of awareness and participation. Attitudinal and/or behavioural changes. Measuring audience reach/distribution, levels of awareness and participation, audience engagement via online/face to face methods etc. Qualitative results could include testimonials etc. Please include the frequency of measurement/evaluation.

Value for money / Return on Investment, % of grant/funding used.

Networking Platforms – Number of stakeholders engaged, frequency of networking opportunities, number of conferences, publications, subscribers, whether the networking took place at a regional, National, Pan-European or International level.

Policy Developments – Frequency, Dissemination of policy, reaction to and adoption of policy recommendations.

End-user engagement – Numbers of people engaged, frequency, results.

All websites have significant numbers of visitors, up to 900.000+ unique visitors per month.

I. FURTHER REFERENCES

Please provide further references about the initiative: publications, website, Twitter account etc.

Ouders Online

Website: www.ouders.nl

E-mail: info@ouders.nl

Phone: +31206762638

Twitter: <https://twitter.com/OudersOnline>

Mijn Kind Online

Website: www.mijnkindonline.nl



E-mail: informatie@mijnkindonline.nl

Phone: +31651436711

Twitter: <https://twitter.com/mijnkindonline>

Mediasmarties

Website: <https://www.mediasmarties.nl>

E-mail: mediasmarties@jvtv.nl

Phone: +31653240056

Vimeo: <https://vimeo.com/user3970094>

Twitter: <https://twitter.com/Mediasmarties>

Mediaopvoeding.nl

Website: <https://www.mediaopvoeding.nl>

E-mail: contact@stichtingopvoeden.nl

Phone: +31881180200

Twitter: <https://twitter.com/Mediaopvoeding>

Mediawijsheid.nl

Website: <https://www.mediawijsheid.nl>

E-mail: info@mediawijzer.net

Phone: +31206762638



Answer 4 - Project 4

A. PROJECT NAME: Toolbox Media Education (*Toolbox mediaopvoeding*)

B. CATEGORY AND DESCRIPTION OF PROJECT:

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an 'X':

Research	
Resources	X
Campaign	
Provision of Funding	
Networking Platforms	
Policy Development	
End-user engagement	
Other	

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

The Netherlands Youth Institute (NJI) observed that the information parents can find online about media education, at least in the Dutch language, is dispersed, often lacks scientific backing, and all too often focuses on themes from a protectionist perspective. Besides, they observed a lack of practical tools, that parents and educators can immediately start working with. The Toolbox Media Education has been developed to fill this void.

The tools in the Toolbox cover a wide range of media education topics in a coherent, systematic manner. The tools are evidence based, and are created on the basis of scientific research findings or direct consultations of academic experts.



The toolbox has three sections: one for professionals, one for parents, and one focusing on media education for children and youngsters with disabilities. All sections are ordered in age sections (six age groups for professionals, ranging from 0-2 to 17-18 years); and three for parents (0-5; 6-12; 13-18 years). The professional section contains, among other tools, both age-related fact sheets and tip sheets. The main tools in the parents' section are tip sheets.

The educational advices are not based on fear for the effects of media, which is often the case, but start from a positive pedagogical approach, that empowers parents to optimally use media resources to provide learning experiences for their children, based on solid scientific research in the sectors of pediatrics, developmental psychology, and media studies.

C. GEOGRAPHICAL REACH

Please indicate whether the project was of National or Regional significance.

National

D. TIMEFRAME AND BUDGET

Please include the duration of the project, the dates and, where possible, the annual and total budget and related sources of financing.

The Toolbox Media Education has been developed and launched in 2015. The development of the Toolbox has been funded by the Ministry of Health, Welfare and Sport.

E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

Please indicate the type of media literacy skills or capacities that were addressed in the project. For example:

- *Media use:*
 - *The ability to search, find and navigate and use media content and services.*
- *Critical thinking skills such as:*
 - *Understanding how the media industry works and how media messages are constructed.*
 - *Questioning the motivations of content producers in order to make informed choices about content selection and use.*



- *Recognising different types of media content and evaluating content for truthfulness, reliability and value for money.*
- *Recognising and managing online security and safety risks.*
- *Creative skills such as:*
 - *Creating, building and generating media content.*
- *Participation and engagement skills such as:*
 - *Interaction, engagement and participation in the economic, social and cultural aspects of society through the media.*
 - *Promoting democratic participation and fundamental rights.*
- *Intercultural dialogue skills such as:*
 - *Including challenging radicalisation and hate speech online.*

The main objective of the Toolbox Media Education is to offer professionals and parents knowledge and insights about wise, sane and edifying media use by children and teenagers, ages 0 to 18. Professionals and parents enhance their understanding of the effects of different patterns of media use on children and youngsters, and learn about effective educational strategies and interventions. The main focus is on the critical thinking skills '*Questioning the motivations of content producers in order to make informed choices about content selection and use*' and '*Recognising and managing online security and safety risks*', and on the participation skill '*Interaction, engagement and participation in the economic, social and cultural aspects of society through the media*'.

F. STAKEHOLDERS:

Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.

The Toolbox Media Education has been developed by the Netherlands Youth Institute (NJI) on the initiative of and funded by the Ministry of Health, Welfare and Sport (VWS). The Netherlands Youth Institute is a leading Dutch network organisation, offering support and services to Dutch organisations, institutions, and government bodies operating in the field of child rearing, youth care, and youth policy. The main focus of NJI is the dissemination and circulation of knowledge and expertise, both academic and practical. The development of the Toolbox was supervised by the special chair for Media Education at Erasmus University Rotterdam.

G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible,



please indicate also the size of the targeted audience.

The Toolbox Media Education has been developed mainly for professionals in the field of child rearing, youth care, and youth policy. In addition, the Toolbox contains several elements developed specifically for parents, which professionals can hand out to parents to support their work. Also, there is a set of tools specifically focusing on media education for children and youngsters with disabilities.

H. OUTCOMES AND EVALUATION

Please outline (in approximately 300 words) the main results of the project. Some category-specific evaluation tools are outlined below to act as a guide for response and to provide a broad evaluation framework. However, we understand that each project will be different and evaluation methods may differ significantly.

Research – frequency of research, methodology, use and dissemination of results.

Programmes of Resources – audience reached, online hits, shares, plays, downloads, circulation.

Campaigns – Levels of awareness and participation. Attitudinal and/or behavioural changes. Measuring audience reach/distribution, levels of awareness and participation, audience engagement via online/face to face methods etc. Qualitative results could include testimonials etc. Please include the frequency of measurement/evaluation.

Value for money / Return on Investment, % of grant/funding used.

Networking Platforms – Number of stakeholders engaged, frequency of networking opportunities, number of conferences, publications, subscribers, whether the networking took place at a regional, National, Pan-European or International level.

Policy Developments – Frequency, Dissemination of policy, reaction to and adoption of policy recommendations.

End-user engagement – Numbers of people engaged, frequency, results.

The Toolbox has at the time of this report been launched just over a year ago. It is yet too early to determine its' success. Initial responses from the field



are very promising, indicating that there indeed was and still is a need for a Toolbox Media Education in the field of child rearing, youth care, and youth policy. The number of downloads of the Toolbox are , according to expectations, high. The Toolbox Media Education and its' launch have received much attention in professional journals and magazines, on professional websites, and on professional fora in the sector of child rearing, youth care, and youth policy.

I. FURTHER REFERENCES

Please provide further references about the initiative: publications, website, Twitter account etc.

Netherlands Youth Institute

Website: www.nji.nl/nl/Mediaopvoeding-Praktijk/Toolbox-Mediaopvoeding-Media-Gewoon-opvoeden

Contact: Prof. dr. Peter Nikken

E-mail: p.nikken@nji.nl

Phone: +31302306409

LinkedIn: <http://nl.linkedin.com/in/peternikken>

Twitter: <https://twitter.com/peternikken>



Answer 4 - Project 5

A. PROJECT NAME: Mediawijzer.net

B. CATEGORY AND DESCRIPTION OF PROJECT:

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an 'X':

Research	
Resources	
Campaign	
Provision of Funding	
Networking Platforms	X
Policy Development	
End-user engagement	
Other	

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face, etc.). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

Mediawijzer.net was founded in 2008 by five key Dutch public organizations, is supported by and funded by the Ministry of Education, Culture and Science, and currently has over 1100 network partners, including universities, schools, libraries, broadcasters, ICT-companies, and publishing houses. The Netherlands has adopted a network approach to media literacy. The government's policy has been to facilitate entrepreneurship and stimulate decentralised media literacy efforts, which are therefore multitudinous and ubiquitous. Many of the 1100+ Mediawijzer.net network partners offer significant contributions to the advancement of media literacy in the Netherlands in the form of programmes, projects, campaigns, research, learning materials, meetings, websites, etc., aimed at a wide variety of target groups.



Mediawijzer.net has been founded in 2008 on the initiative of the Dutch government. It has five core members: Netherlands Institute for Sound and Vision; National Library of the Netherlands; Stichting Kennisnet; ECP Platform for the Information Society; and broadcaster NTR.

Mediawijzer.net operates mainly at a national level, and also collaborates across borders in international partnerships, both within and outside of Europe. There is a multitude of local, regional, and national interactions amongst and between staff of the network members, both offline and online, and both formal and informal.

Mediawijzer.net has two main objectives: (1) creating more awareness for media literacy and media literacy education; and (2) facilitating its' network partners to develop new media literacy services, projects, and materials. In order to realise the first objective, Mediawijzer.net organises yearly campaigns aimed at schools (Media Literacy Week, MediaMasters), parents (Media Toddler Days), and youngsters (My Comment Festival). To realise the second objective, Mediawijzer.net organises conferences, seminars, and expert meetings; instigates and funds practical and research projects; issues publications; provides funding to innovative projects; and facilitates the exchange of knowledge amongst network partners, along both online and offline means and platforms. The main network event is the Mediawijzer.net Network Experience (MNX), a well frequented one day symposium held at the Netherlands Institute for Sound and Vision each year in the month of May.

The network is administered by a programme staff, directed by a steering committee of representatives of the five key partners, and advised by a council of renowned experts in the field.

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As Program Director of Mediawijzer.net, I supervise both the practical management and further development of Mediawijzer.net.

C. TIMEFRAME AND BUDGET

Please include the duration of the project, the dates and, where possible, the annual and total budget and related sources of financing.

Mediawijzer.net started in 2008 and is since its inception funded by the Ministry of Education, Culture, and Science. The annual budget is €1.500.000. Besides, some of its projects are funded by European grants. While a number of projects are directly funded by Mediawijzer.net, many of the media literacy projects of the 1100 network partners are funded by the partnering organizations themselves.

D. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

Please indicate the type of media literacy skills or capacities that were addressed in the project. For example:



- *Media use:*
 - *The ability to search, find and navigate and use media content and services.*
- *Critical thinking skills such as:*
 - *Understanding how the media industry works and how media messages are constructed.*
 - *Questioning the motivations of content producers in order to make informed choices about content selection and use.*
 - *Recognising different types of media content and evaluating content for truthfulness, reliability and value for money.*
 - *Recognising and managing online security and safety risks.*
- *Creative skills such as:*
 - *Creating, building and generating media content.*
- *Participation and engagement skills such as:*
 - *Interaction, engagement and participation in the economic, social and cultural aspects of society through the media.*
 - *Promoting democratic participation and fundamental rights.*
- *Intercultural dialogue skills such as:*
 - *Including challenging radicalisation and hate speech online.*

Mediawijzer.net works with an encompassing definition of media literacy. Its' aim is to enhance and promote active, mindful, and critical digital citizenship. On the basis of this definition, all skills and capacities mentioned above are being addresses in the numerous projects, campaigns, and resources developed by the 1100+ network partners of Mediawijzer.net.

E. STAKEHOLDERS:

Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.

Core partners

The Royal Library, National Library of the Netherlands, supports the public libraries in their task to promote and enhance media literacy, by developing materials, offering resources, and providing training.

Stichting Kennisnet (the Dutch expertise centre for ICT in education) and ECP (Platform for the Information Society), develop themselves and encourage the



development by other parties of many materials and resources for ICT-related education, including media literacy materials and resources.

The Netherlands Institute for Sound and Vision and broadcaster NTR, develop, curate, and proliferate audiovisual media literacy materials, resources, and exhibitions.

Network partners

The 1100+ network partners include universities, schools, libraries, broadcasters, ICT-companies, publishing houses, NGO's, musea, etc.

F. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible, please indicate also the size of the targeted audience.

Each of the 1100 network partners has its own target groups, ranging from toddlers to the elderly, and from vulnerable groups to corporations, and from community level to national reach.

The most frequently targeted groups are: 1) children; 2) parents; 3) professional educators; 4) elementary and secondary schools; 5) vulnerable groups.

G. OUTCOMES AND EVALUATION

Please outline (in approximately 300 words) the main results of the project. Some category-specific evaluation tools are outlined below to act as a guide for response and to provide a broad evaluation framework. However, we understand that each project will be different and evaluation methods may differ significantly.

Research – frequency of research, methodology, use and dissemination of results.



Programmes of Resources – audience reached, online hits, shares, plays, downloads, circulation.

Campaigns – Levels of awareness and participation. Attitudinal and/or behavioural changes. Measuring audience reach/distribution, levels of awareness and participation, audience engagement via online/face to face methods etc. Qualitative results could include testimonials etc. Please include the frequency of measurement/evaluation.

Value for money / Return on Investment, % of grant/funding used.

Networking Platforms – Number of stakeholders engaged, frequency of networking opportunities, number of conferences, publications, subscribers, whether the networking took place at a regional, National, Pan-European or International level.

Policy Developments – Frequency, Dissemination of policy, reaction to and adoption of policy recommendations.

End-user engagement – Numbers of people engaged, frequency, results.

Amongst the most significant accomplishments of Mediawijzer.net are:

Projects

- Opening of the 'Media Literacy Pavilion' and 'Media Toddler Land' in the Experience Centre of the Netherlands Institute for Sound and Vision
- Designation of public libraries as Houses of Media Literacy
- MediaMasters, the nationwide media literacy game for elementary schools
- My Comment Festival

Resources

- Informative website for parents www.mediaopvoeding.nl
- Informative website for parents and professionals www.mediawijsheid.nl
- Documentaries on media literacy themes on national TV
- Media literacy competency model
- Toolbox Media Education (in collaboration with NYI)

Research



- Monitor Youth and Media
- Books publications *De Mediawijzer 2013* and *Media Literacy 2005 > 2015 > 2025*

Networking

- National Media Literacy Network meeting 'MNX' ('Mediawijzer.net Network Experience') (yearly in May)
- Online community www.mediawijzer.net
- Expert meetings (knowledge exchange, collaboration startups)
- Media Literacy Schools Foundation

Campaigns

- Media Literacy Week (yearly in October)
- Right to Media Literacy campaign (2014)
- Media Toddler Days (yearly in April)

Funding

- Funding of selected media literacy projects (ca. 10 yearly)

Policy

- Integration of media literacy in the practice of Dutch general education schools (in cooperation with leading educational organisations and institutes) (in progress)

H. FURTHER REFERENCES

Please provide further references about the initiative: publications, website, Twitter account etc.

Website (for professionals): www.mediawijzer.net

Website (for the public): www.mediawijsheid.nl

E-mail: info@mediawijzer.net



Twitter: [@mediawijzer](https://twitter.com/mediawijzer)

LinkedIn: www.linkedin.com/company/mediawijzer-net

YouTube: www.youtube.com/user/mediawijzer

Core partners: www.beeldengeluid.nl; www.kb.nl; www.kennisnet.nl; www.ecp.nl; www.ntr.nl



7.23. PL – POLAND

Answers of the national expert to the questionnaire



Objective: The objective of this research is to provide mapping and description of the significant projects in promotion of media literacy in the EU-28 member states, since January 2010, of national or regional coverage.

The actors to be included in the mapping are:

- policy makers,
- public authorities,
- media regulatory authorities,
- audiovisual content providers,
- journalists associations,
- civil society.

To ensure a comprehensive picture is created of the media literacy projects that have been undertaken, and media literacy skills that have been promoted in each country, we ask that you consult with actors mentioned above (or the equivalent in your country) and include any relevant material from them.

The projects will be categorised according to the skills that they intend to develop and their target group and, if feasible, the outreach of each project.

Context: Media literacy is to be understood as an umbrella expression that includes all the technical, cognitive, social, civic and creative capacities that allow a citizen to access, have a critical understanding of the media and interact with it.

These capacities enable people to exercise critical thinking, while participating in the economic, social and cultural aspects of society and playing an active role in the democratic process. This concept covers all kind of media interactions (broadcasting, radio, press, the internet, social media) and addresses the needs of all ages.

Scope: This report will focus on media literacy projects relating to media services delivered on electronic communication networks, both linear and non-linear, and on information society services where pertinent. Press (including online), radio and off-line media will not be covered. Regional initiatives will be described separately where relevant.

In addition to the conventional media literacy themes of critical thinking, digital inclusion, online safety and the protection of minors, we are particularly interested in media literacy projects that:



- **Promote a healthy democracy:** Democracy, by definition, requires the participation of well-informed citizens. Citizens inform themselves through the media. Their relationship with the media needs to take place in a context of critical thinking. This furthermore requires certain knowledge of how the media works and how media messages are constructed.
- **Empower people in a changing and increasingly complex media landscape:** We are not only passive recipients of media content, but also content creators and media sources, for example through our involvement in social media. Moreover, we increasingly receive news through social media, rather than through traditional channels. This proliferation of sources brings a lot of new information, opportunities and potential innovation but also requires critical thinking and verification tools and awareness of how to manage our personal data and make informed choices about algorithms from digital platforms that accommodate the world to our taste.
- **Challenge radicalisation and hate speech online, and promote fundamental rights:** In a time when each citizen with a mobile connection to social media is a source of news and can contribute to "trending topics", media literacy includes taking up one's civic responsibility of contributing to a culture of inclusive tolerance and respect online and exercising critical thinking in relation to amplifying, debunking or challenging media content.

Actions related to school curricula are excluded from the mapping as they were mapped by the European Media Literacy Education Study (EMEDUS)⁶⁴⁰.

Respondent information	
Name:	Agnieszka Kielkiewicz-Janowiak, Agnieszka Iwanicka, Natalia Walter
Title and Organisation:	Adam Mickiewicz University in Poznań
Country:	Poland
Short biography:	Agnieszka Kielkiewicz-Janowiak is a lecturer in sociolinguistics and associate professor at the Faculty of English, Adam Mickiewicz University, Poznań, Poland. She has done research and lectured on social dialectology, historical sociolinguistics, discourse analysis as well as language and gender issues. Her current research interests focus on <i>age</i> as a sociolinguistic variable. At her Faculty, she is the coordinator of an MA programme called Language and Communication in Media and Politics. She has taught on mediated-communication in the context of media convergence. With Agnieszka Iwanicka and Natalia Walter, she co-authored a report on media education in Poland for the ANR Translit and COST project

⁶⁴⁰ <http://fr.slideshare.net/MediaLearning/ml-2012-the-emedus-european-media-literacy-education-study-by-jose-manuel-perez-tornero>



	("Transforming Audiences, Transforming Societies") in 2014.
Contact address:	Faculty of English Adam Mickiewicz University Al. Niepodleglosci 4 61-874 Poznan, POLAND
Email:	kagniesz@wa.amu.edu.pl
Telephone:	+48601914862



Section 1 – Background context

Question 1

Please list the main media literacy stakeholders in your country, and identify which sector they belong to.

Answer 1

Academia (17):

Adam Mickiewicz University in Poznań
 University of Warsaw
 University of Rzeszów
 Maria Curie-Skłodowska University in Lublin
 The Maria Grzegorzewska Academy of Special Education
 University of Zielona Góra
 WSB School of Banking in Wrocław
 Warsaw Management Academy
 School of Pedagogy in Białystok
 University of Zielona Góra
 Cardinal Stefan Wyszyński University in Warsaw
 Warsaw Management Academy
 Pedagogical University of Cracow
 The John Paul II Catholic University of Lublin
 Gdańska Wyższa Szkoła Humanistyczna w Gdańsku
 University of Economics and Innovation in Lublin
 NASK (Research and Academic Computer Network)

Audiovisual content providers (8):

1. TVP (Polish National Television) and its regional television programme services - *has a statutory responsibility around media literacy*
2. TVN, TVN 24, TVN Style, TVN 7 etc.
3. Polsat, Polsat Sport, Polsat Film, TV4 etc.
4. TV Puls, 5. TV Trwam, 6. MiniMini +, 7. Kino Polska, 8. Superstacja etc.

Online platforms (8):

Civilia.pl (portal edukacji medialnej) - <http://www.civilia.pl/>



Edukacja medialna - <https://edukacjamedialna.edu.pl/>
 Edukacja medialna wyzwaniem XXI wieku - <http://www.edukacjamedialna.pl/news.php>
 Edunews.pl - <http://www.edunews.pl/>
 IT w edukacji <http://www.itwiedukacji.pl/> oraz <https://www.facebook.com/itwiedukacjipl/>
 Portal eNauzanie <http://www.enauzanie.com/start>
 Edukacja i Media (Edukacja medialna i kultura cyfrowa) <https://www.facebook.com/edukacijamedia/>
 Audiowizualni.pl (Polish Audiovisual Producers Chamber of Commerce (KIPA) <http://audiowizualni.pl/>

Public authorities (8):

Ministerstwo Edukacji Narodowej (The Ministry of National Education) *has a statutory responsibility around media literacy*
 Ministerstwo Kultury i Dziedzictwa Narodowego (The Ministry of Culture and National Heritage) *has a statutory responsibility around media literacy*
 Ministerstwo Cyfryzacji (Ministry of Digital Affairs) z Centrum Projektów Polska Cyfrowa *has a statutory responsibility around media literacy*
 Narodowy Instytut Audiowizualny (National Audiovisual Institute) *has a statutory responsibility around media literacy*
 Polski Instytut Sztuki Filmowej (Polish Film Institute) *has a statutory responsibility around media literacy (film literacy)*
 Centrum Sztuki Dziecka w Poznaniu wraz z Międzynarodowym Festiwalem Filmów Młodego Widza Ale Kino! (International Young Audience Film Festival Ale Kino! The Centre of Art for Children)
 Narodowe Centrum Kultury (National Centre for Culture)

Media regulatory authorities (1):

Krajowa Rada Radiofonii i Telewizji (National Broadcasting Council) *has a statutory responsibility around media literacy*

Civil society (19):

Centrum Edukacji Obywatelskiej CEO (Centre for Citizenship Education)
 Koalicja Otwartej Edukacji (Polish Coalition for Open Education)
 Nowoczesna Polska (The Modern Poland Foundation)
 Fundacja Dajemy Dzieciom Siłę (The Empowering Children Foundation) (formerly: Fundacja Dzieci Niczyje - The Nobody's Children Foundation)
 Fundacja Piąte Medium ("5th Medium" Foundation)
 Fundacja Dobrego Odbioru (Good Reception Foundation)
 Dojrzałość w sieci (M@turity in the net)
 Stowarzyszenie "Miasta w Internecie" („Cities on the Internet” Association (COI)
 Fundacja Orange (Orange Foundation)



Fundacja Dobra sieć (Good Network Foundation)
 Fundacja Polskie Centrum Audiowizualne (Polish Audiovisual Centre Foundation)
 Fundacja Nowe Media (New Media Foundation)
 Koalicja Edukacji Medialnej i Cyfrowej (Coalition of Media and Digital Education)
 Fundacja Evens (Evens Foundation)
 Fundacja Panoptykon (Panoptykon Foundation)
 Centrum Cyfrowe. Projekt: Polska (Digital Centre. Project: Poland)
 Fundacja Kidprotect (Kidprotect Foundation)
 Fundacja Innowacyjnych Rozwiązań Społecznych i Terapeutycznych FIRST (FIRST Foundation)
 Fundacja Legalna Kultura (Legal Culture Foundation)

Question 2

What kind of networks do the media literacy stakeholders in your country engage with?

Please describe these networks and include how these networks function, who manages the networks and whether they operate at a local, national, European or International level.

Answer 2

1. Coalition of Media and Digital Education (Koalicja Edukacji Medialnej i Cyfrowej <https://kemic.org.pl/>)

Coalition of Media and Digital Education is an alliance of non-governmental organisations, institutions and private persons operating in the field of media education. They operate at a national level. They “understand media education as teaching/learning critical and conscious perception of media messages, and creative yet responsible use of the possibilities offered by the media of the digital era. Media education defined in this manner is founded on communication between people with technology as its means not as an end in itself. [...] Coalition’s actions are aimed at popularising media and digital education by developing and promoting good practices, initiating debates, discussions, conferences and workshops, sharing expert knowledge, initiating and supporting research in the field of media and digital education, striving for media and digital competencies being acknowledged as a vital element of the education system and the system of educating teachers and students of pedagogical faculties, taking measures aimed at convincing the public authorities that media and digital education is a prerequisite to the civilisation and economy development of Poland and to the improvement of the quality of life of its citizens” (<https://kemic.org.pl/>).

2. Coalition for Open Education (Koalicja Otwartej Edukacji <http://koed.org.pl/pl/>) is a coalition of non-governmental organizations and institutions active



in the area of education, science and culture. They operate at a national level.

The Coalition's aim is promoting open educational resources and activating citizens to build the materials accessible to consumers, free to familiarize themselves with a work, free to consume its content, to apply the information included in it, to re-distribute the work and to distribute related works. The Coalition collaborates with education NGOs and it supports initiatives for open resources in education and science. It organises open debates, conferences, seminars and workshops with a view to establishing and/or strengthening collaboration between organisations engaged in building open resources and creating open educational content.

Founding members:

The network is managed by the representatives of member organisations, currently almost 30 of them.

3. Coalition for the Digital inclusion of the 50+ Generation "M@turity in the net" (Koalicja Cyfrowego Włączenia Generacji 50+ "Dojrzałość w sieci")

The aim of the project is to unite business institutions, NGO's, and state agencies to encourage older people to actively use the internet. They operate at a national level.

The aim of the Coalition: The aim of the Coalition is to promote the widespread use of modern technologies by people aged 50+ and its mission - to shape the actions of members towards inspiring mature people and create opportunities for them to obtain competences in the use modern technologies.

In its actions the Coalition addresses the problem of e-exclusion, and supports access to new technologies and the dissemination of knowledge about their use. (for more see <http://dojrzaloscwsieci.pl/english.html>)

The Coalition is based on voluntary participation, its activities are transparent and non-commercial.

Mission of the Coalition: Shaping the actions of members of the Coalition and its surroundings to inspire mature people and to create opportunities to obtain competence in the use of new technologies

Forms of Coalition actions:

- The problem of e-exclusion
- Elaboration, implementation and dissemination of solutions to help increase competence in the use of new technologies
- Taking voice in matters of education and access to new technology in Poland
- Undertaking the dialogue with other subjects, in particular with the government, local governments, businesses and NGO's in the implementation of actions converging with the mission and purpose of the Coalition
- Take other actions to improve access to modern technology

Basic principles of coalition actions:



- The Coalition is a voluntary, non commercial form of cooperation and exchange experience, of the subjects which create it
- The Coalition associates companies, community organizations and public institutions that want to realize the aims and mission of the Coalition.
- The Coalition has an open character for the new members of the Coalition
- The Coalition operates transparently and inform the public about its activities
- The rules and procedures of the Coalition agreed effectiveness of the implementation of its aim, determine the members of the Coalition on the basis of partnership and the democratic principles of decision making
- The Coalition is appointed for an indefinite period” (<http://dojrzaloscwsieci.pl/english.html>)

4. The Polish Safer Internet Centre (PSIC) (Polskie Centrum Programu „Safer Internet”) was established in 2005 within the European Commission’s Safer Internet Programme. It operates at a national level. It is run by the Nobody’s Children Foundation (Fundacja Dzieci Niczyje – FDN) and by the Research and Academic Computer Network (Naukowa i Akademicka Sieć Komputerowa – NASK), acting in the capacity of the Centre’s coordinator. It aims at improving the safety of children and young people using the Internet and new technologies (www.saferinternet.pl). It currently implements three projects:

Saferinternet.pl: Comprehensive awareness-raising activities aimed at promoting safer use of the Internet and new technologies by children and young people. Project implemented by FDN and NASK in cooperation with the Orange Foundation (www.saferinternet.pl)

Helpline.org.pl: Project under which support and advice is offered to young Internet users, parents and professionals encountering threats related to the use of the Internet and mobile phones by children and young people. Project implemented by FDN and the Orange Foundation (www.helpline.org.pl).

Dyżurnet.pl: Hotline receiving reports about illegal Internet content, such as child abuse images, racism and xenophobia.

Project implemented by NASK (www.dyzurnet.pl).” (http://www.saferinternet.pl/images/stories/pdf/public_final_report_2010-12.pdf)



Section 2 – The overview

Question 3			
Using the grid below, please identify the 20 most significant media literacy projects which have been delivered in your country since 2010. Please select the most appropriate category for the project type, the sectors responsible for the projects, the type of media literacy skills that were addressed in the project, as well as the reason of significance:			
Project types	Sectors	Media literacy skills	Reason for significance
Research ⁶⁴¹	Academia ⁶⁴⁸	Creativity ⁶⁵⁴	The size of the target audience
Resources ⁶⁴²	Audiovisual content provider ⁶⁴⁹	Critical thinking ⁶⁵⁵	The total budget or cost of the project
Campaigns ⁶⁴³	Public authorities ⁶⁵⁰	Intercultural dialogue ⁶⁵⁶	The success of the project (outcomes / impact compared to objectives)
Provision of Funding ⁶⁴⁴	Media regulatory authorities	Media use ⁶⁵⁷	The level of public awareness of the project
Networking platforms ⁶⁴⁵	Online platforms ⁶⁵¹	Participation and interaction ⁶⁵⁸	The level of engagement by the target audience
Policy Development ⁶⁴⁶	Civil society ⁶⁵²	Other	Other
End-user engagement ⁶⁴⁷	Cross-sector collaboration ⁶⁵³		
Other	Other		

⁶⁴¹ Significant qualitative or quantitative research on any aspect of media literacy which has been published and/or is widely used by the media literacy practitioners.

⁶⁴² Resources include all the themed output related to a single media literacy initiative. It could include TV, and/or content published online, including information leaflets, video, audio, lesson plans, curriculum modules, websites etc.

⁶⁴³ Campaigns usually combine awareness-raising with a desired behaviour change. A Campaign will usually have a specific 'call to action' e.g. 'Don't share too much online' or 'Know how to check the truthfulness of online information'. Campaigns can be multi-stakeholder campaigns such as Safer Internet Day or cross-platform campaigns and can include promotion across TV/radio/online and/or other forms of public engagement.

⁶⁴⁴ Including the provision of funding for media literacy activities delivered by third parties. Funding may be provided via grants, open competition and invitations to tender.

⁶⁴⁵ Including conferences, seminars, meetings, online and offline forums, newsletters, databases.

⁶⁴⁶ Including consultations, published reports and recommendations.

⁶⁴⁷ End-user engagement includes grass-roots projects that provide support and information to end-users via face to face contact, phone contact or online contact.

⁶⁴⁸ Including Academic institutions, universities and third level education providers

⁶⁴⁹ Including broadcasters and on-demand providers (both public service media and commercial media) and content providers for online, games and apps.

⁶⁵⁰ Including government Ministries/departments, local authorities and councils, semi-State organisations, policy-makers.

⁶⁵¹ Including the owners and operators of online platforms (such as social media websites and search engines).

⁶⁵² Including foundations, not-for-profit organisations arts and cultural bodies, charities, think-tanks, communities of interest and community networks (sports, health, hobbies, religion).

⁶⁵³ Including projects involving a number of key stakeholders from different sectors. As an example, the model that Safer Internet Day is based on could be considered a cross-sector collaboration project.

⁶⁵⁴ Creating, building and generating media content.

⁶⁵⁵ Critical thinking skills such as: understanding how the media industry works and how media messages are constructed; questioning the motivations of content producers in order to make informed choices about content selection and use; recognising different types of media content and evaluating content for truthfulness, reliability and value for money; recognising and managing online security and safety risks.

⁶⁵⁶ Such as challenging radicalisation and hate speech.

⁶⁵⁷ The ability to search, find and navigate and use media content and services.



Please classify the projects using either 'N' for National or 'R' for Regional, and their level of significance using a scale of 1 to 3, where 1 is most significant and 3 is least significant.								
	Project Name	Project Type	Sector	Media Literacy skills	National or Regional	Years	Reason for significance	Level of significance (1 – 3)
1	Digital School Cyfrowa Szkoła (The Ministry of National Education)	Provision of Funding	Public authorities	Media use Participation and interaction	N	2012-2016	The size of the target audience The total budget or cost of the project The success of the project (outcomes / impact compared to objectives)	3
2	NINAteka (National Audiovisual Institute)	Resources	Public authorities	Creativity Critical thinking Intercultural dialogue Media use Participation and interaction	N	2013-now	The size of the target audience The success of the project (outcomes / impact compared to objectives)	1
3	Media Signpost Drogowskaz medialny (National Broadcasting Council)	Networking Platforms	Media Regulatory Authority	Critical thinking Intercultural dialogue Media use Participation and	N	2013-now	The size of the target audience The success of the project (outcomes / impact compared to objectives)	2

⁶⁵⁸ Interaction, engagement and participation in the economic, social, creative, cultural aspects of society through the media and promoting democratic participation and fundamental rights.



				interaction				
4	Turn it on! Youth and Media Włącz się! Młodzi i media (Centre for Citizenship Education)	Resources End-user engagement Networking platforms campaigns	Civil society	Creativity Critical thinking Media use Participation and interaction	N	2012 - now	The size of the target audience The total budget or cost of the project The success of the project (outcomes / impact compared to objectives) The level of engagement by the target audience	1
5	Safer Internet Day Dzień Bezpiecznego Internetu (The Empowering Children NASK Foundation; Orange Foundation; Ministry of Digital Affairs)	Campaigns	Cross-sector collaboration	Critical thinking Media use Participation and interaction	N	2005 - now	The size of the target audience The total budget or cost of the project The success of the project (outcomes / impact compared to objectives) The level of public awareness of the project	1
6	Masters of Code Mistrzowie kodowania (Centre for Citizenship Education)	Resources Networking platforms	Cross-sector collaboration	Creativity Media use Participation and interaction	N	2013 - now	The size of the target audience The total budget or cost of the project The success of the project (outcomes / impact compared to objectives) The level of public awareness of the project The level of engagement by the	1



							target audience	
7	School with class 2.0 Szkola z Klasą 2.0 (Centre for Citizenship Education)	Resources Networking platforms	Cross-sector collaboration	Media use Participation and interaction	N	2002 - now	The size of the target audience The total budget or cost of the project The success of the project (outcomes / impact compared to objectives) The level of public awareness of the project The level of engagement by the target audience	2
8	Media Education Edukacja Medialna (edukacjamedialna.edu.pl) (Polish Coalition for Open Education)	Resources	Cross sector	Creativity Critical thinking Intercultural dialogue Media use Participation and interaction	N	2012	The size of the target audience The total budget or cost of the project The success of the project (outcomes / impact compared to objectives)	1
9	International Young Audience Film Festival Międzynarodowy Festiwal Filmów Młodego Widza Ale Kino! (The Centre of Art for Children)	Networking platforms (festival)	Cross-sector collaboration	Creativity Critical thinking Intercultural dialogue Participation and interaction	N	1998 - now	The size of the target audience The total budget or cost of the project The success of the project (outcomes / impact compared to objectives) The level of public awareness of the project The level of engagement by the	3



							target audience	
10	MediaLog (The Modern Poland Foundation)	Other End-user engagement	Cross-sector collaboration	Creativity Critical thinking Intercultural dialogue Media use Participation and interaction	N	2013	other	3
11	Digital Future Cyfrowa Przyszłość (The Modern Poland Foundation)	Research Resources	Cross-sector collaboration	Critical thinking Media use Participation and interaction Other	N	2011- 2012	The size of the target audience The total budget or cost of the project The success of the project (outcomes / impact compared to objectives) The level of public awareness of the project The level of engagement by the target audience	1
12	Child in the Web Dziecko w Sieci (The Empowering Children Foundation)	Campaigns	Cross-sector collaboration	Critical thinking Media use Participation and interaction Creativity, Intercultural Dialogue.	N	2004 - now	The size of the target audience The total budget or cost of the project The success of the project (outcomes / impact compared to objectives) The level of public awareness of the project	1



							The level of engagement by the target audience	
13	Sieciaki.pl; (Necio.pl - educational resource for preschool children) (The Empowering Children Foundation)	Resources Other	Cross-sector collaboration	Critical thinking Media use Other	N	2005	The size of the target audience The total budget or cost of the project The success of the project (outcomes / impact compared to objectives) The level of public awareness of the project The level of engagement by the target audience	1
14	Civilia.pl (Good Reception Foundation)	Resources	Cross-sector collaboration	Critical thinking Intercultural dialogue Media use Participation and interaction	N			
15	Myślę, więc nie ślę; Dodaj znajomego; Przytul hejtera; Pomyśl zanim wrzucisz; Każdy ruch w internecie zostawia ślad; Mama, tata, tablet	Campaigns Research	Cross-sector collaboration	Critical thinking	N	2010 - now	The size of the target audience The total budget or cost of the project The success of the project (outcomes / impact compared to objectives) The level of public awareness of	1



	(The Empowering Children Foundation)						the project	
16	Audiowizualni.pl (Polish Audiovisual Producers Chamber of Commerce (KIPA))	Resources Provision of Funding Networking platforms	Cross-sector collaboration	Creativity Critical thinking Intercultural dialogue Media use Participation and interaction Other	N	2013 - now	The success of the project (outcomes / impact compared to objectives)	3
17	Media Desk Poland Media Desk Polska (Polish Audiovisual Centre Foundation)	Provision of Funding Networking platforms	Audiovisual content provider	Creativity Intercultural dialogue Media use Participation and interaction Other	N	2007 - 2013	The total budget or cost of the project The success of the project (outcomes / impact compared to objectives)	3
18	Become a friend of your child (Zostań znajomym swojego dziecka) (NASK Foundation; The Empowering Children Foundation; Dyżurnet.pl)	Resources Campaigns	Cross-sector collaboration	Critical thinking Media use Participation and interaction	N	2013 - now	The size of the target audience The total budget or cost of the project The success of the project (outcomes / impact compared to objectives) The level of public awareness of the project The level of engagement by the target audience	2



							other	
19	Legal Culture Legalna Kultura (Legal Culture Foundation)	Campaigns Resources other	Cross-sector collaboration	Creativity Critical thinking Media use Participation and interaction Intercultural dialogue	N	2012 - now	The success of the project (outcomes / impact compared to objectives) other	3
20	All of Poland Reads to Kids Cała polska czyta dzieciom (ABCXXI Foundation; National Centre for Culture; The Ministry of Culture and National Heritage)	Research Resources Campaigns	Cross-sector collaboration	Creativity Critical thinking Intercultural dialogue Media use Participation and interaction Other	N	2006 - now	The size of the target audience The total budget or cost of the project The success of the project (outcomes / impact compared to objectives) The level of public awareness of the project The level of engagement by the target audience	2



Section 3 – Project summaries

Question 4

From the projects you have highlighted in Question 3, please describe the five most significant media literacy projects that have taken place in your country since 2010.

Please use a separate form for each project. See the sample answer for help.



Answer 4 - Project 1

A. PROJECT NAME: Drogowskaz medialny (Media Signpost) <http://www.krrit.gov.pl/drogowskaz-medialny/>

B. CATEGORY AND DESCRIPTION OF PROJECT:

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an 'X':

Research	
Resources	
Campaign	
Provision of Funding	
Networking Platforms	X
Policy Development	
End-user engagement	
Other	

The Broadcasting Act called into being the National Broadcasting Council as the state authority on radio and television broadcasting. The law thus obliged the Council “to promote media literacy (media education) and to cooperate with other state authorities, non-governmental organizations and other institutions in the area of media education” (Art. (6) (13)). Further in the same act (Art. 21), radio and television are made responsible for producing and ensuring access to educational programmes and contributing to media education. The Council was also to make sure that public broadcasting “encourages an unconstrained development of citizens' views and formation of the public opinion” (Art. (21)(2)(3)). The Act explicitly linked the education mission of television and radio programming with that of the school:

“Public radio and television broadcasting organisations shall produce and transmit educational programmes for schools and other educational institutions.” (Art. (25)(2)).

The Council implemented a few initiatives to support the research on and development of media education, among others, it set up a website devoted to media education [*Drogowskaz Medialny*] (<http://www.krrit.gov.pl/drogowskaz-medialny/>) and organised a series of conferences on the topic [*Forum Edukacji Medialnej*].

Drogowskaz Medialny publishes information about initiatives and projects undertaken in media education, with particular emphasis on critical and creative media use. The service acknowledges the educational, social and cultural value of media, and focuses on practical media literacy skills. However, most



importantly it is intended to provide a forum of debate and exchange of information and new ideas about media education. It encourages active participation of users, and invites them to inform about new activities and offers subpages dedicated to more specific topics such as reading education and makes various resources available to users. The target users are teachers, parents, schools and other educational institutions, including NGOs.
C. GEOGRAPHICAL REACH National
D. TIMEFRAME AND BUDGET Started on 11 Feb. 2013 and is ongoing. Budget information unavailable.
E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED: Critical thinking skills: <ul style="list-style-type: none"> • understanding what media literacy is • understanding how the media industry works and how media messages are constructed.
F. STAKEHOLDERS: <ul style="list-style-type: none"> • National Broadcasting Council • governmental organisations, e.g. National Audiovisual Institute, The Ministry of National Education, The Ministry of Culture and National Heritage. • non-governmental organisations, e.g. Centre for Citizenship Education (CEO), Polish Coalition for Open Education, ABCXXI Foundation – All of Poland reads to Kids • research institutions, academia, e.g. Polish Association of Technology and Media Education
G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION: This project has specifically targeted teachers, governmental organisations and NGOs interested in media education and media literacy.
H. OUTCOMES AND EVALUATION Almost all media education organisations are involved in this project. Its website is continuously updated with information provided by the parties involved. It is the institutional partner of many competitions related to media education. Its members participate in scholarly and pedagogical conferences, and are



strategic partners in many of them. They organise seminars and conferences on media education. They maintain the website as well as its social media profile. Its geographical reach is national.

I. FURTHER REFERENCES

Please provide further references about the initiative: publications, website, Twitter account etc.

www.dojrzaloscwsieci.pl/drogowskaz-medialny.html

www.medioznawca.com/blogi/blog-medialny/20-drogowskaz-medialny-nowy-serwis-krrit

www.youtube.com/channel/UC7-TeGCE6xTJ_xP86g3pONw

www.press.pl/tresc/30552,krrit-stworzyla-drogowskaz-medialny

Information Literacy: Lifelong Learning and Digital Citizenship in the 21st Century: Second European Conference, ECIL 2014, Dubrovnik, Croatia, October 20-23, 2014. Proceedings, <https://books.google.pl/books?id=cODVBQAAQBAJ&printsec=frontcover&hl=pl#v=onepage&q&f=false>

www.unesco.pl/sourcesmedia/index-440.html



Answer 4 - Project 2

A. PROJECT NAME: Safer Internet Day www.saferinternet.pl/pl/dzien-bezpiecznego-internetu

B. CATEGORY AND DESCRIPTION OF PROJECT:

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an 'X':

Research	
Resources	
Campaign	X
Provision of Funding	
Networking Platforms	
Policy Development	
End-user engagement	
Other	

Safer Internet Day (SID) aims to initiate and promote action to secure access of children and young people to online resources. Inspired by this European Commission's initiative, Polish Safer Internet Day has been run since 2005 by the Nobody's Children Foundation and the Research and Academic Computer Network (NASK). The main partner of the event is the Orange Foundation.

Apart from promoting actions which give children and young people access to online resources, SID familiarizes parents, teachers and educators with the issue of child safety on the Internet. SID encourages schools, NGOs, companies and individuals to organize local initiatives for the safety of young Internet users.

In 2016 SID was celebrated on **February 9** and focused on drawing attention to "the fact that every surfer can contribute to the Internet being a safe and positive place" (www.saferinternet.pl/en/safer-internet-day)

C. GEOGRAPHICAL REACH

Safer Internet Day has been celebrated across Europe.

D. TIMEFRAME AND BUDGET



<p>In Poland since 2005, every year in February. Budget is not available.</p>
<p>E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:</p> <p>Critical thinking skills such as managing online security and recognising safety risks.</p> <p>SID is primarily aimed at initiating and promoting actions to secure access of children and young people to online resources, familiarizing parents, teachers and educators with the issue of child safety on the Internet.</p>
<p>F. STAKEHOLDERS:</p> <ul style="list-style-type: none"> • Research and Academic Computer Network (NASK) - academia • Orange Foundation - non-governmental organization; civil society • Empowering Children Foundation (Fundacja Dajemy Dzieciom Siłę, FDDS) - a non-profit non-governmental organization, civil society • Project implemented by FDDS and NASK in cooperation with the Orange Foundation. • Patronage: • Microsoft - private • FaceBook - private • Police - public authority • Ministerstwo Cyfryzacji (Ministry of Digital Affairs) • Rzecznik Praw Dziecka (Ombudsman for Children)
<p>G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:</p> <p>Schools, NGOs, community centers, clubs, companies, institutions and individuals are target audiences. SID enjoys much attention and appreciation. For example, so far, in 2016, 107 actions have been registered, mainly educational activities for children, games, and distribution of educational resources.</p>
<p>H. OUTCOMES AND EVALUATION</p>



Each year over 1000 schools participated in SID celebrations, which means that several thousand young internet users are reached and potentially affected. Thus, social awareness is raised about the risks involved. The programme is widely advertised in audiovisual media and social media as well as by means of promotion films, leaflets, folders, presentations. Apart from meetings, workshops and conferences, online meetings are organised and online resources made available, including film clips designed by NGOs and the children themselves. The participation of television additionally increases the reach and strengthens the impact of the campaign.

I. FURTHER REFERENCES

www.saferinternet.pl/images/raporty/annual_report_psic-1.04.2012-31.03.2013.pdf

www.saferinternet.pl/pl/dzien-bezpiecznego-internetu

www.zyjbezpiecznie.policja.pl/zb/inicjatywy-profilaktyc/48055,Miedzynarodowy-Dzien-Bezpiecznego-Internetu.html

https://pl.wikipedia.org/wiki/Dzie%C5%84_Bezpiecznego_Internetu

<http://mistrzowiekodowania.pl/dzien-bezpiecznego-internetu-2016>

Knol K., Pyżalski J., Mobbing elektroniczny: analiza rozwiązań profilaktycznych i interwencyjnych, <https://depot.ceon.pl/handle/123456789/1823>

http://rozprawy-spoleczne.pswbp.pl/pdf/rs_art_5.pdf

www.tvn24.pl/wideo/z-anten/z-dzis-dzien-bezpiecznego-internetu-zagrozeniem-jest-you-tube,693498.html?playlist_id=19758

www.tvn24.pl/polska-i-swiat,33,m/polska-i-swiat-dzien-bezpiecznego-internetu,617948.html



Answer 4 - Project 3

A. PROJECT NAME: Media Education (edukacjamedialna.edu.pl)

B. CATEGORY AND DESCRIPTION OF PROJECT:

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an 'X':

Research	
Resources	X
Campaign	
Provision of Funding	
Networking Platforms	
Policy Development	
End-user engagement	
Other	

Edukacja Medialna (Media Education) is a programme that supports conducting media education classes at schools, community centres and libraries. It includes lesson plans, exercises and other teaching materials, which have been selected on the basis on the catalogue of skills listed by Cyfrowa Przyszłość (Digital Future).

This programme has been singled out here due to its resources and accessibility. It comprises of more than 200 lesson plans for all levels of education, from kindergarten to secondary school. The materials are composed of eight lessons, each referring to one topic listed in the above-mentioned catalogue: information literacy, media environment relations, media language comprehension, creative use of media, media ethics and values, safety, legal and economic aspects of media use. All materials are accessible (under Creative Commons license) from the Media Education website (edukacjamedialna.edu.pl/).

C. GEOGRAPHICAL REACH

National range and impact.

D. TIMEFRAME AND BUDGET

**Budget and timeframe:**

2012-2015

2012: 505,40 pln

2013: 50 000 pln

2014: 189 150 pln

2015: 166 327,12 pln

E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

- media use:
 - the ability to search, find, navigate and use media content and services
- critical thinking skills such as:
 - understanding how the media industry works and how media messages are constructed
 - questioning the motivations of content producers in order to make informed choices about content selection and use
 - recognising different types of media content and evaluating content for truthfulness, reliability and value for money
 - recognising and managing online security and safety risks
- creative skills such as:
 - creating, building and generating media content
- participation and engagement skills such as:
 - interaction, engagement and participation in the economic, social and cultural aspects of society through the media
 - promoting democratic participation and fundamental rights
- intercultural dialogue skills such as:
 - including challenging radicalisation and hate speech online

F. STAKEHOLDERS:

The Service is run by the Modern Poland Foundation, under the honorary patronage of three government ministries (Ministry of National Education, Ministry of Culture and National Heritage, Ministry of Digital Affairs). Individuals such as teachers and media education experts are invited to contribute to creating the resources.

G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

The service is targeted at



- teachers, educational animators, cultural instructors
- media education organisations
- students of media education studies

H. OUTCOMES AND EVALUATION

The lesson plans available at (**edukacjamedialna.edu.pl**) the are organised according to competences (as earlier defined by the Modern Poland Foundation) and are complete with references to teaching methods as well testing tools and multimedia links. Teachers and trainers are given full instructions of use. The advantage of the resource is its accessibility (CC- licensed, with authorship credit) and its being linked to other open educational resources.

I. FURTHER REFERENCES

<http://edukacjamedialna.edu.pl/>

www.unesco.pl/sourcesmedia/index-337.html

https://akademiaorange.pl/files/framework/documents_uploadFile/962cc2ee05aa947147a28c9f6db23971.pdf

<https://nowoczesnapolska.org.pl/dokumenty/>



Answer 4 - Project 4

A. **PROJECT NAME:** Ninateka (<http://ninateka.pl/>)

B. CATEGORY AND DESCRIPTION OF PROJECT:

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an 'X':

Research	
Resources	x
Campaign	
Provision of Funding	
Networking Platforms	
Policy Development	
End-user engagement	
Other	

Ninateka is one of the projects of the National Audiovisual Institute, whose mission includes, among others, the digitalization and distribution of Polish audiovisual culture products (www.nina.gov.pl/bip/bip/). It is now accessible through a dedicated internet platform (<http://ninateka.pl/>), where all materials are made available legally and most of them (98%) free of charge. The collection includes feature films, concerts, TV programmes about culture, classics of Polish animated film, documentaries, opera, theatre, radio production and journalism.

An important part of the archive is Ninateka Edu, devoted to educational purposes, only for registered students and teachers. It is the first multimodal library of that size and quality available in Poland. It makes available (free of charge) not only audiovisual materials, which introduce the users into the world of media, film, animation, culture and art, but also complete lesson plans and exercises. The activities of Ninateka Edu include sub-projects devoted to media, film, music and theatre education. The "Media education" project in particular supports the informed and creative utilization media use and aims at developing competences towards this aim. The activities of the project are conducted online and/or as part of workshops. Ninateka Edu offers educational films and lesson plans devoted to, for example, the problem of internet addiction.

C. GEOGRAPHICAL REACH

Please indicate whether the project was of National or Regional significance.



National

D. TIMEFRAME AND BUDGET

Please include the duration of the project, the dates and, where possible, the annual and total budget and related sources of financing.

2013 – now

National Audiovisual Institute is a state budgetary organization. It is funded by the Ministry of Culture and National Heritage. The exact budget of Ninateka is not available.



E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

Please indicate the type of media literacy skills or capacities that were addressed in the project. For example:

- Media use:
 - The ability to search, find and navigate and use media content and services.
- Critical thinking skills such as:
 - Understanding how the media industry works and how media messages are constructed.
 - Questioning the motivations of content producers in order to make informed choices about content selection and use.
 - Recognising different types of media content and evaluating content for truthfulness, reliability and value for money.
 - Recognising and managing online security and safety risks.
- Creative skills such as:
 - Creating, building and generating media content.
- Participation and engagement skills such as:
 - Interaction, engagement and participation in the economic, social and cultural aspects of society through the media.
 - Promoting democratic participation and fundamental rights.
- Intercultural dialogue skills such as:
 - Including challenging radicalisation and hate speech online.

F. STAKEHOLDERS:

Ministry of Culture and National Heritage (superior authority)
National Audiovisual Institute (governing authority)

The partners of Ninateka are numerous Polish cultural institutions, such as film studios, theatres, museums, and foundations (among others, Studio filmowe Logos, Studio Filmowe Indeks, Studio Filmowe Kalejdoskop, Studio Filmowe Kronika, Polski Instytut Sztuki Filmowej, Nowy Teatr, komuna//warszawa, Studio Filmowe Kadr, Studio Miniatur Filmowych, Teatr Polski im. Hieronima Konieczki w Bydgoszczy, Fundacja Rozwoju Demokracji Lokalnej, Muzeum Sztuki w Łodzi, Zachęta Narodowa Galeria Sztuki, Studio Munka, Fundacja Kultural Kolektiv, Instytut Muzyki i Tańca oraz Teatr Stary w Lublinie).

G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Ninateka's target is the general audience interested in audiovisual resources. Ninateka Edu is primarily for teachers and primary, middle and secondary



school students. Ninateka's resources meet the needs of the disabled; multimedia transcripts, audio-descriptions and sign language translations are being prepared for the growing numbers of multimedia resources.

H. OUTCOMES AND EVALUATION

Programmes of Resources – audience reached, online hits, shares, plays, downloads, circulation.

The 2014-2015 audit results for Nina indicate that over 6000 audiovisual and audio materials are made accessible through Ninateka. The resources are thematically tagged and may be searched according to genre, production year, free of charge or payable, with audio-description, with author commentary, etc. Only 2% of the materials require registration and payment.

Ninateka is highly appreciated by educational institutions as well as communities supporting people with restricted access to new media. It received a prize of "The best of accessibility project 2014" from the Widzialni Foundation, fighting digital and social exclusion (www.widzialni.org), for making resources accessible to all, including the hearing impaired and visually impaired people.

Ninateka has social networking profiles on Facebook (with 31126 likes) and Twitter (with 1914 followers).

I. FURTHER REFERENCES

Facebook: www.facebook.com/Ninatekapl/?fref=ts

Twitter: <https://twitter.com/ninatekapl>

Homepage: <http://ninateka.pl/>

www.youtube.com/channel/UCcpEnHTOK79D4kL57y2ZGIA

www.nina.gov.pl/projekty/ninateka-ninatekapl/

<https://plus.google.com/+NinatekaPl>

www.rp.pl/artykul/1035024-Rewolucyjna-Ninateka.html

www.e-teatr.pl/pl/artykuly/166721.html

www.insys.pl/strona-glowna/79



Answer 4 - Project 5

A. PROJECT NAME: Child in The Web <http://dzieckowsieci.fdn.pl/>

B. CATEGORY AND DESCRIPTION OF PROJECT:

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an 'X':

Research	
Resources	
Campaign	X
Provision of Funding	
Networking Platforms	
Policy Development	
End-user engagement	
Other	

“The aim of the programme is to assess the scale and characteristics of threats to children on the Web; to prevent risks to the youngest Internet users; to help children facing Internet-based threats. The main activities include comprehensive efforts to improve children and young people’s safety on the Internet (research and analyses, education projects, media campaigns, telephone and online help); since 2005 within the European Commission’s Safer Internet programme” (<http://fdn.pl/en/projects-and-programmes>).

The programme involves several sub-projects dedicated to the aim of making the internet an environment safe for children:

Sieciaki.pl is relies of the fictitious characters of children with special gifts (“Sieciaki”), who are able to use them to fight internet risks. It provides a number of tools of use in educational practice: social media, games, interactive videos, all set in the net environment.

BeSt is a free internet browser of safe websites for children aged 3-10.

Necio.pl is an educational project for children aged 4-6, teaching them how to be safe online.

Internet bez nienawiści (Internet without hatred) is oriented towards raising young internet users’ awareness of hate speech online. It begins with researching their perception of and responses to hate speech. Ultimately, the project’s aim is to work out teaching materials and to get users actively involved - through educational initiatives and social media - in eliminating hate speech.



Internet bez przesady (Non-excessive Internet use) is a project addressed to educators, parents and, most importantly, middle school students in the city of Warsaw and the Warsaw region. It concerns the problem of excessive use of the internet by young people and teaches good practices in this respect.

Helpline.org.pl - a service that offered assistance to the children who wanted to report - via an application or by phone - a threat to safety on the internet. It functioned until 2014.

C. GEOGRAPHICAL REACH

National and regional

D. TIMEFRAME AND BUDGET

The project has been ongoing since 2004.

Over the years, numerous institutions supported the programme financially, among others:

- European Commission
- Orange Foundation
- Ministry of Health
- The Batory Foundation
- The Capital City of Warsaw Municipal Office
- NASK (Research and Academic Computer Network)
- Microsoft Velux Foundation

Financial reports are published of all activities conducted by the Empowering Children Foundation (Dajemy Dzieciom Siłę), yet the budget of a particular programme, such as Dziecko w Sieci, is not available.

E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

- Media use:
 - The ability to search, find and navigate and use media content and services.
- Critical thinking skills such as:
 - Understanding how the media industry works and how media messages are constructed.
 - Questioning the motivations of content producers in order to make informed choices about content selection and use.
 - Recognising different types of media content and evaluating content for truthfulness, reliability and value for money.



- Recognising and managing online security and safety risks.
- Creative skills such as:
 - Creating, building and generating media content.
- Participation and engagement skills such as:
 - Interaction, engagement and participation in the economic, social and cultural aspects of society through the media.
 - Promoting democratic participation and fundamental rights.
- Intercultural dialogue skills such as:
 - Including challenging radicalisation and hate speech online.

F. STAKEHOLDERS:

Sieciaki.pl and **Necio.pl** have been conducted by the **Dajemy Dzieciom Siłę Foundation** (formerly Nobody's Children Foundation) as part of the European programme of Safer Internet. The main partner is the **Orange Foundation**.

Internet bez nienawiści has been implemented as part of the programme called **Citizens for Democracy** financed from EOG and operated by the **Stefan Batory Foundation**. The programme has also involved experts and partners from Poland and abroad.

G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

The service is addressed to professionals (teachers, psychologists and educators), whose job is related to securing safety for children and teenagers. It also targets students of schools of all levels and aims at raising their awareness of internet safety concerns and teaching them to respond to threats and hate speech online.

H. OUTCOMES AND EVALUATION

Dziecko w Sieci is a huge educational resource and the most widely recognized project devoted to safety online. It is well known to most teachers and widely used. The statistics about users for the period between 2010 and 2014 testify to its great popularity:

- about 15,560 participants of seminars and conferences
- over 420,000 registered users of Sieciaki.pl
- over 1,000,000 visits on Sieciaki.pl
- over 130,000 visits of Necio.pl



- over 3,600 downloads from BeSt
- over 209 092 participants of e-learning courses
- over 35,400 participants of educational open-air events (“Sieciaki na wakacjach” and “Sieciaki w twoim mieście”)
- 11,465 reports of internet threats on Helpline.org.pl
- over 69,700 educational materials distributed to schools
- over 2,5 mln visits on Helpline.org.pl

I. FURTHER REFERENCES

<http://dzieckowsieci.fdn.pl/>

<http://stylzycia.newsweek.pl/dzieci-w-sieci-czy-twoje-dziecko-jest-bezpieczne-,artykuly,353790,1.html>





7.24. PT – PORTUGAL

Answers of the national expert to the questionnaire



Objective: The objective of this research is to provide mapping and description of the significant projects in promotion of media literacy in the EU-28 member states, since January 2010, of national or regional coverage.

The actors to be included in the mapping are:

- policy makers,
- public authorities,
- media regulatory authorities,
- audiovisual content providers,
- journalists associations,
- civil society.

To ensure a comprehensive picture is created of the media literacy projects that have been undertaken, and media literacy skills that have been promoted in each country, we ask that you consult with actors mentioned above (or the equivalent in your country) and include any relevant material from them.

The projects will be categorised according to the skills that they intend to develop and their target group and, if feasible, the outreach of each project.

Context: Media literacy is to be understood as an umbrella expression that includes all the technical, cognitive, social, civic and creative capacities that allow a citizen to access, have a critical understanding of the media and interact with it.

These capacities enable people to exercise critical thinking, while participating in the economic, social and cultural aspects of society and playing an active role in the democratic process. This concept covers all kind of media interactions (broadcasting, radio, press, the internet, social media) and addresses the needs of all ages.

Scope: This report will focus on media literacy projects relating to media services delivered on electronic communication networks, both linear and non-linear, and on information society services where pertinent. Press (including online), radio and off-line media will not be covered. Regional initiatives will be described separately where relevant.

In addition to the conventional media literacy themes of critical thinking, digital inclusion, online safety and the protection of minors, we are particularly interested in media literacy projects that:



- **Promote a healthy democracy:** Democracy, by definition, requires the participation of well-informed citizens. Citizens inform themselves through the media. Their relationship with the media needs to take place in a context of critical thinking. This furthermore requires certain knowledge of how the media works and how media messages are constructed.
- **Empower people in a changing and increasingly complex media landscape:** We are not only passive recipients of media content, but also content creators and media sources, for example through our involvement in social media. Moreover, we increasingly receive news through social media, rather than through traditional channels. This proliferation of sources brings a lot of new information, opportunities and potential innovation but also requires critical thinking and verification tools and awareness of how to manage our personal data and make informed choices about algorithms from digital platforms that accommodate the world to our taste.
- **Challenge radicalisation and hate speech online, and promote fundamental rights:** In a time when each citizen with a mobile connection to social media is a source of news and can contribute to "trending topics", media literacy includes taking up one's civic responsibility of contributing to a culture of inclusive tolerance and respect online and exercising critical thinking in relation to amplifying, debunking or challenging media content.

Actions related to school curricula are excluded from the mapping as they were mapped by the European Media Literacy Education Study (EMEDUS)⁶⁵⁹.

Respondent information	The Portuguese submission was provided by Luís António Santos, Maris José Brites, Marisa Mourão and Helena Sousa, Researchers at CECS – University of Minho.
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⁶⁵⁹ <http://fr.slideshare.net/MediaLearning/ml-2012-the-emedus-european-media-literacy-education-study-by-jose-manuel-perez-tornero>



Section 1 – Background context

Question 1

Please list the main media literacy stakeholders in your country, and identify which sector they belong to (e.g. academia⁶⁶⁰, audiovisual content providers⁶⁶¹, online platforms⁶⁶², public authorities⁶⁶³, media regulatory authorities, civil society⁶⁶⁴).

Please indicate which stakeholders have a statutory responsibility around media literacy and which stakeholders have a non-statutory interest/engagement in media literacy activities.

Answer 1

Organisation Name	Type of organization:	Stat duty
9500 Cineclube	Civil society	N
AIPA - Associação dos Imigrantes dos Açores	Civil society	N
Ao Norte – Associação de Produção e Animação Audiovisual	Civil society	N
APAN - Associação Portuguesa de Anunciantes	Civil society	N
Biblioteca da Escola Secundária de Castro Verde	Public authorities	N
CECS - Centro de Estudos de Comunicação e Sociedade	Academia	N
Centro de Competência TIC da Escola Superior de Educação do Instituto Politécnico de Setúbal	Academia	N
CIMJ - Centro de Investigação Media e Jornalismo	Academia	N
Cine Clube de Viseu	Civil society	N
Cine-clube de Avanca	Civil society	N

⁶⁶⁰ Academic institutions, universities and third level education providers.

⁶⁶¹ Audiovisual content providers include broadcasters and on-demand providers (both public service media and commercial media) and content providers for online, games and apps.

⁶⁶² Online platforms includes the owners and operators of online platforms (such as social media websites and search engines).

⁶⁶³ Public authorities include government Ministries/departments, local authorities and councils, semi-State organisations, policy-makers.

⁶⁶⁴ Civil society includes foundations, not-for-profit organisations arts and cultural bodies, charities, think-tanks, communities of interest and community networks (sports, health, hobbies, religion).



Cinemateca Portuguesa	Civil society	N
Comissão Nacional da Unesco	Public authorities	Y
CNPD - Comissão Nacional de Protecção de Dados	Public authorities	N
Conselho Nacional da Educação	Public authorities	Y
DECO	Civil society	N
Direção Regional de Educação da Madeira	Public authorities	Y
Direção-Geral da Educação	Public authorities	Y
Direcção Regional de Educação do Algarve	Public authorities	Y
DN- Diário de Notícias	Audiovisual content providers	N
DNS.PT	Public authorities	N
ERC - Entidade Reguladora para a Comunicação Social	Public authorities	Y
Escola Secundária de Figueira de Castelo Rodrigo	Public authorities	N
Escola Secundária de Pinhel	Public authorities	N
Escola Secundária Eça de Queirós	Public authorities	N
Presidência do Conselho de Ministros	Public authorities	N
Alto Comissariado para as Migrações – ACM, IP	Public authorities	N
EVT Açores	Civil society	N
FCT - Fundação para a Ciência e Tecnologia	Public authorities	Y
Global Media Group	Audiovisual content providers	N
GMCS - Gabinete para os Meios de Comunicação Social	Public authorities	Y



IndieLisboa	Civil society	N	
Instituto de Educação da Universidade de Lisboa	Academia	N	
Instituto Superior de Engenharia do Porto	Academia	N	
Tecla Colorida	Audiovisual content providers	N	
JN - Jornal de Notícias	Audiovisual content providers	N	
Microsoft Portugal	Audiovisual content providers	N	
Ministério da Educação	Public authorities	Y	
Ministério das Finanças	Public authorities	N	
Os Filhos de Lumière	Civil society	N	
Porto Editora	Audiovisual content providers	N	
Público	Audiovisual content providers	N	
RBE - Rede de Bibliotecas Escolares	Public authorities	Y	
RTP - Rádio e Televisão de Portugal	Audiovisual content providers	N	
RTP2	Audiovisual content providers	N	
SAPO	Audiovisual content providers	N	
Secretaria-Geral da Presidência do Conselho de Ministros	Public authorities	N	
SIC Esperança	Civil society	N	
UMIC - Agência para a Sociedade do Conhecimento	Public authorities	Y	
Universidade de Aveiro	Public authorities	N	



Universidade do Porto	Public authorities	N	
INESC-Porto	Academia	N	
Instituto Padre António Vieira	Civil society	N	
Instituto Superior Miguel Torga	Academia	N	
IBM Portugal	Audiovisual content providers	N	
Imagina	Audiovisual content providers	N	
FCCN – Fundação para a Computação Científica Nacional	Public authorities	N	
IPDJ - Instituto Português do Desporto e Juventude	Civil society	N	

Question 2

What kind of networks do the media literacy stakeholders in your country engage with?

Please describe these networks and include how these networks function, who manages the networks and whether they operate at a local, national, European or International level.

Answer 2

GILM - Grupo Informal sobre Literacia para os Media is constituted by Comissão Nacional da UNESCO, Conselho Nacional de Educação, Direção-Geral de Educação, Entidade Reguladora para a Comunicação Social, Fundação para a Ciência e a Tecnologia, Secretaria-Geral da Presidência do Conselho de Ministros, Rádio e Televisão de Portugal, Rede de Bibliotecas Escolares, Centro de Estudos de Comunicação e Sociedade (Universidade do Minho), Maria Emília Brederode Santos (pedagogue and member of RTP's Conselho de Opinião) and Teresa Calçada (reading and libraries specialist). It was founded on July 30, 2009 by a small group of institutions committed to developing media literacy in Portugal (Centro de Estudos de Comunicação e Sociedade, Comissão Nacional da Unesco, Conselho Nacional de Educação and Entidade Reguladora para a Comunicação Social). Since then it has developed numerous activities, such as the three national conferences about Literacy, Media and Citizenship (2011, 2013, 2015), "Um Dia com os Media" (2012) and "Sete Dias com os Media" (2013, 2014, 2015, 2016). Besides this, GILM also promoted other activities individually. It operates at a national level.



GMCS - Gabinete para os Meios de Comunicação Social was a national central service with administrative autonomy. It was founded in 2007 and it was deactivated in 2015. It operated at a national level. It had the mission to support the Government in the design, implementation and evaluation of public policies for the media. Its aim was to promote the qualification of the industry and new media services, whilst safeguarding freedom of expression and other fundamental rights as pluralism and diversity. It has been involved in activities such as “7 dias, 7 dicas sobre os media”, 1^o and 2^o national conferences on Literacy, Media and Citizenship (2011, 2013), “25 + um Agenda de Actividades de Educação para os Media”, “Níveis de Literacia Mediática: Estudo Exploratório com Jovens do 12^o ano”, “Grupo de Reflexão Media & Deficiência”. It was also one of the promoters of “Declaração de Braga”/ “recomendação nº6/2011” and it created, in 2010, the Literacia para os Media web portal (www.literaciamediatica.pt).

Portal da Literacia para os Media was created in 2010. It is a project promoted and created by GMCS, with the support of Centro de Estudos de Comunicação e Sociedade (Universidade do Minho), Gabinete para os Meios de Comunicação Social, Comissão Nacional da UNESCO, Conselho Nacional de Educação, Entidade Reguladora para a Comunicação Social, Ministério da Educação and Agência para a Sociedade do Conhecimento. The portal aims to be an aggregator of information on the topic of media literacy. It appears as the creation of something that is intended to become a reference space in terms of knowledge sharing and debate for those who may feel interest in the matter - researchers, educators, parents, students or simply alert citizens.



Section 2 – The overview

Question 3

Using the grid below, please identify the 20 most significant media literacy projects which have been delivered in your country since 2010.

Please select the most appropriate category for the project type, the sectors responsible for the projects, the type of media literacy skills that were addressed in the project, as well as the reason of significance:

Project types	Sectors	Media literacy skills	Reason for significance
Research ⁶⁶⁵	Academia ⁶⁷²	Creativity ⁶⁷⁸	The size of the target audience
Resources ⁶⁶⁶	Audiovisual content provider ⁶⁷³	Critical thinking ⁶⁷⁹	The total budget or cost of the project
Campaigns ⁶⁶⁷	Public authorities ⁶⁷⁴	Intercultural dialogue ⁶⁸⁰	The success of the project (outcomes / impact compared to objectives)
Provision of Funding ⁶⁶⁸	Media regulatory authorities	Media use ⁶⁸¹	The level of public awareness of the project
Networking platforms ⁶⁶⁹	Online platforms ⁶⁷⁵	Participation and interaction ⁶⁸²	The level of engagement by the target audience
Policy Development ⁶⁷⁰	Civil society ⁶⁷⁶	Other	Other
End-user engagement ⁶⁷¹	Cross-sector collaboration ⁶⁷⁷		
Other	Other		

⁶⁶⁵ Significant qualitative or quantitative research on any aspect of media literacy which has been published and/or is widely used by the media literacy practitioners.

⁶⁶⁶ Resources include all the themed output related to a single media literacy initiative. It could include TV, and/or content published online, including information leaflets, video, audio, lesson plans, curriculum modules, websites etc.

⁶⁶⁷ Campaigns usually combine awareness-raising with a desired behaviour change. A Campaign will usually have a specific 'call to action' e.g. 'Don't share too much online' or 'Know how to check the truthfulness of online information'. Campaigns can be multi-stakeholder campaigns such as Safer Internet Day or cross-platform campaigns and can include promotion across TV/radio/online and/or other forms of public engagement.

⁶⁶⁸ Including the provision of funding for media literacy activities delivered by third parties. Funding may be provided via grants, open competition and invitations to tender.

⁶⁶⁹ Including conferences, seminars, meetings, online and offline forums, newsletters, databases.

⁶⁷⁰ Including consultations, published reports and recommendations.

⁶⁷¹ End-user engagement includes grass-roots projects that provide support and information to end-users via face to face contact, phone contact or online contact.

⁶⁷² Including Academic institutions, universities and third level education providers

⁶⁷³ Including broadcasters and on-demand providers (both public service media and commercial media) and content providers for online, games and apps.

⁶⁷⁴ Including government Ministries/departments, local authorities and councils, semi-State organisations, policy-makers.



Please classify the projects using either 'N' for National or 'R' for Regional, and their level of significance using a scale of 1 to 3, where 1 is most significant and 3 is least significant.								
	Project Name	Project Type	Sector	Media Literacy skills	National or Regional	Years	Reason for significance	Level of significance (1 – 3)
1	Operation "Sete Dias com os Media"	Campaign	<i>Cross-sector collaboration</i>	Creativity; Critical thinking; Intercultural dialogue; Media use; Participation and interaction	N	The initiative is now in its 4th edition, having begun in 2013	The size of the target audience; The success of the project; The level of public awareness of the project; The level of engagement by the target audience.	1
2	SITESTA R.PT competi	Campaign	<i>Cross sector collaboration</i>	Creativity; Media use; Critical Thinking,	N	Since 2013	The size of the target audience; The total budget or cost of the	1

⁶⁷⁵ Including the owners and operators of online platforms (such as social media websites and search engines).

⁶⁷⁶ Including foundations, not-for-profit organisations arts and cultural bodies, charities, think-tanks, communities of interest and community networks (sports, health, hobbies, religion).

⁶⁷⁷ Including projects involving a number of key stakeholders from different sectors. As an example, the model that Safer Internet Day is based on could be considered a cross-sector collaboration project.

⁶⁷⁸ Creating, building and generating media content.

⁶⁷⁹ Critical thinking skills such as: understanding how the media industry works and how media messages are constructed; questioning the motivations of content producers in order to make informed choices about content selection and use; recognising different types of media content and evaluating content for truthfulness, reliability and value for money; recognising and managing online security and safety risks.

⁶⁸⁰ Such as challenging radicalisation and hate speech.

⁶⁸¹ The ability to search, find and navigate and use media content and services.

⁶⁸² Interaction, engagement and participation in the economic, social, creative, cultural aspects of society through the media and promoting democratic participation and fundamental rights.



	tion			Participation, alert young people as consumers to their digital rights			project; The success of the project ; The level of engagement by the target audience	
3	7 Dias, 7 Dicas sobre os Media - Competi tion	Campaign	<i>Public authorities</i>	Creativity; Critical thinking; Media use; Participation and interaction	N	Since 2012	The size of the target audience; The success of the project; The level of public awareness of the project; The level of engagement by the target audience	1
4	CinEd	Networking Platforms	<i>Civil society</i>	Creativity; Media use; Participation and interaction	N	2015	The total budget or cost of the project; The level of engagement by the target audience.	1
5	“Conta-nos uma história!”	Campaign	<i>Cross sector collaboration</i>	Creativity; Critical thinking; Media use; Connection with the surrounding community;	N	Since 2010	The size of the target audience; The level of public awareness of the project; The level of engagement by the target audience	1
6	MOVING CINEMA / INSIDE	Networking Platforms	<i>Civil society</i>	Creativity; Critical thinking; Media use;	N	Since 2014	The total budget or cost of the project;	1



	CINEMA			Participation and interaction			The level of public awareness of the project; The level of engagement by the target audience	
7	O MUNDO À NOSSA VOLTA - O PRIMEIRO OLHAR E CINEMA, CEM ANOS DE JUVENTUDE	Campaign	<i>Cross-sector</i>	Creativity; Critical thinking; Media use Participation and interaction	N	since 2001	The size of the target audience; The total budget or cost of the project; The success of the project; The level of engagement by the target audience	1
8	Plataforma Jornais Escolares	Networking Platforms	<i>Public authorities</i>	Creativity; Critical thinking; Intercultural dialogue; Media use; Participation and interaction	N	Since 2010	The size of the target audience; The success of the project (outcomes / impact compared to objectives); The level of	1



							engagement by the target audience	
9	PÚBLICO na Escola project	Campaign	<i>Audiovisual content providers</i>	Creativity; Critical thinking; Media use; Participation and interaction	N	Since 1989	The size of the target audience; The success of the project; The level of public awareness of the project; The level of engagement by the target audience	1
10	SeguraNet Project	Policy Development	<i>Public authorities</i>	Critical thinking; Media use; Participation and interaction; Challenging radicalisation and hate speech online.	N	Since 2004	The size of the target audience; The success of the project; The level of public awareness of the project; The level of engagement by the target audience	1
11	RadioActive	Research	Academia	Creativity; Critical thinking; Intercultural dialogue; Media use; Participation and interaction;	N	Since 2013	The size of the target audience; The total budget or cost of the project; The success of the project; The level of public	1



							awareness of the project; The level of engagement by the target audience.	
12	LIDIA	Research	Academia	Critical thinking; Media use; Participation and interaction	N	Since 2014	The size of the target audience; The total budget or cost of the project; The success of the project;	2
13	Educare	Resources	<i>Civil society</i>	Critical thinking; Media use	N	Since 2000	The size of the target audience; The level of public awareness of the project; The level of engagement by the target audience	2
14	Ensina RTP	Resources	<i>Audiovisual content providers</i>	Critical thinking; Media use; Social, media, political and economic history	N	Since 2014	The size of the target audience; The level of public awareness of the project	2
15	Referencial de	Resources	<i>Cross sector</i>	Creativity; Critical thinking; Intercultural	N	Since 2014	The size of the target audience; The level of public awareness of the	1



	Educação para os Media			dialogue; Media use; Participation and interaction			project;	
16	Referencial Aprender com a Biblioteca Escolar	Resources	<i>Public authorities</i>	Creativity; Critical thinking; Intercultural dialogue; Media use; Participation and interaction	N	Since 2012	The size of the target audience; The level of public awareness of the project;	1
17	Media Smart	Resources	Civil society	Creativity; Critical thinking; Media use Participation and interaction; literacy and publicity	N	Since 2008	The size of the target audience; The total budget or cost of the project; The success of the project; The level of engagement by the target audience	1
18	Rádios e Televisões Escolares na Net	Networking Platforms	<i>Public authorities</i>	Creativity Critical thinking Intercultural dialogue Media use Participation and	N	Since 2010	The size of the target audience; The level of public awareness of the project; The level of	1



				interaction Other			engagement by the target audience	
19	Iniciação à Program ação no 1.º Ciclo do Ensino Básico	Networking Platforms	<i>Public authorities</i>	Creativity; Critical thinking; Media use	N	Since 2015	The size of the target audience; The level of engagement by the target audience	2
20	Media Lab DN/JN	Resources	<i>Audiovisual content providers</i>	Creativity; Critical thinking; Media use; Participation and interaction	N	Since 2010	The size of the target audience; The success of the project; The level of public awareness of the project; The level of engagement by the target audience	2



Section 3 – Project summaries

Question 4

From the projects you have highlighted in Question 3, please describe the five most significant⁶⁸³ media literacy projects that have taken place in your country since 2010.

Please use a separate form for each project. See the sample answer for help.

⁶⁸³ Significant can relate to:

- a) the size of the target audience and/or the reach of the project,
- b) the total budget or cost of the project
- c) the final outcomes / impact of the project
- d) the level of public awareness of the project
- e) the level of engagement by the target audience.



Answer 4 - Project 1

A. NAME OF PRACTICE OR ACTION: Operation “Sete Dias com os Media”

B. CATEGORY AND DESCRIPTION OF PRACTICE OR ACTION:

Please classify the practice or action by marking one of the following six categories as described in Section 2 with an ‘X’:

Research	
Programme of Resources	
Campaign	x
Provision of Funding	
Networking Platforms	
Policy Development	
Other	

The Direção-Geral da Educação (DGE) participates in the promotion of this initiative as a partner of the Grupo Informal de Literacia para os Media. The goal is to challenge the most diverse actors of society (libraries, media, primary schools and secondary schools, student groups, research and training centers, blogs, social networks, associations, senior universities, movements, churches, municipalities, among others), in some way, to reflect, and encourage media literacy.

In an era in which, supported by information and communication technologies, more and more citizens gain access to speech and voice in the public sphere, issues of freedom - and the resulting responsibility - become even more relevant, challenging the quality of public life in the global society. Hence the beginning of Operation Sete Dias com os Media on May 3rd, World Press Freedom Day.

Several topics are suggested as possibilities for initiatives and projects to be developed by those who want to join: how the media influence and shape the everyday life and culture; resource disparities to face and take advantage of opportunities and overcome the risks of old and new media; current freedom of expression and publication challenges, namely on the face of new and sophisticated forms of control and surveillance; citizenship responsibilities for media communication.

The invitation to join the project does not imply the obligation to develop daily activities. Each entity is free to take part according to its own possibilities, both in human and material resources.



Each institution or individual who wishes to join this initiative must complete a form available on the web page. The proposed activities are subsequently presented on that same page. The result of interventions is often shared on the following Facebook group:

<https://www.facebook.com/groups/801506856548788/?fref=ts>

C. GEOGRAPHICAL REACH

This initiative has a national scope.

D. TIMEFRAME AND BUDGET

The initiative is now in its 4th edition, having begun in 2013. As a rule, the activities begin on May 3rd and take place during one week but some may happen after that.

E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

Providing access to the media:

The ability to search, find, navigate and use Media content and services.

Encouraging critical thinking skills about:

Understanding how the media industry works and how media messages are constructed.

Questioning the motivations of content producers in order to make informed choices about content selection and use.



Recognising different types of media content and evaluating content for truthfulness, reliability and value for money.

Recognising and managing online security and safety risks.

Encouraging engagement, participation and interaction in the economic, social, creative, cultural aspects of society through the Media.

Promoting democratic participation and fundamental rights.

Challenging radicalisation and hate speech online.

F. STAKEHOLDERS:

The initiative is the responsibility of Grupo Informal da Literacia para os Media that besides the DGE includes Gabinete da Rede de Bibliotecas Escolares, Comissão Nacional da UNESCO, Entidade Reguladora para a Comunicação Social, Fundação para a Ciência e Tecnologia, Secretaria-Geral da Presidência do Conselho de Ministros, Rádio e Televisão de Portugal, Universidade do Minho – Centro de Estudos de Comunicação e Sociedade, Conselho Nacional da Educação and, individually, as experts, Maria Emília Brederode Santos and Teresa Calçada.

G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

The initiative is aimed to all sectors of society.

H. OUTCOMES AND EVALUATION

Campaigns - For the current year, it was still not possible to determine the levels of awareness and participation, although 62 different activities have by



now been registered.

I. FURTHER REFERENCES

Website: www.literaciamediatICA.pt/7diascomosmedia/apresentacao

Facebook: www.facebook.com/groups/801506856548788/?fref=ts and www.facebook.com/literaciamediacidadaniaescolas



Answer 4 - Project 2

A. NAME OF PRACTICE OR ACTION: 7 Dias, 7 Dicas sobre os Media - Competition

B. CATEGORY AND DESCRIPTION OF PRACTICE OR ACTION:

Research	
Programme of Resources	
Campaign	X
Provision of Funding	
Networking Platforms	
Policy Development	
Other	

Context: The social and cultural imperative of media literacy led to the establishment in 2009 of the Grupo Informal sobre Literacia Mediática (GILM), which includes public institutions with different responsibilities in the field. From 2012, GILM annually launches a national awareness and reflection campaign called '7 Dias com os Media'. It was in this context that two institutions of GILM - the extinct Gabinete para os Meios de Comunicação Social and the Rede de Bibliotecas Escolares - decided to launch an initiative exclusively targeted at the school public. Even after the abolition of the Gabinete para os Meios de Comunicação Social in 2014, Rede de Bibliotecas Escolares continued as a support institution and leader of the initiative, although always with the collaboration of other partners: the Direção-Geral de Educação and the Fundação para a Ciência e Tecnologia, since the 1st edition; Comissão Nacional da Unesco since 2015.

Objectives and methodology: Main goals of the initiative are: the promotion of critical and creative use of the media, safer use of the Internet, social networks and mobile phone; the prevention of plagiarism and respect for authors rights; the prevention of cyberbullying and other risks associated with the Internet; the promotion of the protection of personal data and online reputation.

One other relevant goal of the contest is to encourage collaboration among teachers, students, newspapers, radios, televisions and school libraries on issues related to media literacy. The application of an active learning methodology is encouraged whereby students reflect upon and discuss one of the proposed themes and produce relevant new contents in diverse formats (poster, electronic presentation or video). The content must always include "tips" (alerts, recommendations or advice on the chosen theme) which can be directed at other students, teachers, parents, and also to senior audiences. The production



of the work involves the guidance of a teacher.

Relevance: The contest has a double importance. On the one hand, it is a motivating initiative for students (verified by its growing success) and, on the other hand, it promotes the involvement of librarians and other teachers in educational activities related to the media. The educational component of this particular area is hence reinforced far beyond its position as an optional topic within a larger 'Citizenship Education' course through closer collaboration between the library, teachers, students and radio and TV school clubs.

Dissemination: This task is developed through portals and social networks of all partner institutions and also through face-to-face communication in the regular municipal meetings of librarians teachers.

The head of RBE coordinates the different stages of the competition (planning, launching and dissemination, reception and evaluation of the work, acquisition and delivery of prizes), the collaboration of other partners and jury tasks.

C. GEOGRAPHICAL REACH

It is a national competition focused on primary and secondary level students of public, private, cooperative and professional schools.

D. TIMEFRAME AND BUDGET

Duration of the competition: about 6 months.

Start: each year in October.

End: each year in April / May.

Budget: € 2,500 for the purchase of prizes (tablets)

E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

Media usage:



- Ability to use graphic and audiovisual language to produce media content in poster, electronic presentation or video formats

- Encouraging the use of media in teaching contexts

Encouraging critical thinking on:

- Risk identification and management of online security
- Assessment of the truthfulness and reliability of published content on social networks
- Ethical usage of the media, recognizing the border I / other
- Plagiarism and authorship
- Risks associated with media usage dependency
- Importance of the media for inclusion and citizenship

Promoting creativity through the use of media

F. STAKEHOLDERS:

- Direção-Geral da Educação, a body of Ministério da Educação - contributes in the dissemination and offers gifts to the finalists; approves the regulations and has members in the evaluation panel;
- Fundação para a Ciência e a Tecnologia, public institution in the field of research, technology, information and innovation society - contributes in the dissemination and offers gifts to the finalists; approves the regulations and has members in the evaluation panel;



- Comissão Nacional da Unesco, public institution of education, science, culture and communication - contributes in the dissemination and offers gifts to the finalists; approves the regulations and has members in the evaluation panel.

G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION

Students of primary and secondary and vocational education, boys and girls between 7 and 18 years old, belonging to different socio-economic groups, enrolled in the public, private, cooperative, and professional school systems. These students are living in different regions of Portugal.

H. OUTCOMES AND EVALUATION

Each school may submit one work per theme and per level of education. This implies an initial evaluation of the work at the schools, conducted by the guiding teacher and / or librarian teacher. The individual assessment of acquired competences is also made within the disciplines involved. The jury makes the overall assessment of the initiative, taking into account: number of works received by level of education, chosen format and theme; quality at the technical level and content; testimonies of teachers and students. In 2014, the number of submissions increased by about 100% over the previous year; in the following editions it continued to increase approaching 200 in 2016, which means the direct involvement of about 600 students. There is a growing preference for video over other formats (from 23% in 2014 to 39% in 2016). Participants are mostly older students from the 3rd cycle and secondary level (79% in 2016). The preferred topics are the security and protection of personal data, as well as media dependence on them. It has become evident that skills to produce video content have increased significantly both in technical and script-writing terms.. Attention to formal requirements has increased since the 2nd edition although some works are still undermined by lack of rigour and creativity - a concern to be addressed in new editions.

The final award ceremony always has a period for student and teacher testimonies. One teacher has said the following: "I think it's always good for students to participate in these initiatives. We believe that the school is an ongoing construction project and an open window to new ideas and other realities, so we will continue to focus on motivation and encouragement of our students. "

I. FURTHER REFERENCES

The works that annually receive Awards and Honorable Mentions are published in RBE youtube account <<https://goo.gl/VbfihJ>> and in ISSUU <https://issuu.com/blogrbe/docs>.



In 2014, two of the winning entries were subtitled in English and presented at the Media Literacy Forum organized by UNESCO in Paris https://youtu.be/MN7_CCi0glY.

Whenever there is a 'Literacia, Media e Cidadania' congress (every two years), work and awards are presented during a session.



Answer 4 - Project 3

A. NAME OF PRACTICE OR ACTION: “Conta-nos uma história!” - contest

Available at <http://erte.dge.mec.pt/concurso-counta-nos-uma-historia>

B. CATEGORY AND DESCRIPTION OF PRACTICE OR ACTION:

Please classify the practice or action by marking one of the following six categories as described in Section 2 with an ‘X’:

Research	
Programme of Resources	
Campaign	X
Provision of Funding	
Networking Platforms	
Policy Development	
Other	

The contest “Conta-nos uma história!” is an initiative promoted by the Ministério da Educação, through the Direção-Geral da Educação (DGE), the Gabinete da Rede de Bibliotecas Escolares (RBE) and the Plano Nacional de Leitura (PNL) in partnership with Microsoft. Participation in this initiative implies the design and development of digital, audio and video resources, consisting in the collaborative production of an original story or in the retelling an existing story (for example, tales, fables, parables, myths or legends).

The storytelling plays an extremely important role in student learning at these levels of education and teaching, both in the acquisition of knowledge, skills, values, and in more ludic activities.

The objectives of the contest:

- a) To promote the appropriation of digital technology in the development of literacies;
- b) To promote reading;
- c) To promote creativity;
- d) To develop and deepen, in the participating students, the writing and / or expressive reading competence in the case of scribes students, and oral creativity, in the case of students of preschool education;
- e) Engage participants in the story or collaborative retelling stories;



- f) Promote the use of educational resources and the use of the school library;
- g) Disseminate and share with the educational community educational resources developed in various schools;
- h) To promote the connection with the surrounding community.

C. GEOGRAPHICAL REACH

The contest is open to all children of pre-school education and public and private basic education students. It covers the autonomous regions and the Portuguese schools abroad.

D. TIMEFRAME AND BUDGET

The contest “Conta-nos uma história!” was launched for the first time in January 2010. Today is in the 7th edition. Each edition begins in October and ends in June.

E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

This competition is based on the creation of digital stories reinforcing collaborative work. Through this methodology it is possible to develop several skills. With this type of projects, teachers can achieve the following goals: boost independent thinking and creative imagination; encourage cooperative learning and solidarity between the working groups; enrich the overall education of students and interdisciplinary aspects; help develop mother tongue reading and writing skills, among other things, increase vocabulary and promote the proper use of language; enhance musical expression and dramatic expression; and to develop cultural, scientific and technological knowledge.

F. STAKEHOLDERS:

This contest is sponsored by the Ministério da Educação, through the Direção Geral da Educação (DGE), the Gabinete da Rede de Bibliotecas Escolares (RBE)



and the Plano Nacional de Leitura (PNL), in partnership with Microsoft. Microsoft integrates the jury team of the competition and assists in organizing and holding the awards ceremony.

G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

O concurso é dirigido a grupos de crianças de estabelecimentos de educação e alunos da educação básica, públicos e privados.

O concurso contempla três categorias de candidatura:

- a) Educação Pré-Escolar;
- b) 1.º e 2.º anos do Ensino Básico;
- c) 3.º e 4.º anos do Ensino Básico.

The contest is geared towards groups of children from education centers and students of public and private basic education.

The contest has three categories:

- a) Preschool Education;
- b) 1st and 2nd years of basic education;
- c) 3rd and 4th years of basic education.

H. OUTCOMES AND EVALUATION

After analysis and evaluation by the jury team all stories submitted to the contest are published on a website and are made publicly available under a Creative Commons license of the type Attribution, Share on the terms of this license (by-sa.). The platform is organized into different categories (levels of education) and by the type of story (tale, fable, etc.), allowing for the search of stories according to each need. For greater dissemination of the information, the platform offers a bar that allows the sharing of the information on various social networks (twitter, facebook, etc.). Over these seven editions, about 3350 stories were produced and can be found through the following links:

- Stories of the 1st edition (2009/2010): <http://historias.dge.mec.pt/>



- Stories of the 2nd edition (2010/2011): <http://historias2010.dge.mec.pt/>
- Stories of the 3rd edition (2011/2012): <http://historias2011.dge.mec.pt/>
- Stories of the 4th edition (2012/2013): <http://historias2012.dge.mec.pt/>
- Stories of the 5th edition (2013/2014): <http://historias2013.dge.mec.pt/>
- Stories of the 6th edition (2014/2015): <http://historias2014.dge.mec.pt/>
- Stories of the 7th edition (2015/2016) under construction

I. FURTHER REFERENCES

Jorge, Milena da Conceição (2014). Contar histórias no palco digital : as potencialidades da tecnologia podcast nas histórias digitais : um estudo de caso : "Conta-nos uma história!" (<http://hdl.handle.net/10400.2/3473>)



Answer 4 - Project 4

A. NAME OF PRACTICE OR ACTION: O MUNDO À NOSSA VOLTA - O PRIMEIRO OLHAR E CINEMA, CEM ANOS DE JUVENTUDE

B. CATEGORY AND DESCRIPTION OF PRACTICE OR ACTION:

Please classify the practice or action by marking one of the following six categories as described in Section 2 with an 'X':

Research	
Programme of Resources	
Campaign	X
Provision of Funding	
Networking Platforms	
Policy Development	
Other	

The association Os Filhos de Lumière created in 2000 by a group of filmmakers and film lovers within the Porto 2001 - European Capital of Culture, conceives, organizes and directs activities to lead children and teenagers to see and enjoy films and to share with others the works that result from the practice of cinematic art. In 2003 the association's headquarters moved to Lisbon but its activity is national.

'Mundo à nossa Volta' integrates two key film initiation projects coordinated by the association Os Filhos de Lumière: 'O Primeiro Olhar' (inaugural workshop of this association), since 2001, where we learn to see and make movies through practice with the support of filmmakers, and 'Cinema cent ans de Jeunesse', in schools since 2006, a program coordinated by the French Cinematheque currently comprising 13 countries (Europe, Brazil, Argentina and the Republic of Cuba). An educational program that brings together teachers, students and filmmakers around the film through contact with cinematographic works and creative experimentation. The workshop takes place throughout the school year and involves three meetings on the French Cinematheque (and replication in Portuguese Cinematheque) where they join filmmakers and teachers (initial training where educational tracks are recorded and filmed work done by the students is presented) and a third meeting at the end of the school year that includes a representation of students in each group / class (the Cinémathèque) for a presentation of the collective-run films submitted by filmmakers and participants.

One of the specificities of this educational program is that a 'cinema question' is chosen every year is chosen as an entry point to an approach on film art discussions; Ex: What is the mise-en-scene? Which part of the real in fiction? What is the point of view in cinema? Why move the camera? How does the color work in the cinema? What is the importance of the weather in the cinema? (The theme of this year).



With these two workshops children and young people learn to express themselves through this artistic activity, discovering organic and intuitive language and film material, establishing clear linkages between seeing and doing (What is a plan? How does space and cinematic time work? light? color? sound? Movement? Rhythm? Editing?).

The experiences of this program are shared with some two thousand participants through a blog created for this purpose by the French Cinematheque but also via other blogs, facebook pages and various platforms of all participating entities and partners in all countries.

The filmmaker Teresa Garcia is the coordinator of the project.

C. GEOGRAPHICAL REACH

The project has had a strong impact at national level. It involved several schools of several districts in the workshops "O Primeiro Olhar" and "Cinema, cem anos de juventude" (Lisbon, Serpa, Moita, Mértola, Evora). The same has happened in regions of the other countries involved.

D. TIMEFRAME AND BUDGET

The project has a three year duration and has been constantly renewed through the different workshops "O Primeiro Olhar" (since 2001) and "Cinema, cem anos de juventude" (since 2006). Practical learning leads to the creation of small films, documentaries and fiction works about the world of the participants, their town, their villages or neighborhoods; reflection and sharing experiences meetings with other schools involved in the project take place as well as and public screenings of films made in each of the workshops.

The annual budget of the project is 94 989.00€, providing for all activities and expenses related to the workshop "O Primeiro Olhar" and "Cinema, cem anos de juventude". (With the support of Instituto do Cinema ICA, Fundação Calouste Gulbenkian (through PARTIS project), Municipal Councils in each region where it takes place, the Directorate General of the Alentejo Culture, the French Cinematheque, the Centro Cultural Português in Paris etc.).

E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

The main objective of this action is to provide young people with knowledge of film heritage through viewing and discussing each of the films and everything that they tell us (which apparently no one sees). The purpose is to give them tools to better acknowledge what has been made by others, to express their views on the matter, and simultaneously to create a more open and attentive contact with their surroundings, their relationship with others, themselves, and the world. To have the ability to see, hear, feel, and establish relationships; to imagine, and to think; to work in groups and share ideas



with others; to become familiar with the cultural production of their region and to be able to share, reflect, and intervene with their community.

This action to raise awareness of the cinema through practice - that encourages its participants to appreciate, understand and critically read the works that result from the practice of cinematic art - ultimately develops a more sensitive eye. Films allow young participants to know each other and the surrounding world, opening up windows to a richer and more promising future.

F. STAKEHOLDERS:

Partners : French Cinematheque, Portuguese Cinematheque -Museu do Cinema, Institut Français du Portugal, Fundação Calouste Gulbenkian, Schools involved, Associations, Municipal Councils (of Lisboa, Moita, Serpa, Mértola, Évora), Centro Cultural Português in France (Instituto Camões), Comissão Nacional de Protecção das Crianças e Jovens em Risco, Rua das Gaivotas6, Association Entre-Imagem (Mértola), Cultural Forum José Manuel Figueiredo (Baixa da Banheira), Cinema Ideal (Lisboa), Cine-Theatre of Serpa and Library Abade Correia da Serra (Serpa), Auditorium Soror Mariana (Évora), Parish of Misericórdia, Social Commission of Parish Misericórdia, Social Center São Boaventura (Santa Casa da Misericórdia), Project INTERVIR, + Skillz, Training Centre João Soares, Training Centre Calvet de Magalhães, OPTEC, Filmebase, Instituto do Cinema e do Audiovisual (ICA), IEFP - Instituto do Emprego e Formação Profissional.

G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

The target audience for this action includes the entire generational spectrum, although it focuses primarily on children and young people aged between 6 and 18, regardless of gender or socio-economic group, (particular attention is given to children and young people from disadvantaged backgrounds) and teachers who collaborate with the filmmakers (and receive accredited training).

At the same time, there are specific activities that are aimed at groups of adults and seniors, as initiation training to the movies for teachers and workshops for adults.

H. OUTCOMES AND EVALUATION



Some 200 students and 20 teachers from different schools, different regions of the country, different backgrounds and different ages work every year with the same methodology (adaptable to each group) and share, at different moments (nationally but also internationally, mainly through the Blog), their processes, the findings, the choices they have made through the filmed exercises and the films that resulted from all his work. The meetings in room (Portuguese Cinematheque) are also very common.

Research for the project has always been developed in conjunction with the partners; it is then worked on at a local level but applied by all. New resources are developed collaboratively every year.

Resource programs worked on every year are organized in the French Cinematheque blog (where everyone shares their processes and searches), the website of the French Cinematheque (which has accumulated learning resources over the years) and also on all platforms, websites, blogs, and facebook pages of all participants.

A wide network of partners in different countries but also within each country, platforms, websites, blogs, communications, publications, seminars, etc - all helped to disseminate awareness of this project.

Results of the ongoing work are assessed through constant meetings between the participants, and that in turn produces a systematic evaluation/adaptation platform for the project. The same rationale is applied in school where consideration is not only given to formal evaluation grades in related disciplines but also to students relative progress in terms of spoken, written, and artistic expression, and their ability to intervene publicly both at school and in their communities.

The association has gathered a vast amount of filmed exercises, production scripts, raw footage, texts, photographs, and films made by students, which help to better assess both the process and its impact on children and young people's growth.

I. FURTHER REFERENCES

Website - <http://osfilhosdelumiere.com/home/>

Blog - <http://osfilhosdelumiere.blogspot.pt/>

Vimeo - <https://vimeo.com/filhoslumiere>

Facebook – [Os Filhos de Lumière e Filhos Lumiere](#)



<http://blog.cinematheque.fr/100ans20152016/>
www.cinematheque.fr/cinema100ansdejeunesse/



Answer 4 - Project 5

A. NAME OF PRACTICE OR ACTION:

SITESTAR.PT competition.

B. CATEGORY AND DESCRIPTION OF PRACTICE OR ACTION:

Please classify the practice or action by marking one of the following six categories as described in Section 2 with an 'X':

Research	
Programme of Resources	
Campaign	X
Provision of Funding	
Networking Platforms	
Policy Development	
Other	

SITESTAR.PT contest aims to promote digital media literacy, encouraging schoolchildren to create digital spaces in Portuguese and in the .pt domain. The purpose is to disseminate knowledge whilst promoting activities and initiatives of their interest and with relevance to the educational community.

The contest is part of DECOJovem, the education project of DECO Consumer with about 1820 adherent schools - www.decojovem.pt.

The competition is organized by DECO (DECOJovem) and DNS.PT and promotes digital media literacy among schoolchildren and encourages the use of the Internet and its tools to create and edit websites as active participants in its the development; This initiative aims to alert young people while consumers to their digital rights and promote national TLDs in Portugal and in Europe, in order to maximize the generation of new potential customers.

The Sitestar.pt contest is aimed at students between 14 and 17 years who, individually or in teams of three elements and a teacher, propose the creation of websites within contest categories on the different areas of science and knowledge, volunteer initiatives and social inclusion, artistic expressions and sporting activities; there is also a School News category for the creation of online news contents promoting topics and events related to the educational community.

The competition has two phases:



In phase 1, a teacher / coordinator sends the proposed student website idea to www.sitestar@sitestar.pt. The organization (DECO and DNS) DGE and ANPRI analyze all submitted proposals, in order to select 120.

The proposals are rewarded with a 3in1 voucher which represents website domain creation and hosting for 12 months.

In Phase 2, the selected participants develop their website, in the proposed category. All websites must be completed and indication of the link is sent to the organization. The websites will be reviewed taking into account the evaluation criteria set out in the Regulations. Three prizes are assigned in each of the 4 categories for a total of 12 prizes. The jury is composed of a wide range of noteworthy entities.

The competition has a website with ample information on all of these matters: www.sitestar.pt

Information about the contest is also disseminated during NETtalks conferences - debate and reflection events on the issues of the digital world with a dynamic and interactive format. 25 of these conferences took place in secondary schools, 18 of these using livestream to engage the participation of over 6000 students. The conferences have a website - www.nettalks.pt - with informative videos on digital issues.

C. GEOGRAPHICAL REACH

The Sitestar competition is open to all students in public and private schools engaged with the DECOJovem project in continental Portugal and in the Autonomous Regions.

D. TIMEFRAME AND BUDGET

The project runs from September to May every year.

Each edition has a budget of around € 25 000.00.

E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

Objectives of the Sitestar.pt contest:

To promote digital media literacy among young people of school age;

To encourage young people to use the Internet and its tools to create websites and become active participants in the development of the Internet;

To alert young people as consumers to their digital rights;

To disseminate content, activities and business ideas of young people and schools;



To promote national TLDs in Portugal and in Europe, in order to maximize the generation of new potential customers.

F. STAKEHOLDERS:

DNS. PT: regulation and execution support; technical support for digital issues; financial support

Jury: DNS; DECO; DGE; ANPRI; IGAE; INPI; SPA; GDA

Dissemination: DNS; DECO; DGE; ANPRI; IGAE; INPI; SPA; GDA e IPDJ

G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

The Sitestar.pt competition is for students aged between 14 and 17 years. Students from public and private schools adherent to the DECOJovem project (1820 schools) can apply.

H. OUTCOMES AND EVALUATION

	1st edition (2013/14)	2nd edition (2014/15)	3rd edition (2015/16)
Number of registered teams	209	238	214
Number of offers received	168	207	193
Number of students involved	465	570	466
Number of teachers involved	74	95	63
Number of domains assigned	55	72	74



Number of developed sites	55	52	65
I. FURTHER REFERENCES			
Website: www.sitestar.pt and www.decojovem.pt			
Facebook: www.facebook.com/sitestar.pt			





7.25. RO – ROMANIA

Answers of the national expert to the questionnaire



Objective: The objective of this research is to provide mapping and description of the significant projects in promotion of media literacy in the EU-28 member states, since January 2010, of national or regional coverage.

The actors to be included in the mapping are:

- policy makers,
- public authorities,
- media regulatory authorities,
- audiovisual content providers,
- journalists associations,
- civil society.

To ensure a comprehensive picture is created of the media literacy projects that have been undertaken, and media literacy skills that have been promoted in each country, we ask that you consult with actors mentioned above (or the equivalent in your country) and include any relevant material from them.

The projects will be categorised according to the skills that they intend to develop and their target group and, if feasible, the outreach of each project.

Context: Media literacy is to be understood as an umbrella expression that includes all the technical, cognitive, social, civic and creative capacities that allow a citizen to access, have a critical understanding of the media and interact with it.

These capacities enable people to exercise critical thinking, while participating in the economic, social and cultural aspects of society and playing an active role in the democratic process. This concept covers all kind of media interactions (broadcasting, radio, press, the internet, social media) and addresses the needs of all ages.

Scope: This report will focus on media literacy projects relating to media services delivered on electronic communication networks, both linear and non-linear, and on information society services where pertinent. Press (including online), radio and off-line media will not be covered. Regional initiatives will be described separately where relevant.

In addition to the conventional media literacy themes of critical thinking, digital inclusion, online safety and the protection of minors, we are particularly interested in media literacy projects that:



- **Promote a healthy democracy:** Democracy, by definition, requires the participation of well-informed citizens. Citizens inform themselves through the media. Their relationship with the media needs to take place in a context of critical thinking. This furthermore requires certain knowledge of how the media works and how media messages are constructed.
- **Empower people in a changing and increasingly complex media landscape:** We are not only passive recipients of media content, but also content creators and media sources, for example through our involvement in social media. Moreover, we increasingly receive news through social media, rather than through traditional channels. This proliferation of sources brings a lot of new information, opportunities and potential innovation but also requires critical thinking and verification tools and awareness of how to manage our personal data and make informed choices about algorithms from digital platforms that accommodate the world to our taste.
- **Challenge radicalisation and hate speech online, and promote fundamental rights:** In a time when each citizen with a mobile connection to social media is a source of news and can contribute to "trending topics", media literacy includes taking up one's civic responsibility of contributing to a culture of inclusive tolerance and respect online and exercising critical thinking in relation to amplifying, debunking or challenging media content.

Actions related to school curricula are excluded from the mapping as they were mapped by the European Media Literacy Education Study (EMEDUS)⁶⁸⁴.

Respondent information	
Name:	Nicoleta E. Fotiade
Title and Organisation:	Media Literacy Expert / Founder & Chair @ Mediawise Society
Country:	Romania
Short biography:	Nicoleta Fotiade is a media literacy trainer and researcher with 13 years of experience in media literacy training with children and adults in Romania and in Europe. She coordinated and (co) authored several media research studies and support materials for media literacy education. In 2006 Nicoleta graduated with a Master of Arts in Communication from the

⁶⁸⁴ <http://fr.slideshare.net/MediaLearning/ml-2012-the-emedus-european-media-literacy-education-study-by-jose-manuel-perez-tornero>



	University of Westminster (London, UK). She is Chair and Co-founder of Mediawise Society and founding member of the media watchdog – ActiveWatch Romania.
Contact address:	str. Mexic, nr.2, bl.1, sc.A, ap.7, sector 1, Bucharest, 011756
Email:	Nicoleta.fotiade@mediawise.ro
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Section 1 – Background context

Question 1

Please list the main media literacy stakeholders in your country, and identify which sector they belong to (e.g. academia⁶⁸⁵, audiovisual content providers⁶⁸⁶, online platforms⁶⁸⁷, public authorities⁶⁸⁸, media regulatory authorities, civil society⁶⁸⁹).

Please indicate which stakeholders have a statutory responsibility around media literacy and which stakeholders have a non-statutory interest/engagement in media literacy activities.

Answer 1

STAKEHOLDERS	SECTOR	STATUTORY	NON-STATUTORY
ActiveWatch	Civil society		✓
Mediawise Society	Civil society		✓
Center for Independent Journalism	Civil society		✓
Save the Children Romania	Civil society		✓
One World Association	Civil society		✓
TIFF	Civil society		✓
National Audiovisual Council	Media regulatory authorities	✓	
Ministry of National Education	Public authority	✓	
The Institute for Sociology / Romanian Academy	Academia		✓

⁶⁸⁵ Academic institutions, universities and third level education providers.

⁶⁸⁶ Audiovisual content providers include broadcasters and on-demand providers (both public service media and commercial media) and content providers for online, games and apps.

⁶⁸⁷ Online platforms includes the owners and operators of online platforms (such as social media websites and search engines).

⁶⁸⁸ Public authorities include government Ministries/departments, local authorities and councils, semi-State organisations, policy-makers.

⁶⁸⁹ Civil society includes foundations, not-for-profit organisations arts and cultural bodies, charities, think tanks, communities of interest and community networks (sports, health, hobbies, religion).



Institutul pentru Științe Politice	Public authority	✓	
Asociația pentru Tehnologie și Internet	Civil society		✓

Question 2

What kind of networks do the media literacy stakeholders in your country engage with?

Please describe these networks and include how these networks function, who manages the networks and whether they operate at a local, national, European or International level.

Answer 2**Media Literacy Europe**

MEDIAWISE Society initiated in the spring of 2015 a cross-country informal network for media literacy practitioners in Europe. The exchanges in the network focus on the South-Eastern and Central Europe. The network includes four civic organizations in Romania but the exchange is not very active at this point.

After 6 months of email exchange, Skype meetings and an online survey with the interested people, the MLE members finally met face-to-face in Warsaw at [the MediaMeetsLiteracy conference](#). The meeting was funded by Evens Foundation.

The majority of the people participating in that meeting saw the network open and inclusive, with no legal bindings, organised horizontally, with decision-makers taking turns in action. At this point, funding to support this network is not available and it remains an issue to discuss.

The MLE members communicate on [a mailing list](#) set up and hosted by Mediawise Society with the support of the Association for Technology and Internet in Bucharest.

[More details about the organisation of the network on its dedicated page.](#)

Except for the Sigur.info consortium for Safer Internet (detailed in Q4) and few local project-based partnerships between NGOs, no national media literacy networks exist at this point in Romania.



Section 2 – The overview

Question 3

Using the grid below, please identify the 20 most significant media literacy projects which have been delivered in your country since 2010.

Please select the most appropriate category for the project type, the sectors responsible for the projects, the type of media literacy skills that were addressed in the project, as well as the reason of significance:

Project types	Sectors	Media literacy skills	Reason for significance
Research ⁶⁹⁰	Academia ⁶⁹⁷	Creativity ⁷⁰³	The size of the target audience
Resources ⁶⁹¹	Audiovisual content provider ⁶⁹⁸	Critical thinking ⁷⁰⁴	The total budget or cost of the project
Campaigns ⁶⁹²	Public authorities ⁶⁹⁹	Intercultural dialogue ⁷⁰⁵	The success of the project (outcomes / impact compared to objectives)
Provision of Funding ⁶⁹³	Media regulatory authorities	Media use ⁷⁰⁶	The level of public awareness of the project
Networking platforms ⁶⁹⁴	Online platforms ⁷⁰⁰	Participation and interaction ⁷⁰⁷	The level of engagement by the target audience
Policy Development ⁶⁹⁵	Civil society ⁷⁰¹	Other	Other
End-user engagement ⁶⁹⁶	Cross-sector collaboration ⁷⁰²		
Other	Other		

⁶⁹⁰ Significant qualitative or quantitative research on any aspect of media literacy, which has been published and/or is widely used by the media literacy practitioners.

⁶⁹¹ Resources include all the themed output related to a single media literacy initiative. It could include TV, and/or content published online, including information leaflets, video, audio, lesson plans, curriculum modules, websites etc.

⁶⁹² Campaigns usually combine awareness-raising with a desired behaviour change. A Campaign will usually have a specific 'call to action' e.g. 'Don't share too much online' or 'Know how to check the truthfulness of online information'. Campaigns can be multi-stakeholder campaigns such as Safer Internet Day or cross-platform campaigns and can include promotion across TV/radio/online and/or other forms of public engagement.

⁶⁹³ Including the provision of funding for media literacy activities delivered by third parties. Funding may be provided via grants, open competition and invitations to tender.

⁶⁹⁴ Including conferences, seminars, meetings, online and offline forums, newsletters, databases.

⁶⁹⁵ Including consultations, published reports and recommendations.

⁶⁹⁶ End-user engagement includes grass-roots projects that provide support and information to end-users via face to face contact, phone contact or online contact.

⁶⁹⁷ Including Academic institutions, universities and third level education providers

⁶⁹⁸ Including broadcasters and on-demand providers (both public service media and commercial media) and content providers for online, games and apps.

⁶⁹⁹ Including government Ministries/departments, local authorities and councils, semi-State organisations, policy-makers.



Please classify the projects using either 'N' for National or 'R' for Regional, and their level of significance using a scale of 1 to 3, where 1 is most significant and 3 is least significant.								
	Project Name	Project Type	Sector	Media Literacy skills	National or Regional	Years	Reason for significance	Level of significance (1 – 3)
1	OnAir: Let's Discover What's Behind News	<i>Resources</i>	<i>Cross sector collaboration</i>	Critical thinking Creativity Media use Participation and interaction	N	2009 - 2010	- The size of the target audience - The level of engagement by the target audience - The success of the project (outcomes / impact compared to objectives) Other – the ML content and methods provided	1
2	MEDEAnet Charting Media and Learning in	<i>Networking</i>	<i>Cross sector</i>	Critical thinking Creativity	N	2012-2014	- The size of the target audience - The success of the project	1

⁷⁰⁰ Including the owners and operators of online platforms (such as social media websites and search engines).

⁷⁰¹ Including foundations, not-for-profit organisations arts and cultural bodies, charities, think-tanks, communities of interest and community networks (sports, health, hobbies, religion).

⁷⁰² Including projects involving a number of key stakeholders from different sectors. As an example, the model that Safer Internet Day is based on could be considered a cross-sector collaboration project.

⁷⁰³ Creating, building and generating media content.

⁷⁰⁴ Critical thinking skills such as: understanding how the media industry works and how media messages are constructed; questioning the motivations of content producers in order to make informed choices about content selection and use; recognising different types of media content and evaluating content for truthfulness, reliability and value for money; recognising and managing online security and safety risks.

⁷⁰⁵ Such as challenging radicalisation and hate speech.

⁷⁰⁶ The ability to search, find and navigate and use media content and services.

⁷⁰⁷ Interaction, engagement and participation in the economic, social, creative, cultural aspects of society through the media and promoting democratic participation and fundamental rights.



	Europe. Romania			Media use Participation and interaction			(outcomes / impact compared to objectives) - The level of public awareness of the project Other – first research on media and learning in the Romanian school curriculum	
3	Educational resources & workshops @mediawise	<i>Resources</i>	<i>Civil Society</i>	Creativity Critical thinking Intercultural dialogue Media use Participation and interaction	N	2014 - present	- The level of public awareness of the project - The level of engagement by the target audience Other - the number of volunteers involved Other - the ML content and methods provided Other – on-going project	1
4	SHARP. Visual Language and Representation of Reality	<i>Resources</i>	<i>Civil Society</i>	Intercultural dialogue Creativity Critical thinking Media use Participation and interaction	R	2010-2011	- The level of engagement by the target audience Other - The media literacy model to be replicated	2



5	Sigur.info	<i>Campaigns</i>	<i>Cross-sector collaboration</i>	Media use Critical thinking, Creativity	N	2008 – 2014	<ul style="list-style-type: none"> - The size of the target audience - The level of public awareness of the project - The level of engagement by the target audience <p>The total budget or cost of the project</p> <p>Other - the duration of the project</p>	1
6	Privacy Educational Videos	<i>Campaigns</i>	<i>Civil Society</i>	Media use Critical thinking	N	2015 - 2016	<ul style="list-style-type: none"> - The level of public awareness of the project - The total budget or cost of the project 	2
7	Net Children Go Mobile	<i>Research</i>	<i>Academia</i>	Media use Critical thinking	N	2013-2015	<ul style="list-style-type: none"> - The level of public awareness of the project 	2
8	MediaSIS – Teachers training Course	<i>Other – ML Training</i>	<i>Civil Society</i>	Critical thinking Creativity Media use	N	2010 - 2012	<ul style="list-style-type: none"> - The level of engagement by the target audience <p>Other – media literacy teachers training course</p>	2



				Participation and interaction Intercultural dialogue			accredited by the Ministry of Education	
9	EducaTIFF	<i>Other – Film Literacy Workshops</i>	<i>Civil Society</i>	Creativity	R	2009-ongoing	<ul style="list-style-type: none"> - The size of the target audience - The level of public awareness of the project - The level of engagement by the target audience Other – on-going project	2
10	One World Romania at School	<i>Resources</i>	<i>Civil Society</i>	Intercultural dialogue Critical thinking Participation and interaction	N	2015-2016	<ul style="list-style-type: none"> - The level of public awareness of the project - The level of engagement by the target audience Other - the duration of the project Other – on-going project	1
11	FILM Club	<i>Resources</i>	<i>Civil Society</i>	Critical thinking	R	2014-2015	<ul style="list-style-type: none"> - The size of the target audience - The level of engagement by the target audience 	3



12	Media Literacy for Highschool Students to fight against Discrimination and Hate speech	<i>Resources</i>	<i>Civil Society</i>	Intercultural dialogue Media use Participation and interaction	N	2014 - 2015	- The total budget or cost of the project - The level of engagement by the target audience	2
13	App Library – Media Education in Arad Public Library	<i>Resources</i>	<i>Other - Public Library</i>	Media use Critical thinking Creativity	R	2014 - 2015	- The level of engagement by the target audience - The level of public awareness of the project Other – the use of free software and online platforms for resource development and training	3
14	Factual.ro. How to identify disinformation	<i>Resources</i>	<i>Civil Society</i>	Creativity Critical thinking Intercultural dialogue Media use Participation and interaction	N	2016	- The size of the target audience - The level of public awareness of the project	2
15	Advocacy @mediawise.	<i>Campaigns</i>	<i>Civil Society</i>	Creativity Critical thinking	N	2015 -	- The level of public awareness of the project	2



	Media Literacy in Schools			Intercultural dialogue Media use Participation and interaction		on going	Other - the level of public support Other – on going with voluntary support	
16	Media4Me	<i>Resources</i>	<i>Civil Society</i>	Intercultural dialogue Media use	R	2011-2013	- The level of engagement by the target audience - The total budget or cost of the project	3
17	NetRangers	<i>Resources</i>	<i>Civil Society</i>	Intercultural dialogue Media use Participation and interaction	R	2014 - 2016	Other - The civic engagement dimension	3
18	EUKidsOnline	<i>Research</i>	<i>Academia</i>	Media use	N	2010 - 2013	- The level of public awareness of the project	3
19	Hai pe NET!	<i>Campaigns</i>	<i>Civil Society</i>	Media use	N	2011- on going	- The level of public awareness of the project - The total budget or cost	3



							of the project	
							Other – duration of the project	



Section 3 – Project summaries

Question 4

From the projects you have highlighted in Question 3, please describe the five most significant⁷⁰⁸ media literacy projects that have taken place in your country since 2010.

Please use a separate form for each project. See the sample answer for help.

⁷⁰⁸ Significant can relate to:

- a) the size of the target audience and/or the reach of the project,
- b) the total budget or cost of the project
- c) the final outcomes / impact of the project
- d) the level of public awareness of the project
- e) the level of engagement by the target audience.



Answer 4 - Project 1

A. PROJECT NAME: *MEDEAnet: Charting Media and Learning in Europe*

B. CATEGORY AND DESCRIPTION OF PROJECT:

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an 'X':

Research	
Resources	
Campaign	
Provision of Funding	
Networking Platforms	X
Policy Development	
End-user engagement	
Other	

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

The MedeaNET European project contributed with networking opportunities for media literacy educators and researchers, new type of research on a period of three years - first research that documented media and learning in more than 600 documents in the Romanian school curriculum and resources for teachers and high school students.

According to its official website 'the MEDEAnet project aims to promote media-based learning to organisations and practitioners through local training



and networking events, online resources and knowledge sharing’.

Networking opportunities were at the base of the consortium of organisations and institutions in 7 European countries. The research and resources created during the project brought good added-value in Romania. During the three years period, the project team delivered annual research reports on media literacy, skills in educational media production and the use of media-based teaching resources.

The yearly research report benefitted of high visibility on both national and international level. Each year the research focused on different topics: media and learning in 1) policy, 2) formal education and 3) teachers’ training. All reports are available in the links provided in the last section of this questionnaire.

The research activity was very well combined with the networking activity (public webinars, national meetings, Media&Learning yearly conference etc.) and the training one (the workshops – Use of Documentary Film in the Classroom and Open Educational Resources). The format of the workshops and the support materials are replicable and still used in present learning situations in Romania.

For instance, the Use of Documentary Film in the Classroom Handbook is used in the One World in Schools Project and by various teachers. It is a 41 pages-material and contains a guideline on how to organize integrated sessions with pupils supported by the documentary film in formal education (Time & Preparation), the reasons to choose “*Our School*” documentary as study case, the synopsis of the film, a brief history of the Roma minority, the cinematographic analysis of the documentary film, preparation for teachers and several examples of interactive activities with the pupils, additional reading as well as information on the Media&Learning Community.

The project is most significant for the size of the target audience, the success of the project and the level of public awareness. Also the workshops and support materials can be replicated easily. All the resources have a CC license and are free to use.

I was involved in this project as media literacy expert and project coordinator.

C. GEOGRAPHICAL REACH



Please indicate whether the project was of National or Regional significance.

national

D. TIMEFRAME AND BUDGET

Please include the duration of the project, the dates and, where possible, the annual and total budget and related sources of financing.

2012 – 2014 (The first yearly research report included data from 2011.)

40451Eur (Romania)

75% contribution - Lifelong Learning Programme – Key Activity 3 Multilateral Networks

25% own contribution

E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

Please indicate the type of media literacy skills or capacities that were addressed in the project. For example:

- *Media use:*
 - *The ability to search, find and navigate and use media content and services.*
 - *Copyright online and licensing*
- *Critical thinking skills such as:*
 - *Understanding how the media industry works and how media messages are constructed.*
 - *Questioning the motivations of content producers in order to make informed choices about content selection and use.*
 - *Recognising different types of media content and evaluating content for truthfulness, reliability and value for money.*
- *Creative skills such as:*
 - *Creating, building and generating media content.*
- *Participation and engagement skills such as:*



- Promoting democratic participation and fundamental rights.
- Intercultural dialogue skills such as:
 - Including challenging radicalisation and hate speech online.

F. STAKEHOLDERS:

Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.

ActiveWatch Romania (national coordinator)

National Partners:

- One World Association,
- Association for Technology and Internet
- DocWest (University of Westminster, London, UK)

European partners:

- ATIT (Belgium)
- MFG Baden-Württemberg mbH (Germany)
- Educational Radio-Television Directorate, Ministry of Education, Lifelong Learning and Religious Affairs (Greece)
- HITSA - Information Technology Foundation for Education (Estonia)
- Education Group (EduGroup) (Austria)
- Institute for Training of Personnel in International Organizations (ITPIO) (Bulgaria)
- CANON Cultuurcel, Flemish Ministry of Education and Training (Belgium)

G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible, please



indicate also the size of the targeted audience.

The target groups of the MedeaNET project are diverse as its activities were. Pre-university teachers, academia, public institutions and media and learning stakeholders in Romania were targeted for various reasons – training, research dissemination, exchange of information and practice in the public webinars and face-to-face national and international meetings.

Pre-university educators teaching civic education and social and humanistic studies as well as history and Competence into mass media optional subject took part in the workshops and MedeaNET public webinars. A photo reporter, one university professor, school counsels, English teachers, physics, biology and food technology teachers added to the diversity of the group. They all came from 11 Romanian towns including Bucharest.

67 unique visitors accessed the online live-streaming of the first Open Resources workshop.

H. OUTCOMES AND EVALUATION

Please outline (in approximately 300 words) the main results of the project. Some category-specific evaluation tools are outlined below to act as a guide for response and to provide a broad evaluation framework. However, we understand that each project will be different and evaluation methods may differ significantly.

Each year the research focused on different topics: media and learning in 1) policy, 2) formal education and 3) teachers' training. The research report was disseminated online in English and Romanian language, in national meetings with teachers and public institutions and in international conferences (e.g. Media & Learning conference). The research remains the only one of its type in Romania and it is being quoted in various other articles and research.

Between January 2012 and May 2013 www.medeaneet.eu (the official website) received 3414 unique visitors and 5497 visits. A large number of them (53,6%) entered the site through referrals from the partner countries (Romania – on the 6th place out of 20 in the table of main referrals). During the MedeaNET dissemination and promotion in Romania 866 new Romanian subscribers added to the [Media&Learning monthly newsletter](#).

The handbook for teachers – Use of Documentary Film in the Classroom (reached hundreds of teachers in Romania it is still being used in the One World At school program that started in 2015). The handbook is available online in both [Romanian](#) and [English](#).



Around 80 participants in the four MedeaNET workshops in Romania. 38 primary and secondary teachers were actively involved in the OER workshop and in the end were able to create an entire lesson (on a e-platform) for the classroom, only by using open resources. Another 67 unique visitors accessed the online streaming and listened to the trainers' presentations on copyright, open licenses and OER.

The first two sessions of the OER workshop were recorded and are available online on YouTube. Also, the trainers' presentations are available to the public on SlideShare. All supporting materials produced for the workshops have a CC license and are free to use.

All participants in the MedeaNET workshops filled in evaluation and feedback questionnaires. Majority of participants believed the workshops achieved their goals completely and that the objectives were largely met. All of the respondents believed the theoretical and practical exercises had an appropriate combination and the support materials were useful and easy-to-use.

The trainers were evaluated as 'very good' and 'good' in all the fields: (1) practical relevance to the workshop; (2) high level of knowledge in the field; (3) active debate moderating.

During the MedeaNET project a Facebook group – MediaSIS - was initiated among pre-university teachers. Presently the group has 260 members.

I. FURTHER REFERENCES

Please provide further references about the initiative: publications, website, Twitter account etc.

Official website of the European project MedeaNET www.medeanet.eu

Copyright presentation by Bogdan Manolea:

www.slideshare.net/ActiveWatch/prezentare-copyright-atelier

Creative Commons presentation by Bogdan Manolea:

www.slideshare.net/ActiveWatch/wkps14feb-citarea-corecta



Introduction to OER and examples- presentation by Nicolaie Constantinescu:

www.slideshare.net/ActiveWatch/introducere-in-oer-nicolaie-constantinescu-anbpr

OER Wikiwijs project presentation by Dr. Rober Schuwer:

www.slideshare.net/ActiveWatch/wikiwijs-a-national-initiative-on-oer-in-the-netherlands

Video recording of the 1st session of the workshop:

www.youtube.com/watch?v=VVtsUzS4HHg

Video recording of the 2nd session of the workshop:

www.youtube.com/watch?v=BaM-f8tuprY

Invitation to workshop (Use of Documentary Film in the Classroom): www.activewatch.ro/en/media-education/events-and-activities/workshop-for-teachers-use-of-documentary-film-in-the-classroom-2

The Online Handbook:

www.activewatch.ro/en/media-education/publications/medeanet-handbook-the-use-of-documentary-film-in-the-classroom

Workshop pictures: www.activewatch.ro/ro/despre-noi/activewatch-in-imagini/educatie-prin-film-documentar-2



Answer 4 – Project 2

A. PROJECT NAME: *Educational Resources & Workshops @mediawise*

B. CATEGORY AND DESCRIPTION OF PROJECT:

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an 'X':

Research	
Resources	X
Campaign	
Provision of Funding	
Networking Platforms	
Policy Development	
End-user engagement	
Other	

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

The project started towards the end of 2014 as part of the Mediawise Society strategy to (1) contribute to a very scarce resource database for media literacy education in Romania and (2) to make media literacy education popular among teachers, parents and more recently, librarians and trainers working with children and youth.

It is actually part of the wider Mediawise strategy to build a grass-root community of media literacy practitioners in Romania that on the long term should



exchange resources and work together in various learning situations, to grow interest in media literacy education.

Most of the resources published so far focus on the children's online media use, critical media consumption, responsible use of online media, civic participation media construction of reality etc. The whole project is a voluntary endeavour of a core team of 5 people to whom several others join on a transitory basis depending on their availability. However the lack of financial support limits the quantity and variety of the resources. The main activities of the team consist of creation/translation, editing, graphic-design, publication and online communication.

Mediawise members authored some of the resources. Most of the resources though are translated from English and French into Romanian and then adapted to the Romanian context.

The resources development follows also the workshops creation. The Mediawise facilitators/trainers make use of the resources in face-to-face workshops. Starting 2015 Mediawise Society experiences with workshops for children, parents and end-users. They are organized in alternative learning spaces. The workshops offer will add items for librarians and teachers.

The resources can be used in formal, non-formal and informal learning situations. Some of them follow tutorial formats. Exercises are described step by step. The methods are interactive, easy to use and promote peer learning.

The resources are disseminated online on the Mediawise platform and its social media accounts. On Facebook – the main SMN used in Romania – the mediawise resources receive the best reach and engagement numbers among the overall page posts. The level of engagement is significant bearing in mind that the Mediawise trade mark is very new and the number of volunteers showing interest to contribute is growing.

This project is most significant due to several reasons. The resources created, adapted and published by Mediawise employ a variety of methods and competences to be achieved by children and youth. Despite the lack of funding the project is on-going for more than one year and supported with voluntary work by a core team that is growing (2 people at the beginning of 2015; at present – 5 people involved). The resources target various groups – teachers, parents, trainers and librarians - that engage with children and youth in various learning situations. The resources already published receive a good online



engagement. During the last 6 months the numbers of direct subscribers on the mediawise website and the Facebook engagement grew exponentially.

I am directly involved in this project mainly as coordinator and media literacy expert, trainer and sometimes as editor, publisher and promoter.

C. GEOGRAPHICAL REACH

Please indicate whether the project was of National or Regional significance.

National reach. The resources have open licence and can be downloaded from the mediawise.ro platform (there have been downloads from the Republic of Moldova also)

D. TIMEFRAME AND BUDGET

Please include the duration of the project, the dates and, where possible, the annual and total budget and related sources of financing.

2014 – ongoing

No budget, voluntary work.

E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

Please indicate the type of media literacy skills or capacities that were addressed in the project. For example:

All of the media literacy skills below:

- Media use:
 - The ability to search, find and navigate and use media content and services.
- Critical thinking skills such as:
 - Understanding how the media industry works and how media messages are constructed.
 - Questioning the motivations of content producers in order to make informed choices about content selection and use.
 - Recognising different types of media content and evaluating content for truthfulness, reliability and value for money.
 - Recognising and managing online security and safety risks.



- Creative skills such as:
 - Creating, building and generating media content.
- Participation and engagement skills such as:
 - Promoting democratic participation and fundamental rights.
- Intercultural dialogue skills such as:
 - Including challenging radicalisation and hate speech online.

F. STAKEHOLDERS:

Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.

Mediawise Society is a non-governmental and non-profit organisation set up in 2014 and based in Bucharest. Who we are

G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible, please indicate also the size of the targeted audience.

- Children 5 – 11, 12 – 14 y old
- Teenagers / Parents / Teachers / Trainers / Librarians in Romania and Republic of Moldova.

The number of participants in the Mediawise workshops during autumn 2015 – spring 2016 and other training courses in which part of the resources were used and disseminated:

25 pre-primary and primary school children, 30 children (12-14 y old)

Around 50 end-users, librarians and parents.

H. OUTCOMES AND EVALUATION



Please outline (in approximately 300 words) the main results of the project. Some category-specific evaluation tools are outlined below to act as a guide for response and to provide a broad evaluation framework. However, we understand that each project will be different and evaluation methods may differ significantly.

Programmes of Resources – audience reached, online hits, shares, plays, downloads, circulation.

www.facebook.com/MediawiseSociety

Every published resource is disseminated to around 500 teachers, parents, librarians, NGO workers and direct subscribers to the Mediawise online contact database. The growing interest is visible in the growing number of direct subscribers on the Mediawise website.

On Facebook the Mediawise educational resources & workshops receive the best reach and engagement among the overall page posts. The highest organic reach was in between 3350 and 6100 people reached / 88 - 110 engagement (likes, comments & shares) (*please see screenshots attached below*). On a weekly average the page posts organic reach is 500 - 800 people. This may indicate the level of success the open resources published on Mediawise have among users.

Mediawise Society uses the free service for NGOs - Google Ads to promote their online platform and educational resources.

Number of sessions on the platform www.mediawise.ro:

Type of search for mediawise.ro	Number of sessions / SEPTEMBER 2015 – JUNE 2016	Number of sessions / January – June 2016
Google Ads Search	41276	35777
Referral	1850	1350
Social	2650	1131
Organic Search	701	507
Direct	859	413
TOTAL	47336	39143

Mediawise Society is still a young and small association but growing in visibility.

**I. FURTHER REFERENCES**

Please provide further references about the initiative: publications, website, Twitter account etc.

mediawise.ro/resources/educational-resources/ Resources page

mediawise.ro/activities/workshops/ Workshops page

www.facebook.com/MediawiseSociety/ official FB page of Mediawise Society

www.facebook.com/search/top/?q=mediawise%20society - the Mediawise posts shared by third parties



Post Details



Mediawise Society

Published by Adina Deg [?] · 9 May · 🌐

Te-ai întrebat cum înțeleg copiii #CampaniaElectorală?

Vor observa cu siguranță numeroasele afișe electorale, clipurile și știrile pe acest subiect - o ocazie bună să discutați despre alegerile ce urmează și rolul cetățenilor în procesul electoral.

Îți propunem un joc prin care le poți explica copiilor tăi ce înseamnă să votezi.



Campania electorală pe înțelesul copiilor (8-11 ani)

Campania electorală e un moment bun să discutați cu copiii despre alegeri și ce înseamnă să votezi. Clipurile și afișele electorale, dezbaterile sunt excelente instrumente de învățare, care pot fi folosite...

MEDIAWISE.RO

Reported stats may be delayed from what appears on posts ✕

3,350 People Reached

88 Reactions, comments & shares

55 Like
On post

1 Love
On post

1 Angry
On post

1 Comments
On Post

30 Shares
On Post

103 Post Clicks

0 Photo views
Link clicks

63 Other Clicks ⓘ

NEGATIVE FEEDBACK

2 Hide Post

0 Hide All Posts

0 Report as Spam

0 Unlike Page



Video
Post

Mediawise Society

Published by Adina Deg [?] · 9 April ·

ATELIERE @mediawise pentru școli, grădinițe, ONG și grupuri de părinți!

Ținem ateliere pentru copii cu vârsta între 5 și 12 ani în spațiul familiar al școlii sau al grădiniței, în ziua stabilită de comun acord. Mai multe detalii pe site: <http://goo.gl/l9aOFY>

#atelierecopii

#ateliereparinti... See more

Get more likes, comments and shares

Boost this post for 6 lei to reach up to 910 people.

6,135 People Reached

1,633 Video Views

110 Reactions, comments & shares

68 Like	17 On post	51 On shares
1 Love	0 On post	1 On shares
4 Comments	0 On Post	4 On Shares
37 Shares	36 On Post	1 On Shares

161 Post Clicks

32 Clicks to Play	9 Link clicks	120 Other Clicks
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NEGATIVE FEEDBACK

0 Hide Post	0 Hide All Posts
0 Report as Spam	0 Unlike Page



Post Details




Mediawise Society

Published by Nicoleta Fotiade [?] · 11 November 2015 ·

Zilele acestea, în contextul evenimentelor recente, e posibil să întâlnești știri false, mesaje manipulative și informații neverificate mai mult ca de obicei.

Ca să fii sigur că nu vei fi indus în eroare, iată la ce trebuie să fii atent când verifici dacă o informație este credibilă!

Totodată, nu uita că o știre corectă trebuie să răspundă la întrebările: Cine?Ce?Unde?Când?Cum? și eventual De ce?... [See more](#)



Cum verificăm credibilitatea unui articol online: ghid în trei pași

Corectitudinea informațiilor și imparțialitatea sunt caracteristicile unui articol online de încredere. Însă, cum ne dăm seama dacă aceste principii sunt...

MEDIAWISE.RO

Reported stats may be delayed from what appears on posts

3,578

People Reached

130

Likes, Comments & Shares

92 Likes	19 On Post	73 On Shares
4 Comments	0 On Post	4 On Shares
34 Shares	34 On Post	0 On Shares

261

Post Clicks

0 Photo views	178 Link clicks	83 Other Clicks
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NEGATIVE FEEDBACK

2 Hide Post

0 Hide All Posts

0 Report as Spam

0 Unlike Page



Answer 4 - Project 3

A. PROJECT NAME: *ONAIR – OnAir: Effective use of Media for School Education*

B. CATEGORY AND DESCRIPTION OF PROJECT:

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an 'X':

Research	
Resources	X
Campaign	
Provision of Funding	
Networking Platforms	
Policy Development	
End-user engagement	
Other	

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

The European project *OnAir: Effective use of Media for School Education* introduced in Romania new research and pedagogical resources for media literacy education. The aim of the project was to understand the quality of the media and learning activities present in high schools (research), to involve teachers in the evaluation of 50 case studies identified in the schools all over the country and to produce an educational kit available to teachers and students on an open basis (resources).



Apart from the collection of 100 students' and 50 teachers' questionnaires to produce the national research report on Students and Teachers' Use of Media, other research activities involved the collection and upload on the project online portal of 10 reviewed Romanian documents and publications and 10 reviewed Romanian legislative and institutional documents in the field of Media Education;

With the help of an educational adviser and two media experts ActiveWatch created an educational package that develops secondary school students' critical skills towards news and media messages. "Let's Discover Together What's Behind News" can be taught in a timeframe of 18 hours on an extracurricular basis. It was created for 15-18 years old students and it is intended mainly to teachers specialized in social sciences, language and communication or ICT. Its implementation does not need a budget but school institutional support is needed. It requires at least 1 teacher coordinator, computers with Internet access, a video projector and recording equipment for the final product (a news bulletin).

The kit focuses on the creation of a news bulletin, but in order to do this, students have to learn to select, analyze/decode and evaluate news as consumers. The creation of the newscast makes students change their role – become journalists – but the aim is to help them gain a deeper insight of news production and become aware news consumers.

The kit contains critical analysis exercises: class discussions, group work on issues related to media communication, journalism and elaboration of news and peer-learning. The kit contains tools for documentation and evaluation of students' activities, especially useful to teachers that are less familiar with media concepts, critical analysis or news production.

The course was tested within 3 schools, with 83 students coordinated by 3 teachers and the kit was updated according to the testing. You may read a PowerPoint presentation of the Testing Report [HERE](#).

Romanian Ministry of Education supported the testing activity of the educational kit and its national dissemination. The Ministry asked all regional school inspectorates to inform the schools about the OnAir educational kit in schools. One month after the ministerial address 18 teachers all over Romania were implementing the course.

Both versions of the Romanian educational package (RO and ENG) were uploaded on the project website and other international online educational platforms (like Media&Learning). The Italian partners at the University of Florence disseminated the kit along with the other ONAIR products in academic articles and books.

For efficient dissemination activities a media partnership agreement was signed with the national public broadcaster Radio Romania. During the whole



period of the project the ActiveWatch team realized a total number of 54 dissemination activities. The research results and the educational kit were promoted in meetings and international conferences, radio interviews, online articles, in one publication “Good Practices in Using New Media in Class”. The package was also disseminated through ActiveWatch website and social media and contacts database.

Subsequent to the termination of the project, Romanian teachers all over the country could use the ONAIR course. During the school year 2010-2011. The ONAIR course was implemented in 23 schools all among 300 students.

This project is most significant due to the size and engagement of the target groups (teachers and highschool students), its public visibility and the success of the project (the outcomes were larger than the objectives). The pedagogical kit created is still good to be used in schools.

I was involved in the project as project coordinator and media literacy expert and trainer.

C. GEOGRAPHICAL REACH

Please indicate whether the project was of National or Regional significance.

national

D. TIMEFRAME AND BUDGET

Please include the duration of the project, the dates and, where possible, the annual and total budget and related sources of financing.

January 2009 – October 2010

Total budget 36880 EUR – EACEA, Lifelong Learning Programme

E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

Please indicate the type of media literacy skills or capacities that were addressed in the project. For example:



- *Media use:*
 - *The ability to search, find and navigate and use media content and services.*
- *Critical thinking skills such as:*
 - *Understanding how the media industry works and how media messages are constructed.*
 - *Questioning the motivations of content producers in order to make informed choices about content selection and use.*
 - *Recognising different types of media content and evaluating content for truthfulness, reliability and value for money.*
- *Creative skills such as:*
 - *Creating, building and generating media content.*
- *Participation and engagement skills such as:*
 - *Interaction, engagement and participation in the economic, social and cultural aspects of society through the media.*
- *Intercultural dialogue skills such as:*
 - *Including challenging radicalisation and hate speech online*

Skills Acquired

- Searching the Internet for news
- Analyzing and decoding news
- Recognizing stereotypes
- Identifying news production techniques
- Cooperating in order to solve a task
- Assuming and acting out the role of a news journalist

F. STAKEHOLDERS:

Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.

ActiveWatch Romania – national coordinator

Media promoter: Radio Romania Cultural // Institutional partnership: the Ministry of Education



G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible, please indicate also the size of the targeted audience.

The main target groups of the project were highschool teachers and students (more than 200). They were involved in various stages of the project – research, the testing of the educational kit. The advocacy part of the project targeted national and international academia and public authorities.

The target group of this dissemination activities included European Commission representatives, members of the Romanian academia, Secondary school headmasters and teachers, university teachers, highschool students, local journalists, representatives of the Romanian Education Ministry and Romanian National Audiovisual Council, school inspectors, NGO representatives, members of associations operating in the educational and mass media field.

In most of the cases, the target groups of the dissemination activities were secondary school teachers and students, but we also managed to transmit relevant information regarding OnAir project to the following categories of people: members of academia, journalists, school inspectors, NGO representatives, members of associations operating in the educational and mass media field.

In majority of the cases the target groups of the dissemination activities were secondary school teachers and students, members of academia, journalists, school inspectors, ministerial officials, NGO representatives, members of associations operating in the educational and mass media field and general public of the radio interviews.

H. OUTCOMES AND EVALUATION

Please outline (in approximately 300 words) the main results of the project. Some category-specific evaluation tools are outlined below to act as a guide for response and to provide a broad evaluation framework. However, we understand that each project will be different and evaluation methods may differ significantly.

- . 5 schools and 10 teachers were involved in the project. All the needed forms were uploaded on the project web site
- . 22 students and 5 teachers expectation interviews were collected and uploaded on the project web site
- . 1 Needs Analysis Report



- . Bibliographical database: 22 Romanian documents and legislative/ institutional documents collected, reviewed and uploaded on project web site
- . 15 comments uploaded in the publications section on project portal
- . 100 students' questionnaires collected and uploaded on project web site
- . 50 teachers' questionnaires collected and uploaded on project web site
- . 1 National report "The Use of Media in Education"
- . 1 National report on the results of the focus group
- . 1 Romanian translation of a summary of the transnational report "European Research on Media Education" (approximately 25 pages)
- . 50 case studies (27 long and 23 short) collected, edited, translated and uploaded on project portal
- . 2 workshops with teachers
- . 1 national report on workshops
- . 200 print copies and an electronic version available online of the Compendium "Good Practices in Using New Media in Class"
- . 1 final educational package entitled "Let's discover together what's behind news"
- . Testing materials as produced by the 84 students and 3 teachers during the testing activity
- . 1 TV news bulletin
- . 1 national report on the testing phase of the educational package "Let's Discover Together What's Behind News"
- . Updated Educational Package according to testing results
- . Summary of the transnational report "Analyzing and Designing Teaching Practices into Media Education. A Research on Six European Countries" translated into Romanian

informative emails and phone calls with over 250 teachers across Romania in order to collect case studies related to the use of media in class.

During January-September 2009 ActiveWatch team realised 19 dissemination activities for the OnAir project: 7 national meetings, 6 informative mailing messages, participation in 1 transnational meeting, 1 seminar and 1 conference, 1 radio interview and 2 informal meetings. The total number of the people reached through these activities was 428 plus the audience of Radio Romania Cultural in the afternoon when the interview was broadcasted.

During September 2009 and February 2010 project team accomplished the following 12 dissemination activities: 1 training seminar with high school students; 2 national meetings with high school principles and teachers; 2 European conferences on media education topics in Italy; 3 dissemination activities during focus group and survey sessions with high school students and teachers; 2 media disseminations through national broadcaster Radio Romania; 2 informative mailing messages on specific e-groups.



From February till October 2010 ActiveWatch accomplished 23 dissemination activities: 2 articles on ActiveWatch website; 1 training seminar with teachers that provided case studies; 1 transnational meeting in Italy; 4 informative emails to national e-groups; 1 conference on media education; 2 fairs; 2 national meetings; 7 radio interviews for the national broadcaster Radio Romania and for two other important commercial radio stations; 1 article in a Media Education European newsletter; 1 official address from the Romanian Ministry of Education; and 1 publication/ compendium disseminated through email and website posts.

The publication “Good Practices in Using New Media in Class” is being used presently as dissemination tool to offer Romanian educators models of media use in class. Every teacher-author received a copy of the publication. Other 10 copies were sent to the National Library for the general public. Informative emails announcing the publication were sent by project manager to national e-group MediaSIS and to all the teachers involved in the OnAir project in the last two years. Project Manager posted an article on ActiveWatch website and Facebook page promoting the compendium. Everyone interested in the product is able to download it for free from ActiveWatch website. During the final OnAir conference organized in September 2010 every participant received a copy of the compendium along with other OnAir informative materials.

ActiveWatch considers the educational package “Let’s Discover Together What’s Behind News” a great success from many points of view. It is yet another product that subsumes to our organization mission to help develop media literacy among young people; it is very well organized with a balanced use of experiential methods and a good range of complex Documentation tools; students and teachers received very well during its testing activity; the Romanian Ministry of education agreed to support its testing and dissemination; as a result of its public dissemination almost 20 schools started its implementation on an extra-curricular level only one month after its release.

I. FURTHER REFERENCES

Please provide further references about the initiative: publications, website, Twitter account etc.

The online version of the ONAIR kit is downloadable in both ROMANIAN and ENGLISH languages.

National Research Report – Use of media in the Classroom

www.activewatch.ro/en/media-education/events-and-activities/onair-research-report-use-of-media-in-class/



Good Practice – The Use of Media in Education (publication)

www.media-and-learning.eu/resource/on-air-european-media-education-project

The kit was developed within the ONAIR European project for media education, an initiative of the Sapienza University in Rome, and it benefits of the support of the Romanian Ministry of Education, Research, Youth and Sports.



Answer 4 - Project 4

A. PROJECT NAME: One World Romania at School

B. CATEGORY AND DESCRIPTION OF PROJECT:

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an 'X':

Research	
Resources	X
Campaign	
Provision of Funding	
Networking Platforms	
Policy Development	
End-user engagement	
Other	

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

One World Romania at School is the educational program of the One World Romania Association. It started in 2013, under the umbrella of the One World Romania International Human Rights Documentary Festival when the High School Students' Jury and student-dedicated screenings were initiated. As of May 2015 the program has a dedicated team and year-round educational activities and projects.

The program aims at introducing documentary films and debates on human rights topics in Romanian high schools, through activities destined for



teachers and students. The program offers teachers materials adapted to various films in line with the school curriculum, which can be used as part of the classes.

Additionally, the association organizes special screenings with guests such as directors, producers, artists, diplomats, activists and experts from various fields. Screenings are dedicated to high school students in the One World Romania human rights documentary festival and in the luna.doc project, a month-long program of screenings in high schools around the country.

According to the program coordinator 8500 students and teachers participated in at least one screening or students-dedicated activity in 2015. Some of them became directly involved in the program, as film club coordinators or as volunteers.

According to the same coordinator, 'One World Romania at school focuses mostly on strengthening civic involvement among the young generation with the aid of documentary films. Nonetheless, it is also of utmost importance for the program that students should learn to appreciate and 'read' observational documentary films, in such a way that each spectator can draw his or her own meaning. Great importance is also given to discussions, which follow the movie, in which the message is disseminated and everyone gets to express his or her personal opinion on the topic, or in relation to the issue presented in the film'.

The program has a designated website and Facebook page which currently has 4375 followers and a constant reach of approximately 15000 people per week. Additionally, information about the program and its activities has appeared in print.

This project is significant for its target group reach, its visibility and the participation and engagement skills that it promotes.

C. GEOGRAPHICAL REACH

Please indicate whether the project was of National or Regional significance.

National

D. TIMEFRAME AND BUDGET



Please include the duration of the project, the dates and, where possible, the annual and total budget and related sources of financing.

80 000 USD / total budget (2015-2016) funded by the Romanian-American Foundation and a private Czech company

At times the project benefits also from the involvement of the One World festival budget and team work.

E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

Please indicate the type of media literacy skills or capacities that were addressed in the project. For example:

- Critical thinking skills such as:
 - Understanding how the media industry works and how media messages are constructed.
 - Questioning the motivations of content producers in order to make informed choices about content selection and use.
- Participation and engagement skills such as:
 - Promoting democratic participation and fundamental rights
 - Intercultural dialogue

F. STAKEHOLDERS:

Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.

One Word Romania Association

Support partners – County School Inspectorates to have access in the schools

G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:



Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible, please indicate also the size of the targeted audience.

According to the program coordinator, Ms. Petra Dobruska, 8500 students and teachers in about 15 towns in Romania participated in at least one screening or students-dedicated activity in 2015. (Bucuresti, Buzau, Piatra-Neamt, Bacau, Videle, Alexandria, Corabia, Caracal, Craiova, Ramnicu Valcea, Curtea De Arges, Slatina)

20 film club coordinatos and volunteers

H. OUTCOMES AND EVALUATION

Please outline (in approximately 300 words) the main results of the project. Some category-specific evaluation tools are outlined below to act as a guide for response and to provide a broad evaluation framework. However, we understand that each project will be different and evaluation methods may differ significantly.

Programmes of Resources – audience reached, online hits, shares, plays, downloads, circulation.

The program has a designated website and Facebook page which currently has 4375 followers and a constant reach of approximately 15000 people per week. Additionally, information about the program and its activities has appeared in print and online media with various occasions. The annual festival renders good visibility to the educational project. A jury of higschool students are elected for the festival.

15 film clubs have formed in high schools during the last year. More than half are in highschoools in Bucharest (the rest in: Videle, Caracal, Curtea de Arges, Piatra Neamt). The clubs promote film projections and discussions.

In between 80-100 film projections were organized since the beginning (according to project Coordinator). Th project coordinator is more concerned with the quality of the meetings and not the quatity. The project team has not employed sistematic evaluation tools. According to the project coordinator they are in permanent communication with their beneficiaries and the feedback is direct.

The project coordinator mentioned the case of one girl that is studying film studies abroad after having been involved in the festival and the educational



project. Some students started to do their own film workshops (peer-learning).

The workshops team uses the handbook – Use of Documentary Film in the Classroom - developed in the MEDEAnet project (coordinated by ActiveWatch) in partnership with One World Association.

I. FURTHER REFERENCES

Please provide further references about the initiative: publications, website, Twitter account etc.

Official website <http://scoala.oneworld.ro/ro/>

Resources are available on the basis of registered user http://scoala.oneworld.ro/ro/resurse-register/?redirect_to=%2Fro%2Fprofesori%2Fresurse%2F



Answer 4 - Project 5

A. PROJECT NAME: *Sigur.Info*

B. CATEGORY AND DESCRIPTION OF PROJECT:

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an 'X':

Research	
Resources	
Campaign	X
Provision of Funding	
Networking Platforms	
Policy Development	
End-user engagement	
Other	

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

Sigur.info is the main promoter of internet safety for children in Romania. A consortium of Save the Children Romania (national coordinator), FOCUS - Romanian Centre for Lost and Sexually Abused Children and Positive Media developed the program since 2008.

The project is developed through three main components:

➤ Awareness activities to promote safer Internet principles



- Helpline to report issues and harmful content accessed on the Internet.
- Reporting line (Hotline) to report illegal content on the Romanian web pages.

The aims of the project are: (1) to raise awareness of the dangers and benefits of the online environment, (2) to manage counselling lines and a line reporting that civilian bridge of contact available free of target groups and (3) to provide public information, resources and tools needed to create a safer and more responsible on the Internet, (4) the harmonization of Romanian legislation and working procedures with European trends in the field, in cooperation with state bodies, private and non-governmental organizations.

According to the project coordinator, until 2014 - 200,000 children and 53,000 adults (parents and teachers) received information and counselling and helpline operators have responded to over 3,000 complaints of children, parents or teachers. The consortium developed a guide on online safety in schools in Romania, distributed to the 5,300 teachers who attended the training. Annual summer schools were attended by 200 children from Romania and 11 other European countries.

Various private and public institutions promoted the project: the Ministry of Communications and Information Society, the Ministry of Education and Scientific Research, the National Authority for Management and Regulation in Communications, the National Agency Against Human Trafficking, General Directorate Child Protection, the General Inspectorate of Romanian Police, the National Association of Internet Service Providers in Romania, Microsoft Romania, Orange, Vodafone, UPC Cosmote, ECDL Romania, Euroaptitudini, Kaspersky Lab, BitDefender.

The project is significant for its wide national and target group reach, its duration in time, the budget invested as well as for the wide range of partners involved in the promotion.

C. GEOGRAPHICAL REACH

Please indicate whether the project was of National or Regional significance.

National.



D. TIMEFRAME AND BUDGET

Please include the duration of the project, the dates and, where possible, the annual and total budget and related sources of financing.

2008 - 2016

75% European Commission (the Safer Internet Programme)

SaferInternet RO 3.0 Safer Internet Programme 2008-2014 SI-2011-SIC-1231106 572,297 EUR

25 % Own contribution (Save the Children Romania)

(2008-2010)

(2010 – 2012)

(2012-2014)

50% European Commission (the Safer Internet Programme)

50 % Own contribution (Save the Children Romania)

(2014-2016)

E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

Please indicate the type of media literacy skills or capacities that were addressed in the project. For example:

- *Media use:*
 - *The ability to search, find and navigate and use media content and services.*
- *Critical thinking skills such as:*
 - *Recognising and managing online security and safety risks.*



- *Creative skills such as:*
 - *Creating, building and generating media content.*

F. STAKEHOLDERS:

Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.

Consortium:

Save the Children Romania – National Coordinator

FOCUS – Centrul Român pentru Copii Dispăruți și Exploatați Sexual (Romanian Center for Lost and Sexually Abused Children)

Positive Media

Promoters:

(Public institutions)

1. Ministerul Comunicațiilor și Societății Informaționale (Ministry of Communications)
2. Ministerul Educației și Cercetării Științifice (Ministry of National Education)
3. Autoritatea Națională pentru Administrare și Reglementare în Comunicații (Communications Regulator)
4. Agenția Națională Împotriva Traficului de Persoane (National Agency Against Human Trafficking)
5. Direcția Generală Protecția Copilului (DG Child Protection)
6. Inspectoratul General al Poliției Române, (General Inspectorate of the Romanian Police)

(Private companies and association)

1. Asociația Națională a Internet Service Providerilor din România,
2. Microsoft România,
3. Orange,
4. Vodafone,



5. UPC, Cosmote,
6. ECDL România,
7. Euroaptitudini,
8. Kaspersky Lab,
9. BitDefender.

G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible, please indicate also the size of the targeted audience.

The primary target audience consists of children of all ages, national level, along with parents and carers (mainly teachers).

Secondary audience is formed out of stakeholders (ISP's, Ministries, policy makers, etc) and other professionals working with children.

Until 2014 (during 6 years):

200.000 children

53.000 de adults (parents and children) – information and counselling

5300 trained educators

H. OUTCOMES AND EVALUATION

Please outline (in approximately 300 words) the main results of the project. Some category-specific evaluation tools are outlined below to act as a guide for response and to provide a broad evaluation framework. However, we understand that each project will be different and evaluation methods may differ significantly.



Campaigns – Levels of awareness and participation. Attitudinal and/or behavioural changes. Measuring audience reach/distribution, levels of awareness and participation, audience engagement via online/face to face methods etc. Qualitative results could include testimonials etc. Please include the frequency of measurement/evaluation.

The main product of the project is the online platform that provide educational resources, advice and counselling – Sigur.info

The consortium developed also a guide on online safety that was distributed in schools. 5,300 teachers attended the training to use the guide.

200 children from Romania and 11 other European countries attended the annual summer schools on safer internet.

According to the project coordinator, three national studies have been performed regarding change in behaviour and trends (2010,2013,2015). At the same time, evaluation questionnaires have been applied after informative school sessions, measuring changes in attitude. Audience engagement was measured through visit monitoring on the main website and by interaction with the support services (no of callers on helpline and hotline).

I. FURTHER REFERENCES

Please provide further references about the initiative: publications, website, Twitter account etc.

www.Sigur.info

Studies:

www.sigur.info/docs/utilizarea-internetului-in-romania-de-catre-copii-si-adulti-salvati-copiii-2010.pdf

www.oradenet.salvaticopiii.ro/docs/Studiu.pdf

www.oradenet.salvaticopiii.ro/docs/raport_cercetare_safer_internet_2015_web.pdf



7.26. SE – SWEDEN

Answers of the national expert to the questionnaire



Objective: The objective of this research is to provide mapping and description of the significant projects in promotion of media literacy in the EU-28 member states, since January 2010, of national or regional coverage.

The actors to be included in the mapping are:

- policy makers,
- public authorities,
- media regulatory authorities,
- audiovisual content providers,
- journalists associations,
- civil society.

To ensure a comprehensive picture is created of the media literacy projects that have been undertaken, and media literacy skills that have been promoted in each country, we ask that you consult with actors mentioned above (or the equivalent in your country) and include any relevant material from them.

The projects will be categorised according to the skills that they intend to develop and their target group and, if feasible, the outreach of each project.

Context: Media literacy is to be understood as an umbrella expression that includes all the technical, cognitive, social, civic and creative capacities that allow a citizen to access, have a critical understanding of the media and interact with it.

These capacities enable people to exercise critical thinking, while participating in the economic, social and cultural aspects of society and playing an active role in the democratic process. This concept covers all kind of media interactions (broadcasting, radio, press, the internet, social media) and addresses the needs of all ages.

Scope: This report will focus on media literacy projects relating to media services delivered on electronic communication networks, both linear and non-linear, and on information society services where pertinent. Press (including online), radio and off-line media will not be covered. Regional initiatives will be described separately where relevant.

In addition to the conventional media literacy themes of critical thinking, digital inclusion, online safety and the protection of minors, we are particularly interested in media literacy projects that:



- **Promote a healthy democracy:** Democracy, by definition, requires the participation of well-informed citizens. Citizens inform themselves through the media. Their relationship with the media needs to take place in a context of critical thinking. This furthermore requires certain knowledge of how the media works and how media messages are constructed.
- **Empower people in a changing and increasingly complex media landscape:** We are not only passive recipients of media content, but also content creators and media sources, for example through our involvement in social media. Moreover, we increasingly receive news through social media, rather than through traditional channels. This proliferation of sources brings a lot of new information, opportunities and potential innovation but also requires critical thinking and verification tools and awareness of how to manage our personal data and make informed choices about algorithms from digital platforms that accommodate the world to our taste.
- **Challenge radicalisation and hate speech online, and promote fundamental rights:** In a time when each citizen with a mobile connection to social media is a source of news and can contribute to "trending topics", media literacy includes taking up one's civic responsibility of contributing to a culture of inclusive tolerance and respect online and exercising critical thinking in relation to amplifying, debunking or challenging media content.

Actions related to school curricula are excluded from the mapping as they were mapped by the European Media Literacy Education Study (EMEDUS)⁷⁰⁹.

Respondent information	
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⁷⁰⁹ <http://fr.slideshare.net/MediaLearning/ml-2012-the-emedus-european-media-literacy-education-study-by-jose-manuel-perez-tornero>



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Section 1 – Background context

Question 1

Please list the main media literacy stakeholders in your country, and identify which sector they belong to (e.g. academia⁷¹⁰, audiovisual content providers⁷¹¹, online platforms⁷¹², public authorities⁷¹³, media regulatory authorities, civil society⁷¹⁴).

Please indicate which stakeholders have a statutory responsibility around media literacy and which stakeholders have a non-statutory interest/engagement in media literacy activities.

Answer 1

Swedish Media Council, statutory, media regulatory authorities
Swedish Educational Broadcasting Company, audiovisual content

Nordicom, academia

Datorn i utbildningen, non statutory

The School libraries, statutory

The Public libraries, statutory

The Swedish Film Institute, non statutory

Friends, civil society, non statutory

BRIS, civil society,

The Swedish Library Association, non statutory

The Swedish School of Library and information Science, academia

⁷¹⁰ Academic institutions, universities and third level education providers.

⁷¹¹ Audiovisual content providers include broadcasters and on-demand providers (both public service media and commercial media) and content providers for online, games and apps.

⁷¹² Online platforms includes the owners and operators of online platforms (such as social media websites and search engines).

⁷¹³ Public authorities include government Ministries/departments, local authorities and councils, semi-State organisations, policy-makers.

⁷¹⁴ Civil society includes foundations, not-for-profit organisations arts and cultural bodies, charities, think-tanks, communities of interest and community networks (sports, health, hobbies, religion).



The Internet Foundation In Sweden, online platform, civil society

The Swedish National Commission for UNESCO, statutory PA

Kultur i väst, statutory PA

Question 2

What kind of networks do the media literacy stakeholders in your country engage with?

Please describe these networks and include how these networks function, who manages the networks and whether they operate at a local, national, European or International level.

Answer 2

The Swedish Library Association, a national network. The association is a non-profit association of individuals and institutions as members. The network is governed by a board which organizes members' meetings and annual meetings. The association's aims are amongst others to clarify the role of libraries in the democratic process and protect the freedom of expression. The association also has regional associations of local networks for the exchange of experiences and skills.

- The Global Alliance for Partnerships on Media and Information Literacy (GAPMIL) is an international network which aims to promote cooperation in the area of access to media and information skills.
- INSAFE, a European network of Awareness Centres is a network working for a safer internet , providing information and advice to children, young people and parents. The network contains youth panels where young people can share experiences of online technology and internet security.
- The Swedish Agency for Youth and Civil Society is a national network based focusing on children's rights. The agency has a working group, with several participating agencies, looking primarily at issues relating to children and young people and information security.
- Computer in Education, an association and foundation, which since 1980 has worked to build a network for the exchange of experience and knowledge of



IT in Swedish schools. The organization publishes a magazine "Computers in Education" which awards teachers working with innovative IT ideas as well as organizes conferences and seminars.

- FOMP, the Film and Media Education Association, is a national association for organizations, companies and people working with film and media education. The association aims to enhance media awareness in Sweden as well as being a live web resource of information on how to work with film in schools.
- The Swedish media council (MIC), a regional network in Western Sweden, which has participants representing different activities in culture, education and libraries. The network addresses issues such as the role of media, to critically evaluate their content and make informed decisions as both transmitter and receiver.
- The Digital Network (Digidel) is a national, independent and democratic network working to increase digital inclusion and the availability of digital services in Sweden. The network consists of local, regional and national organizations. The network organizes weekly campaigns such as "Get Online Week" and "e-citizen week".
- Young media Sweden (UM), is a politically and religiously independent, non-profit national organization for media interested young people. The organization works to create better conditions for media run by young people to operate and develop.



Section 2 – The overview

Question 3

Using the grid below, please identify the 20 most significant media literacy projects which have been delivered in your country since 2010. Please select the most appropriate category for the project type, the sectors responsible for the projects, the type of media literacy skills that were addressed in the project, as well as the reason of significance:

Project types	Sectors	Media literacy skills	Reason for significance
Research ⁷¹⁵	Academia ⁷²²	Creativity ⁷²⁸	The size of the target audience
Resources ⁷¹⁶	Audiovisual content provider ⁷²³	Critical thinking ⁷²⁹	The total budget or cost of the project
Campaigns ⁷¹⁷	Public authorities ⁷²⁴	Intercultural dialogue ⁷³⁰	The success of the project (outcomes / impact compared to objectives)
Provision of Funding ⁷¹⁸	Media regulatory authorities	Media use ⁷³¹	The level of public awareness of the project
Networking platforms ⁷¹⁹	Online platforms ⁷²⁵	Participation and interaction ⁷³²	The level of engagement by the target audience
Policy Development ⁷²⁰	Civil society ⁷²⁶	Other	Other
End-user engagement ⁷²¹	Cross-sector collaboration ⁷²⁷		
Other	Other		

⁷¹⁵ Significant qualitative or quantitative research on any aspect of media literacy which has been published and/or is widely used by the media literacy practitioners.

⁷¹⁶ Resources include all the themed output related to a single media literacy initiative. It could include TV, and/or content published online, including information leaflets, video, audio, lesson plans, curriculum modules, websites etc.

⁷¹⁷ Campaigns usually combine awareness-raising with a desired behaviour change. A Campaign will usually have a specific 'call to action' e.g. 'Don't share too much online' or 'Know how to check the truthfulness of online information'. Campaigns can be multi-stakeholder campaigns such as Safer Internet Day or cross-platform campaigns and can include promotion across TV/radio/online and/or other forms of public engagement.

⁷¹⁸ Including the provision of funding for media literacy activities delivered by third parties. Funding may be provided via grants, open competition and invitations to tender.

⁷¹⁹ Including conferences, seminars, meetings, online and offline forums, newsletters, databases.

⁷²⁰ Including consultations, published reports and recommendations.

⁷²¹ End-user engagement includes grass-roots projects that provide support and information to end-users via face to face contact, phone contact or online contact.

⁷²² Including Academic institutions, universities and third level education providers

⁷²³ Including broadcasters and on-demand providers (both public service media and commercial media) and content providers for online, games and apps.



Please classify the projects using either 'N' for National or 'R' for Regional, and their level of significance using a scale of 1 to 3, where 1 is most significant and 3 is least significant.								
	Project Name	Project Type	Sector	Media Literacy skills	National or Regional	Years	Reason for significance	Level of significance (1 – 3)
1	Multimediabyrån	<i>Resources,</i>	<i>Public authorities</i>	<i>Creativity, Media use, Critical thinking</i>	N	1997-2014	<i>The size of the target audience, The success of the project (outcomes / impact compared to objectives, The level of engagement by the target audience</i>	1
2	PIM	<i>Resources</i>	<i>Public authorities</i>	<i>Media use Creativity</i>	N	2005-2014	<i>The size of the target audience,</i>	1

⁷²⁴ Including government Ministries/departments, local authorities and councils, semi-State organisations, policy-makers.

⁷²⁵ Including the owners and operators of online platforms (such as social media websites and search engines).

⁷²⁶ Including foundations, not-for-profit organisations arts and cultural bodies, charities, think-tanks, communities of interest and community networks (sports, health, hobbies, religion).

⁷²⁷ Including projects involving a number of key stakeholders from different sectors. As an example, the model that Safer Internet Day is based on could be considered a cross-sector collaboration project.

⁷²⁸ Creating, building and generating media content.

⁷²⁹ Critical thinking skills such as: understanding how the media industry works and how media messages are constructed; questioning the motivations of content producers in order to make informed choices about content selection and use; recognising different types of media content and evaluating content for truthfulness, reliability and value for money; recognising and managing online security and safety risks.

⁷³⁰ Such as challenging radicalisation and hate speech.

⁷³¹ The ability to search, find and navigate and use media content and services.

⁷³² Interaction, engagement and participation in the economic, social, creative, cultural aspects of society through the media and promoting democratic participation and fundamental rights.



3	MIK rummet	<i>Resources</i>	<i>Cross sector</i>	<i>Critical thinking Participation and interaction</i>	N	2014-2015	<i>The level of engagement by the target audience</i>	1
4	Det digitala skollyftet	<i>Resources</i>	<i>Public authorities</i>	<i>Media use, critical thinking</i>	N	2013-2014	<i>Other</i>	3
5	Medialized	<i>Resources</i>	<i>Online platforms</i>	<i>Critical thinking,</i>	N	2011	<i>The size of the target audience</i>	2
6	Barnen, BRIS och it	<i>Research</i>	<i>Civil society</i>	<i>Participation and interaction</i>	N	2008 - ongoing	<i>Other</i>	2
7	Framtidens lärande	<i>Networking platforms</i>	<i>Civil society</i>	<i>Creativity, media use</i>	N	2010-ongoing	<i>The size of the target audience</i>	2
8	The Viral eye Viralgranskaren	<i>Campaign</i>	<i>Other</i>	<i>Critical Thinking</i>	N	2014-ongoing	<i>The success of the project</i>	1
9	De regionala MIK dagarna	<i>Networking platforms</i>	<i>Public authorities</i>	<i>Critical thinking, media use</i>	R	2013-ongoing	<i>The success of the project, The size of the target audience</i>	2
10	Surfa lugnt	<i>Campaigns</i>	<i>Civil society</i>	<i>Media use</i>	N	2012-2014	<i>The size of the target audience</i>	1
11	IT-guide	<i>End-user engagement</i>	<i>Cross-sector collaboration</i>	<i>Participation and interaction</i>	R	2010-	<i>The success of the project</i>	3



				<i>Intercultural dialogue</i>		2014		
12	Yttrandefrihet i praktiken	<i>End-user engagement</i>	<i>Civil society</i>	<i>Critical thinking, media use</i>	R	2011-2013	<i>Other</i>	3
13	Blank spot project	<i>Resources</i>	<i>Cross- sector collaboration</i>	<i>Participation and interaction</i>	N	2015-ongoing	<i>The level of engagement by the target audience</i>	3
14	MIK bibliotekscenter	<i>Resources</i>	<i>Cross- sector collaboration</i>	<i>Critical thinking, media use, Participation and Interaction</i>	N	2014-2015	<i>The size of the the target project</i>	1
15	Safer Internet Centre	<i>Campaigns</i>	<i>Civil society, Public authorities</i>	<i>Participation and interaction</i>	N	2014-2015	<i>The size of the target audience</i>	2
16	Att motverka n��that	<i>Campaigns</i>	<i>Civil society</i>	<i>Participation and interaction</i>	N	2013-2015	<i>Other</i>	3
17	E-medborgarveckan	<i>Campaigns</i>	<i>Public authorities</i>	<i>Participation and interaction</i>	N	2014-2015	<i>The success of the project (outcomes / impact compared to objectives)</i>	2
18	Sociala medier:n��t f��r alla	<i>Campaigns</i>	<i>Public authorities</i>	<i>Participation and interaction</i>	R	2011-2012	<i>The level of engagement by the target audience</i>	2
19	Get online Week 2015	<i>Campaigns</i>	<i>Public authorities</i>	<i>Participation and interaction</i>	N	2015	<i>The level of engagement by the target audience</i>	2



20	Delning.nu	<i>End-user engagement</i>	<i>Public authorities</i>	<i>Participation and interaction</i>	N	2010-2014	<i>The size of the target audience</i>	3



Section 3 – Project summaries

Question 4

From the projects you have highlighted in Question 3, please describe the five most significant⁷³³ media literacy projects that have taken place in your country since 2010.

Please use a separate form for each project. See the sample answer for help.

⁷³³ Significant can relate to:

- a) the size of the target audience and/or the reach of the project,
- b) the total budget or cost of the project
- c) the final outcomes / impact of the project
- d) the level of public awareness of the project
- e) the level of engagement by the target audience.



Answer 4 - Project 1

A. PROJECT NAME: *Multimediabyrån*

B. CATEGORY AND DESCRIPTION OF PROJECT:

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an 'X':

Research	
Resources	X
Campaign	
Provision of Funding	
Networking Platforms	
Policy Development	
End-user engagement	
Other	

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

Multimediabyrån was an online platform and a resource for educators and students. It gave a great opportunity for educators and students to expand their literate skills in media and ICT. Teachers and students could download material for the classroom to produce film, digital photo editing, online publishing or digital presentations. The online platform also contained many lesson plans for using media in the classroom.



All of the staff at the Multimediasbyrå were professional teachers or media creators. The project included a media pedagogical approach; enabling the use of media in different forms in the school or any kind of educational setting. The project started in 1998 and ended in 2014. The aims for the project were to help educators use more media in their profession. Examples of increased usage were web publishing, sound editing, video editing and different literary skills approaches for using the written word in the school.

The online portal displayed many different articles from schools around Sweden, where teachers had used different ways of integrating media literacy in the classroom and into teaching methods.

One very popular part of the website was the library. Here it was possible to download music, photos/pictures and sound effects which were royalty free and free to share.

The project had a significant role in the spreading of awareness of media literacy among educators in Sweden, one of the few non-commercial websites of that kind.

I took no part in the project.

C. GEOGRAPHICAL REACH

Please indicate whether the project was of National or Regional significance.

The project was national.

D. TIMEFRAME AND BUDGET

Please include the duration of the project, the dates and, where possible, the annual and total budget and related sources of financing.

The project lasted between 1998 and 2014. The details of the budget are not available.



E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

Please indicate the type of media literacy skills or capacities that were addressed in the project. For example:

- *Media use:*
 - *The ability to search, find and navigate and use media content and services.*
- *Critical thinking skills such as:*
 - *Understanding how the media industry works and how media messages are constructed.*
 - *Questioning the motivations of content producers in order to make informed choices about content selection and use.*
 - *Recognising different types of media content and evaluating content for truthfulness, reliability and value for money.*
 - *Recognising and managing online security and safety risks.*
- *Creative skills such as:*
 - *Creating, building and generating media content.*
- *Participation and engagement skills such as:*
 - *Interaction, engagement and participation in the economic, social and cultural aspects of society through the media.*
 - *Promoting democratic participation and fundamental rights.*
- *Intercultural dialogue skills such as:*
 - *Including challenging radicalisation and hate speech online.*

The project included:

- Creative skills
- Critical thinking skills, such as criticism of online sources and awareness of the media's impact on young people.
- Media use, how to produce media and not only be a consumer of media.

F. STAKEHOLDERS:

Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.



Swedish National Agency for Education
The Gothenburg Region Association of Local Authorities

G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible, please indicate also the size of the targeted audience.

The project targeted all kind of educators in Sweden. Other target groups were school leaders, parents and teacher students.

H. OUTCOMES AND EVALUATION

Please outline (in approximately 300 words) the main results of the project. Some category-specific evaluation tools are outlined below to act as a guide for response and to provide a broad evaluation framework. However, we understand that each project will be different and evaluation methods may differ significantly.

Research – frequency of research, methodology, use and dissemination of results.

Programmes of Resources – audience reached, online hits, shares, plays, downloads, circulation.

Campaigns – Levels of awareness and participation. Attitudinal and/or behavioural changes. Measuring audience reach/distribution, levels of awareness and participation, audience engagement via online/face to face methods etc. Qualitative results could include testimonials etc. Please include the frequency of measurement/evaluation.

Value for money / Return on Investment, % of grant/funding used.

Networking Platforms – Number of stakeholders engaged, frequency of networking opportunities, number of conferences, publications, subscribers, whether the networking took place at a regional, National, Pan-European or International level.



Policy Developments – Frequency, Dissemination of policy, reaction to and adoption of policy recommendations.

End-user engagement – Numbers of people engaged, frequency, results.

Multimediabyrån engaged many teachers in Sweden at different levels in the education sector. The awareness of the project was broad among the educational community of Sweden. The outcomes of the project provided input into the in-service training of teachers and educators.

I. FURTHER REFERENCES

Please provide further references about the initiative: publications, website, Twitter account etc.



Answer 4 - Project 2

A. PROJECT NAME: MIK bibliotekscenter/ MIL library centres

B. CATEGORY AND DESCRIPTION OF PROJECT:

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an 'X':

Research	
Resources	X
Campaign	
Provision of Funding	
Networking Platforms	
Policy Development	
End-user engagement	
Other	

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

During 2014 and 2015 Swedish libraries were approached by The Swedish Media Council to strengthen the public libraries in their work to empower children and youth in media literacy. The libraries were offered different kinds of training and pedagogical material was produced. More than 500 libraries showed interest in the project and wanted to participate.



During the project a new online tool was launched and known as MIK rummet. The online tool was aimed at libraries, schools and private homes. With the help of the the tool the different target groups could learn about ML through the help of different kinds of materials such as films, articles and online courses both for librarians and teachers. The main focus was democracy, source criticism, social networks online, legal issues as copyright online and ethical questions about how we interact with people online. A database was also built with all kind of facts about media use in Sweden.

The MIL library centers aims to be a meeting point for people of different ages but mainly for young people. The library aims to be a place where young people could meet and discuss

Examples of activites that were carried out during the project are:

- ML workshops in Swedish librararies.
- Online resources for updating librarians' knowledge of ML.
- Online resources for librarians to use for empowering teenagers in their daily use of media .

I did not participate in the project.

C. GEOGRAPHICAL REACH

Please indicate whether the project was of National or Regional significance.

The project was across the whole of Sweden.

D. TIMEFRAME AND BUDGET

Please include the duration of the project, the dates and, where possible, the annual and total budget and related sources of financing.



The project was approx. one year between 2014-2015. The details of the budget are not available.

E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

Please indicate the type of media literacy skills or capacities that were addressed in the project. For example:

- *Media use:*
 - *The ability to search, find and navigate and use media content and services.*
- *Critical thinking skills such as:*
 - *Understanding how the media industry works and how media messages are constructed.*
 - *Questioning the motivations of content producers in order to make informed choices about content selection and use.*
 - *Recognising different types of media content and evaluating content for truthfulness, reliability and value for money.*
 - *Recognising and managing online security and safety risks.*
- *Creative skills such as:*
 - *Creating, building and generating media content.*
- *Participation and engagement skills such as:*
 - *Interaction, engagement and participation in the economic, social and cultural aspects of society through the media.*
 - *Promoting democratic participation and fundamental rights.*
- *Intercultural dialogue skills such as:*
 - *Including challenging radicalisation and hate speech online.*

The project encouraged engagement and interaction between libraries and young people. It aimed to encourage young people to become more aware of how the media industry works and how media is used to influence the consumers of media.

The project helped the target group to develop critical thinking skills and promoted democratic participation for all members of society through web based communication platforms.



F. STAKEHOLDERS:

Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.

The Swedish library Association (a non-profit and politically independent association with institutions, organisations and individuals as members.) The role was to target libraries.

The Swedish Media Council (government agency). The role of the project was to build an online tool for the project and produce material to be used by Swedish libraries.

G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible, please indicate also the size of the targeted audience.

The main target group was young persons visiting libraries but also elderly people with no skills in using the web.

H. OUTCOMES AND EVALUATION

Please outline (in approximately 300 words) the main results of the project. Some category-specific evaluation tools are outlined below to act as a guide for response and to provide a broad evaluation framework. However, we understand that each project will be different and evaluation methods may differ significantly.

Research – frequency of research, methodology, use and dissemination of results.

Programmes of Resources – audience reached, online hits, shares, plays, downloads, circulation.

Campaigns – Levels of awareness and participation. Attitudinal and/or behavioural changes. Measuring audience reach/distribution, levels of awareness and participation, audience engagement via online/face to face methods etc. Qualitative results could include testimonials etc. Please include the frequency



of measurement/evaluation.

Value for money / Return on Investment, % of grant/funding used.

Networking Platforms – Number of stakeholders engaged, frequency of networking opportunities, number of conferences, publications, subscribers, whether the networking took place at a regional, National, Pan-European or International level.

Policy Developments – Frequency, Dissemination of policy, reaction to and adoption of policy recommendations.

End-user engagement – Numbers of people engaged, frequency, results.

The results of the project were not published but they were a starting point for The Swedish Media Council to further develop their online resources. The online resources are now permanent and are continuously updated and redesigned. The project reached 500 libraries across Sweden and the online platform is widely spread.

I. FURTHER REFERENCES

Please provide further references about the initiative: publications, website, Twitter account etc.

www.biblioteksforeningen.org/om/in-english/

www.biblioteksforeningen.org/wp-content/uploads/2014/04/MIK-rapport-webb3.pdf



Answer 4 - Project 3

A. PROJECT NAME: Barnen BRIS och IT 2014 report

B. CATEGORY AND DESCRIPTION OF PROJECT:

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an 'X':

Research	x
Resources	
Campaign	
Provision of Funding	
Networking Platforms	
Policy Development	
End-user engagement	
Other	

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

The report from 2014 is a compilation of 555 calls or mails to the help-line at BRIS (Children´s Rights in Society). The report aims to get a picture of how young people today describe their lives online. The main reason of the report is to make adults aware of how young people describe their lives online. The report gives a brief view of how young people who have contacted BRIS look at problems they meet online. In one way you could describe the report as a report on how young people with different problems online describe how they experience difficulties.



The report is part of the EU project Insafe. The data for the report consists of all the communication between BRIS and young people mailing or chatting with the organisation. The communication with the teenagers was then placed different categories such as:

- Romance online
- Abuse/threatening experiences of the internet
- Misuse/hazardous use of the internet
- Parent's different views of their teenagers use of social media online.

The average age of the teenagers in the report is 14.4 . The distribution between gender was 87% girls and 13 % boys.

The report was published online and also available for downloading.

I was not involved in the project.

C. GEOGRAPHICAL REACH

Please indicate whether the project was of National or Regional significance.

It was a national project

D. TIMEFRAME AND BUDGET

Please include the duration of the project, the dates and, where possible, the annual and total budget and related sources of financing.

The project took place during 2014.



E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

Please indicate the type of media literacy skills or capacities that were addressed in the project. For example:

- *Media use:*
 - *The ability to search, find and navigate and use media content and services.*
- *Critical thinking skills such as:*
 - *Understanding how the media industry works and how media messages are constructed.*
 - *Questioning the motivations of content producers in order to make informed choices about content selection and use.*
 - *Recognising different types of media content and evaluating content for truthfulness, reliability and value for money.*
 - *Recognising and managing online security and safety risks.*
- *Creative skills such as:*
 - *Creating, building and generating media content.*
- *Participation and engagement skills such as:*
 - *Interaction, engagement and participation in the economic, social and cultural aspects of society through the media.*
 - *Promoting democratic participation and fundamental rights.*
- *Intercultural dialogue skills such as:*
 - *Including challenging radicalisation and hate speech online.*

The project wanted to address how the participation of young people online was experienced. It was a project which empowered young persons to interact and engage online. It wanted to show how young people online reflected on abuse, cyber bullying and fellowship online.

F. STAKEHOLDERS:

Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.

BRIS (the organisation for Children's Rights in Society)



G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible, please indicate also the size of the targeted audience.

The target audience for the project was adults; preferably parents with teenagers.

H. OUTCOMES AND EVALUATION

Please outline (in approximately 300 words) the main results of the project. Some category-specific evaluation tools are outlined below to act as a guide for response and to provide a broad evaluation framework. However, we understand that each project will be different and evaluation methods may differ significantly.

Research – frequency of research, methodology, use and dissemination of results.

Programmes of Resources – audience reached, online hits, shares, plays, downloads, circulation.

Campaigns – Levels of awareness and participation. Attitudinal and/or behavioural changes. Measuring audience reach/distribution, levels of awareness and participation, audience engagement via online/face to face methods etc. Qualitative results could include testimonials etc. Please include the frequency of measurement/evaluation.

Value for money / Return on Investment, % of grant/funding used.

Networking Platforms – Number of stakeholders engaged, frequency of networking opportunities, number of conferences, publications, subscribers, whether the networking took place at a regional, National, Pan-European or International level.

Policy Developments – Frequency, Dissemination of policy, reaction to and adoption of policy recommendations.

End-user engagement – Numbers of people engaged, frequency, results.



The method of the research was to categorise 555 mail or chats. The categories that was mostly common where:

- Romance on-line
- Abuse/threatening experiences of the internet
- Misuse/hazardous use of the internet

The most significant outcome is that most of the topics in the correspondence with BRIS were love or issues concerning friends. Abuse and cyberbullying was nother aspect taken up by the young people in the report. In many cases abuses online are an extension of abuse offline.

The report concludes that many reasons young people contact BRIS is because of bad experiences related to sexuality online. Many young people are concerned about how photos they upload online are used by others and what would happen if the parents would discover the photos.

The report is a part of a campaign by BRIS to try to give guidance to young people on how to solve problems regarding the use of the internet.

I. FURTHER REFERENCES

Please provide further references about the initiative: publications, website, Twitter account etc.

<http://docplayer.se/3953469-Barnen-bris-och-it-2014.html>



Answer 4 - Project 4

A. PROJECT NAME: Viral granskaren, The Viral Eye

B. CATEGORY AND DESCRIPTION OF PROJECT:

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an 'X':

Research	
Resources	
Campaign	x
Provision of Funding	
Networking Platforms	
Policy Development	
End-user engagement	
Other	

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

The Viral Eye is a project started by the publisher Metro. It is a part both of the online and printed version of the newspaper Metro which is freely distributed in the larger cities in Sweden. The Viral Eye project aims to readers awareness of what happens when you share a link, update your status or upload an Instagram photo. The stories we share are widely spread and every time you share something you tell a story about yourself. The Viral Eye project attempts to raise the point that journalists sometimes do not examine "the facts" before they spread stories found on social media.



The Viral eye project is very well known and won the most prestigious prize for journalists in Sweden in the category of “this years’ innovator” in 2014. The project started after journalists on the Metro newspaper read about a story on Facebook about an alleged murdered woman in Sweden. She was supposed to be murdered by her ex-boyfriend who was an immigrant living in a housing project for refugee seekers. The journalists couldn’t find anything about the murder in the newspapers or from the police or other authorities. The story was revealed as a fake by the journalists. The woman did not exist and the picture posted on Facebook which alleged to be the murdered woman was in fact somebody else.

The project has tried to reveal viral news on social media and websites. They have published a short list of websites where the content is fake or satirical but shared to others online as if it was genuine news. The Viral Eye project aims to examine stories that go viral and make people aware of how important it is today for both journalists and the general public to be critical of sources of information.

I took no part in the project.

C. GEOGRAPHICAL REACH

Please indicate whether the project was of National or Regional significance.

It is a national project.

D. TIMEFRAME AND BUDGET

Please include the duration of the project, the dates and, where possible, the annual and total budget and related sources of financing.

It started in March 2014 and is still ongoing.

E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

Please indicate the type of media literacy skills or capacities that were addressed in the project. For example:



- *Media use:*
 - *The ability to search, find and navigate and use media content and services.*
- *Critical thinking skills such as:*
 - *Understanding how the media industry works and how media messages are constructed.*
 - *Questioning the motivations of content producers in order to make informed choices about content selection and use.*
 - *Recognising different types of media content and evaluating content for truthfulness, reliability and value for money.*
 - *Recognising and managing online security and safety risks.*
- *Creative skills such as:*
 - *Creating, building and generating media content.*
- *Participation and engagement skills such as:*
 - *Interaction, engagement and participation in the economic, social and cultural aspects of society through the media.*
 - *Promoting democratic participation and fundamental rights.*
- *Intercultural dialogue skills such as:*
 - *Including challenging radicalisation and hate speech online.*

The project addressed critical thinking skills. It underlined the importance of understanding how social media spreads news that is not proved to be accurate.

F. STAKEHOLDERS:

Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.

Metro Sweden, media publisher.

G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible, please indicate also the size of the targeted audience.



Journalists, reporters, media distributors and users of social media platforms.

H. OUTCOMES AND EVALUATION

Please outline (in approximately 300 words) the main results of the project. Some category-specific evaluation tools are outlined below to act as a guide for response and to provide a broad evaluation framework. However, we understand that each project will be different and evaluation methods may differ significantly.

Research – frequency of research, methodology, use and dissemination of results.

Programmes of Resources – audience reached, online hits, shares, plays, downloads, circulation.

Campaigns – Levels of awareness and participation. Attitudinal and/or behavioural changes. Measuring audience reach/distribution, levels of awareness and participation, audience engagement via online/face to face methods etc. Qualitative results could include testimonials etc. Please include the frequency of measurement/evaluation.

Value for money / Return on Investment, % of grant/funding used.

Networking Platforms – Number of stakeholders engaged, frequency of networking opportunities, number of conferences, publications, subscribers, whether the networking took place at a regional, National, Pan-European or International level.

Policy Developments – Frequency, Dissemination of policy, reaction to and adoption of policy recommendations.

End-user engagement – Numbers of people engaged, frequency, results.

The results of the project have not been published. The project has reached a large group of readers in Sweden. More than 1 million Swedish people read the Metro newspaper. Awareness of the project is great and it has been recognised in many ways. It received an award at the Swedish Grand Prize for Journalism for being the best innovator in 2014. The journalists involved in the project have frequently been asked to participate in different debates and discussions about critical thinking online.

**I. FURTHER REFERENCES**

Please provide further references about the initiative: publications, website, Twitter account etc.

www.metro.se/viralgranskaren



Answer 4 - Project 5

A. PROJECT NAME: MIK rummet

B. CATEGORY AND DESCRIPTION OF PROJECT:

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an 'X':

Research	
Resources	X
Campaign	
Provision of Funding	
Networking Platforms	
Policy Development	
End-user engagement	
Other	

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

MIK rummet (The MIL room) was a project run by the The Swedish Media Council in collaboration with the Swedish Educational Broadcasting Company, The Swedish Consumer Agency and The Swedish Library Association. The platform was published to target adults who meet children in different settings; as parents, teachers and librarians. The outcome of the project was to empower children to be conscious media consumers. At the same time, the platform aimed to protect children from abusive content online. The platform had three main subjects:

- the role of media in society, including sub themes such as the development of the new media landscape, social media, ethical issues online and



freedom of speech.

- search, analysis and critical evaluation, including the sub themes of information retrieval, advertising and gender in the advertising industry.
- Communication and creation, with the sub themes of young web consumers , language and communication, computer games and online bullying.

For every main subject of the platform there was support for discussion and reflection. There was also a lot of information about the different subjects; with links to content online for further discussions of the different subjects.

The MIL room was a project that run for a short time but that received great interest from the many ML stakeholders. The MIL room is still online today as a part of the Swedish Media council's website. The project is now a part of the permanent content of the website.

I took no part in the project.

C. GEOGRAPHICAL REACH

Please indicate whether the project was of National or Regional significance.

This project was national.

D. TIMEFRAME AND BUDGET

Please include the duration of the project, the dates and, where possible, the annual and total budget and related sources of financing.

The project ran between 2014 and 2015. No details of the budget are available.

E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:



Please indicate the type of media literacy skills or capacities that were addressed in the project. For example:

- *Media use:*
 - *The ability to search, find and navigate and use media content and services.*
- *Critical thinking skills such as:*
 - *Understanding how the media industry works and how media messages are constructed.*
 - *Questioning the motivations of content producers in order to make informed choices about content selection and use.*
 - *Recognising different types of media content and evaluating content for truthfulness, reliability and value for money.*
 - *Recognising and managing online security and safety risks.*
- *Creative skills such as:*
 - *Creating, building and generating media content.*
- *Participation and engagement skills such as:*
 - *Interaction, engagement and participation in the economic, social and cultural aspects of society through the media.*
 - *Promoting democratic participation and fundamental rights.*
- *Intercultural dialogue skills such as:*
 - *Including challenging radicalisation and hate speech online.*

The media skills that this project addressed was find and navigate and use media content in a safe way for young persons. Critical thinking was a main subject and participation and engagement among adults in young persons' internet use.

F. STAKEHOLDERS:

Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.

The Swedish Media Council, Swedish Educational Broadcasting Company, The Swedish Consumer Agency and The Swedish Library Association. The Swedish Media Council ran the platform and was the hub of the project. The other stakeholders contributed with media content, facts and hands-on activities.



G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible, please indicate also the size of the targeted audience.

The target audience was teachers, librarians and parents.

H. OUTCOMES AND EVALUATION

Please outline (in approximately 300 words) the main results of the project. Some category-specific evaluation tools are outlined below to act as a guide for response and to provide a broad evaluation framework. However, we understand that each project will be different and evaluation methods may differ significantly.

Research – frequency of research, methodology, use and dissemination of results.

Programmes of Resources – audience reached, online hits, shares, plays, downloads, circulation.

Campaigns – Levels of awareness and participation. Attitudinal and/or behavioural changes. Measuring audience reach/distribution, levels of awareness and participation, audience engagement via online/face to face methods etc. Qualitative results could include testimonials etc. Please include the frequency of measurement/evaluation.

Value for money / Return on Investment, % of grant/funding used.

Networking Platforms – Number of stakeholders engaged, frequency of networking opportunities, number of conferences, publications, subscribers, whether the networking took place at a regional, National, Pan-European or International level.

Policy Developments – Frequency, Dissemination of policy, reaction to and adoption of policy recommendations.

End-user engagement – Numbers of people engaged, frequency, results.



The project was evaluated. The result of the questionnaire that was made online was presented by the Swedish Media Council. The outcome was that the users of the platform was mostly very satisfied with the content and they could use It for the purpose. Many students where using the platform and both students and teachers agreed that the platform was really helping them to how democratic process in the society are influenced by media today.

The main subjects of the projects has been highlighted amond several stakeholders of ML and the impact of the project has been substantial among the target audience. The platform has now been transformed from project to regular content on The Swedish Media Council's website. The project leaders of The platform has been used in many different media conferences and meetings and the awareness of the project has been significant.

I. FURTHER REFERENCES

Please provide further references about the initiative: publications, website, Twitter account etc.

www.statensmedierad.se



7.27. SI – SLOVENIA

Answers of the national expert to the questionnaire



Objective: The objective of this research is to provide mapping and description of the significant projects in promotion of media literacy in the EU-28 member states, since January 2010, of national or regional coverage.

The actors to be included in the mapping are:

- policy makers,
- public authorities,
- media regulatory authorities,
- audiovisual content providers,
- journalists associations,
- civil society.

To ensure a comprehensive picture is created of the media literacy projects that have been undertaken, and media literacy skills that have been promoted in each country, we ask that you consult with actors mentioned above (or the equivalent in your country) and include any relevant material from them.

The projects will be categorised according to the skills that they intend to develop and their target group and, if feasible, the outreach of each project.

Context: Media literacy is to be understood as an umbrella expression that includes all the technical, cognitive, social, civic and creative capacities that allow a citizen to access, have a critical understanding of the media and interact with it.

These capacities enable people to exercise critical thinking, while participating in the economic, social and cultural aspects of society and playing an active role in the democratic process. This concept covers all kind of media interactions (broadcasting, radio, press, the internet, social media) and addresses the needs of all ages.

Scope: This report will focus on media literacy projects relating to media services delivered on electronic communication networks, both linear and non-linear, and on information society services where pertinent. Press (including online), radio and off-line media will not be covered. Regional initiatives will be described separately where relevant.

In addition to the conventional media literacy themes of critical thinking, digital inclusion, online safety and the protection of minors, we are particularly interested in media literacy projects that:



- **Promote a healthy democracy:** Democracy, by definition, requires the participation of well-informed citizens. Citizens inform themselves through the media. Their relationship with the media needs to take place in a context of critical thinking. This furthermore requires certain knowledge of how the media works and how media messages are constructed.
- **Empower people in a changing and increasingly complex media landscape:** We are not only passive recipients of media content, but also content creators and media sources, for example through our involvement in social media. Moreover, we increasingly receive news through social media, rather than through traditional channels. This proliferation of sources brings a lot of new information, opportunities and potential innovation but also requires critical thinking and verification tools and awareness of how to manage our personal data and make informed choices about algorithms from digital platforms that accommodate the world to our taste.
- **Challenge radicalisation and hate speech online, and promote fundamental rights:** In a time when each citizen with a mobile connection to social media is a source of news and can contribute to "trending topics", media literacy includes taking up one's civic responsibility of contributing to a culture of inclusive tolerance and respect online and exercising critical thinking in relation to amplifying, debunking or challenging media content.

Actions related to school curricula are excluded from the mapping as they were mapped by the European Media Literacy Education Study (EMEDUS)⁷³⁴.

Respondent information	
Name:	Tanja Kerševan Smokvina
Title and Organisation:	Founding Partner at MeGI, Visiting Lecturer at University of Maribor
Country:	Slovenia
Short biography:	Tanja Kerševan Smokvina is a media regulation expert with background in journalism and media research. She has held various positions in the Slovenian NRAs (AKOS and its predecessors) and has worked internationally with CoE, OSCE, OSF and EU TAIEX on regulatory peer review and capacity building projects. From 2011-2013 she managed the EU co-funded transnational cooperation project SEE Digi.TV aimed at harmonization of the digital switchover in the Adriatic region. In 2016 she chaired the ERGA Subgroup 3 developing the Digital European Toolkit. For 2016-2017, she was appointed

⁷³⁴ <http://fr.slideshare.net/MediaLearning/ml-2012-the-emedus-european-media-literacy-education-study-by-jose-manuel-perez-tornero>



	Member of the Committee of Experts on Internet Intermediaries (MSI-NET), a sub-committee of the CoE Steering Committee on Media and Information Society (CDMSI). She holds a PhD in Communication Studies from the University of Ljubljana.
Contact address:	Kamnik pod Krimom 11 e, SI-1352 Preserje, Slovenia
Email:	tanja@meginstitute.com
Telephone:	+386 51 687 678



Section 1 – Background context

Question 1

Please list the main media literacy stakeholders in your country, and identify which sector they belong to (e.g. academia⁷³⁵, audiovisual content providers⁷³⁶, online platforms⁷³⁷, public authorities⁷³⁸, media regulatory authorities, civil society⁷³⁹).

Please indicate which stakeholders have a statutory responsibility around media literacy and which stakeholders have a non-statutory interest/engagement in media literacy activities.

Answer 1

The main media literacy stakeholders in Slovenia are:

- the Ministry of Culture as the main creator of policies related to media, audiovisual culture and literacy;
- other Governmental bodies, such as the Ministry of Education, Science and Sport, the Ministry of Public Administration, the Ministry of Labour, Family and Social Affairs
- Agency for Communication Networks and Services as the national regulatory authority in the field of electronic communications and audiovisual media;
- RTV Slovenia as the national public service media institution;
- the two journalist associations;
- the Human Rights Ombudsman in its activities related to protection of children's rights;
- kindergartens and schools on a primary and secondary level in their communication with parents and their participation in the life of local communities;
- universities, faculties, colleges, academies in their research activities and transmission of knowledge inside and outside the regular curricula;
- public libraries in their unchanged role in promotion of literacy of all kinds and offering/facilitating the access to content in the digital age;
- organisations/associations of or for the young;
- organisations/associations of or for the elderly, pensioners' associations, adult education centres, universities of the third age;

⁷³⁵ Academic institutions, universities and third level education providers.

⁷³⁶ Audiovisual content providers include broadcasters and on-demand providers (both public service media and commercial media) and content providers for online, games and apps.

⁷³⁷ Online platforms includes the owners and operators of online platforms (such as social media websites and search engines).

⁷³⁸ Public authorities include government Ministries/departments, local authorities and councils, semi-State organisations, policy-makers.

⁷³⁹ Civil society includes foundations, not-for-profit organisations arts and cultural bodies, charities, think-tanks, communities of interest and community networks (sports, health, hobbies, religion).



- national and local cinematic institutions, associations, programmes, festivals;
- municipalities;
- civil society and NGOs, such as helplines, consumer associations, open internet advocacy labs, digital creativity centres etc.

According to the Resolution on the National Cultural Programme for 2014-2017 (Official Gazette of the Republic of Slovenia, No. 99/2013) the Ministry of Culture, the Ministry of Education, Science and Sport, and the public service broadcaster RTV Slovenia are responsible for improving media literacy. To this aim they are expected to:

- support interdepartmental programmes on media literacy,
- promote reading and purchase of periodicals, newspapers and magazines either in print or digital format,
- offer the public service media content aimed at increasing the level of media literacy,
- support civil society programs in the field of media literacy

The envisaged timeline is 2014-2017. As for the assessment of the financial input, there is just a general reference indicating that the activities will be carried out in accordance with the “available resources”.

Question 2

What kind of networks do the media literacy stakeholders in your country engage with?

Please describe these networks and include how these networks function, who manages the networks and whether they operate at a local, national, European or International level.

Answer 2

There are no permanent networks dedicated specifically to media literacy in Slovenia. The activities aimed at increasing certain aspects of media literacy are usually being carried out by projects or programmes initiated by the civil society organisations, academia or public institutions at a local and national level. There is no national coordination of these activities. Most of the media literacy projects are small scale, targeting limited or specific audiences. The most massive initiative, a volunteer project based on intergenerational cooperation, attracted around 35.000 participants of all generations in three years, a significant success for a country of 2 million people.



Section 2 – The overview

Question 3

Using the grid below, please identify the 20 most significant media literacy projects which have been delivered in your country since 2010.

Please select the most appropriate category for the project type, the sectors responsible for the projects, the type of media literacy skills that were addressed in the project, as well as the reason of significance:

Project types	Sectors	Media literacy skills	Reason for significance
Research ⁷⁴⁰	Academia ⁷⁴⁷	Creativity ⁷⁵³	The size of the target audience
Resources ⁷⁴¹	Audiovisual content provider ⁷⁴⁸	Critical thinking ⁷⁵⁴	The total budget or cost of the project
Campaigns ⁷⁴²	Public authorities ⁷⁴⁹	Intercultural dialogue ⁷⁵⁵	The success of the project (outcomes / impact compared to objectives)
Provision of Funding ⁷⁴³	Media regulatory authorities	Media use ⁷⁵⁶	The level of public awareness of the project
Networking platforms ⁷⁴⁴	Online platforms ⁷⁵⁰	Participation and interaction ⁷⁵⁷	The level of engagement by the target audience
Policy Development ⁷⁴⁵	Civil society ⁷⁵¹	Other	Other
End-user engagement ⁷⁴⁶	Cross-sector collaboration ⁷⁵²		
Other	Other		

⁷⁴⁰ Significant qualitative or quantitative research on any aspect of media literacy which has been published and/or is widely used by the media literacy practitioners.

⁷⁴¹ Resources include all the themed output related to a single media literacy initiative. It could include TV, and/or content published online, including information leaflets, video, audio, lesson plans, curriculum modules, websites etc.

⁷⁴² Campaigns usually combine awareness-raising with a desired behaviour change. A Campaign will usually have a specific 'call to action' e.g. 'Don't share too much online' or 'Know how to check the truthfulness of online information'. Campaigns can be multi-stakeholder campaigns such as Safer Internet Day or cross-platform campaigns and can include promotion across TV/radio/online and/or other forms of public engagement.

⁷⁴³ Including the provision of funding for media literacy activities delivered by third parties. Funding may be provided via grants, open competition and invitations to tender.

⁷⁴⁴ Including conferences, seminars, meetings, online and offline forums, newsletters, databases.

⁷⁴⁵ Including consultations, published reports and recommendations.

⁷⁴⁶ End-user engagement includes grass-roots projects that provide support and information to end-users via face to face contact, phone contact or online contact.

⁷⁴⁷ Including Academic institutions, universities and third level education providers

⁷⁴⁸ Including broadcasters and on-demand providers (both public service media and commercial media) and content providers for online, games and apps.

⁷⁴⁹ Including government Ministries/departments, local authorities and councils, semi-State organisations, policy-makers.



Please classify the projects using either 'N' for National or 'R' for Regional, and their level of significance using a scale of 1 to 3, where 1 is most significant and 3 is least significant.								
	Project Name	Project Type	Sector	Media Literacy skills	National or Regional (N or R)	Years	Reason for significance	Level of significance (1 – 3)
1	Safer internet: safe.si Spletno oko TOM hotline	Campaigns	Cross-sector collaboration	Critical thinking, informed choices, preventing and managing online security and safety risks	N	2010-2016 (since 2005)	Continuity, size and scope, number of stakeholders involved, success of the project on various levels, public awareness and recognition	1
2	Simbioz@ e-literacy for Slovenia	End-user engagement	Cross-sector cooperation	Media use: ability to search, find, navigate and use media content;	N	2011-2013 Smaller scale	Intergenerational solidarity project, the size and engagement of the target audience,	1

⁷⁵⁰ Including the owners and operators of online platforms (such as social media websites and search engines).

⁷⁵¹ Including foundations, not-for-profit organisations arts and cultural bodies, charities, think-tanks, communities of interest and community networks (sports, health, hobbies, religion).

⁷⁵² Including projects involving a number of key stakeholders from different sectors. As an example, the model that Safer Internet Day is based on could be considered a cross-sector collaboration project.

⁷⁵³ Creating, building and generating media content.

⁷⁵⁴ Critical thinking skills such as: understanding how the media industry works and how media messages are constructed; questioning the motivations of content producers in order to make informed choices about content selection and use; recognising different types of media content and evaluating content for truthfulness, reliability and value for money; recognising and managing online security and safety risks.

⁷⁵⁵ Such as challenging radicalisation and hate speech.

⁷⁵⁶ The ability to search, find and navigate and use media content and services.

⁷⁵⁷ Interaction, engagement and participation in the economic, social, creative, cultural aspects of society through the media and promoting democratic participation and fundamental rights.



	Simbioza šola (Simbioza school)			Participation		since 2014 2014-2016	public recognition, international resonance	
3	RIS, Research on the internet in Slovenia	Research,	Academia	Critical thinking, Interaction and participation	N	2010-2013 (since 1996)	The level of public awareness of the project, the wide use of findings and references to them in the literature	2
4	Medijska pismenost Online portal pismenost.si	Research,	Cross-sector	Creativity, Critical thinking, Intercultural dialogue, Media use, Participation and interaction	N	2014-2016	Scope of the research and size of the sample, first online platform that systematically collects information on activities related to media literacy in the country; funded by the Slovenian research agency (contribution for 2015: 32.000 €)	2
5	- Annual public tenders for allocation of funds to film education	Provision of funding,	Public Authorities	Critical thinking, Participation and interaction, Intercultural dialogue, Social Inclusion, Media	N/R	- On the annual basis since 2012	- Positive trend in available funds: From 50.000 € for 2012 to 150.000 € in 2015	2



	<p>projects by the Slovenian Film Centre</p> <p>- Multiannual funding of programmes related to media literacy by the Ministry of Culture</p>			use, Creativity		- Regular activity	<p>allocated to 25 film education projects.</p> <p>- Supporting various programmes and projects of public institutions, media, NGOs and individuals; in 2014 among others 110.000 € for education in film culture projects, 59.000 € for the national film-education programme, 73.000 € for information and communication equipment for public libraries, 35.000 € for multimedia practicum for empowerment of minorities</p>	
6	<p>Nacionalni kulturni program za 2014-2017 (The National Cultural Programme for 2014-2017)</p>	Policy development	Public authorities	<p>Creativity, Critical thinking, Intercultural dialogue, Media use, Participation and interaction</p>	N	2013	<p>The main policy document setting objectives related to media literacy among others</p>	2



7	Razvoj nacionalnega programa filmske vzgoje (Development of the national programme of film education)	Policy development	Public authorities	Creativity, Critical thinking, Intercultural dialogue, Media use, Participation and interaction	N/R	2014-2016	Expected long-term impact if implemented. Besides the goals and measures related to school curricula, the document discusses activities of institutions outside the school system (cultural institutions, public funds, public service media).	3
8	Osnutek nacionalne strategije razvoja medijev (Draft national strategy on development of media)	Policy development	Public authorities	Creativity, Critical thinking, Intercultural dialogue, Media use, Participation and interaction	N	2016	Highlighted importance of media literacy; expected impact once adopted.	3
9	RTV Slovenija (RTV Slovenia): Infodrom – Current affairs television show for kids	Resources	Audio-visual content provider	Participation and interaction, Critical thinking, Media use, Creativity	N	2012-2016	The only regular current affairs television programme created for children and with a substantial input from children	2



10	Kinobalon (Cinema Balloon): educational film programme for children	End-user engagement,	Cross-sector	Participation and interaction, Critical thinking, Media use, Creativity	R/N	2010-2016 (since 2009)	Availability/accessibility of resources, International resonance, reached audience, the Europa Cinemas Best Young Audience Activities in Europe Award 2011.	2
11	Slon (Elephant): educational animation film programme	End-user engagement	Cross-sector	Participation and interaction, Critical thinking, Media use, Creativity	N	2010-2016 (since 2004)	Concept in line with the UNESCO's Road Map for Arts Education, International resonance	2
12	Kibla: creativity and informal education centre	Resources,	Civil society	Participation and interaction, Critical thinking, Media use, Creativity	R/N	2010-2016 (since 1996)	The success, longevity and international recognition of the initially small-scale regional project aimed at training computer users in the Maribor area, that grew into a centre for creative use of ICT and interdisciplinary practices in arts, culture, humanism, and modern technologies	2



13	Ljudmila: art and science laboratory	End-user engagement	Civil society	Participation and interaction, Critical thinking, Media use, Creativity	R/N	2010-2016 (since 1993)	The scope and diversity of activities connecting research practices, technologies, science, art and civil society, with the aim of detecting how the communication transformations affect the society; encouraging innovative art practices; popularising open culture, free licences and software, and new ways of distribution.	2
14	Gledoskop: AV programmes rating system	Policy development	Media regulatory authority	Critical thinking	N	2015-2016	Adaptation of a foreign model (the Dutch Kijkwijzer) to Slovenian standards with the aim to promote informed consumption of audiovisual content	2
15	Otroški parlament / Youth Parliament:	End-user engagement	Cross-sectoral	Participation and interaction, Education of children for	N/R	2010-2016 (since 1990)	The elaboration of programme and goals, the size and	2



	Media literacy as the basis for active citizenship		collaboration	democracy			engagement of the target audience	
16	Guidelines for reporting on children	Resources	Cross-sector collaboration	Critical thinking	N/R	2014	The engagement of the participating stakeholders	3
17	Javne knjižnice / Public Libraries	End-user engagement	Public institutions	Media use	N/R	Regular activity	The wide network of the public library system and the size and engagement of the target audience. The importance of the Slovenian public libraries in promoting information literacy is recognised in the National Cultural Programme.	2
18	Šole za starše / seminars for parents in schools and kindergartens	End-user engagement	Civil society	Critical thinking	R	n.a.	The size of the target audience	3



19	Tretje univerze / Third age universities	End-user engagement	Civil society	Media use, Participation and interaction	R	n.a.	The size of the target audience	3
20	Help centre and hotline for excessive use of the Internet, Programme LogOut and ReStart	End-user engagement,	Civil society	End-user engagement, Campaigns	N/R	2011-2016	Free help on digital addictions for kids, adults and families. Sponsored by public funds.	3



Section 3 – Project summaries

Question 4

From the projects you have highlighted in Question 3, please describe the five most significant⁷⁵⁸ media literacy projects that have taken place in your country since 2010.

Please use a separate form for each project. See the sample answer for help.

The following projects are according to the size and/or engagement of the target audience, the public visibility or the continuity and long-term effects the five most significant media literacy projects in Slovenia in the last five years (since January 2010):

1. Safe.si
2. Simbioza
3. Pismenost.si
4. Kinobalon
5. Slon

⁷⁵⁸ Significant can relate to:

- a) the size of the target audience and/or the reach of the project,
- b) the total budget or cost of the project
- c) the final outcomes / impact of the project
- d) the level of public awareness of the project
- e) the level of engagement by the target audience.



Answer 4 – Project 1

A. PROJECT NAME: Safer Internet

B. CATEGORY AND DESCRIPTION OF PROJECT:

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an 'X':

Research	
Resources	
Campaign	X
Provision of Funding	
Networking Platforms	
Policy Development	
End-user engagement	
Other	

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

The Safer Internet activities are being carried out by the Safer Internet Centre Slovenia, which acts as a central point for issues related to the Internet safety issues in Slovenia. The Centre aims at enabling the Slovenian Internet users to report illegal content, sharing the knowledge about the safer use of communication technologies and helping children and adolescents when encountering any kinds of trouble online, via three main services: the awareness centre SAFE-SI, the hotline Spletno oko and the helpline Tom.



The EU initiated and co-financed project SAFE-SI is a Slovenian national Awareness Node that promotes and supports awareness on protection and education of children and teenagers using Internet and new online technologies. The SAFE-SI has been run by a consortium of partners as a project under the umbrella of the Safer Internet Programme. The members of the consortium are the University of Ljubljana, the Faculty of Social Sciences, ARNES, the Slovenian Association of Friends of Youth and the Youth Information and Counselling Centre of Slovenia. The project is co-financed by the Information Society and Media Directorate-General within European Commission and the Slovenian Ministry of Education, Science, and Sport.

The Slovenian hotline for reporting the illegal Internet content *Spletno oko* has been established in 2007. It works in cooperation with the Slovenian police and the Supreme Court, and is a member of the INHOPE network. Most of the reported illegal content refers to child sexual abuse and hate speech. Since 2011 the users can report hate speech to *Spletno oko* also directly from the most visited media web portals via a special reporting tool that is normally located in the comments section.

The *Tom* telephone helpline is the largest and oldest helpline for children in Slovenia. The Slovenian Association of Friends of Youth, an NGO, operates it. Since 2012 it provides direct counseling to children and adolescents also regarding inappropriate or offensive Internet content and online harassment. The helpline is available via a free of charge telephone service each day, including the weekends, from 12am-8pm. It is complemented by a website, where the questions can be posted also via an online form, and by a web chat room. Before March 2012, there was another helpline *Nasvet za net*, dedicated solely to the internet issues. The Slovenian Consumers Association operated it. Between September 2010 and February 2012, the helpline *Nasvet za net* received and responded to 429 questions (almost three times more than in the previous project cycle from 2008-2010).

I had no involvement in any of the activities of this project.

C. GEOGRAPHICAL REACH

Please indicate whether the project was of National or Regional significance.

This project takes place across Slovenia and internationally within the international Safer Internet Programme.

D. TIMEFRAME AND BUDGET



Please include the duration of the project, the dates and, where possible, the annual and total budget and related sources of financing.

The project with all its components is being carried out in consecutive two years cycles. The first activities started in 2005.

The main sources of financing are the EU and Slovenian public funds. The project is co-financed by the Information Society and Media Directorate-General, the Slovenian Ministry of Education, Science, and Sport, and own funds of the members of the consortium: the University of Ljubljana, the Faculty of Social Sciences, ARNES, the Slovenian Association of Friends of Youth and the Youth Information and Counselling Centre of Slovenia.

E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

Please indicate the type of media literacy skills or capacities that were addressed in the project. For example:

- *Media use:*
 - *The ability to search, find and navigate and use media content and services.*
- *Critical thinking skills such as:*
 - *Understanding how the media industry works and how media messages are constructed.*
 - *Questioning the motivations of content producers in order to make informed choices about content selection and use.*
 - *Recognising different types of media content and evaluating content for truthfulness, reliability and value for money.*
 - *Recognising and managing online security and safety risks.*
- *Creative skills such as:*
 - *Creating, building and generating media content.*
- *Participation and engagement skills such as:*
 - *Interaction, engagement and participation in the economic, social and cultural aspects of society through the media.*
 - *Promoting democratic participation and fundamental rights.*
- *Intercultural dialogue skills such as:*
 - *Including challenging radicalisation and hate speech online.*

This project:

- **Helps people to develop critical thinking skills such as understanding the online safety and addiction risks, as well as sensitization on hate**



speech and images of sexual abuse of children.

- **Encourages social interaction, engagement and participation by promoting and facilitating reporting of examples of potential sexual abuses of children and hate speech.**

F. STAKEHOLDERS:

Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.

The non-exclusive list of the stakeholders that appeared in various roles and partnerships in the diversified net of the Safer Internet Centre activities, ranging from support in training and counselling, development of standards and guidelines, communication and promotion activities, reporting of illegal content, handling of the reported cases etc.:

Academic and Research Network of Slovenia ARNES
European Commission
Information Commissioner of the Republic of Slovenia
Ministry of Education, Science and Sport
Agency for Communication Networks and Services
E–education project
Primary schools
Social work centres
Association of Friends of Youth Slovenia ZPMS
University of Ljubljana, Faculty of Social Sciences
University of Maribor, Faculty of Law
Youth informative Counselling Centre of Slovenia MISSS
Outpatient Clinic for Addicts in Nova Gorica
Counseling Centre for children, youngsters and parents Ljubljana
Logout
Slovene Consumers' Association ZPS
Police
General Prosecutor
Chamber of Commerce and Industry of Slovenia



Microsoft Slovenia

Media Publishers

Information society services providers

Rokus Klett Publishing

the public (addressed and involved in the activities of the Centre, particularly the young people targeted by the campaigns and events, as well as media users reporting the illegal content).

G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible, please indicate also the size of the targeted audience.

Target groups:

- **children, teenagers,**
- **parents, teachers and social workers;**
- **media and providers of the information society services;**
- **police and prosecutors.**

H. OUTCOMES AND EVALUATION

Please outline (in approximately 300 words) the main results of the project. Some category-specific evaluation tools are outlined below to act as a guide for response and to provide a broad evaluation framework. However, we understand that each project will be different and evaluation methods may differ significantly.

Research – frequency of research, methodology, use and dissemination of results.

Programmes of Resources – audience reached, online hits, shares, plays, downloads, circulation.



Campaigns – Levels of awareness and participation. Attitudinal and/or behavioural changes. Measuring audience reach/distribution, levels of awareness and participation, audience engagement via online/face to face methods etc. Qualitative results could include testimonials etc. Please include the frequency of measurement/evaluation.

Value for money / Return on Investment, % of grant/funding used.

Networking Platforms – Number of stakeholders engaged, frequency of networking opportunities, number of conferences, publications, subscribers, whether the networking took place at a regional, National, Pan-European or International level.

Policy Developments – Frequency, Dissemination of policy, reaction to and adoption of policy recommendations.

End-user engagement – Numbers of people engaged, frequency, results.

The project generated a number of online and offline resources and tutorials on how to use the Internet and mobile devices safely and responsibly, as well as games and fun for young people, parents and teachers. The SAFE-SI website became a key reference point for information and advice on the Internet safety. A number of trainings, seminars, conferences, discussions, festivals, campaigns, etc. were organized. Hundreds of kids and parents received the assistance and advice via the free telephone helpline. Since the launch of the Spletno oko hotline in 2007, the number of reported cases with regard to hate speech or sexual abuse of children has quintupled. From 2012 to 2014 the hotline received almost 11 thousand reports of illegal content on the Internet. Besides, the project initiated and coordinated the creation of the self-regulatory frameworks among the main communication services providers and the main news portals.

Reasons of the project's significance in brief:

- the size and diversity of the target audience
- the size and diversity of the audience reached
- the size and diversity of the participating stakeholders
- the level of the engagement of the stakeholders and the audience the quantity, quality and diversity of the resources produced
- wide and multi-channel dissemination and high visibility
- tangible results (key reference point for information on internet safety, main tool for reporting illegal content, main helpline for children regarding internet related problems, development and adoption of industry codes).



I. FURTHER REFERENCES

Please provide further references about the initiative: publications, website, Twitter account etc.

The SAFE-SI website: <http://english.safe.si/>

The SAFE-SI bi-annual reports:

http://safe.si/sites/safe.si/files/final_public_report_2010_2012.pdf

http://safe.si/sites/safe.si/files/koncno_porocilo_2012-2014.pdf

The SAFE-SI social networks accounts with resources for various target groups:

https://twitter.com/Safe_si

<https://twitter.com/spletnooko>

www.facebook.com/safe.si

www.facebook.com/deskamvarno

www.youtube.com/user/saferinternetsi

The Code of Conduct of the ISPs www.ris.org/uploadi/editor/1360137260Kodeks_ravnanja_za_zascito_uporabnikov_2013.pdf

The Code of Conduct of the News Portals http://safe.si/sites/safe.si/files/kodeks_oblikovan.pdf



Answer 4 – Project 2

A. PROJECT NAME: Simbioz@

B. CATEGORY AND DESCRIPTION OF PROJECT:

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an 'X':

Research	
Resources	
Campaign	
Provision of Funding	
Networking Platforms	
Policy Development	
End-user engagement	X
Other	

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

The Simbioz@ project aimed at increasing computer and internet literacy among the elderly. It developed a model of computer workshops for the elderly, where they learned from young people and mastered the basics of computer use within a week. In three years (2011-2013), the project linked more than 15,000 elderly and 9,000 young people all across Slovenia. The workshops were free and based on intergenerational voluntary cooperation and knowledge transfer from young people to older people. In 2014 the project reorganised into a social company and diversified its activities. The



intergenerational cooperation remained the core principle, while the scope of topics broadened.

The workshops had a 5-working days form, organized within 5 modules, each lasting 2 hours (50 min + a 10 min pause + 50 min + 10 min for questions). From Monday to Friday the young volunteers presented the basic computer and cellular phone skills to the participants with the help of materials made in advance. The first module “Computer, my friend” included basic information about the computer; the participants were acquainted with basic computer parts, learned how to navigate the mouse and use the keyboard. They were told how to start the computer, about the desktop and folders. They learned how to write in Word and the basics of text editing. The text was then saved and the computer turned off. On the second module “A click into the world”, the participants learned about the internet and its use in everyday life. They were introduced with the means of obtaining information and how to use a browser. The participants were interested in free means of internet communication. They learned how to bookmark pages and other practical things. The content of the third module, “No-go without email” was email, together with internet etiquette, online security and safe connections. The volunteers opened an email account for each participant and showed him or her how to write an email, send it, receive it, read it and reply to it. As part of the fourth module “Let’s get connected!” the participants discovered social networking. Each of the participants created their own Facebook account and was taught how to use it. They searched for their grandchildren and friends, posted a notice on their wall and so forth. In the fifth module “World of mobile telephony” the participants learned how to use mobile phones: how to use the directory, browse through the received SMS messages, send them, use the camera, send pictures by MMS, make use of other smart phone tools (stopwatch, sound recorder, calculator, games).

Project Simbioz@ was a private initiative, launched by a small non-profit NGO Zavod Ypsilon, and carried out by a young team, exclusively with the resources gained from sponsorships, donations, applications and advertising. One of the reasons for its success was a good communication strategy and dissemination of information via a multitude of channels, offered for free by the established media companies.

Its main success was in the size and engagement of the stakeholders and the audience involved. It gained a significant visibility and recognition, both in Slovenia and abroad.

I had no involvement in this project.

C. GEOGRAPHICAL REACH



Please indicate whether the project was of National or Regional significance.

This project took place across Slovenia.

D. TIMEFRAME AND BUDGET

Please include the duration of the project, the dates and, where possible, the annual and total budget and related sources of financing.

The project was organized for three consecutive years: in 2011, 2012 and 2013. The successor of the project is Simbioza šola (school), organised on a much smaller scale in 2014 and 2015.

In 2013, the project collected 125.955,16 €: 112.422,17 € from sponsors, 10.187,09 € from applications, 1.400,00 € from donors, and 1.945,90 € from advertising. The expenses for organization of the team, advertising and communication expenses, production and print of promotional and project material and organization of events reached 125.612,47 €. The project also obtained 1.048.600,00 € in material sponsorship, free media space representing the largest share - 90% of the revenue. The free availability of the classrooms where the workshops took place was estimated to 49.000,00 €, while the 36.478 hours of volunteer work to 182.390,00 €. The total value of the project was therefore 1.356.945,16 €. The industry sponsors included telecom and IT companies, insurance companies, banks, Post of Slovenia, and a hotel chain. The largest among the media sponsors was the public service media institution RTV Slovenia.

E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

Please indicate the type of media literacy skills or capacities that were addressed in the project. For example:

- *Media use:*
 - *The ability to search, find and navigate and use media content and services.*
- *Critical thinking skills such as:*
 - *Understanding how the media industry works and how media messages are constructed.*
 - *Questioning the motivations of content producers in order to make informed choices about content selection and use.*
 - *Recognising different types of media content and evaluating content for truthfulness, reliability and value for money.*
 - *Recognising and managing online security and safety risks.*



- *Creative skills such as:*
 - *Creating, building and generating media content.*
- *Participation and engagement skills such as:*
 - *Interaction, engagement and participation in the economic, social and cultural aspects of society through the media.*
 - *Promoting democratic participation and fundamental rights.*
- *Intercultural dialogue skills such as:*
 - *Including challenging radicalisation and hate speech online.*

This project:

- **Helped elderly people to learn or increase their ability to search, find and navigate and use media content and services.**
- **Promoted interaction, engagement and participation of the elderly in the economic, social and cultural aspects of society through the media.**
- **Promoted social cohesion, inclusion and intergenerational solidarity via sharing of knowledge related to media and communication.**
- **Promoted lifelong education related to media communication.**

F. STAKEHOLDERS:

Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.

The main organisation behind the project was a non-profit NGO Zavod Ypsilon, which initiated and coordinated the project, bringing together various stakeholders from different industry branches, civil society, media, public institutions and individuals. In 2013, there were 60 partner organisations included in the execution of the workshops. Besides the thousands of young volunteers who provided the trainings of ITC skills to the elderly participants, the partners helped mostly with the promotion of the project in their local environment and finding volunteers and participants. Others offered their communication channels or helped with the distribution of the material for the workshops, while others contributed the content of individual modules. The public service broadcaster, other media companies and a large advertising agency assisted in gaining visibility and public support of the project. Associations of the elderly informed their members, partners and the public and together with municipalities assisted in regional/local coordination. Tech companies, faculties and schools offered the required infrastructure for Info spots, enrolment places and classrooms. Student and youth associations informed the young about the project and encouraging them to participate in it.

G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible, please



indicate also the size of the targeted audience.

Target groups were:

- **Elderly trainees**
- **Youth volunteers**
- **General public**

H. OUTCOMES AND EVALUATION

Please outline (in approximately 300 words) the main results of the project. Some category-specific evaluation tools are outlined below to act as a guide for response and to provide a broad evaluation framework. However, we understand that each project will be different and evaluation methods may differ significantly.

Research – frequency of research, methodology, use and dissemination of results.

Programmes of Resources – audience reached, online hits, shares, plays, downloads, circulation.

Campaigns – Levels of awareness and participation. Attitudinal and/or behavioural changes. Measuring audience reach/distribution, levels of awareness and participation, audience engagement via online/face to face methods etc. Qualitative results could include testimonials etc. Please include the frequency of measurement/evaluation.

Value for money / Return on Investment, % of grant/funding used.

Networking Platforms – Number of stakeholders engaged, frequency of networking opportunities, number of conferences, publications, subscribers, whether the networking took place at a regional, National, Pan-European or International level.

Policy Developments – Frequency, Dissemination of policy, reaction to and adoption of policy recommendations.

End-user engagement – Numbers of people engaged, frequency, results.



In three years, from 2011 – 2013, the project linked over 15.000 of elderly and 9.000 of young people all across the country in the biggest national action of computer and internet skills training.

In 2011, 2413 volunteers shared their knowledge with 5721 participants on 230 locations. The average age of participants was 63 years; the oldest was 97 years old. In 2012 the total number of included people increased to 8283: 3250 volunteers and 5033 trainees. The classes were held on 300 locations. Two thirds of participants were women. Among the volunteers there was 43% men and 57% women. The average age of participants was 64 years, and of the volunteers 23 years. In 2013, 8532 people took part in the project on 328 locations around Slovenia. There were 3606 volunteers teaching 4926 participants. The majority of participants were women, 65%. The gender ratio among the volunteers: 48% of volunteers were men, 52% women. The average age of the participants was 64 and the volunteers 25. The oldest participant was 99 years old. Four youngest volunteers were 7 years old.

Reasons of the project's significance in brief:

- the size and the age of the target audience
- the size and the age of the audience reached
- the size and diversity of the participating stakeholders
- the level of the engagement of the stakeholders and the audience
- the national and international recognition
- value for money (volunteers model)



I. FURTHER REFERENCES

Please provide further references about the initiative: publications, website, Twitter account etc.

The Simbioz@ website:

www.simbioza.eu/en/2015/

The Simbioz@ final report:

http://cdn.simbioza.eu/uploads/files/simbioza2013_final-report-2.pdf

The Simbioz@ social networks accounts with resources for various target groups:

www.facebook.com/Simbioza.eu

https://twitter.com/Simbioza_eu

www.youtube.com/user/SimbiozaSI

www.youtube.com/watch?v=2qwAg7SawsY



Answer 4 – Project 3

A. PROJECT NAME: Medijska pismenost v Sloveniji / Media Literacy in Slovenia

B. CATEGORY AND DESCRIPTION OF PROJECT:

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an 'X':

Research	X
Resources	
Campaign	
Provision of Funding	
Networking Platforms	
Policy Development	
End-user engagement	
Other	

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

The project Media Literacy in Slovenia with the full name »the Infrastructural Programme of the Faculty for Media – Collecting, Managing and Archiving Data on Media Literacy« was initiated in 2014 and is financed by the funds of the Slovenian Research Agency.

The project creators drew upon the EU and national programmes in media and communication sectors in their explanations of the motivations for the project. They positioned the idea in the context of the calls of European institutions for measurement and improvement of media literacy and referred



to the Resolution of European Parliament that assigned the European Commission to prepare a systematic global overview and reporting of different aspects of media literacy in Europe. According to them, the aim of the project is collecting data, analysing trends and indicators about media literacy in Slovenia in a longer period of time, and hence allowing comparative positioning of the country in the European and global environment, allowing offering evidence basis for political decisions, and monitoring their implementation.

In two years, from 2014-2016, the project launched a web portal pismenost.si, listing activities and resources concerning media literacy in Slovenia and in the EU. They also organized a number of events, workshops and trainings and carried out three research studies:

- Media Literacy in Slovenia (2014)
- Media and Preschool Children in Slovenia (2016)
- Media and High School Students in Slovenia (2016).

The studies were conducted on secondary data and primary data gathered with a combination of qualitative and quantitative methods.

Their significance derives from the topic itself, since not much research on media literacy has been done thus far in Slovenia, the methods used and the size of the samples.

I had no involvement in this project.

C. GEOGRAPHICAL REACH

Please indicate whether the project was of National or Regional significance.

This project takes place across Slovenia.

D. TIMEFRAME AND BUDGET



Please include the duration of the project, the dates and, where possible, the annual and total budget and related sources of financing.

The main source of financing are the public funds of the Slovenian Research Agency. According to the contract between the Agency as project sponsor and the Faculty as project leader, there were 32.000 € envisaged for the project activities (salaries of the participating researchers) in 2015. The co-financing of the project is guaranteed until 2020.

E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

Please indicate the type of media literacy skills or capacities that were addressed in the project. For example:

- *Media use:*
 - *The ability to search, find and navigate and use media content and services.*
- *Critical thinking skills such as:*
 - *Understanding how the media industry works and how media messages are constructed.*
 - *Questioning the motivations of content producers in order to make informed choices about content selection and use.*
 - *Recognising different types of media content and evaluating content for truthfulness, reliability and value for money.*
 - *Recognising and managing online security and safety risks.*
- *Creative skills such as:*
 - *Creating, building and generating media content.*
- *Participation and engagement skills such as:*
 - *Interaction, engagement and participation in the economic, social and cultural aspects of society through the media.*
 - *Promoting democratic participation and fundamental rights.*
- *Intercultural dialogue skills such as:*
 - *Including challenging radicalisation and hate speech online.*

This project:

- **Helps identifying the indicators of media literacy in Slovenia;**
- **Addresses the media use (ability to access media information and services and consumption trends) in different age groups of young people;**
- **Addresses critical thinking skills such as understanding the online security/safety risks and exposure to addiction; as well as questioning the**



<p>motivations of content producers and making informed choices about content selection and use;</p> <ul style="list-style-type: none"> - Addresses social participation and engagement skills through the media and indirectly, and the ability to create media content.
<p>F. STAKEHOLDERS:</p> <p><i>Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.</i></p> <p>Faculty of Media, Ljubljana – project leader Slovenian Research Agency ARRS – project sponsor Schools, kindergartens – assistance in circulation of the survey questionnaire</p>
<p>G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:</p> <p><i>Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible, please indicate also the size of the targeted audience.</i></p> <p>Target groups:</p> <ul style="list-style-type: none"> - institutions carrying out media literacy projects - public authorities, policy makers - researchers, academia - the public, parents, children
<p>H. OUTCOMES AND EVALUATION</p> <p><i>Please outline (in approximately 300 words) the main results of the project. Some category-specific evaluation tools are outlined below to act as a guide for response and to provide a broad evaluation framework. However, we understand that each project will be different and evaluation methods may differ significantly.</i></p> <p><i>Research – frequency of research, methodology, use and dissemination of results.</i></p>



Programmes of Resources – audience reached, online hits, shares, plays, downloads, circulation.

Campaigns – Levels of awareness and participation. Attitudinal and/or behavioural changes. Measuring audience reach/distribution, levels of awareness and participation, audience engagement via online/face to face methods etc. Qualitative results could include testimonials etc. Please include the frequency of measurement/evaluation.

Value for money / Return on Investment, % of grant/funding used.

Networking Platforms – Number of stakeholders engaged, frequency of networking opportunities, number of conferences, publications, subscribers, whether the networking took place at a regional, National, Pan-European or International level.

Policy Developments – Frequency, Dissemination of policy, reaction to and adoption of policy recommendations.

End-user engagement – Numbers of people engaged, frequency, results.

Three landmark pieces of research were carried out within the project – in terms of topic, research approach and size of the sample. The project created a web portal sharing the basic information on the curricula and non-curricula media literacy projects. Under the auspices of the project a series of events, workshops and seminars was organised.

Reasons of the project's significance in brief:

- **the results of the project (three important studies)**
- **the repository of resources**
- **the size and diversity of the target audience**

I. FURTHER REFERENCES

Please provide further references about the initiative: publications, website, Twitter account etc.

The project website: <http://pismenost.si/>



The newsletter of the project: www.pismenost.si/pdf/Informator_MP01-2015.pdf

The studies:

- Media Literacy in Slovenia (2014) www.pismenost.si/pdf/Raziskava_MP_Slovenija_2014.pdf
- Media and Preschool Children in Slovenia (2016) http://pismenost.si/pdf/Raziskava_predsolski_otroci_Slovenija_2016_v13.7.pdf
- Media and High School Students in Slovenia (2016) <http://pismenost.si/mediji-in-srednjesolci-slovenija-2016/>



Answer 4 – Project 4

A. PROJECT NAME: Kinobalon

B. CATEGORY AND DESCRIPTION OF PROJECT:

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an 'X':

Research	
Resources	
Campaign	
Provision of Funding	
Networking Platforms	
Policy Development	
End-user engagement	X
Other	

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

Kinobalon is a film education programme for children and youth at the Kinodvor, one of the Ljubljana's city cinemas.

The City of Ljubljana is the main financial supporter of Kinodvor and its film education programme. Additionally, the city contributes to the accessibility of the Kinobalon programme via other programmes, such as the "Generations", a free-of-charge film education programme, and the free-of-charge



screenings as part of the Bobri Festival of Arts Education in Ljubljana.

The Kinobalon's current structure follows the initial idea of a family film programme for children at weekends and during school holidays, complemented by workshops, and a school film programme for children and youth (age 3 - 18) on weekday mornings accompanied by debate. These programmes are backed by education resources for parents and teachers and booklets of the Kinobalon series for children. To help teachers select a suitable film education programme, Kinodvor publishes a school catalogue before the start of a school year.

In the school film catalogue every film is accompanied by age recommendation, the film's relation to school curriculum, topics of each film, and suggested extra-curricular activities. Furthermore, there is a repository of resources and hints for teachers and parents.

The programme orientation is to offer young viewers a wide variety of films and increase their access to kinds of films they might be less familiar with. Most films in the programme are contemporary European productions with a special emphasis on quality art films: feature films, short animated films and documentaries.

In a few years Kinobalon has grown beyond the city of Ljubljana activity and became a reference project of film education. The cooperation with schools now takes place all over the country. For 2010-2011 Kinodvor won the Ministry of Culture funds for film education programmes.

I had no involvement in this project.

C. GEOGRAPHICAL REACH

Please indicate whether the project was of National or Regional significance.

This project was launched on the regional level – in the municipality of Ljubljana, but later expanded its activities across Slovenia.



D. TIMEFRAME AND BUDGET

Please include the duration of the project, the dates and, where possible, the annual and total budget and related sources of financing.

The project is of a long-term type. It was launched in 2008 and operated uninterruptedly in the period covered by the present report.

E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

Please indicate the type of media literacy skills or capacities that were addressed in the project. For example:

- *Media use:*
 - *The ability to search, find and navigate and use media content and services.*
- *Critical thinking skills such as:*
 - *Understanding how the media industry works and how media messages are constructed.*
 - *Questioning the motivations of content producers in order to make informed choices about content selection and use.*
 - *Recognising different types of media content and evaluating content for truthfulness, reliability and value for money.*
 - *Recognising and managing online security and safety risks.*
- *Creative skills such as:*
 - *Creating, building and generating media content.*
- *Participation and engagement skills such as:*
 - *Interaction, engagement and participation in the economic, social and cultural aspects of society through the media.*
 - *Promoting democratic participation and fundamental rights.*
- *Intercultural dialogue skills such as:*
 - *Including challenging radicalisation and hate speech online.*

The Kinobalon programme is based on the idea of creativity, openness to children's own observations and dialogue.

This project:

- **Helps children develop their critical thinking, such as understanding how the audiovisual industry works and how its messages are**



constructed.

- Promotes participation of the young people in cultural life of society through the film education.
- Exposes children to variety of quality films with more than one layer of content/form, films that transcend the clichés and seek a unique expression, and can be rarely seen in the mainstream media, and therefore inspires creativity.
- Promotes intercultural dialogue skills, since it shows the young viewers different and diverse lives of children.

F. STAKEHOLDERS:

Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.

The Kinodvor Cinema that runs the Kinobalon programme is a public institution founded by the City of Ljubljana and funded via the city and other public funds (e.g. of Ministry of Culture), as well as its own commercial activity (tickets sale, advertising, other services). Kinobalon has a large network of external collaborators, mostly experts that contribute in the creation and execution of the programme. Other stakeholders include schools, festivals, public service broadcaster RTV Slovenija and other promoters of film education in Slovenia.

G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible, please indicate also the size of the targeted audience.

Target groups:

- Kids and parents in their leisure time
- Kids and teachers in schools

Kinobalon makes up approximately a third of the programme and audience of the Kinodvor cinema and there is a clear upward trend.

Viewership shares in 2010-2014:



2010: 20,482 viewers (Kinodvor total: 77,532)

2011: 20,402 viewers (Kinodvor total: 96,364)

2012: 27,666 viewers (Kinodvor total: 121,054)

2013: 30,730 viewers (Kinodvor total: 122,781)

2014: 33,351 viewers (Kinodvor total: 120,119)

H. OUTCOMES AND EVALUATION

Please outline (in approximately 300 words) the main results of the project. Some category-specific evaluation tools are outlined below to act as a guide for response and to provide a broad evaluation framework. However, we understand that each project will be different and evaluation methods may differ significantly.

Research – frequency of research, methodology, use and dissemination of results.

Programmes of Resources – audience reached, online hits, shares, plays, downloads, circulation.

Campaigns – Levels of awareness and participation. Attitudinal and/or behavioural changes. Measuring audience reach/distribution, levels of awareness and participation, audience engagement via online/face to face methods etc. Qualitative results could include testimonials etc. Please include the frequency of measurement/evaluation.

Value for money / Return on Investment, % of grant/funding used.

Networking Platforms – Number of stakeholders engaged, frequency of networking opportunities, number of conferences, publications, subscribers, whether the networking took place at a regional, National, Pan-European or International level.

Policy Developments – Frequency, Dissemination of policy, reaction to and adoption of policy recommendations.



End-user engagement – Numbers of people engaged, frequency, results.

The desired result of Kinobalon are sensitive, critical and creative viewers. Viewing is understood as a creative act of building the film's meaning. A careful selection of films is complemented by resources assisting their reflection (booklets, articles, teachers resources, workshops and debates). In their programme children keep gaining knowledge about film, every experience leads to new knowledge. Via the discussions on films they develop a skill of expressing thoughts about cinema and take a stand in relation to the film's content and the world presented by the film.

Reasons of the project's significance in brief:

- the size and the age of the target audience, and the positive trend in the size of the reached audience
- the range of engagement: from end-user engagement to participation in development of national policies
- the diversity, quantity and quality of the programmes and resources offered
- the level of the engagement of the stakeholders and the audience
- the national and international recognition

The key people behind Kinobalon participate in working groups developing national policies and implementing other activities related to film education.

In 2010, the Kinodvor received the Best Young Audience Activities Award at the Europa Cinemas conference in Paris for its Kinobalon programme. The Europa Cinemas is a network of 1,182 cinemas from 69 countries and 682 cities. Both in Slovenia and abroad, it is often referred to as a reference project not only of film education, but also of culture education in general.

I. FURTHER REFERENCES

Please provide further references about the initiative: publications, website, Twitter account etc.

The Kinobalon website:

www.kinodvor.org/en/kinobalon/

The Kinobalon resources:

For teachers and parents www.kinodvor.org/kinobalon/gradiva-za-ucitelje-in-starse/



Lists of specialised literature and recommended films www.kinodvor.org/kinobalon/povezave-in-partnerji/

The international conference on film education in cinemas:

www.kinodvor.org/media/povzetek.konference_eng.pdf

The Kinobalon social networks accounts:

www.facebook.com/search/top/?q=kinobalon

<https://twitter.com/Kinobalon?lang=en>



Answer 4 – Project 5

A. PROJECT NAME: Slon / the Elephant

B. CATEGORY AND DESCRIPTION OF PROJECT:

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an 'X':

Research	
Resources	
Campaign	
Provision of Funding	
Networking Platforms	
Policy Development	
End-user engagement	X
Other	

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

Slon/the Elephant is educational animated film programme for children and youth within the framework of the International animated film festival Animateka. The Elephant was designed on the principles of the UNESCO's Road Map for Arts Education with the basic idea of encouraging the children's critical thinking, develop their empathy, and enhance their creativity.



Animateka, an international festival of animated film, takes place every year in Ljubljana. It focuses primarily on the East and Central European latest production of short animated films. European student films and International films for children are also presented in competition programs. The festival includes a wide range of programmes on the beginnings and the development of animation, and presents an overview of the best contemporary short and feature animated films on a worldwide scale.

The main event, usually organized in December, is accompanied by other events throughout the whole year. For instance, in June 2016 they organized a couple of animation workshops for children with dyslexia; in summer 2016 the festival will carry out a series of open air workshops in the squares, streets and parks of Ljubljana to make animated video postcards of the city. The participants will learn pixilation, a technique for animating people resulting in unusual movement effects that are not possible on camera, and make animations based on drawings of light, traces of light in the dark.

The Elephant programme consists of various smaller projects with a common goal to raise the awareness and provide training and education of the Slovenian public on the capabilities, requirements and qualities of the quality animated films. The main purpose of these activities is to stimulate the interest for quality animated films among the children, and to provide the basics for the film education through the animation.

Within its Slon/Elephant programme Animateka collaborates with a number of stakeholders, e.g. schools, public libraries, NGOs, public institutions.

I had no involvement in this project.

C. GEOGRAPHICAL REACH

Please indicate whether the project was of National or Regional significance.

This international project was launched in the city of Ljubljana, but carries out its educational activities also on other locations in Slovenia.

D. TIMEFRAME AND BUDGET



Please include the duration of the project, the dates and, where possible, the annual and total budget and related sources of financing.

The project is of a long-term type. It was launched in 2004 and operated uninterruptedly in the period covered by the present report. Its programmes are financed by public funds (e.g. the Slovenian Film Centre, the Ministry of Culture, Municipality of Ljubljana, and Creative Europe Media) and other sponsors.

E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

Please indicate the type of media literacy skills or capacities that were addressed in the project. For example:

- *Media use:*
 - *The ability to search, find and navigate and use media content and services.*
- *Critical thinking skills such as:*
 - *Understanding how the media industry works and how media messages are constructed.*
 - *Questioning the motivations of content producers in order to make informed choices about content selection and use.*
 - *Recognising different types of media content and evaluating content for truthfulness, reliability and value for money.*
 - *Recognising and managing online security and safety risks.*
- *Creative skills such as:*
 - *Creating, building and generating media content.*
- *Participation and engagement skills such as:*
 - *Interaction, engagement and participation in the economic, social and cultural aspects of society through the media.*
 - *Promoting democratic participation and fundamental rights.*
- *Intercultural dialogue skills such as:*
 - *Including challenging radicalisation and hate speech online.*

The Slon / Elephant programme is based on the idea of creativity, critical thinking and empathy.

This project:

- **Helps children develop their critical thinking, such as understanding how the animated film industry works and how its messages are constructed.**
- **Promotes participation of the young people in the cultural life of society through the animated film education and production.**



- Exposes children to variety of quality animated films with a unique expression that can be rarely seen in the mainstream media, and trains them in animation techniques and modes of expression, and therefore inspires creativity.
- Promotes intercultural dialogue skills and empathy by selection of topics and engagement with different demographic groups.

F. STAKEHOLDERS:

Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.

The Društvo za oživljanje zgodbe 2 koluta (the association for reanimation of storytelling 2 reels) runs the Animateka festival and the Slon / Elephant animated film education programme. Educational activities, designed for adults and children alike, present an important part of their endeavors in cultivation of storytelling – be it in the form of film, sound recording or live storytelling. The Association has a network of external collaborators, such as mentors in trainings and institutions offering channels for dissemination of information on the Elephant activities or locations for their execution.

To list but a few:

- Assisting in financing: EU Centre Creative Europe in Slovenia, EU Creative Europe Media, Motovila, Ministry of Culture of the Republic of Slovenia, City of Ljubljana Municipality, Ljubljana – the Green Capital of Europe project;
- Assisting in production: Kinodvor, Kinoteka;
- Other types of collaboration: Slovenian Film Centre, Institut Français Ljubljana, Holland Animation Film Festival, Embassy of the Republic of Poland, DOX Leipzig, Visegrad Animation Forum, University in Ljubljana, University of Nova Gorica, etc.

G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible, please indicate also the size of the targeted audience.

Target groups:

- Children
- Adults



H. OUTCOMES AND EVALUATION

Please outline (in approximately 300 words) the main results of the project. Some category-specific evaluation tools are outlined below to act as a guide for response and to provide a broad evaluation framework. However, we understand that each project will be different and evaluation methods may differ significantly.

Research – frequency of research, methodology, use and dissemination of results.

Programmes of Resources – audience reached, online hits, shares, plays, downloads, circulation.

Campaigns – Levels of awareness and participation. Attitudinal and/or behavioural changes. Measuring audience reach/distribution, levels of awareness and participation, audience engagement via online/face to face methods etc. Qualitative results could include testimonials etc. Please include the frequency of measurement/evaluation.

Value for money / Return on Investment, % of grant/funding used.

Networking Platforms – Number of stakeholders engaged, frequency of networking opportunities, number of conferences, publications, subscribers, whether the networking took place at a regional, National, Pan-European or International level.

Policy Developments – Frequency, Dissemination of policy, reaction to and adoption of policy recommendations.

End-user engagement – Numbers of people engaged, frequency, results.

The main desired result of Slon/the Elephant are critical, creative and empathic (young) viewers.

Reasons of the project's significance in brief:

- **the tradition and continuous development of the programme**
- **the size and the age of the target audience**
- **the resources for accompanying pedagogical activities**



- the national and international recognition

I. FURTHER REFERENCES

Please provide further references about the initiative: publications, website, Twitter account etc.

The Animateka website:

www.animateka.si/2016/en/

The Elephant website section:

<http://slon.animateka.si/en/home.html>

The Animateka/Elephant resources:

<http://slon.animateka.si/en/publications.html>





7.28. SK – SLOVAKIA

Answers of the national expert to the questionnaire



Objective: The objective of this research is to provide mapping and description of the significant projects in promotion of media literacy in the EU-28 member states, since January 2010, of national or regional coverage.

The actors to be included in the mapping are:

- policy makers,
- public authorities,
- media regulatory authorities,
- audiovisual content providers,
- journalists associations,
- civil society.

To ensure a comprehensive picture is created of the media literacy projects that have been undertaken, and media literacy skills that have been promoted in each country, we ask that you consult with actors mentioned above (or the equivalent in your country) and include any relevant material from them.

The projects will be categorised according to the skills that they intend to develop and their target group and, if feasible, the outreach of each project.

Context: Media literacy is to be understood as an umbrella expression that includes all the technical, cognitive, social, civic and creative capacities that allow a citizen to access, have a critical understanding of the media and interact with it.

These capacities enable people to exercise critical thinking, while participating in the economic, social and cultural aspects of society and playing an active role in the democratic process. This concept covers all kind of media interactions (broadcasting, radio, press, the internet, social media) and addresses the needs of all ages.

Scope: This report will focus on media literacy projects relating to media services delivered on electronic communication networks, both linear and non-linear, and on information society services where pertinent. Press (including online), radio and off-line media will not be covered. Regional initiatives will be described separately where relevant.

In addition to the conventional media literacy themes of critical thinking, digital inclusion, online safety and the protection of minors, we are particularly interested in media literacy projects that:



- **Promote a healthy democracy:** Democracy, by definition, requires the participation of well-informed citizens. Citizens inform themselves through the media. Their relationship with the media needs to take place in a context of critical thinking. This furthermore requires certain knowledge of how the media works and how media messages are constructed.
- **Empower people in a changing and increasingly complex media landscape:** We are not only passive recipients of media content, but also content creators and media sources, for example through our involvement in social media. Moreover, we increasingly receive news through social media, rather than through traditional channels. This proliferation of sources brings a lot of new information, opportunities and potential innovation but also requires critical thinking and verification tools and awareness of how to manage our personal data and make informed choices about algorithms from digital platforms that accommodate the world to our taste.
- **Challenge radicalisation and hate speech online, and promote fundamental rights:** In a time when each citizen with a mobile connection to social media is a source of news and can contribute to "trending topics", media literacy includes taking up one's civic responsibility of contributing to a culture of inclusive tolerance and respect online and exercising critical thinking in relation to amplifying, debunking or challenging media content.

Actions related to school curricula are excluded from the mapping as they were mapped by the European Media Literacy Education Study (EMEDUS)⁷⁵⁹.

Respondent information	
Name:	Norbert Vrabec
Title and Organisation:	Assoc. Prof. The Faculty of Mass Media Communication, University of Ss. Cyril and Methodius in Trnava.
Country:	Slovak Republic
Short biography:	Norbert Vrabec, Ph.D. is Associate Professor and director of the International Centre of Media Literacy which is the part of the Faculty of Mass Media Communication at the University of Ss. Cyril and Methodius in Trnava, Slovakia. He currently

⁷⁵⁹ <http://fr.slideshare.net/MediaLearning/ml-2012-the-emedus-european-media-literacy-education-study-by-jose-manuel-perez-tornero>



	<p>serves as a head of Department of Media Education. His research activities are focused mainly on the relationship between youth and media, social impacts of digital technologies, data journalism and methodological aspects of media research and media education. He participates in several research projects in the field of media studies and media literacy. He participated in various national and international conferences and his publication activities are concentrated on media literacy, media research, data journalism and new media. He has contributed to numerous books and journals on these subjects. His last books deals with media literacy of adult population in Slovak Republic and paradigmatic approaches and new trends in research of media literacy. He collaborates as an expert with the Media Literacy Expert Group, which is part of the European Commission, DG Communications Networks, Content and Technology.</p>
Contact address:	<p>Fakulta masmediálnej komunikácie Univerzita sv. Cyrila a Metoda v Trnave Katedra mediálnej výchovy Nam. J. Herdu 2, 917 01 Trnava Slovak Republic</p>
Email:	<p>norbert.vrabec@ucm.sk</p>
Telephone:	<p>00421 908 979 362</p>



Section 1 – Background context

Question 1

Please list the main media literacy stakeholders in your country, and identify which sector they belong to (e.g. academia⁷⁶⁰, audiovisual content providers⁷⁶¹, online platforms⁷⁶², public authorities⁷⁶³, media regulatory authorities, civil society⁷⁶⁴).

Please indicate which stakeholders have a statutory responsibility around media literacy and which stakeholders have a non-statutory interest/engagement in media literacy activities.

Answer 1

Faculty of Mass Media Communication, University of Ss. Cyril and Methodius in Trnava, Slovakia (academia)

IMEC – Media Literacy Centre, Trnava, Slovakia (academia)

Greek-Catholic theological faculty, University of Prešov, Slovakia (academia)

Faculty of Arts, Catholic University, Ružomberok, Slovakia, (academia)

Faculty of Humanities, University of Žilina, Slovakia (academia)

Faculty of Education, Trnava University, Slovakia (academia)

⁷⁶⁰ Academic institutions, universities and third level education providers.

⁷⁶¹ Audiovisual content providers include broadcasters and on-demand providers (both public service media and commercial media) and content providers for online, games and apps.

⁷⁶² Online platforms includes the owners and operators of online platforms (such as social media websites and search engines).

⁷⁶³ Public authorities include government Ministries/departments, local authorities and councils, semi-State organisations, policy-makers.

⁷⁶⁴ Civil society includes foundations, not-for-profit organisations arts and cultural bodies, charities, think-tanks, communities of interest and community networks (sports, health, hobbies, religion).



Faculty of Education, **Matej Bel University** , **Banská Bystrica, Slovakia (academia)**

e-Slovensko (civil society)

Žabky (civil society)

Orange Foundation (civil society)

Salesians of Don Bosco (civil society)

Slovak Centre for Communication and Development (civil society)

The Council for Broadcasting and Retransmission (media authority)

The Institute for In-Service Teachers' Education and Training (public authority)

State Pedagogical Institute (public authority)

RTVS (public service broadcaster)

TASR (public service press agency)



.týždeň (private media)

Question 2

What kind of networks do the media literacy stakeholders in your country engage with?

Please describe these networks and include how these networks function, who manages the networks and whether they operate at a local, national, European or International level.

Answer 2

The Media Literacy Centre (IMEC) fulfils a coordination, information and advisory function within the development of media education and media literacy in Slovakia. The organisation is part of the Faculty of Mass Media Communication at the University of Ss. Cyril and Methodius in Trnava. The main focus of the IMEC is on the issues of media and information literacy.

The centre cooperates with domestic and foreign partners, is involved in a number of research products and provides a number of types of media skills educational programs. The faculty has accredited bachelor and masters study programs in applied media studies, which are focused on the preparation of specialists for the field of developing media literacy, new media and media platforms and programs used in education. The results of the systematic efforts of the faculty include a number of system studies, methodologies, manuals and projects.

Activities:

- Monitoring the situation regarding media education in domestic and foreign contexts, presenting information on all educational and research projects focused on topics such as: media education, media literacy, information literacy and digital literacy.
- Creation of a database and archiving of research materials focused on media education in Slovakia and abroad.
- Networking stakeholders in the field of Media and Information Literacy.
- Managing and regular addition of publications into the library of domestic and foreign sources on mentioned issues (including teaching texts and methodical materials).
- Creation of an archive of multimedia materials (including demonstrations and examples of teaching media education as a course at schools and within the informal learning).
- Implementation of research projects in the area of media education and media literacy.



- Regular updating our website <http://www.medialnavychova.sk/> focused on media education.
- Learning activities for teachers focused on media education issues.
- Co-organisation of bachelor, master and post gradual studies focused on preparation of professionals who will be active in the areas of media education and programme production of public media (in cooperation with the Faculty of Mass Media Communication of UCM in Trnava).
- Co-organisation of international conferences, seminars and support of public discussion on issues related to media literacy issues.
- Lifelong informal learning activities focused on parents, educators, and people working with young people and other target groups who might be interested in the topics of media education.
- Publishing activities and publishing the information and materials on media education (university textbooks, articles, research reports, presentations from conferences, promotional materials, etc.)
- Preparation of audio-visual materials on media education in sound and film studios of the Faculty of Mass Media Communication of UCM in Trnava.



Section 2 – The overview

Question 3

Using the grid below, please identify the 20 most significant media literacy projects which have been delivered in your country since 2010.

Please select the most appropriate category for the project type, the sectors responsible for the projects, the type of media literacy skills that were addressed in the project, as well as the reason of significance:

Project types	Sectors	Media literacy skills	Reason for significance
Research ⁷⁶⁵	Academia ⁷⁷²	Creativity ⁷⁷⁸	The size of the target audience
Resources ⁷⁶⁶	Audiovisual content provider ⁷⁷³	Critical thinking ⁷⁷⁹	The total budget or cost of the project
Campaigns ⁷⁶⁷	Public authorities ⁷⁷⁴	Intercultural dialogue ⁷⁸⁰	The success of the project (outcomes / impact compared to objectives)
Provision of Funding ⁷⁶⁸	Media regulatory authorities	Media use ⁷⁸¹	The level of public awareness of the project
Networking platforms ⁷⁶⁹	Online platforms ⁷⁷⁵	Participation and interaction ⁷⁸²	The level of engagement by the target audience
Policy Development ⁷⁷⁰	Civil society ⁷⁷⁶	Other	Other
End-user engagement ⁷⁷¹	Cross-sector collaboration ⁷⁷⁷		
Other	Other		

⁷⁶⁵ Significant qualitative or quantitative research on any aspect of media literacy which has been published and/or is widely used by the media literacy practitioners.

⁷⁶⁶ Resources include all the themed output related to a single media literacy initiative. It could include TV, and/or content published online, including information leaflets, video, audio, lesson plans, curriculum modules, websites etc.

⁷⁶⁷ Campaigns usually combine awareness-raising with a desired behaviour change. A Campaign will usually have a specific 'call to action' e.g. 'Don't share too much online' or 'Know how to check the truthfulness of online information'. Campaigns can be multi-stakeholder campaigns such as Safer Internet Day or cross-platform campaigns and can include promotion across TV/radio/online and/or other forms of public engagement.

⁷⁶⁸ Including the provision of funding for media literacy activities delivered by third parties. Funding may be provided via grants, open competition and invitations to tender.

⁷⁶⁹ Including conferences, seminars, meetings, online and offline forums, newsletters, databases.

⁷⁷⁰ Including consultations, published reports and recommendations.

⁷⁷¹ End-user engagement includes grass-roots projects that provide support and information to end-users via face to face contact, phone contact or online contact.

⁷⁷² Including Academic institutions, universities and third level education providers

⁷⁷³ Including broadcasters and on-demand providers (both public service media and commercial media) and content providers for online, games and apps.

⁷⁷⁴ Including government Ministries/departments, local authorities and councils, semi-State organisations, policy-makers.



Please classify the projects using either 'N' for National or 'R' for Regional, and their level of significance using a scale of 1 to 3, where 1 is most significant and 3 is least significant.								
	Project Name	Project Type	Sector	Media Literacy skills	National or Regional	Years	Reason for significance	Level of significance (1 – 3)
1	Media Literacy Centre (IMEC)	Networking platforms	Cross-sector collaboration	Critical thinking Intercultural dialogue Participation and interaction	N	Since 2010	The success of the project (outcomes / impact compared to objectives). The level of engagement by the target audience	1
2	Research on media literacy levels of the adult population in	Research	Cross sector collaborations	Critical thinking Participation and interaction	N	2013-2015	The success of the project (outcomes / impact compared to objectives).	1

⁷⁷⁵ Including the owners and operators of online platforms (such as social media websites and search engines).

⁷⁷⁶ Including foundations, not-for-profit organisations arts and cultural bodies, charities, think-tanks, communities of interest and community networks (sports, health, hobbies, religion).

⁷⁷⁷ Including projects involving a number of key stakeholders from different sectors. As an example, the model that Safer Internet Day is based on could be considered a cross-sector collaboration project.

⁷⁷⁸ Creating, building and generating media content.

⁷⁷⁹ Critical thinking skills such as: understanding how the media industry works and how media messages are constructed; questioning the motivations of content producers in order to make informed choices about content selection and use; recognising different types of media content and evaluating content for truthfulness, reliability and value for money; recognising and managing online security and safety risks.

⁷⁸⁰ Such as challenging radicalisation and hate speech.

⁷⁸¹ The ability to search, find and navigate and use media content and services.

⁷⁸² Interaction, engagement and participation in the economic, social, creative, cultural aspects of society through the media and promoting democratic participation and fundamental rights.



	Slovakia							
3	The Sheeplive project	Resources	Cross-sector collaboration	Critical thinking	N	Since 2009	<p>The success of the project (outcomes / impact compared to objectives).</p> <p>The level of public awareness of the project</p> <p>The level of engagement by the target audience</p>	1
4	Educational video programs for schools	Resources	Public Authorities	<p>Critical thinking</p> <p>Participation and interaction</p>	N	2013 - 2015	<p>The success of the project (outcomes / impact compared to objectives).</p> <p>The level of engagement by the target audience</p>	
5	Junior and Senior Academy (JASA)	End-user engagement	Cross-sector collaboration	<p>Media use</p> <p>Intercultural dialogue</p> <p>Participation and interaction</p>		2014	<p>The success of the project (outcomes / impact compared to objectives).</p> <p>The level of engagement by the</p>	



							target audience	
6	Nehejtuj.sk	Resources	Civil Society Cross-sector collaboration	Critical thinking Media use Intercultural dialogue Media use Participation and interaction		2013	The success of the project (outcomes / impact compared to objectives). The level of engagement by the target audience	
7	Zodpovedne.sk	Resources	Civil Society Cross-sector collaboration	Critical thinking Media use Intercultural dialogue Media use Participation and interaction		Since 2009	The success of the project (outcomes / impact compared to objectives). The level of engagement by the target audience	
8	The current state of integration of media education into school curricula in Slovak primary schools.	Research	Academia	Media use Participation and interaction Creativity Critical thinking	N	2011-2012	The success of the project (outcomes / impact compared to objectives).	1



9	The current state of integration of media education into the curriculum for Slovak secondary schools.	Research	Academia	Media use Participation and interaction Creativity Critical thinking	N	2011-2012	The success of the project (outcomes / impact compared to objectives).	1
10	European Media Education Lab	Resources	Academia	Media use Participation and interaction Creativity Critical thinking	N	2015-2016	The success of the project (outcomes / impact compared to objectives).	1
11	Media Education: From passive consumers to active creators 2014-2016	Networking platforms	Cross-sector collaboration	Media use Participation and interaction Creativity Critical thinking	N	2015-2016	The success of the project (outcomes / impact compared to objectives).	1
12	Children's media school	End-user engagement	Cross-sector collaboration Academia	Media use Participation and interaction Creativity Critical thinking	N	2015-2016	The success of the project (outcomes / impact compared to objectives).	1



13	News Agency Service for Schools (skolskyservis.sk)	Resources End-user engagement	Online platforms	Media use Participation and interaction Creativity	N	Since 2009	The success of the project (outcomes / impact compared to objectives).	1
14	Megatrends and media	Networking platforms	Academia	Media use Participation and interaction Creativity Critical thinking	N	Since 2005	The success of the project (outcomes / impact compared to objectives). The level of engagement by the target audience	1
15	Media spies	Resources	Audiovisual content provider	Media use Participation and interaction Creativity Critical thinking	N	2010	The success of the project (outcomes / impact compared to objectives). The level of engagement by the target audience	1



16	Media Literacy of Senior Population	Research	Academia	Media use Participation and interaction Creativity Critical thinking	N	2013	The success of the project (outcomes / impact compared to objectives). The level of engagement by the target audience	
17	Media school (Salesians)	End-user engagement	Cross-sector collaboration	Media use Participation and interaction Creativity Critical thinking	N	Since 2009	The success of the project (outcomes / impact compared to objectives). The level of engagement by the target audience	
18	Media school (.týždeň)	End-user engagement	Cross-sector collaboration	Media use Participation and interaction Creativity Critical thinking	N	Since 2009	The success of the project (outcomes / impact compared to objectives). The level of engagement by the target audience	



19								
20								



Section 3 – Project summaries

Question 4

From the projects you have highlighted in Question 3, please describe the five most significant⁷⁸³ media literacy projects that have taken place in your country since 2010.

Please use a separate form for each project. See the sample answer for help.

⁷⁸³ Significant can relate to:

- a) the size of the target audience and/or the reach of the project,
- b) the total budget or cost of the project
- c) the final outcomes / impact of the project
- d) the level of public awareness of the project
- e) the level of engagement by the target audience.



Answer 4 - Project 1

A. PROJECT NAME: Media Literacy Centre (IMEC)

B. CATEGORY AND DESCRIPTION OF PROJECT:

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an 'X':

Research	
Resources	
Campaign	
Provision of Funding	
Networking Platforms	x
Policy Development	
End-user engagement	
Other	

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

The Media Literacy Centre (IMEC) fulfils a coordination, information and advisory function within the development of media education and media literacy in Slovakia. The organization is part of the Faculty of Mass Media Communication at the University of Ss. Cyril and Methodius in Trnava. The main focus of the IMEC is on the issues of media and information literacy.

The centre cooperates with domestic and foreign partners, is involved in a number of research products and provides a number of types of media skills educational programs. The faculty has accredited bachelor and masters study programs in applied media studies, which are focused on the preparation of specialists for the field of developing media literacy, new media and media platforms and programs used in education. The results of the systematic efforts



of the faculty include a number of system studies, methodologies, manuals and projects.

Activities:

- Monitoring the situation regarding media education in domestic and foreign contexts, presenting information on all educational and research projects focused on topics such as: media education, media literacy, information literacy and digital literacy.
- Creation of a database and archiving of research materials focused on media education in Slovakia and abroad.
- Networking stakeholders in the field of Media and Information Literacy.
- Managing and regular addition of publications into the library of domestic and foreign sources on mentioned issues (including teaching texts and methodical materials).
- Creation of an archive of multimedia materials (including demonstrations and examples of teaching media education as a course at schools and within the informal learning).
- Implementation of research projects in the area of media education and media literacy.
- Regular updating our website <http://www.medialnavychova.sk/> focused on media education.
- Learning activities for teachers focused on media education issues.
- Co-organization of bachelor, master and post gradual studies focused on preparation of professionals who will be active in the areas of media education and programme production of public media (in cooperation with the Faculty of Mass Media Communication of UCM in Trnava).
- Co-organization of international conferences, seminars and support of public discussion on issues related to media literacy issues.
- Lifelong informal learning activities focused on parents, educators, and people working with young people and other target groups who might be interested in the topics of media education.
- Publishing activities and publishing the information and materials on media education (university textbooks, articles, research reports, presentations from conferences, promotional materials, etc.)
- Preparation of audio-visual materials on media education in sound and film studios of the Faculty of Mass Media Communication of UCM in Trnava.

C. GEOGRAPHICAL REACH

Please indicate whether the project was of National or Regional significance.

National significance



D. TIMEFRAME AND BUDGET

Please include the duration of the project, the dates and, where possible, the annual and total budget and related sources of financing.

The duration of the project: Since 2010 to the present (2016)

- MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

Please indicate the type of media literacy skills or capacities that were addressed in the project. For example:

1) Encouraging critical thinking skills around:

- Understanding how the media industry works and how media messages are constructed.
- Questioning the motivations of content producers in order to make informed choices about content selection and use.
- Recognising different types of media content and evaluating content for truthfulness, reliability and value for money.
- Recognising and managing online security and safety risks.

2) Encouraging interaction, engagement and participation in the economic, social, creative, cultural aspects of society through the media.

3) Promoting democratic participation and fundamental rights.

E. STAKEHOLDERS:

Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.

IMEC – Media Literacy Centre, Trnava, Slovakia (Coordinator)

Faculty of Mass Media Communication, University of Ss. Cyril and Methodius in Trnava, Slovakia (Partner)



The Council for Broadcasting and Retransmission
 The Institute for In-Service Teachers' Education and Training (Partner)
 The various partners from academic sector and NGOs (Partners)

F. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible, please indicate also the size of the targeted audience.

Teachers, Youth workers, Students, Children and Youth, Adult population, Seniors, NGOs, Academic sector.

G. OUTCOMES AND EVALUATION

Please outline (in approximately 300 words) the main results of the project. Some category-specific evaluation tools are outlined below to act as a guide for response and to provide a broad evaluation framework. However, we understand that each project will be different and evaluation methods may differ significantly.

Research – frequency of research, methodology, use and dissemination of results.

Programmes of Resources – audience reached, online hits, shares, plays, downloads, circulation.

Campaigns – Levels of awareness and participation. Attitudinal and/or behavioural changes. Measuring audience reach/distribution, levels of awareness and participation, audience engagement via online/face to face methods etc. Qualitative results could include testimonials etc. Please include the frequency of measurement/evaluation.

Value for money / Return on Investment, % of grant/funding used.

Networking Platforms – Number of stakeholders engaged, frequency of networking opportunities, number of conferences, publications, subscribers, whether



the networking took place at a regional, National, Pan-European or International level.

Policy Developments – Frequency, Dissemination of policy, reaction to and adoption of policy recommendations.

End-user engagement – Numbers of people engaged, frequency, results.

Workers of the IMEC participated in various research and development projects:

- In the years 2011 – 2012 the IMEC implemented a nationwide representative survey entitled *The current state of integration of media education into school curricula in Slovak primary schools*. The subject of the research was to establish the extent and forms of representation in media education curricula in Slovak primary schools when compared across the different regions of Slovakia by type of school, and to determine the level of education of teachers of media education in Slovak primary schools. The research was conducted via a representative sample of 567 primary schools from all regions and districts of Slovakia.
- In the years 2012 – 2013 the IMEC implemented a nationwide representative survey entitled *The current state of integration of media education into the curriculum for Slovak secondary schools*. The subject of the research was to analyse the extent and forms of representation of media education curriculum in Slovak secondary schools when compared across the different regions of Slovakia by type of school, and to determine the level of education of teachers of media education at Slovak secondary schools. The research was conducted via a representative sample of 631 secondary schools from all regions and districts of Slovakia.
- Since 2012 the Faculty has organized a nationwide contest entitled *GRANÁTT: Social responsibility of educational institutions*. The basic idea of the event is the promotion and dissemination of ideas of social responsibility in terms of educational institutions. The aim of this competition is the presentation of projects aimed at the implementation of modern methods of social responsibility in educational institutions, their development, trends and importance for society. The competition enables participants to be informed, motivated, encouraged and to appreciate the unique activities that deal with social responsibility, thus contributing to its improvement.
- Workers of the IMEC also worked on additional major concept documents of media education. As members of expert groups they participated in the preparation of the *Concept of Media Education in the Slovak Republic in the context of lifelong learning*, preparation of the material *Concept of media education as an innovative element in the formal education system in primary and secondary education* and the application study *Conditions of professional and pedagogical competence of teachers in media education*.
- Research project *Media literacy of seniors* (2012-2013), the aim of which was to discover the current state of media literacy among seniors living in Slovakia.
- Pan-European expert network “ANR COST: *Transforming Audiences, Transforming Societies*”, which aims at the research of European audiences in a changing media and communications environment in the context of social, cultural and political changes in Europe. The team members participate in the European research project “*Public Policies in Media and Information Literacy in Europe: Training and Capacity-Building in the Digital Age*”,



within which a comprehensive scientific report mapping the problems of the current state of media education and media literacy in Europe is being prepared.

H. FURTHER REFERENCES

Please provide further references about the initiative: publications, website, Twitter account etc.

Link to website or social media:

www.medialnavychova.sk/

<http://imec.sk/>

www.facebook.com/imec.sk/



Answer 4 - Project 2

A. PROJECT NAME: Junior and Senior Academy (JASA)

B. CATEGORY AND DESCRIPTION OF PROJECT:

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an 'X':

Research	
Resources	
Campaign	
Provision of Funding	
Networking Platforms	
Policy Development	
End-user engagement	x
Other	

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

Junior and Senior Academy (JASA) is an all-day event organized by the Faculty of Mass Media Communication, University of Ss. Cyril and Methodius in Trnava (Slovakia) and IMEC – Media Literacy Centre, which is an organization part of the faculty. The aim is to create a suitable concept for development of seniors' media literacy, intergenerational dialogue and share of both media and life experience with teenager generation.

In the pilot version of all-day event, held in 2014, six related junior-senior pairs participated (grandson/granddaughter and grandmother/grandfather). The



pairs went through a series of tasks focused on the development of media skills and getting to know the media world. The project follows an extensive research on media literacy level of Slovak seniors and uses the experience with raising seniors' media competencies which is the result of the University of the Third Age in the media education program.

Aims:

- Support of intergenerational relations between grandparents and their grandchildren by raising their awareness of a critical and conscious use of various media;
- Exchange of experience between juniors and seniors in relation to reasonable and ethical behaviour both in the Internet world and real life.

Media: TV, video, photography, Internet, smartphones, tablets, radio

Description of project:

Junior and Senior Academy (JASA) is an all-day event which aims to create a suitable environment for seniors' media literacy development. Means to create and develop such literacy is the intergenerational dialogue and building relationships with teenage generation. Six junior-seniors pairs participated in the pilot version of the all-day event. The condition was to be family related – grandson/granddaughter and his/her grandmother/grandfather.

The Junior group consisted of students from the Angela Merici secondary grammar school in Trnava (Slovakia) with which organizers has been cooperating in the area of media education for a long period. Students interested in the project convinced their grandparents to participate with them in an interesting event in a modern multimedia HD studio run by the Faculty of Mass Media Communication UCM in Trnava. The studio was established from the European structural funds. It is fully and professionally equipped with technology and devices from all spheres of the media news world (TV studio, editing room, production, radio studios, photography atelier, editorial board of a print medium and media archive).

Teachers and postgraduate students prepared for these junior-senior pairs an all-day programme designed as an excursion into the media world. The task for all participating pairs was to participate in all 11 sites located in the building where there are individual parts of the multimedia HD studio. At each site the participants were expected with a series of interesting, creative tasks they had to complete together, i.e. grandparent with his/her grandchild.

Activities at individual sites were designed in order to support team spirit and to use the potential of the intergenerational share of information and skills related to the media world. With the representative researches of media literacy with seniors and teenagers, which we carried out in 2013, we found out that the media competencies of these two groups are significantly different. Seniors have rich experience with traditional media (TV, radio, print media,



etc.), junior generation is exceptionally skilful and has rich user experience with digital media world.

The ambition of the JASA project is to provoke discussion about the world of media and their influence upon individuals and whole society in both groups.

Method(s): A combination of learning-by-doing and the social learning process is used in the JASA project. Grandparents and their grandchildren learn mutual communication, how to solve various problem situations and share their experience and emotions. Together they participate in creating various media products, acquaint with the work in TV and radio studio and they may try various media professions (e.g. cameraman, soundman, scriptwriter, editor, TV director, radio host, reporter, photographer, etc.)

C. GEOGRAPHICAL REACH

Please indicate whether the project was of National or Regional significance.

Regional significance

D. TIMEFRAME AND BUDGET

Please include the duration of the project, the dates and, where possible, the annual and total budget and related sources of financing.

The duration of the project: 2014

- MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

Please indicate the type of media literacy skills or capacities that were addressed in the project. For example:

1) Encouraging use of and access to media such as:

- The technical skills required to use media content and services.



- The skills required to search, find and navigate around media content and services.

2) Encouraging interaction, engagement and participation in the economic, social, creative, cultural aspects of society through the media.

3) Promoting democratic participation and fundamental rights.

4) Promoting intergenerational dialogue.

E. STAKEHOLDERS:

Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.

Faculty of Mass Media Communication, University of Ss. Cyril and Methodius in Trnava, Slovakia

IMEC – Media Literacy Centre, Trnava, Slovakia

Angela Merici Secondary Grammar School in Trnava

Evens Foundation, Belgium

F. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible, please indicate also the size of the targeted audience.

Seniors, Children and Youth



G. OUTCOMES AND EVALUATION

Please outline (in approximately 300 words) the main results of the project. Some category-specific evaluation tools are outlined below to act as a guide for response and to provide a broad evaluation framework. However, we understand that each project will be different and evaluation methods may differ significantly.

Research – frequency of research, methodology, use and dissemination of results.

Programmes of Resources – audience reached, online hits, shares, plays, downloads, circulation.

Campaigns – Levels of awareness and participation. Attitudinal and/or behavioural changes. Measuring audience reach/distribution, levels of awareness and participation, audience engagement via online/face to face methods etc. Qualitative results could include testimonials etc. Please include the frequency of measurement/evaluation.

Value for money / Return on Investment, % of grant/funding used.

Networking Platforms – Number of stakeholders engaged, frequency of networking opportunities, number of conferences, publications, subscribers, whether the networking took place at a regional, National, Pan-European or International level.

Policy Developments – Frequency, Dissemination of policy, reaction to and adoption of policy recommendations.

End-user engagement – Numbers of people engaged, frequency, results.

The event *Junior and Senior Academy (JASA)*, was awarded by the Belgian organization Evens Foundation as one of the best examples of good practice in the field of media education. The project aims at raising the awareness of the critical and responsible use of different types of media and strengthening intergenerational relationships.

H. FURTHER REFERENCES

Please provide further references about the initiative: publications, website, Twitter account etc.

**Link to website or social media:**

http://youtu.be/facVSu_tJgw

<https://www.facebook.com/jasafmk>

<http://www.medialnavychova.sk/medialna-akademia-pre-seniorov-a-juniorov-na-fmk-v-trnave/>

Photos of the project <http://s1101.photobucket.com/user/medvych/library/JASA%20-%20Junior%20aned%20Senior%20Academy%202014>

Articles: https://issuu.com/evensfoundation/docs/medialiteracymagazine_issuu



Answer 4 - Project 3

A. PROJECT NAME: Research on media literacy levels of the adult population in Slovakia

B. CATEGORY AND DESCRIPTION OF PROJECT:

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an 'X':

Research	x
Resources	
Campaign	
Provision of Funding	
Networking Platforms	
Policy Development	
End-user engagement	
Other	

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

In October 2013, the Faculty of Mass Media Communication of the University of Ss. Cyril and Methodius in Trnava received a grant from Slovak Research and Development Agency (SRDA) for a project oriented to evaluation of media literacy levels in Slovakia. The project was entitled "Implementation of quantitative and qualitative research strategies of monitoring and evaluation of media literacy level in the Slovak Republic."

The main objective of the project

The main objective of the project is the pilot testing of a complex system of measurement and assessment of media literacy levels of the Slovak population in accordance with questionnaire, methodology and recommendations set out in the Testing and Refining Media Literacy Levels (2011) and Study on Assessment Criteria for Media Literacy Levels (2010).



The main objective was to discover and analyze media literacy level of adult population of Slovak republic. The objective of this project phase is to implement, in the Slovak conditions, the most appropriate research strategies enabling to measure and evaluate the level of media literacy in the whole range of age categories, levels of education, residence and other social and demographic indicators. It also aims to compare media literacy in Slovakia with the level of media literacy in six European countries where the research was carried out in 2010/2011 (following the EÚ methodology).

C. GEOGRAPHICAL REACH

Please indicate whether the project was of National or Regional significance.

National significance

D. TIMEFRAME AND BUDGET

Please include the duration of the project, the dates and, where possible, the annual and total budget and related sources of financing.

The duration of the project: From 2013 to 2015

- MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

Please indicate the type of media literacy skills or capacities that were addressed in the project. For example:

- Questioning interaction, engagement and participation in the economic, social, creative, cultural aspects of society through the media.
- Recognising different types of media content and evaluating content for truthfulness, reliability and value for money.
- Recognising and managing online security and safety risks.

E. STAKEHOLDERS:



Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.

IMEC – Media Literacy Centre, Trnava, Slovakia (Coordinator)

Faculty of Mass Media Communication, University of Ss. Cyril and Methodius in Trnava, Slovakia (Partner)

The Council for Broadcasting and Retransmission (Partner)

The Institute for In-Service Teachers' Education and Training (Partner)

e-Slovensko, NGO (Partner)

F. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible, please indicate also the size of the targeted audience.

Policy Stakeholders, Teachers, NGOs, Academic sector.

G. OUTCOMES AND EVALUATION

Please outline (in approximately 300 words) the main results of the project. Some category-specific evaluation tools are outlined below to act as a guide for response and to provide a broad evaluation framework. However, we understand that each project will be different and evaluation methods may differ significantly.

Research – frequency of research, methodology, use and dissemination of results.

Programmes of Resources – audience reached, online hits, shares, plays, downloads, circulation.

Campaigns – Levels of awareness and participation. Attitudinal and/or behavioural changes. Measuring audience reach/distribution, levels of awareness and participation, audience engagement via online/face to face methods etc. Qualitative results could include testimonials etc. Please include the frequency of measurement/evaluation.



Value for money / Return on Investment, % of grant/funding used.

Networking Platforms – Number of stakeholders engaged, frequency of networking opportunities, number of conferences, publications, subscribers, whether the networking took place at a regional, National, Pan-European or International level.

Policy Developments – Frequency, Dissemination of policy, reaction to and adoption of policy recommendations.

End-user engagement – Numbers of people engaged, frequency, results.

Methodological aspects of research

Research sample: 2815 respondents aged 16 - 83 years.

Socio-demographic characteristics of sample: age, gender, education, region, size of place of residence, household income. (The sample includes respondents from all self-governing regions of Slovakia with the balanced representation of rural and urban settlements, age, education and income levels).

Research data collection period: from March to June 2014

Research tools:

- Structured questionnaire with closed questions (translation of the original questionnaire utilized in research in the EU + added 9 new questions)
- Questionnaire with 91 questions divided into 16 blocks / themes
- Collecting research data method: PAPI (Paper and Pencil Interviewing)
- More than 200 trained interviewers
- Pilot testing on a sample of 104 respondents
- Data evaluation: standard procedures of statistics in SPSS and subsequent interpretation of data.

It is a pilot research of this kind in Slovakia. The aim is to analyze the level of media literacy of adult population in Slovakia. The intention is to make such a research procedure repeatable with time interval and in this way achieve the idea about trends in the media literacy development.

The second research phase is focused on collection of good practice examples in the field of media education. This research approach is aimed at teachers at basic and secondary schools. We asked them to share with us the methods by which they implement components of media education into their teaching.

H. FURTHER REFERENCES



Please provide further references about the initiative: publications, website, Twitter account etc.

Link to website or social media:

www.medialnavychova.sk/vyskumne-projekty-medialnej-vychovy/medialna-gramotnost-dospelej-populacie-v-sr/

<https://drive.google.com/file/d/0B30IBle2mVtmVmg1WXVZTzdPTXc/view>

http://issuu.com/medialnavychova.sk/docs/medialna_gramotnost_dospelej_popula?e=10501707/34759735

<http://imec.sk/>



Answer 4 - Project 4

A. PROJECT NAME: The Sheeplive project (ovce.sk)

B. CATEGORY AND DESCRIPTION OF PROJECT:

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an 'X':

Research	
Resources	X
Campaign	
Provision of Funding	
Networking Platforms	
Policy Development	
End-user engagement	
Other	

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

The Sheeplive project (OVCE.sk in Slovak) was initiated by the civic association eSlovensko. The project partners include the Slovak Ministry of the Interior and the Slovak Committee for UNICEF. The main goal of the project is to create a series of cartoons for children and an international internet portal. The project focuses on the safety of children and youth, in particular the risks related to the internet, mobile phones and new technologies. The project serves as a prevention tool for children, wittily shows teenagers a mirror of their improper behaviour and gives adults an opportunity to learn.

The cartoon series for children goes back to the traditions of original cartoons for children and youth created in the former Czecho-Slovakia. Cartoons were produced with financial support from the EU's Safer Internet Programme. The first four pilot episodes were premiered on 8 October 2009. A further 5



episodes were premiered in Slovakia on 8 February 2011, in co-operation with the Austrian Institute for Applied Telecommunication and the University of Ljubljana (Slovenia). With financial support EU Fundamental Rights and Citizenship Programme. Project was supported by Slovak Audiovisual Fund.

Cartoons for children dealt with the following topics:

- Cyberstalking
- Phishing
- Publication of photos and videos with naked parts of the body
- Misuse of photos and videos
- Grooming
- Discrimination and racism on the internet
- Imitation of idols in dangerous scenes
- Anorexia
- Virtual friendships
- Social equality
- The risks involved in the production and use of explosive materials
- Vulgar language and gestures
- Respect the privacy of your friend
- Etiquette of mobile communication
- Cyberbullying
- Mobile addiction
- Online shopping
- Recording of violent and humbling scenes (Happy slapping)
- Digital games addiction
- and many other topics.

Didactic and playful content was gradually extended to the international level. Currently, there are videos in 31 language versions, including sign language. The video portal is designed to be user-friendly for the visually impaired and its rules also accept other handicapped groups (for instance persons with physical handicaps and users with alternative display devices).

In parallel with the video stories there was set up an internet portal with a plenty of instructive and amusing materials (online games, dictionary of online



risks, handbooks for parents and teachers, wallpapers, screensavers, paintings, etc.)

The cartoon series for children are broadcast on public television, published on the website they are also available on DVD. The Sheeplive project received an award in the prestigious international competition World Summit Award 2013 (WSA) in the category e-Inclusion & Empowerment. It is an initiative under the auspices of the UN, which focuses on promoting quality digital content

C. GEOGRAPHICAL REACH

Please indicate whether the project was of National or Regional significance.

National and international significance

D. TIMEFRAME AND BUDGET

Please include the duration of the project, the dates and, where possible, the annual and total budget and related sources of financing.

The duration of the project: Since 2009 to the present (2016)

E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

Please indicate the type of media literacy skills or capacities that were addressed in the project. For example:

The project is developing following critical thinking skills:

- Recognising and managing online security and safety risks.

Cartoons for children dealt with the following topics:

- Cyberstalking
- Phishing
- Publication of photos and videos with naked parts of the body



- Misuse of photos and videos
- Grooming
- Discrimination and racism on the internet
- Imitation of idols in dangerous scenes
- Anorexia
- Virtual friendships
- Social equality
- The risks involved in the production and use of explosive materials
- Vulgar language and gestures
- Respect the privacy of your friend
- Etiquette of mobile communication
- Cyberbullying
- Mobile addiction
- Online shopping
- Recording of violent and humbling scenes (Happy slapping)
- Digital games addiction
- and many other topics.

F. STAKEHOLDERS:

Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.

Civic association eSlovensko

Slovak Safer Internet Centre

European Union (Safer Internet Programme, EU Fundamental Rights and Citizenship Programme)

Slovak Audiovisual Fund

Slovak Ministry of the Interior

Slovak Committee for UNICEF



G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible, please indicate also the size of the targeted audience.

Children and youth

H. OUTCOMES AND EVALUATION

Please outline (in approximately 300 words) the main results of the project. Some category-specific evaluation tools are outlined below to act as a guide for response and to provide a broad evaluation framework. However, we understand that each project will be different and evaluation methods may differ significantly.

Research – frequency of research, methodology, use and dissemination of results.

Programmes of Resources – audience reached, online hits, shares, plays, downloads, circulation.

Campaigns – Levels of awareness and participation. Attitudinal and/or behavioural changes. Measuring audience reach/distribution, levels of awareness and participation, audience engagement via online/face to face methods etc. Qualitative results could include testimonials etc. Please include the frequency of measurement/evaluation.

Value for money / Return on Investment, % of grant/funding used.

Networking Platforms – Number of stakeholders engaged, frequency of networking opportunities, number of conferences, publications, subscribers, whether the networking took place at a regional, National, Pan-European or International level.

Policy Developments – Frequency, Dissemination of policy, reaction to and adoption of policy recommendations.



End-user engagement – Numbers of people engaged, frequency, results.

The Sheeplive project is part activities of the Slovak Safer Internet Centre (SK SIC). SK SIC established strong position within the protection of children / youth in virtual space. SK SIC contributed to the best-practices in Europe and globally through 1,856 tools developed. SK SIC operates 8 websites, 5 social media pages totally having 14,1 million view and almost 7 million downloads of online tools so far. SK SIC has disseminated almost 1 million offline tools. There has been published over 11 thousand media outputs. SK SIC has trained over 50,000 adults (teachers, parents, social workers, etc.), 123,000 children / youth and within the empowerment involved over 1 million children /youth. Within the Hotline operation work there have been received over 11,000 reports. SK SIC is also very active in the legislation process concerning the safer internet issues. SK SIC has received over 20 awards proving of outstanding reach of activities and tools delivered.

I. FURTHER REFERENCES

Please provide further references about the initiative: publications, website, Twitter account etc.

Linky:

<http://sk.sheeplive.eu/en>

<http://sk.sheeplive.eu/>



Answer 4 - Project 5

A. PROJECT NAME: Educational video programs for schools

B. CATEGORY AND DESCRIPTION OF PROJECT:

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an 'X':

Research	
Resources	X
Campaign	
Provision of Funding	
Networking Platforms	
Policy Development	
End-user engagement	
Other	

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

The Institute for In-Service Teachers' Education and Training implemented project called Experiential methods in education. The objective of this project is to enhance competencies of educators, caregivers and teaching and professional staff with the emphasis on ability to professionally use experiential methods with a focus on media education, health, ethics and traffic safety.

The project developed a total of 132 educational video programs and 13 software solutions. A large part of the educational video programs is focused on



the development of media literacy. Educational video programs make teaching more interesting, they motivate pupils and teachers give greater scope to the development of media and information literacy.

This is a practical, multifunctional project for long-term use of video programs, software tools and acquired skills in teaching and professional practice.

C. GEOGRAPHICAL REACH

Please indicate whether the project was of National or Regional significance.

National significance

D. TIMEFRAME AND BUDGET

Please include the duration of the project, the dates and, where possible, the annual and total budget and related sources of financing.

The duration of the project: From 2013 to 2015

- MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

Please indicate the type of media literacy skills or capacities that were addressed in the project. For example:

- Questioning interaction, engagement and participation in the economic, social, creative, cultural aspects of society through the media.
- Recognising different types of media content and evaluating content for truthfulness, reliability and value for money.
- Recognising and managing online security and safety risks.

E. STAKEHOLDERS:

Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.



The Institute for In-Service Teachers' Education and Training (Coordinator)

F. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible, please indicate also the size of the targeted audience.

Teachers, Youth workers, Children and Youth

G. OUTCOMES AND EVALUATION

Please outline (in approximately 300 words) the main results of the project. Some category-specific evaluation tools are outlined below to act as a guide for response and to provide a broad evaluation framework. However, we understand that each project will be different and evaluation methods may differ significantly.

Research – frequency of research, methodology, use and dissemination of results.

Programmes of Resources – audience reached, online hits, shares, plays, downloads, circulation.

Campaigns – Levels of awareness and participation. Attitudinal and/or behavioural changes. Measuring audience reach/distribution, levels of awareness and participation, audience engagement via online/face to face methods etc. Qualitative results could include testimonials etc. Please include the frequency of measurement/evaluation.

Value for money / Return on Investment, % of grant/funding used.

Networking Platforms – Number of stakeholders engaged, frequency of networking opportunities, number of conferences, publications, subscribers, whether the networking took place at a regional, National, Pan-European or International level.



Policy Developments – Frequency, Dissemination of policy, reaction to and adoption of policy recommendations.

End-user engagement – Numbers of people engaged, frequency, results.

The Institute for In-Service Teachers' Education and Training is a reliable and effective institution that educates educators, teaching and professional staff in the Slovak Republic and supports the sustainable development of school education.

On selected types of schools and school facilities that are devoted primarily to children outside the classroom, the project was redeployed in 1550 Interactive Whiteboards with accessories. Any accredited graduate acquired a complete educational package with interactive digital tools (video programs, interactive software and didactics tools). The project involved 10,600 teachers from different school levels.

H. FURTHER REFERENCES

Please provide further references about the initiative: publications, website, Twitter account etc.

Link to website or social media:

www.amvprojekt.sk/



7.29. UK – THE UNITED KINGDOM

Answers of the national expert to the questionnaire



Objective: The objective of this research is to provide mapping and description of the significant projects in promotion of media literacy in the EU-28 member states, since January 2010, of national or regional coverage.

The actors to be included in the mapping are:

- policy makers,
- public authorities,
- media regulatory authorities,
- audiovisual content providers,
- journalists associations,
- civil society.

To ensure a comprehensive picture is created of the media literacy projects that have been undertaken, and media literacy skills that have been promoted in each country, we ask that you consult with actors mentioned above (or the equivalent in your country) and include any relevant material from them.

The projects will be categorised according to the skills that they intend to develop and their target group and, if feasible, the outreach of each project.

Context: Media literacy is to be understood as an umbrella expression that includes all the technical, cognitive, social, civic and creative capacities that allow a citizen to access, have a critical understanding of the media and interact with it.

These capacities enable people to exercise critical thinking, while participating in the economic, social and cultural aspects of society and playing an active role in the democratic process. This concept covers all kind of media interactions (broadcasting, radio, press, the internet, social media) and addresses the needs of all ages.

Scope: This report will focus on media literacy projects relating to media services delivered on electronic communication networks, both linear and non-linear, and on information society services where pertinent. Press (including online), radio and off-line media will not be covered. Regional initiatives will be described separately where relevant.

In addition to the conventional media literacy themes of critical thinking, digital inclusion, online safety and the protection of minors, we are particularly interested in media literacy projects that:



- **Promote a healthy democracy:** Democracy, by definition, requires the participation of well-informed citizens. Citizens inform themselves through the media. Their relationship with the media needs to take place in a context of critical thinking. This furthermore requires certain knowledge of how the media works and how media messages are constructed.
- **Empower people in a changing and increasingly complex media landscape:** We are not only passive recipients of media content, but also content creators and media sources, for example through our involvement in social media. Moreover, we increasingly receive news through social media, rather than through traditional channels. This proliferation of sources brings a lot of new information, opportunities and potential innovation but also requires critical thinking and verification tools and awareness of how to manage our personal data and make informed choices about algorithms from digital platforms that accommodate the world to our taste.
- **Challenge radicalisation and hate speech online, and promote fundamental rights:** In a time when each citizen with a mobile connection to social media is a source of news and can contribute to "trending topics", media literacy includes taking up one's civic responsibility of contributing to a culture of inclusive tolerance and respect online and exercising critical thinking in relation to amplifying, debunking or challenging media content.

Actions related to school curricula are excluded from the mapping as they were mapped by the European Media Literacy Education Study (EMEDUS)⁷⁸⁴.

Respondent information	
Name:	Professor Julian McDougall
Title and Organisation:	Centre for Excellence in Media Practice, Bournemouth University
Country:	UK
Short biography:	Julian McDougall is Professor in Media and Education, Head of the Centre for Excellence in Media Practice and Principal Fellow of the Higher Education Academy. He is editor of the Media Education Research Journal and Journal of Media Practice, leads a special interest group in Media Literacies for the United Kingdom Literacy Association and runs the Doctorate in Creative and Media Education at Bournemouth University. Julian is the author / editor of a range of books, chapters, journal articles and reports in the fields of media, education and pedagogy, literacy, cultural theory and

⁷⁸⁴ <http://fr.slideshare.net/MediaLearning/ml-2012-the-emedus-european-media-literacy-education-study-by-jose-manuel-perez-tornero>



	technology. He has completed / is working on research and knowledge projects for RCUK funding, charities and industry including AHRC, ESRC, the European Union, COST / Translit, the Media Education Association, Sixteen Films, Media for Development and Samsung. He currently supervises doctoral research enquiry into media education, media literacies, new media practices and digital ethnography.
Contact address:	The Centre for Excellence in Media Practice, The Faculty of Media & Communication, Bournemouth University Talbot Campus Poole, BH12 5BB
Email:	julian@cemp.ac.uk
Telephone:	07740 756659

Respondent information	
Name:	Dr Marketa Zezulkova
Title and Organisation:	Centre for Excellence in Media Practice, Bournemouth University
Country:	UK
Short biography:	Marketa Zezulkova is a Lecturer in Media and Media Education at the Institute of Communication Studies and Journalism at Charles University in Prague and as a Researcher in the Centre for Excellence in Media Practice and the Centre for Excellence in Learning at Bournemouth University. Her main interest is in intercultural and interdisciplinary research into primary school children's current and future multidimensional and multimodal learning. Marketa has been involved in several EU and UN initiatives, including EMEDUS, as well as in organising annual Media Education Summit and Youth Media Education Summit. As a Visiting Scholar she has joined universities in Europe, USA, Asia, and Latin America.
Contact address:	The Centre for Excellence in Media Practice, The Faculty of Media & Communication, Bournemouth University Talbot Campus



	Poole, BH12 5BB
Email:	marketa@cemp.ac.uk
Telephone:	+420 608 828 053



Section 1 – Background context

Question 1

Please list the main media literacy stakeholders in your country, and identify which sector they belong to (e.g. academia⁷⁸⁵, audiovisual content providers⁷⁸⁶, online platforms⁷⁸⁷, public authorities⁷⁸⁸, media regulatory authorities, civil society⁷⁸⁹).

Please indicate which stakeholders have a statutory responsibility around media literacy and which stakeholders have a non-statutory interest/engagement in media literacy activities.

Answer 1

Ofcom and BBC have a statutory remit in relation to media literacy.

Context (conceptual mapping):

Literacy – the United Kingdom Literacy Association (UKLA) state “*now that digital technologies permeate all aspects of life, to be literate means to be familiar with a range of texts communicated through diverse media and to be able to communicate through a variety of media. In addition, critical discrimination is needed in order to be able to cope with the variable authority of many texts encountered today*”.

Media literacy – media literacy in the UK has never been an accepted and cohesively defined idea. The UK media regulator OFCOM (2004) offered a ‘pragmatic’ definition of media literacy as consisting of three competences – accessing, communicating and creating. Cary Bazalgette is only one of a number of media educators who has found the term problematic:

The very term ‘media literacy’ is inherited from an outworn and discredited 20th century tactic; that of adding the term ‘literacy’ to topics and issues in an attempt to promote them as new and but essential aspects of learning’. (Bazalgette, cited in Murphy, 2010: 24). David Buckingham (2010 and 2011), another leading protagonist in media education has recently observed the declining prominence of media literacy in policy rhetoric and implementation,

⁷⁸⁵ Academic institutions, universities and third level education providers.

⁷⁸⁶ Audiovisual content providers include broadcasters and on-demand providers (both public service media and commercial media) and content providers for online, games and apps.

⁷⁸⁷ Online platforms includes the owners and operators of online platforms (such as social media websites and search engines).

⁷⁸⁸ Public authorities include government Ministries/departments, local authorities and councils, semi-State organisations, policy-makers.

⁷⁸⁹ Civil society includes foundations, not-for-profit organisations arts and cultural bodies, charities, think-tanks, communities of interest and community networks (sports, health, hobbies, religion).



from the peak in attention shortly after the inception of OFCOM – a regulator charged with a neo-liberal agenda for equipping citizens with the necessary competences for ‘responsible’ participation in digital media – to the current reformulation of this as ‘digital literacy’ – a more industry-friendly version, further away from the conceptual and critical practices of media education:

There is now an urgent need to sharpen our arguments, and to focus our energies. There is a risk of media literacy being dispersed in a haze of digital technological rhetoric. There is a danger of it becoming far too vague and generalized and poorly defined – a matter of good intentions and warm feelings but very little actually getting done. (Buckingham, 2010: 10)

MIL (Media and Information Literacy) – this broader concept, as formulated in a Unesco declaration in Paris in 2014 and redrafted in Riga in 2016, has little if any public or institutional resonance in the UK, despite several UK contributors to the Global Alliance for MIL.

Broadly, media literacy projects, initiatives, networks and stakeholder engagement in the UK can be categorised into five areas of policy and practice:

1. Observatory research – measuring digital access, activity and competence – eg OFCOM’s range of research and the Basic Digital Skills Report (2015: Go ON UK / Ipsos MORI);
2. Educational / academic interventions – ranging from addressing competence gaps to co-creative, participatory projects seeking to utilise digital literacy for constructivist pedagogic means (eg the work funded and disseminated by Jisc and the Higher Education Academy) and more ethnographic work seeking to explore the complexity of peoples’ digital lives and how digital practices integrate with socio-cultural factors and personal narratives – eg Livingstone and Sefton-Green: *The Class* (2016)
3. Economic / employability interventions – increasing digital literacy competences for accessing services, benefits, training and 21st century workplace practices – eg Lloyds Bank UK Consumer Digital Index (2016); Tinder Foundation / GO ON UK: *The economic impact of Basic Digital Skills and inclusion in the UK* (2015)'
4. Civic engagement / societal wellbeing initiatives – these attempt to use digital literacy as a conduit for participation in democracy or accessing public services which are not directly economic but indirectly reduce burdens on, for example, the NHS – eg Nuffield Trust: *Delivering the Benefits of Digital Healthcare* (2016);
5. Protectionist responses to digital / online threats and risks – eg O2 / NSPCC: *Your Child’s Online World* (2016) and ‘ShareAware’, the UK Safer Internet Centre.

NB – the 5 projects selected for question 4 are in some cases activities generated by stakeholders listed below but in other cases, they are selected as



distinctive because of outcomes and / or contribution to the development of ML activity in the UK. An invitation was sent to 10 of the stakeholders / project leaders listed in response to q3, offering the opportunity to contribute to the project summary, but in all cases where this opportunity was taken, information from the stakeholders / project leaders was used to verify / triangulate the summary, rather than to completely shape it. Thus the report maintains an objective rigour combined with the application of 'locally situated' criteria for distinction, mapped to the key priorities for ML development in the UK.

In particular, whilst the prescribed criteria for significance of projects and the scope and civic objectives of media literacy work are accepted as the framework for this report, the evaluation of media literacy activity in the UK is informed by an understanding that *"we are in the midst of a transition. The literacy social formation is still powerful The digital social formation is emerging. Their values and practices conflict in certain ways."* (Gee and Hayes, 201: 140) and that *"long before the advent of digital environments, it was argued that recognising literacy as a social practice entails the rejection of a universal conception of literacy as a single, autonomous skill."* (Gillen, 2015: 154).

Stakeholder	Sector	Interest / engagement
Department of Media, Culture and Sport (DCMS)	Public authority	Government department.
OFCOM	Regulator	Ofcom's media literacy activity focuses on two elements - Providing an evidence base of UK adults' and children's understanding and use of electronic media; Sharing the evidence base with a wide range of stakeholders internally and externally and supporting their work via research. Ofcom's robust research into people's media literacy needs plays a vital role in the formulation of public policy, as well as providing organisations and agencies with the evidence they need to best target their initiatives on the ground. It includes an annual survey and report on adults' media literacy, with trends over time since 2005; an annual survey and report on children aged 3-15 and their parents, with trends over time since 2005; annual small-scale qualitative tracking research monitoring of about 18 people and their media habits, with trends over time since 2005; annual small-scale qualitative tracking research monitoring about 18 children and their media habits; annual bulletin of internet metrics relating to UK



		adults.	
United Kingdom Literacy Association	Academic	Special interest groups on media literacies and digital literacies and education (providing conferences, journals and resources for educators). Large network.	
BBC	Audio-visual Content Provider	The BBC have a ML remit and provide multiple projects, initiatives and resources, for example BBC Digital Literacy Projects: <i>Share Take Care</i> campaign for Safer Internet Day (online safety and critical thinking) / <i>Britain in a Day</i> (User-generated content, production and creativity) / Free Speech (democratic participation, critical thinking, digital production and creativity) / <i>Give an hour</i> (digital inclusion) / <i>Reality Check</i> (news literacy, critical thinking).	
Creative Skillset	Civil Society	Industry skills body for the Creative Industries, across film, television, radio, fashion and textiles, animation, games, visual effects, publishing, advertising and marketing communications. CS works with and for the Creative Industries to develop skills and talent, supporting productivity and employability.	
Media Education Association	Civil Society	Subject association for media and film educators, provides resources, networking, Teachmeet events, annual conference, key subject advocacy and lobbying with Department for Education.	
Go ON UK / Doteveryone	Civil Society	Projects, resources and networks for digital inclusion.	
Childnet / UK Safer Internet Centre	Civil Society	Co-ordinate Safer Internet Day each year. Key cross-sector collaboration.	
One Digital*	Civil Society	Projects, resources networks for digital inclusion and participation. The One Digital Board includes Citizens Online, Age UK, Ability Net and a number of other stakeholders.	
Tinder Foundation for Digital Skills*	Civil Society	Funding, resources and training for digital inclusion, community learning, and tackling social challenges through digital solutions. Eg	



		Reboot UK, supporting families in poverty, homeless people and people with mental health issues with digital access.	
Centre for Excellence in Media Practice	Academic	Convenes an annual conference for media literacy researchers (International – cited in Unesco recommendations on MIL), educators and practitioners, including a youth engagement strand, provides academic journals, accredited CPD provision for media professionals and masters level / doctoral programmes for media literacy practitioners.	
British Film Institute	Civil Society	Governed by a Royal Charter, combines cultural, creative and industrial roles, bringing together the BFI National Archive and BFI Reuben Library, film distribution, exhibition and education at BFI Southbank and BFI IMAX, publishing and festivals. Awards Lottery funding to film production, distribution, education. Strategic priorities are education and audiences, support for the UK film industry and unlocking film heritage.	
Northern Ireland Screen	Public Authority	Provides resources and networks supports three creative learning centers. NIS's Opening Doors strategy takes forward objectives from the Northern Ireland 'A Wider Literacy' (2004) initiative.	
UKCCIS	Public Authority	Provides research dissemination, guidance for industry, parents and carers, policy implementation on control filters.	
Cyber Streetwise	Public Authority	Funded by the National Cyber Security Programme, and delivered in partnership with the private and voluntary sectors. The campaign is led by the Home Office, working closely with the Department for Business, Innovation and Skills and the Cabinet Office. Promoting online security and data protection, network of SMEs.	
Jisc	Civil Society	UK higher education, further education and skills sectors' not-for-profit organisation for digital services and solutions. Funds institutional initiatives for digital literacy development in universities and colleges. The digital literacies programme built on a background of Jisc-funded work into learner literacies and strategic approaches to their development and support.	



Get Safe Online	Civil Society	Activities to promote Online safety and security, including the annual Get Safe Online week, works closely with law enforcement agencies and other bodies in support of their outreach activity, internal awareness and customer online safety. Get Safe Online is supported by HM Government and leading organisations in banking, retail, internet security and other sectors. Cyber Essentials and IASME certified organisation.	
Big Lottery	Civil Society	Key funders of projects around Digital Inclusion (including those indicated *). For example, £5.8 million was provided for a UK project that aims to teach digital skills to people suffering from hearing and sight problems. The three-year project is spearheaded by the Royal National Institute for Blind People (RNIB), and aims to train 125,000 people in basic online skills so they can confidently use web-based resources to shop online, pay bills and gain employment. See Tinder Foundation above for Reboot UK.	

Question 2

What kind of networks do the media literacy stakeholders in your country engage with?

Please describe these networks and include how these networks function, who manages the networks and whether they operate at a local, national, European or International level.

Answer 2

Network	Functions	Management	Level
United Kingdom Literacy Association	Online networking, SIG events / symposia, joint publications, annual conference – NB the 2017 UKLA Research day will be in Sheffield next May and take Digital Literacies	Special interest groups in Media and Digital Literacies run by SIG leaders (on application to UKLA) and drawing together 50+ M/DL researchers and practitioners.	International



	in Education as its theme, including a session during which all SIG members can showcase their work + SIG symposium of 'short fuse' presentations.		
Media Education Association	Subject association for media / media literacy educators, informs policy (eg major role in Ofqual reforms), lobbying function, advisory function to ministers, links to OFCOM and DFE. Online network of members (free, large constituency), annual conference + Teachmeet events.	Chair of association – Pete Fraser, executive committee meets termly.	National
UKCCIS	Group of 200+ organisations drawn from across government, industry, law, academia and charity sectors that work in partnership to help keep children safe online. Commissioned Byron Review.	Cross sector (govt agencies, law enforcement, academics, private industry, third sector, charities, voluntary groups)	National
Northern Ireland Screen	Provides production and development funding, information service and production and location support, help with sourcing crews, studio space, marketing and financial guidance + film education resources and networking + events and festivals.	Government backed agency. Funded by Invest Northern Ireland. Arts Council of NI, Department for Communities.	National
Media Literacy Wales	Network's goal is to increase levels of media literacy in Wales – particularly amongst vulnerable and	NIACE Dysgu Cymru administers the Network.	National.



	disadvantaged groups. Brings together stakeholders from across Wales on a regular basis to share good practice, information, ideas and work in partnership on all matters relating to media literacy. Coordinates events aimed at bringing about a better public understanding of media literacy and generally raise the profile of its benefits. Identifies the current issues relating to media literacy and respond to Government (and other) consultations where they have a bearing on media literacy. Provides a 'match-making' service between learners, learning providers and media professionals. Provides an online network for media literacy issues; publishes details of events and Network meetings.		
Scottish Screen / Creative Scotland	Provides advice to government, advocacy for industry, development agency and strategic investment, promoting and facilitating the development of moving image education through advocacy, in schools, teacher education and training and, for this report, in <u>educational contexts outside schools, in research and resource</u>	Work in close partnership at local, regional, national and international levels across the public, private and voluntary sectors. Invests money, including National Lottery funds, in a number of different areas – Production Company growth. Short and feature film development and production. Freelancer and	National



	<u>developments</u> including online materials.	company skills development, Experimental, alternative and interactive digital screen content, formats and platforms, development and production of television drama pilot & audience and market development and distribution initiatives.	
Media Education Summit	Annual conference, with linked journal and collaboration with US journal. Held in a different country each year (CR 2014, Boston, MA 2015, Rome 2016)	Managed by CEMP, co-convened with international partner each year. Panels at MES always include policy	International – cited in Unesco recommendations on MIL
British Film Institute	Online resources, annual conference (150+ delegates), funds projects, provides research – film literacy focus, Film Academy network – 50+ providers.	Charitable organisation	National.
English and Media Centre	Professional development events, publications, resources for students.	Charity.	National.
Learn About Film	Education, training, consultancy, resources.	Freelancer (Tom Barrance), previously led Media Education Wales.	National
Film Club / Into Film	Film Clubs (After School activities), run by volunteers. 9000 clubs listed.	Registered charity (Into Film) – BFI investment of National Lottery funds, additional partners = Cinema First, Paul Hamlyn Foundation, Big Lottery Fund, The Backstage Trust and The Harold Hyam Wingate	National



		Foundation.	
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Section 2 – The overview

Question 3

Using the grid below, please identify the 20 most significant media literacy projects which have been delivered in your country since 2010. Please select the most appropriate category for the project type, the sectors responsible for the projects, the type of media literacy skills that were addressed in the project, as well as the reason of significance:

Project types	Sectors	Media literacy skills	Reason for significance
Research ⁷⁹⁰	Academia ⁷⁹⁷	Creativity ⁸⁰³	The size of the target audience
Resources ⁷⁹¹	Audiovisual content provider ⁷⁹⁸	Critical thinking ⁸⁰⁴	The total budget or cost of the project
Campaigns ⁷⁹²	Public authorities ⁷⁹⁹	Intercultural dialogue ⁸⁰⁵	The success of the project (outcomes / impact compared to objectives)
Provision of Funding ⁷⁹³	Media regulatory authorities	Media use ⁸⁰⁶	The level of public awareness of the project
Networking platforms ⁷⁹⁴	Online platforms ⁸⁰⁰	Participation and interaction ⁸⁰⁷	The level of engagement by the target audience
Policy Development ⁷⁹⁵	Civil society ⁸⁰¹	Other	Other
End-user engagement ⁷⁹⁶	Cross-sector collaboration ⁸⁰²		
Other	Other		

⁷⁹⁰ Significant qualitative or quantitative research on any aspect of media literacy which has been published and/or is widely used by the media literacy practitioners.

⁷⁹¹ Resources include all the themed output related to a single media literacy initiative. It could include TV, and/or content published online, including information leaflets, video, audio, lesson plans, curriculum modules, websites etc.

⁷⁹² Campaigns usually combine awareness-raising with a desired behaviour change. A Campaign will usually have a specific 'call to action' e.g. 'Don't share too much online' or 'Know how to check the truthfulness of online information'. Campaigns can be multi-stakeholder campaigns such as Safer Internet Day or cross-platform campaigns and can include promotion across TV/radio/online and/or other forms of public engagement.

⁷⁹³ Including the provision of funding for media literacy activities delivered by third parties. Funding may be provided via grants, open competition and invitations to tender.

⁷⁹⁴ Including conferences, seminars, meetings, online and offline forums, newsletters, databases.

⁷⁹⁵ Including consultations, published reports and recommendations.

⁷⁹⁶ End-user engagement includes grass-roots projects that provide support and information to end-users via face to face contact, phone contact or online contact.

⁷⁹⁷ Including Academic institutions, universities and third level education providers

⁷⁹⁸ Including broadcasters and on-demand providers (both public service media and commercial media) and content providers for online, games and apps.



Please classify the projects using either 'N' for National or 'R' for Regional, and their level of significance using a scale of 1 to 3, where 1 is most significant and 3 is least significant.								
	Project Name (Bold font = see section 3)	Project Type	Sector	Media Literacy skills	National or Regional	Years	Reason for significance	Level of significance (1 – 3)
1	BBC Media Literacy: Webwise	Resources,	Audiovisual content provider	Media Use, Critical Thinking, Creativity, Participation	N	2013-	The size of the target audience, and the total budget or cost of the project	2
2	Ofcom - Adults' Media Lives / Children's Media Lives	Research	Media regulatory authorities	Media use, Critical Thinking,, Creativity, Participation and Interaction	N	2005-	The success of the project, the level of awareness of the project	1

⁷⁹⁹ Including government Ministries/departments, local authorities and councils, semi-State organisations, policy-makers.

⁸⁰⁰ Including the owners and operators of online platforms (such as social media websites and search engines).

⁸⁰¹ Including foundations, not-for-profit organisations arts and cultural bodies, charities, think-tanks, communities of interest and community networks (sports, health, hobbies, religion).

⁸⁰² Including projects involving a number of key stakeholders from different sectors. As an example, the model that Safer Internet Day is based on could be considered a cross-sector collaboration project.

⁸⁰³ Creating, building and generating media content.

⁸⁰⁴ Critical thinking skills such as: understanding how the media industry works and how media messages are constructed; questioning the motivations of content producers in order to make informed choices about content selection and use; recognising different types of media content and evaluating content for truthfulness, reliability and value for money; recognising and managing online security and safety risks.

⁸⁰⁵ Such as challenging radicalisation and hate speech.

⁸⁰⁶ The ability to search, find and navigate and use media content and services.

⁸⁰⁷ Interaction, engagement and participation in the economic, social, creative, cultural aspects of society through the media and promoting democratic participation and fundamental rights.



3	BFI / National Film and Television School: Film Academy / film education projects: Southbank Cultural Campus / Cinelive / Diary Film Workshop / <i>Le Cinéma, cent ans de jeunesse</i>	End User engagement	Cross-sector	Critical thinking and creativity and media use	N	2012-	The level of public awareness of the project, the level of engagement by the target audience	2
4	UK Council for Child Internet Safety (UKCCIS) – Child Safety Online: guide for providers	Resources	Cross-sector collaboration	Media use, Critical Thinking, participation	N	2008-	The success of the project	2
5	ESTEP Supporting Teachers and Parents partnerships through social media technologies	Resources	Cross sector collaboration	Participation and interaction, media use, creativity, critical thinking	I, N & R	2013-2015	The size of the target audience The success of the project (outcomes / impact compared to objectives) The level of	2



							engagement by the target audience	
6	LSE Department of Media and Communications' – Media Policy Project + Preparing for a Digital Future, The Class , EU Kids Online, Net Kids Go Mobile.	Research,	Academia	Other	International (I)	2006-	The size of the target audience, the success of the project, the level of public awareness of the project, the original knowledge and understanding it brought	1
7	Doteveryone – Digital Skills Framework / Digital Excursion Heatmap	End-user engagement	Cross-sector collaboration	Media Use	N & R	2015-	The level of engagement by the target audience	3
8	Big Lottery Fund for Digital skills / Go ON UK Digital Skills Delivery Strategy / Tinder Foundation Reboot UK (+ part-funds Film Club / Into Film – see networks)	Provision of funding,	Civil Society	Media Use, Critical Thinking, Participation, Creativity	N	2004-	The total budget of the project	1
9	Childnet – Supporting Young People Online (guide for parents)	End user engagement	Civil Society	Critical Thinking, Media Use,	I	1995-	The size of the target audience,	2



				Participation			The level of engagement by the target audience, The amount of resources	
10	United Kingdom Literacy Association – Special Interest Groups in Media Literacies / Digital Literacy Education	Networking platform	Cross-sector collaboration / Academic	Media use, participation, creativity and Other	N & I	2014-	The size of the target audience, cross-sector reach	2
11	Media Smart – Media Literacy Programme	Resources	Cross sector	critical thinking	N & I	2002-	Size of budget and form of funding (NGO funded by advertising industry)	2
12	Tinder Foundation – Future Digital Inclusion Programme / Reboot UK.	End user engagement	civil society	Media Use, Critical Thinking, Participation	N	2005-	The project's infrastructure, the size of audience and their level of engagement – significant community reach (helped 1.8 million people with online access and digital skills since 2010) – the impact	1



13	Northern Ireland Screen – Skills Development & Creative Learning Centres	End user engagement	Cross-sector collaboration	Media Use, Creativity, Critical Thinking	N	2016-	Other - the form of collaboration and the project's infrastructure	3
14	Digital Families	resources	Cross-sector collaboration	Digital technology use, participation, creativity, critical thinking. other	R & N, I	2015-	The success of the project and user engagement	1
15	Catcher Media community interest projects	Resources,	Civil Society	Media use, participation, creativity and, critical thinking, other.	R & N, I	1996-	The reach and success of individual projects	2
16	Blockbuilders UK: Youth Engagement Social Enterprise	end-user engagement	Civil Society	Media use, participation, creativity and, critical thinking, other.	N	2014-	The reach and success of individual projects	2



17	The International Centre for the Study of Radicalisation and Political Violence: Online Radicalisation report	Research	Cross-sector collaboration	Participation, and Intercultural dialogue	N	2008-	Other - policy impact	3
18	Copyright User Portal	Resources	Cross sector	Media Use, Creativity, Critical Thinking	N	2014-	The success of the project and user engagement	1
19	Media Education Charity: Thankerton Memories project	Provision of funding	Other	Creativity and participation	N (Scotland)	2014-	The success of funded projects	3
20	Centre for Excellence in Media Practice: Media Education Research Journal / Media Education Summit	Networking Platform	Academia	Intercultural dialogue, creativity, critical thinking and participation	I & N	2008-	Other – the cross-sector reach	3



Section 3 – Project summaries

Question 4

From the projects you have highlighted in Question 3, please describe the five most significant⁸⁰⁸ media literacy projects that have taken place in your country since 2010.

Please use a separate form for each project. See the sample answer for help.

⁸⁰⁸ Significant can relate to:

- a) the size of the target audience and/or the reach of the project,
- b) the total budget or cost of the project
- c) the final outcomes / impact of the project
- d) the level of public awareness of the project
- e) the level of engagement by the target audience.



Answer 4 - Project 1

A. PROJECT NAME: COPYRIGHT USER

B. CATEGORY AND DESCRIPTION OF PROJECT:

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an 'X':

Research	
Resources	X
Campaign	
Provision of Funding	
Networking Platforms	
Policy Development	
End-user engagement	
Other	

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

CopyrightUser.org is an independent online resource intended to make UK copyright law accessible to everyone. A joint collaboration between CREATE (University of Glasgow) and Bournemouth University, CopyrightUser.org offers authoritative guidance produced by leading copyright experts as well as videos, illustrations and interactive tools. The resources respond to the everyday questions and concerns faced by all copyright users: creators, media professionals, entrepreneurs, cultural heritage practitioners, teachers and students, and members of the public. In order to identify the knowledge needs of its audience and produce responsive guidance, the Copyright User research team has developed an innovative bottom-up methodology aimed at capturing the real world concerns of the creative and cultural sectors. Examples of bottom-up research exercises include qualitative analysis of copyright questions



and answers posted by users on Internet platforms (for more details, see: <http://copyrightuser.org/methodology/>), face-to-face semi-structured interviews with primary creators (see for example: <http://copyrightuser.org/musician/>), and a series of sector-specific focus groups and workshops carried out in collaboration with the Digital Catapult and the British Film Institute.

The website CopyrightUser.org was launched at the AHRC Creative Economy Showcase event in March 2014, and attracts over 100,000 unique users per year; traffic to the website is constantly increasing. By offering user-friendly guidance that is balanced, comprehensive, up-to-date, and responsive to users' needs, CopyrightUser.org has established itself as the 'most visited UK copyright information website', as recognised by the Authors' Licensing and Collecting Society. The website has become a point of reference for everyone looking for copyright guidance within the creative industries, cultural heritage organisations, and the education sector. Through the education portal *Cracking Ideas*, The UK Intellectual Property Office direct users to CopyrightUser.org if they are interested to 'Find out more about how copyright law works'. A wide spectrum of cultural and academic organisations across the UK advise their members or students to refer to CopyrightUser.org as useful guidance for copyright queries; these include the British Library, the Chartered Institute of Building, the Chartered Institute of Library & Information Professionals, the Cultural Enterprise Office, the Digital Curation Centre, JISC, London Museums Group, The Publishers Association and a number of UK Universities. The Copyright User initiative has also had an impact on policy and was featured prominently in the report to the Prime Minister *Copyright Education and Awareness*, produced in October 2014 by Mike Weatherley MP in his capacity as Intellectual Property Adviser to the Prime Minister.

The resources offered by CopyrightUser.org prioritise positive messaging and encourage public understanding as to what copyright enables and allows, rather than what copyright inhibits and prevents. These include *The Game is On!*, a research-led, open access, web-based resource that provides users with an opportunity to explore and discuss key principles and ideas underpinning copyright law, creativity, and the limits of lawful reuse of creative works. The first episode of the series – *The Adventure of the Girl with the Light Blue Hair* – won the 2015 AHRC Innovation in Film Award, and was shortlisted for a 2016 BUFVC Learning on Screen Award. CopyrightUser.org also offers *Copyright for A Level Media Studies*, an educational web resource designed to enable teachers to explain the complexity and importance surrounding key copyright concepts for media, and for students to research copyright regulation and its application thereby demonstrating their understanding within the Contemporary Media Regulation exam question.

The project is jointly undertaken by CREATE, the RCUK Centre for Copyright and New Business Models in the Creative Economy (University of Glasgow) and CIPPM, the Centre for Intellectual Property Policy & Management (Bournemouth University), in collaboration with CEMP, the Centre for Excellence in Media Practice (Bournemouth University); Queen's University Belfast; and several industry organisations such as the British Film Institute, the Digital Catapult, and the Authors' Licensing and Collecting Society.



C. GEOGRAPHICAL REACH

Please indicate whether the project was of National or Regional significance.

The Copyright User project is of National significance.

D. TIMEFRAME AND BUDGET

Please include the duration of the project, the dates and, where possible, the annual and total budget and related sources of financing.

The Copyright User project started in 2012 and is currently ongoing. The project was initially funded by Bournemouth University's Fusion Investment Fund in August 2012 and extended in 2013 with Research Councils UK funding provided by CREATE, University of Glasgow. From August 2012 to October 2015 the annual budget of the project was £50,000. The budget for the project in the current academic year is around £100,000, consisting mainly of Research Councils UK funding provided by CREATE, University of Glasgow; and complemented with project-based financial and in-kind contributions from industry organisations such as the Digital Catapult and the Authors' Licensing and Collecting Society.

E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

Please indicate the type of media literacy skills or capacities that were addressed in the project. For example:

- *Media use:*
 - *The ability to search, find and navigate and use media content and services.*
- *Critical thinking skills such as:*
 - *Understanding how the media industry works and how media messages are constructed.*
 - *Questioning the motivations of content producers in order to make informed choices about content selection and use.*
 - *Recognising different types of media content and evaluating content for truthfulness, reliability and value for money.*
 - *Recognising and managing online security and safety risks.*
- *Creative skills such as:*



- *Creating, building and generating media content.*
- *Participation and engagement skills such as:*
 - *Interaction, engagement and participation in the economic, social and cultural aspects of society through the media.*
 - *Promoting democratic participation and fundamental rights.*
- *Intercultural dialogue skills such as:*
 - *Including challenging radicalisation and hate speech online.*

Enabling young creators, media professionals, cultural heritage practitioners, teachers and students, and members of the public to make informed decisions and meaningfully participate in policy debates around the production, exploitation and reuse of creative content. Encouraging lawful creativity and critical thinking about copyright law in relation to Contemporary Media Regulation.

F. STAKEHOLDERS:

Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.

Notes:

CREATe, RCUK Centre for Copyright and New Business Models in the Creative Economy, University of Glasgow – Project Lead

CIPPM, the Centre for Intellectual Property Policy & Management, Bournemouth University – Lead on Copyright Education Initiatives

CEMP, the Centre for Excellence in Media Practice, Bournemouth University – Development of Copyright Education Resources for Schools

Queen's University Belfast – Editorial Role and Content Development

British Film Institute – Development of Copyright Guidance for Archives Sector

Into Film – Development of Copyright Education Resources for Film Clubs



Digital Catapult – Development of Copyright Guidance for Creative SMEs

Authors' Licensing and Collecting Society – Development of Copyright Education Resources for Young Screenwriters

UK Intellectual Property Office – Dissemination of Copyright Education Resources through Crackingideas.com

OCR

G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible, please indicate also the size of the targeted audience.

Creators, media professionals, entrepreneurs, cultural heritage practitioners, teachers and students, and members of the public.

H. OUTCOMES AND EVALUATION

Please outline (in approximately 300 words) the main results of the project. Some category-specific evaluation tools are outlined below to act as a guide for response and to provide a broad evaluation framework. However, we understand that each project will be different and evaluation methods may differ significantly.

Research – frequency of research, methodology, use and dissemination of results.

Programmes of Resources – audience reached, online hits, shares, plays, downloads, circulation.

Campaigns – Levels of awareness and participation. Attitudinal and/or behavioural changes. Measuring audience reach/distribution, levels of awareness and participation, audience engagement via online/face to face methods etc. Qualitative results could include testimonials etc. Please include the frequency of measurement/evaluation.

Value for money / Return on Investment, % of grant/funding used.



Networking Platforms – Number of stakeholders engaged, frequency of networking opportunities, number of conferences, publications, subscribers, whether the networking took place at a regional, National, Pan-European or International level.

Policy Developments – Frequency, Dissemination of policy, reaction to and adoption of policy recommendations.

End-user engagement – Numbers of people engaged, frequency, results.

Since its launch in March 2014, CopyrightUser.org generated over 270,000 unique page views and attracted more than 155,000 unique users, of which over 110,000 visited in the last 12 months only (since July 2015). 60% of users are 18-34 years old.

I. FURTHER REFERENCES

Please provide further references about the initiative: publications, website, Twitter account etc.

<http://copyrightuser.org/>

<https://twitter.com/copyrightuser>

<https://vimeo.com/copyrightuser>

www.youtube.com/c/copyrightuserorguk

www.create.ac.uk/publications/copying-creativity-and-copyright/



Answer 4 - Project 2

A. PROJECT NAME: BFI Film Academy

B. CATEGORY AND DESCRIPTION OF PROJECT:

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an 'X':

Research	
Resources	
Campaign	
Provision of Funding	
Networking Platforms	
Policy Development	
End-user engagement	X
Other	

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

Now in its fifth year and open to young people from anywhere in the UK, the BFI Film Academy offers a real chance for talented 16-19 year olds to develop the specialist filmmaking skills they need to be part of the future of the UK film industry – no matter where they're from or what their background. The BFI Film Academy offers bursaries to help those in need with costs, ensuring it is open to as diverse a range of young people as possible. The Academy has created more than 3,471 places for young people on courses run across the UK since 2012.



It has been supported by over 200 industry professionals who give their time including Dexter Fletcher, Alex Garland, Destiny Ekhartha, Danny Boyle and Alison Owen.

The BFI Film Academy comprises a regional programme of 47 courses across the UK, 7 specialist residential programmes covering animation, documentary, screenwriting and visual effects and one two week craft skills residential programme at the National Film and TV School in Buckinghamshire.

The Film Academy regional network programme is delivered at locations across the UK (including at least three in each of Scotland, Wales and Northern Ireland) and offering 1000 places to young people each year. The regional network programme runs from September through to February each year.

Participants on the network courses complete either Arts Award or a 'Preparing to Work in the Film Industry' qualification, adding value to young people's experience of taking part in the BFI Film Academy by offering them a structure to the programme allowing for reflection and feedback and also supporting them to create a portfolio of their achievements to date.

In February half-term 130 young people, many from the regional courses take part in 5-9 day specialist residential courses in Animation, Documentary, Scriptwriting or VFX (special effects). Two further short residential courses run over summer – one in Scotland and one covering Programming & Exhibition.

During the animation courses, participants receive six intensive days of stop-motion animation with a programme of master-classes with practicing professionals. Working in teams, participants will produce animated shorts. The VFX course specifically focuses on offering opportunities for drawn, stop motion and computer animation, compositing, VFX and composites of the above.

Over Easter, 66 of the most talented 16-19 year will attend a two-week residency on the BFI Film Academy's Craft Skills course run by the world-leading National Film and Television School (NFTS). The residency at NFTS is the pinnacle of the BFI Film Academy, featuring talented students selected from regional BFI Film Academy courses that have been running across the UK since September 2015. During the BFI Film Academy Craft Skills two-week residential course at the NFTS, the exceptional young filmmakers get to learn from experienced industry professionals about every area of filmmaking, from



scriptwriting and directing through to pre-visualisation, production design, location management, shooting, sound recording and mixing, editing and cinematography. The specific roles they take on are Director, Producer, Sound, Production Designer, Writer, Editor and Cinematographer. Their films are screened during a special graduation ceremony at the BFI Southbank to an audience of friends and family and industry professionals.

C. GEOGRAPHICAL REACH

Please indicate whether the project was of National or Regional significance.

The BFI Film Academy is a UK-wide programme with 48 Network courses delivered in all regions of the UK including Scotland, Wales and Northern Ireland.

D. TIMEFRAME AND BUDGET

Please include the duration of the project, the dates and, where possible, the annual and total budget and related sources of financing.

The BFI Film Academy has been running since 2012 and is now entering its fifth year. Courses run between September and April. In the first year, it was funded in England only by Department for Education in England (£1m pa) and in 2013 BFI added £500,000 pa through Lottery funds to extend the programme across the UK and to support the specialist residentials. Additional funding is also provided by agencies in Northern Ireland and Scotland to ensure more young people can take part there.

E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

Please indicate the type of media literacy skills or capacities that were addressed in the project. For example:

- *Media use:*
 - *The ability to search, find and navigate and use media content and services.*
- *Critical thinking skills such as:*
 - *Understanding how the media industry works and how media messages are constructed.*
 - *Questioning the motivations of content producers in order to make informed choices about content selection and use.*



- *Recognising different types of media content and evaluating content for truthfulness, reliability and value for money.*
- *Recognising and managing online security and safety risks.*
- *Creative skills such as:*
 - *Creating, building and generating media content.*
- *Participation and engagement skills such as:*
 - *Interaction, engagement and participation in the economic, social and cultural aspects of society through the media.*
 - *Promoting democratic participation and fundamental rights.*
- *Intercultural dialogue skills such as:*
 - *Including challenging radicalisation and hate speech online.*

The BFI Film Academy partners deliver their course against our core learning outcomes. It is expected that the skills and knowledge acquired through these outcomes and activities will aid participants' progression into the film and media industries. Selected course providers will be expected to plan their course schedules using the BFI Film Academy Core Learning Outcomes as the basis for the course, which provides a full overview of all film aspects: practical and theoretical; cultural and commercial. These courses are intended to support, celebrate and showcase participants' talent.

The courses will also develop the young people's interest, passion, and potential careers across the film industry. It will help them to develop their own ideas, build individual strengths and to foster their confidence to create effective working relationships. The courses will deliver high-quality cultural, vocational and educational outcomes and enable the participants to develop their own practice. There should be a focus on practical skills training while equipping participants with the knowledge and contacts to ensure they are fully supported as they become a key part of the industry's future. In addition, courses should include sessions that cover creativity, business elements, cultural programming and exhibition. Participants should receive career coaching sessions, work on an individual personal development plan and work towards either an Arts Award or 'Preparing to Work in the Film Industry' accreditation with the support of their course tutors. A referral strategy should be in place to signpost participants on to next stages of development. Participants will work towards a practical film-based project which will be showcased at the end of the course.

Participants on Film Academy courses are expected to achieve the following outcomes:

- Improved film making skills
- Improved knowledge and appreciation of film culture and film business, as detailed in the Core Learning Outcomes
- Improved soft skills, such as communication and team working skills, as detailed in the Core Learning Outcomes



- Industry-recognised accreditation or an Arts Award
- Progression into Higher or Further Education within 12 months
- Progression into film-related work or training within 12 months
- Provider certification of attendance (these will be supplied by the BFI at the end of the year)

F. STAKEHOLDERS:

Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.

Funders: Department for Education in England, National Lottery, Creative Scotland: Film Academy funders

Delivery partners: Tyneside Cinema, Jack Drum Arts, Beacon Hill Arts CIC, Reel Solutions (film) LLP, Leeds Young Film, Showroom Workstation, HOME (Greater Manchester Arts Centre - GMAC), Signal Film and Media, FACT (Foundation for Art & Creative Technology), Media Active Wem, The Rural Media Company, The Company Midlands, Paradigm Arts, Broadway Media Centre, Signals Essex Media Centre, Culture Works East, Eastside Educational Trust, The Film and Video Workshop, Mouth That Roars, Young Film Academy, CTVC, British Film Institute, Resource Productions Ltd, Film Oxford, Screen South, Brighton Film School, The Watershed Arts Trust Ltd, Somerset Film and Video Ltd, White Lantern Film, Bristol Old Vic Theatre School, Cornwall Film Festival, Cinemagic Ltd, The Nerve Centre, Scotland, Screen Education Edinburgh, GMAC Film, Dundee Contemporary Arts, Station House Media Unit, National Film and Television School, Calling the Shots.

Recruitment: Schools, teachers, parents, alumni

Participants: 16-19 year olds interested in pursuing a career in the film industry

G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible, please indicate also the size of the targeted audience.

The BFI Film Academy is open to 16-19 year olds UK residents who wish to explore a career in film and TV. It delivers to approximately 1000 young people



per year. Participants come from a wide range of backgrounds and course providers actively encourage young people on this basis. We expect course providers to ensure these opportunities are made available to young people from backgrounds that are underrepresented in the film industry. We have specific targets for this programme and aim to ensure that the programme is at least representative of population demographics.

On diversity, the Academy is succeeding in all areas – geographic (approximately 77% are outside London), gender and BAME. In 2015/16, 30% of the participants were from BAME communities, 17% in receipt of free school meals, 10% worked with a disability and there is 49% female representation. We also offer bursaries and allowances to ensure the courses are available to everyone.

H. OUTCOMES AND EVALUATION

Please outline (in approximately 300 words) the main results of the project. Some category-specific evaluation tools are outlined below to act as a guide for response and to provide a broad evaluation framework. However, we understand that each project will be different and evaluation methods may differ significantly.

Research – frequency of research, methodology, use and dissemination of results.

Programmes of Resources – audience reached, online hits, shares, plays, downloads, circulation.

Campaigns – Levels of awareness and participation. Attitudinal and/or behavioural changes. Measuring audience reach/distribution, levels of awareness and participation, audience engagement via online/face to face methods etc. Qualitative results could include testimonials etc. Please include the frequency of measurement/evaluation.

Value for money / Return on Investment, % of grant/funding used.

Networking Platforms – Number of stakeholders engaged, frequency of networking opportunities, number of conferences, publications, subscribers, whether the networking took place at a regional, National, Pan-European or International level.

Policy Developments – Frequency, Dissemination of policy, reaction to and adoption of policy recommendations.



End-user engagement – Numbers of people engaged, frequency, results.

BOP Consulting was commissioned in February 2013 to evaluate the BFI Film Academy. The ongoing evaluation aims to assess the operation of the programme, whether it met its expected outcomes, and to develop a tracking database to understand the impact of the programme.

To date, over 1500 survey responses have been analysed, 150 interviews conducted, and visits to all the Film Academies across the country have taken place. The tracking survey has collected evidence of participant progression both immediately after the programme, and every six months. This gives us unique data into the way that the careers of participants have progressed, as they move from school or college to University or the workforce. Therefore, these findings are built on a substantial base of evidence.

Key findings:

- The BFI Film Academy now reaches around 1,000 participants each year, through over 40 partners. These groups come from a range of backgrounds that match the diverse population of the UK.
- The courses are of high quality, and are receive very high satisfaction rates from participants.
- The programme is characterised by the influence it has had on participant's career choices; a result of providing a clear understanding of career options, motivation, and passion. Its impact appears to be sustained over time, even two years on.
- The characteristics of the programme which lead to this impact are providing opportunities to: work in a team to make a film (which teaches the core skills required); become part of a group of filmmakers (and so develop a sense of identity and meet collaborators); and meet film industry experts and speakers (which supports a better understanding of career options).
- In doing so, it looks to have provided a missing link unavailable to many who are passionate about film.
- Finally, there is evidence it has supported the film education sector as well, by supporting delivery organisations to raise their profile and increase their reach; connecting them with the film sector; improving their management and skills; and helping fill gaps in provision.

Many alumni have had their films entered into festivals and various internships and placements have been taken up including at BAFTA; BBC; The Brewery; MOFILM; September Films; Runaway Media; and SDMC Productions. Participants tell us that the three most important parts of the Film Academy were:

- Working in a team to make a film (26%)
- Being part of a group of filmmakers (24%)
- Meeting leading experts of listening to speakers (24%)



The Academy now has 3,300 alumni with another 900 expected to graduate from our 2016-17 programme. We're keeping in touch and providing on-going support for our alumni in various ways and tracking their achievements to see how their careers progress.

I. FURTHER REFERENCES

Please provide further references about the initiative: publications, website, Twitter account etc.

The BFI Film Academy has a presence across the social media including Facebook and Twitter as well as our own website that outlines our different schemes. The BFI also feature a playlist on their Youtube channel that hosts 124 short films made on our courses. The short films made on the two week Craft Skills residential are featured on the BFI Player alongside some of the biggest titles in cinema.

www.bfi.org.uk/education-research/5-19-film-education-scheme-2013-2017/bfi-film-academy-scheme

<https://twitter.com/GraceBFI>

www.youtube.com/playlist?list=PLXvkgGofjDzhwapYCaAiSt0rUuDI-C-6I

<http://player.bfi.org.uk/collections/film-academy-shorts/>



Answer 4 - Project 3

A. PROJECT NAME: The class: living and learning in the digital age

B. CATEGORY AND DESCRIPTION OF PROJECT:

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an 'X':

Research	x
Resources	
Campaign	
Provision of Funding	
Networking Platforms	
Policy Development	
End-user engagement	
Other	

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

This project, now published as a book (<http://nyupress.org/books/9781479824243/>), is an original, readable and engaging study of the lives of one class of 13 to 14-year-olds in a contemporary London neighbourhood. Telling the story of their lives at home, in school hanging out with friends and online and full of ethnographic detail replete with the voices of the members of the class, it shows how the lives of young people today are shaped by the pressures of individualisation and how schools, families and the young people themselves attempt to negotiate the meaning of education in a digitally connected yet fiercely competitive world.



The premise was that increasing social stratification, globalisation, consumerism and individualisation give rise to considerable uncertainties about the future, crises of confidence in the family, contested visions of educational goals, and a host of anxieties about norms and values. To throw some light on the many competing claims about youth today, the project examined young people's concrete experiences of growing up in early twenty-first century Britain, asking: what matters to them? How do they approach life at home and school? What vision of the future do they think their parents and teachers are preparing them for?

The PI Sonia Livingstone and Co-PI Julian Sefton-Green led the project and authored the book, *The Class* (2016).

C. GEOGRAPHICAL REACH

Please indicate whether the project was of National or Regional significance.

The project was a detailed intensive ethnographic study of one class (n=28) of 13 to 14-year-olds in a London comprehensive school. Findings were indicative, thematic and of a conceptual nature.

D. TIMEFRAME AND BUDGET

Please include the duration of the project, the dates and, where possible, the annual and total budget and related sources of financing.

The project was supported by the digital media learning initiative based at the University of California, Irvine supported by The John T and Catherine D. MacArthur foundation. The London School of Economics and Political Science was a grantee from the University of California Irvine to carry out this work as part of the "Connected Learning Research Network".

Preparation for the project took nine months, beginning January 2011 and fieldwork took place over 15 months (completing December 2012). A further two years of analysis and writing of the project as a book which was published in 2016.



E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

Please indicate the type of media literacy skills or capacities that were addressed in the project. For example:

The project conceived of media and digital literacies in terms of:

- Media use:
 - The ability to search, find and navigate and use media content and services.
- Critical thinking skills such as:
 - Understanding how the media industry works and how media messages are constructed.
 - Recognising different types of media content and evaluating content for truthfulness, reliability and value for money.
 - Recognising and managing online security and safety risks.
- Creative skills such as:
 - Creating, building and generating media content.
- Participation and engagement skills such as:
 - Interaction, engagement and participation in the economic, social and cultural aspects of society through the media.
 - Promoting democratic participation and fundamental rights.
- Intercultural dialogue skills such as:
 - Including generating a civil and civic space for connecting across cultural and socio-economic differences.

The project showed uses of popular culture at school as a way of creating forms of shared and common experiences across a diverse school population.

At home, the project demonstrated how media are used in the domestic context both to create moments of togetherness but simultaneously to allow for family fragmentation and separateness. The class were active and engaged users of social media, online gaming and mobile phones chiefly either to make face-to-face contact or to stay in touch with friends or to download and consume entertainment. Little connection between after-school media use and school defined learning was observed.



F. STAKEHOLDERS:

Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.

n/a

G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible, please indicate also the size of the targeted audience.

The research addresses the interested non-specialist as well as to academic audiences. It will be of interest to teachers following professional development courses and principals/head teachers as well as education policymakers, and activists working with youth and those developing new opportunities for learning.

Academic audiences will be drawn from scholars, researchers postgraduate and final year undergraduate students from a range of disciplines including: media and communication studies; sociology; urban and city studies; youth studies; cultural studies; digital culture; ethnography and cultural anthropology; education; race and ethnicity studies; and readers interested in social reproduction and social justice

Readership is international.

H. OUTCOMES AND EVALUATION

Please outline (in approximately 300 words) the main results of the project. Some category-specific evaluation tools are outlined below to act as a guide for response and to provide a broad evaluation framework. However, we understand that each project will be different and evaluation methods may differ significantly.

Research – frequency of research, methodology, use and dissemination of results.



Programmes of Resources – audience reached, online hits, shares, plays, downloads, circulation.

Campaigns – Levels of awareness and participation. Attitudinal and/or behavioural changes. Measuring audience reach/distribution, levels of awareness and participation, audience engagement via online/face to face methods etc. Qualitative results could include testimonials etc. Please include the frequency of measurement/evaluation.

Value for money / Return on Investment, % of grant/funding used.

Networking Platforms – Number of stakeholders engaged, frequency of networking opportunities, number of conferences, publications, subscribers, whether the networking took place at a regional, National, Pan-European or International level.

Policy Developments – Frequency, Dissemination of policy, reaction to and adoption of policy recommendations.

End-user engagement – Numbers of people engaged, frequency, results.

The research found that young people and their parents and teachers to favour well-known and predictable structures and practices, often tied to the bounded institutions of home and school, even when new ones might be more productive for the future. Young people often use media to disconnect as much or more than to connect and, contrary to a public discourse that celebrates connection, they tend to regard disconnections as positive rather than negative. Thus the research reveals ways in which it is digital disconnections – across people, interests, spaces and activities – that allow young people to benefit from what the largely conservative institutions of school and family are equipped to provide, while also retaining sufficient autonomy for self-expression and self-making in the times and spaces that escape the controlling efforts of the adults around them – sometimes online, but also often face-to-face. This is especially important when home and school make contrary demands, or when each seeks to intrude too far on young people's desires and commitments.

The research draws on socio-cultural perspectives within educational research which emphasise that school comprises a culturally and context specific set of arrangements, norms and expectations which are central to what it means to be educated. This emphasis serves to complement or even displace cognitive accounts of individual learning by recognising that schools, along with other sites of learning, encompass not only curricular knowledge but also disciplinary processes, social conventions and traditions for organising and accrediting learning. These are culturally and contextually defined and, moreover, continually changing as societies' visions of the social, academic and moral purposes of education shift over the decades and centuries. Education, then, refers on the broadest level to how societies manage and organise knowledge and behaviour, while learning is usually taken to refer to the micro level of the individual, often emphasising the learner's perspective and experience. But both are important. Considerable attention in recent decades



has been paid to personalised and individualised modes of learning – revealing how students become learners, as fits with interest in identity and the self within the theory of late modernity, yet in some ways detracting from critical analysis of the social function of education at wider societal and institutional levels – particularly but not only in relation to schools.

The research has been widely disseminated via blog posts at www.parenting.digital and other outlets, via social media, and as an online resource and printed book. See <http://nyupress.org/books/9781479824243>

I. FURTHER REFERENCES

Please provide further references about the initiative: publications, website, Twitter account etc.

<http://nyupress.org/books/9781479824243/>



Answer 4 - Project 4

A. PROJECT NAME: Ofcom Media Literacy Research Programme

B. CATEGORY AND DESCRIPTION OF PROJECT:

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an 'X':

Research	x
Resources	
Campaign	
Provision of Funding	
Networking Platforms	
Policy Development	
End-user engagement	
Other	

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

Summary

The promotion of media literacy is a responsibility placed on Ofcom by Section 11 of the Communications Act 2003. Under Section 14 (6a) of the Act we have a duty to make arrangements for the carrying out of research into the matters mentioned in Section 11 (1).

Ofcom's media literacy research informs three of Ofcom's strategic priorities: to promote opportunities to participate; to protect consumer from harm, and to contribute and implement



public policy as defined by Parliament.

Media literacy enables people to have the skills, knowledge and understanding they need to make full use of the opportunities presented by traditional and new communications services. Media literacy also helps people to manage content and communications, and protect themselves and their families from the potential risks associated with using these services.

Objectives

The objectives of Ofcom's media literacy research are to provide in-depth insight into attitudes, understanding and motivations and the roles media plays in people's daily lives. Particular emphasis is placed upon those groups that tend not to participate digitally. This insight informs decision and policy-making internally and externally and positions Ofcom as thought leaders in the provision and analysis of this evidence, both in the UK and internationally.

Research strands

The five core media literacy research projects/outputs are

- Adults' media use and attitudes report. Annual quantitative research running since 2005.
- Children (3-15) and parents; media use and attitudes report. Annual quantitative research also running since 2005.
- Adults' Media Lives qualitative longitudinal study. Running since 2005. In-depth, in-home filmed interviews with (largely) the same small group of people exploring their media journeys. Provides a bank of widely used video clips illustrating the findings.
- Children's Media Lives qualitative longitudinal study. Set up in 2014 it will film with the same 18 8-15 year olds over 3 years. Provides video clips of children discussing their media habits and opinions, and parents discussing mediation strategies, etc.
- Internet Citizens report. Published since 2013. An annual overview of available internal and external data on the consumption of online content and services that are citizen-oriented.

C. GEOGRAPHICAL REACH

National and regional: The project covers a representative picture of media literacy across the whole of the UK, including detailed breakdowns by nation for the adult's quantitative research.

D. TIMEFRAME AND BUDGET



The project is on-going, with our quantitative research running since 2005 with over 60 published reports

E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

The research covers the range of media literacy skills and understanding, looking in detail at the ability of both adults and children to use, understand and create. More details of the questions asked can be found in the quantitative surveys, [here](#) and [here](#). The qualitative research provides more in-depth and nuanced understanding of the issues covered in the quantitative research.

- *Media use:*
 - *The ability to search, find and navigate and use media content and services. **YES***
- *Critical thinking skills such as:*
 - *Understanding how the media industry works and how media messages are constructed. **YES***
 - *Questioning the motivations of content producers in order to make informed choices about content selection and use. **YES***
 - *Recognising different types of media content and evaluating content for truthfulness, reliability and value for money. **YES***
 - *Recognising and managing online security and safety risks. **YES***
- *Creative skills such as:*
 - *Creating, building and generating media content. **YES***
- *Participation and engagement skills such as:*
 - *Interaction, engagement and participation in the economic, social and cultural aspects of society through the media. **YES***
 - *Promoting democratic participation and fundamental rights.*
- *Intercultural dialogue skills such as:*
 - *Including challenging radicalisation and hate speech online.*

F. STAKEHOLDERS:

Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.

Ofcom engages with a wide range of stakeholders to ensure that the research is useful and relevant to the industry in general, however the media literacy



research programme is not usually carried out in partnership with other stakeholders.

G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

The research is primarily aimed at informing policy and practice among the stakeholder community, and we disseminate the findings and engage with policy debates with colleagues from government, industry, academia and the charitable sector. However, last year OFCOM also produced a summary of the findings of the children's quantitative research aimed at children themselves, which we disseminated through stakeholders. This can be found [here](#).

H. OUTCOMES AND EVALUATION

Research on a wide range of media literacy topics is carried out and published on a regular basis across the year. The results are presented at a significant number of national and international conferences and seminars. Ofcom is an evidence-based policy maker and research is central to its approach to policy-making. In addition, a wide range of stakeholders use the research for policy and strategic decision-making. Ofcom's research in this area is often referred to as the gold standard due to a combination of:

- *the longevity of the longitudinal programmes*
- *the robust methodology*
- *the depth and breadth of the topics covered*

Between 2012 and 2015 OFCOM have published over 60 reports relating to media literacy including:

5 X Children and Parents Media Literacy reports

5 X Adults' Media Literacy reports

5 X Adults Media Lives reports



1 X *Children's Media Lives report*

5 X Internet use and attitudes bulletin

20 X Quarterly Media Literacy e-bulletins

3 X Internet Citizens report

1 X Ofcom Report on Internet Safety Measures

1X Attitudes to On-demand and online content report

2 X Digital Day reports

1 X Protecting Audiences in an online world report

1X Children's online behaviour :issues of risk and trust

1 X Young People and Communication – Smartphone App research report

1 X The value of User Generated Content report

1 X Being online: an investigation of people's habits and attitudes report

1 X Media Literacy Data: Consultation on the National Curriculum for Computing

1 X Parents' views on Parental Controls report



- 1 X Measuring news consumption and attitudes
- 1 X Protecting Audiences in a converged world
- 1 X Illegal file-sharing: pilot peer review and pilot survey report
- 1 X Qualitative research into online digital piracy
- 1 X Online trust and privacy: People's attitudes and behaviour
- 1 X HFSS advertising restrictions: Final Review

I. FURTHER REFERENCES

All details available at www.ofcom.org.uk/medialiteracyresearch



Answer 4 - Project 5

A. PROJECT NAME: Reboot UK

B. CATEGORY AND DESCRIPTION OF PROJECT:

Please classify the project by marking one of the following six categories, as described in Section 2 of the main questionnaire form, with an 'X':

Research	
Resources	
Campaign	
Provision of Funding	
Networking Platforms	
Policy Development	
End-user engagement	X
Other	

Please describe in approximately 500 words the project and include the context, motivation, objectives, targets, methods, dissemination and delivery (e.g., online, on-air, publication, face to face etc). Please explain why this project was significant. If you were directly involved in this project please indicate what your role was (organiser, participant, beneficiary, observer...).

Reboot UK Tinder Foundation

Awarded £330,000 by the Big Lottery Fund, Tinder Foundation are leading the Reboot UK project pilot to test innovative new models of supporting people in poverty to improve their health and wellbeing through digital technology. The project is specialising in supporting people from three groups at high risk



of lacking digital skills:

- Families in poverty.
- Homeless people.
- People with poor mental health.

Consortium partners Mind, Homeless Link and Family Fund, are working with Tinder Foundation and local community partners on the 12 month project, researching and developing pilot interventions before putting these models into practice in the community.

Phase 1: Understanding barriers and drivers (Sept-Nov 2015)

Phase 2: Testing approaches and learning (Jan-Aug 2016).

21 specialist local partners have been recruited from within Tinder Foundation's network of UK online centres, and from the networks of consortium partners, to deliver the action-research phase of Reboot UK, commencing in January 2016. Reboot UK is evaluating the effectiveness of three particular approaches:

- **Peer support** - engaging service users who have experienced similar challenges to the trainees, providing motivation and training, often in unconventional learning environments
- **Home access** - lending devices for people to access the internet at home focussing on those who may have caring responsibilities and be less able to attend regular training sessions
- **Shared practice** - matching digital skills experts to local services to provide training to people with moderate mental health problems and homeless people.
- **Monitoring /Learning**

Between January and June 2016, Reboot UK has supported 568 beneficiaries, and supported them to improve their digital skills through 21 delivery partners. The project will support at least 1,000 beneficiaries to use digital technologies to improve their health and wellbeing.

C. GEOGRAPHICAL REACH



Please indicate whether the project was of National or Regional significance.

National - 21 specialist local partners have been recruited from within Tinder Foundation's network of UK online centres, and from the networks of consortium partners

D. TIMEFRAME AND BUDGET

Please include the duration of the project, the dates and, where possible, the annual and total budget and related sources of financing.

Awarded £330,000 by the Big Lottery Fund.

12 month project, researching and developing pilot interventions before putting these models into practice in the community.

Phase 1: Understanding barriers and drivers (Sept-Nov 2015)

Phase 2: Testing approaches and learning (Jan-Aug 2016).

E. MEDIA LITERACY SKILLS / CAPACITIES ADDRESSED:

Please indicate the type of media literacy skills or capacities that were addressed in the project. For example:

- *Media use:*
 - *The ability to search, find and navigate and use media content and services.*
- *Critical thinking skills such as:*
 - *Understanding how the media industry works and how media messages are constructed.*
 - *Questioning the motivations of content producers in order to make informed choices about content selection and use.*
 - *Recognising different types of media content and evaluating content for truthfulness, reliability and value for money.*



- *Recognising and managing online security and safety risks.*
- *Creative skills such as:*
 - *Creating, building and generating media content.*
- *Participation and engagement skills such as:*
 - *Interaction, engagement and participation in the economic, social and cultural aspects of society through the media.*
 - *Promoting democratic participation and fundamental rights.*
- *Intercultural dialogue skills such as:*
 - *Including challenging radicalisation and hate speech online.*

Using digital technologies to improve health and wellbeing: confidence in using internet, ambition, mental wellbeing, employability, wider social benefits for participants.

F. STAKEHOLDERS:

Please include the name of the stakeholder organisation, the sector and the role that each stakeholder played.

Tinder Foundation is leading the project. They bring together thousands of community partners to make up the UK online centres network, reaching deep into communities to help people across the UK gain the support and skills they need to change their lives and overcome social challenges. Their online learning platform Learn My Way, - used in centres throughout the network - helps thousands of people each year to gain basic digital skills and go on to further informal and formal learning. Online courses are combined to create packages to help people follow a logical path through the site.

Consortium partners Mind, Homeless Link and Family Fund, are working with Tinder Foundation and local community partners on the 12 month project, researching and developing pilot interventions before putting these models into practice in the community. These organisations have established, trusted relationships and specialised ways of working with the beneficiary groups.

The Big Lottery Fund is funding the project.

G. TARGET AUDIENCE FOR THE PRACTICE OR ACTION:

Please indicate where possible the age, gender, socio-economic grouping, location and any other key features of the target audience. Where possible, please



indicate also the size of the targeted audience.

The project is specialising in supporting people from three key groups:

Families in poverty.

Homeless people.

People with poor mental health.

Families in poverty, homeless people and people with mental health issues are far more likely to make up some of the 12.6 million people in the UK who aren't online and don't have basic digital skills. Yet these are the same groups who are at a greater risk of poor health and who stand to gain the most from improved digital skills and access to online health resources. The test and learn project will support 1,000 beneficiaries over one year.

H. OUTCOMES AND EVALUATION

Please outline (in approximately 300 words) the main results of the project. Some category-specific evaluation tools are outlined below to act as a guide for response and to provide a broad evaluation framework. However, we understand that each project will be different and evaluation methods may differ significantly.

Research – frequency of research, methodology, use and dissemination of results.

Programmes of Resources – audience reached, online hits, shares, plays, downloads, circulation.

Campaigns – Levels of awareness and participation. Attitudinal and/or behavioural changes. Measuring audience reach/distribution, levels of awareness and participation, audience engagement via online/face to face methods etc. Qualitative results could include testimonials etc. Please include the frequency of measurement/evaluation.



Value for money / Return on Investment, % of grant/funding used.

Networking Platforms – Number of stakeholders engaged, frequency of networking opportunities, number of conferences, publications, subscribers, whether the networking took place at a regional, National, Pan-European or International level.

Policy Developments – Frequency, Dissemination of policy, reaction to and adoption of policy recommendations.

End-user engagement – Numbers of people engaged, frequency, results.

Findings from the project's July Interim evaluation report are:

- Learners have increased their digital skills by an average of **7.4%**. Learners are **10% more confident** to use the internet without help.
- Improved digital skills helps beneficiaries feel more **confident, in control**, and **ambitious** about the future.
- There is strong evidence to show digital skills **increases mental wellbeing** for individuals supported by the programme. The average wellbeing score for beneficiaries has increased from **16.88** to **17.98**, against a national mean of **23.6**.
- As digital skills support, particularly at a basic level, is seen as an informal skill, it helps **raise individual's confidence**, making them more **open to further learning**, as well as leading to **job progression**.
- Improved digital skills helps people to take specific steps that lead to **positive wider benefits**, such as being able to cope with benefits payments, moving towards work readiness, and feeling more in control.
- Both community and specialist delivery organisations are **well placed to engage vulnerable individuals**, and support them to improve their digital skills.

I. FURTHER REFERENCES

Please provide further references about the initiative: publications, website, Twitter account etc.

www.tinderfoundation.org/what-we-do/reboot-uk



www.tinderfoundation.org/our-thinking/research-publications/reboot-uk-interim-findings

www.tinderfoundation.org/what-we-do/learn-my-way

