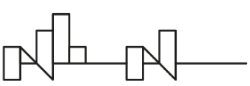


RESIST

Strengthening societal resilience to
disinformation in Europe

Iceland
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RESIST

Strengthening societal resilience to disinformation in Europe

Report on the methodology
to assess societal vulnerabilities and strengths
to withstand disinformation

Division for Cooperation on Freedom of Expression

Council of Europe

Status and purpose of the document

This report presents the RESIST three-tier methodological framework for assessing societal resilience to disinformation across key policy areas, including media, media and information literacy, education, youth participation, and culture.

The document sets out the analytical design, indicator structure, questionnaires, scoring logic and integration mechanisms underpinning the RESIST framework. It is intended to support public authorities, experts and stakeholders in applying a coherent, participatory, evidence-informed approach to the analysis of disinformation challenges and related policy responses. In line with the definition of the Council of Europe, we consider disinformation as “information that is false and deliberately created to harm a person, social group, organisation or country”.¹²

In addition, the framework incorporates a cross-cutting analytical layer on gender and diversity (differentiated vulnerability in the information environment). This is implemented as further contextual information within Tier 2 and Tier 3 questionnaires, aimed at capturing differences in exposure, risk, safeguards and access to resilience-building measures across social groups. This layer does not alter the three-tier architecture or introduce a ranking logic, but strengthens the diagnostic and interpretative capacity of the methodology.

The report does not constitute a performance assessment or a ranking exercise. Instead, it provides a structured basis for contextual analysis, institutional self-assessment and stakeholder-informed reflection to allow for tailored support to the beneficiary country and optimal implementation of the RESIST project. The outline of the components of this assessment should not be understood as a complete list of measures to be taken in order to limit the impact of information integrity challenges. Rather, it is a tool that helps to identify strengths and weaknesses, based on key policy areas, that can be considered reliable proxies for country resilience. At the same time, resilience-building is only one (albeit crucial) component of a country’s ability to withstand such challenges. In addition, certain countries, especially frontline states targeted by foreign information manipulation and interference, may experience greater exposure to information integrity challenges or may be affected by structural conditions not under their control. For this reason, comparison of results should be understood as a tool for mutual learning and improvement, rather than for ranking purposes.

When designing responses at the national level, the components of resilience can be further expanded, including consideration of gender and diversity dimensions in the information environment, support for the elderly and other vulnerable groups, and targeted actions to

¹ Council of Europe, Information Disorder: Toward an interdisciplinary framework for research and policy making (2017), available at

<https://rm.coe.int/information-disorder-report-version-august-2018/16808c9c77>

² Comparably, the Organisation for Economic Co-operation and Development (OECD) considers information integrity as the product of an “information environment that promotes access to accurate, reliable, evidence-based, and plural information sources and that enable[s] individuals to be exposed to plural and diverse ideas, make informed choices, and better exercise their rights” - Organisation for Economic Co-operation and Development (OECD), Council on Information Integrity (2024), Recommendation on Information Integrity, adopted on 17 December 2024, available at <https://legalinstruments.oecd.org/en/instruments/OECD-LEGAL-0505>.

strengthen trust in society. The security and electoral integrity dimensions of the problem are also of major importance; however, they fall outside the scope of this assessment. Finally, technological change, including the rapid spread of AI-generated content and evolving information ecosystems, must be taken into account, as they affect how information reaches individuals and communities and require adaptive and forward-looking policy responses.

Project context

This report has been produced under the project RESIST – Strengthening Societal Resilience to Disinformation in Europe, a flagship initiative of the Council of Europe funded through the EEA and Norway Grants.

The project supports beneficiary Council of Europe member states in developing and strengthening national strategies to address disinformation and broader information integrity challenges, with a focus on cross-sectoral policy areas where societal resilience is shaped, including media, culture, education and youth.

Methodological coordination and contributions

The RESIST framework builds on applied research, policy evaluation methodologies and field experience coordinated by ISIG – Institute of International Sociology of Gorizia.

Methodological and editorial coordination was carried out by Daniele Del Bianco (ISIG).

The development of the framework was supported by domain experts who contributed thematic expertise to specific policy areas:

- Education and digital citizenship education: Vítor Tomé
- Media environment: Konrad Bleyer-Simon
- Media and information literacy: Vítor Tomé
- Youth participation and empowerment: Ron Salaj
- Cultural participation and cultural policy: Inês Fialho Brandão

Contributions focused on the conceptual refinement of indicators, alignment with European standards, and validation of questionnaire logic within each respective domain.

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ACRONYMS AND ABBREVIATIONS

Acronym	Full name / meaning as used in the document
AI	Artificial intelligence
AROPE	At risk of poverty or social exclusion
CDDEM	Steering Committee on Democracy
CDMSI	Steering Committee on Media and Information Society
CMPF	Centre for Media Pluralism and Media Freedom
CoE	Council of Europe
CPD	Continuous Professional Development
DCE	Digital Citizenship Education
DSA	Digital Services Act (European Union)
EDMO	European Digital Media Observatory
EDU	Education and digital citizenship education (policy area)
EEA	European Economic Area
EU	European Union
EU-27	European Union (27 Member States)
EU-25	European Union (25 Member States, adjusted reference population where data availability is incomplete)
FIMI	Foreign information manipulation and interference
GDP	Gross domestic product
GDPR	General Data Protection Regulation
ITE	Initial teacher education
ISIG	Istituto di Sociologia Internazionale di Gorizia
LGBT+	Lesbian, gay, bisexual and transgender persons (used as an inclusive shorthand for sexual and gender minorities)
MED	Media environment (policy area)
MIL	Media and information literacy (policy area)
MPM	Media Pluralism Monitor
NGO	Non-governmental organisation
OECD	Organisation for Economic Co-operation and Development
OHTE	Observatory on History Teaching in Europe
PISA	Programme for International Student Assessment
RESIST	RESIST – Strengthening Societal Resilience to Disinformation in Europe
SLAPPs	Strategic lawsuits against public participation
SMEs	Small and medium-sized enterprises
TES	Teachers’ and Educators’ Survey (as referenced with OHTE)
UNESCO	United Nations Educational, Scientific and Cultural Organization
YOU	Youth participation and empowerment (policy area)

1 INTRODUCTION AND SUMMARY

The RESIST framework is grounded in Council of Europe standards on democracy, human rights and the rule of law, and in particular the shared commitment of member states to address democratic backsliding and safeguard the integrity of democratic processes.

The methodology builds on and operationalises key Council of Europe reference documents, including:

- the Reykjavík Declaration³ and its Principles for Democracy⁴, adopted at the Fourth Summit of Heads of State and Government of the Council of Europe (Reykjavík, 16–17 May 2023);
- the Parameters for the Application and Implementation of the Reykjavík Principles for Democracy, adopted by the Council of Europe Steering Committee on Democracy (CDDem);
- the document “Resisting disinformation: 10 building blocks to strengthen information integrity”⁵, adopted by the Council of Europe Steering Committee on Media and Information Society (CDMSI) on 4 December 2025.

These instruments emphasise, inter alia, the central role of free, independent and plural media; the protection of freedom of expression; the importance of democratic participation; and the need for coordinated, rights-based responses to disinformation that are compatible with international human rights law.

In line with these principles, the RESIST methodology does not seek to rank countries or assess performance in a punitive manner. Instead, it provides a structured analytical framework to:

- identify structural conditions shaping exposure and resilience to disinformation;
- assess institutional preparedness and governance arrangements to counter disinformation;
- capture how policies and measures are experienced in practice by societal actors.

The methodology is designed to support evidence-informed policy dialogue, strategic reflection and peer learning across member states. In this vein, it contributes to the New Democratic Pact for Europe⁶, a collective and inclusive strategic process launched by the Council of Europe in 2024 to develop structural solutions and innovative practices aimed at strengthening democratic resilience.

³ <https://rm.coe.int/4th-summit-of-heads-of-state-and-government-of-the-council-of-europe/1680ab40c1>

⁴ <https://www.coe.int/en/web/steering-committee-on-democracy/10-principles-for-democracy>

⁵ <https://rm.coe.int/cdmsi-2025-17rev-e-clean-resisting-disinformation-10-building-blocks-f/488029df7d>

⁶ <https://www.coe.int/en/web/new-democratic-pact-for-europe/home>

1.1 RESIST METHODOLOGICAL FRAMEWORK

Rather than producing a single composite index or ranking, the RESIST three-tier analytical methodology disaggregates resilience into complementary dimensions, allowing decision-makers to distinguish between:

- structural conditions and contextual vulnerabilities;
- institutional and governance capacity;
- perceived implementation and lived experience.

The three tiers address distinct but interrelated questions:

- Tier 1 – contextual baseline: What structural conditions, risks and capacities characterise the national context?
- Tier 2 – institutional benchmark: What legal frameworks, policies, coordination mechanisms and governance arrangements are formally in place?
- Tier 3 – perceived implementation: How are these arrangements experienced and perceived in practice by civil society and practitioners?

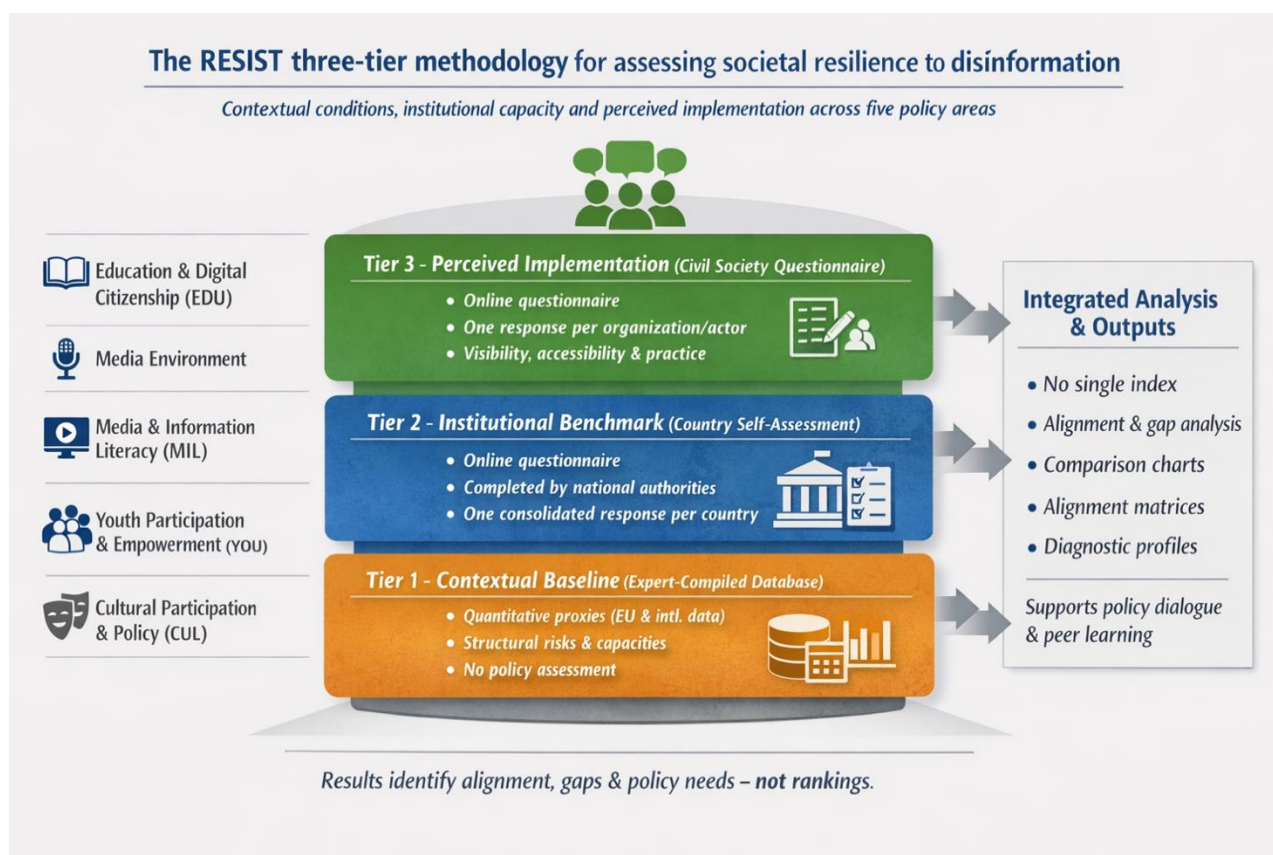
Tier 1 is based on externally sourced quantitative proxies, compiled and processed by experts using EU and international datasets.

Tier 2 and Tier 3 are implemented through structured online questionnaires, addressed respectively to national public authorities (Tier 2) and civil society actors (Tier 3).

Results from the three tiers are not aggregated into a single score. Instead, they are integrated analytically to identify:

- structural constraints;
- institutional design gaps;
- implementation and visibility gaps;
- areas of alignment or divergence between authorities and civil society.

Figure 1 - The RESIST methodological framework



The framework produces a set of standard visual and analytical outputs, including:

- tier-by-tier area score profiles;
- comparative bar charts and radar charts;
- Tier 1 × Tier 2 contextual-institutional matrices;
- Tier 2 × Tier 3 alignment plots highlighting implementation gaps.

These outputs are organised to guide the reader from a comparative overview across tiers and policy areas to a more granular, tier-specific analysis. They provide an evidence-informed basis for qualitative interpretation in country reports.

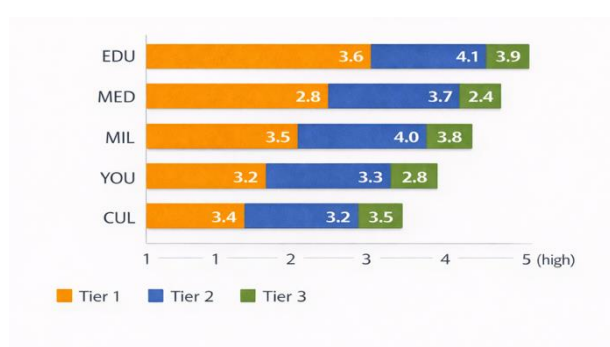
The presentation sequence follows two complementary logics:

- cross-tier reading, which examines how the three tiers relate across policy areas, identifying patterns of coherence, misalignment or tension;
- tier-specific deep dives, which analyse each tier internally to understand how overall profiles are shaped by underlying indicators and proxies.

The first logic is addressed through Boxes 1 to 4, which focus on relative positioning, alignment and integrated interpretation across tiers.

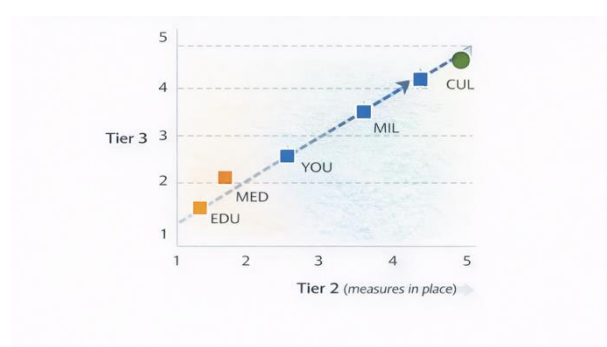
Figure 2 - Examples of visual outputs - cross-tier reading

Box 1 - Tier-by-tier area profile



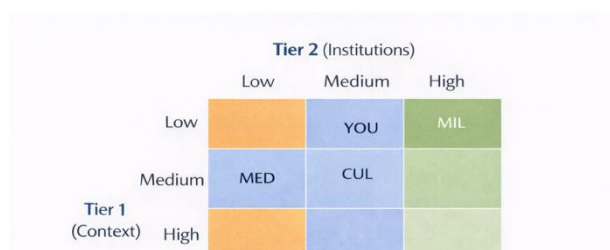
This visual supports a tiered analytical reading rather than a performance assessment. Differences between Tier 1, Tier 2 and Tier 3 within the same policy area highlight degrees of alignment or misalignment between context, institutional design and implementation. The chart is intended as a diagnostic overview to guide interpretation and discussion in the country report and must be read together with qualitative analysis explaining the drivers behind observed gaps or convergences.

Box 2 - Tier 2 × Tier 3 alignment and implementation gap



This visual is used to explore the relationship between institutional design and implementation outcomes. Policy areas located close to the diagonal suggest a high degree of consistency between measures in place and their practical uptake or effectiveness. Points falling below the diagonal indicate a potential implementation gap, where institutional frameworks are more developed than observed practice, while points above the line suggest areas where implementation appears to outperform formal arrangements. The chart deliberately excludes Tier 1, focusing the analysis on the institutional-implementation nexus and supporting targeted discussion on delivery and operational capacity.

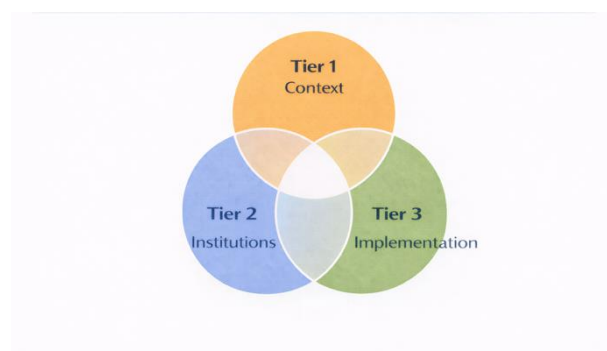
Box 3 - Tier 1 × Tier 2 contextual-institutional matrix.



This visual is used to interpret how contextual conditions and institutional arrangements interact within each policy area, before considering implementation (Tier 3).

- High context / High institutions: favourable structural conditions matched by well-developed institutional frameworks.
- High context / Low or Medium institutions: supportive context not fully matched by institutional capacity.
- Low context / High institutions: strong formal arrangements in less favourable environments.
- Low context / Low institutions: structurally constrained domains requiring coordinated action.

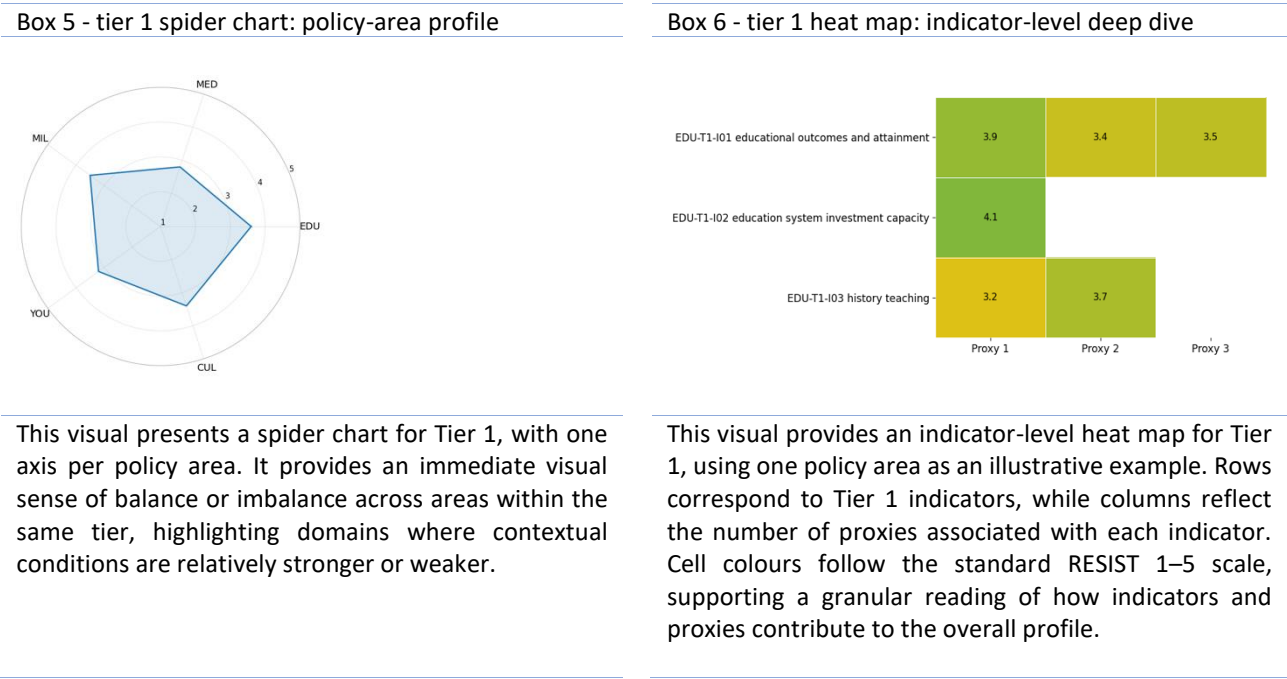
Box 4 - Integrated three-tier reading



This visual provides an integrated framework for interpreting the three tiers together without aggregating them into a single measure. Analytical insight emerges from examining configurations across policy areas, supporting qualitative interpretation without implying causal attribution or ranking.

The second logic is illustrated through Boxes 5 and 6, which demonstrate how a single tier can be analysed in greater depth, first at the level of policy areas and then at indicator and proxy level. While Tier 1 is used as an example, the same approach applies equally to Tier 2 and Tier 3.

Figure 3 - Examples of visual outputs - tier-specific deep dives



1.2 STRUCTURE AND CONTENTS OF THE DOCUMENT

This report is structured into six main parts, each serving a distinct analytical and operational function.

1.2.1 Part 1 – overall design of the RESIST three-tier framework

This section introduces the conceptual architecture of the RESIST methodology. It explains the rationale of the three-tier approach and clarifies the distinct role of each tier. It also outlines how the tiers relate analytically, without being merged into a single composite index.

1.2.2 Part 2 – Tier 1 database: contextual analysis

This part presents Tier 1, the contextual baseline of the framework. It describes the indicators and proxies used to capture structural conditions relevant to societal resilience to disinformation across five policy areas (education, media, media and information literacy, youth, and culture). The section explains the logic of proxy selection, data sources and indicator construction, and provides definitions for all Tier 1 indicators, including methodological notes on proxy construction and data comparability.

1.2.3 Part 3 – Tier 2 institutional benchmark questionnaire

This section introduces Tier 2, which assesses institutional capacity and governance arrangements. It presents the structure of the institutional benchmark questionnaire, organised by policy area, indicator and sub-indicator. Tier 2 is a country-level self-assessment tool, designed to be completed online by relevant national authorities, potentially involving multiple ministries or agencies, while producing a single consolidated questionnaire per country.

1.2.4 Part 4 – Tier 3 civil society questionnaire

This part presents Tier 3, which captures perceptions and experiences of implementation in practice. It describes the civil society questionnaire, organised by the same policy areas as Tier 2, but focused on visibility, accessibility, coordination and lived experience. Responses are collected online from individual organisations or practitioners and aggregated analytically.

1.2.5 Part 5 – calculation and scoring methods

This section defines the technical rules governing scoring and aggregation across all three tiers. It explains the common five-point analytical scale, data availability thresholds, proxy standardisation and normalisation (for Tier 1), and aggregation logic at question, indicator and area level. It also includes recap tables summarising indicator structures for each tier.

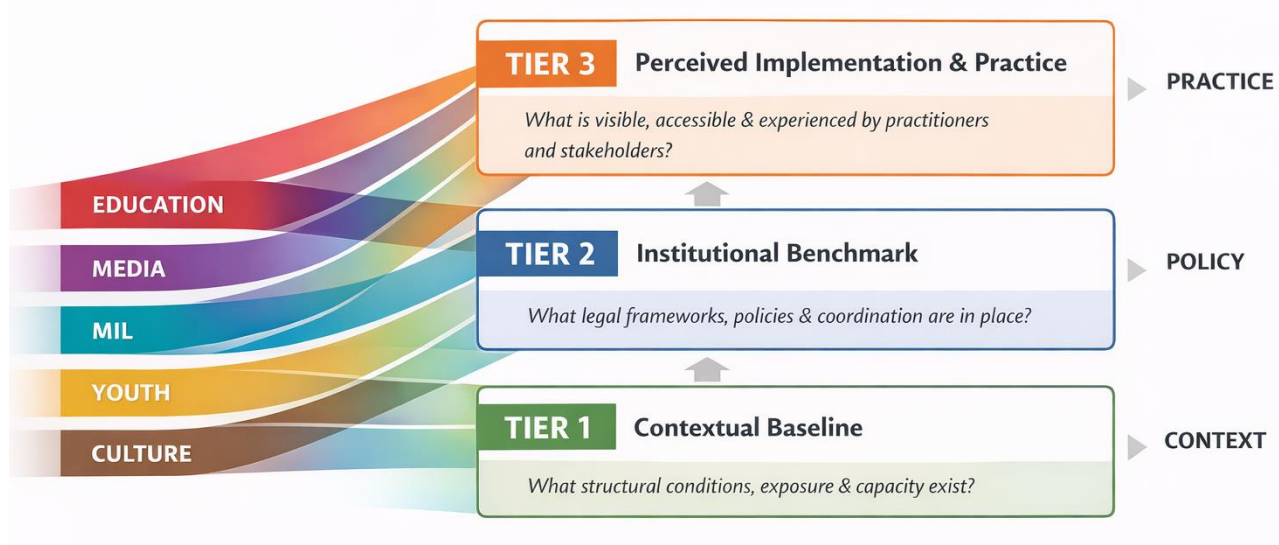
1.2.6 Part 6 – integration and visualisation of results

The final part explains how results from the three tiers are jointly interpreted and visualised. It introduces the Tier 1 × Tier 2 and Tier 2 × Tier 3 integration logics, clarifies how alignment and gaps are identified, and describes the standard visual outputs used to support policy dialogue. It also sets out the intended use of results and their methodological limitations.

2 OVERALL DESIGN OF THE RESIST THREE-TIER FRAMEWORK

The RESIST framework is structured around three analytically distinct but vertically aligned tiers, designed to capture complementary dimensions of resilience across key policy areas: education, media, media and information literacy, youth participation, and culture.

Figure 4 - The RESIST 3-tiers framework



The three tiers are not cumulative but complementary, and each responds to a different evaluative question.

- Tier 1 answers: What structural conditions, risks, and capacities exist?
- Tier 2 answers: What institutional responses and governance arrangements are in place?
- Tier 3 answers: How are these arrangements experienced and perceived in practice?

Together, the three tiers allow for context-aware, institutionally grounded, and practice-sensitive analysis, without conflating data sources, methods, or levels of assessment.

2.1 TIER 1 - CONTEXTUAL BASELINE (PROXY-BASED)

Tier 1 provides a contextual and structural baseline describing the environment in which institutions operate and citizens act.

It is built exclusively on empirically available proxies drawn from EU-level or comparable international data sources. Proxies are selected based on data availability across EU countries (or comparable reference populations), conceptual relevance, and suitability for standardisation through z-scores (explained in section 6. **Calculation and Scoring Methods**).

Tier 1 indicators:

- do not assess policy design or implementation;

- describe structural capacity, exposure, vulnerability, participation, trust and freedom conditions;
- are constructed by grouping empirically robust proxies into analytically meaningful contextual indicators

2.2 TIER 2 - INSTITUTIONAL BENCHMARK (POLICY AND GOVERNANCE)

Tier 2 focuses on the institutional and governance capacity of public authorities.

It examines whether appropriate legal frameworks, policies, coordination mechanisms, funding arrangements and evaluation systems are in place to address the challenges described in Tier 1.

Tier 2 indicators:

- are qualitative and based on structured self-assessment;
- focus on formal arrangements and institutional design;
- assess what public authorities have put in place, independently from perceived effectiveness.

2.3 TIER 3 - PERCEIVED IMPLEMENTATION AND PRACTICE

Tier 3 captures how policies and institutional arrangements are perceived and experienced in practice by relevant stakeholders (e.g. educators, civil society actors and practitioners).

Tier 3 indicators:

- mirror Tier 2 indicators at area level;
- focus on visibility, accessibility, coordination, gaps and lived implementation;
- provide a reality check between formal arrangements (Tier 2) and contextual conditions (Tier 1).

2.4 COMPARATIVE ALIGNMENT OF TIER 1, TIER 2 AND TIER 3

The table below provides a synthetic overview of how the three tiers align across policy areas.

Area	Tier 1 – contextual baseline	Tier 2 – institutional benchmark	Tier 3 – perceived implementation
EDU	Educational outcomes and attainment; Education system investment capacity; Contextual conditions for history teaching (e.g. curricular manageability, professional training exposure)	Policy frameworks, curriculum integration, teacher preparation, coordination and evaluation for digital citizenship education; institutional standards and safeguards for quality history teaching (multi-perspectivity, handling of sensitive issues)	Visibility of digital citizenship education in formal and non-formal settings; perceived preparedness of educators; gaps between policy and classroom practice; perceived quality and support for history teaching fostering critical thinking and diverse narratives
MED	Structural conditions for media freedom; Information	Legal safeguards, regulatory and self-regulatory independence,	Perceived media freedom and protection of journalists;

	environment and societal exposure	market sustainability and diversity, counter-disinformation policies	independence of regulators; stakeholder engagement on disinformation; market sustainability and diversity in practice
MIL	Information disorder risk and vulnerability; Citizens' digital and civic competences	Governance, coordination, professionalisation, training and evidence use in media and information literacy	Visibility and accessibility of MIL initiatives; breadth of competences addressed (beyond misinformation); coordination across education, media, civil society and public authorities
YOU	Youth socio-economic and informational vulnerability; Youth participation and civic engagement	Participation frameworks, enabling legal and financial environment for youth organisations, support for youth-led innovation in responses to disinformation	Meaningfulness of youth participation; autonomy and sustainability of youth organisations; perceived support for youth-led innovation and experimentation
CUL	Cultural ecosystem capacity and participation; Freedom of artistic expression and practice; Trust in cultural institutions	Safeguards for artistic freedom and cultural workers' rights; cultural participation, diversity and access; integrity of artistic and scientific content; institutional governance and autonomy	Accessibility and inclusiveness of cultural activities; contribution of culture to democratic dialogue and critical thinking; perceived support for cultural actors addressing societal challenges

3 RESIST - TIER 1 DATABASE - CONTEXT ANALYSIS

Tier 1 provides a contextual and structural baseline describing the environment in which institutions operate and citizens engage with information.

It is based exclusively on quantitative proxies drawn from EU-level or comparable international data sources. Proxies are selected for their availability across EU countries (or comparable reference populations), at national and, where relevant, sub-national level, and for their suitability for standardisation and comparison⁷.

Tier 1 data are compiled, processed and validated by experts. Proxies are grouped into indicators that describe structural dimensions such as educational outcomes, media freedom, information disorder risk, socio-economic vulnerability, participation, trust and freedom of expression.

Tier 1 does not assess policy choices or implementation. Its output is a contextual profile highlighting structural strengths and vulnerabilities that shape the feasibility and effectiveness of institutional responses.

3.1 AREA 1 – EDUCATION AND DIGITAL CITIZENSHIP EDUCATION (EDU)

3.1.1 EDU-T1-I01 – Educational outcomes and attainment

Definition: This indicator describes the baseline performance and inclusiveness of the education system in terms of learning outcomes and early exclusion risks. The selected proxies capture students' cognitive achievement, the prevalence of low performance, and early disengagement from education, providing a contextual picture of educational attainment relevant for digital citizenship education.

Indicator	Proxy	Source	Unit	Direction	Reference population
EDU-T1-I01	PISA mean score	OECD PISA	Score	Higher is better	EU-27
	Share of low-achieving students	OECD PISA	%	Lower is better	EU-27
	Early school leaving rate	Eurostat	%	Lower is better	EU-27

3.1.1.1 EDU-T1-I02 – Education system investment capacity

Definition: This indicator captures the structural investment capacity of the education system, reflecting the priority given to education in public spending. While not a direct measure of outcomes, it provides essential context for understanding the system's ability to support sustained educational quality and innovation, including digital citizenship education.

Indicator	Proxy	Source	Unit	Direction	Reference population
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⁷ Reference populations used for Tier 1 proxies may differ across indicators, depending on data availability and methodological scope of the source datasets. While most proxies are benchmarked against the EU-27, some indicators rely on alternative reference populations (e.g. subsets of Council of Europe member states participating in specific surveys, or regionally focused monitoring frameworks). These differences are inherent to the source data and do not affect the internal consistency of Tier 1 indicators.

EDU-T1-I02	Public expenditure on education	Eurostat	% of GDP	Higher is better	EU-27
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3.1.1.2 EDU-T1-I03 – History teaching

Definition: This indicator describes the contextual conditions under which history teaching is delivered within the education system. The selected proxies capture perceptions of curricular manageability in history education and the extent of teachers' participation in professional training related to history teaching, providing a baseline view of the professional and curricular environment shaping history education.

Indicator	Proxy	Source	Unit	Direction	Reference population
EDU-T1-I03	Perceived curriculum manageability	OHTE	%	Higher is better	16 OHTE member states (TES)
	Participation in professional training	OHTE	%	Higher is better	16 OHTE member states (TES)

3.1.2 Area 2 – media environment (MED)

3.1.2.1 MED-T1-I01 – Structural conditions for media freedom

Definition: This indicator reflects the institutional and market safeguards underpinning media freedom, including legal protections, political independence and pluralism of ownership. The proxies jointly describe the structural conditions that enable or constrain independent journalism and media operation.

Indicator	Proxy	Source	Unit	Direction	Reference population
MED-T1-I01	MPM – Fundamental protection	CMPF / Media Pluralism Monitor	Risk index (0–100)	Lower is better	EU-27
	MPM – Market plurality	CMPF / Media Pluralism Monitor	Risk index (0–100)	Lower is better	EU-27
	MPM – Political independence	CMPF / Media Pluralism Monitor	Risk index (0–100)	Lower is better	EU-27

3.1.2.2 MED-T1-I02 – Information environment and societal exposure

Definition: This indicator captures the quality of the information environment from the audience perspective, combining societal trust in media with levels of exposure to disinformation. Together, the proxies describe how citizens experience and value the media ecosystem and the degree to which they are exposed to information disorders.

Indicator	Proxy	Source	Unit	Direction	Reference population
MED-T1-I02	Valuing the media	Eurobarometer / surveys	%	Higher is better	EU-27
	Exposure to disinformation	Eurobarometer / surveys	%	Lower is better	EU-27

3.1.3 Area 3 – media and information literacy (MIL)

3.1.3.1 MIL-T1-I01 – Information disorder risk and vulnerability

Definition: This indicator describes the structural level of risk related to information disorder, including media literacy gaps, disinformation and hate speech. The proxies assess vulnerabilities in the information ecosystem that may undermine citizens' ability to access reliable information.

Indicator	Proxy	Source	Unit	Direction	Reference population
MIL-T1-I01	Media literacy risk	CMPF / Media Pluralism Monitor	Risk index (0–100)	Lower is better	EU-27
	Disinformation and hate speech risk	CMPF / Media Pluralism Monitor	Risk index (0–100)	Lower is better	EU-27

3.1.3.2 MIL-T1-I02 – Citizens' digital and civic competences

Definition: This indicator captures the baseline level of citizens' digital skills and awareness of rights online, which are key contextual enablers for media and information literacy. The proxies reflect both technical competences and civic awareness in digital environments.

Indicator	Proxy	Source	Unit	Direction	Reference population
MIL-T1-I02	Citizens' digital skills	Eurostat	Index / score	Higher is better	EU-27
	Awareness of fundamental rights online	Eurobarometer / surveys	% / index	Higher is better	EU-27

3.1.4 Area 4 – youth participation and empowerment (YOU)

3.1.4.1 YOU-T1-I01 – Youth socio-economic and informational vulnerability

Definition: This indicator describes the structural exposure of young people to socio-economic exclusion and information risks. The proxies capture employment conditions, poverty and social exclusion, and exposure to disinformation, providing a baseline for understanding youth vulnerability.

Indicator	Proxy	Source	Unit	Direction	Reference population
YOU-T1-I01	Youth unemployment rate	Eurostat	%	Lower is better	EU-27
	AROPE youth	Eurostat	%	Lower is better	EU-27
	Exposure to fake news / disinformation	Surveys	% / index	Lower is better	EU-27

3.1.4.2 YOU-T1-I02 – Youth participation and civic engagement⁸

Definition: This indicator captures the degree of young people’s engagement in civic and voluntary activities. The proxy reflects participation in informal voluntary activities or active citizenship, providing a baseline view of youth engagement in society.

Indicator	Proxy	Source	Unit	Direction	Reference population
YOU-T1-I02	Participation in informal voluntary activities or active citizenship	Eurobarometer / surveys	% / index	Higher is better	EU-27

3.1.5 Area 5 – cultural participation and cultural policy (CUL)

3.1.5.1 CUL-T1-I01 – Cultural ecosystem capacity and participation

Definition: This indicator describes the structural presence, economic relevance and societal uptake of culture. By combining public investment, the economic footprint of cultural enterprises and participation in cultural activities, it captures the baseline capacity and social embeddedness of the cultural ecosystem.

Indicator	Proxy	Source	Unit	Direction	Reference population
CUL-T1-I01	General government expenditure by function (culture)	Eurostat	% of GDP	Higher is better	EU-27
	Share of cultural enterprises in overall enterprises	Eurostat	%	Higher is better	EU-27
	Persons participating in cultural activity or sport	Eurostat	%	Higher is better	EU-27

3.1.5.2 CUL-T1-I02 – Freedom of artistic expression and practice

Definition: This indicator captures perceived freedom of artistic expression, based on survey data reflecting societal attitudes towards cultural expression and freedom of expression in the cultural domain.

Indicator	Proxy	Source	Unit	Direction	Reference population
CUL-T1-I02	European attitudes towards culture – freedom of expression	Eurobarometer 562	%	Higher is better	EU-27

3.1.5.3 CUL-T1-I03 – Trust in cultural institutions

Definition: This indicator reflects public confidence in cultural institutions as legitimate and credible actors in society. Trust is treated as a distinct contextual dimension, shaping how cultural institutions can function and engage with audiences.

Indicator	Proxy	Source	Unit	Direction	Reference population
CUL-T1-I03	Trust in cultural institutions	Eurobarometer 562	%	Higher is better	EU-27

⁸ Note: For this proxy, available datasets report formal and informal voluntary activities separately and do not provide a single non-overlapping combined indicator. Because respondents may engage in both, values are not summed. As a fallback proxy, informal voluntary activities (age 16–29) are used as the closest available measure of youth participation. Reference statistics are calculated on the basis of available country values (EU25 where Germany and Finland are missing).

3.1.6 Methodological notes on proxy construction and comparability

For composite indicators such as PISA performance, national scores are calculated as the arithmetic mean of results in Mathematics, Reading and Science. The reference population value (EU-27) is computed as the arithmetic mean of country-level averages.

Where more recent or context-specific data are available, proxies are updated accordingly. For example, youth exposure to disinformation is derived from recent youth-focused surveys rather than older general population datasets, to better capture current patterns of exposure.

Where data availability is incomplete, reference statistics are calculated on the basis of available country values, and the effective reference population is adjusted accordingly (e.g. EU25 instead of EU27).

4 RESIST – TIER 2 – INSTITUTIONAL BENCHMARK QUESTIONNAIRE

The institutional benchmark questionnaire (Tier 2) assesses the institutional and governance capacity of public authorities to prevent, mitigate and respond to disinformation-related challenges.

It is implemented through a single structured online questionnaire per country, to be completed collectively by relevant national authorities (ministries, agencies or offices) across the policy areas covered. While multiple institutions may contribute to its completion, Tier 2 results represent a single consolidated national institutional position.

The questionnaire focuses on:

- legal and regulatory frameworks;
- policy strategies and action plans;
- coordination and governance arrangements;
- funding and support mechanisms;
- monitoring and evaluation systems.

The Tier 2 questionnaire is administered through an online platform and includes:

- a consent and information notice explaining purpose, use of data and confidentiality;
- identification of the compiling authority and contributing institutions;
- metadata supporting transparent interpretation of results.

Tier 2 captures what is formally in place by design, independently of perceived effectiveness or visibility in practice.

4.1 AREA 1 – EDUCATION AND DIGITAL CITIZENSHIP EDUCATION (EDU)

Clarifying note: Questions in this area relate to the extent to which Digital Citizenship Education (DCE) is formally embedded, implemented and coordinated across the education system and wider learning environments. The area covers both formal education and non-formal or lifelong learning, including teacher preparation, curriculum integration, public support structures, monitoring mechanisms and history teaching. Attention is given to whether learners and educators are equipped to engage critically, responsibly and democratically with digital technologies, including artificial intelligence, disinformation, deepfakes and contested historical narratives.

4.1.1 Indicator EDU-1 – Policy and strategic framework

4.1.1.1 EDU-1.1: Does the country have a formally adopted national policy or strategy that explicitly addresses Digital Citizenship Education (DCE) across the education system?

Clarifying note: Consider whether the strategy is officially adopted and applies beyond isolated initiatives. Digital Citizenship Education (DCE) refers to the empowerment of learners of all ages to participate actively and responsibly in a digital society, exercising and defending democratic rights and promoting human rights, democracy and the rule of law online⁹.

- Is there a government-endorsed national strategy or policy that explicitly covers DCE?
- Is the strategy supported by a concrete, multi-year action plan with defined objectives?
- Is there dedicated, long-term public funding stream allocated for DCE implementation?
- Does the strategy's scope explicitly cover formal education (primary and secondary)?
- Does the strategy's scope explicitly cover non-formal and lifelong learning?

4.1.1.2 EDU-1.2: To what extent is Digital Citizenship Education (DCE) integrated into national curricula at compulsory education levels?

Clarifying note: Consider¹⁰ integration across primary and secondary education, not pilot projects. Artificial Intelligence (AI) systems are understood as machine-based systems operating with varying levels of autonomy and capable of producing outputs such as predictions, content or recommendations that influence environments (European Commission, 2026).

- Is DCE a mandatory component of the national curriculum throughout all levels of compulsory education?
- Is the integration defined with clear, progressive learning outcomes across all school levels?
- Does the curriculum address core DCE competencies (e.g. digital rights, ethics, and privacy)?
- Does the curriculum explicitly include the ethical use and risks of Artificial Intelligence (AI)?
- Is there a state-funded repository providing educators with up-to-date DCE teaching materials?

⁹ <https://www.coe.int/en/web/education/digital-citizenship-education#%7B%22271421625%22%3A%5B1%5D%7D>

¹⁰ https://op.europa.eu/en/publication-detail/-/publication/60fddd7a-17dc-11f1-8870-01aa75ed71a1/language-en?fbclid=IwY2xjawQ3RuVleHRuA2FlbQlxMABicmlkETE0YlhzbzhORjVbndUUUxxc3J0YwZhchBfaWQQMjlyMDM5MTc4ODIwMDg5MgABHlk9Zi9Z1i22kLvctX_FltXhcdF10_xNdIEF65ZeCLLVZu6al9dfDLXZTF3W_aem_XgSysGBXoOTFr5DmsiaZSQ

4.1.2 Indicator EDU-2 – Implementation capacity

4.1.2.1 EDU-2.1: To what extent are teachers prepared to deliver Digital Citizenship Education (DCE) through initial or in-service training?

Clarifying note: Consider both initial teacher education and continuous professional development.

- Is DCE training a mandatory and accredited component of all Initial Teacher Education (ITE)?
- Are there state-supported and accredited (Continuous Professional Development) CPD programmes specifically for DCE?
- Do DCE training programmes include specific modules on AI ethics, deepfakes, and algorithmic bias?
- Is successful completion of DCE training a formal requirement or incentive for career progression?
- Is there a state-supported induction or mentorship system for new teachers regarding DCE?

4.1.2.2 EDU-2.2: To what extent are Digital Citizenship Education (DCE) initiatives comprehensive and accessible in non-formal and lifelong learning contexts?

Clarifying note: Resources may include funding, teaching materials or dedicated support structures.

- Are there state-supported DCE initiatives in non-formal settings (libraries, community centres, NGOs)?
- Are there national programmes targeting adult learners for DCE competences?
- Are there national programmes or targeted initiatives specifically designed for senior citizens?
- Are DCE resources funded/tailored to address the needs of marginalised or vulnerable groups (e.g. linguistic minorities or rural populations)?
- Are there public initiatives focused on ethics and rights in the face of AI-generated content, such as disinformation and deepfakes?

4.1.3 Indicator EDU-3 – Coordination and evaluation

4.1.3.1 EDU-3.1: To what extent do relevant public authorities coordinate in the implementation of digital citizenship education?

Clarifying note: Consider coordination between education, digital, youth and media-related authorities.

- Is there a designated central government body or network legally mandated to coordinate DCE?

- Does this body include a diverse range of stakeholders (e.g. civil society, private sector, media)?
- Does the state provide formal frameworks or funding to incentivise cross-sector cooperation in DCE?
- Is there a functional mechanism to ensure inter-ministerial collaboration (e.g. between Education, Digital Affairs, and Youth)?
- Does the body have a mandate to facilitate the co-design and evaluation of the national DCE strategy?

4.1.3.2 EDU-3.2: Are there mechanisms to monitor and evaluate Digital Citizen Education (DCE) implementation?

Clarifying note: Consider whether monitoring is systematic and informs policy adjustment.

- Does the national DCE strategy mandate a formal mechanism for regular and independent monitoring and evaluation of its implementation?
- Are the results of these evaluations made publicly available and used to formally update or adjust national DCE policies?
- Does the state participate in international expert groups or governance bodies (Council of Europe, DCE Promoters Network, UNESCO)?
- Is there evidence of national policies or curricula being updated based on specific international standards or recommendations?
- Has the state served in a leadership capacity or as a pilot country for major international initiatives in the field of DCE?

4.1.4 Indicator EDU-4 – History teaching

4.1.4.1 EDU-4.1: To what extent is the teaching workforce prepared to address sensitive and controversial issues in history and civic education?

Clarifying note: Focus on official training pathways and competency frameworks.

- Is training on teaching controversial issues a mandatory part of Initial Teacher Education (ITE)?
- Does the state provide accredited Continuous Professional Development (CPD) specifically for handling sensitive historical topics?
- Are there state-supported mentorship networks to assist teachers with controversial classroom debates?
- Is successful completion of this specific training recognised in teacher career progression?
- Does the state provide specific funding for schools to implement projects on sensitive local or national history?

4.1.4.2 EDU-4.2: To what extent do pedagogical standards mandate multi-perspectivity and critical source evaluation?

Clarifying note: Focus on curricula and textbook criteria related to multi-perspectivity.

- Do official guidelines explicitly require the teaching of history from multiple, often conflicting, points of view?
- Does the national curriculum include clear learning outcomes for the critical evaluation of historical sources, including digital ones?
- Are teachers legally allowed the autonomy to use supplementary materials and resources, including digital ones, alongside mandatory textbooks?
- Does the state fund a central repository of diverse historical resources, including those from minority groups?
- Are international findings / recommendations (e.g. Observatory for History Teaching in Europe - OHTE) systematically integrated into curricula?

4.2 AREA 2 – MEDIA ENVIRONMENT (MED)

Clarifying note: Questions in this area relate predominantly to content by news media in the broadcast, print and online domain. While content by private actors and content generated by artificial intelligence (AI) systems play an increasingly dominant role in content consumption, media regulation and policy are, in most cases, not yet fully addressing them. The exception is Indicator MED-3 – Disinformation policy, which has a broader scope.

4.2.1 Indicator MED-1 – Regulatory and legal framework

4.2.1.1 MED-1.1: Are there sufficient safeguards for media freedom in the country?

Clarifying note: Consider legal safeguards and their applicability in practice, including during election periods and in relation to protection of journalists and sources. Political advertising refers to paid content with the potential of influencing voting preferences. Strategic lawsuits against public participation (SLAPPs) refer to abusive or unfounded legal actions against journalists or activists.

- Is there a law guaranteeing fair and balanced coverage of political actors (running for office or represented in parliament or municipal/local councils) in public media?
- Is there a law guaranteeing fair and balanced coverage of political actors (running for office or represented in parliament or municipal/local councils) in private media?
- During election campaigns, does the media law guarantee fair access to public broadcasters for all contending parties?
- During election campaigns, does the media law guarantee fair access to private broadcasters for all contending parties?
- Are the allocation and transparency of political advertising regulated - including in online media, social media and streaming platforms?

- Did the country introduce anti-SLAPP legislation, or are there other measures ensuring that the work of journalists is not jeopardised by abusive or unfounded court proceedings?
- Are there measures aimed at protecting journalists from harassment and physical attacks?
- Is there legislation ensuring that any surveillance of journalists is proportionate to the legitimate aim pursued?
- Is the anonymity of journalistic sources explicitly guaranteed by law?

4.2.1.2 MED-1.2: How independent are media regulatory, self-regulatory and supervisory bodies?

Clarifying note: Consider independence by design (appointments, mandates, term limits, safeguards against political influence) and effective oversight arrangements for both regulators and public service media governance.

- Are there self-regulatory organisations in the country that set standards of independent quality journalism and are widely respected among journalists?
- Is there a press council to oversee compliance with self-regulation?
- Is there an internal charter of the public service media that requires that journalists and editors are impartial and act independently from interest groups?
- Are there appropriate appointment mechanisms and term limits in place for the management of the media regulator that guarantee both significant expertise in the field and independence from political parties?
- Are there sufficient oversight mechanisms guaranteeing the independent functioning of the media regulator?
- Are there appropriate appointment mechanisms in place for the management of the public service media that guarantee both significant expertise in the field and independence from political parties?

4.2.2 Indicator MED-2 – Sustainability and diversity of the media sector

4.2.2.1 MED-2.1: To what extent is the media market competitive and sustainable?

Clarifying note: Consider whether funding and market rules support pluralism and sustainability, including safeguards against undue political or economic influence and transparency of ownership.

- Are there mechanisms in place to assess the funding needs of the public service media (including public consultations with stakeholders)?
- Do funding mechanisms for public service media safeguard editorial independence (e.g. through non-discretionary funding arrangements)?
- Are subsidies available for private (especially local and special-interest) media and not-for-profit community media?

- Are there clear and transparent rules ensuring that the allocation of such subsidies is based on merit and public interest?
- Are there clear thresholds set by law for media ownership concentration in key sectors (at least audiovisual and audio)?
- Is there effective and regular oversight of changes in market concentration and opinion power in the key media sectors?
- Are there laws guaranteeing that the owners of media services are disclosed to the authorities ?
- Are there laws guaranteeing that the ultimate beneficial owners of the media are disclosed to the authorities?
- Are there laws guaranteeing that the owners of media services, including ultimate beneficial owners, are disclosed to the public?

4.2.2.2 MED-2.2: Is cultural diversity safeguarded in the media environment?

Clarifying note: Consider whether minority representation and inclusion are supported through public service obligations, funding and sector strategies. Cultural minorities refer to groups with distinct traditions, religion or language; recognised minorities are those recognised by law; vulnerable groups include those at risk of discrimination or exclusion.

- Is there public funding available to further the self-representation of cultural minorities in the media?
- Are all recognised minority groups entitled to receive public service media content specifically aimed at their needs (including in their own language, if applicable)?
- Do the media, including the public service media have a cultural diversity strategy, and does the state proactively further cultural diversity in the media?
- Do the media, including the public service media, have a gender equality strategy, and does the state proactively further gender equality in the public discourse?
- Are there guidelines in private and public media to ensure fair representation of vulnerable groups, such as refugees, immigrants, and members of the LGBT+ community?
- Does the state proactively foster the inclusion of vulnerable groups in the public discourse through policies, initiatives, or other support measures?

4.2.3 Indicator MED-3 – Disinformation policy

4.2.3.1 MED-3.1: To what extent do public authorities coordinate with other stakeholders to address risks related to information integrity, including the spread of disinformation?

Clarifying note: Consider coordination mechanisms, participation in international cooperation, support for research, and governance arrangements relevant to platform accountability. Disinformation refers to intentionally misleading content; misinformation refers to unintentional inaccuracies; foreign information manipulation and interference (FIMI) refers to coordinated activities by foreign actors aimed at influencing information environments. Digital

Services Coordinators and trusted flaggers are defined in the European Union Digital Services Act.

- Does the country have a comprehensive counter-disinformation strategy involving multiple departments and state institutions?
- Does the country participate in multinational projects to counter disinformation and foreign information manipulation and interference (FIMI)?
- Is public funding available to conduct research on disinformation at universities and research institutions?
- Does the country have a designated independent Digital Services Coordinator (DSC)?
- Is there at least one out-of-court dispute resolution body allowing citizens to seek remedy for social media content moderation in their national language?
- Are there designated trusted flaggers to monitor and report digital harms on online platforms published in the country's language?
- Does the country support the development of ethical AI and technology, including support to local technology companies or start-ups (e.g. through grants or grassroots funding)?

4.3 AREA 3 – MEDIA AND INFORMATION LITERACY (MIL)

Clarifying note: Questions in this area relate to the governance, coordination and professionalisation of media and information literacy policies and practices. The area focuses on whether media and information literacy is supported through coherent strategies, cross-sector coordination, dedicated funding, training pathways and evidence-based policy development. Attention is given to the capacity of citizens, educators and practitioners to access, assess, interpret and use information critically and safely, including in relation to AI-generated content, algorithmic bias, disinformation and digital media environments.

4.3.1 Indicator MIL-1 – Governance of media and information literacy

4.3.1.1 MIL-1.1: Is there a national coordination mechanism for media and information literacy involving relevant public authorities and stakeholders?

Clarifying note: Consider formal mandates, continuity and stakeholder involvement. Media and information literacy (MIL) refers to the skills, knowledge and understanding that enable citizens to use media effectively and safely, exercise critical thinking, analyse complex realities and distinguish between opinion and fact (European Commission, 2026).

- Is there a government-endorsed national strategy or policy that explicitly covers MIL?
- Does this strategy/policy have a formal legal standing (e.g. mandated by law)?
- Is the strategy supported by a concrete, multi-year action plan for MIL with defined objectives?
- Is there a dedicated and long-term public funding stream allocated for MIL?

- Does the strategy mandate a mechanism for regular, independent monitoring and evaluation?

4.3.1.2 MIL-1.2: To what extent are media and information literacy policies coherent across education, media, digital and youth policy domains?

Clarifying note: Consider alignment of objectives, avoidance of duplication and the extent of coordination across sectors.

- Is there a designated central government body or formal network legally mandated to coordinate MIL?
- Does this body include a diverse range of stakeholders (e.g. media outlets, fact-checkers, academia)?
- Does the body have a mandate to facilitate the co-design and evaluation of the national MIL strategy?
- Are there state-supported MIL initiatives specifically targeting adult learners?
- Are MIL resources funded/tailored to address the needs of marginalised or vulnerable groups (e.g. senior citizens, linguistic minorities or rural populations)?
- Are there public initiatives focused on AI literacy in the face of AI-generated content, such as disinformation and deepfakes?

4.3.2 Indicator MIL-2 – Professionalisation and support

4.3.2.1 MIL-2.1: To what extent are training opportunities and accreditation pathways available for media and information literacy educators and practitioners?

Clarifying note: Consider both initial training and continuous professional development. Algorithmic bias refers to systematic and repeatable errors in computer systems that produce unfair outcomes due to flawed data or design choices (National Institute of Standards and Technology, 2022).

- Is MIL training a mandatory and accredited component of all Initial Teacher Education (ITE)?
- Are there state-supported and accredited Continuous Professional Development (CPD) programmes specifically for MIL?
- Do MIL training programmes include specific modules on AI ethics, algorithmic bias, and disinformation tactics?
- Is successful completion of MIL training a formal requirement or incentive for career progression?
- Is there a state-supported induction or mentorship system for new teachers regarding MIL?

4.3.2.2 MIL-2.2: To what extent does policy development and implementation in media and information literacy rely on research and evidence?

Clarifying note: Consider the use of research, evaluation results and data collection in policy development.

- Does the state (or its entities) actively participate in a regional European Digital Media Observatory (EDMO) hub or similar cross-border fact-checking networks?
- Does the state participate in broader international expert groups (Council of Europe, UNESCO)?
- Is there evidence of national policies or curricula being updated based on research, specific international standards or recommendations?
- Has the state served in a leadership capacity or as a pilot country for major international initiatives in this field?

4.4 AREA 4 – YOUTH PARTICIPATION AND EMPOWERMENT (YOU)

Clarifying note: Questions in this area relate to the conditions enabling young people to participate meaningfully in democratic life and to contribute to responses to disinformation. The area focuses on formal participation mechanisms, the enabling environment for youth organisations, and support for youth-led innovation, experimentation and co-creation. Particular attention is given to whether young people and youth organisations have the legal, financial, institutional and practical conditions needed to act independently, influence public decision-making and develop sustained responses to information integrity challenges.

4.4.1 Indicator YOU-1 – Participation frameworks

4.4.1.1 YOU-1.1: To what extent are formal mechanisms in place to ensure meaningful participation of young people in public decision-making processes?

Clarifying note: Consider whether structured and continuous mechanisms exist that allow young people to participate meaningfully in public decision-making. This may include youth councils, advisory bodies or formal consultation procedures. The focus should be on whether these mechanisms are regularly used, have a clear mandate and are able to influence policies and decisions.

- Is there a legal or strategic framework guaranteeing youth participation at national level?
- Are public authorities formally required to involve youth bodies in youth-related policy cycles?
- Do youth councils or youth-led consultative bodies exist with a defined mandate?
- Do these bodies have predictable resourcing ensuring continuity?

4.4.2 Indicator YOU-2 – Enabling environment

4.4.2.1 YOU-2.1: To what extent is the legal, political and financial environment enabling for youth organisations to operate independently and sustainably?

Clarifying note: Consider whether youth organisations can operate freely, safely and independently. This includes the ability to register without undue barriers, freedom of association and expression (including online), access to public funding through transparent procedures, access to infrastructure, and the ability to receive support, including foreign funding, without undue restrictions or stigma.

- Can youth organisations register and operate without undue restrictions?
- Are freedoms of association, assembly and expression safeguarded (including online)?
- Is public funding available through transparent, non-discriminatory criteria?
- Can youth organisations access spaces and infrastructure?
- Can they receive foreign funding without stigmatisation?

4.4.3 Indicator YOU-3 – Youth-led innovation and responses to disinformation

4.4.3.1 YOU-3.1: To what extent do public institutions enable and support youth-led innovation in responses to disinformation?

Clarifying note: Consider whether public institutions actively support young people and youth organisations to design, test and develop responses to disinformation. This may include funding, programmes, partnerships, training, access to infrastructure and support for experimentation or co-creation. The focus should be on structured and sustained support rather than one-off initiatives.

- Are youth organisations or young people supported to pilot innovative anti-disinformation initiatives?
- Is there dedicated public funding or institutional support for research on disinformation that explicitly involves young people, for example through universities, research centres, think tanks, or youth organisations?
- Is there dedicated public funding or institutional support for experimentation, piloting, or co-creation initiatives on disinformation that explicitly involve young people, for example through youth organisations, civic innovation hubs, hackerspaces, or local/regional/national technology companies (including SMEs)?

4.5 AREA 5 – CULTURAL PARTICIPATION AND CULTURAL POLICY (CUL)

Clarifying note: Questions in this area relate to the role of cultural policy, cultural participation and cultural institutions in supporting democratic resilience and information integrity. The area covers artistic freedom, protection from censorship or intimidation, cultural diversity and access, the integrity of artistic and scientific content, civic engagement through culture, institutional autonomy and cross-sector capacity-building. Attention is given to whether

cultural frameworks enable open debate, pluralism, critical thinking, multiperspectivity and protection against political manipulation, revisionism, propaganda and disinformation.

4.5.1 Indicator CUL-1 – Artistic and cultural workers’ rights

4.5.1.1 CUL-1.1: To what extent are artists and cultural workers able to generate cultural content freely, without fear of censorship, pressure or intimidation?

Clarifying note: Consider both legal safeguards and institutional autonomy, including in publicly funded or publicly governed cultural contexts.

- Are there legal or regulatory frameworks explicitly safeguarding artists and cultural workers from censorship, pressure, or intimidation?
- Do these safeguards explicitly apply to artistic and curatorial freedom in publicly funded or publicly governed cultural institutions?
- Is artistic activity regulated or supported through a Statute of the Artist or equivalent legal instrument?
- Does this framework explicitly foster freedom of artistic creation, beyond labour or social protection aspects?
- Are safeguards applicable in practice across different artistic disciplines and cultural sectors?

4.5.1.2 CUL-1.2: To what extent are there mechanisms in place to monitor and respond to reprisals against artists and cultural workers?

Clarifying note: Consider legal, administrative and independent reporting mechanisms.

- Are there mechanisms to monitor and document legal prosecution of artists and cultural workers linked to their creative or curatorial output?
- Are there mechanisms to monitor and report professional sanctions imposed as a reprisal for artistic or other cultural activity?
- Are there mechanisms to monitor and report physical violence, harassment, or intimidation targeting artists or cultural workers?
- Can cases be reported independently of employers or public authorities?
- Do these mechanisms allow for follow-up actions or remedies when violations are identified?

4.5.2 Indicator CUL-2 – Cultural participation, diversity and access

4.5.2.1 CUL-2.1: To what extent is cultural participation promoted through legal and public policy frameworks?

Clarifying note: Consider both participation in cultural life and inclusion in artistic and cultural content creation.

- Is there a legal or public policy framework promoting diversity and pluralism in cultural participation?

- Does this framework explicitly address diversity and pluralism in artistic and cultural content creation?
- Does it recognise cultural participation as a component of civic participation?
- Is the framework applicable at national level rather than limited to isolated initiatives?
- Are responsibilities for promoting cultural participation clearly assigned to public authorities?

4.5.2.2 CUL-2.2: To what extent is universal and equitable access to culture ensured?

Clarifying note: Consider both legal recognition of rights and practical measures addressing access barriers.

- Is there a legal or public policy framework guaranteeing equal rights to access and enjoy culture and cultural heritage?
- Does this framework explicitly include women, persons with disabilities, persons belonging to national minorities, Roma and Travellers, migrants and refugees, and LGBT+ persons?
- Are social, geographical, or economic barriers to access systematically identified?
- Are mechanisms in place to reduce disparities affecting “non-audiences” or under-represented groups?
- Do access measures go beyond physical access and include social and cultural inclusion?

4.5.3 Indicator CUL-3 – Integrity of artistic and scientific content

4.5.3.1 CUL-3.1: To what extent is the integrity of artistic and scientific content safeguarded against political manipulation, revisionism or propaganda?

Clarifying note: Consider both content protection and institutional governance arrangements.

- Are there public policies aimed at upholding the integrity of artistic and scientific content?
- Do these policies encourage open inquiry, independent research, and unrestricted access to cultural content and sources?
- Is the governance of public cultural institutions protected by the Arm’s Length Principle?
- Does this protection prevent governments from influencing programming or content decisions?
- Does the framework apply consistently across different types of public cultural institutions?

4.5.3.2 CUL-3.2: To what extent do cultural policies encourage civic engagement and democratic debate through cultural content?

Clarifying note: Consider expectations embedded in funding models and institutional mandates.

- Do public funding models in the cultural sector encourage engagement with audiences around active citizenship and democratic debate?
- Are public cultural institutions under direct public management encouraged to address democratic debate through their programming?
- Are such expectations reflected in institutional missions or policy documents?
- Do these approaches go beyond one-off projects and apply to regular programming?
- Are cultural actors given sufficient autonomy to address sensitive or contested societal issues?

4.5.4 Indicator CUL-4 – Institutional governance and autonomy

4.5.4.1 CUL-4.1: To what extent do cultural policies promote democratic competencies and resilience against disinformation?

Clarifying note: Consider explicit references in legislation, regulation and funding priorities.

- Do cultural laws or regulatory mechanisms explicitly reference the promotion of democratic values?
- Do they explicitly address democratic competencies such as critical thinking or multiperspectivism (i.e. the ability to consider and engage with multiple viewpoints and interpretations)?
- Do they reference resilience against disinformation or manipulation?
- Do public funding priorities support activities related to democratic competencies and resilience-building?
- Are these priorities reflected in sustained funding rather than short-term initiatives?

4.5.4.2 CUL-4.2: To what extent are cross-sector cooperation and capacity-building supported in the cultural sector?

Clarifying note: Consider structured cooperation and institutional learning across policy domains.

- Are there formal cooperation mechanisms between the Ministry of Culture (or equivalent) and other key ministries (e.g. education, media and digital literacy, youth)?
- Do these mechanisms explicitly aim to develop joint approaches to resilience-building?
- Are cultural institutions involved in cross-sector methodologies or pilot actions?
- Does the public sector benefit from structured capacity-building on democratic competencies?
- Do capacity-building initiatives explicitly address disinformation and information integrity challenges?

4.6 FURTHER CONTEXTUAL INFORMATION – GENDER AND DIVERSITY (OPTIONAL)

This block collects additional contextual information on differentiated exposure, risk, safeguards and access to resilience-building measures across social groups. It complements the Tier 2 assessment and does not affect scoring.

Clarifying note: Consider whether policies and governance arrangements explicitly account for differences related to gender, age, disability, socio-economic status, minority status, migration background and geographic location.

- Are there national strategies or policy provisions that explicitly address gender and diversity dimensions in relation to information integrity?
- Do existing policies include safeguards tailored to groups that may be disproportionately exposed to disinformation or information harms?
- Are funding mechanisms or programmes relevant for information integrity specifically targeted at supporting vulnerable or under-represented groups?
- Are data on exposure, risks and outcomes systematically disaggregated (e.g. by gender, age or other relevant characteristics)?
- Are affected groups involved in the design, implementation or evaluation of policies and measures?
- Are there mechanisms to monitor and address unequal impacts of disinformation across different social groups?

5 RESIST – TIER 3 CIVIL SOCIETY QUESTIONNAIRE

The Civil Society Questionnaire (Tier 3) captures how policies and institutional arrangements are perceived and experienced in practice by societal actors.

It is implemented through an online questionnaire addressed to individual civil society actors and practitioners, such as educators, youth organisations, cultural actors, media-related organisations and other relevant stakeholders.

Each response reflects the perspective of a single organisation or actor, not a country-level institutional position. Multiple responses are collected per country.

The questionnaire focuses on:

- visibility and accessibility of policies and measures;
- coordination and inclusion of stakeholders;
- perceived gaps between formal arrangements and lived experience.

As with Tier 2, the questionnaire includes:

- a clear consent and information notice;
- identification of the respondent organisation and sector;
- safeguards to ensure ethical use and interpretation of responses.

Tier 3 outputs provide a perception dataset that enables triangulation with Tier 1 contextual data and Tier 2 institutional benchmarks.

5.1 AREA 1 – EDUCATION AND DIGITAL CITIZENSHIP EDUCATION (EDU)

Clarifying note: Digital citizenship education (DCE) refers to the empowerment of learners of all ages to participate actively and responsibly in a digital society, exercising and defending democratic rights and promoting human rights, democracy and the rule of law online (Council of Europe¹¹). Questions in this area capture perceptions of how digital citizenship education is actually experienced in practice, rather than the existence of formal policies. Respondents are asked to reflect on the visibility, accessibility, and quality of implementation of digital citizenship education across formal education, non-formal learning and community contexts. Particular attention should be paid to whether educators appear prepared and supported, whether civil society is actively involved, and whether there are gaps between official commitments and everyday realities in classrooms and learning environments. The area also includes the teaching of history, focusing on whether critical thinking, multiperspectivity and the ability to address sensitive or controversial issues are visibly present and effectively supported in practice.

¹¹ <https://www.coe.int/en/web/education/digital-citizenship-education#%7B%22271421625%22:%5B1%5D%7D>

5.1.1 EDU-1 – Visibility and implementation

- Is digital citizenship education visibly and consistently implemented within the formal school system?
- Are digital citizenship education initiatives easily accessible to children and young people outside formal education settings?
- Do observed initiatives address a broad range of competences (e.g. digital rights, ethics, democratic participation)?
- Is there a noticeable presence of digital citizenship education initiatives in rural or socio-economically disadvantaged areas?

5.1.2 EDU-2 – Preparedness of educators - To what extent do teachers and educators appear adequately prepared to address digital citizenship, media literacy, and democratic competences in their teaching practice?

- Do teachers and trainers appear confident and competent in addressing digital citizenship education topics?
- Is there visible integration of digital technologies and AI-related challenges in teaching practice?
- Are high-quality and up-to-date teaching resources on digital citizenship education easily available to practitioners?
- Is there a visible lack of sustained institutional support (e.g. peer mentoring or professional learning communities) to help teachers address complex digital issues?

5.1.3 EDU-3 – Role of civil society – To what extent are civil society organisations meaningfully involved in initiatives related to digital citizenship education?

- Are civil society organisations meaningfully consulted during the design or revision of digital citizenship education policies?
- Do civil society organisations receive sustainable financial or structural support for delivering digital citizenship education activities?
- Is there observable coordination between education authorities and civil society actors in this field?
- Do formal platforms exist where civil society organisations can contribute expertise to national evaluations of digital citizenship education?

5.1.4 EDU-4 – Policy–practice gap - To what extent are gaps between policy commitments and classroom practice apparent in the field of digital citizenship education?

- Is there a significant perceived gap between official digital citizenship education policy commitments and classroom realities?
- Do practitioners report difficulties in aligning national digital citizenship education objectives with everyday teaching practice?

- Do schools appear to lack sufficient time, autonomy, or technical resources to implement digital citizenship education effectively?
- Are there visible forms of sustained institutional support (e.g. peer mentoring or professional learning communities) to help teachers address complex digital issues?

5.1.5 EDU-5 – History teaching (practice) - To what extent does the teaching of history in your country visibly foster critical thinking and the exploration of diverse historical narratives?

- Is there visible evidence of students being encouraged to analyse historical events from multiple and conflicting points of view?
- Does the classroom environment appear to be an open climate where students feel safe to debate sensitive or controversial historical topics?
- Do teachers appear to have sufficient pedagogical autonomy to move beyond a single, state-mandated national narrative?
- Are the histories of minority or marginalised groups visibly and respectfully integrated into the general history lessons observed on the ground?
- Is there a noticeable presence of initiatives that teach students how to critically evaluate historical sources, including digital sources, and identify revisionism?

5.1.6 EDU-6 – History teaching (support gap) - To what extent is there a perceived gap between official history education standards and the actual support provided to educators in the field?

- Is there a significant perceived gap between official "critical thinking" policies and the actual reality of classroom history teaching?
- Do history teachers appear to be adequately supported with up-to-date, multi-perspective digital and other resources for teaching controversial topics?
- Does the implementation of "quality history education" appear to rely more on individual teacher initiative than on a consistent state-led support system?
- Is there an observable lack of sustained institutional support or peer-mentoring networks to help teachers handle sensitive historical debates?
- Are civil society organisations meaningfully consulted by the state regarding the social impact of the current history curriculum?

5.2 AREA 2 – MEDIA ENVIRONMENT (MED)

Clarifying note: The media environment refers to the legal, economic and institutional conditions shaping the production, distribution and accessibility of news and information, including the independence, pluralism and sustainability of media systems. Questions in this area capture perceptions of how the media environment functions in practice, rather than the existence of formal safeguards. Respondents are asked to reflect on the degree to which journalists and media organisations operate free from political or economic pressure, and whether regulatory and oversight bodies act independently and effectively. Particular attention

should be paid to election coverage, protection of journalists, transparency of media ownership, and fairness of political advertising. The area also explores whether there is visible coordination to address disinformation, whether market conditions support pluralism and sustainability, and whether cultural diversity is meaningfully represented in media content.

5.2.1 MED-1 – Media freedom in practice - To what extent do you perceive the media environment in the country as free from political or economic pressure?

- Do public authorities and governing parties generally refrain from exerting pressure on independent journalists?
- Are journalists adequately protected from abusive litigation, including Strategic Lawsuit Against Public Participation (SLAPP) type proceedings?
- Are there effective measures to protect journalists from harassment, intimidation, or physical attacks?
- Are journalists and media workers protected from illegal or disproportionate surveillance?
- Do public bodies generally refrain from denying access to information in a disproportionate manner?
- Are there sufficient guarantees in practice for the protection of journalistic sources?
- Is the practice of political advertising considered fair and transparent (including online and on social media)?
- During election campaigns, are all political contenders treated fairly by the public service media (including coverage and airtime)?
- During election campaigns, are all political contenders treated fairly by the major private media (including coverage and airtime)?

5.2.2 MED-2 – Independence of oversight bodies - To what extent are media regulatory, self-regulatory, and supervisory bodies perceived as independent in practice?

- Are media regulators perceived as independent from political influence in their decision-making?
- Are self-regulatory mechanisms for journalism (e.g. press councils) perceived as credible and respected?
- Do public service media operate under governance arrangements that safeguard editorial independence?
- Are appointment procedures for media regulators and public service media leadership perceived as transparent and merit-based?
- Are oversight mechanisms perceived as effective in ensuring the independent functioning of media regulators?

5.2.3 MED-3 – Coordination on disinformation - To what extent do public authorities engage constructively with civil society and other stakeholders to address disinformation and media integrity risks?

- Is there visible coordination between public authorities and civil society in addressing disinformation?
- Are fact-checkers, independent media, and research organisations actively involved in countering disinformation?
- Is there sufficient public support for research and monitoring activities related to disinformation?
- Are there significant civil society or private initiatives contributing to information resilience?
- Do public authorities support ethical technology and AI development relevant to information integrity?

5.2.4 MED-4 – Market conditions - To what extent is the media market perceived as competitive and sustainable?

- Are market conditions perceived as fair for private and local media?
- Do public funding and advertising practices avoid distorting competition?
- Is media ownership transparent to the public?
- Is ownership concentration effectively monitored?
- Do newsrooms appear able to resist economic or political pressure?

5.2.5 MED-5 – Cultural diversity in media - To what extent is cultural diversity perceived as safeguarded in the media environment?

- Do cultural and linguistic minorities appear to have opportunities for self-representation in the media?
- Does the public service media provide content addressing the needs of minority groups?
- Do media organisations demonstrate commitment to cultural diversity in their programming?
- Is gender equality visibly promoted in media content and public discourse?
- Are vulnerable or marginalised groups portrayed in a fair and inclusive manner?

5.3 AREA 3 – MEDIA AND INFORMATION LITERACY (MIL)

Clarifying note: Media and information literacy (MIL) refers to the skills and competences enabling citizens to access, analyse and critically assess information and media content. Literacy related to artificial intelligence (AI) includes understanding opportunities, risks and ethical implications.

5.3.1 MIL-1 – Visibility and access - To what extent are media and information literacy initiatives visible and accessible to the general public?

- Is media and information literacy visibly implemented within the formal education system?
- Are media and information literacy initiatives accessible to adults and older people outside formal education?
- Is there a noticeable presence of media and information literacy initiatives in disadvantaged or rural areas?
- Are media and information literacy resources promoted in a way that makes them easily discoverable by the public?

5.3.2 MIL-2 – Scope of competences - To what extent do media and information literacy actions address a broad range of competences beyond misinformation alone?

- Do initiatives address competences such as algorithmic awareness, media ownership, or pluralism?
- Do initiatives address the functioning of the attention economy and platform-driven influence?
- Is there a visible focus on Artificial Intelligence (AI) literacy, including synthetic media and ethical implications of AI?
- Do initiatives encourage citizens to act as responsible and ethical content creators?

5.3.3 MIL-3 – Role of civil society - To what extent are civil society organisations supported in delivering media and information literacy activities?

- Are civil society organisations consulted in the design of national media and information literacy or disinformation policies?
- Do civil society organisations receive sustainable support for media and information literacy activities?
- Do formal platforms exist for civil society input into national evaluations?
- Are civil society research findings actively reflected in official reporting or policy discussions?

5.3.4 MIL-4 – Coordination and impact - To what extent is coordination observed between education, media, civil society, and public authorities in this field?

- Is there a perceived gap between national media and information literacy strategies and their societal impact?
- Are there active platforms enabling regular dialogue and joint action among key stakeholders?
- Do public authorities and media organisations actively seek civil society expertise?
- Is there visible cooperation between formal education and the media sector to promote media and information literacy?

5.4 AREA 4 – YOUTH PARTICIPATION AND EMPOWERMENT (YOU)

Clarifying note: Youth participation and empowerment refer to the ability of young people to actively engage in democratic life, influence decision-making processes, and develop the capacities and opportunities needed to shape societal responses to key challenges. Questions in this area capture perceptions of how these opportunities function in practice, rather than the existence of formal participation frameworks. Respondents are asked to reflect on whether young people have meaningful, visible and sustained opportunities to contribute to public decision-making, and whether their input appears to have real influence. Particular attention should be paid to the enabling environment for youth organisations, including legal, financial and institutional conditions, as well as to the extent to which young people are supported in developing and implementing innovative responses to issues such as disinformation. The focus is on whether participation appears genuine and impactful, or limited and symbolic.

5.4.1 YOU-1 – Participation in decision-making - To what extent do young people have meaningful opportunities to participate in public decision-making processes?

- Is there a visible framework enabling youth participation at national level?
- Do young people's inputs appear to influence policy discussions or decisions?
- Do youth councils or youth-led bodies operate with a clear and recognised mandate?
- Do these bodies appear to have predictable resources ensuring continuity?

5.4.2 YOU-2 – Enabling environment - To what extent do legal and policy frameworks enable youth organisations to operate independently and sustainably in practice?

- Can youth organisations operate without undue legal or administrative barriers?
- Are freedoms of association, assembly, and expression safeguarded in practice?
- Is public funding for youth organisations perceived as transparent and non-discriminatory?
- Can youth organisations access spaces and infrastructure to run activities?
- Can youth organisations receive foreign funding without stigmatisation or undue interference?

5.4.3 YOU-3 – Youth-led innovation - To what extent do public institutions enable and support youth-led innovation in responses to disinformation?

- Are young people or youth organisations supported to pilot innovative responses to disinformation?
- Is there dedicated public funding or institutional support for research on disinformation that explicitly involves young people, for example through universities, research centres, think tanks, or youth organisations?
- Is there dedicated public funding or institutional support for experimentation, piloting, or co-creation initiatives on disinformation that explicitly involve young people, for example

through youth organisations, civic innovation hubs, hackerspaces, or local/regional/national technology companies (including SMEs)?

5.5 AREA 5 – CULTURAL PARTICIPATION AND CULTURAL POLICY (CUL)

Clarifying note: Cultural participation and cultural policy refer to the frameworks and practices that enable individuals and communities to access, contribute to and shape cultural life, while ensuring artistic freedom, diversity and the integrity of cultural expression. Questions in this area capture perceptions of how these conditions are experienced in practice, rather than the existence of formal policies. Respondents are asked to reflect on whether cultural activities and spaces are accessible, inclusive and representative of diverse groups, and whether cultural actors are able to operate freely and engage with societal issues. Particular attention should be paid to the role of culture in fostering dialogue, critical thinking and democratic values, as well as to the extent to which cultural actors are supported in addressing challenges such as polarisation and disinformation. The area also considers whether cultural expression appears protected from political or economic interference in practice.

5.5.1 CUL-1 – Accessibility and inclusion - To what extent are cultural activities and spaces perceived as accessible and inclusive for diverse groups in society?

- Are cultural activities and spaces physically accessible to diverse groups?
- Are cultural activities and spaces intellectually accessible to diverse audiences?
- Are cultural activities and spaces socially accessible, including in terms of affordability and outreach?
- Are barriers to participation for marginalised or under-represented groups visibly addressed?

5.5.2 CUL-2 – Contribution to democratic dialogue - To what extent are cultural actors and initiatives expected and enabled to contribute to dialogue, critical thinking, and democratic values?

- Do cultural actors and initiatives visibly contribute to public dialogue and critical reflection?
- Is there an expectation that cultural activities support democratic values in practice?
- Are cultural workers and organisations supported in developing capacities related to democratic engagement or resilience to disinformation?
- Do cultural initiatives address contested or sensitive societal issues without undue interference?

5.5.3 CUL-3 – Response to societal challenges - To what extent are cultural actors supported in responding to societal challenges such as polarisation or disinformation?

- Does public support for culture encourage engagement with diversity, inclusion, and democratic competences?
- Do artists and cultural workers appear free to create and programme without fear of retaliation?
- Is cultural content perceived as protected from political manipulation or revisionism?
- Are cultural institutions able to address polarisation and disinformation in an open and critical manner?

5.6 FURTHER CONTEXTUAL INFORMATION – GENDER AND DIVERSITY (OPTIONAL)

This block collects additional contextual information on differentiated exposure, risks and access across social groups. It complements the Tier 3 assessment and does not affect scoring.

- Are differences across gender and other social groups considered by policies related to information integrity in practice?
- Are vulnerable groups disproportionately exposed to information harms?
- Are targeted (government) initiatives visible for vulnerable groups and minorities?
- Are affected groups involved in designing responses?
- Are there mechanisms to monitor unequal impacts?

6 CALCULATION AND SCORING METHODS

6.1 PURPOSE AND SCOPE

This section defines the calculation and scoring methods used across the three analytical tiers of the RESIST framework. It specifies scoring scales, aggregation rules, data availability thresholds and output structures for Tier 1 (contextual profile), Tier 2 (institutional benchmark) and Tier 3 (civil society questionnaire).

The section is operational in nature and serves as the reference for calculation across all policy areas covered by the framework.

6.2 COMMON SCORING FRAMEWORK

All tiers use a five-point analytical scale:

- 1 – very weak / not in place
- 2 – weak / very limited
- 3 – moderate / partial
- 4 – strong / largely in place
- 5 – very strong / fully in place

For interpretation and integration, scores are grouped into three bands:

- low: 1–2
- medium: 3
- high: 4–5

Across all tiers:

- aggregation is based on the arithmetic mean;
- a score is calculated only if at least 60% of the underlying elements are available.

Clarifying note: The 60% threshold is applied at the level immediately below the score being calculated. In practice, this means that an indicator score is calculated only if at least 60% of its underlying elements are available, and an area score is calculated only if at least 60% of its underlying indicators are available. Where needed for implementation in spreadsheets, the minimum number of valid elements should be rounded up to the nearest whole number.

6.3 TIER 1 – DATABASE – CONTEXT ANALYSIS

Tier 1 measures structural and contextual conditions using externally sourced quantitative proxies.

6.3.1 Proxy standardisation and normalisation

Each Tier 1 proxy is processed through a two-step procedure consisting of standardisation and normalisation.

6.3.1.1 Standardisation

Raw proxy values are standardised using z-scores calculated against a defined reference population (e.g. European Union average). The standardisation formula is:

$$z = (x - \mu) / \sigma$$

where:

- x is the observed value;
- μ is the mean of the reference population;
- σ is the standard deviation of the reference population.

Before standardisation, proxy direction is harmonised so that higher values consistently represent more favourable conditions. For proxies where lower values indicate more favourable conditions, direction is reversed before mapping to the analytical scale. In spreadsheet implementation, this can be done either by multiplying the z-score by -1 or through an equivalent transformation, provided the final interpretation is consistent.

6.3.1.2 Normalisation to the analytical scale

Standardised values are mapped onto the five-point analytical scale using fixed threshold bands applied uniformly across all Tier 1 proxies:

- $z \leq -1.5 \rightarrow$ score 1 (very weak)
- $-1.5 < z \leq -0.5 \rightarrow$ score 2 (weak)
- $-0.5 < z < 0.5 \rightarrow$ score 3 (moderate)
- $0.5 \leq z < 1.5 \rightarrow$ score 4 (strong)
- $z \geq 1.5 \rightarrow$ score 5 (very strong)

These thresholds ensure comparability across indicators and prevent extreme values from disproportionately influencing results.

6.3.2 Indicator and area aggregation

- Indicator score = arithmetic mean of proxy scores.
- Area score = arithmetic mean of indicator scores.

Tier 1 outputs are relative and descriptive and express contextual exposure, capacity or vulnerability.

6.4 TIER 2 – INSTITUTIONAL BENCHMARK QUESTIONNAIRE

Tier 2 assesses institutional capacity and preparedness through structured self-assessment.

6.4.1 Question level (data collection)

Tier 2 questions are answered using binary responses:

- yes: the institutional arrangement exists as described;
- no: the arrangement does not exist;
- not available: excluded from calculation.

Each policy area is structured into indicators. Indicators are articulated into sub-indicators, and each sub-indicator is operationalised through one or more questions. Questions do not directly define indicators but contribute to sub-indicators, which are then aggregated to indicator level. In this document, sub-indicators are also referred to as components for calculation purposes.

6.4.2 Reconstruction of the benchmark scale

For each indicator component, the share of “yes” responses is calculated and mapped to the five-point scale as follows:

- 0% → 1
- >0% and ≤25% → 2
- 25% and ≤50% → 3
- 50% and <75% → 4
- ≥75% → 5

The resulting score represents the level of institutional capacity for that component.

6.4.3 Aggregation logic

- Component score = reconstructed score (1–5).
- Indicator score = arithmetic mean of component scores.
- Area score = arithmetic mean of indicator scores.

Tier 2 scores represent institutional preparedness and coordination, not performance or outcomes.

6.5 TIER 3 – CIVIL SOCIETY QUESTIONNAIRE

Tier 3 captures perceptions and experiences of civil society organisations regarding policy implementation and accessibility.

6.5.1 Analytical structure

For Tier 3, each policy area is structured into indicators. Each indicator is articulated into one or more questions directly capturing perceived implementation, visibility or accessibility. Unlike Tier 2, Tier 3 does not distinguish formal sub-indicators: questions map directly to indicators.

6.5.2 Question level (data collection)

Tier 3 questions use binary responses:

- yes: the feature is visible, accessible or experienced in practice;
- no: the feature is not visible, accessible or experienced;
- do not know / not applicable: excluded from calculation.

Multiple respondents answer the same questions.

6.5.3 Aggregation across respondents

For each question, the percentage of “yes” responses is calculated across all valid respondents.

6.5.4 Reconstruction of the five-point scale

The percentage of “yes” responses is mapped to the five-point scale using the same thresholds as Tier 2:

- 0% → 1 (very poor / not accessible)
- 0% and ≤25% → 2 (poor / very limited)
- 25% and ≤50% → 3 (mixed / partially accessible)
- 50% and <75% → 4 (good / largely accessible)
- ≥75% → 5 (very good / fully accessible)

6.5.5 Aggregation logic

- Indicator score = arithmetic mean of question scores.
- Area score = arithmetic mean of indicator scores.

Tier 3 scores reflect perceived implementation and lived experience and do not modify Tier 1 or Tier 2 scores.

6.6 OUTPUTS OF THE CALCULATION LAYER

The calculation process produces the following standard outputs:

- question-level scores (Tier 2 and Tier 3);
- indicator scores per tier;
- area scores per tier;
- categorical bands (low / medium / high).

These outputs feed the integration, interpretation and visualisation layer defined above.

6.7 INDICATOR STRUCTURE AND COUNTING FRAMEWORK

The tables below summarise, for each tier, the analytical structure in terms of indicators and their underlying elements. They clarify how many proxies (Tier 1) or components/questions (Tier

2 and Tier 3) contribute to each indicator. These tables are normative for calculation and aggregation purposes.

6.7.1 Tier 1 – contextual profile – recap table

Area	Indicator code	Indicator label	Number of proxies
EDU	EDU-T1-I01	educational outcomes and attainment	3
EDU	EDU-T1-I02	education system investment capacity	1
EDU	EDU-T1-I03	history teaching	2
MED	MED-T1-I01	structural conditions for media freedom	3
MED	MED-T1-I02	information environment and societal exposure	2
MIL	MIL-T1-I01	information disorder risk and vulnerability	2
MIL	MIL-T1-I02	citizens' digital and civic competences	2
YOU	YOU-T1-I01	youth socio-economic and informational vulnerability	3
YOU	YOU-T1-I02	youth participation and civic engagement	1
CUL	CUL-T1-I01	cultural ecosystem capacity and participation	3
CUL	CUL-T1-I02	freedom of artistic expression and practice	1
CUL	CUL-T1-I03	trust in cultural institutions	1

6.7.2 Tier 2 – institutional benchmark – recap table

Area	Indicator code	Indicator label	Sub-indicator (component)	Number of questions
EDU	EDU-1	policy and strategic framework	EDU-1.1 national policy and strategy	5
EDU	EDU-1	policy and strategic framework	EDU-1.2 curriculum integration	5
EDU	EDU-2	implementation capacity	EDU-2.1 teacher preparation and training	5
EDU	EDU-2	implementation capacity	EDU-2.2 non-formal and lifelong learning	5
EDU	EDU-3	coordination and evaluation	EDU-3.1 inter-institutional coordination	5
EDU	EDU-3	coordination and evaluation	EDU-3.2 monitoring and evaluation	5
EDU	EDU-4	history teaching	EDU-4.1 workforce preparedness for sensitive and controversial issues	5
EDU	EDU-4	history teaching	EDU-4.2 multi-perspectivity and critical source evaluation standards	5
MED	MED-1	regulatory and legal framework	MED-1.1 safeguards for media freedom	10
MED	MED-1	regulatory and legal framework	MED-1.2 independence of regulators	7
MED	MED-2	sustainability and diversity of the media sector	MED-2.1 market sustainability	9
MED	MED-2	sustainability and diversity of the media sector	MED-2.2 cultural diversity	6
MED	MED-3	disinformation policy	MED-3.1 coordination on disinformation	7
MIL	MIL-1	governance of media and information literacy	MIL-1.1 national strategy and coordination	5
MIL	MIL-1	governance of media and information literacy	MIL-1.2 policy coherence	6
MIL	MIL-2	professionalisation and support	MIL-2.1 training and accreditation	5
MIL	MIL-2	professionalisation and support	MIL-2.2 use of research and evidence	4
YOU	YOU-1	participation frameworks	YOU-1.1 formal participation mechanisms	4
YOU	YOU-2	enabling environment	YOU-2.1 legal and financial environment	5

YOU	YOU-3	youth-led innovation in responses to disinformation	YOU-3.1 support for youth-led innovation	3
CUL	CUL-1	artistic and cultural workers' rights	CUL-1.1 freedom of artistic creation	5
CUL	CUL-1	artistic and cultural workers' rights	CUL-1.2 monitoring of reprisals	5
CUL	CUL-2	cultural participation, diversity and access	CUL-2.1 promotion of participation	5
CUL	CUL-2	cultural participation, diversity and access	CUL-2.2 equitable access to culture	5
CUL	CUL-3	integrity of artistic and scientific content	CUL-3.1 integrity safeguards	5
CUL	CUL-3	integrity of artistic and scientific contents and expressions	CUL-3.2 civic engagement through culture	5
CUL	CUL-4	institutional governance and autonomy	CUL-4.1 democratic competencies and resilience	5
CUL	CUL-4	institutional governance and autonomy	CUL-4.2 cross-sector cooperation	5

6.7.3 Tier 3 – civil society questionnaire – recap table

Area	Indicator code	Indicator label	Number of questions
EDU	EDU-1	visibility and implementation of digital citizenship education	4
EDU	EDU-2	preparedness of teachers and educators	4
EDU	EDU-3	involvement of civil society organisations	4
EDU	EDU-4	gaps between policy and practice	4
EDU	EDU-5	history teaching fostering critical thinking and diverse narratives	5
EDU	EDU-6	gap between standards and support in history education	5
MED	MED-1	perceived media freedom	9
MED	MED-2	perceived independence of regulators	5
MED	MED-3	stakeholder engagement on disinformation	5
MED	MED-4	market sustainability and competition	5
MED	MED-5	cultural diversity in the media environment	5
MIL	MIL-1	visibility and accessibility of media and information literacy initiatives	4
MIL	MIL-2	breadth of competences addressed	4
MIL	MIL-3	support to civil society organisations	4
MIL	MIL-4	coordination across sectors	4
YOU	YOU-1	meaningful youth participation	4
YOU	YOU-2	autonomy and sustainability of youth organisations	5
YOU	YOU-3	support for youth-led innovation	3
CUL	CUL-1	accessibility and inclusiveness of cultural activities	4
CUL	CUL-2	contribution of culture to democratic dialogue	4
CUL	CUL-3	Response to societal challenges	4

7 INTEGRATION AND VISUALISATION OF RESULTS

7.1 PURPOSE AND ANALYTICAL LOGIC

This document defines how results produced by the calculation layer are integrated, interpreted, and visualised across the three tiers of the RESIST framework. It specifies analytical reading logics and standard visual outputs. No additional calculations are introduced in this document.

The three tiers are analytically distinct and are not aggregated into a single composite index. Differences and misalignments across tiers are treated as meaningful analytical signals.

7.2 STANDARD OUTPUTS BY TIER

For each policy area (EDU, MED, MIL, YOU, CUL), the following outputs are available:

- Tier 1: contextual profile score (1-5; Low / Medium / High)
- Tier 2: institutional benchmark score (1-5; Low / Medium / High)
- Tier 3: civil society perception score (1-5; Low / Medium / High)

Scores are calculated at indicator and area level and are reported using the same analytical scale to enable comparison and alignment analysis.

7.3 TIER 1 × TIER 2 INTEGRATION: CONTEXT AND INSTITUTIONAL RESPONSE

Tier 1 and Tier 2 results are read jointly to assess the relationship between contextual conditions and institutional capacity.

7.3.1 Analytical matrix

Tier 1 (contextual profile) is plotted against Tier 2 (institutional benchmark) using a 3×3 matrix based on Low / Medium / High bands.

The matrix positions each policy area according to:

- the level of contextual risk or capacity (Tier 1);
- the level of institutional preparedness (Tier 2).

7.3.2 Interpretation logic

- High context / High institution: favourable conditions supported by strong institutional arrangements.
- High context / Low institution: favourable context but insufficient institutional capacity.
- Low context / High institution: strong institutional effort in challenging contextual conditions.

- Low context / Low institution: structural vulnerability combined with weak institutional response.

This reading supports prioritisation and policy dialogue without implying performance assessment.

7.4 TIER 2 × TIER 3 INTEGRATION: INSTITUTIONAL DESIGN AND PERCEIVED IMPLEMENTATION

Tier 2 and Tier 3 results are compared to assess alignment between formal institutional arrangements and their perceived implementation in practice.

7.4.1 Alignment measure

For each area or indicator, an implementation alignment value is derived as:

- Tier 2 score – Tier 3 score

7.4.2 Interpretation logic

- Aligned (difference close to zero): institutional design and perceived practice are coherent.
- Institutional overestimation (Tier 2 > Tier 3): formal arrangements are in place but not visible or accessible in practice.
- Under-formalised practice (Tier 3 > Tier 2): practices exist despite limited formalisation.

Alignment analysis is descriptive and diagnostic and does not alter Tier 2 or Tier 3 scores.

7.5 THREE-TIER READING LOGIC

When read together, the three tiers allow identification of distinct analytical situations:

- Structural constraint: low Tier 1 influencing Tier 2 and Tier 3 outcomes.
- Design gap: adequate context (Tier 1) but weak institutional response (Tier 2).
- Implementation gap: strong institutional design (Tier 2) but weak perceived implementation (Tier 3).
- Adaptive resilience: challenging context (Tier 1) with strong perceived practice (Tier 3).

This triangulation supports evidence-informed dialogue across institutions and stakeholders.

7.6 STANDARD VISUAL OUTPUTS

The following visual outputs are used to present results in a consistent and comparable manner:

- Area comparison bar charts showing Tier 1, Tier 2, and Tier 3 scores side by side.
- Spider / radar charts displaying area scores within a single tier.
- Tier 1 × Tier 2 matrices positioning areas in the 3×3 contextual-institutional space.

- Tier 2 × Tier 3 alignment plots highlighting implementation gaps.

Each visual output is accompanied by short interpretative guidance and does not imply ranking or compliance assessment.

7.7 USE AND LIMITATIONS

Results are intended to:

- support structured policy dialogue;
- identify priority areas for intervention or learning;
- facilitate comparison over time or across contexts.

Results are not designed for benchmarking between countries, naming-and-shaming exercises, or performance ranking.