Action Group on Media Literacy

ERGA Media Literacy Report

Recommendations for key principles, best practices and a Media Literacy Toolbox for Video-sharing Platforms

Contents

List of acronyms

AVMSD – Audiovisual Media Services Directive

CoP – Code of Practice

EAO – European Audiovisual Observatory

EDMO – European Digital Media Observatory

EDAP – European Democracy Action Plan

EMIF – European Media and Information Fund

EMIL – EPRA Media and Information Literacy Taskforce

EPRA – European Platform of Regulatory Authorities

ERGA – European Regulators Group for Audiovisual Media Services

INHOPE – International Association of Internet Hotlines

ML – Media Literacy

MIL – Media and Information Literacy

MLEG – Media Literacy Expert Group

MAAP – Media and Audiovisual Action Plan

MIL Alliance – Media and Information Literacy Alliance

NRAs – National Regulatory Authorities

SICs – Safer Internet Centres

SID – Safer Internet Day

VSPs – Video-Sharing Platforms

Introduction

Media in the 21st century plays an important role in shaping public opinion, framing public debate and engaging citizens. However, media is also a complex endeavour, especially in the context of user-generated content, and as such, Media Literacy (ML) has become one of the most important skills for living in the digital age. However, ML is not just one skill. Rather, it's a collection of lifelong learning and skills that require to think critically about information obtained from all media including the internet, newspapers, billboards and traditional media, like TV, radio and print. Today's society is increasingly digitized and more and more social functions are supported by a digital world. Citizens therefore need to be well-prepared and supported when facing the problems and challenges of today's information society.

Understanding media and media content and being empowered to evaluate it has become a social necessity. This need has been put in sharp relief by the Covid-19 pandemic, the impact it has had on our social lives, our use of technology, and the amount of information being made available through various sources. In this context, the ability of citizens to navigate, verify, and trust information is vital. Healthy democracies need well-informed, competent and engaged citizens, and governments, public service agencies and National Regulatory Agencies (NRAs) all have a role to play in supporting, delivering, implementing ML initiatives for all citizens, to support the acquisition of knowledge and skills, build individual resilience and collective understanding.

In 2021, for the first time, ERGA established an Action Group on Media Literacy. This reflects the growing role, interest and also responsibilities of NRAs in ML. However, it is worth noting that the ERGA Disinformation Sub-Group has worked at the interface of ML and disinformation for a number of years, as part of their remit within the Sub-Group.

This Action Group's overarching objective has been on finding ways for NRAs and video-sharing platforms ("VSPs") to enable EU citizens to access and use digital media in a fair and self-determined manner. By this, we mean that the development of ML skills and the implementation of supporting initiatives goes beyond the issue of disinformation. ML also has a role to play in addressing issues on online harms, of unequal distribution of access to media, in the empowerment of all citizens in accessing services and in nurturing creativity, in the capacity to analyse and evaluate media messages and recognise inherent ideologies or stereotypes, amongst others.

In 2021, the ERGA Action Group on Media Literacy chose to focus on three main objectives:

- Supporting the European Commission in the development of a ML Toolbox focussing on VSPs and their ML initiatives/tools/measures, in accordance with the provisions of the European Media and Audiovisual Action Plan
- Developing a set of criteria for regulators to help identify and qualify best practice ML initiatives. It is hoped that the criteria identified will be of use to NRAs in the exercise of their ML-related obligations under the revised Audio-Visual Media Services Directive (Directive 2018/1808/EU; AVMSD)
- Finding examples of best practice ML initiatives conducted or supported by regulators, to provide inspiration to others and also celebrate successes.

Additionally, the Action Group also wanted to provide a brief overview of ML organisations, bodies, policies, networks, etc., with a view to give a non-exhaustive but nevertheless comprehensive snapshot of what is happening in the ML field across Europe and elsewhere.

Accordingly, this report comprises the following sections:

Section 1: Media Literacy in Europe

Section 2: Key Principles for Media Literacy

Section 3: Best practice for NRAs

Section 4: Media Literacy Toolbox for Video-sharing Platforms

Section 5: Findings

The report further offers two appendices. The first one is a copy of the survey which was circulated to members of the Action Group in April 2021 and is for reference purposes. The second one includes a repository of all ML initiatives listed by the Action Group members when answering the survey. The list includes initiatives they considered particularly outstanding from their perspective. These initiatives can be offered by the NRA itself or by other stakeholders in their country. It is hoped that this second appendix will offer a useful list of potential initiatives and partners.

Section 1 - Media Literacy in Europe

Since digital media is constantly changing, the development of ML skills is one of lifelong learning. ML can also provide help and guidance in specific individual cases. ML touches on various areas: It is about protection of minors and users, as well as about educational chances, digital participation and equal opportunities. Above all, and increasingly, ML is about asserting one's rights as a digital citizen in a democracy[1].

These diverse aspects of ML imply that activities to promote ML are relevant in very different contexts. It is not only at national level that different policies deal with ML and various stakeholders are mandated with the task of promoting it. At the EU level, too, ML can be found in different policies, initiatives and funding programmes. Due to its large scope as a concept, and the many intersections with various themes as discussed above, ML at the EU level is based in different units of the Commission.

The following four sub-sections are an overview of the work done by the EU and other pan-European stakeholders in Media Literacy:

1.1 EU Legal and Policy documents

Audiovisual Media Services Directive[2]

The Directive which governs the EU-wide coordination of national legislation on all audiovisual media (linear TV, VSPs and on-demand services) strengthens the role of ML in empowering citizens with a particular focus on critical thinking skills. Its latest review was carried out in 2018. To date, it is still in transposition period in many Member States. To help Member States with the implementation of the new AVMSD the Commission has adopted two sets of guidelines on VSPs and on European works. The Directive calls on media service providers and VSPs to promote ML in cooperation with key stakeholders. Additionally, it provides ERGA with a central role in exchanging experience and best practices on the application of a regulatory framework for audio-visual media services, including in matters relating to ML. Finally, the Directive also places a responsibility on Member States for the promotion of ML.

Council Conclusions on Media Literacy in an ever-changing world[3]

These conclusions published in 2020 recognises the important role that NRAs can play in the promotion, organisation and coordination of ML initiatives, as well as NRAs' unique position to bring stakeholders together.

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[1] A suitable illustration of this fully-fledged concept of ML is the Digital Competence Framework (DigComp), which revolves around five core components of digital competence: information and data literacy, communication and collaboration, digital content creation, safety and problem solving. For further info consult: https://ec.europa.eu/jrc/en/digcomp

[2] https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32018L1808&from=EN

[3] https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52020XG0609(04)&from=EN

Media and Audiovisual Action Plan[4]

The European Media and Audiovisual Action Plan ("MAAP") also published in 2020, aims to boost European media and help maintain European cultural and technological autonomy in the Digital Decade. The MAAP provides these two sectors, which are facing important challenges accelerated with the COVID-19 crisis, with a number of tools to help them navigate the green and digital transformation.

The MAAP builds around three themes; i) the recovery from the economic crisis brought about by the pandemic, ii) the transformation of the media industry in the midst of the twin transitions (green and digital), and iii), the enabling of innovative and competitive sectors and the empowerment of citizens.

The MAAP also articulates the requirement for a "Media Literacy Toolbox" for Member States, arising from the ML provisions and obligations under the revised AVMS Directive.

European Democracy Action Plan[5]

The European Democracy Action Plan ("EDAP") was one of the major initiatives of the Commission's Work Programme for 2020. It sets out measures to promote free and fair elections, strengthen media freedom and counter disinformation. The Commission gradually implements the EDAP plan until 2023.

Taken together with the new European rule of law mechanism, the new Strategy to strengthen the application of the Charter of Fundamental Rights, the MAAP as well as the package of measures taken to promote and protect equality across the EU, it is a key driver for the new push for European democracy to face the challenges of the digital age.

Code of Practice on Disinformation[6]

The Code of Practice ("CoP") is a self-regulatory instrument signed by the online platforms and by advertisers in October 2018 (with further additions in 2019 and 2020) to address the spread of online mis- and disinformation.

In September 2020 the Commission published a first assessment identifying shortcomings and gaps in the implementation of the CoP's commitments. Furthermore, on 26 May 2021, it released a Communication[7] setting out guidance on how the Code could be strengthened to become a more effective tool for countering disinformation.

The guidance builds on the direction set out by the EDAP for the creation of a more transparent, safe and trustworthy online environment. It also lays out the cornerstones for a robust monitoring framework of the Code's implementation.

Better Internet for Children Strategy[8]

The Strategy brings together the European Commission, Member States, mobile phone operators, handset manufacturers and providers of social networking services to deliver concrete solutions for a better Internet for children. Amongst other goals, it aims at scaling up awareness and empowerment

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[4] https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52020DC0784&from=EN
[5] https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52020DC0790&from=EN
[6] https://digital-strategy.ec.europa.eu/en/policies/code-practice-disinformation
[7] https://digital-strategy.ec.europa.eu/en/library/guidance-strengthening-code-practice-disinformation
[8] https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52012DC0196&from=EN

including teaching of digital literacy and online safety. It also aims to unlock the potential of the market for interactive, creative and educational online content.

The Commission also co-funds the Safer Internet Centres in Member States (coordinated by Insafe), with the Better Internet for Kids portal[9] as the single entry point for resources and sharing best practices across Europe. Their main task is to raise awareness and foster digital literacy among minors, parents and teachers. They also fight against online child sexual abuse material through its network of hotlines (INHOPE).

Digital Education Action Plan[10]

The Digital Education Action Plan (2021-2027) supports the sustainable and effective adaptation of the education and training systems of Member States to the digital age, addressing the challenges and opportunities of the COVID-19 pandemic and offering a long-term strategic vision for high-quality, inclusive and accessible European digital education.

The plan contributes to the Commission's priority "A Europe fit for the Digital Age" and is a key enabler to realising the vision of achieving a European Education Area by 2025. It contributes to achieving the goals of the European Skills Agenda, the European Social Pillar Action Plan and the "2030 Digital Compass: the European way for the Digital Decade".

1.2 Initiatives / Institutions

EU level

Media Literacy Expert Group[11]

The Media Literacy Expert Group ("MLEG") was established in 2015 with the objectives to discover, bring to the light, document and extend good practices in the field of ML, to facilitate networking between different stakeholders, with the aim of cross-fertilisation and to explore synergies between different EU policies and ML initiatives. This group works on the basis of Media Literacy as an umbrella expression that encompasses many possible definitions.

The MLEG is chaired by the Commission. The members of the group are Member States, though Member States may delegate to national experts of their choosing. In addition, the European Commission invites experts and researchers, representatives of European associations and foundations active in the field of ML; representatives from international organisations (e. g. Council of Europe, UNESCO) as observers. The group meets approximately once a year on an informal basis.

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[9] https://www.betterinternetforkids.eu/
[10] https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52020DC0624&from=EN
[11] https://ec.europa.eu/transparency/expert-groups-register/screen/expert-groups/consult?do=groupDetail.groupDetail&groupID=2541

Expert group on tackling disinformation and promoting digital literacy through education and training[12]

This new expert group from the European Commission (whose mandate runs to September 22) is composed of 25 individuals and organisations with experience in tackling disinformation and promoting digital literacy, namely through education. Officially launched in October 2021, this group is created in the context of the Digital Education Action Plan (2021-2027).

European Media Literacy Week[13]

The European Media Literacy Week is an initiative by the European Commission to promote ML skills and projects across the EU. Media Literacy stakeholders at national level are encouraged to organise their own events during or around this week, to celebrate and discuss ML. The inaugural European Media Literacy Week took place in 2019.

As part of its European Media Literacy Week, the European Commission opened a call for applications from inspiring and impactful projects in the field of Media Literacy. The best applicants competed for three Media Literacy awards at the high-level conference of the European Media Literacy Week.

In 2021, the European ML week was held at the same time as the Global Media and Information Literacy Week of UNESCO.

Safer Internet Day[14]

Safer Internet Day ("SID") promotes a safer and more responsible use of online technology by children and young people around the world. It started in 2004 and is now coordinated by Insafe, the network of Safer Internet Centres. Each year on the second Tuesday of February, SID calls for action from the many players involved in providing a safer and better digital environment for young users, including decision-makers at EU, national and international levels, industry representatives, civil society organisations, educators and parents, young people themselves. The goal of SID is to raise awareness, while at the same time taking concrete actions to provide protection for and empowerment of children and young people online.

European Audiovisual Observatory[15]

The European Audiovisual Observatory ("EAO")- set up 1992 - provides a comparative European overview of the audiovisual industry in 41 different countries as well as detailed analysis of national and regional industries. In 2016, the EAO published a Mapping of ML practices and actions in EU-28.[16]

European Digital Media Observatory[17]

Set up in 2020, as a body funded by the EU, the European Digital Media Observatory ("EDMO")'s objective is bringing together fact-checkers, ML experts, and academic researchers to understand

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[12] https://ec.europa.eu/education/news/expert-group-tackling-disinformation-promoting-digital-literacy-launched_en
[13] https://digital-strategy.ec.europa.eu/en/policies/media-literacy
[14] https://www.saferinternetday.org/en-GB/
[15] https://www.obs.coe.int/en/web/observatoire
[16] https://search.coe.int/observatory/Pages/result_details.aspx?ObjectId=0900001680783500
[17] https://edmo.eu/media-literacy/

and analyse disinformation, in collaboration with media organisations, online platforms and ML practitioners. With regard to ML, EDMO aims to become the reference point for promoting European and national ML activities related to the disinformation problem, to build a repository including ML material specific to the disinformation phenomenon and to support media practitioners, teachers and citizens, increasing awareness of and building societal resilience to online disinformation.

Non-EU level

Media and Information Literacy Alliance

UNESCO's Media and Information Literacy Alliance ("MIL Alliance") has been operating since 2013 aiming to articulate concrete partnerships to drive MIL development and impact globally and to enable the MIL community to speak as one voice on certain critical matters, particularly as it relates to policies. Beside policy and strategy guidelines on Media and Information Literacy, the UNESCO published a MIL Curriculum for teachers and learners. The UNESCO Global Week on Media and Information Literacy has been held since 2011 and bring together literacy experts as well as government agents and interest groups, promoting political dialogue on the matter within the UN. During 2020, in the context of the pandemic, the MIL Alliance has developed a series of global webinars on literacy open to the public.

European Platform of Regulatory Authorities [18]

The European Platform of Regulatory Authorities ("EPRA") - set up in 1995 – is the oldest and largest network of media regulatory authorities. Its primary aim is to foster cooperation and collaboration between member NRAs and also with other key stakeholders such as other networks, governmental and non-governmental organisations, academia, etc. The aim is to exchange information, cases and best practices of relevance to its 55 members from 47 countries. The European Commission, the Council of Europe, the EAO and the Office of the OSCE Representative on Freedom of the Media are permanent observers of the platform.

In response to a growing interest of its Members for ML, EPRA established a permanent Media Literacy Roundtable (EMIL). EMIL's purpose is 3-fold: (i) coordination and learning, (ii) networking and partnerships, and (iii) giving ML networks a voice[19].

In addition to the publication of valuable papers on different ML issues (e.g., ML networks, Stakeholder engagement, campaigning, evaluation), EMIL's membership is open to all EPRA members (which also includes all ERGA members) and is a forum for communication, networking, discussion, sharing experiences and expertise and collaboration and partnership. EMIL meets every three months.

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[18] https://www.epra.org/attachments?category=mil-taskforce
[19] https://www.epra.org/attachments/emil-terms-of-reference

1.3 Funding

Safer Internet Centres[20]

Safer Internet Centres ("SICs") in all EU Member States inform, advise and assist children, parents, teachers and carers on being safe and secure online and fighting against online child sexual abuse. SICs usually offer three kinds of services: a national awareness centre, a helpline and a hotline. The awareness centres and the helplines are integrated in the Insafe Network. The Hotlines work together in the International Association of Internet Hotlines (INHOPE).

SICs are currently co-funded by the European Commission under the Connecting Europe Facility Programme. Under the new financing framework, the actions will be funded through the Digital Europe Programme. Safer Internet Centres co-operate and exchange resources and best practices at EU level through the portal betterinternetforkids.eu, the EU hub for child online safety.

Media Literacy for all funding calls[21] / Creative Europe Programme[22]

The "Media Literacy for all" Programme was set up to promote ML in Europe through pursuing innovation and collaboration across ML communities within the EU. Innovative strategies are sought, to inform citizens of disinformation and to promote a responsible use of communication channels offered by social media. The tools and activities funded addressed in particular the skills needed to critically evaluate content accessed via social media.

The Programme has been revised and integrated into the wider Creative Europe Programme, and a number of funding calls as well as innovative projects have been funded throughout Europe.

European Media and Information Fund [23]

The European Media and Information Fund ("EMIF") has an initial duration of five years (2021-26), which may be extended. It pursues objectives of public interest will focus on four areas: fact-checking; multidisciplinary investigations on disinformation, research into media, disinformation and information literacy, media literacy.

The Fund is established by the European University Institute and the Calouste Gulbenkian Foundation. Researchers, fact-checkers, not-for-profits and other public interest (including public service media) may apply to be funded.

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[20] https://digital-strategy.ec.europa.eu/en/policies/safer-internet-centres
[21] https://digital-strategy.ec.europa.eu/en/funding/preparatory-action-media-literacy-all-call-proposals-2020
[22] https://www.eacea.ec.europa.eu/news-events/news/new-creative-europe-programme-2021-2027-has-launched-2021-05-26_en
[23] https://gulbenkian.pt/emifund/emif-at-a-glance/

1.4 Responsibilities within the European Commission

Within the European Commission, different units deal with the topic of ML and the respective activities. The following is an overview of the responsibilities within the Directorate-General for Communications Networks, Content and Technology (DG CONNECT)24:

Directorate G Data

Unit G2: Interactive Technologies, Digital for Culture and Education

- Connect coordinators for the Digital Education Action Plan; otherwise, DG EAC is responsible for the plan

Unit G3: Accessibility, Multilingualism & Safer Internet

- Safer Internet Centres
- Safer Internet Day

Directorate I Media Policy

Unit I1: Audiovisual & Media Services Policy

- ML Reporting Guidelines under AVMSD
- ML Toolbox for VSPs under AVMSD and Media Action Plan
- European Media Literacy Week

Unit I4: Media Convergence & Social Media

- ML for all Programme
- Disinformation aspects of ML
- ML Expert Group – MLEG

Additionally, in 2010, the Directorate-General for Education, Youth and Culture commissioned the European Joint Research Centre with a project for mapping digital competences. The project, named DigComp, aimed to identify the key components of Digital Competence in terms of the knowledge, skills and attitudes needed to be digitally competent, as well as developing a digital competence framework/guidelines that can be validated at European level, taking into account relevant frameworks currently available. The resulting Competency Framework (previously referenced on Page 6) is available here: https://ec.europa.eu/jrc/en/digcomp

1.5 Summary and Comment

As this section aimed to demonstrate, a significant number of legal frameworks, action plans, policies, initiatives and funding programmes exist at EU level, though feedback from Action Group members indicate that visibility of those measures and frameworks can be lacking. Therefore, this section tried

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[24] https://ec.europa.eu/info/sites/default/files/organisation_charts/organisation-chart-dg-connect_en.pdf.pdf

to make the connections and responsibilities visible, providing an overview of the most important ML activities.

Action Group Members have indicated that opportunities to network and share experiences and expertise is an important way for NRAs to engage in ML activities, regardless of their legal competences in this area. In this regard, we note that there are a number of such networks already in existence, with the EU Media Literacy Expert Group and EPRA's EMIL taskforce being the most active and relevant for NRAs. Both networks have been very active and have published documentation of relevance to NRAs, as well as providing networking opportunities.

While there are EU funding programmes for ML, it is clear that these alone cannot meet the great need. Access to adequate funding and resources is a common issue for ML actors, including NRAs. On that basis, it is proposed that mechanisms for further funding measures be explored – especially at EU but also at a national or regional level – taking the key principles into account.

It is worth mentioning again that Media Literacy encompasses much more than disinformation. Accordingly, this should also be taken into account when setting up ML funding programmes.

Section 2 - Key Principles for Media Literacy

In implementing the Action Group Terms of Reference, the Drafters Team had regard for the work of the Disinformation Sub-Group and their findings, as well as the various networks and expert groups involved in the ML sphere. Building on these outputs, six key principles were outlined which were thought to suitably identify best practice in ML. This proposed approach was first presented to the members of the Action Group on Media Literacy in early 2020 and feedback was received to clarify and develop the key principles where appropriate. Further discussions with a number of stakeholders were also held and their feedback implemented. This led to what is being presented here: a set of six key principles that aim to identify best practice in the design, delivery and implementation of all ML initiatives, including the Media Literacy Toolbox. Further refining feedback was gathered from the members of the Action Group through a survey circulated in April 2021, the findings of which are detailed in Section 3.

This section aims to offer a working definition for the six principles.

2.1. Transparency

Transparency is one of the guiding criteria in implementing and developing ML initiatives. Transparency is critical because it enables trust. The aims, scope and resources of a ML initiative should be clearly and transparently available to users, recipients (or parents and guardians where applicable), and also experts, academics and NRAs. Effective tools for increasing transparency include making available data and information on the following:
- the goals and aims of the initiative;
- final results or evaluation (including where previous experience or best practice have inspired the initiative);
- the target age group to which it is addressed;
- the geographical reach;
- the language used;
- the tools and technologies used;
- any "brand ambassadors" used for ML campaigns, (e.g. bloggers, influencers, actors, etc), including disclosure of monies paid for those services;
- the duration of the initiative (with start and end date);
- the subjects involved in the organisation of the initiative;
- the number of users actually reached;
- an outline of all advertising and marketing provided to support the initiative
- clarity on the provenance and levels of funding

This list is not exhaustive but aims to help the understanding of what is meant by transparency. ERGA is of the view that when the above information is provided, it is easier for users and citizens to engage with the initiative, making therefore more relevant and inclusive.

2.2 Multi-Stakeholder aspect

Collaboration and partnership between different ML stakeholders have long been identified as an essential element for the delivery of successful ML projects. Considering the wide-reaching, cross-sectoral interest in ML issues (including but not limited to issues of disinformation, online child safety, or data protection), there is in most countries a large number of stakeholders already involved in the promotion of ML from the following sectors: Media; Education; Commercial; Digital Intermediaries; Civic society; and Government / Public Sector. Indeed, in some countries, multi-stakeholder networks have a statutory basis and are set up as distinct authorities.

Delivering collective projects with a number of stakeholders is likely to have numerous benefits for all parties. Firstly, it strengthens partnerships. Secondly, the quality of the initiative is likely to improve, since the Multi-Stakeholder aspect enables the addition of external expertise. Thirdly, the potential for spreading information and interest for the initiative is increased through the Multi-Stakeholder aspect.

In short, the Multi-Stakeholder aspect:

- Contributes to increase dissemination of ML initiatives
- Fosters long term projects
- Enhances quality of content
- Fosters a common approach
- Facilitates access to funds

2.3 Focus on the user/citizen

The principle of focusing on the user/citizen places the user at the centre of all measures to promote ML. The aim is to increase the chance that the ML message reaches the users, is understood by them and has a real impact on their actions, understanding, and/or well-being.
Therefore, when designing ML measures, it is crucial that the individual needs of the target audience are taken into account:
- Diversity: Users are different, so the ML measure must also address different needs, different abilities and take socio-cultural factors into account
- Content: The content should be designed with a focus on the needs of the user reflecting their own experiences in daily life
- Formats: Initiatives should reflect the formats with which they best serve the needs of users. This can be done through different offline and/or online features like one to one, helpline, trainings, print, audio, video, games etc.
- Language: The language chosen should take into account the following aspects in relation to the users: quantity (bite size vs. detailed background information), legibility, addressing on an equal footing etc.
- Communication: Message and communication channels must fit the respective target group

2.4 Reach

ML initiatives can target audiences in different ways: they can vary between initiatives with great breadth, or with more depth, or sometimes, a combination of the two.

- Breadth: there are broad ML initiatives that target a major chunk of population, or indeed an entire population. Public awareness campaigns are a key example.

- Depth: other ML initiatives can target a very specific demographic or community and focus on drilling deep into that community instead of providing a wide access. Typically, such initiatives run over a medium- to long-term period or may involve the development of new skills. Community broadcasting, (radio and television), have long delivered such initiatives.

Both approaches deliver value for their recipients, but because of their different focus, have different outcomes. Best practice suggests that for ML initiatives to be impactful, a combination of depth and breadth should be sought. This may mean that the delivery of ML initiatives should seek to have both breadth and depth. An example of this could be a campaign encouraging children to mind their privacy online, accompanied by work on the ground with local and representative organisations enabling workshops, classroom interventions and community awareness events on the same issue. Such an approach would combine breadth and depth and deliver a potentially much more impactful set of initiatives.

Additionally, and regardless of the approach used, the reach of a ML initiative can be measured quantitatively through for example, the level of visibility the initiative generates, the number of users it targets, or the aim of its message.

2.5 Localisation

Europe is a vast, ancient continent with a breadth of cultures, histories and languages. Within the various treaties framing the European Union, this has long been valued and reflected in the celebration of cultural identities and languages.

With regard to ML, it stands to reason that the recognition of the uniqueness of a particular country or region, language or community should be integrated in the design, delivery and implementation of a ML initiative. While national and local actors have long been doing this, it is admittedly more challenging for VSPs. However, in order to ensure fairness and effectiveness, it is imperative that ML initiatives be using local languages, and relevant and accessible formats to ensure that the other principles above (notably reach, focus on the user and transparency) are met.

Moreover, it is expected that any ML actor would be knowledgeable about ML policies and initiatives throughout the Union. When implementing new ML activities, the localisation principle calls for a design and a delivery that is coherent with Member States' policies, cultural sensitivities, local context and with the state-of-the-art of ML actions in a territory.

2.6 Evaluation

Because ML is a lifelong learning process, evaluation of ML skills is understandably a challenging oper-
ation. Even more complex is the evaluation of the impact of an ML initiative. Nevertheless, Evaluation
remains a key principle for best practice when dealing with ML and when delivering an ML initiative.
Evaluation can have a qualitative focus, a quantitative focus or both. Evaluating qualitative aspects of
ML can ensure consistency and it is therefore important that all ML initiatives – including that carried
out by VSPs – have an evaluation component.

Section 3 - Best practice[25] for NRAs

This section aims to provide a concise analysis of the data collected by the ERGA Action Group on Media Literacy 2021. Data was collected using an online questionnaire – based on the EPRA Survey on Media Literacy: Role of NRAs 2017[26] – was circulated in March 2021 to all members of the Action Group 3. The questionnaire's[27] definition and its analysis were conducted by the Drafters team of the Action Group 3.

The questionnaire had 22 questions, part of them closed and part of them open questions. Overall, 22 responses were received, of which 19 were from EU Member States[28] and three from non-EU countries (Norway, North Macedonia and Turkey).

More specifically the data reported below provide mapping of the relevant provisions in respondents' respective legislations, networks or other relevant authorities undertaking Media Literacy activities.

3.1 Findings - National context

A majority of the participating EU Member States (79%, 15 from the 19 authorities) do have laws in their country containing specific provisions on ML. Two of the three non-EU countries involved have also reported on specific provisions in their national legal system related to Media Literacy. The EPRA survey results from 2017 showed that at the time, 14 of the 25 authorities (56 %) reported on existence of such legal provisions in their country.[29]

Most of the Member States reported that they have networks or forums for ML stakeholders to share best practices or work together. ML activities are in many, if not all Member States, organised by various actors, including government bodies, non-governmental organisations, educational institutions and many other types of organisations. For more effective coordination and for sharing of best practices, national networks of ML stakeholders were created in 15 EU Member States[30].

12 Member States and one of the non-EU countries report that they have entities or agencies, other than NRAs, with legal or formal responsibilities for ML. Seven Member States and two of the three non-EU countries participating to the data collection reported no other such entity present in their country. In 14 of the Member States and in two of the three non-EU countries the NRAs have formal

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[25] Check Appendix 2 for a comprehensive list of all ML initiatives submitted by NRAs in the April 2021 survey, with links to the relevant websites

[26] Media Literacy: Focus on the role of NRAs. Comparative Background Paper.
https://cdn.epra.org/attachments/files/3160/original/2017_comparative_EPRA_paper_media_literacy_final.pdf

[27] Available in 6. Appendix.

[28] The questionnaire has been answered by NRAs from the following EU countries: 1) Austria; 2) Bulgaria; 3) Croatia; 4) Estonia; 5) Federation Wallonie-Bruxelles (FWB) (French-speaking Community of Belgium); 6) Finland; 7) Germany (aggregation of the feedback from 13 of the 14 federal media authorities); 8) Greece; 9) Hungary: 10) Ireland; 11) Latvia; 12) Luxembourg; 13) Poland; 14) Portugal; 15) Slovak Republic; 16) Slovenia; 17) Spain; 18) Sweden; 19) The Netherlands.

[29] *ibid*

[30] Bulgaria, Estonia, Federation Wallonie-Bruxelles (FWB) (French speaking community of Belgium), Finland, Germany, Greece, Hungary, Ireland, Latvia, Luxembourg, The Netherlands, Poland, Portugal, Slovak Republic, Sweden.

or legal responsibility related to ML. On the 2017 EPRA survey, 15 of the 25 NRAs had a formal responsibility in relation to ML, related to both children and adults. The numbers indicate a trend of more NRAs obtaining legal responsibilities related to Media Literacy, but this would need more thorough examining.

Two of the most common responsibilities of the afore-mentioned authorities relate to developing "initiatives" and "reporting". Some NRAs have mentioned "promotion of Media Literacy". Although many authorities may not have a direct statutory obligation to promote ML, it seems that they already do so in practice, for example, by promoting networks of ML organisations and cooperation between different organisations. Five Member States[31] also stated that they already obtained or soon will obtain new responsibilities in the area of ML stemming from the transposition of the Directive 2018/1808/AVMSD to their respective legal systems.

Even if they do not have specific legal or formal responsibilities related to ML, 11 EU NRAs still undertake ML activities in their respective countries. These activities most often focus on minors and young people. Almost all of the countries also focus their activities in this area on adults and about half of the responding NRAs focus also on minority groups.

Among other groups targeted by NRAs' ML activities are seniors, teachers, educational professionals and educators and non-governmental organisations.

EU NRAs' ML activities most commonly entail coordination of a network or working group. Furthermore, the most common descriptions of ML activities performed by NRAs were

a) delivery of project in partnership with other stakeholders,

b) delivery of projects independently of other stakeholders,

c) provision of Media Literacy research

d) provision of funding for Media Literacy projects.

When identifying the main themes of ML initiatives delivered by NRAs, the majority of Member States respondent authorities mention

a) promotion of ML,

b) focus on disinformation and misinformation, and

c) focus on protection of minors.

Citizen engagement and empowerment as well as advertising and commercial communications literacy are also often described as main themes by NRAs performing ML activities.

3.2 Resources

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[31] Federation Wallonie-Bruxelles (FWB) (French speaking community of Belgium), Portugal, Poland, Slovenia and Spain

Only a few of the EU NRAs and of the Non-EU countries allocate specific funding for ML-related activities. When analysing the percentage of overall budget allocated to ML, only four ERGA members provided specific answers. The budget allocations vary from 1.6% up to 45% of the total budget, but it is difficult to assess the adequacy of NRA funding for ML and the survey did not seek to do that. Rather the purpose of the question was to assess to what extent NRAs made budgetary provisions for ML. Overall, it appears that targeted budgeting for ML is a rarity with the NRAs.

Resources dedicated by authorities to ML, (other than own budgets) include funding from EU sources (four responses), funding from other sources (three responses) and assigning staff (10 responses). The number of staff members assigned to ML activities depends to some extend on the size of the country and the size of the NRA, ranging from one dedicated staff member up to 115 staff members (though it should be noted that this latest number relates to Germany as a whole, where all 14 federal Media Authorities have dedicated local ML staff, though these do not necessarily work together on a national scale, or on the same issues). Largely, it looks like the number of staff members dedicated to ML is relatively small within the NRAs.

Six ERGA members[32] provide funding for ML activities to other organisations. Four NRAs provide regular funding, e.g., budgeted annually, while in the other two cases this appears to be a one-off. The amount of funding is usually very small. The NRAs outside the EU which answered the questionnaire do not appear to provide funding for ML activities.

3.3 Measuring the success of Media Literacy initiatives

Measuring the success of ML initiatives is not common among the European Union's respondent NRAs, possibly reflecting the challenges of sourcing, designing and implementing an appropriate evaluation framework. Only a few EU NRAs declared that they measure the success of ML initiatives. Among non-EU members, two out of the three respondents declared that they evaluate the success of their MIL initiatives.

3.4 Identifying best practices for Media Literacy

Survey participants were asked to rank by level of importance (from 1 to 6, one meaning the most important and six the least important) the six principles proposed by the ERGA Media Literacy Action Group **to help identify Media Literacy best practice**:

- **Transparency** *(meaning availability of data and information about a ML initiative)*.

- **Multi-Stakeholder aspect** *(meaning working in partnership with other organisations to deliver ML)*.

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[32] Croatia, Germany, Hungary, Ireland, Luxembourg, Portugal

- **Focus on the citizen/user** *(meaning taking the user's perspective into account in all ML activities.*

- **Reach** *(meaning the breadth and depth of a ML initiative, e.g., how many people it targets).*

- **Localisation** *(meaning access in local languages or formats.*

- **Evaluation** *(meaning an assessment as to the value, and impact of the ML initiative).*

Responses show that two of those principles were selected as the most relevant to help distinguish ML successful projects/activities: **Focus on the citizen/user and Multi-Stakeholder aspect.**

Focus on the citizen/user was considered in first position of importance by half of the 22 countries that answered the survey (nine EU countries and two non-EU). However, the **Multi-Stakeholder aspect** also scored highly, being placed as first principle of importance by seven of the 19 EU countries. Interestingly, none of the countries selected the Evaluation principle as the most important one. Again, this may reflect the complexities of evaluating ML initiatives and the lack of widely available evaluation tools and measures.

With regard to the ranking of the other principles, it appears that there are no consensual views, which means that none of the six principles particularly stands out. Indeed, the results related to the second position demonstrate that four of those six principles were selected by a similar number of countries: Transparency, Focus on the citizen/user, and Localisation, were considered the second most important ones by five of the 22 countries, and Reach has been selected by four. A similar scenario can be observed in what concerns the third position. Six of the 22 countries have selected Reach and the same number have chosen Multi-Stakeholder aspect, being closely followed by four EU countries that have selected Focus on the citizen/user and by other four (two EU and two non-EU) that have selected Transparency.

Once again, it also stands out that none of the EU countries selected Evaluation as a top principle in this first three positions, only one non-EU country has placed it in the second one. In fact, Evaluation achieves its best results in the fourth and fifth positions of this rank, where this principle was clearly the most selected and the option by the other principles was quite divided. In the fourth position of the rank, it has been considered the most important one by seven EU countries and in the fifth position its relevance has been considered by eight of the 22 countries (seven EU and one non-EU).

Finally, the results related to the sixth and last position of this principles' rank also reveal a minimum consensus, with eight of the countries considering that the least important is Localisation principle, followed by Transparency and Evaluation.

Based on these outcomes and further feedback provided by members of the Action Group, NRAs appear to grade the proposed ERGA principles to identify ML best practice in the following order of importance, and with enhanced definitions (in bold) as follows:

1. Focus on the citizen/user (meaning taking the user's perspective into account in all ML activities, **including methods, goals and content adapted to the specificities of the different audiences, age groups, education level, cultural backgrounds, etc.)**

2. Multi-Stakeholder aspect (meaning working in partnership with other organisations to deliver ML)

3. Reach (meaning the breadth and depth of a ML initiative, e.g., how many people it targets, etc)

4. Transparency (meaning availability **and visibility** of data and information about a ML initiative)

5. Localisation (meaning access in local languages or formats, **alignment with relevant policy/strategy framework on ML where it exists**)

6. Evaluation (meaning an assessment as to the value**, consistency of implementation and** impact **(where possible)** of the ML initiative)

3.5 Best practices in implementing Media Literacy

Based on the information provided by the respondents, a small number of *best practices* for each one of the six key principles has been identified. The goal of this exercise is to highlight the main characteristics of each key principle. The ERGA Action Group is of the view that the whole set of these characteristics should be taken into account when designing and implementing a new MIL activity. It must be noted that the list of projects below is by no means exhaustive and should only be read as an illustrative listing of best practice examples.

Most of the projects shared through the survey could indeed have been listed under all key principles, however each project below has only been selected to illustrate **one** principle, no matter how well they could have been listed under other principles as well. Finally, the complete list of all ML activities captured in the survey is published in Appendix Two (p.39), with the hope that it provides helpful information. Appendix Two includes further details on all initiatives as well as links to all websites and information listed below and essentially serves as a quick repository of ML initiatives led or supported by NRAs.

Transparency

The Media Literacy Week in Finland raises the awareness of the importance of ML while informing its target groups what kind of resources they can access to that end. All the work done by partner organisations is shared through several media channels and for all the registered educators. Most of the materials are available with open CC-licence. The free availability of all teaching materials for all the public educators is therefore a key element of the project's success.

Multi-Stakeholder aspect

As mentioned above, most respondents to the survey identified the Multi-Stakeholder aspect principle as essential to their work in ML. Additionally, most respondents indicated that a multi-stakeholder network dealing with ML issues exists in their countries. It should be noted however that in some countries, these networks have legal competences since they are authorities, set up by national law. This is the case in Belgium for example.

Sete Dias com the Media from Portugal is an example of a yearly project which includes different stakeholders of different nature (education, media regulation, academy and research, security, the media) for promoting ML. **Media Literacy Days** from Croatia work in cooperation with a wide arrange

of stakeholders. The collaboration is set in a pyramidal structure. At the top, the agreement formalizes the cooperation between the Agency for Electronic Media and UNICEF. At the next level, each of the two partners formalized their cooperation with more than a dozen higher education institutions, film centres and NGOs. The third level constitutes that of voluntary project, for which the Agency for Electronic Media provides organizational support**.**

Focus on the user and citizen

The '**Digital balance**' website from the Netherlands has a strong focus on the user/citizen, since the user is part of the research. But users are not only research subjects since they create awareness on mental, social and physical health as a result of media behaviour. **Gyerek a neten - "child on the net"** from Hungary is a webpage developed with the goal of helping parents become familiar with their children's online world and help them understand their kids' digital habits. **Časoris** from Slovenia is a newspaper for children and it is especially designed and written for their needs, so that they understand the news and current affairs and critically think about what they are reading. It incorporates in its design the approach of the target group, as the articles are by professional writers, teachers and children.

Reach

Three examples illustrate different aspects of the Reach principle. Project **Sophism** from Greece, aimed at journalists, students of journalism and "citizen journalists" represents in-depth targeting of homogenous groups of professionals, who can use the training in their own daily work. An example of a nationwide reach is the **Be Media Smart** campaign from Ireland, a far-reaching public awareness campaign on ML. Nationwide reach can also be achieved by national educational programmes, like in Estonia, where ML is part of the national curricula.

Localisation

Questions Vives in Belgium is a project allowing secondary school teachers to receive in their mailbox (within in 36 hours) educational material that help them address with their students issues at the forefront of the public debate. Its format and language are suited to the particularities and usages of its target group (teachers).

Evaluation

ZEBRA is an online helpline on digital media coordinated by the Media Authority of North Rhine-Westphalia. The initiative is continuously monitored and analysed, and a large-scale evaluation of the project is planned after the pilot phase. Weekly analysis is a display of continuous improvement, one of the main goals of the evaluation for longstanding projects. **EDUMEDIATEST** is coordinated by the Catalan Audiovisual Council and co-funded by the European Commission. The project has included pre-pilot and pilot phase tests and the results are analysed by academic experts, which is another way to expand evaluation capacities of ML projects. Once these phases are over, the online tool is going to be available for all through the www.edumediatest.eu portal (November 2021). **JUUUPORT** in Germany was evaluated by external scientific evaluation which was both qualitative and the quantitative. As in the previous examples, the evaluation seeks to improve the results of the projects (the ones evaluated or later initiatives). Finally, the Nordic countries (Denmark, Finland, Iceland, Norway and Sweden) are planning to develop a common index to measure some aspects of ML across all Nordic countries. This

index could also serve as a tool to compare and benchmark ML levels across the entire region. The project has completed its preliminary research and the first survey will be conducted in 2022.

3.6 Need for additional principles

The survey also aimed to understand whether the proposed principles are considered sufficient or whether there are other principles/ingredients that should be considered to identify a successful ML activity/project. The outcomes reveal divided but not especially strong opinions. While 12 of the 22 countries agreed that the selected principles are enough, nine EU-countries proposed more options. One country skipped the question. Those who answered that there more principles or ingredients were needed were also asked to list them. On the answers submitted however, it is clear that the existing principles could benefit from enlarged scope in some instances. For example, one of the proposed new principles deals with the relation between ML initiatives and national ML strategies or policies. This is clearly an important element, which will be included under the Localization principle (see further details on this in Section 3).

Additionally, one new proposal wanted to emphasise coordination of ML activities among EU Members States. This is an addition to the Multi-Stakeholder aspect principle. Reflecting on this suggestion, the Action Group agreed that the participation/cooperation among EU NRAs through networks/groups where they can exchange and share what there are doing is already in existence, of most relevance to NRAs is the EPRA's Media and Information Literacy Taskforce (EMIL). Through these networks, NRAs have the opportunity to keep informed about ML projects and activities that are being developed and implemented among them, discover and concretize possible synergies and, at the same time, maintain the plurality, diversity and specificity of ML activities of each Member State.

3.7 Examples of Media Literacy Initiatives by VSPs

The survey respondents were asked to provide (at least) one example of a recent ML initiative, project or activity conducted by a VSP that they should rate as best practice according to the six referred principles. They were also asked to explain how the example meets one or more of those principles. Among the 22 respondents, only three EU countries have provided examples, two related to Google and one to Facebook, but only two explained how the examples meet the principles.

3.8 Summary and Comment

The survey was a useful tool aiming to assess the views of NRAs with regard to best practice ML initiatives. The first thing to note is the very positive response rate, and with members of the Action Group sending back the survey with rich and helpful data. The survey was also meant to build on earlier similar (though broader) exercises conducted by the EAO and EPRA. The EPRA survey was particularly helpful

in shaping this survey and providing useful benchmarks against which to assess the results. We wish to thank our EPRA colleagues for their generous cooperation in this regard.

Key findings of the survey will not surprise ML practitioners across the spectrum of NRAs: issues with funding are well documented; the issue of statutory footing is also important, since the role of NRAs in ML is not consistently inscribed in national legal frameworks, (making it at times difficult for NRAs to find their place in the field), nor is ML consistently provided for in a national strategy or public policy in all Members States. Greater and more effective cooperation within Member States and also across Europe would be helpful.

We are of the view that the six key principles identified in this report provide a helpful framework for determining and analysing the quality of ML initiatives delivered either by NRAs themselves or by other partners or organisations including VSPs. From that perspective, and while taking into account the feedback from survey respondents, we believe that the definitions provided above addresses the needs of NRAs when assessing, developing or implementing ML initiatives.

Best practice examples are provided in this section of the report only for illustrative purposes of each of the principles. However, Appendix 1 lists all Action Group members' responses in a table, which can be used as a resource when they seek information about ML initiatives undertaken by their colleagues in other jurisdictions.

The low response to the VSP question was noted with interest. The ERGA Action Group believes that there are a number of possible reasons for such a low response rate on that question. The first one may be linked to the principle of Transparency.

Within current national landscapes, it is very difficult for NRAs to have visibility on VSPs' ML activities. Information may well be communicated by VSPs to users and/or NRAs – though it isn't always – however there is generally very little context provided. It remains unclear to NRAs how and why VSPs select the ML initiatives they wish to pursue, deliver or fund. Transparency is therefore required if NRAs are to be able to independently assess the ML initiatives in question.

Finally, we reiterate here the challenges posed by evaluating the impact of ML initiatives. As it is well-known, this remains as one of the complexities of the ML field, even among experts. Although rich and valuable experiences and models have been and are being studied and explored, we believe that many can still be done. Attribution from EU NRAs to assess different aspects of VSPs' ML measures and tools effectiveness may provide an opportunity to contribute to the development of evaluation frameworks and that can be shared and modified for use among Members States. Considering this, additional support to undertake evaluation exercises of different aspects of ML initiatives is certainly required.

Section 4 - Media Literacy Toolbox for Video-sharing Platforms[33]

4.1 Context

The revised AVMSD[34] in its recital 59 introduces the concept of the ML as the "*skills, knowledge and understanding that allow citizens to use media effectively and safely. In order to enable citizens to access information and to use, critically assess and create media content responsibly and safely, citizens need to possess advanced Media Literacy skills. Media Literacy should not be limited to learning about tools and technologies but should aim to equip citizens with the critical thinking skills required to exercise judgment, analyse complex realities and recognise the difference between opinion and fact. It is therefore necessary that both media service providers and video-sharing platforms providers, in cooperation with all relevant stakeholders, promote the development of Media Literacy in all sections of society, for citizens of all ages, and for all media and that progress in that regard is followed closely.*"

Additionally, Article 28b(3)(j) of the Directive prescribes that VSPs provide: "*for effective Media Literacy measures and tools and raising users' awareness of those measures and tools*."

Sub-section (5) of the same article further states that *"Member States shall establish the necessary mechanisms to assess the appropriateness of the measures referred to in paragraph 3 taken by video-sharing platform providers. Member States shall entrust the assessment of those measures to the national regulatory authorities or bodies.*"

Article 30b of the AVMSD further clarifies that one of the tasks of ERGA is to "*to exchange experience and best practices on the application of the regulatory framework for audiovisual media services, including on accessibility and Media Literacy*".

Furthermore, Article 33a states that "*Member States shall promote and take measures for the development of Media Literacy skills.*"

The MAAP[35] committed to the development of a Media Literacy toolbox. According to the MAAP, this is to be developed in cooperation with ERGA and "*in dialogue with VSPs*"[36].

The EDAP[37] provided further clarification on how closely ML skills and efforts to combat mis- and disinformation are interconnected. The European Commission in EDAP commits itself to increase efforts to strengthen ML in cooperation also with EDMO[38] and the Commission's MLEG.

Improving ML is also one of the commitments of the CoP[39] under the section dedicated to empowering consumers. Signatories of the Code committed '*to partner with civil society, governments, educational*

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[33] The Media Literacy Toolbox for Video-Sharing Platforms set out in this section will also be published as a stand-alone document

[34] https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32018L1808&from=SK

[35] https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52020DC0784&from=EN

[36] For the preparation of the Media Literacy Toolbox several groups of stakeholders were consulted, including representatives of video-sharing platforms in a dedicated workshop, representatives of the Better Internet for Kids Youth Ambassadors in a dedicated session during the 2021 EU Media Literacy Week and experts of the Media Literacy Expert Group.

[37] https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52020DC0790&from=EN

[38] https://edmo.eu/

[39] https://digital-strategy.ec.europa.eu/en/policies/code-practice-disinformation

institutions, and other stakeholders to support efforts aimed at improving critical thinking and digital Media Literacy'.

In its Guidance on Strengthening the Code of Practice on Disinformation[40] published in May 2021, the Commission acknowledges the efforts of the signatories in the area of ML and at the same time asks them to continue particularly to strengthen the "*involvement of the Media Literacy community in the design and assessment of Media Literacy campaigns on their services, including to protect children. These efforts could also be aligned with the Commission's initiatives in the area of Media Literacy, including the new Digital Education Action Plan (2021-2027)[41], to exploit relevant synergies.*"

In that context, ERGA identified the development of a proposal for a Media Literacy Toolbox for VSPs as a key deliverable for the work of the Action Group on Media Literacy for 2021. The Toolbox was then listed in the Group's Terms of Reference. The Toolbox is outlined further below.

4.2 Framework for the Media Literacy toolbox

It is clear that VSPs have for some years engaged in a variety of ML initiatives[42]. Their activities in the area of ML, a significant number of which are captured in the 2020 EPRA report[43], include a mix of technology-led initiatives (e.g., content labelling and prominence, behavioural nudges and service design, resources, advertising transparency) as well as funding, partnerships and events and campaigns. Content labelling and giving prominence to a fact-checked content is often undertaken in accordance with the platforms' own policies for combatting mis- and disinformation. Behavioural nudges include notifications for users who are about to share content already labelled as misleading. A number of VSPs also provide resources to users to increase their knowledge on how to have a safe and positive experience with their products. These resources are most often offered to children, educators and/or parents.

Other mechanisms include advertising transparency which includes informing users that the content promoted to them is paid for by a third-party and why is it shown to them (generally on the basis of user preferences as determined by algorithms). Finally, a number of platforms also offer partnerships or funding for ML-related projects and events organized by third-party organisations (often nonprofit), and they also run ML awareness raising campaigns, either on their own or together with local partners.

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[40] https://digital-strategy.ec.europa.eu/en/library/guidance-strengthening-code-practice-disinformation

[41] https://ec.europa.eu/education/education-in-the-eu/digital-education-action-plan_en

[42] See following reports providing non-exhaustive lists of ML initiatives of the VSPs:
- Reflections on Video-Sharing Platforms' promotion of Media Literacy under the Audiovisual Media Services Directive from EPRA's Media and Information Literacy Taskforce, https://cdn.epra.org/attachments/files/3922/original/VSP_MIL_AVMSD_Reflections_EPRA_final.pdf?1612170140
- Improving Media Literacy Campaigns on Disinformation, https://erga-online.eu/wp-content/uploads/2021/01/ERGA-SG2-Report-2020-Improving-Media-Literacy-campaigns-on-disinformation.pdf
- Baseline transparency reports of the signatories of Code of practice published within thee monitoring and reporting programs set out in the Joint Communication "Tackling COVID-19 disinformation - Getting the facts right" https://digital-strategy.ec.europa.eu/en/library/first-baseline-reports-fighting-covid-19-disinformation-monitoring-programme

[43] Reflections on Video-Sharing Platforms' promotion of Media Literacy under the Audiovisual Media Services Directive from EPRA's Media and Information Literacy Taskforce, https://cdn.epra.org/attachments/files/3922/original/VSP_MIL_AVMSD_Reflections_EPRA_final.pdf?1612170140

While all these ML initiatives have value and are generally helpful to users, these appear to be delivered in an ad hoc fashion, without strategic planning from the platforms' perspective, in the absence of a platform policy framework for ML, with no apparent prior assessment of users' needs and without visibility from (NRAs) or other relevant partners. Therefore, enhancing visibility and transparency on any ML strategy, policy, data or research conducted by platforms themselves would significantly enhance the value of VSPs' ML initiatives and strive for higher level transparency and effective evaluation of their successes.

4.3 Implementation of six key principles of Media Literacy initiatives

This section offers potential implementation of the six key principles of ML which have previously been defined and explained in Section 2 above. A non-exhaustive illustrative list of examples of implementation of the key principles is provided. Each of the examples is accompanied with further details of the benefits for VSPs, users/citizens, NRAs and other relevant actors.

Transparency

VSPs should consider providing greater transparency and visibility on their ML initiatives. Actions which could support greater transparency could include:

1. **Designation of a single point of contact for each Member State between NRAs and VSPs with decision-making powers and the ability to share information.**
   In general, a single point of contact between VSPs and their stakeholders is highly desirable. It promotes more transparent, consistent and open communication channels between VSPs, NRAs, academics, researchers and other stakeholders. Also, it allows for more effective networking of other relevant actors on a national level and therefore lead to better reach and impact of the ML initiative. These communication channels could also be used for ML trouble-shooting purposes. At the very minimum however, NRAs must have clear, consistent and easily accessible channels of communication with each VSP for all matters relating to ML.

2. **Transparency of decision-making when promoting/delivering a ML initiative: communicate why this initiative, how much funding was allocated and anticipated benefits for the platform.**
   Information about why a particular ML initiative was launched in a specific country is currently not publicly available and it is often unclear what are the intended audiences and goals of the initiative. This is both at odds with the Transparency principle and the Localisation principle (see further information below). Users and NRAs alike would greatly benefit from understanding why a particular initiative is available in one country and not its neighbour for example.

Focus on the user and citizen

Media Literacy initiatives that articulate this focus should include:

1. **Taking ML standards into account**
   In the absence of an overarching strategy or framework at the national level, scientific and practice-tested standards should be taken into account when designing an ML initiative to meet the

needs of the users. In this context, trusted sources such as UNESCO's Media and Information Literacy Policy and Strategy Guidelines should form a useful and consistent framework for the development, delivery and/or implementation of VSP-led ML initiatives.

2. Provide information and resources at the point of contact with the user.

It is accepted that VSPs by their nature have unique access to interactions with their users on a one-on-one basis. Technology-led initiatives such as content labelling and behavioural nudges have already been deployed by some platforms in the case of content identified as mis- or disinformation and fact-checked by an independent third-party fact-checking organization. These are good examples of how ML initiatives can be delivered at the primary point of contact between VSPs and their users.

Yet, ML is much broader than the fight against disinformation. ERGA is of the view that initiatives should also support users' individual ML though the development of their critical thinking, their ability to access these resources simply and straightforwardly and the availability of answers to users' questions. From a VSP perspective, such initiatives can support enhanced transparency, and also help build user trust, so it is unclear why such approaches have not been deployed on a much wider basis. From a user perspective, it provides clarity, reassurance and also enables informed decision-making, all of which contribute to a more media literate citizen.

3. Provide users with transparent and simple mechanisms for complaints and other corporate engagement.

A clear, simple, easily accessible and usable complaints process for VSPs' users is necessary from a good governance perspective. However, a strong complaints process can also serve as a key ML tool, in that it enables users to articulate their issues with clarity and understand the decisions made on these complaints. ERGA is therefore of the view that all users should have a simple, visible and transparent mechanism to lodge any type of complaints against a VSP, whatever the nature of the complaint. Again, the transparency of such mechanism helps build trust between users and platforms, so ERGA is of the view that such a process would be of great benefit to platforms and would enhance transparency, as well as user engagement.

More generally, transparent and simple mechanisms for users to engage with platforms are also required, and particular attention and care should be paid to the needs of users with disabilities. VSPs should ensure that all processes of engagement between users and the platform (including a Complaints process) are made accessible for users with disabilities.

It should be noted that these themes of greater transparency and easier access for users of platforms are the subject of ongoing discussions across the spectrum of the ERGA work programme. For example, the Disinformation Sub-Group reports and the proposals contained in the position paper ERGA published on the Digital Services Act all call for greater transparency and easier access. These continue to be regular themes of engagement with VSPs, and the Action Group on ML's proposals are thereby aligned with other ERGA work.

Reach

1. Provide data and analytics detailing the reach of ML initiatives delivered/supported by VSPs. Include breadth (e.g., number of participants), and depth (e.g. profile of participants).

VSPs have at their disposal a large store of analytical methods to assess user preferences and engagement with the platforms. It is evident that these methods can also be applied to assessing the

impact of any VSP ML initiatives. On that basis, ERGA is of the view that a significant amount of data on any initiatives run by VSPs is available and that platforms should aim to make available detailed data and analytics relevant for the independent assessment of their ML initiatives to NRAs, academics and researchers as well as other relevant ML actors in each Member state. Such data should reflect both on what is the expected goal of the initiative, including target groups to be reached, as well as assessment of initiative already delivered in terms of reach, in as much detail as possible or available, including for example profile of targeted groups or participants, aggregate user behavioural data, and other key analytical data. ERGA is of the view that making such data available to NRAs and academics is a very effective way for platforms to validate their work in an independent manner, provided the availability, quantity and quality of the data can be independently verified.

2. Use the reach of the VSP´s platform to increase the reach of the ML initiative

In order to increase the reach and awareness of ML initiatives, the original reach of the platform itself should also be used. It stands to reason that if a particular initiative can be deployed in a particular country, it can be deployed to all the users from that country, provided the deployment is not led by algorithmic choice. Using the reach of the VSP to increase the reach of an ML initiative also includes a prominent placement or distribution of ML measures on the platform, available to all users. This is of benefit to VSPs themselves in that they can use their significant reach to communicate their ML efforts to their entire audience.

Multi-Stakeholder aspect

A number of applications of the principles are presented below.

1. Work in partnership with key organisations at local level.

ERGA welcomes the fact that VSPs are already working with partners on a local level in a number of countries. However, there appears to be a lack of coordination between VSPs themselves, and with partner organisations on the ground. Implementing ML initiatives in the various Member States together with local key stakeholders will allow for more effective tailoring of the initiatives, including identifying correctly the most important target groups and their needs, to maximize their reach and allow for third-party assessment of their success.

2. Provide funding and other support to local organisations involved in ML

In addition to close cooperation or coordination with national ML actors, including local organisations, providing funding or other support to them in developing and implementing their own activities would allow for even more localised and therefore better targeted campaigns. Here again, transparency, focus on the user/citizen and localisation are required in order to maximise opportunities for local organisations working in the field of ML.

3. Work with NRAs

NRAs have an important role to play in supporting ML initiatives, whether these are developed by VSPs or any other relevant actors in their respective countries. NRAs can support the rollout and the engagement with stakeholders to enhance the Multi-Stakeholder aspect for ML initiatives of VSPs. In that context, VSPs should communicate their ML plans to the competent regulator or body in advance, work with local networks, and generally greatly enhance their multi-stakeholder engagement. It is understood and accepted that not all NRAs in the EU-27 have legal competences

with regard to ML, though it should be noted that the effective transposition of the AVMSD requires that NRAs assess the appropriateness of ML measures and initiatives put in place by VSPs. Here again, cooperation with NRAs, through ERGA and through existing ML networks will provide support for NRAs in this role.

Evaluation

While it is accepted that it is difficult to evaluate the impact or success of ML initiatives, it is nevertheless best practice to seek appropriate evaluation and assessment mechanisms for ML initiatives. In that regard, the work undertaken by Nordic NRAs in partnership with local stakeholders and experts (in Denmark, Finland, Iceland, Norway and Sweden) is important and reflects best practice, and we look forward to an opportunity of discussing it further. In the meantime, the application of the Evaluation principle by VSPs can be done in the following ways:

1. **Provide information about any and all evaluation methods and findings used when delivering ML initiatives**
   Evaluation being a crucial part of ML initiatives, transparency of methods employed and of its findings is paramount for gathering lessons learned for all involved actors, including VSPs, users, NRAs and others. It is understood that the evaluation of ML initiatives is a complex process and that no common European framework for ML evaluation currently exists. However, best practice still requires evaluation of elements of the initiatives if it is not practicable to evaluate the whole, and also requires the sharing of that evaluation process with a view to foster learning and development among ML actors, and transparency for users.

2. **Enable external evaluation of VSP ML initiatives**
   Independent review, validation and/or analysis of the data by academics and researchers will contribute significantly to more effective evaluation of ML initiatives, better quality initiatives on the ground and to further building the trust between platforms and their users. Providing access to this information and to all data to researchers and academics is required in order to support external and independent evaluation of ML initiatives carried out by VSPs. It is the view of ERGA that only ML experts are in a position to clearly assess the quality and the impact of an ML initiative and that such assessment is best carried out independently of the provider of the initiative.

Localisation

1. **Modelling of ML initiatives on national strategy/policy/ML competency framework if available.**
   When and if a Member State has a national strategy or a policy for ML in place, VSPs should have a knowledge of (this can be achieved through the single point of contact for instance) and should make use of it. Such strategy or policy is highly likely to have been developed with expert input and therefore reflects ML best practice. VSPs' ML initiatives should therefore be modelled on such strategy or policy to deliver best practice, maximise impact and contribute to building relations with local/ national ML actors and networks. It should also be noted that aligning VSP ML work to existing national policy or strategy frameworks serves to emphasise greater transparency, Multi-Stakeholder aspect and focus on the user/citizen. The principles are inter-connected and inter-dependent and should therefore be taken as a whole.

2. **Provide access to ML resources in local formats and local languages to maximise the impact of ML initiatives.**
   Many ML initiatives developed and implemented by VSPs in the past were only implemented in a limited number of languages, most prominently in English. Localisation also means providing a local context for the initiatives as this leads to much greater reach and impact on users targeted by the campaigns, as well as catering for the diversity of European users. Additionally, access to ML resources should be provided to all users bearing in mind their particular needs and ensuring in particular that people with disabilities are appropriately and equally catered for.

4.4 Summary and Comment

The six key principles listed above provide a useful and flexible framework to any VSP's ML initiative as they help identify the application of best practice. For maximum impact, the principles must work together. The principles are meant to be flexible to acknowledge the various differences between VSPs make-up and aims. They are also adaptable and can therefore apply to initiatives with various partners, but also to initiatives designed by VSPs themselves and at the point of interface with the user (i.e., on the platform itself).

Section 5 - Findings

The ERGA Action Group 3 on Media Literacy in 2021 has garnered interest from over 40 NRAs from 26 countries including a number of regional authorities (e.g., from Germany) and three non-EU countries. This very fact highlights the growing relevance of media literacy as an area of focus for them.

The work also aims to provide support for regulators working or engaging in ML by articulating a set of key principles which we believe help identify and qualify best practice when undertaking or assessing ML initiatives. In the context of additional duties provided by the revised AVMS Directive, the key principles detailed above provide a useful tool and framework for NRAs.

The key principles may also serve other purposes, such as framing the reporting commitments that VSPs have undertaken under the Disinformation Code of Practice, or indeed any other VSP activity in the field of ML.

Our findings can be briefly summarised as follows:

i.   The Role of NRAs

- The role of NRAs in ML is not consistently inscribed in national legal frameworks, nor is ML consistently provided in a national strategy or public policy in all Members States. To some extent, the revised AVMSD has (and will for those countries who have not transposed yet) provided some additional structure with regard to the role of NRAs in ML. However, greater cooperation within Member States and also across Europe would be helpful for NRAs, provide consistency and maximise opportunities for quality ML interventions.

- The survey completed by the Action Group members in April 2021 provided rich and valuable data, in the shape of best practice ML examples. These have all been listed in the appendix and aim to serve as a useful source for all NRAs or other institutions who want to set up ML initiatives.

- Another finding of the survey and subsequent feedback from the Action Group members indicate that a proposal to jointly develop concepts for ML activities that meet the mandate of NRAs in particular would be welcome. ERGA is of the view that enhanced cooperation and partnership with existing European networks such as the Commission's MLEG and EPRA's EMIL would add significant value.

- Evaluating ML initiatives remains one of the challenges for ML due to its complexity. Further common work is certainly required in this area, on the understanding that there are limits as to what can be evaluated when we talk about the lifelong development of skills.

ii.   VSPs and Media Literacy

- The survey showed that NRAs are only aware of a very limited number of ML initiatives led, implemented or supported by VSPs. The lack of clear and consistent channels of communication between VSPs and NRAs creates issues of transparency, visibility and understanding of VSPs' activities in this area. Consistent, transparent and quality information from VSPs about their ML initiatives can only enhance the reach of these.

- As already mentioned above on a number of occasions, the key principles should be applied to VSPs ML initiatives as they help identify the application of best practice.

- Furthermore, it should be understood that the principles must work together. This is because when combined, the key principles provide a best practice framework which is applicable to all media literacy activities - with partners, but also to initiatives designed by VSPs themselves and at the point of interface with the user.

- The Media Literacy Toolbox includes some concrete examples that aim to help VSPs to implement the ML key principles presented in this report. It must be noted that these examples are not exhaustive. Practical application of the key principles is highly likely to help improve users/citizens' experiences and will provide NRAs with better understanding and access to VSPs' ML initiatives.

- It has been suggested that a reporting template based on the key principles may assist VSPs in their reporting to NRAs. This can provide a consistent and structured feedback of the VSPs on their ML activities. This would also support the assessment of the appropriateness of the ML measures by NRAs as required by the AVMSD (Article 28b (5)). Further exploration of what such a template model might look like and what it might achieve may be of use.

Finally, the ERGA Action Group would like to issue a number of warm thanks to the following people for their assistance, engagement, constructive feedback, support and enthusiasm for our work:

- Our European Commission colleagues for their support and assistance, particularly with the development of the toolbox,
- Our ERGA Disinformation Sub-Group colleagues, for their early assistance and support,
- Our EPRA colleagues for their kind sharing of EPRA resources which are referenced earlier in this report and ongoing work in this area,
- Our colleagues from EDMO for exploring with us what best practice ML to address disinformation might look like,
- The members of Media Literacy Expert Group (MLEG) for their early and constructive feedback on our key principles,
- The Video-Sharing Platforms who engaged with us and provided useful insight and positive feedback on the key principles, particularly representatives from Facebook, Google, TikTok, Twitch and Twitter,
- All our colleagues who joined the Action Group for their continued engagement, support and feedback,
- Our Drafting Team, some of whom are also key members of the Disinformation Sub-Group, all of whom provided a wealth of expertise, experience and dedication.

Our sincere thanks to all.

Appendix 1 - Survey to NRAs - April 2021

This document is for reference only. To answer the survey questions, please click on the link provided in the email. Responses outside the Survey Monkey link will not be able to be counted.

Thank you for your understanding.

ERGA Survey on Media Literacy to identify best practice

Following on the EPRA *Survey on Media Literacy: Role of Regulators* (2017)

Please indicate your country/region

Section 1: National context

1. Are there any laws in your country/region that contain specific provisions on Media Literacy? Yes or No.

2. Is there a forum or a network in your country/region where Media Literacy stakeholders can share best practice or work together? If yes, can you give any detail (e.g., name, website, general information)?

   . Is there in your country/region another entity/agency/body, apart from the NRA, with legal or formal responsibility for Media Literacy?

   Yes or No

Section 2: Role of Regulators

1. Does your authority have any formal/legal responsibility in relation to Media Literacy?

   Yes or No

2. If yes, can you indicate which responsibility this implies (tick all that apply)

   - research,

   - initiatives,

   - funding,

   - reporting,

   - none of the above,

   - other (please detail)

3. Even if you don't have any legal or formal responsibility in the area, does your authority undertake Media Literacy initiatives?

    Yes or No

4. Please indicate whether your Media Literacy activities relate to the following groups in society (tick all that apply)

    - adults,

    - children and/or young people

    - minority groups

    - other (please specify).

5. Which of the following activities best describe your promotion of Media Literacy? Tick all that apply.

    - Leadership (e.g., developing and implementing media literacy policy)

    - Coordination (e.g., of a network or working group)

    - Provision of media literacy research

    - Provision of funding for media literacy projects (including research)

    - Delivery of projects in partnership with other stakeholders

    - Delivery of projects independently of other stakeholders

    - My authority does not carry out media literacy activities

    - Other please specify

6. Can you categorise the main theme (s) of Media Literacy initiatives that your NRA undertakes? Tick all that apply.

    - Promotion of media literacy

    - Citizen engagement and empowerment (including children and young people)

    - Prevention of terrorism/radicalisation

    - Hate speech

    - Disinformation and Misinformation

    - Protection of Minors

    - Advertising and commercial communications literacy

    - None of the above

    - Other: please specify.

7.   Does your authority allocate specific funding for Media Literacy-related activities? Yes or No

8.   If YES, can you indicate the percentage of your overall NRA budget in 2020 allocated to Media Literacy?

9.   Can you indicate what other resources does your authority dedicate to Media Literacy (tick all that apply)

- funding from EU sources

- funding from other sources

- staff

- Other (please specify)

- If your authority allocate staff, please indicate how many?

10.   Does your authority provide funding for Media Literacy-related activities to other organisations?

Yes or No

11.   If YES, please specify if the funding is regular (i.e., budgeted annually) or a once-off event.

- Regular

- Once off

- Not Applicable

12.   If YES, please specify e.g. how much money, to whom, and for which purpose?

Section 3: Media Literacy interventions

1.   Do you measure the success of Media Literacy initiatives?

Yes or No

2.   The ERGA Action Group has selected the following principles to help identify Media Literacy best practice: **Transparency** (meaning availability of data and information about a ML initiative**), Multi-Stakeholder aspect** (meaning working in partnership with other organisations to deliver ML), **Focus on the Citizen/user** (meaning taking the user's perspective into account in all ML activities), **Reach** (meaning the breadth and depth of a ML initiative, e.g. how many people it targets), **Localisation** (meaning access in local languages or formats) and **Evaluation** (meaning an assessment as to the value/impact of the ML initiative). Please rank the following

principles in the order which you think is most important for a successful Media Literacy project:

- Transparency

- Multi-Stakeholder aspect

- Focus on the user/citizen

- Reach

- Evaluation

- Localisation (i.e., access in local language/format etc)

3. Are there any other principles or essential ingredients for a successful Media Literacy project or activity that seem important to you?

   Yes or No

4. If yes, list these below.

5. Can you provide one example of a recent initiative, project or activity in the field of Media Literacy conducted by your authority OR in your country (by another organisation) that you would rate as best practice, as particularly outstanding and which could act as a reference for other countries. If so, please provide a short paragraph summarising the initiative and then outline how your example meets with the above principles. If the example meets more than one key principles, outline how it meets each relevant principle in the table below:

   Summary: (please provide a short summary of the best practice initiative you wish to share, 300 words max)

Key Principle	Please explain how your initiative met the following principles (100 words max for each principle which applies)
Transparency	
Multi-Stakeholder aspect	
Focus on the user/citizen	
Reach	
Evaluation	
Localisation	

6.   OPTIONAL QUESTION: if you wish to provide a second example of a best practice Media Literacy initiative conducted by your authority or in your country/region, please do so below. If not, please go to the next question.

7.   Can you provide one example of a recent Media Literacy initiative, project or activity conducted by a Video-Sharing Platform (VSP) that you would rate as best practice according to the principles below. If so, please provide a short paragraph summarising the initiative and then outline how this initiative from a VSP meets with the above principles. If the example meets more than one key principles, outline how it meets each relevant principle in the table below:

Summary: (please provide a short summary of the best practice initiative you wish to share, 300 words max)

Key Principle	Please explain how the VSP initiative met the following principles (100 words max for each principle which applies)
Transparency	
Multi-Stakeholder aspect	
Focus on the user/citizen	
Reach	
Evaluation	
Localisation	

Thank you for completing this questionnaire.

Appendix 2 - Best practice initiatives

	COUNTRY	BEST PRACTICE	SHORT DESCRIPTION	KEY PRINCIPLE	
1.	**Austria**	N/A	New law about communication platforms setting up certain requirements for service providers	**Transparency:**	Establishing an effective and transparent procedure for dealing with and processing reports on allegedly illegal content available on the communication platform
				Reach:	N/A
				Focus on user:	N/A
				Evaluation:	N/A
				Localisation:	N/A
				Multi-Stakeholder aspect:	N/A
2.	**Belgium**	**Questions vives** https://questionsvives.be	Quick elaboration of user-friendly educational material for secondary school teachers, in order to help them address with their students' topical issues that affect and move public opinion, in particular that of the youth generation.	**Transparency:**	Data and information are accessible for partners, public authorities and published online.
				Reach:	Targeting a specific group with a size and format suiting the needs. Well scaled to the objectives.
				Focus on user:	The format and language are fully suited to the specificities of its target groups; following an alert launched by a "watching group", the editorial pool produces and delivers (in 36 hours) a user-friendly educational material. This material is composed by 2 pedagogical sheets: - a short fact sheet: regarding the information we can collect (at the publishing time), what are the facts related to the incident or event highlighted". - a synthetic pedagogical sheet offering main helping questions and strategies to start a discussion and to go further if he needs to. The materials allow a quick educational response to topical issue for young people. It intends to build the critical thinking of youngsters, integrating media literacy and citizenship education, helping also to tackle disinformation.
				Evaluation:	As a recent project, no deep inside evaluation has been yet realized (but planned). The collection of data is ongoing.
				Localisation:	The material is produced in local language and in user friendly format. It is a reactive tool for teachers adapted to their needs, in direct relation with 12-18 yo young people.
				Multi-Stakeholder aspect:	The project is cross-sectorial, integrating NGOs, Public media service, citizenship organizations and media literacy experts. It has been developed by Annoncer la Couleur (the global citizenship education program of the Belgian Development Agency Enabel), in partnership with Amnesty International, RTBF (Public service media) and the Higher Council for Media Education (CSEM).
3.	**Belgium**	**Génération2020** https://www.generation2020.be/zoom-sur-le-projet/	Large-scale survey on the digital practices of children and adolescents, in particular to understand ow the young people of the 2020 generation navigate the web, what apps they use, what relationship they have to online information, or even to have an insight on	**Transparency:**	Data, methodology of the survey, analysis and information are publicly accessible and published online.
				Reach:	The data was collected from more than 2,000 primary and secondary school students (aged 6 to 18 years old) thanks to teachers who mobilized and submitted the survey questionnaire to their students. These statistical data were supplemented by individual interviews and group discussions. The interest of this survey is to launch it on a regular basis (every 3 years) and to extend it to adults.

				Focus on user:	The project provides the basis to deliver media literacy adapted to the actual uses and needs of young people. Its results will be of particular interest to teachers, parents, professionals and education professionals (including media education) who wish to better understand the uses that young people make of the web in order to be able to support and accompany them. The various subjects addressed in the survey provide many elements for reflection that can be seized by the professionals who wish to set up adapted media literacy initiatives (awareness campaigns, training, courses, educational tools etc.).
			how they manage their emotional life online.	Evaluation:	Publishing of results have been shared, evaluated and accompanied by experts, monitored by a scientific team. An extended qualitative survey has been launched to go deep inside the relationship between young people and news.
				Localisation:	The format and language are fully suited to the specificities of its target groups, and it is provided in local language.
				Multi-Stakeholder aspect:	# Generation2020 is a survey conducted jointly by CSEM and Media Animation as part of the European BBICO3 project (co-funded by the Connecting Europe Facility program of the European Union). It is the French-speaking equivalent of the "Apestaartjaren" survey via which Flanders has been surveying the uses and practices of young Dutch-speaking people since 2008.
4.	Bulgaria	N/A	CEM has not initiated ML activity for the moment.	Transparency:	N/A
				Reach:	N/A
				Focus on user:	N/A
				Evaluation:	N/A
				Localisation:	N/A
				Multi-Stakeholder aspect:	N/A
5.	Croatia	Media Literacy Days	7 days every spring to create a platform gathering numerous stakeholders to foster project development, production of educational materials, and to raise public awareness of the importance of media literacy. The Agency also produces educational materials in cooperation with local experts.	Transparency:	N/A
				Reach:	The reach of project is very good, we measure them in various ways. In terms of the educational material produced, they have been downloaded from our website more than 330 thousand times.
				Focus on user:	Educational materials and campaigns are produced regularly, with topics needed by citizens
				Evaluation:	N/A
				Localisation:	Foreign educational materials are regularly used and adapted. The principle of localization and use of quality foreign educational materials, which are adapted to Croatian needs, is being realized.
				Multi-Stakeholder aspect:	It is the cornerstone of the Media Literacy Days, for all projects are done in partnership. The collaboration is set pyramidally; at the top, the agreement formalizes the cooperation between the Agency and UNICEF, at the next level the two partners formalize the cooperation with more than a dozen higher education institutions, film centres and NGOs, while at the next level there is a voluntary project cooperation in which the Agency provides support to organizers. In 2019, a total of 218 institutions organized 273 different actions (conferences, lectures, panels, and prepare educational and promotional materials) in more than 90 cities.
6.	Estonia	Media Literacy for Gymnasium		Transparency:	Basically, there is no option of not-participating in this initiative for school pupils, as the school programme is compulsory.

			Reach:	The system targets all school pupils.	
			Focus on user:	The curriculum is adopted to the age of the children. There is a compulsory course (35h) on Media Literacy for Gymnasium (High School) pupils, also some optional subjects available.	
		Integration of Media Literacy within the national educational programme starting from Elementary School.	**Evaluation:**	Evaluation is made according to the same principles as in other school subjects.	
			Localisation:	It is done in the same language that is used for educational purposes at school (meaning Estonian language or Russian language in Russian schools).	
			Multi-Stakeholder aspect:	It often includes working with partners outside the school.	
7.	Finland	**Media Literacy Week** https://www.mediataitoviikko.fi/in-english/	**Transparency:**	KAVI shares all the work done by the partner organisations in several media channels and for all the registered educators. Most of the materials are available with open CC -licence.	
		National Audiovisual Institute coordinates and organises the week. It raises awareness of the importance of media literacy and informs our target groups what kind of resources they can access. Target groups are children, young people and adults through professional educators and other professionals.	**Reach:**	In 2021 the Media Literacy Week had 2200 registered professionals and the estimated reach through them is around 200 000 people all over Finland. In social media we reached over 3,9 million views during the Media literacy week.	
			Focus on user:	Communication with registered participants is in a key role.	
			Evaluation:	MLW is evaluated every year by the National Audiovisual Institute.	
			Localisation:	The event and the materials are in local official languages (Finnish and Swedish) and some of the materials are also available in some other languages.	
			Multi-Stakeholder aspect:	Annually 40 - 50 organisations partner with the National Audiovisual Institute to produce campaigns and learning materials.	
8.	Germany	**ZEBRA** https://www.fragzebra.de/	**Transparency:**	Already in the conception phase of ZEBRA, the project was presented several times in the media commission of the LFM NRW and discussed with various representatives of social groups and institutions. In this context, the objectives and the focus of the project were made transparent, also to the public. ZEBRA was launched in January 2021 with a public kick-off event in which its services, aims and partners were presented. In order to build up a network and create synergies between different Media Literacy projects, there is a close exchange with various actors in the field of ML and ML-related sectors.	
		Free of charge online helpline to which users can turn with individual questions about digital media.	**Reach:**	ZEBRA is a digital helpline for all users. Anyone can send their questions to ZEBRA and use the knowledge database. After the launch in January 2021, a comprehensive marketing campaign is planned to make the platform known to large parts of the population. In addition to classic press and marketing measures, the development of social media channels is planned, as well as a tool for embedding ZEBRA on other websites. At the start of ZEBRA, the focus will be on parents and families. Further on, it is also planned to specifically address other target groups.	
			Focus on user:	ZEBRA focuses on the target group of families and parents, but anyone interested can ask a question. ZEBRA´s main objective is taking the perspective of users into account: what is relevant for ZEBRA is which questions users have. Every enquiry is answered and, if necessary, referred to suitable initiatives or institutions. The user can decide whether he wants to take advantage of personal advice and address his individual question to the ZEBRA team, or whether he prefers to find the answer needed in the knowledge database. Contacting ZEBRA is designed to be low-threshold: users can submit their question in three steps and then receive their answer from the ZEBRA editorial team. Users usually receive the answer and specific assistance to their question within 24 hours. For this purpose, they receive a link by e-mail or SMS, through which they can retrieve the answer - personally, anonymously, and free of charge. In addition to the personal helpline, ZEBRA also provides answers in the	

					knowledge base of its website. The information is presented in short Q&A form and is therefore easy for users to understand. The knowledge database is constantly updated so that current media developments and trends are taken into account.
				Evaluation:	Since ZEBRA was launched in January 2021, no external evaluation is available yet. However, both the use of the website and the helpline is continuously analysed. Weekly updates show the number of questions received and the main topics requested. The figures collected are used to ongoing optimise the content, the marketing measures and also the workflow of ZEBRA. ZEBRA is thus continuously improved and expanded. After completion of the pilot phase, a larger-scale evaluation of the project is planned.
				Localisation:	The content is produced in local language.
				Multi-Stakeholder aspect:	ZEBRA has various partners at its side who also make their expertise available to users. The Landesanstalt für Medien (North Rhine-Westphalia) provides the online platform and coordinates the incoming questions. ZEBRA helps with knowledge and specific tips or refers users to professionally appropriate information or contact points. To achieve its objectives selected partners support ZEBRA's helpline with their expertise: - jugendschutz.net is the federal and state expert centre for the protection of minors on the internet. - JUUUPORT.de is a nationwide online helpline for young people who have problems online. - The EU-initiative klicksafe (as part of the Safer Internet Centre Germany) supports users to use the internet safe and competent. In addition, the Prime Minister and the Ministry for Schools and Education of North Rhine-Westphalia are partners. ZEBRA is under the patronage of the German UNESCO Commission.
9.		**JUUUPORT** https://www.juuuport.de/	Nationwide peer-to-peer online helpline for teenagers and young adults, who have problems and questions concerning the digital world such as cyberbullying, hate speech, internet fraud and data theft.	**Transparency:**	N/A
				Reach:	The PR and marketing concept of JUUUPORT provides for a combination of online and offline measures to make the project known to young users. The Juuuport Scouts are present at a large number of nationwide events throughout the year and have also expanded the number of their workshops at schools, especially online. In the last two years, the Instagram channel was set up to address young people. Especially through messenger counselling as a supplement to counselling via the website, JUUUPORT was able to double its advisory requests in 2020.

				Focus on user:	The objective of the project is to support young people in the context of digital media. What is relevant for JUUUPORT is what questions the young people have. The project is all about the needs of young people. Therefore, the content, the formats and also the channels used are completely tailored to the ways of use and the needs of young people. All JUUUPORT scouts complete a three-day training course. The trainings are carried out by adult experts in the fields of law, internet and online counselling together with experienced scouts. During the training, the scout candidates learn the most important basics for their consulting work on JUUUPORT.de. In addition to the peer-to-peer online counselling, JUUU-PORT has also other offers, which are free of charge, such as online seminars and educational materials for the target group. Moreover, the scouts also produce educational content for JUUUPORT's social media channels, which also addresses teenagers and young adults. JUUUPORT volunteers are aged between 16 and 26 from all over Germany. Young people have the opportunity to get help in two ways: on the one hand they can describe their individual problems using an anonymous contact form on the website. On the other hand, advice seekers can get a counselling via messenger, which is a low threshold offering for the target group aged from 14 to 24. The counselling is confidential and free of charge.
				Evaluation:	An external scientific evaluation of JUUUPORT was submitted in early 2020. Here, both the qualitative and the quantitative advisory performance of the project were analysed and recommendations for the further development and optimisation of the project were made.
				Localisation:	The support is provided in local language and by "scouts" knowledgeable of the cultural background with importance for youngsters.
				Multi-Stakeholder aspect:	JUUUPORT has a large network, which includes strong partners such as the EU project Klick-safe and the nationwide helplines Weisser Ring and Nummer gegen Kummer. https://www.juuuport.de/ueber-juuuport/wir-ueber-uns/kooperationspartner The peer-to-peer helpline was initiated by Media Authority of Lower Saxony (Niedersächsische Landesmedienanstalt) and has now been in existence for more than 11 years. The platform is supported by the non-profit association JUUUPORT e.g., whose members also include five other Federal Media Authorities. Further sponsors are the Techniker Krankenkasse, the NORDMETALL Foundation, the Stüllenberg Foundation and the Sparda Bank Foundation.
10.	Greece	**We invest in a safer future for our children** www.cyberkid.gov.gr/e_learning	Campaign composed of various targeted actions to protect youngsters online.	Transparency:	The campaign briefing was open to any viewer without subscription on the Cyber Crime Division YouTube channel and was also visioned by several primary school students as part of e-class. The floor was taken by speeches of officials representing Ministry of Education, Ministry of Civil Protection, Supreme Civil and Criminal Court, Organization "The Smile of the Child" and National Council for Radio and Television, Lilian Mitrou Professor at four Universities on information law and data protection law and member of NCRTV. A Q&A for students was also programmed for the end of the briefing. The TV message of the campaign as well as all messages from previous campaigns can be found on cyberkid.gov.gr website.
				Reach:	Parents and guardians of 4-10 years old children, 4-10 years old children.

				Focus on user:	The campaign is fostered by the Cyber Crime Division of the Greek Police and involves various actions such as the Facebook page:«CyberKid», the phone number for information and reports (11188), the YouTube channel: «Cyber Alert», and the «We invest in a safer future for our children» campaign consisting of 3 radio messages, 1 televised message, a fairy tale and a live streaming briefing celebrating the «Safer Internet Day» where the campaign was presented in detail.
				Evaluation:	N/A
				Localisation:	Easy and free access to everyone; the radio and television messages are broadcasted nation-wide and via YouTube. The fairy tale is free online (karmenrouggeri.gr/el/events/sifis), it can be printed (www.astynomia.gr/images/stories/2021/files21/O_SIFIS_KAI_O_PONTIKOS-2020_02_01.pdf) and/or downloaded (www.openbook.gr/o-sifis-o-pontikos-kai-to-diadik-tyo). On the same website there are easy tips on how to be safe online and psychological support which vary according to age (6-10 years old, 11-14 years old, 15-18 years old), tips and practical advice for parents and a digital playground with a plethora of authorized harmless digital games.
				Multi-Stakeholder aspect:	The campaign is a collaboration of Police, Ministry of Education, Ministry of Civil Protection, Ministry of Interior and experienced, loved actress. The fairy tale was written by («Internet and Sifis the mouse») written by Cyber Crime Division Experts in collaboration with Karmen Rouggeri a famous and loved actresses/story teller
11.	**Greece**	**Project Sophism**	Online seminars for journalists on the concepts, regulation and tools to fight against Hate Speech. It also intends to raise awareness of the general public on the challenges of online hate speech.	**Transparency:**	N/A
				Reach:	Although each group is small (approximate up to 50 participants) each of them can use the findings of the seminar in order to educate co-workers or incorporate them in texts, podcasts, reports, articles, videos for their viewers/readers/users. This way, the tools reach a much bigger crowd.
				Focus on user:	The project aims to support high quality journalism in Greece and Cyprus through the enhancement of the media literacy skills of students of journalism, junior journalists and citizen journalists (bloggers and social media influencers), improve media literacy and skills to identify and counter hate speech online, and to create anti-hate speech messages, consolidate the existing pool of data on hate speech online in Greece and Cyprus and create tools designed to target the particularities of online hate speech in the participating countries. The structure of the seminar encourages feedback. Speakers are academics and experienced journalists using discussion, examples, suggestions of the participants in order to organise future thematic seminars as accurate and up to date as possible.
				Evaluation:	N/A
				Localisation:	The seminars are organized in small groups according to similar backgrounds (journalists, undergraduate students of journalism and citizens who are professionally involved in social media). They last 2 days (4 hours totally) and are meant to familiarize participants with the various definitions, readings and approaches on Hate Speech via social media and give them the necessary legal as well as academic tools in order to identify and cope with Hate Speech online and/or offline.

				Multi-Stakeholder aspect:	The project is held by Centre for European Constitutional Law-Themistokles & Dimitris Tsatsos Foundation» in cooperation with «National &Kapodistrian University of Athens», «University of Nicosia» and «Greek National Commission for Human Rights».
					Afterwards, participants were encouraged to join a spin-off initiative; to enrich the informative portal «Alliance against Hate Speech» via articles, videos, reports against Hate Speech. The participants will work under an editorial team coordinated by professors and special laboratory teaching staff of the Department of Communication& Media studies of National &Kapodistrian University of Athens.
12.	Hungary	Media Closet https://buvosvolgy.hu/tudastar	Online platform offering free-of-charge teaching materials and educational resources for media teachers of public education.	Transparency:	All teaching materials and educational resources are available and freely downloadable from the webpage of Magic Valley Media Literacy Education Centres. The materials are not only shared on the website of the media literacy education centres but also in the Facebook group of the Media Closet, which includes media educators and teachers.
				Reach:	The Media Closet initiative primarily targets public education teachers of media and communication. The platform is part of the webpage of Magic Valley Media Education Centres and was created as a reaction to the coronavirus pandemic, when the educational centres needed to be closed as a result of the lockdown, which prevented the students and school groups from visiting the centres.
				Focus on user:	During the elaboration of educational materials, users' perspectives are taken into account. These root in experience from research conducted by the Digital Literacy Development Unit of the NMHH among children and their parents about their media use and media literacy as well as from discussions with media teachers being active in the Facebook group of the Media Closet.
				Evaluation:	Via the Facebook group, analytics of the shared contents are monitored (reach and share numbers, activity, etc.). Besides, feedback from the teachers/participants of the group is regularly asked in order to collect qualitative feedback on the impact of the shared materials.
				Localisation:	All materials are available in local language.
				Multi-Stakeholder aspect:	The materials are created by the educators of the media literacy education centres. Nevertheless, some resources were developed in cooperation with external stakeholders, such as an educational resource package on fake news and misinformation, created in cooperation with a Hungarian fact-checking site. In addition, the materials regularly promote other stakeholders' initiatives as well (e.g., materials created by Magyartanárok Egyesülete/The Association of Teachers of Hungarian Language and Literature).
13.	Hungary	Child on the net https://gyerekaneten.hu/	Webpage addressed for parents so as to become informed about their children's online world and understand their digital habits.	Transparency:	All articles and information on the webpage are freely available and public.
				Reach:	The gyerekaneten.hu webpage primarily targets Hungarian parents of children and teenagers, but the analytics show that the youngsters themselves regularly visit the page as well.
				Focus on user:	For the elaboration of the content of the webpage, insights are drawn from NMHH's national representative research on children's and parents' media use and media literacy as well as from discussions with media teachers being active in the Facebook group of the Media Closet. The page offers brief descriptions and interpretations of the main online platforms, phenomena, technology, activities, concepts, slang, and emojis.
				Evaluation:	The impact of the webpage is measured by analytics (reach, view, activities, page impression, etc.). In addition, the awareness of the webpage is also examined by the national children-parents research mentioned above.
				Localisation:	All information on the webpage is available in local language.

				Multi-Stakeholder aspect:	The articles of the page are developed partly in cooperation with independent experts on certain topics and reviewed by the young ambassadors of Hintalovon Children's Rights Foundation.
14.	Ireland	**Be Media Smart** https://www.bemediasmart.ie/	Public awareness campaign which ran on TV, radio, print and online.	Transparency:	All sponsors of the project were listed on the www.bemedia.smart.ie website
				Reach:	As it was broadcast on mainstream TV channels and promoted on the biggest social media platforms, the reach was very good. While data was hard to gather, it is estimated that it reached 1.6M Irish people (so about 1/3 of the population)
				Focus on user:	It was focussed on empowering the citizen to STOP, THINK and CHECK that the information they see, hear and read is reliable, while providing a set of tools to do so
				Evaluation:	Some elements were evaluated, others not. a general evaluation framework was not available, and it is something to work on
				Localisation:	The campaign assets were available in both English and Irish
				Multi-Stakeholder aspect:	Broadcasters, print media, online platforms, research companies, universities, civil society agencies all worked together and shared the assets across their various platforms It was best practice because it was funded and coordinated by the BAI, but a large number of key stakeholders provided resources and support for it, making it very visible to Irish people
15.	Latvia	N/A	N/A	Transparency:	We are planning to create a separate section in our website in order to collect all materials available in on one site.
				Reach:	When we are announcing tenders, we are taking into account research about citizens understanding concerning Media Literacy. Public service remit includes Media Literacy as one of the necessary content in it.
				Focus on user:	We need in-depth research in this area in order to be able to specify the target audience. We believe that this initiative is very important, but there are currently no resources available for in-depth research
				Evaluation:	Currently we have not done any research in this area, but we are planning to develop guidelines to evaluate the impact of Media Literacy activities.
				Localisation:	Tenders for creation Media Literacy content in electronic mass media was announced for content in Latvian. One of tender's conditions state the necessity to provide subtitles to the possible extent for people with disabilities, also the content must be shared on social media platforms to reach as much people as possible.
				Multi-Stakeholder aspect:	We are developing stakeholder network which was created by Ministry of Culture in 2017. We are planning an international conference in regard to Media Literacy in fall and in order to plan the conference we are contacting all possible partners and stakeholders in Latvia. We are planning to create Media Literacy action plan, which will state future activities concerning Media Literacy in Latvia by NEPLP.
16.	Poland	**Demagog** (association) https://demagog.org.pl/	The association has been IFCN member since 2019, but beyond being a fact-checker, it also runs targeted actions such as the Academy of Fact-Checking or the Demagogue podcast.	Transparency:	As the IFCN member the Demagog association is carefully respecting the rules of transparency. Projects are announced online and in some newspapers.
				Reach:	The planned reach in some cases is broad, but there's no data available on actual coverage
				Focus on user:	The projects are reaching different age groups and different regions
				Evaluation:	N/A

				Localisation:	Demagog runs awareness raising in various formats and channels. Amongst them, and besides the fact-checking academy and the Demagog podcast, we can outline: • The educational game Fajnie że wiesz (It's great that you know); • School of Digital Responsibility NGO (#SOCNGO) planned for 3 years addressed to NGOs with the goal of improving their functioning online • Science against the Pandemic is an initiative open to all organisations and institutions that want to promote reliable knowledge and education in selected communities, contributing to increasing the coverage of immunisation against SARS-CoV-2. • Facts in Public Debate – the project started in March 2021 and is planned for 18 months with the goal of reaching over 1 million people. With the focus on education, the organisation will conduct a nationwide educational campaign and workshops. Al the materials are developped in local language
				Multi-Stakeholder aspect:	The projects are carried out in cooperation not only with different NGOs, but also the European Parliament Representation in Poland, the American Embassy, Facebook and academia. Concerning the podcasts, for its second season experts, journalists, and fact-checkers were invited to participate, helping listeners understand the nature of disinformation. Moreover, the School of Digital responsibility is offered in cooperation with the Institute of Discourse and Dialogue.
17.	Portugal	**Sete Dias com os Media** http://www.7diascomosmedia.pt/	National media literacy week that since 2013 has been devoted to promoting media literacy by encouraging registering and sharing on its website projects to improve the relationship between citizens and the media.	**Transparency:**	After validation by the initiative promoting team, all registered initiatives and projects have their registration form, as well as materials disclosed by their authors shared on the page (properly contextualized in the edition in which they were promoted). Other resources that are produced are also disclosed. There was also a concern to create forms of clarification the rules / mode of operation in the initiative, as well as a concern to identify the involvement of partners that support the initiative.
				Reach:	In terms of reach it is particularly difficult to determinate the effective reach of this initiative, but there is evidence (namely in terms of projects and initiatives that have participated) that it has reached groups and people across the country (it has not been calculated exactly how many). Moreover, although it has been created as a national project, it must be stressed that it has already reached participants in other countries that has Portuguese as spoken Language, namely Brazil.
				Focus on user:	This initiative was created to be addressed to society in general, with people having the possibility to participate trough individual projects, as well as through group initiatives. Even so, since the beginning, greater adherence by schools has been evident, so it has been natural for this group to be evidenced in some of the support materials that appear systematically recommended on the initiative's website, namely the Media Education Reference and the Guide Learning with School Libraries. In the 2020 edition there was also a concern to make the resources produced more inclusive to encourage participation accessible to audiences with special needs.
				Evaluation:	There has been no formal assessment to measure the impact / value of the initiative. At the end of each edition there has been a meeting of partners in which a general assessment is made based on different aspects: registered initiatives (in terms of quantity, nature, and provenance), feedback / opinions shared with each of the different partners, but also through communication channels of the initiative; visibility of the initiative in the media.

#	Country	Initiative	Description	Criterion	Assessment
				Localisation:	As it is a national initiative all the information and resources are obviously available in Portuguese. However, as it has been stated, the last edition of the initiative GILM, counting with the free collaboration of an expert team, was able to deliver many accessibility resources in Portuguese Sign Language as well as subtitled in Portuguese.
				Multi-Stakeholder aspect:	This initiative has been promoted for eight years by a network of partners from central areas to the development of media literacy: education, media regulation, academy and research, security, the media themselves (see the specification of GILM members in answer to question 2). The breadth / diversity of agents involved has been a strong mark of this initiative, and it should be noted that it has been reinforced by the participation / involvement of partners external to GILM. Maybe this principle is one of those that most contribute to rate this media literacy initiative as outstanding. Special and diverse challenges were created to encourage participation, with emphasis on those that resulted from two partnerships: one with the newspaper "Público" (one of the leading national newspapers in Portugal) and with the Cenjor - Professional Training Center for Journalists. In addition, videos (https://www.youtube.com/channel/UCeueWIV5fmxG9046__QTgZw/videos) with messages from people from different sectors (some of them public figures with specific responsibilities in terms of public policies) were collected and shared with the goal to incentive promotion to a more informed use of the media, with particular focus on the issue of disinformation.
18.	Portugal	**Público na Escola** https://www.publico.pt/publico-na-escola	Conducted by the daily national newspaper "Público". Adapted to digital in 2019, its purposes are, amongst others, to contribute to a closer relationship between the news and the school, to publicize ongoing initiatives in schools in the field of media education to propose training tools for teachers and to foster the creation of school newspapers.	**Transparency:**	The project has digital existence inside "Público" newspaper website. There it can be found different type of information: about the project, its goals, target audience and partners; resources and proposals of activities to be developed by the students; about the National School Newspaper Competition (rules, prizes, judge composition, winners); news about events and project related to development of media literacy field.
				Reach:	The project share numbers related to the National School Newspaper Competition.
				Focus on user:	The project chooses teachers and students as the preferred audience, to whom it directs most of the content it produces, privileging their interests and needs, namely as reading citizens.
				Evaluation:	N/A
				Localisation:	The project develops and provides media literacy proposals of activities in Portuguese, considering the national context and using the newspaper contents as main resource.
				Multi-Stakeholder aspect:	This project involves a partnership that brings together "Público", the Ministry of Education and Belmiro de Azevedo Foundation. It is an example of a project with the purpose of promoting education for the media based on the experience of a leading newspaper that is concerned with articulating its media literacy project with the objectives of two of the pillar documents of school education in Portugal : National Strategy for Citizenship (cidadania.dge.mec.pt/sites/default/files/pdfs/national-strategy-citizenship-education.pdf) and Student's Profile by the End of Compulsory Schooling (https://cidadania.dge.mec.pt/sites/default/files/pdfs/students-profile.pdf.).
19.	Slovenia	**Časoris** https://casoris.si/category/english/		**Transparency:**	N/A
				Reach:	N/A

				Focus on user:	Časoris is online newspaper for children that is especially designed and written for young children – articles are presented in kids-friendly language and put in context, so children understand the news and current affairs and critically think about what they are reading. It is also available on social media (Facebook, Instagram, YouTube and Twitter). The articles are written by a group of professional writers, teachers and children, who are committed to Slovenian Journalists' Code and professional journalistic standards. Časoris is primarily online news platform for children, but it also organizes workshops to help children learn how spot fake news, how to discern fact from opinion, and how to create media, news stories or videos.
			Online children's newspaper that publishes current, credible news from Slovenia and the world, as well as information about sports and cultural events and scientific discoveries.	Evaluation:	N/A
				Localisation:	Časoris is Slovenian project in local language (also providing some content in English) covering various news relevant for Slovenian children and giving space to children to tell their own stories.
				Multi-Stakeholder aspect:	N/A
20.	Slovak Republic	EDUMEDIATEST https://edumediatest.eu/	Development and implementation of an interactive evaluation and training tools concerning the media competence -and their awareness of it- amongst high school pupils	Transparency:	The project aims to provide an interactive tool for teachers all across Europe. The methodology and all other relevant information are publicly available and partners involved in the project have also published press releases informing the public of the aims of the project.
				Reach:	N/A
				Focus on user:	EduMediaTest: EduMediaTest allows students between 14-18 years to test their knowledge and abilities to identify disinformation, detect hidden interests in sources, spot stereotypes, behave responsibly when it comes to copyright, etc. EduMediaTest is meant to evaluate and improve media education for European pupils aged 14 to 18 thanks to the partially funding received from the European Commission under the Media Literacy for All programme.
				Evaluation:	N/A
				Localisation:	The questionnaire and all the related materials are being translated into local languages and content is transposed into local context - local legislation and other relevant context.
				Multi-Stakeholder aspect:	Seven countries are involved in the project - apart from the media regulatory authorities there are also academic institutions involved. On the national level then, specifically in Slovakia, cooperation with third sector organisations is involved as well for the purpose of more effective dissemination of information to schools, teachers and other relevant ML actors in general.
21.	Spain	EDUMEDIATEST https://edumediatest.eu/		Transparency:	The EDUMEDIATEST is a 12-month Project that started on the 01.09.2020 and it is going to finish on the 31.08.2021. On the 01.09.2021 the EDUMEDIATEST tool has to be available globally. The Project had to pass the filter of the European Commission experts in order to get the funding requested. The CAC coordinates the Project. Just now the interim report with the relevant data of the first 6 months of the implementation of the project has been sent to the European Commission. At the end of the Project a fully comprehensive report will be sent to the European Commission.
				Reach:	High-school students (14-18 years old), teachers, educators.
				Focus on user:	There are two testing phases before delivering the Project to the European Commission with real students and teachers in order to make the most of the online questionnaire and shape it to improve the usability and comfortability for the people taking it. Hosted on an open access website, the program is designed for teachers to use it to evaluate their pupils as part of

				their classroom activities. This first phase of the EduMediaTest project is an online evaluation of media skills among pupils aged 14 to 18, while the second will focus on creating interactive teaching materials to rectify any shortcomings found.	
				Evaluation:	The EDUMEDIATEST is tested twice: pre-pilot and pilot phases. In the Pre-pilot test phase (February to March 2021) every partner organized tests with several group of students to see the usability of the tool and the comprehension of the different questions of the questionnaire. The results are analysed by the academic experts to improve the tool for the pilot test in which every partner will have to test it with larger groups of students (the desirable would be 1000 students/partner). The results will be evaluated before delivering the project to the European Commission and make it accessible to all.
				Localisation:	Catalonia (Spain), France, Ireland, Croatia, Greece, Portugal and Slovakia. The EduMediaTest is available online in ten languages: Catalan, Spanish, German, English, French, Gaelic, Portuguese, Greek, Slovak and Croatian.
				Multi-Stakeholder aspect:	The Catalan Audiovisual Council coordinates a consortium of 8 partners -counting the CAC. These partners, besides the Catalan Audiovisual Council are the following: 1. Pompeu Fabra University (UPF). 2. Agencija za elektronicke medije (AEM) from Croatia. 3. Rada pre vysielanie a retransmissiu (CBR) from Slovakia. 4. Conseil Supérieur de l'Audiovisuel (CSA) from France. 5. Entidade Reguladora para a Comunicação Social (ERC) from Portugal. 6. National Centre of Audiovisual Media & Communication (EKOME) from Greece. 7. Webwise (PDST) managed by the Dublin West Education Centre from Ireland. Audiovisual media regulators and public institutions in seven European countries have developed this interactive tool,
22.	**Spain**	**PASA DEL BULO** https://www.consejoaudiovisualdeandalucia.es/actividad/actualidad/videos/2020/10/pasadelbulo-y-navega-seguro-campana-de-television-para-proteger	Public awareness raising campaign entitled #PasadelBulo, y navega seguro (#IgnoretheHoax, and surf safe), consistent on a decalogue with tips to protect minors from the growing dissemination of fake news on the Internet.	**Transparency:**	This campaign is available on Internet and also on television
				Reach:	Andalusia (Spain)
				Focus on user:	The aim of these ten tips is to help adults with minors in their care to deal with misinformation and manipulation.
				Evaluation:	The success of the campaign is based on this collaboration with Multi-Stakeholders, because they have notably increased the diffusion of our campaign; that is why we encourage ERGA to launch initiatives following this methodology.
				Localisation:	Andalusia (Spain). The action has been performed in local language.
				Multi-Stakeholder aspect:	The Andalusia Audiovisual Council (CAA) coordinates this initiative. The spot has been broadcasted on several local and regional channels as: TVE Andalucía, Canal Sur TV, Andalucía TV, 7TV Andalucía, Onda Cádiz, Sevilla FC TV, Betis TV and other local channels in Andalusia, integrated in ACUTEL. As well as on the screens of the Seville, Malaga and Granada subways, and Seville and Malaga's urban buses.
23.	**Sweden**	**Knowledge dissemination platform**	Platform for the disseminating of knowledge and information about Media Literacy.	**Transparency:**	N/A
				Reach:	N/A
				Focus on user:	N/A
				Evaluation:	N/A
				Localisation:	N/A
				Multi-Stakeholder aspect:	N/A

24.	The Netherlands	The digital balance website https://www.weekvandemedi-awijsheid.nl/over-de-campagne/	The purpose of this website is to create awareness about people their own media use. It encompasses a self-test assessing the users' level of satisfaction with their media behaviour.	Transparency:	The research results of the digital balance amongst young adults are published on the Media Literacy Week 2020 website. The website was launched during Media Literacy Week 2020. Media Literacy Week is an annual public campaign and an initiative of Network Media Literacy. During the Media Literacy Week (6 to 13 November 2020) people were provided with information on how to use (online) media in a healthy way. Media Literacy Week 2021 is already planned also in November this year. Website: https://www.weekvandemediawijs-heid.nl/
				Reach:	The annual awareness campaign (Media Literacy Week) extends the reach. The reach will only grow each.
				Focus on user:	This initiative has a strong focus on the user/citizen, since the user is part of the research. But it's not only a research subject. It creates awareness on mental, social and physical health combined with media behaviour while making the test and also during the campaign. The model provides insights into time management to remain physically, mentally and socially healthy, both with and without media.
				Evaluation:	The results of the research provide an evaluation of what kind of effect ML has on young adults.
				Localisation:	N/A
				Multi-Stakeholder aspect:	This is a very clear example of different stakeholders working together and covering different aspects of the initiative. Netwerk Mediawijsheid (the network organisation) covers the awareness and reach, whereas Trimbos institute covers the research and evaluation aspect of the initiative. The testing model was developed in collaboration with scientists from the Trimbos Institute. This theoretical foundation ensures that the model can be used as a scientific instrument, and in the future will be used for the development of educational programs and more.
25.	The Netherlands	Mediamatties initiative https://www.mediamatties.nl/	Quiz for parents and children so as to start the conversation about media literacy and media use.	Transparency:	N/A
				Reach:	VodafoneZiggo has included Mediamatties on their website and create awareness amongst their customers to the tool via social media, as well as in partner newsletters. In addition to the general press and partner strategy, they also play an important role in reaching the general public. The 'Alliante Digitaal Samenleven' supports the campaign and from the Number 5 foundation Princess Laurentien is involved in this project as a spokesperson/advocate. During the launch, for example, she sat in on a popular Dutch talk show 'Koffietijd' to talk about the importance of talking to your child about media literacy and promoted Mediamatties.
				Focus on user:	While the focus is on young children and their relatives, the conduction of the quiz can be suggested by the school (where children are taught media literacy) but is performed at home. The supporting research was done on children (age: 7-12 years old). When parents get closer to their children's experiences, they can empathize with their child and support their child in having (safe) experiences with media. In addition, there is also a role for children to educate their parents on media behaviour and use (and digital skills).
				Evaluation:	The Media Use Monitor 7 - 12 years concerns a survey among parents with young children (age: 7 to 12 year). The purpose of the study is to provide insight into how children interact with and use various media (devices) and how parents support them in this. The study was conducted among 1,004 parents of children of this age group. The online survey took place between December 2020 and January 2021 during the pandemic.
				Localisation:	N/A

				Multi-Stakeholder aspect:	Also, this initiative is a great example of different stakeholders working together and covering different aspects of the initiative. Netwerk Mediawijsheid (the network organisation) covers the development of the tool and the research, whereas the Telecom provider VodafoneZiggo and 'Alliante Digitaal Samenleven' cover the awareness and reach of the initiative.
26.	**Norway**	N/A https://www.medietilsynet.no/barn-og-medier/deepfakes/ .	Teaching programme on deep fakes in the frame of media literacy education.	Transparency:	Free use for all on the web site.
				Reach:	This teaching programme for pupils in middle and high school is practical to increase media literacy of the phenomenon of deepfakes.
				Focus on user:	Young people
				Evaluation:	N/A
				Localisation:	The programme contains several films and tasks.
				Multi-Stakeholder aspect:	NRA in cooperation with Fact check service
27.	**Republic of North Macedonia**	**Media Literacy Days** https://www.youtube.com/channel/UC4cev8Ldtyss8tGZmPZ0zwQ/videos	Series of events planned and executed by the Media Literacy Network to foster Media Literacy to society at large.	Transparency:	Information on Media Literacy Days (MLD) is shared on MLN website, MLN FB page, MLN YouTube channel, shared by the MLN members on their web sites, FB pages etc. videos are aired on TV stations, on TV screens in busses, there are radio spots Google and YouTube ads. The MLD 2020 had multitude of events dedicated to fighting the infodemic in general (not just Covig-19 related) the program can be accessed on https://mediumskapismenost.mk/media-literacy-days-2020/. They were organized by nine members, online (due to Covid-19 pandemic), announced through three sets of videos (the meaning of the Network, the importance of each of the topics for advancing media literacy, and short videos from the events (all accessible on the YouTube channel). Invitations and links for the events were also sent via e-mail by all the organizers.
				Reach:	The agency that realizes the campaign for popularization/reporting on MLD, at the end sends a report describing which audience was reached by which means. The events had fair share of audience. The MLD is seen as a good platform to cooperate, share knowledge, experience, disseminate data, raise awareness.
				Focus on user:	An agreement is forged who is going to address which target group, or if there are more events directed at the same audience – who will take which approach/topic so there will be no overlapping.
				Evaluation:	We haven't had a chance yet to measure this principle
				Localisation:	Whenever possible a simultaneous translation is provided for the events in Albanian (since this is the biggest minority ethnic group in RN Macedonia) as well as in English. Also, the videos and all the materials for the campaign are translated into Albanian and English
				Multi-Stakeholder aspect:	Each year in May/June an invitation is shared with Media Literacy Network members announcing that the MLD will be held. The interested members have meetings and decide on the general topic and the dates for the event and then give propositions for the event(s) each would organize concerning topic, target audience, means/venue of organization. Cooperation is forged between members where/when possible (organizing joint events, having representatives of one organization as panellists at another organization event, sharing research or data that one organization might have and are relevant for another organization event etc.)
28.	**Turkey**	**Students visits**	Students visits to RTÜK (NRA) for Media Literacy dissemination during the "European Media Literacy Week"	Transparency:	N/A
				Reach:	Within the scope of all these activities, we aimed to reach approximately 1000 students and increase the awareness of Media Literacy. The visits started in March 2019 and continued all

					year long. We also visited schools and libraries and we gave information about Media Literacy.
				Focus on user:	During these visits, presentations about RTÜK and media literacy were made by the experts and assistant experts of the Supreme Council to the students, and the information on the subject was reinforced with applications such as riddles - puzzles - coding - questionnaires.
				Evaluation:	N/A
				Localisation:	Brochures on Media Literacy were distributed to students during these visits.
				Multi-Stakeholder aspect:	N/A