

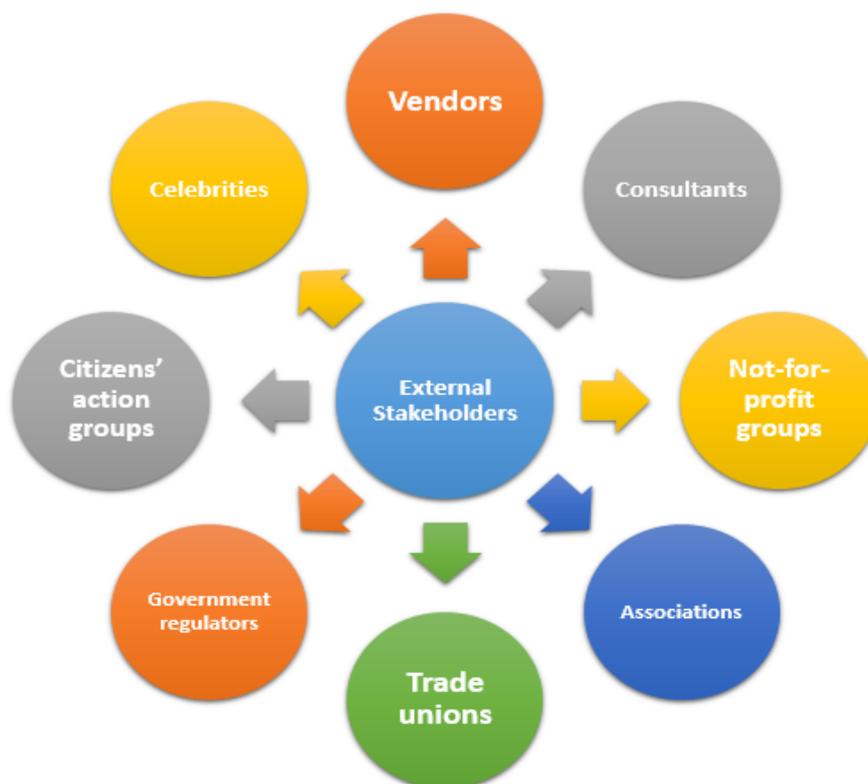
Guidelines for involvement of the stakeholders

INTRODUCTION

The guidelines are intended as an easy-to-use document to support organizations in engaging stakeholders at various levels – local, regional, national – taking into consideration the specificities of the communities they belong to and being sure to adopt an inclusive approach. The importance of not letting behind groups at risk of social exclusion and living in disadvantaged conditions has guided the work of the authors and the implementation of the IN-EDU project as a whole.

Specifically, within the IN-EDU project the Guidelines target all the Partners in order to support their work in effectively activate key Stakeholders who can positively influence the Civic Hackathon implementation, which represents the most challenging project activity both in terms of organisation efforts and expected numbers of people engaged.

First we also need to clearly define who the stakeholders are: persons or groups who are directly or indirectly affected by a project, as well as those who may have interests in a project and/or the ability to influence its outcome, either positively or negatively. Below a sample of usual representation of key stakeholders.



Depending on the specificities of the project goals and activities and its expected results and impacts, stakeholders may include a variety of subjects, such as:

- locally affected communities or individuals and their formal and informal representatives;
- formal and informal networks at both local, National and international level
- national or local government authorities;
- politicians;
- religious leaders;
- civil society organizations and groups with special interests;
- educational institutions, including the academic community;
- public and private companies and other businesses;
- trade unions;
- parents and other citizens in general.

In the case of the IN-EDU project, the whole process of stakeholders' selection has moved from the results of a need analysis conducted with teachers, students and parents with the aim of mapping their competences and understanding of media literacy and critical thinking. Emerged priorities and trends have informed the type of organizations, professionals and institutions chosen and contacted. The results of the survey conducted are available in Annex 1.

Stakeholder engagement and stakeholder management are arguably the most important ingredients for successful project delivery and its sustainability beyond its end. How to ensure this is a critical factor and specifically how IN-EDU Partners can ensure that the outputs and benefits that the project delivers effectively respond to stakeholders needs and expectations? People will only respond if they are engaged. Thus, "stakeholder management" implies that partners have power and competences to make stakeholders to respond positively to the project, although frequently they do not have formal power of authority and therefore have to rely on stakeholders' engagement to achieve the project objectives.

In the light of the above said, the following pages details the specific contents of the Guidelines, structured into:

- key components of the stakeholder engagement;
- critical success factors;
- main rules to follow.

After these pages a chapter dedicated to the specific approach adopted by each partner and the related stakeholders engaged in each country is meant to showcase how the Guidelines have been implemented according to different contexts, practices in place and expectations.

At the end the conclusions with some final remarks to immediately dive the reader into practical advices and useful resources.

Key components of the stakeholder engagement

The following key components are meant to start defining a kind of roadmap to follow with the aim to succeed in stakeholders' engagement, taking into account the difficulties above mentioned. In the forward chapters more practical advices and concrete suggestions are provided on how to put these components into practice, which are:

- stakeholder identification and analysis;
- management functions and planning;
- information disclosure;
- stakeholder consultation;
- negotiation and partnership;
- stakeholder feedback in project monitoring and reporting.

➤ *Stakeholder identification and analysis*

Since the project designing phase, stakeholders' involvement should be adequately studied and planned, through a genuine process of mapping and analysis. This can also include their possible contribution on specific aspects of the project proposal, according to the level of connections that the project managers have with them. It could be useful to this aim to activate a brainstorming among internal staff and other experts, also as external, to start reasoning about possible stakeholders to involve, starting from personal and successful professional relationships. Then at the very beginning of the implementation of the project, make sure to invest time in identifying and prioritizing stakeholders and assessing their interest and concerns.

It is not important to identify only who the stakeholders are, but also to identify what are the goals for engaging them. As already mentioned in the introduction, stakeholders may be individuals, groups or whole organizations. The more widely the net is at this stage, the more robust plans will be. Also think about how you need to influence each stakeholder in order to achieve the results you want.

The more you understand about each stakeholder, the more effectively you can engage with them and influence them. It is likely that you will have limitations on your time and resources, which is why you need to prioritise your interactions with them and allocate your resources accordingly. So take time to understand just whom you have available to support you in the engagement process, and what skills and approaches they can bring to bear.

➤ *Management functions and planning*

On many projects the actual function of managing the project is not explicitly identified within the work breakdown structure and therefore to an even lesser extent the activity of engaging and managing stakeholders. Even on some large projects, stakeholder engagement plans do not exist in any form, apart from the intuitive approach in the heads of the project leaders. So instead of a ‘make it up as we go along’ approach, there is increasing recognition that this element needs to be planned and resourced very carefully and deliberately. It also needs to be done with some flexibility, given the unpredictable nature of the subject matter – i.e. people. Encouraging a more deliberate and rigorous approach to stakeholder engagement across an organisation is actually more likely to come from project managers leading by example, showing their peers that the careful planning and investment of time in stakeholder engagement activities has significant payoff.

As a structure to refer to in planning and managing stakeholders’ engagement, in the annexes you can find a useful table appropriately designed for the IN-EDU project. It support professionals in charge of stakeholders’ management, since the planning phase, on how to map and register them, collect relevant data about them, monitor the process of involvement/engagement, fix and describe milestones and activities through which their engagement is ensured. (See Annex 1)

➤ *Information disclosure*

The following step is to draw up a campaign plan for engaging and communicating with your stakeholders. This involves setting out the messages you will give, the approaches you will take, who tackles each assignment and when, and how you will gauge and handle the feedback you get.

Communicate information to stakeholders early in the decision-making process, in ways that are meaningful and accessible, and continue this communication throughout the project cycle. In a project context we all know that people are different, but often ignore this when focused on delivery. Before aiming to engage and influence it is crucial to first seek to understand – by considering how the person may be different from you and listen to what they have to say.

Furthermore, everyone has communication media preferences, whether it be email, office phone, mobile, text, social media, etc., but we tend to use our own preferred method as opposed to those of the recipients. Since one of the main aims in involving “external to the project people” is to convince them about their interest in project’s activities and outputs, it is not only important what we communicate, but also what they have understood about the project. So instead of just assuming that intended recipients have read or heard (and understood) your message, check how they have

understood the information sent. They are thought to become our project promoters. Are they able enough to tell the others what our project is for?

Executive-level, high impact/influence stakeholders may require lots of personal contact whereas stakeholders that just need to be informed might be communicated with via e-mail updates. Managers need to balance each stakeholder's communication style with their level of influence. This ensures managers don't spend too much time communicating with low-influence/low-interest stakeholders, while leaving key stakeholders in the dark.

➤ *Stakeholder consultation*

Plan out each consultation process, consult inclusively, document the process and communicate follow-up (also through the table mentioned in the previous chapter). Obtaining stakeholder's feedback on analysis, alternatives and/or decision. It involves acknowledging concerns and providing feedback on how stakeholder input has influenced certain decision.

Consulting with stakeholders should not only provide useful information and ideas, but, also, the act of asking people for their advice and how they feel, etc., is usually an effective method for gaining their support. Stakeholders, even those that stand to gain from the change, will often oppose a project simply because they were not consulted.

While consultation in the early phases of any project is crucial for identifying all the stakeholders, so too is ongoing consultation in order to keep a check on stakeholders' feelings and reactions. Accordingly, stakeholder consultation and the development of corresponding stakeholder analyses should also be ongoing.

➤ *Negotiation and partnership*

For controversial and complex issues enter into good faith negotiations that satisfy the interests of all parties. It is helpful to add value to impact mitigation or project benefits by forming strategic partnerships. Also, in order for the stakeholders to feel included, it is important to work with them as a partner on each aspect of the decision, including the development. The right approach to avoid unnecessary conflicts is to refer to the win-win approach, that is meant to changing the potential conflict from adversarial attack and defence, to co-operation. It is a powerful shift of attitude that alters the whole course of communication and interpersonal relationships. At the basis of the approach and the relationship with the stakeholders needed there is the jointly accepted principle that both the parties want to gain something from their engagement. Where both people win, both are tied to the solution. They feel committed to the project because it actually suits them.

Moreover, if relevant and depending on the project specificities, also in terms of its overall management and administrative issues, it could be useful to establish accessible and responsive means for stakeholders to raise concerns and grievances about the project throughout its life.

➤ *Stakeholder feedback in project monitoring and reporting*

Following the approach above mentioned and so considering stakeholders as partners or potential ones, their contribution with feedback and specific remarks on both the process of project implementation and the activities and results, it is not only a key component of their involvement, but also an important source of knowledge and learning. No one is better than an interested party, who is not involved in designing and implementing the project activities, but genuinely interested in the project results and impact (that are assumed directly affect him/her/them) to ask for feedback and improvements. With this key component project managers have the great opportunity to learn and improve their competences and capacities to manage project, by just listening to stakeholders' feedback and comments.

Involve directly affected stakeholders in monitoring project impacts, mitigation and benefits, and involve external monitors where they can enhance transparency and credibility.

Report back to stakeholders on performance, both those consulted and those with more general interests in the project. Also, when reporting back to the stakeholders, it empowers them and capacitates them through involvement and collaboration so they are able to make informed decisions and take responsibility for final decision-making. It is also a way to regularly keep in touch and follow-up with them, once again according to a win-win situation: on one side you need feedback and data for the project monitoring; on the other, stakeholders are interested in giving feedback which can improve the results they are affected by and, in the meantime, their capacities and skills.

Critical success factors

In this chapter we would like to briefly remark and synthesise in 5 success factors to follow, the key components described above, with the aim to facilitate their adoption. The rationale behind these critical success factors is the promotion of stakeholders' engagement as a relevant activity to be done, especially in each challenging project, also starting from scratch. This means that, although as always, specific competences are required to better perform in stakeholders' involvement, following these practical steps it is possible to succeed in their involvement and set up a reliable plan, also being not experienced. It is meant to be the core of the Guidelines that everybody can follow and adapt according to their specific project's aims and activities.

1) Start from personal relationships

When starting the process of stakeholders identification it is recommended to start from your personal networks and relationships, to take advantage of "privileged" relations in terms of both easiness to reach out to desired persons and the intrinsic quality of the relation itself. Regularly communicate to these privileged contacts and update them about your professional activities and commitments is a way to feed the professional friendship and at the same time to inform them about the project and search together for possible common advantages in being involved. These contacts will be also easily reachable through the different social networks, considering that they will be surely already included among our "selected" friends and networks.

Take part to events and meetings where you know that your old contacts will be present, even though these occasions seem to be not strictly related to your business. This could be more useful at the beginning of your project stakeholders identification, when you necessarily need to invest more efforts and energies.

2) Systematically map people, organisations, key policy actors

After having thought about possible useful contacts as key stakeholders it is necessary to make it a regular and systematic activity to avoid wasting important information and updates. This can include also to share information and contacts among the staff involved in the activity, making it a common asset to be exploited for the project sustainability and beyond its duration.

The information needed can be regrouped under the following items: personal data of the stakeholder and the profile as individual or organisation; level of predisposition and involvement to cooperate in the project implementation;

motivation of stakeholders engagement and related eventual issues; activities and milestones in which the stakeholder should be involved and due time.

The mapping activity should be start at the beginning of the stakeholder management activity (so as described in the key components since the first phase of the project designing) and regularly updated and integrated accordingly to the progression of the relationships and networking.

3) Collect and appropriately store information

All the information regarding the project stakeholders should be update and stored in an adequate database. The table provided (see Annex 2) is to be considered as a sample of a functional informative tool which mainly support you in identifying the information needed and how to analyse them in a fast and enough reliable way. Being an excel sheet could serve also as a database, although of course better and more detailed software are available for this purpose. The table is of course referred to IN-EDU project and for this reason it includes some specific items (i.e. potential relationships between stakeholders and vulnerable groups, being these ones specific project target groups).

It is worth to consider that this structured approach and the table provided are much effective especially at the beginning of the mapping process, to acquire the right competences to perform a successful stakeholders mapping; while more experienced professionals tend to skip it, considering the time-consuming activity. Nowadays indeed specific and on-purpose data availability in a database so fed, are invaluable resources that represent a significant asset for many companies and a concrete added-value to their decision-making process.

4) Focus on real useful contacts, by reducing their number

Independently from the tool used to collect and analyse the data available about stakeholders mapping, it is also important to adopt an approach aimed at gradually focusing on those that concretely add value to our project activities and results. This implies that stakeholders management requires on one side to collect detailed information as suggested at point 2); on the other side, by periodically analysing the information and data collected, to select those stakeholders who are effectively a positive resource for the project implementation with reference to various factors. In general some of the more pertinent factors you should consider are: reliability, in terms of both the

quality of the support provided and punctuality; grade of commitment and active involvement, also in term of pro-activism; capacity to support and sustain project's results and impacts beyond its duration; grade of advocacy at local, National, European level; quality of feedbacks provided, in terms of both positive remarks and constructive criticism. It could be also the case that, in coherence with project specificities and expected results, some other factors should be taken into account, such as: capacity to further disseminate and promote projects results, through diverse media; capacity to involve and reach out to specific target groups, etc..

As it clearly emerges from the approach above detailed, by adopting the reported criteria of analysis and selection it is helpful to being focused on what is truly needed by the stakeholders engagement, for the best project results.

5) Select and take part in appropriate networks

One more relevant success factor is the activation of stakeholders through the participation in already established networks. Usually networks are more structured group of individuals, professionals, business persons, citizens that are united for a common purpose and/or on the basis of common area of work and/or of activism who benefit from being part of a bigger entity with more power and acknowledgments.

Getting in contact with relevant and appropriate networks is useful itself as a more structured dissemination platform for spreading project activities and results, as well as to start building "privileged" relationships with key stakeholders who can be more easily engaged in the project activities. It makes easier also the application of the win-win situation, because:

- networks have usually a clear purpose of building focused relationships and reinforcing stakeholders involvement;
- usually persons (and/or organisations) who are members of a network are already accustomed with this practice and react faster towards opportunities and proposals of stakeholders engagement.

Do not forget to:

- **Use the GIVE-GIVE-GET approach**

Always develop a clear picture of what you are bringing to the relationship with stakeholders and what they can obtain by you. Then as a communication approach start from what you can give them; how you can help them in achieving their goals. This means that before asking for obtaining “something” from the stakeholders, it is useful to clearly communicate what you can bring to the stakeholders, in terms of knowledge, relationships, networking, competences and skills, opportunities, potentialities.

- **Regularly follow-up**

Stakeholders engagement is nurtured by positive relationships, which generally require time, continuity in communication exchange, periodic updates. To be sure that stakeholders are continuously engaged and updated on project development and results, it is important to regularly follow-up with them, through different channels, including social networks, relations with third persons, informal messages, if appropriate. Set up a communication schedule so to stay engaged with stakeholders throughout the project. Facilitate stakeholder communication on a recurring basis—it is NOT a one-off task to be done at the beginning and end of a project. Create greater familiarity with your most important stakeholders, by meeting them often and staying in touch between meetings. Become more similar to your stakeholders by learning more about them and emphasizing what you have in common.

- **Pursue WIN-WIN situation**

In practice the definition of win-win is a situation or outcome where everyone comes away happy. Whereas it is easy to think and carry out win-win situation in daily life, it is more complicated and affected by various factors, in the case of business and professional contexts. In this case it is important to clearly know the expectations and interests of the stakeholders that you want to involve, in order to interacting with them accordingly considering how to better satisfy their needs. It is more about a different mindset to apply as a communication style with expected to be involved stakeholders, after having formally mapped them, clearly learnt about their needs, expectations, interests and having planned appropriate actions. It requires to think about what can satisfy both the parties, avoiding to prioritize your needs and benefits whilst considering the needs of all the parties involved.

Involvement of stakeholders in practice: partners' experience at local and national level

The Italian partners **FORMA.Azione srl** and **ITET Capitini** have focused their efforts in defining 7 different categories of stakeholders, starting from the following factors:

- current national and local context with regard to digital skills development and related citizens' needs;
- both partners previous experience in media literacy and critical thinking training and awareness raising programmes;
- projects already implemented directly and indirectly by both the partners, involving different target groups and/or carrying out different kind of activities.

Thus, the main aim of this approach in stakeholders' mapping is to guarantee the follow up of previous projects as well as to maximise the social impact of the IN EDU Engagement programme:

- Community: non-formal network working at the community level (e.g. school, town district, Parents Association, youth centre, ...) composed by people of different age and background, spontaneously united in the name of common principles and objectives. People inside the community can share common experiences and practices to boost their action toward a specific target group: ANIMATORI DIGITALI DELL'UMBRIA, WEB GENITORI
- Experts: researchers/academic bodies, influencer, project manager, journalists with a renowned reputation on the field due to their experience or scientific approach. Experts are able to maximise the social impact of the action and extend collaborations and connection beyond the project. PROF ZICCARDI, International Journalism Festival, Prof. Gabriella Klein, Andrea Iannuzzi – La Repubblica Scuola.
- Foundations: private organizations generally linked to banks or corporations/big company founded with the aim of support actions and projects with a high social impact. Foundations may represent a resource in terms of networking with actors at local/national level, financial support to specific ideas, recruitment of private sponsors, follow up at local level: FONDAZIONE CASSA DI RISPARMIO, FONDAZIONE GOLINELLI
- CSO/NGO associations/organizations formally established, working at the local level (CSO) or external the EU borders (NGO), especially with socially marginalized groups. Centro Studi Città di Foligno - #SHU2018 (Social Hackathon Umbria), Parole O-stili, Informatici senza frontiere.
- Public Authorities: government bodies at local/regional level (and possibly at national level) responsible for the implementation of policies and measure in

order to support the scalability of the project at higher level and support the political reform process: REGIONE UMBRIA – COMUNE DI PERUGIA

- Projects: projects at EU or national/regional level insisting on the same topic but with different approaches and actions so to learn from each other, share results and practices and create critical mass towards the implementation of policy reforms. Such as: Open Umbria and specifically #Gemma (<http://www.progettogemma.it/>) Lie Detectors (www.lie-detectors.org) ; Empowerme (www.empowerme-project.eu) , Odiare non è uno sport
- Social Enterprises: cooperatives or private company with social aims, able to implement social services (often in coordination with public authorities) and involving marginalized persons or people with few opportunities (e.g. students at school drop-out risk, families with migrant background or at risk of poverty, community-based services): FORNTIERA LAVORO E CSG , Coop Densa -KIDSBIT Festival -, Binario F

Furthermore, it is worth to recall that currently our Regional Governmental Body – Regione Umbria, is deeply committed to implement the Regional Digital Agenda, according to the National one. It is a Policy framework based on a three-year work programme plan and funded by ESF – ERDF 2014-2020 funds, besides to national resources, aimed at promoting a digital culture in all sectors: innovation, economy, education, social inclusion, public administration. At Umbria Region level the Agenda has been deployed through diver interventions below detailed. It is particularly relevant to mention that the DIGi Pass measure has been recently (10 July 2019) awarded by the Ministry of Public Administration as Open Gov Champion for the category “Citizenship and digital skills”.

Thanks to the IN-EDU project, FORMA.Azione and ITET Capitini are cooperating with the Regional Digital Agenda contact points to plan and develop coherent interventions at both community and local level.

- CONTACTS: GIOVANNI GENTILE – responsible for the implementation of the three-year work plan at political level.
 - CATEGORY: Public Authorities
 - PREDISPOSITION: Supportive
 - ANTICIPATED INVOLVEMENT: support the implementation of the IN EDU programme in line with the policy framework and the three-,years strategic plan
 - MOTIVATION: thanks to a collaborative approach, its mission is to involve and support practice promoted by private sector or civil society in order to get the strategic objectives of the digital agenda
 - ACTIVITIES: Scale-up of the IN EDU Engagement programme and take into consideration recommendations from its implementation
 - MEANS OF ENGAGEMENT: signed agreement to include the IN EDU Programme within the official measures promoted at regional level

- DIGI PASS: physical places, located in “rural areas” of the region. They are considered as key-action in the digital agenda to promoting access to digital resources and services for people with low opportunities and increase the growth of their digital skills, especially for youngsters, entrepreneurs, students, elder
 - CONTACT: ANDREA CASTELLANI – Coordinator of the network of 5 DigiPass in the region.
 - CATEGORY: Public Authorities
 - PREDISPOSITION: Supportive
 - ANTICIPATED INVOLVEMENT: as local point for digital activities, each DigiPass can involve schools, already members of their local stakeholder network
 - MOTIVATION: with the aim of supporting the acquisition of digital competences and skills, the DigiPass represent the ideal venue in which implementing the educational activities, offer to parents and teachers a space for debate and sharing experience, facilitate the process of involvement of groups at risk of social exclusion.
 - ACTIVITIES: participation in the IN EDU training programme for teachers and parents, involvement of participants for the civic hackathon
 - MEANS OF ENGAGEMENT: letter of commitment with local DigiPass (e.g. Orvieto)

- ANIMATORI DIGITALI: network of teachers, educators and facilitators to support community-based actions included in the Digital Agenda.
 - CONTACT: SONIA MONTEGIOVE – Regional coordinator of the network for the Umbria Region
 - CATEGORY: Community
 - PREDISPOSITION: collaborative
 - ANTICIPATED INVOLVEMENT: As composed by teachers and educators, the network can support the process of recruitment of target group for the IN EDU Engagement programme and support the scalability of the project at horizontal level
 - MOTIVATION:
 - To increase the opportunity to acquire informal and non-formal skills for media literacy and critical thinking among its members,
 - To adopt the IN EDU Engagement programme as good practice to replicate it in their professional life
 - ACTIVITIES: participation in the IN EDU training programme for teachers, involvement of participants for the civic hackathon
 - MEANS OF ENGAGEMENT: letter of commitment with the coordinator

- #GEMMA project: project funded within the Open Umbria digital programme managed by Regione Umbria, with the aim to support the digitalisation process of the regional community with specific training and awareness raising activities targeting all the citizens, mainly those from marginal areas and at risk of social exclusion. It is run by GIOVE Informatica, a private training centre, accredited at Regional level whose ownership is the same of FORMA. Azione srl.
 - CONTACT: Anna Schippa – Giuseppe Calderaro
 - CATEGORY: project
 - PREDISPOSITION: highly committed
 - ANTICIPATED INVOLVEMENT: similar activities can be mutually beneficial for IN-EDU and #GEMMA. A higher level of impact at both regional and national level is expected to be produced by a fruitful and synergic cooperation.
 - MOTIVATION: to take advantage of foreseen programmes and activities and widen the audience and the expected impact, in terms not only of people reached out and involved, but also in terms of behavioural and attitude change of vulnerable groups towards learning opportunities and specifically digital skills development actions.
 - ACTIVITIES: common dissemination and advertising actions; promotion of the Civic Hackathon, constant monitoring of Public Authorities commitment, increased efficacy of PAs and other decision-makers advocacy, also at National level.
 - MEANS OF ENGAGEMENT: common management involved in carrying out both #GEMMA and IN-EDU projects.

Sofia Development Association (SDA) targeted different strategic partners in order to involve them appropriately in the variety of project activities. The needs analysis questionnaires conducted among high school students, parents and teachers provides an initial basis for stakeholders mapping.

Basic principles we followed in the stakeholders mapping:

- multidisciplinary expertise;
- diversity and non-discrimination;
- potential for social impact
- potential for public outreach;
- potential for influencing local/national policies.

We followed the **multi-actors collaborative working approach** in order to assure the involvement of different types stakeholders into the project activities implementation:

a. National/ Local Government level: Ministry of Education, National institutions responsible for cyber security; Sofia municipal council (responsible for policies development); Sofia Municipality departments responsible for educational and youth policies implementation.

b. Civil society level: networks, NGOs, local communities, opinion leaders, community centers, etc.

c. Media level: TV and radio outlets, online sites, journalists engaged in media literacy projects.

d. Business level: social enterprises, digital agencies, ICT companies, digital technology experts.

In general, all stakeholders should be chosen carefully with the focus on their current **engagement/influence role** and impact in the educational and awareness raising process.

Involving stakeholders we expect to achieve the following impact:

- Improve reaching-out strategies and the level of cooperation between external stakeholders, including in schools. Stakeholders – Sofia Municipal Council, Sofia Municipality Education Department; Sofia Municipality Youth policies department; Sofia secondary schools;
- Reinforce the capacity of organizing and implementing highly participatory practices such as the civic hackathons and the follow-up community actions. Stakeholders – Data Science Society; Sofia Regional Inspectorate on Education; Sofia University; Sofia Municipality; Safe internet platform; Cyber Security Platform.
- Improve competences in designing and delivering civic education activities and reinforcing media literacy skills. Stakeholders – Bulgarian National TV, BTV, Media literacy Platform; experts from Ministry of Education and national Institutions dealing with cybersecurity .
- Reinforce the cooperation networks at community level. Stakeholders – Cyber Security Platform, Media Literacy Platform, safe internet platform; Parents Associations; National network for Children;

- Increase the awareness of the importance of media literacy among educators, parents and civil society and foster more critical and responsible use of information channels .Give young people real opportunities to challenge messages coming from media and to build their own counter-narrative and bias-free ideas. Stakeholders – journalists from national TVs (BNT, BTV, Nova TV) and radios (BNR, Darik), online sites such as DevStyler, digital technology experts.
- Develop social, civic and intercultural competences as well as critical thinking, creativity and digital skills among local communities and, potentially, across EU countries by transferring the practice. Stakeholders – Data Science Society, Safe internet platform, Bulgarian School of Politics, Sofia University Economic Department, Cyber Security platform, Centre for media Development.

Stakeholders mapping:

- NAME of THE ORGANISATIONS: SOFIA MUNICIPALITY, SOFIA MUNICIPAL COUNCIL.
- INVOLVED DEPARTMENTS/EXPERTS: SOFIA MUNICIPALITY DEPARTMENT FOR EDUCATION POLICIES; SOFIA DEPARTMENT ON YOUTH POLICIES; COMMEETEE ON EDUACTION, YOUTH POLICIES, MULTICULTURAL COOPERATION
 - CATEGORY: LOCAL GOVERNMENT
 - PREDISPOSITION: Supportive
 - ANTICIPATED INVOLVEMENT: support the implementation of the IN EDU engagement programme, public outreach, school principals' involvement; project results sustainability.
 - MOTIVATION: public benefit – safe school environment, safe childhood, improved knowledge and skills.
 - ACTIVITIES: IN EDU Engagement programme, consideration of policy recommendations.
- NAME of THE ORGANISATIONS: Ministry of Education; National Institutions dealing with cybersecurity; Regional Inspectorate on Education in Sofia.
- INVOLVED DEPARTMENTS/EXPERTS: experts on digital skills, cyber security, media literacy; civil servants responsible for educational policies.
 - CATEGORY: National Authorities
 - PREDISPOSITION: Neutral to Supportive
 - ANTICIPATED INVOLVEMENT: support the implementation of the IN EDU engagement programme, project results sustainability.
 - MOTIVATION: improved knowledge and skills, better policies.
 - ACTIVITIES: IN EDU Engagement programme, consideration of policy recommendations.

- NAME of THE ORGANISATIONS: Cybersecurity Platform; Media Literacy platform; Safe internet Platform; Centre for Media development; Digital Kids Foundation; Bulgarian School of Politics, National Network for Children.
 - CATEGORY: non-governmental organizations, community organisations
 - PREDISPOSITION: Supportive to Committed
 - ANTICIPATED INVOLVEMENT: implementation of the IN EDU engagement programme – trainings, training resources, public community events organisation and expert support (civic hackathons, youth camp), public outreach, project results dissemination and sustainability.
 - MOTIVATION: Developed social, civic and intercultural competences as well as critical thinking, creativity and digital skills among local communities.
 - ACTIVITIES: IN EDU Engagement programme and awareness campaign.

- NAME of THE ORGANISATIONS: Bulgarian National tv, Bulgarian national radio, BTV, DevStyler, etc.
 - CATEGORY: media
 - PREDISPOSITION: Neutral to Supportive
 - ANTICIPATED INVOLVEMENT: awareness campaign support; training implementation.
 - MOTIVATION: Increased awareness of the importance of media literacy among educators, parents and civil society and foster more critical and responsible use of information channels
 - ACTIVITIES: IN EDU Engagement programme and awareness campaign.

PRIZMA Foundation carefully targeted different strategic partners in order to engage them appropriately in the variety of project activities. We are fully aware that stakeholder engagement and stakeholder management are arguably the most important ingredients for successful project delivery.

In the stakeholders mapping we followed basic criteria:

- influence and interest – how much power the stakeholder has to facilitate or impede achievements of IN-EDU to local/national policies,
- extensive expertise and diverse experience in the area covered by the project,
- networks and public outreach.

Quadruple helix approach is used in order to guarantee the capitalization and maximise the social impact of the IN-EDU project:

- a. **National/ Local Government level:** Ministry of Education, National institutions responsible for youth, National institutions responsible for cyber security; local municipalities, local youth councils, etc.
- b. **Academia level:** universities, secondary and primary schools, teachers, ICT experts, cyber experts, social science experts, youth counsellors, journalists, etc.
- c. **Business level:** ICT companies, digital agencies, social responsible enterprises, social enterprises, etc.
- d. **Civil society level:** media, CSO's, NGO's, foundations, associations, volunteers, activists/opinion leaders, community centers, youth centres, centres for disadvantaged or marginal groups, etc.

By involving stakeholders, we expect to achieve the following impact:

- Improve mainstreaming and institutional framework for implementation of policies and measures related to scalability of the MIL at higher level and support further reform process on the national level;
- Enhance networks and co-operation among experts from different areas to increase competences related to media literacy and responsible use of information of young people, teachers and parents;
- Raise awareness of the importance of critical and responsible use of information channels among young people, educators and civil society to maximise the social impact of the action beyond the project.

Stakeholders mapping:

- **NAME of THE ORGANISATIONS:** Municipality of Maribor
- **INVOLVED DEPARTMENT:** Office for culture and youth
 - **CATEGORY:** Local government
 - **PREDISPOSITION:** Supportive
 - **ANTICIPATED INVOLVEMENT:** support the implementation of the IN EDU engagement programme, public community events organisation, youth organizations and NGO's involvement, public outreach, project results sustainability.
 - **MOTIVATION:** public benefit – safe school environment, safe childhood, improved knowledge and skills.
 - **ACTIVITIES:** IN EDU Engagement programme, awareness campaign, consideration of local policy recommendations.

- NAME of THE ORGANISATIONS: Ministry of Education; National Institutions dealing with youth and cybersecurity; Institute of Education of the Republic of Slovenia
- INVOLVED DEPARTMENTS/EXPERTS: experts on digital skills, cyber security, media literacy; civil servants responsible for educational policies.
 - CATEGORY: National Authorities
 - PREDISPOSITION: Neutral to Supportive
 - ANTICIPATED INVOLVEMENT: mainstreaming and support the implementation of the IN EDU engagement programme, project results sustainability.
 - MOTIVATION: better institutional policy framework and measures related to improving MIL awareness and competencies on the national level.
 - ACTIVITIES: IN EDU Engagement programme, consideration of policy recommendations on the national level.
- NAME of THE ORGANISATIONS: University of Maribor
 - CATEGORY: Educational institution
 - PREDISPOSITION: Supportive to Committed
 - ANTICIPATED INVOLVEMENT: implementation of the IN EDU engagement programme – trainings, training resources, expert support (trainings, civic hackathons), public outreach, project results dissemination and sustainability.
 - MOTIVATION: Developed critical thinking, creativity, digital and social competences
 - ACTIVITIES: IN EDU Engagement programme and awareness campaign.
- NAME of THE ORGANISATIONS: Slovenian National tv,
 - CATEGORY: media
 - PREDISPOSITION: Neutral to Supportive
 - ANTICIPATED INVOLVEMENT: awareness campaign support
 - MOTIVATION: Increased awareness of the importance of media literacy among educators, parents and civil society and foster more critical and responsible use of information channels
 - ACTIVITIES: best practice promotion and awareness campaign.

Centre for Peace, Nonviolence and Human Rights mapped its stakeholders according to their competences, field of interest and willingness to participate in the project activities. Furthermore, feedback received through the questionnaires was taken into account when mapping the stakeholders. Stakeholders on our map are stakeholders

from different fields; in order to produce a quality cooperation, we opted for a multidisciplinary approach to the subject.

During the mapping, we concentrated predominantly on our local region, Osijek – Baranya region, in order to take advantage of our already established connections, gained through previous fruitful cooperation. Besides that, with some of the mapped stakeholders we have never cooperated before, but, nonetheless, they are of a great importance to the implementation of certain project activities and will be closely monitored, analysed and communicated to in order to result in a fruitful cooperation.

Our stakeholders are divided into several categories:

- Local government
- Civil society organizations and associations
- Technical associations
- Education
- Media

As previously said, we aimed for the multidisciplinary approach - societal, institutional, technological and educational – in order to produce a following impact:

- to help and empower students, teachers and parents to keep up with the complex, ever-changing electronic environment and communication world that surround us,
- to help and empower students, teachers and parents in becoming successful and responsible citizens and competent and conscientious consumers,
- to raise the capacities of organizations on planning and implementing certain activities such as hackathons and trainings for teachers,
- to create an environment of individuals, organizations, experts and local authorities interested in understanding the media environment that surrounds us,
- to establish a foundation for future community actions on a local and national level.

Stakeholders mapping:

- NAME of THE ORGANISATION: City of Osijek
 - o INVOLVED DEPARTMENTS/EXPERTS: Administrative Department for Social activity
 - o CATEGORY: local government
 - o PREDISPOSITION: neutral to supportive

- ANTICIPATED INVOLVEMENT: support the implementation of the IN EDU engagement programme, public outreach, school principals involvement, project results sustainability.
 - MOTIVATION: public benefit
 - ACTIVITIES: IN EDU Engagement programme, consideration of policy recommendations.
- NAME of THE ORGANISATIONS: Osijek Software City
- INVOLVED DEPARTMENTS/EXPERTS: experts on digital skills – association that brings together Osijek's software engineers
 - CATEGORY: association
 - PREDISPOSITION: neutral to supportive
 - ANTICIPATED INVOLVEMENT: support the implementation of the IN EDU engagement programme, especially civic hackathons.
 - MOTIVATION: involvement in the media literacy awareness raising
 - ACTIVITIES: civic hackathons
- NAME of THE ORGANISATIONS: Electro technical and Traffic School Osijek
- INVOLVED DEPARTMENTS/EXPERTS: Daliborka Pavošević and Sandra Matijević, professors actively working with students on media literacy projects
 - CATEGORY: school
 - PREDISPOSITION: supportive
 - ANTICIPATED INVOLVEMENT: support the implementation of the IN EDU engagement programme, participation in training for trainers, conducting the training for teachers, participation in civic hackathons.
 - MOTIVATION: to increase the opportunity to acquire informal and non-formal skills for media literacy and critical thinking among its members, to adopt the IN EDU Engagement programme as good practice to replicate it in their professional life, to participate in an EU project
 - ACTIVITIES: training for trainers, training for teachers, civic hackathons
- NAME of THE ORGANISATIONS: Dokkica, Volunteer Centre Osijek, PRONI, Breza
- CATEGORY: non-governmental organizations
 - PREDISPOSITION: supportive to committed
 - ANTICIPATED INVOLVEMENT: implementation of the IN EDU engagement programme – trainings, training resources, public community events organisation and expert support (civic hackathons), public outreach, project results dissemination and sustainability.
 - MOTIVATION: developed social, civic and intercultural competences as well as critical thinking, creativity and digital skills among local communities

- ACTIVITIES: IN EDU Engagement programme and awareness campaign.

- NAME of THE ORGANISATIONS: The Academy of Arts and Culture
 - INVOLVED DEPARTMENTS/EXPERTS: Department for Culture, Media and Management
 - CATEGORY: university
 - PREDISPOSITION: supportive
 - ANTICIPATED INVOLVEMENT: awareness campaign support, civic hackathons.
 - MOTIVATION: increased awareness of the importance of media literacy among students for the work within the field
 - ACTIVITIES: IN EDU Engagement programme, awareness campaign, civic hackathons.

- NAME of THE ORGANISATIONS: SiB.hr, Osijek031, Osječka Televizija, Televizija Slavonija I Baranja
 - CATEGORY: media
 - PREDISPOSITION: neutral to supportive
 - ANTICIPATED INVOLVEMENT: awareness campaign support
 - MOTIVATION: increased awareness of the importance of media literacy among educators, parents and civil society and foster more critical and responsible use of information channels
 - ACTIVITIES: IN EDU Engagement programme and awareness campaign

Conclusion

Persons or groups who are directly or indirectly affected by a project, as well as those who may have interests in a project and/or the ability to influence its outcome can be made to respond positively to a project, but the trick is that the project manager has no formal power or authority and, therefore, has to rely on engagement to achieve their objectives.

Stakeholders of an effort are those who have a vested interest in it, either as those who develop and conduct it, or as those whom it affects directly or indirectly.

Identifying and involving stakeholders can be a large part of ensuring the effort's success. In order to gain stakeholder participation and support, it's important to understand not only who potential stakeholders are, but the nature of their interest in the effort. With that understanding, you'll be able to invite their involvement, address their concerns, and demonstrate how the effort will benefit them.

Managing stakeholders – keeping them involved and supportive – can be made easier by stakeholder analysis, a method of determining their levels of interest in and influence over the effort. Once you have that information, you can then decide on the appropriate approach for each individual and group. Depending on your goals for the effort, you may either focus on those with the most interest and influence, or on those who are most affected by the effort.

As with any community building activity, work with stakeholders has to continue for the long term in order to attain the level of participation and support you need for a successful effort.

Engaging with stakeholders deeply relies on your soft power skills. The heart of the soft power is the web of constructive relationships that you are able to build, grow and maintain. Strong relationships open up the possibility of engagement strategies such as collaborations that are not possible otherwise. A strong relationship is a big investment, but when it is used widely, it can yield the greatest dividends.

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Annexes

Annex 1

Results of the Needs Analysis

Annex 2

Stakeholders map template

Annexes

Analysis of the questionnaires

In Edu – Inclusive communities through media literacy and critical thinking education

The questionnaires analyzed below are a part of the IN-EDU – INclusive communities through Media literacy & Critical Thinking EDUcation project aimed to contribute to the enhancement of the media literacy and critical thinking among students, teachers and parents by empowering them to become aware and active promoters of inclusive media literacy actions in their communities.

The aim of the questionnaires was to identify the needs of students, teachers and parents and their level of knowledge of information and communication technology, media, etc. in order to empower them in properly understanding and producing media contents, on how to support their children/students/themselves in critically processing the flow of information and hate speech phenomenon.

The questionnaires were adapted for each country participating in the project; questionnaires consisted of similar amount of questions for each group and the questions were divided in three groups: General Data, Digital Media Skills and Habits and attitude towards Internet and social networks Findings on the examinees' attitudes were collected with open and closed questions technique and Likert scale which was set up as following: 1 – strongly disagree, 2 – disagree, 3 – agree, 4 – strongly agree. The questionnaire, also, consisted of dichotomous options (Yes/No) with „maybe“ option. Finally, in order to get more punctual answers and to include examinees more, some questions were open.

Croatia, Osijek

Center for Peace, Nonviolence and Human Rights -

I. Teachers

The data was collected from 39 teachers from Croatia, both males (51.3%) and females (43.6%), holding a master degree. Questionnaire consisted of 25 questions, divided in three groups (General Data, Digital Media Skills and Habits and attitude towards Internet and social networks) and was distributed to the high school teachers, in April and May 2019.

- **Digital Media Skills**

The aim of this set of questions was to identify examinee's knowledge on the digital media skills.

When asked what skills of media literacy they find most relevant, 61.5 % of the examinees chose analysis and critical thinking of media content, 35.9% chose technical skills necessary for access to and using of media.

➤ **Technical digital media skills**

81.5% of the examinees can use media devices in a technical sense (e.g. computer, tablet, smartphone). 84.2 of the examinees strongly agree that they can consciously choose between different media devices, based on their function (e.g. computer, smartphone or tablet, navigate through hyperlinks). 78.9 % of the examinees strongly agree with the statement can purposefully use different sources of information and media devices (e.g. search for information using social network sites, the internet).

65.7% of the examinees are aware of their own media behaviour (e.g. copyright, illegal downloads, dangerous media behaviour).

When asked to express their level of agreement with the statement if they know how to set up and manage security features (install and update firewalls, virus protection, parental controls and PINs/passwords), 42% of the examinees said that they strongly agree and 47.3% said that they agree with the statement. The rest disagreed or strongly disagreed with the statement.

When asked to express their level of agreement with the statement if they know how to set up appropriate devices and services (e.g. set up a Wi-Fi, a computer or smart TV), 50% of the examinees strongly agreed with the statement, 26.3% agreed while the rest disagreed.

Finally, more than a half of the examinees said that they order and purchase products and services online, while the 23.6% disagreed with the statement.

➤ **Cognitive and civic digital media skills**

Majority of the examinees 78.9% expressed that they strongly agree or agree with the statement that media represents information in a selective way and that they know how to interpret media messages (e.g. implicit versus explicit media language, the structure of a text/article/film/video/...).

More than a half of the examinees expressed that they strongly agree (34.2%) or agree (26.3%) with the statement that the media content is tailored in a certain way to target the certain audience (e.g. selection possibilities, personalized offer through cookies, newspapers/television channels/websites and their target audience), while the 34.2% disagreed, and only 5.2% strongly disagreed with that statement.

Also, majority agreed with the statement that is easy for media to form and influence one's values.

18 % of the examinees can strongly agree with the statement that they know how media production and distribution works. 38% agrees, 34% disagrees and 5.2% strongly disagrees with that statement.

Also, vast majority stated that media has the power to affect people in a certain way; 68.6% strongly agreed with that statement and 18.4 agreed.

Majority (63.1) strongly agreed with the statement that they question credibility of the news they consume.

Majority (39.4% strongly agreed and 28.9% agreed) agreed that they know how and why personal data is collected and used and that they know how to manage it.

Also, 76.2% of the examinees stated that they use media to engage in learning opportunities.

However, when it comes to participation, more than half of the examinees wouldn't agree that they often participate in civic and cultural activities and debates, public debate on social media, news portals, etc., and the majority doesn't often review products they purchased online.

Only 38.5% of the examinees recognized a clickbait article, while 46.2% of them could recognize a very biased article.

Majority of the examinees (69.2%) said that they can communicate and present contents using media (e.g. structure and adapt a presentation, publish media content through an appropriate channel such as blogs, directories, YouTube), while the rest denied that.

Only 33.3% of the examinees always searches for news about one event from different sources of media, while the majority (59%) does it sometimes.

Majority of the examinees (82.1%) has talked to their students using the Internet and communication on social networks and majority (74.4%) of them knows how to react if a student experiences online bullying or is exercising online bullying.

➤ ***Social and creative digital media skills***

Almost half of the examinees (48.5%) would use an email service when setting up a date with a friend, majority doesn't join the communities of interest online (82.7%) and majority (65.6%) don't know how to build a website from the scratch.

65.6% of the examinees disagreed with the statement that they often produce text, images and audio to construct messages, content and services.

Majority (68,5 %) of the examinees don't use social media to share content they created with their friends, and majority of them (82.8%) doesn't compile or curate online content.

➤ **Habits and attitude towards Internet and social networks**

This main purpose of this set of questions was to identify examinee's habits regarding Internet and social networks, alongside their attitude towards different channels of communication, but, also, attitude towards media literacy education and training.

Most of the examinees stated that they mostly use media for informing themselves and learning. Media is used less for entertainment and socializing. Slightly more than a half of the examinees (53.8%) don't create their own media content and publishes it on the Internet.

Vast majority of the examinees are mostly using Facebook, followed by Instagram and Pinterest.

Regarding the type of media examinees are using when searching for the news, most of them (78.4 %) are using commercial media in private property, 16.2% are using public media service financed by the State, which are financed by advertising and only 5.4% are using non-profit media financed mostly from donations and support.

The majority of the examinees (97.4%) thinks that the media literacy education should be more present in the educational processes.

Majority of the examinees (66.7%) haven't already participated in a training on media literacy and 87.2% said that they would maybe participate in it.

Regarding the resources needed to improve their media literacy skills, examinees would prefer training and intensive workshop, discussions and online resources with case studies and regarding the media literacy trainers, they would prefer cyber security experts, journalists and NGO activists.

II. Students

The data was collected from 61 students from Croatia, majority of which male (81.7%) aged 17-19, attending vocational school. Questionnaire consisted of 25 questions, divided in three groups (General Data, Digital Media Skills and Habits and attitude towards Internet and social networks) and was distributed to the high school students, in April and May 2019.

➤ **Digital Media Skills**

The aim of this set of questions was to identify examinee's knowledge on the digital media skills.

➤ **Technical digital media skills**

75.4% of the examinees strongly agree that they can use media devices in a technical sense (e.g. computer, tablet, smartphone), 72.1% of the examinees strongly agree that

they can consciously choose between different media devices, based on their function (e.g. computer, smartphone or tablet, navigate through hyperlinks), while 75.4 % of the examinees strongly agree with the statement can purposefully use different sources of information and media devices (e.g. search for information using social network sites, the internet).

Vast majority of the examinees (72.1%) of the examinees strongly agrees with the statement that they are aware of their own media behaviour (e.g. copyright, illegal downloads, dangerous media behaviour).

Unlike the previous questions, when asked to express their level of agreement with the statement if they know how to set up and manage security features (install and update firewalls, virus protection, parental controls and PINs/passwords), 45.9% of the examinees said that they strongly agree and 32.7% said that they agree with the statement.

When asked to express their level of agreement with the statement if they know how to set up appropriate devices and services (e.g. set up a Wi-Fi, a computer or smart TV), 61.2% of the examinees strongly agreed with the statement, 22.9% agreed while the rest disagreed.

Finally, more than a half of the examinees said that they order and purchase products and services online, while the rest disagreed with the statement.

➤ ***Cognitive and civic digital media skills***

Majority of the examinees expressed that they strongly agree (34.4%) or agree (44.2%) with the statement that media represents information in a selective way and that they know how to interpret media messages (e.g. implicit versus explicit media language, the structure of a text/article/film/video/...).

Similarly to the previous question, majority expressed that they strongly agree (32.7%) or agree (49.1%) with the statement that the media content is tailored in a certain way to target the certain audience (e.g. selection possibilities, personalized offer through cookies, newspapers/television channels/websites and their target audience).

Also, a big majority agreed with the statement that is easy for media to form and influence one's values, while 19.6 % disagreed with that statement.

More than half of the examinees stated that they know how media production and distribution works.

Also, vast majority stated that media has the power to affect people in a certain way; 47.5% strongly agreed with that statement and 34.4% agreed.

Majority (45.9% strongly agreed and 34.4%) agreed that they know how and why personal data is collected and used and that they know how to manage it.

Also, 63.8% of the examinees stated that they use media to engage in learning opportunities.

However, when it comes to participation, more than half of the examinees wouldn't agree that they often participate in civic and cultural activities and debates, public debate on social media, news portals, etc., and the majority doesn't often review products they purchased online.

Finally, when reading or watching news, 59% of the examinees pay attention to the source of the information.

When asked which the main internet crimes according to them are, information stealing ranked the highest, followed by viruses and fake news, hate speech and fraud. The majority of students (50.8%) reported that they might know how to report it, and 49.2% would know how to report it.

Majority of them (47.5%) sometimes searches for news about one event from different sources of media, 34.4% of them always searches for news about one event from different sources of media, only 16.4% rarely searches for news about one event from different sources of media and only one (1,6%) never searches for news about one event from different sources of media.

None of the examinees trusts media completely. Exactly half of the examinees (50%) expressed that they hardly trust media, while 35% trusts media to a certain extent. 15% of the examinees doesn't trust media at all.

More than half of the examinees recognized a clickbait article (59%), but only 21.3% of them could recognize a very biased article.

➤ ***Social and creative digital media skills***

Majority of the examinees (95%) wouldn't use an email service when setting up a date with a friend, majority doesn't join the communities of interest online (67.2%). 19.5% of the examinees can build a website from scratch.

36.6% of the examinees strongly agreed with the statement that they often produce text, images and audio to construct messages, content and services.

More than a half (55.7%) of the examinees agreed with the statement that they use social media to share content they created with their friends, but majority of them (83.6%) doesn't compile or curate online content.

➤ ***Habits and attitude towards Internet and social networks***

This main purpose of this set of questions is to identify examinee's habits regarding Internet and social networks, alongside their attitude towards different channels of communication, but, also, attitude towards media literacy education and training.

When asked how many hours a day they use a certain type of media, most of them mostly use Internet (mostly more than 10 hrs a day) and television (0,5-1 hrs a day), while radio and newspapers are rarely used. Most of the examinees stated that they mostly use media for entertainment followed by socializing with friends and family, informing and learning, which are all equally represented.

Vast majority of the examinees are mostly using Instagram, closely followed by Facebook. Other social networks are significantly less used.

Regarding the type of media examinees are using when searching for the news, most of them (83.9 %) are using commercial media in private property, which are financed by advertising, 8.9% are using public media service financed by the State and 7.1% are using non-profit media financed mostly from donations and support.

Slightly more than a half of the examinees (50.8%) are not creating and publishing their own media content on the Internet, but the other half creates and publishes their own content. The majority of the examinees (78.3%) thinks that the media literacy education should be more present in the educational processes and the majority (55.7%) agrees that media, besides informing and entertaining, has educational function, also.

Vast majority of the examinees (91.8%) has never participated in a training on media literacy and 45.9% said that they would maybe participate in it. The same percentage wouldn't participate and only 8.2% would participate in that kind of a training.

Regarding the type of the training, examinees would prefer discussions with experts, lectures and games and regarding the media literacy trainers, they would prefer cyber security experts, representatives of video games industry and journalists.

III. Parents

The data was collected from 16 parents from Croatia, majority of which were female (62.5%), holding a master degree (25%) or high school diploma (56.3%), employed 40 or more hrs a week (75%). Questionnaire consisted of 27 questions, divided in three groups (General Data, Digital Media Skills and Habits and attitude towards Internet and social networks) and was distributed to the parents of the high school students, in April and May 2019.

➤ **Digital Media Skills**

The aim of this set of questions was to identify examinee's knowledge on the digital media skills.

When asked what skills of media literacy they find most relevant, 50 % of the examinees chose analysis and critical thinking of media content, and 43.8% chose technical skills necessary for access to and using of media.

➤ **Technical digital media skills**

75% of the examinees strongly agree that they can use media devices in a technical sense (e.g. computer, tablet, smartphone).

68.7% of the examinees strongly agree that they can consciously choose between different media devices, based on their function (e.g. computer, smartphone or tablet, navigate through hyperlinks). Similarly, 68.7 % of the examinees strongly agree with the statement can purposefully use different sources of information and media devices (e.g. search for information using social network sites, the internet).

93.7% of the examinees are aware of their own media behaviour (e.g. copyright, illegal downloads, dangerous media behaviour).

Unlike the previous questions, when asked to express their level of agreement with the statement if they know how to set up and manage security features (install and update firewalls, virus protection, parental controls and PINs/passwords), only 31.2% of the examinees said that they strongly agree and the same amount said that they agree with the statement.

When asked to express their level of agreement with the statement if they know how to set up appropriate devices and services (e.g. set up a Wi-Fi, a computer or smart TV), 56.2% of the examinees strongly agreed with the statement, 18.7% agreed while the rest disagreed.

Finally, more than a half of the examinees said that they order and purchase products and services online, while the rest disagreed with the statement.

➤ **Cognitive and civic digital media skills**

Majority of the examinees expressed that they strongly agree (50%) or agree (31.2%) with the statement that media represents information in a selective way and that they know how to interpret media messages (e.g. implicit versus explicit media language, the structure of a text/article/film/video/...).

Similarly to the previous question, majority expressed that they strongly agree (56.2%) or agree (18.7%) with the statement that the media content is tailored in a certain way to target the certain audience (e.g. selection possibilities, personalized offer through cookies, newspapers/television channels/websites and their target audience).

Regarding the media's ability to form and influence one's values, examinees were divided: majority (50% of them strongly agreed and 18.7% agreed), but, also, 31.2% disagreed and 12.5% strongly disagreed with the statement.

More than half of the examinees stated that they know how media production and distribution works.

Also, vast majority stated that media has the power to affect people in a certain way; 50% strongly agreed with that statement and 25% agreed. We got the same result when we asked participants if they question the credibility of the news they consume.

Majority (56.2% strongly agreed and 18.7%) agreed that they know how and why personal data is collected and used and that they know how to manage it.

When it comes to using the media to engage in learning possibilities, examinees were divided: 37.5% strongly agreed with the statement, 12.5% agreed, but, also 13.7% disagreed and 31.25 strongly disagreed with the statement.

Furthermore, when it comes to participation, more than half of the examinees (62.5%) wouldn't agree that they often participate in civic and cultural activities and debates and only 25 % stated that they participate in a public debate on social media, news portals, etc.

Majority of the examinees doesn't often review products they purchased online.

Only 25% of the examinees recognized a clickbait article, but 50% of them could recognize a very biased article.

➤ ***Social and creative digital media skills***

Almost no one would use an email service when setting up a date with a friend, majority doesn't join the communities of interest online (81.2%) and 93.7% of the examinees wouldn't be able to build a website from scratch.

81.2% of the examinees doesn't produce often text, images and audio to construct messages, content and services.

Majority of the examinees (62.5%) doesn't use social media to share content they created with their friends, and none compiles or curates online content.

- ***Habits and attitude towards Internet, social networks and media literacy education and training***

This main purpose of this set of questions is to identify examinee's habits regarding Internet and social networks, alongside their attitude towards different channels of communication, but, also, attitude towards media literacy education and training.

When asked how many hours a day they use a certain type of media, most of them mostly use Internet (mostly 6-8hrs), while other media is not much used. Newspapers are rarely used. Most of the examinees stated that they use media for informing and entertainment, while they are less used for studying and socializing.

43.8% of the examinees creates and shares media content occasionally, once a week, 12.5% shares sometimes, a few times per week, 6.3% creates and shares content at least once a day, and 37.5% never does it.

Vast majority of the examinees are mostly using Facebook, followed by Instagram and Pinterest.

Regarding the type of media examinees are using when searching for the news, most of them (75 %) are using commercial media in private property, which are financed by advertising, 18.8% of them are using public media service financed by the State, and 6.3% are using non-profit media financed mostly from donations and support.

Almost all of the examinees (93.8%) have talked to their children about using the Internet and communication on social networks.

When asked which of the following are they most concerned about the impact media has on children, 37.5% expressed their concern regarding stereotypes and their impact on child's image about himself and other people, 31.3% of the examinees said time spent before the screen, 25 % are concerned about violence and only 6.3% about all of the above.

Slightly more than a half of the examinees 56.3% said that their children are not safe on the internet, 37.5% thinks that their children might be safe on the internet are not safe, while only 6.3 % of the examinees think that their child is safe. Most of the examinees (68.8%) know what channels their children are using. 68.8% of the examinees are certain that they would recognize that their child has become a victim of online hate speech harassment or fraud, while 25% of the examinees might recognize that. Vast majority of the examinees (81.3%) thinks that it is necessary to introduce media literacy education to schools in order for professors to educate students regarding advantages and disadvantages of media. Also, 50% of the examinees would participate in a media literacy training with their children, while 37.5 might do it.

Regarding the resources they would need to improve their media literacy skills, examinees would prefer intensive workshop, training and discussions and regarding the media literacy trainers, they would prefer cyber security experts, NGO activists and journalists.

Italy, Perugia - FORMA.Azione and ITET Capitini

IV. Teachers

The data was collected from 44 teachers from Italy, majority of which were female, holding a master degree. Questionnaire consisted of 27 questions, divided in three groups (General Data, Digital Media Skills and Habits and attitude towards Internet and social networks) and was distributed to the high school teachers, in April and May 2019.

➤ **Digital Media Skills**

The aim of this set of questions was to identify examinee's knowledge on the digital media skills.

When asked what skills of media literacy they find most relevant 54.5 % of the examinees chose analysis and critical thinking of media content and 27.3% chose technical skills necessary for access to and using of media, while 13.6% chose creating their own media messages and content.

➤ **Technical digital media skills**

45.4% of the examinees strongly agree that they can use media devices in a technical sense (e.g. computer, tablet, smartphone), while the 29.5% agrees with that statement. One quarter of the examinees didn't agree with the statement.

45.4% of the examinees strongly agree that they can consciously choose between different media devices, based on their function (e.g. computer, smartphone or tablet, navigate through hyperlinks) 40.9% agreed with that statement.

54.5 % of the examinees strongly agree with the statement can purposefully use different sources of information and media devices (e.g. search for information using social network sites, the internet) and 38.6% agreed with that statement.

50% of the examinees agree with the statement that they are aware of their own media behaviour (e.g. copyright, illegal downloads, dangerous media behaviour), 47.7% of the examinees strongly agree with that statement and 2.2 % strongly disagree with the statement.

Unlike the previous questions, when asked to express their level of agreement with the statement if they know how to set up and manage security features (install and update firewalls, virus protection, parental controls and PINs/passwords), only 20.4% of the examinees said that they strongly agree and 29.5% said that they agree with the statement. The rest disagreed or strongly disagreed with the statement.

When asked to express their level of agreement with the statement if they know how to set up appropriate devices and services (e.g. set up a Wi-Fi, a computer or smart

TV), 13.6% of the examinees strongly agreed with the statement, 22.7% agreed while the rest disagreed.

Finally, more than a half of the examinees said that they order and purchase products and services online, while the 11.3% disagreed with the statement.

➤ ***Cognitive and civic digital media skills***

Majority of the examinees expressed that they strongly agree (54.5%) or agree (34%) with the statement that media represents information in a selective way and that they know how to interpret media messages (e.g. implicit versus explicit media language, the structure of a text/article/film/video/...).

Similarly to the previous question, majority expressed that they strongly agree (50%) or agree (40.9%) with the statement that the media content is tailored in a certain way to target the certain audience (e.g. selection possibilities, personalized offer through cookies, newspapers/television channels/websites and their target audience).

Also, majority agreed with the statement that is easy for media to form and influence one's values.

More than a half of the examinees stated that they know how media production and distribution works.

Also, vast majority stated that media has the power to affect people in a certain way; 52.2% strongly agreed with that statement and 34% agreed.

More than a half of them questions the credibility of the news they consume (15.9% strongly agrees and 36.3 agrees with the statement).

Majority (38.6% strongly agreed and 38.6% agreed) agreed that they know how and why personal data is collected and used and that they know how to manage it, but only 9% strongly agreed and 22.7% agreed with the statement that they use media to engage in learning opportunities.

Furthermore, when it comes to participation, majority of the examinees wouldn't agree that they often participate in civic and cultural activities and debates and only 6,8% stated that they participate in a public debate on social media, news portals, etc.

Majority of the examinees agrees (50%) or strongly agrees (38.6%) with the statement that they often review products they purchased online.

Majority 63.6% of the examinees recognized a clickbait article, and 86.4% of them could recognize a very biased article.

Slightly more than a half of the examinees (54.5%) said that they can communicate and present contents using media (e.g. structure and adapt a presentation, publish media content through an appropriate channel such as blogs, directories, YouTube), while the rest denied that.

More than a half of the examinees (52.3%) searches for news about one event from different sources of media.

Almost all of the examinees (90.9%) have talked to their students about using the Internet and communication on social networks and majority (72.7%) of them knows how to react if a student experiences online bullying or is exercising online bullying.

➤ ***Social and creative digital media skills***

Majority of the examinees wouldn't use an email service when setting up a date with a friend, majority doesn't join the communities of interest online and majority don't know how to build a website from the scratch.

13.6% of the examinees strongly agreed and 31.8% agreed with the statement that they often produce text, images and audio to construct messages, content and services.

More than a half of the examinees (20.4% strongly agrees and 38.6% agrees) use social media to share content they created with their friends, and majority of them doesn't compile or curate online content.

➤ ***Habits and attitude towards Internet and social networks***

This main purpose of this set of questions was to identify examinee's habits regarding Internet and social networks, alongside their attitude towards different channels of communication, but, also, attitude towards media literacy education and training.

Most of the examinees stated that they mostly use media for informing themselves and learning. Media is used less for entertainment and socializing. Majority of the examinees (75%) creates their own media content and publishes it on the Internet.

Vast majority of the examinees are mostly using Facebook, followed by Instagram and Nessuno.

Regarding the type of media examinees are using when searching for the news, most of them (61.9 %) are using public media service financed by the State, 33.3% are using commercial media in private property, which are financed by advertising and 4.8% are using non-profit media financed mostly from donations and support.

The majority of the examinees (86.4%) thinks that the media literacy education should be more present in the educational processes.

Majority of the examinees (63.6%) has already participated in a training on media literacy and 47.7% said that they would maybe participate again.

Regarding the type of resources needed to improve their media literacy skills, examinees would prefer training, intensive workshop and online resources with case studies and regarding the media literacy trainers, they would prefer cyber security experts, bloggers and journalists.

V. Students

The data was collected from 72 students from Italy, majority of which aged 15-17, both male and female, attending vocational school. Questionnaire consisted of 25 questions, divided in three groups (General Data, Digital Media Skills and Habits and attitude towards Internet and social networks) and was distributed to the high school students, in April and May 2019.

➤ **Digital Media Skills**

The aim of this set of questions was to identify examinee's knowledge on the digital media skills.

➤ **Technical digital media skills**

43% of the examinees strongly agree that they can use media devices in a technical sense (e.g. computer, tablet, smartphone), while the 44.4% agrees with that statement. Only 12.5 % of the examinees didn't agree with the statement.

47.2% of the examinees strongly agree that they can consciously choose between different media devices, based on their function (e.g. computer, smartphone or tablet, navigate through hyperlinks) 44.4% agrees with that statement and only 8.3 % doesn't agree with that statement.

55.5 % of the examinees strongly agree with the statement can purposefully use different sources of information and media devices (e.g. search for information using social network sites, the internet) and 37.5% agrees with that statement. Only 19.4 % of the examinees disagrees and 4.1% strongly disagrees with the statement.

43.3% of the examinees strongly agree with the statement that they are aware of their own media behaviour (e.g. copyright, illegal downloads, dangerous media behaviour), 33.3% of the examinees agree with that statement while the rest disagrees.

When asked to express their level of agreement with the statement if they know how to set up and manage security features (install and update firewalls, virus protection, parental controls and PINs/passwords), 29.1% of the examinees said that they strongly agree and 38.8% said that they agree with the statement. The rest disagreed or strongly disagreed with the statement.

When asked to express their level of agreement with the statement if they know how to set up appropriate devices and services (e.g. set up a Wi-Fi, a computer or smart TV), 50% of the examinees strongly agreed with the statement, 22.2% agreed while the rest disagreed.

Finally, majority of the examinees said that they order and purchase products and services online, while the rest disagreed with the statement.

➤ **Cognitive and civic digital media skills**

Majority of the examinees expressed that they strongly agree (18%) or agree (48.6%) with the statement that media represents information in a selective way and that they know how to interpret media messages (e.g. implicit versus explicit media language, the structure of a text/article/film/video/...).

Similarly to the previous question, majority expressed that they strongly agree (20.8%) or agree (48.6%) with the statement that the media content is tailored in a certain way to target the certain audience (e.g. selection possibilities, personalized offer through cookies, newspapers/television channels/websites and their target audience).

Also, a big majority strongly agreed (37.5%) or agreed (38.8%) with the statement that it is easy for media to form and influence one's values. More than half of the examinees stated that they know how media production and distribution works.

Also, vast majority stated that media has the power to affect people in a certain way; 44.4% strongly agreed with that statement and 40.2% agreed.

Majority (22.2% strongly agreed and 40.2%) agreed that they know how and why personal data is collected and used and that they know how to manage it.

Also, majority of the examinees stated that they use media to engage in learning opportunities.

However, when it comes to participation, more than half of the examinees wouldn't agree that they often participate in civic and cultural activities and debates and majority stated that they don't participate in a public debate on social media, news portals, etc.

Finally, when reading or watching news, 36.1% of the examinees strongly agrees that they pay attention to the source of the information, and 26.3% agrees with that statement.

When asked which the main internet crimes according to them are, information stealing, bullying and fake news ranked the highest. 45.8% of students reported that they know how to report it, 43.1% might wouldn't know and only 11.1% wouldn't know how to report it.

Half of them (50%) sometimes searches for news about one event from different sources of media, while 40.3% always does it.

Almost half of the examinees (44.4%) expressed that they trust media to a certain extent and half of them (51.4%) trust media, but not entirely. Only 1.4% of the examinees trusts media completely and 2.8% expressed that they don't trust media at all.

54.2% of the examinees recognized a clickbait article, and 48.6% of them could recognize a very biased article.

➤ ***Social and creative digital media skills***

Most of the examinees (84.6%) wouldn't use an email service when setting up a date with a friend, majority doesn't join the communities of interest online (65.2%). Only 8.3% of the examinees strongly agreed with the statement that they can build a website from scratch and 18% of the examinees agreed with that statement.

15.2% of the examinees strongly agreed with the statement that they often produce text, images and audio to construct messages, content and services. 33.3% agreed, 29.1% disagreed and 22.2% strongly disagreed with that statement.

Majority (47.2% strongly agreed and 31.9% agreed) of the examinees agreed with the statement that they use social media to share content they created with their friends, but majority of them (74.9%) doesn't compile or curate online content.

• **Habits and attitude towards Internet and social networks**

This main purpose of this set of questions is to identify examinee's habits regarding Internet and social networks, alongside their attitude towards different channels of communication, but, also, attitude towards media literacy education and training.

When asked how many hours a day they use a certain type of media, most of them mostly use Internet and television, while radio is rarely used. Most of the examinees stated that they mostly use media for entertainment followed with socializing with friends and family. Media is used for informing and studying, but in a smaller amount than above mentioned uses.

Vast majority of the examinees are mostly using Instagram, followed by Facebook.

Regarding the type of media examinees are using when searching for the news, most of them (76.8 %) are using commercial media in private property, which are financed by advertising, 11.6% are using public media service financed by the State and 11.6% are using non-profit media financed mostly from donations and support.

Majority of the examinees (83.3%) are creating and publishing their own media content on the Internet. The majority of the examinees (81.9%) thinks that the media literacy education should be more present in the educational processes and the majority (77.8%) agrees that media, besides informing and entertaining, has educational function, also.

More than a half of the examinees (55.6%) has already participated in a training on media literacy and 58.3% said that they would participate again.

Regarding the type of the training, examinees would prefer case studies, lectures and games and regarding the media literacy trainers, they would prefer cyber security experts, bloggers and journalists.

VI. Parents

The data was collected from 47 parents from Italy, majority of which were female (76.6%), holding a high school diploma (42.6%), employed 40 or more hrs a week (44.7%). Questionnaire consisted of 29 questions, divided in three groups (General Data, Digital Media Skills and Habits and attitude towards Internet and social networks) and was distributed to the parents of the high school students, in April and May 2019.

➤ **Digital Media Skills**

The aim of this set of questions was to identify examinee's knowledge on the digital media skills.

When asked what skills of media literacy they find most relevant, 44.7 % of the examinees chose analysis and critical thinking of media content, as well as technical skills necessary for access to and using of media, as well as (36.2%).

➤ **Technical digital media skills**

42.5% of the examinees strongly agree that they can use media devices in a technical sense (e.g. computer, tablet, smartphone), while the 36.1% agree with that statement.

46.8% of the examinees strongly agree that they can consciously choose between different media devices, based on their function (e.g. computer, smartphone or tablet, navigate through hyperlinks) 36.1% agree with that statement and while the rest disagrees (17%).

51 % of the examinees strongly agree with the statement can purposefully use different sources of information and media devices (e.g. search for information using social network sites, the internet) and 40.4% agrees with that statement. Only 6.3 % of the examinees disagrees and 2.1% strongly disagrees with the statement.

46.8% of the examinees agree with the statement that they are aware of their own media behaviour (e.g. copyright, illegal downloads, dangerous media behaviour), 36.1% of the examinees strongly agree with that statement, while the rest disagrees or strongly disagrees.

When asked to express their level of agreement with the statement if they know how to set up and manage security features (install and update firewalls, virus protection, parental controls and PINs/passwords), only 23.4% of the examinees said that they strongly agree, but 46.8% said that they agree with the statement. The rest disagreed or strongly disagreed with the statement.

When asked to express their level of agreement with the statement if they know how to set up appropriate devices and services (e.g. set up a Wi-Fi, a computer or smart

TV), 25.5% of the examinees strongly agreed with the statement, 31.9% agreed while the rest disagreed.

Finally, more than a half of the examinees (51% strongly agreed and 27.6% agreed) said that they order and purchase products and services online, while the rest disagreed with the statement.

➤ ***Cognitive and civic digital media skills***

Majority of the examinees expressed that they strongly agree (25.5%) or agree (42.5%) with the statement that media represents information in a selective way and that they know how to interpret media messages (e.g. implicit versus explicit media language, the structure of a text/article/film/video/...).

Similarly to the previous question, majority expressed that they strongly agree (31.9%) or agree (38.2%) with the statement that the media content is tailored in a certain way to target the certain audience (e.g. selection possibilities, personalized offer through cookies, newspapers/television channels/websites and their target audience).

Also, a big majority agreed with the statement that is easy for media to form and influence one's values, while only 12.7 % disagreed with that statement.

More than a half of the examinees (19.1% strongly agreed and 36.1% agreed) stated that they know how media production and distribution works.

Also, vast majority stated that media has the power to affect people in a certain way; 57.4% strongly agreed with that statement and 27.6% agreed.

19.1% of the examinees strongly agrees with the statement that they question the credibility of the news they consume and 42.5% of the examinees agrees with that statement. 29.7% of the examinees disagrees with that statement and 8.5% strongly disagrees with it.

Majority (25.5% strongly agrees and 38.2% agrees) agreed that they know how and why personal data is collected and used and that they know how to manage it.

Furthermore, majority of the examinees (10.4% disagrees and 31.9% strongly disagrees) stated that they don't use media to engage in learning opportunities.

Similarly, when it comes to participation, more than half of the examinees wouldn't agree that they often participate in civic and cultural activities and debates and only 14.8% stated that they participate in a public debate on social media, news portals, etc.

Majority of the examinees agrees (34%) or strongly agrees (48.9%) with the statement that they often review products they purchased online.

Slightly more than a half of the examinees (53.2%) recognized a clickbait article, but 83% of them could recognize a very biased article.

➤ ***Social and creative digital media skills***

Most of the examinees wouldn't use an email service when setting up a date with a friend, majority doesn't join the communities of interest online. On the contrary, only 4.2% of the examinees strongly agreed with the statement that they can build a website from scratch and 8.5% of the examinees agreed with that statement.

6. 3% of the examinees strongly agreed with the statement that they often produce text, images and audio to construct messages, content and services. 23.4% agreed, 29.7% disagreed and 40.4% strongly disagreed with that statement.

Majority (23.4% strongly agreed and 34% agreed) of the examinees agreed with the statement that they use social media to share content they created with their friends, but majority of them (83.5%) don't compile or curate online content.

➤ ***Habits and attitude towards Internet, social networks and media literacy education and training***

This main purpose of this set of questions is to identify examinee's habits regarding Internet and social networks, alongside their attitude towards different channels of communication, but, also, attitude towards media literacy education and training.

When asked how many hours a day they use a certain type of media, most of them mostly use Internet and television, 1-4 hrs a day, while the newspapers are rarely used. Most of the examinees stated that they mostly use media for informing, socializing and entertainment, but slightly less for studying.

25.5% of the examinees creates and shares media content occasionally, once a week, 23.4% shares sometimes, a few times per week, 12.8% creates and shares content very often, multiple times a day, and 29.8% never does it.

Vast majority of the examinees are mostly using Facebook, followed by Instagram, Nessuno, Twitter and Pinterest.

Regarding the type of media examinees are using when searching for the news, majority (46.7 %) are using commercial media in private property, which are financed by advertising, 44.7% of them are using public media service financed by the State, and 6.4% are using non-profit media financed mostly from donations and support.

All of the examinees (100%) have talked to their children about using the Internet and communication on social networks.

When asked which of the following they are most concerned about regarding the impact media has on children, 40.4% of the examinees said time spent before the screen, 38.3% expressed their concern regarding stereotypes and their impact on child's image about himself and other people, 19.1 % are concerned about violence and only 2.1% about sexualisation.

Slightly more than a half of the examinees 83% said that their child is not safe on the internet. Most of the examinees (78.7%) know what channels their children are using. 44.7% of the examinees would recognize that their child has become a victim of online hate speech harassment or fraud, while 42.6% of the examinees are might recognize it. Vast majority of the examinees (89.4%) thinks that it is necessary to introduce media literacy education to schools in order for professors to educate students regarding advantages and disadvantages of media. Also, 78.7% of the examinees would participate in a media literacy training with their children.

Regarding the resources they would need to improve their media literacy skills, examinees would prefer training, intensive workshop and discussions and regarding the media literacy trainers, they would prefer cyber security experts, journalists and bloggers.

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VII. Students

The data was collected from 14 students from France, majority of which female aged 17, attending gymnasium. Questionnaire consisted of 29 questions, divided in three groups (General Data, Digital Media Skills and Habits and attitude towards Internet and social networks) and was distributed to the high school students, in April and May 2019.

➤ **Digital Media Skills**

The aim of this set of questions was to identify examinee's knowledge on the digital media skills.

➤ **Technical digital media skills**

64.2% of the examinees strongly agree that they can use media devices in a technical sense (e.g. computer, tablet, smartphone), while the 35.7% agrees with that statement.

57.7% of the examinees strongly agree that they can consciously choose between different media devices, based on their function (e.g. computer, smartphone or tablet, navigate through hyperlinks) 35.7% agrees with that statement and only 7.1 % doesn't agree with that statement.

71.4 % of the examinees strongly agree with the statement can purposefully use different sources of information and media devices (e.g. search for information using social network sites, the internet) and 28.5% agrees with that statement.

50% of the examinees strongly agree with the statement that they are aware of their own media behaviour (e.g. copyright, illegal downloads, dangerous media behaviour), 42.8% of the examinees agree with that statement and only 7.1 % disagree with the statement.

Unlike the previous questions, when asked to express their level of agreement with the statement if they know how to set up and manage security features (install and update firewalls, virus protection, parental controls and PINs/passwords), examinees were divided – half of them strongly agreed or agreed and the other half strongly disagreed or disagreed.

When asked to express their level of agreement with the statement if they know how to set up appropriate devices and services (e.g. set up a Wi-Fi, a computer or smart TV), 42.8% of the examinees strongly agreed with the statement, 50% agreed while the rest disagreed.

Finally, more than a half of the examinees said that they order and purchase products and services online, while the rest disagreed with the statement.

➤ ***Cognitive and civic digital media skills***

Majority of the examinees expressed that they strongly agree (64.2%) or agree (35.7%) with the statement that media represents information in a selective way and that they know how to interpret media messages (e.g. implicit versus explicit media language, the structure of a text/article/film/video/...).

Unlike the previous question, majority expressed that they strongly agree (35.7%) or agree (35.7%) with the statement that the media content is tailored in a certain way to target the certain audience (e.g. selection possibilities, personalized offer through cookies, newspapers/television channels/websites and their target audience) and 28.5% disagreed with the statement.

Also, a big majority (78.5%) strongly agreed with the statement that is easy for media to form and influence one's values. Nearly half of the examinees (57.1%) stated that they are not sure how media production and distribution works.

Also, vast majority (78.5%) stated that media has the power to affect people in a certain way.

Majority strongly agreed that they know how and why personal data is collected and used and that they know how to manage it.

Less than a half of the examinees (7.1% strongly agreed and 28.5% agreed) stated that they use media to engage in learning opportunities.

However, when it comes to participation, most of the examinees agree that they often participate in civic and cultural activities and debates nobody stated that they participate in a public debate on social media, news portals, etc.

Majority of the examinees doesn't review products they purchased online.

Finally, when reading or watching news, majority of the examinees doesn't pay attention to the source of the information.

When asked which the main internet crimes according to them are, bullying, hate speech and information stealing were ranked the highest. The majority of students (71.4%) reported that they might know how to report it.

Majority of them (42.9%) rarely searches for news about one event from different sources of media, 35.7% of them sometimes searches for news about one event from different sources of media and 21.4% always searches for news about one event from different sources of media.

On the scale from 1 to 4, when asked to what degree do they trust media, majority of the examinees (78.6%) chose 2. Majority of the examinees (78.6%) were able to recognize advert article. Regarding clickbait, only 21.4% of the examinees recognized a clickbait article, but 85.7% recognized a very obvious clickbait. Only 14.3% of them could recognize a very biased article.

➤ ***Social and creative digital media skills***

Most of the examinees (71,2%) would use an email service when setting up a date with a friend, majority doesn't join the communities of interest online. 7.1% of the examinees strongly agreed with the statement that they can build a website from scratch and 7.1% of the examinees agreed with that statement.

42.8% of the examinees strongly agreed with the statement that they often produce text, images and audio to construct messages, content and services. 14.2% agreed, 28.5% disagreed and 14.2 strongly disagreed with that statement.

Half (50 %) of the examinees agreed with the statement that they use social media to share content they created with their friends.

➤ ***Habits and attitude towards Internet and social networks***

This main purpose of this set of questions is to identify examinee's habits regarding Internet and social networks, alongside their attitude towards different channels of communication, but, also, attitude towards media literacy education and training.

When asked how many hours a day they use a certain type of media, most of them mostly use Internet and television, while radio and newspapers are rarely used. Most of the examinees stated that they mostly use media for entertainment followed by socializing with friends and family and informing themselves. Media is, also, used for studying, but in a smaller amount than above mentioned uses.

Vast majority of the examinees are mostly using Instagram (85.7%), while 42.8% of the examinees use Snapchat.

Regarding the type of media examinees are using when searching for the news, most of them (71.4 %) are using commercial media in private property, which are financed by advertising, 28.6% are using public media service financed by the State and none is using non-profit media financed mostly from donations and support.

Majority of the examinees (71.4%) are not creating and publishing their own media content on the Internet. The majority of the examinees (78.6%) think that the media literacy education should be more present in the educational processes and the majority agrees that media, besides informing and entertaining, has educational function, also.

More than a half of the examinees (57.1%) haven't participated in a training on media literacy and only 21.4% would participate in the media literacy training.

Regarding the type of the training, discussions and case studies and regarding the media literacy trainers, they would prefer cyber security experts, bloggers and journalists.

VIII. Parents

The data was collected from 13 parents from France, majority of which were female (53.8%), holding a master degree (53.8%), employed 1-39 hrs a week (76.9%). Questionnaire consisted of 30 questions, divided in three groups (General Data, Digital Media Skills and Habits and attitude towards Internet and social networks) and was distributed to the parents of the high school students, in April and May 2019.

➤ **Digital Media Skills**

The aim of this set of questions was to identify examinee's knowledge on the digital media skills.

When asked what skills of media literacy they find most relevant, analysis and critical thinking of media content came first, followed by technical skills necessary for access to and using of media.

➤ **Technical digital media skills**

84.6% of the examinees strongly agree that they can use media devices in a technical sense (e.g. computer, tablet, smartphone), while the 7.6% agreed with that statement. Only 7.6 % of the examinees didn't agree with the statement.

69.2% of the examinees strongly agree that they can consciously choose between different media devices, based on their function (e.g. computer, smartphone or tablet,

navigate through hyperlinks) 23% agrees with that statement and only 7.6 % doesn't agree with that statement.

61.5 % of the examinees strongly agree with the statement can purposefully use different sources of information and media devices (e.g. search for information using social network sites, the internet) and 30.7% agrees with that statement. Only 7.6 % of the examinees disagrees.

46.1% of the examinees strongly agree with the statement that they are aware of their own media behaviour (e.g. copyright, illegal downloads, dangerous media behaviour), 46.1% of the examinees strongly agree with that statement and 25.3 % disagree with the statement.

Unlike the previous questions, when asked to express their level of agreement with the statement if they know how to set up and manage security features (install and update firewalls, virus protection, parental controls and PINs/passwords), 23% of the examinees said that they strongly agree and 30.7% said that they agree with the statement.

When asked to express their level of agreement with the statement if they know how to set up appropriate devices and services (e.g. set up a Wi-Fi, a computer or smart TV), 30.7% of the examinees strongly agreed with the statement, 38.4% agreed while the rest disagreed.

Finally, more than a half of the examinees said that they order and purchase products and services online, while the rest disagreed with the statement.

➤ ***Cognitive and civic digital media skills***

Majority of the examinees expressed that they strongly agree (30.7%) or agree (53.8%) with the statement that media represents information in a selective way and that they know how to interpret media messages (e.g. implicit versus explicit media language, the structure of a text/article/film/video/...).

Similarly to the previous question, majority expressed that they agree (23%) or strongly agree (38.4%) with the statement that the media content is tailored in a certain way to target the certain audience (e.g. selection possibilities, personalized offer through cookies, newspapers/television channels/websites and their target audience).

Also, a big majority agreed with the statement that is easy for media to form and influence one's values, while only 15.3 % disagreed with that statement.

More than half of the examinees stated that they know how media production and distribution works. Also, almost all of the examinees question the credibility of the news they consume.

Majority (23% strongly agreed and 38.4% agreed) agreed that they know how and why personal data is collected and used and that they know how to manage it.

Less than a half of the examinees stated that they use media to engage in learning opportunities.

Furthermore, when it comes to participation, more than half of the examinees wouldn't agree that they often participate in civic and cultural activities and debates and only 23% stated that they participate in a public debate on social media, news portals, etc.

Majority of the examinees disagrees (23%) or strongly agrees (38.4%) with the statement that they often review products they purchased online.

All of the examinees recognized an advertisement article, while only 38.5% recognized a clickbait article. Majority of the examinees recognized obvious clickbait and 61.5% of them could recognize a very biased article.

➤ ***Social and creative digital media skills***

Almost half of the examinees (46.1%) strongly agrees with the statement that they would use an email service when setting up a date with a friend, majority doesn't join the communities of interest online (38.4% disagrees and 23% strongly disagrees. Majority can't build a website from scratch.

None of the examinees strongly agreed with the statement that they often produce text, images and audio to construct messages, content and services. 23% of the examinees agreed, 30.7% disagreed, and 46.1% strongly disagreed with that statement.

Less than a half of the examinees use social media to share content they created with their friends (7.6 % strongly agreed and 38.4% agreed), but majority of them (92.3%) doesn't compile or curate online content.

• ***Habits and attitude towards Internet, social networks and media literacy education and training***

This main purpose of this set of questions is to identify examinee's habits regarding Internet and social networks, alongside their attitude towards different channels of communication, but, also, attitude towards media literacy education and training.

When asked how many hours a day they use a certain type of media, most of them mostly use Internet and television, 1-2 hrs a day, while the newspapers are rarely used. Most of the examinees stated that they mostly use media for informing and studying, and also for socializing and entertainment, but in a smaller amount.

30.8% of the examinees creates and shares media content occasionally, once a week, 38.5% shares sometimes, a few times per week, 7.7% creates and shares content very often, multiple times a day, and 23.1% never does it.

Vast majority of the examinees are mostly using Facebook, followed by LinkedIn, Instagram and Pinterest.

Regarding the type of media examinees are using when searching for the news, most of them (61.5 %) are using public media service financed by the State, 38.5% of them are using commercial media in private property, which are financed by advertising, and none are using non-profit media financed mostly from donations and support.

Less than a half of the examinees (46.2%) have talked to their children about using the Internet and communication on social networks.

When asked which of the following are they most concerned about regarding the impact media has on children, 46.2% of the examinees said time spent before the screen, 23.1 % are concerned about violence, 15.4% expressed their concern regarding stereotypes and their impact on child's image about himself and other people, and 15.4% about sexualisation.

Majority of the examinees (69.2%) said that their children are not safe on the internet, while 15.4% thinks that their children are safe and the same amount of the examinees thinks that their child might be safe. Most of the examinees (61.5%) know what channels their children are using. 61.5% of the examinees might recognize that their child has become a victim of online hate speech harassment or fraud, while 30.8% of the examinees are certain that they would recognize that. All of the examinees (100%) think that it is necessary to introduce media literacy education to schools in order for professors to educate students regarding advantages and disadvantages of media. Also, 69.2% of the examinees would participate in a media literacy training with their children.

Regarding the resources they would need to improve their media literacy skills, examinees would prefer discussions, intensive workshop training and peer mentorship, and regarding the media literacy trainers, they would prefer journalists, cyber security experts and NGO activists.

Slovenia, Maribor - PRIZMA Foundation

IX. Teachers

The data was collected from 35 teachers from Slovenia, majority of which were female, holding a master degree. Questionnaire consisted of 25 questions, divided in three groups (General Data, Digital Media Skills and Habits and attitude towards Internet and social networks) and was distributed to the high school teachers, in April and May 2019.

➤ **Digital Media Skills**

The aim of this set of questions was to identify examinee's knowledge on the digital media skills.

When asked what skills of media literacy they find most relevant, 48.5 % of the examinees chose technical skills necessary for access to and using of media, and another half (45.5%) chose analysis and critical thinking of media content.

➤ **Technical digital media skills**

62.8% of the examinees strongly agree that they can use media devices in a technical sense (e.g. computer, tablet, smartphone), while the 28.5% agrees with that statement. Only 4.4 % of the examinees didn't agree with the statement.

60% of the examinees strongly agree that they can consciously choose between different media devices, based on their function (e.g. computer, smartphone or tablet, navigate through hyperlinks) 34.2% agrees with that statement.

68.5 % of the examinees strongly agree with the statement can purposefully use different sources of information and media devices (e.g. search for information using social network sites, the internet) and 22.8% agrees with that statement.

42.8% of the examinees agree with the statement that they are aware of their own media behaviour (e.g. copyright, illegal downloads, dangerous media behaviour), 37.1% of the examinees strongly agree with that statement and 14.2 % disagree with the statement.

Unlike the previous questions, when asked to express their level of agreement with the statement if they know how to set up and manage security features (install and update firewalls, virus protection, parental controls and PINs/passwords), only 25.7% of the examinees said that they strongly agree and 25.7% said that they agree with the statement. The rest disagreed or strongly disagreed with the statement.

When asked to express their level of agreement with the statement if they know how to set up appropriate devices and services (e.g. set up a Wi-Fi, a computer or smart TV), 36.3% of the examinees strongly agreed with the statement, 48.4% agreed while the rest disagreed.

Finally, more than a half of the examinees said that they order and purchase products and services online, while the 11.4% disagreed with the statement.

➤ **Cognitive and civic digital media skills**

Majority of the examinees expressed that they strongly agree (42.8%) or agree (42.8%) with the statement that media represents information in a selective way and that they know how to interpret media messages (e.g. implicit versus explicit media language, the structure of a text/article/film/video/...).

Similarly to the previous question, majority expressed that they strongly agree (45.7%) or agree (40%) with the statement that the media content is tailored in a certain way

to target the certain audience (e.g. selection possibilities, personalized offer through cookies, newspapers/television channels/websites and their target audience).

Also, everyone agreed with the statement that is easy for media to form and influence one's values.

More than a half of the examinees stated that they know how media production and distribution works.

Also, vast majority stated that media has the power to affect people in a certain way; 71.4% strongly agreed with that statement and 22.8 agreed.

Majority (28.5% strongly agreed and 42.8% agreed) agreed that they know how and why personal data is collected and used and that they know how to manage it.

Also, 85.6% of the examinees stated that they use media to engage in learning opportunities.

However, when it comes to participation, more than half of the examinees wouldn't agree that they often participate in civic and cultural activities and debates and only 22,8% stated that they participate in a public debate on social media, news portals, etc.

Majority of the examinees agrees (31.4%) or strongly agrees (42.8%) with the statement that they often review products they purchased online.

Only 35.3% of the examinees recognized a clickbait article, but 64.7% of them could recognize a very biased article.

Slightly more than a half of the examinees (55.9%) said that they can communicate and present contents using media (e.g. structure and adapt a presentation, publish media content through an appropriate channel such as blogs, directories, YouTube), while the rest denied that.

Only 26.5% of the examinees searches for news about one event from different sources of media, while the majority (64.7%) does it sometimes.

Almost all of the examinees (91.2%) has talked to their students using the Internet and communication on social networks and majority (79.4%) of them knows how to react if a student experiences online bullying or is exercising online bullying.

➤ ***Social and creative digital media skills***

Almost half of the examinees (48.5%) would use an email service when setting up a date with a friend, majority doesn't join the communities of interest online (82.7%) and majority (65.6%) don't know how to build a website from the scratch.

65.6% of the examinees disagreed with the statement that they often produce text, images and audio to construct messages, content and services.

Majority (68,5 %) of the examinees don't use social media to share content they created with their friends, and majority of them (82.8%) doesn't compile or curate online content.

➤ ***Habits and attitude towards Internet and social networks***

This main purpose of this set of questions was to identify examinee's habits regarding Internet and social networks, alongside their attitude towards different channels of communication, but, also, attitude towards media literacy education and training.

Most of the examinees stated that they mostly use media for informing themselves and learning. Media is used less for entertainment and socializing. More than a half of the examinees (63.6%) creates their own media content and publishes it on the Internet.

Vast majority of the examinees are mostly using Facebook (75.9%), while 24.1% of the examinees use Instagram. The rest are mostly using Pinterest or none.

Regarding the type of media examinees are using when searching for the news, most of them (51.5 %) are using public media service financed by the State, 48.5% are using commercial media in private property, which are financed by advertising and none are using non-profit media financed mostly from donations and support.

The majority of the examinees (94.1%) thinks that the media literacy education should be more present in the educational processes.

Vast majority of the examinees (61.8%) has already participated in a training on media literacy and 70.6% said that they would maybe participate again.

Regarding the type of the training, examinees would prefer intensive workshop, online resources with case studies and discussions and regarding the media literacy trainers, they would prefer cyber security experts, bloggers and journalists.

X. Students

The data was collected from 67 students from Slovenia, majority of which female aged 15-17, attending gymnasium. Questionnaire consisted of 25 questions, divided in three groups (General Data, Digital Media Skills and Habits and attitude towards Internet and social networks) and was distributed to the high school students, in April and May 2019.

➤ ***Digital Media Skills***

The aim of this set of questions was to identify examinee's knowledge on the digital media skills.

➤ **Technical digital media skills**

58.2% of the examinees strongly agree that they can use media devices in a technical sense (e.g. computer, tablet, smartphone), while the 37.3% agrees with that statement. Only 4.4 % of the examinees didn't agree with the statement.

59.9% of the examinees strongly agree that they can consciously choose between different media devices, based on their function (e.g. computer, smartphone or tablet, navigate through hyperlinks) 30.3% agrees with that statement and only 10.6 % doesn't agree with that statement.

61.1 % of the examinees strongly agree with the statement can purposefully use different sources of information and media devices (e.g. search for information using social network sites, the internet) and 28.3% agrees with that statement. Only 8.9 % of the examinees disagrees and 1.4% strongly disagrees with the statement.

40.2% of the examinees agree with the statement that they are aware of their own media behaviour (e.g. copyright, illegal downloads, dangerous media behaviour), 34.3% of the examinees strongly agree with that statement and 25.3 % disagree with the statement.

Unlike the previous questions, when asked to express their level of agreement with the statement if they know how to set up and manage security features (install and update firewalls, virus protection, parental controls and PINs/passwords), only 19.4% of the examinees said that they strongly agree and 26.86% said that they agree with the statement. Majority disagreed or strongly disagreed with the statement.

When asked to express their level of agreement with the statement if they know how to set up appropriate devices and services (e.g. set up a Wi-Fi, a computer or smart TV), 61.1% of the examinees strongly agreed with the statement, 32.8% agreed while the rest disagreed.

Finally, more than a half of the examinees said that they order and purchase products and services online, while the rest disagreed with the statement.

➤ **Cognitive and civic digital media skills**

Majority of the examinees expressed that they strongly agree (50.7%) or agree (34.3%) with the statement that media represents information in a selective way and that they know how to interpret media messages (e.g. implicit versus explicit media language, the structure of a text/article/film/video/...).

Similarly to the previous question, majority expressed that they strongly agree (46.2%) or agree (38.8%) with the statement that the media content is tailored in a certain way to target the certain audience (e.g. selection possibilities, personalized offer through cookies, newspapers/television channels/websites and their target audience).

Also, a big majority agreed with the statement that is easy for media to form and influence one's values, while only 7.3 % disagreed with that statement.

Nearly half of the examinees stated that they know how media production and distribution works.

Also, vast majority stated that media has the power to affect people in a certain way; 68.6% strongly agreed with that statement and 26.8 agreed.

Majority (43.2% strongly agreed and 14.9%) agreed that they know how and why personal data is collected and used and that they know how to manage it.

Also, 83,5% of the examinees stated that they use media to engage in learning opportunities.

However, when it comes to participation, more than half of the examinees wouldn't agree that they often participate in civic and cultural activities and debates and only 14,8% stated that they participate in a public debate on social media, news portals, etc.

Majority of the examinees agrees (31.3%) or strongly agrees (43.2%) with the statement that they often review products they purchased online.

Finally, when reading or watching news, 58.1% of the examinees pay attention to the source of the information.

When asked which the main internet crimes according to them are, information stealing, fraud, viruses and bullying where ranked the highest. The majority of students (53.7%) reported that they might know how to report it, 23.9% wouldn't know and only 22.4% would know how to report it.

Majority of them (67.2%) sometimes searches for news about one event from different sources of media, 23.9% of them always searches for news about one event from different sources of media and only 9% rarely searches for news about one event from different sources of media.

Almost half of the examinees (46.3%) expressed that they trust media to a certain extent and half of them (50.7%) trust media, but not entirely. Only 2% of the examinees trusts media completely and nobody expressed that they don't trust media at all.

Only 34.3% of the examinees recognized a clickbait article, and only 31.8% of them could recognize a very biased article.

➤ ***Social and creative digital media skills***

Most of the examinees (73%) wouldn't use an email service when setting up a date with a friend, majority doesn't join the communities of interest online (74.5%). 35.8%

of the examinees strongly agreed with the statement that they can build a website from scratch and 29.8% of the examinees agreed with that statement.

19. 4% of the examinees strongly agreed with the statement that they often produce text, images and audio to construct messages, content and services. 31.3% agreed, 20.8% disagreed and 23.8% strongly disagreed with that statement.

Majority (62.6%) of the examinees agreed with the statement that they use social media to share content they created with their friends, but majority of them (83.5%) doesn't compile or curate online content.

➤ **•Habits and attitude towards Internet and social networks**

This main purpose of this set of questions is to identify examinee's habits regarding Internet and social networks, alongside their attitude towards different channels of communication, but, also, attitude towards media literacy education and training.

When asked how many hours a day they use a certain type of media, most of them mostly use Internet and television, while radio is rarely used. Most of the examinees stated that they mostly use media for entertainment followed with socializing with friends and family. Media is used for informing and studying, but in a smaller amount than above mentioned uses.

Vast majority of the examinees are mostly using Instagram (75.8%), while 30.3% of the examinees use Facebook. The rest are mostly using Pinterest, Twitter and Snapchat.

Regarding the type of media examinees are using when searching for the news, most of them (57.6 %) are using commercial media in private property, which are financed by advertising, 39.4% are using public media service financed by the State and only 3% are using non-profit media financed mostly from donations and support.

Slightly more than a half of the examinees (51.5%) are creating and publishing their own media content on the Internet. The majority of the examinees (86.2%) thinks that the media literacy education should be more present in the educational processes and the majority agrees that media, besides informing and entertaining, has educational function, also.

Vast majority of the examinees (80.3%) has already participated in a training on media literacy and 54.5% said that they would maybe participate again.

Regarding the type of the training, examinees would prefer case studies, lectures and games and regarding the media literacy trainers, they would prefer cyber security experts, bloggers and journalists.

XI. Parents

The data was collected from 31 parents from Slovenia, majority of which were female (60%), holding a master degree (33.3%) or high school diploma (26.7%), employed 40 or more hrs a week (76.7%). Questionnaire consisted of 27 questions, divided in three groups (General Data, Digital Media Skills and Habits and attitude towards Internet and social networks) and was distributed to the parents of the high school students, in April and May 2019.

➤ **Digital Media Skills**

The aim of this set of questions was to identify examinee's knowledge on the digital media skills.

When asked what skills of media literacy they find most relevant, 46.7 % of the examinees chose technical skills necessary for access to and using of media, as well as analysis and critical thinking of media content (33.3%).

➤ **Technical digital media skills**

45.1% of the examinees strongly agree that they can use media devices in a technical sense (e.g. computer, tablet, smartphone), while the 32.2% agrees with that statement. 19.3 % of the examinees didn't agree with the statement.

67.6% of the examinees agree that they can consciously choose between different media devices, based on their function (e.g. computer, smartphone or tablet, navigate through hyperlinks) while 87 % of the examinees agree with the statement can purposefully use different sources of information and media devices (e.g. search for information using social network sites, the internet).

74.1% of the examinees are aware of their own media behaviour (e.g. copyright, illegal downloads, dangerous media behaviour), but, when it comes to setting up and managing security features (install and update firewalls, virus protection, parental controls and PINs/passwords), less than a half of the examinees 48.3% said they are able to do that.

When asked to express their level of agreement with the statement if they know how to set up appropriate devices and services (e.g. set up a Wi-Fi, a computer or smart TV), 35.4% of the examinees strongly agreed with the statement, 41.9% agreed while the rest disagreed.

Finally, majority (70.8%) of the examinees said that they order and purchase products and services online, while the rest disagreed with the statement.

➤ **Cognitive and civic digital media skills**

Majority of the examinees expressed that they strongly agree (34.4%) or agree (48.3%) with the statement that media represents information in a selective way and that they know how to interpret media messages (e.g. implicit versus explicit media language, the structure of a text/article/film/video/...).

Similarly to the previous question, majority expressed that they strongly agree (29%) or agree (45.1%) with the statement that the media content is tailored in a certain way to target the certain audience (e.g. selection possibilities, personalized offer through cookies, newspapers/television channels/websites and their target audience).

Also, a big majority agreed with the statement that is easy for media to form and influence one's values, while only 3.2 % disagreed with that statement.

Nearly half of the examinees stated that they know how media production and distribution works.

Also, vast majority stated that media has the power to affect people in a certain way; 48.3% strongly agreed with that statement and 35.4% agreed.

Slightly more than a half of the examinees know how and why personal data is collected and used and that they know how to manage it.

Also, 61.2% of the examinees stated that they use media to engage in learning opportunities.

However, when it comes to participation, more than half of the examinees wouldn't agree that they often participate in civic and cultural activities and debates and only 16% stated that they participate in a public debate on social media, news portals, etc. Majority of the examinees often review products they purchased online.

Only 33.3% of the examinees recognized a clickbait article, but 54.8% of them could recognize a very biased article.

➤ ***Social and creative digital media skills***

Most of the examinees (61.2%) wouldn't use an email service when setting up a date with a friend, majority doesn't join the communities of interest online (77.3%). 22.5% of the examinees agreed with the statement that they can build a website from scratch.

Majority of the examinees doesn't produce text, images and audio often to construct messages, content and services. Slightly less than a half of the examinees agreed with the statement that they use social media to share content they created with their friends, but majority of them (80.6%) doesn't compile or curate online content.

➤ ***Habits and attitude towards Internet, social networks and media literacy education and training***

This main purpose of this set of questions is to identify examinee's habits regarding Internet and social networks, alongside their attitude towards different channels of communication, but, also, attitude towards media literacy education and training.

When asked how many hours a day they use a certain type of media, most of them mostly use Internet and television, 1-2 hrs a day, while the newspapers are rarely used.

Most of the examinees stated that they mostly use media for informing and studying, while they are almost not using it for socializing at all.

35.5% of the examinees creates and shares media content occasionally, once a week, 29% shares sometimes, a few times per week, 19% creates and shares content very often, multiple times a day, and 12.9% never does it.

Vast majority of the examinees are mostly using Facebook, followed by Instagram, LinkedIn, Twitter and Pinterest.

Regarding the type of media examinees are using when searching for the news, most of them (74.2 %) are using commercial media in private property, which are financed by advertising, 25.8% of them are using public media service financed by the State, and none are using non-profit media financed mostly from donations and support.

Almost all of the examinees (90%) have talked to their children about using the Internet and communication on social networks.

When asked which of the following they are most concerned about regarding the impact media has on children, 45.2% of the examinees said time spent before the screen, 22.6% expressed their concern regarding stereotypes and their impact on child's image about himself and other people, 22.6 % are concerned about violence and only 9.7% about sexualisation.

Slightly more than a half of the examinees 54.8% said that their child might be safe on the internet, while 29% thinks that their children are not safe and only 16.1% of the examinees thinks that their child is safe. Most of the examinees (71%) know what channels their children are using. 54.8% of the examinees might recognize that their child has become a victim of online hate speech harassment or fraud, while 41.9% of the examinees are certain that they would recognize that. Vast majority of the examinees (83.9%) thinks that it is necessary to introduce media literacy education to schools in order for professors to educate students regarding advantages and disadvantages of media. Also, 64.5% of the examinees would participate in a media literacy training with their children.

Regarding the resources they would need to improve their media literacy skills, examinees would prefer training, intensive workshop, online resources with case studies and discussions and regarding the media literacy trainers, they would prefer cyber security experts, journalists, representatives of video games industry and bloggers.

Bulgaria, Sofia - Sofia Development Association and Ruse, DZZD "Obuchenie"

XII. Teachers

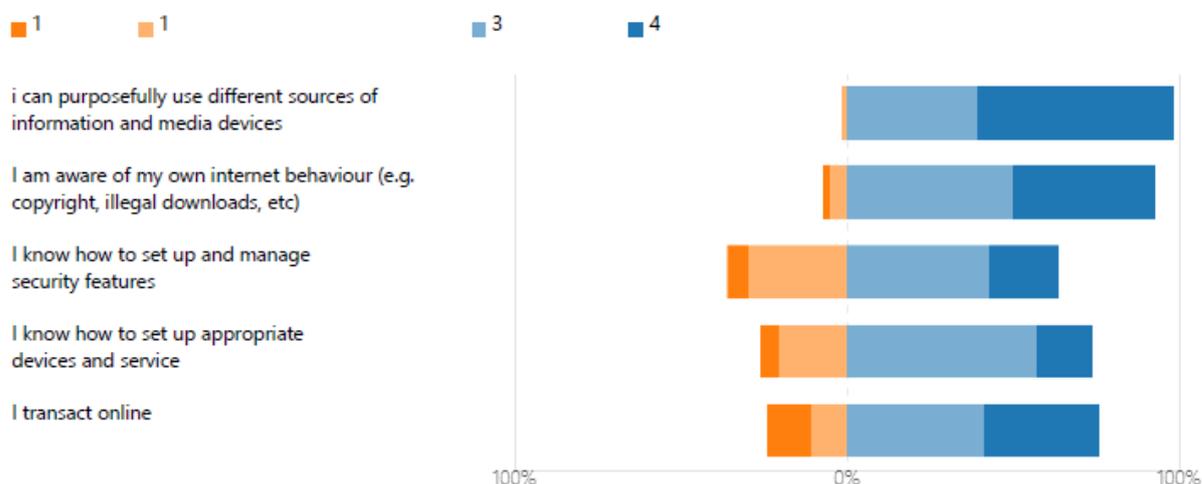
The data was collected from 71 teachers from Bulgaria, majority of which were female, holding a master degree. Questionnaire consisted of 18 questions, divided in three groups (General Data, Digital Media Skills and Habits and attitude towards Internet and social networks) and was distributed to the high school teachers, in April and May 2019.

➤ **Digital Media Skills**

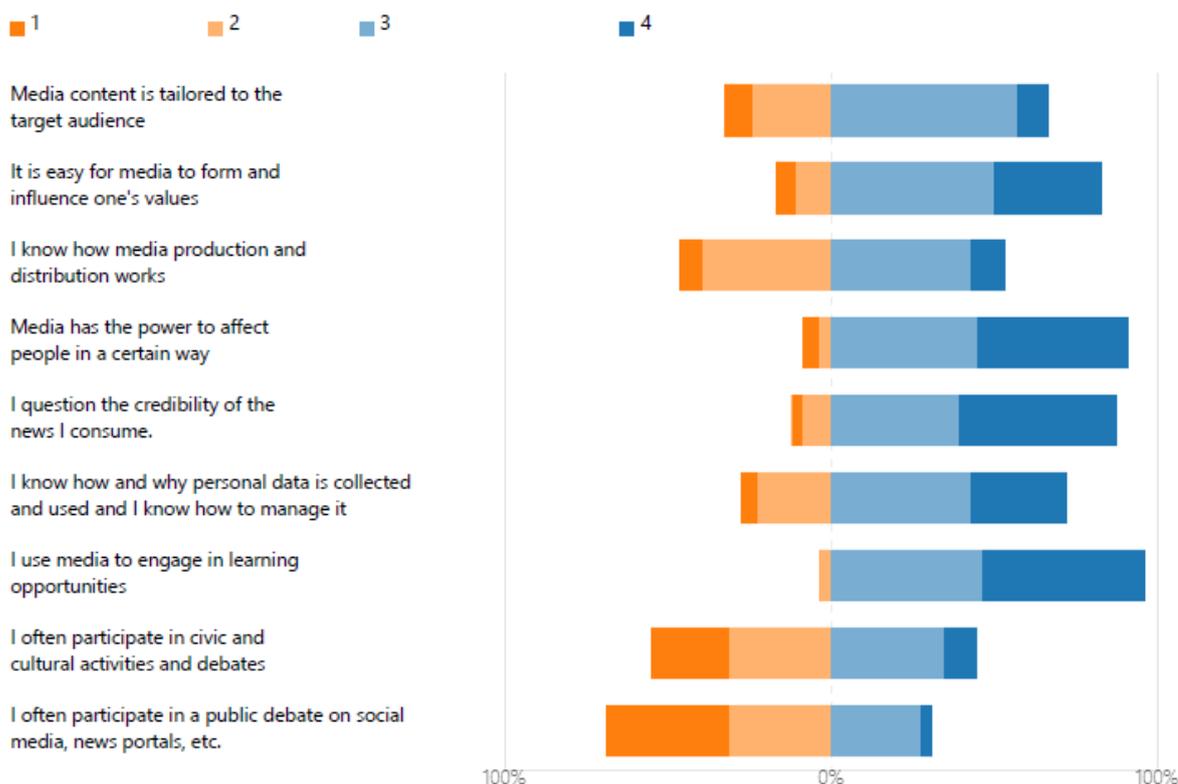
The aim of this set of questions was to identify examinee's knowledge on the digital media skills.

When asked what skills of media literacy they find most relevant, 45% of the examinees chose analysis and critical thinking of media content, 18.3% chose technical skills necessary for access to and using of media, 14% chose creating one's own content while 4.2% didn't know.

➤ **Technical digital media skills**



➤ **Cognitive and civic digital media skills**

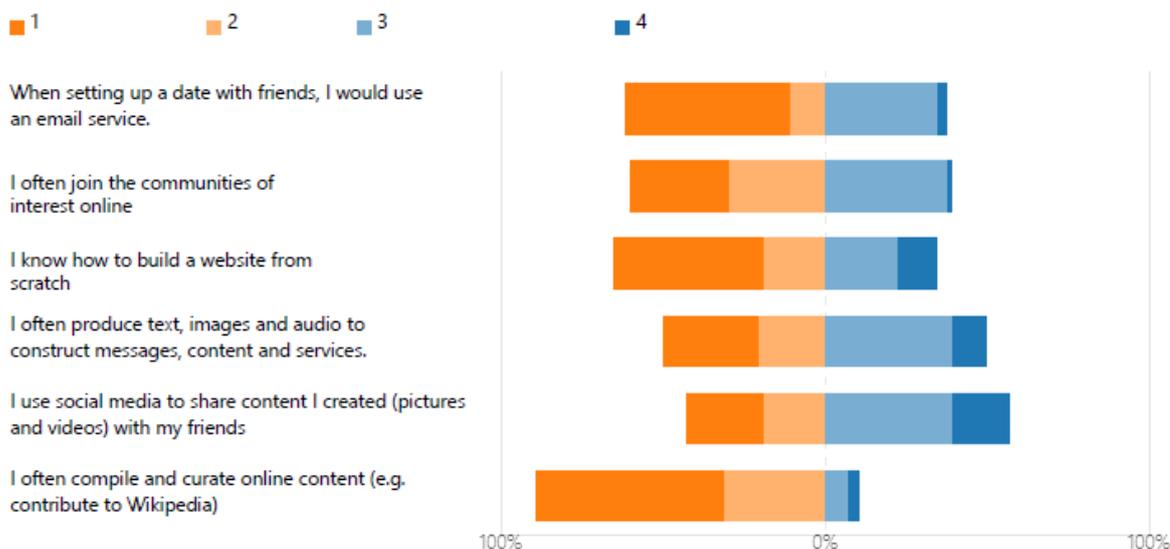


More than a half of the examinees (67.2%) said that they can communicate and present contents using media (e.g. structure and adapt a presentation, publish media content through an appropriate channel such as blogs, directories, YouTube), while the rest denied that.

37% of the examinees always searches for news about one event from different sources of media, while the majority (53%) does it sometimes. 8.6% of the examinees rarely does it.

Majority of the examinees (89.6%) has talked to their students using the Internet and communication on social networks and majority (67.2%) of them knows how to react if a student experiences online bullying or is exercising online bullying.

➤ **Social and creative digital media skills**



➤ **Habits and attitude towards Internet and social networks**

This main purpose of this set of questions was to identify examinee's habits regarding Internet and social networks, alongside their attitude towards different channels of communication, but, also, attitude towards media literacy education and training.

Most of the examinees stated that they mostly use media for informing themselves, followed by learning and entertainment. Media is used less for socializing within this group of examinees.

Vast majority of the examinees are mostly using Facebook, while the use of Instagram, LinkedIn, Pinterest, etc. is significantly lower.

The majority of the examinees (93.1%) thinks that the media literacy education should be more present in the educational processes.

Majority of the examinees (63.7%) hasn't participated in a training on media literacy.

Regarding the resources that would improve their media literacy skills, examinees would prefer training, online resources with case studies and intensive workshops and regarding the media literacy trainers, they would prefer cyber security experts, journalists and bloggers.

XIII. Students

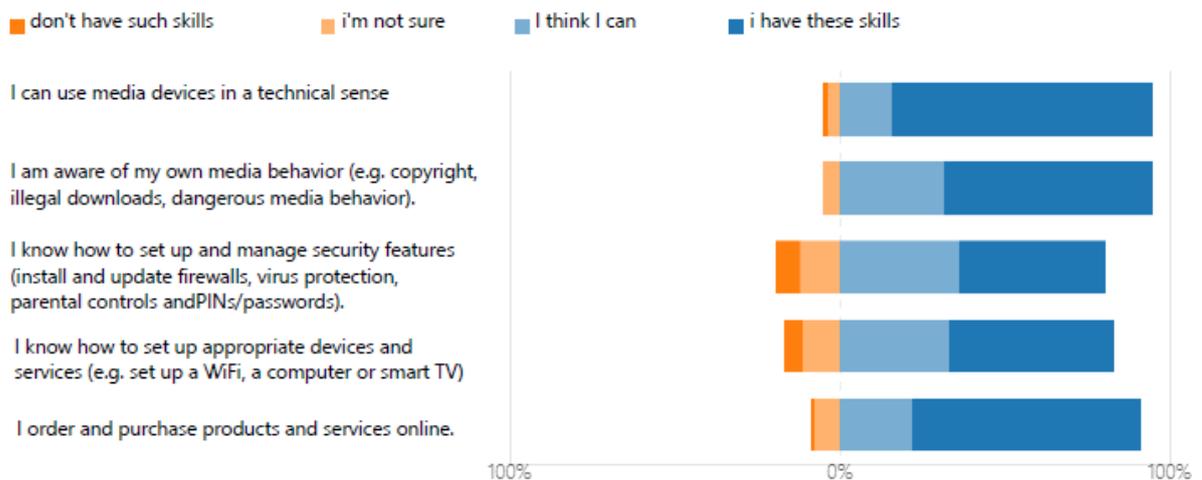
The data was collected from 113 students from Bulgaria, majority of which female aged 15-17, attending gymnasium. Questionnaire consisted of 22 questions, divided

in three groups (General Data, Digital Media Skills and Habits and attitude towards Internet and social networks) and was distributed to the high school students, in April and May 2019.

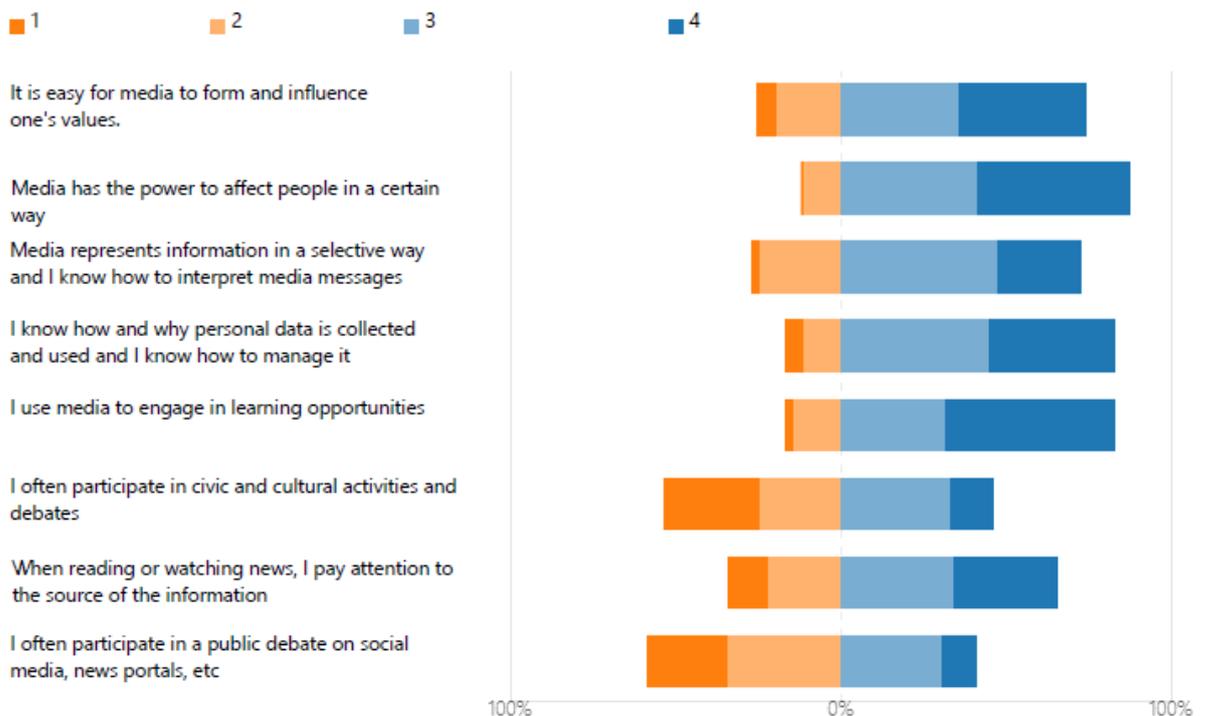
➤ **Digital Media Skills**

The aim of this set of questions was to identify examinee's knowledge on the digital media skills.

➤ **Technical digital media skills**

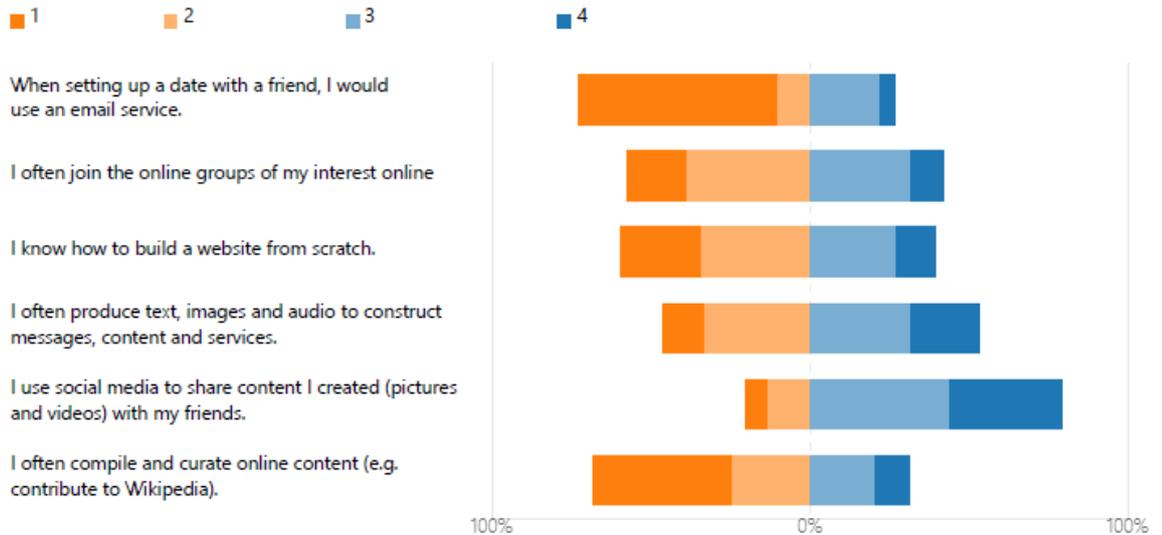


➤ **Cognitive and civic digital media skills**



When asked which the main internet crimes according to them are, information stealing, bullying, viruses and fraud were ranked the highest. Less than a half of the examinees (45.1%) reported that they would know how to report it, 42.6% would know and 12.1% wouldn't know how to report it.

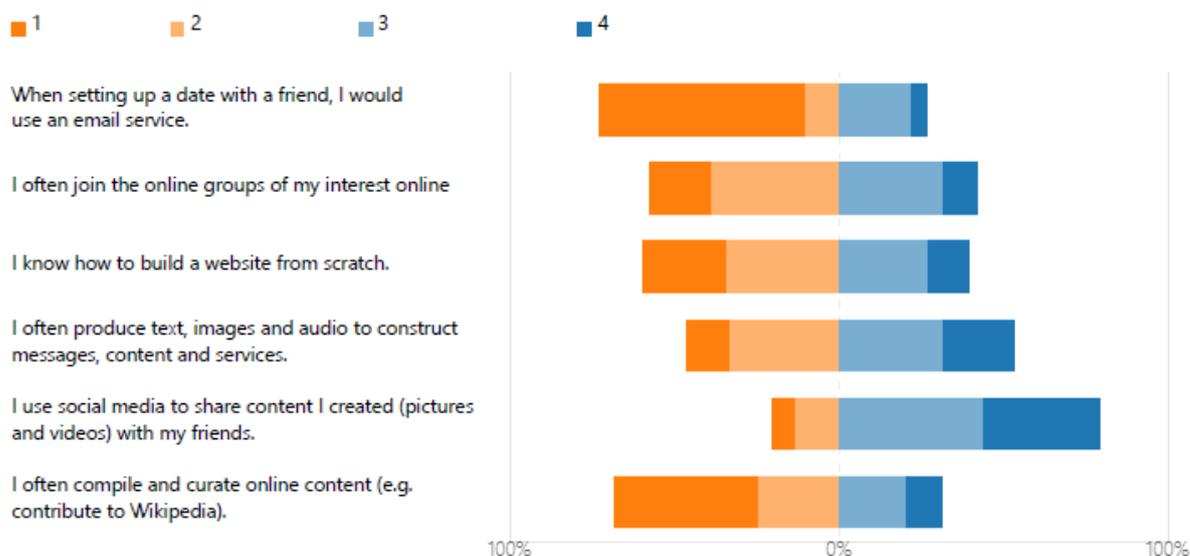
➤ **Social and creative digital media skills**



➤ **Habits and attitude towards Internet and social networks**

This main purpose of this set of questions is to identify examinee's habits regarding Internet and social networks, alongside their attitude towards different channels of communication, but, also, attitude towards media literacy education and training.

When asked how many hours a day they use a certain type of media, most of them mainly using Internet and television, while radio and newspapers are rarely used. Media is almost equally used for entertainment, socializing with friends and family, informing and studying.



Examinees are mostly using Instagram, followed by Facebook and Pinterest.

Majority of the examinees (76.8%) are creating and publishing their own media content on the Internet. The majority of the examinees (82.9%) thinks that the media literacy education should be more present in the educational processes and the majority agrees that media, besides informing and entertaining, has educational function, also.

Majority of the examinees (60.9%) haven't already participated in a training on media literacy and 63.4% said that they would participate.

Regarding the type of the training, examinees would prefer discussion with experts, case studies and games and regarding the media literacy trainers, they would prefer cyber security experts, bloggers and journalists.

XIV. Parents

The data was collected from 272 parents from Bulgaria, majority of which were female (60%), holding a master degree (76.6%). Questionnaire consisted of 39 questions, divided in three groups (General Data, Digital Media Skills and Habits and attitude towards Internet and social networks) and was distributed to the parents of the high school students, in April and May 2019.

➤ Digital Media Skills

The aim of this set of questions was to identify examinee's knowledge on the digital media skills. Digital media skills were examined through rating scale, where participants had to choose between how much they agree with a given statement, ranging from 1 to 4, 1 meaning strongly disagree and 4 meaning strongly agree.

When asked what skills of media literacy they find most relevant, majority (72.5 %) of the examinees chose analysis and critical thinking of media content, followed by technical skills necessary for access to and using of media, as well as (29.8%).

➤ ***Technical digital media skills***

On the scale from 1 to 4, when asked to express their level of agreement with the statement that they can purposefully use different sources of information, average score was 3.66. Regarding the awareness of their own media behaviour, such as copyright, illegal downloads, etc., average score was 3.35. However, when it comes to setting up and managing security features, average score was a bit lower, 2.88. Furthermore, when asked to express their level of agreement with the statement that they know how to set up appropriate devices and services, average score was 3.18 and when it comes to transacting online, average score was 3.44.

➤ ***Cognitive and civic digital media skills***

On the scale from 1 to 4, when asked to express their level of agreement with the statement that media represents information in a selective way and that they know how to interpret media messages, average score was 3.36. Regarding the statement that media is tailored to the target audience, average score was 3.49. Furthermore, statement that it is easy for media to form and influence one's values scored 3.29. Regarding the awareness of collecting and managing personal data, the average score was a bit lower – 2.87. A bit lower score was scored when it comes to using media to engage in learning opportunities (2.86), as well as often participation in civic and cultural activities and debates (2.22) and public debates on social media and news portals (1.89).

➤ ***Social and creative digital media skills***

On the scale from 1 to 4, when asked to express their level of agreement with the statement that they would use an email service when setting up a date with a friend, average score was 1.82. Regarding the statement “I often join the communities of interest online.”, average score was 2.26, but regarding the building a website from the scratch, average score was 1.82. Similarly, the score was 1.56 regarding compilation and curation of online content. Finally, when asked to state their level of agreement with the statement that they use social media to share content they created with their friends, average score was 2.38, and regarding the statement that they often produce text, images and audio to construct messages, content and services, average score was 2.3.

➤ ***Habits and attitude towards Internet, social networks and media literacy education and training***

This main purpose of this set of questions is to identify examinee's habits regarding Internet and social networks, alongside their attitude towards different channels of communication, but, also, attitude towards media literacy education and training.

When asked how many hours a day they use a certain type of media, most of them mostly use Internet and television, while the radio is used moderately and newspapers are rarely used. Most of the examinees stated that they mostly use media for informing, followed by entertainment and learning.

61.4% of the examinees creates and shares media content occasionally, once a week, 19.2% shares sometimes, a few times per week, 10.5% creates and shares content very often, multiple times a day, and 19.8% never does it.

Vast majority of the examinees are mostly using Facebook, followed by Instagram, LinkedIn and Pinterest.

Almost all of the examinees have talked to their children about using the Internet and communication on social networks.

When asked which of the following they are most concerned about regarding the impact media has on children, 23.4% of the examinees said time spent before the screen, 39.7% expressed their concern regarding stereotypes and their impact on child's image about himself and other people, 27 % are concerned about violence and only 4.5% about sexualisation.

Slightly more than a half of the examinees 33.6% said that their child might be safe on the internet, while 58.1% thinks that their children are not safe and only 8.1% of the examinees thinks that their child is safe. Most of the examinees (85.2%) know what channels their children are using. 59.1% of the examinees might recognize that their child has become a victim of online hate speech harassment or fraud, 39.7% of the examinees are certain that they would recognize that, while 1% of the examinees couldn't recognize that. Vast majority of the examinees (92.8%) thinks that it is necessary to introduce media literacy education to schools in order for professors to educate students regarding advantages and disadvantages of media. Also, 75% of the examinees would participate in a media literacy training with their children.

Regarding the resources they would need to improve their media literacy skills, examinees would prefer online resources with case studies, training, discussions and intensive workshop, and regarding the media literacy trainers, they would prefer cyber security experts, journalists and bloggers.

Conclusion

The examinees surveyed in this research are using media often, mostly Internet and television, for informing and learning (parents and teachers) and socializing and entertainment (students). Majority is critical towards media; they don't trust media reporting completely. Also, majority thinks that it is easy for media to form and influence one's values but, on the other hand, when it comes to informing themselves, they are mostly using commercial media in private property, which are financed by advertising, or public media service financed by the state. According to that, majority wasn't able to recognize a clickbait article, but they were able to recognize a very biased article. To the most of the, media literacy skills that they found most relevant were technical skills necessary for access to and using of media and analysis and critical thinking of media content. Regarding technical media skills, majority of them thinks of themselves as competent, the same as regarding cognitive and civic media literacy skills. On the other hand, they are not that participative when it comes to public debates, civic and cultural activities, etc. Regarding social and creative media skills, majority uses social networks to share the content they created, but they don't compile and curate online content. Majority cannot build a website from the scratch, as anticipated.

When the students were asked which the main internet crimes according to them are, information stealing ranked the highest and majority might know how to report it.

There is a difference between social media networks examinees are using, depending on their age. Students are primarily using Instagram, while teachers and parents use Facebook primarily. Majority of teachers have talked to their students about communication on social networks, same as parents with their children. Regarding the effect Internet has on children, majority of parents are worried about the time spent before screen and stereotypes and their impact on child's image about themselves and other people. Regarding the safety on the Internet, majority of parents are not sure if their children are safe, but they would know if their children would become a victim of hate speech, fraud, etc.

Most of the examinees (parents, students and teachers) think that is necessary to introduce media literacy education to schools in order for professors to educate students regarding advantages and disadvantages of media and majority would participate in the media literacy training. Regarding the resources they'd need, training, intensive workshops, online resources and discussions ranked the highest and regarding media literacy trainers, cyber security experts, journalists and bloggers were most popular.

Even though we haven't reached the set target numbers in some countries, the overall target number of the examinees that was reached enabled us to identify the needs of students, teachers and parents and their level of knowledge of information and

communication technology, media, etc. in order to empower them in properly understanding and producing media contents, on how to support their children/students/themselves in critically processing the flow of information and hate speech phenomenon.

Annex 2

STAKEHOLDER MAPPING TEMPLATE

| NAME OF STAKEHOLDER | CATEGORY | LEVEL ON WHICH STAKEHOLDER WORKS AT | DISADVANTAGED GROUPS OR GROUPS AT RISK OF SOCIAL EXCLUSION | PREDISPOSITION | | | | ANTICIPATED INVOLVEMENT | ANTICIPATED ISSUES | MOTIVATION / DRIVERS | MILESTONES | ACTIVITIES | DATE DUE |
|--|--|---|---|--|---|---|----|--|---------------------------|---|---|---|---------------------------------------|
| Teachers, media experts, journalists, digital technology experts, NGO's, CSO's, public authorities, media partners, etc. | Indicate what category does the stakeholder fits into (teachers, media experts, journalists, digital technology experts, NGO's, CSO's, public authorities, media partners, etc.) | Indicate whether the stakeholder works on a national, EU or international level | Indicate whether the group is or has the potential of being disadvantaged or at risk of social exclusion. | Current commitment profile: resistant, ambivalent, neutral, supportive/committed | | | | What level of involvement is expected? What is the stakeholder's predicted input? | Known or potential issues | Why is the stakeholder invested in the project success? | At what point is this stakeholder's involvement required? | What activities directly involve or impact the stakeholder? | Task / involvement needs to be met by |
| | | | | - | 0 | + | ++ | | | | | | |
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