

VERSION 2.0

# **Resource Mapping Report for SALTO PI's Media & Information Literacy Learning Programme**

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SALTO-YOUTH Participation and  
Information Resource Centre (SALTO PI)

# Foreword

SALTO-Youth Participation and Information has been working on putting together a Media & Information Literacy Training Programme that aims to create an online training programme and a Resource Hub that would enable trainers, youth workers and other multipliers to access best practices, training materials, easy-to-read research summaries and trends to foster young people's critical thinking and media literacy to increase quality of youth participation. The project is coordinated in cooperation with National Agencies of Erasmus+ and supported (content development and consultation) by Deutsche Welle Academy and ERYICA.

It was the aim of this report to gather and analyse the presence of the existing tools and practices for MIL education across the set of European countries in order to identify the gaps of knowledge and resources that the future efforts of the Resource Hub would be able to compensate.

This project was not designed to be a scientific study. Over the course of the eight weeks the work process involved preparing, distributing, collecting and analysing an online survey on MIL resources as well as extensive desktop research focusing on the information available online.

Survey outcomes and information gathered through internet search revealed the latest trends in MIL education and the main gaps and challenges connected to it. They also pointed out to the locations of the main resource repositories that can be used freely by any educator as well as to less known sources of them. Main conclusions of the analysis was that even though this was not a scientific study, it created an understanding of a trend that some aspects of MIL are more covered in youth work, some less. The outcomes of mapping and analysis of existing resources gave an impression that although huge effort is done towards creating new practices, organisations fail to bring awareness of them and exchange materials and information. This, in turn, leads to duplicating the work and "reinventing the wheel".

Overall, this report is meant to give initial input for SALTO PI in order to gain a better understanding of the state of play in the field of available MIL educational resources and provide guidance for the Resource Hub content strategy as well as for SALTO-Youth's upcoming MIL trainings and other events. Report summary was presented during the International Project Lab on MIL taking place on August 28th-30th in Tallinn, Estonia.

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## Report Aim

The aim of the report was to create a general overview and a matrix of MIL educational resources, challenges and gaps to advise SALTO PI in developing content of the Resource Hub, the MIL Project Lab and webinars. The analysis and supporting matrix help SALTO PI to map the topics for training events, identify gaps (what type of tools, training and knowledge is missing in the youth field), etc.

## Report Outcome

A brief mapping of the MIL educational resources gathered through survey responses along with the links to relevant sources; highlighting the least covered areas (gaps); presenting the common relevant trends.

## Focus Countries

(in no particular order)

1. Iceland
2. Finland
3. Bulgaria
4. North Macedonia
5. Lithuania
6. Poland
7. Slovakia
8. Czech Republic
9. Italy
10. Ukraine
11. France
12. Armenia

## PROJECT DELIVERABLES

**1**

### ONLINE SURVEY

A simple survey was shared with National Agencies and other stakeholders of European and Erasmus+ countries to gather input of materials and tools they know of, to map their challenges and level of awareness. The received information was analysed and is presented in the current report.

**2**

### STUDIES REVIEW

The report presents a short overview and summary of available and relevant research and surveys focusing on MIL related challenges and trends related to the youth (13–30 year-olds). These include the two major European studies conducted in 2014 and 2016.

**3**

### RESOURCE SHEET

The identified best practices, tools and other educational resources have been sorted by theme, type of the resource, country of origin, author, language and year of production, and consolidated into one resource spreadsheet for further implementation in the Resource Hub.

**4**

### RESOURCE MATRIX

Mapping most active (or / and innovative) MIL related projects, organisations and actions (links to websites, short descriptions) in Europe and Erasmus+ programme countries. A matrix also identifies gaps (aspects of MIL education that seems to be rare, lacking or not present) in tools, education materials.

## 2 major studies

The report referenced the two major evaluative MIL studies (EU-funded) that were conducted on the European level in 2014 (TRANSLIT/COST project) and in 2016 (Mapping of media literacy practices and actions in EU-28).

## 84 respondents

The survey was distributed to 112+ recipients from the National Agencies and NGOs across Europe & Asia and returned 84 responses from representatives of youth work, formal and non-formal education, academic research, NGO consulting and media industry.

## 640+ resources

The survey collected 427 resource links, including links to websites, organisations' homepages, databases and directly to the individual educational materials (PDFs, videos, guides, etc.). Web search identified 218 additional resources.

## 20+ active actors

Report mapped out 20+ most active MIL-related projects, organisations and actions across Europe and Erasmus+ programme countries.

## 9 strong trends

Report identified nine different trends in MIL education landscape that maintain true since the first evaluative MIL study done in 2014. These trends are interconnected and relate to formal and non-formal education.

## 36 countries total

The survey respondents represented 36 countries, including the 12 countries of focus. The diversity of responses was meant to provide the overview of the resources and practices used across different local contexts.

## 18 MIL themes

Since the concept of MIL is quite broad, the study selected 18 MIL-related themes that are usually addressed in educational practice. These 18 themes were presented to the survey participants to organise their resource examples.

## 9 resource gaps

Based on the survey responses and the number of identified resources under each of the 18 selected MIL themes, the report identified 9 areas, where resources are missing.

# Challenges in MIL Education in Europe

Main challenges related to the MIL research that were identified by this report are:

- too many different definitions

Coming from the fields of media literacy and information literacy, the concept of MIL has created a prolonged debate on what exactly is meant under its term. Instead of sticking to one single definition of MIL, the current report took the 18 themes that have been emphasised throughout the latest MIL publications.

- no common way of evaluation

Although previous research introduced different evaluation frameworks, today it is still unclear whether one single way of MIL skills evaluation is defined and whether or not it may be equally implemented across different country contexts.

- what is significant varies from country to country

Scope of each practice varies and can have different level of influence depending on the country and the context it is implemented in. What may be significant for one country with the target audience of a few thousands of people, may not work in the context of multi-million audience scale of another country.

- low awareness of existing efforts

This may be the biggest obstacle at the moment since many of the resources, projects and initiatives that are being created every year face a challenge of being promoted and shared with other educators in the similar field and/or made available for them to adopt and try out in their local contexts.

## **TRANSLIT/COST 2013-2014**

Public Policies in Media and Information Literacy in Europe (2017) - a book, that explores the current tensions in European countries as they tackle the transition to the digital era, linking research to policy and practice. It provides an extensive appraisal of media, information, computer and digital literacies as they disrupt the public debate over 21st century skills. It originates in the coming together of many renowned European researchers, working with the French ANR TRANSLIT project and the European COST research network “Transforming Audiences/Transforming Societies”. In a very generous move, more than 60 researchers from 28 countries joined this collective adventure and contributed to the eight chapters so as to provide a comprehensive, comparative and cross-cultural analysis of the state of Media and Information Literacy (MIL) in Europe.

Source: <https://ecrea.eu/Newsletter/5652998>

## **EU-28 2016**

Mapping of media literacy practices and actions in EU-28 - a project carried out in 2016 by the European Audiovisual Observatory (EAO), part of the Council of Europe in Strasbourg.

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

The results of this study provide a snapshot of some trends in media literacy projects across Europe with a view to highlighting some of the most diverse, interesting and innovative projects in the hope of inspiring and encouraging future activity and collaboration across Europe.

Source: <https://rm.coe.int/media-literacy-mapping-report-en-final-pdf/1680783500>

# 18 Themes

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The 18 MIL-related themes were selected for identification of the different resources available in the focus 12 countries:

1. Hate speech
2. Cyber bullying
3. Library literacy (plagiarism, citations, copyrights, research)
4. News literacy (word of mouth, information sources, channels, news writing)
5. Sextortion (sexting, extorting a person after receiving their pornographic content, sexual abuse online)
6. Video (Vlogging, film literacy, understanding and creating video, storytelling)
7. Audio (podcast, radio, interviewing)
8. Pictures (Photojournalism, composition, photo story, impact of pictures, editing)
9. Internet safety and digital security
10. Data protection and privacy (big data, tracking, GPS services)
11. Information literacy (quality information, disinformation, propaganda, fake news, social media)
12. Media (landscape, impact on society)
13. Community empowerment and sustainable development
14. Human rights and gender equality
15. Radicalisation and extremism
16. Inter-religious and intercultural discourses in the media
17. Advertising (conveying the message, choice of channel, creative process, political impact)
18. Interactive media (mobile applications, online / digital gaming, VR/AR)

Although few of the above mentioned themes such as "Human rights and gender equality" and "Radicalisation and extremism" may not be instantly associated with MIL sphere, they were included in the survey as the potential new areas that have been gaining attention with the use of media among young people. Having those themes actually helped to validate whether or not the relevant educational resources would be needed for them as much as for the long-standing MIL themes such as "Hate speech" and other.

# Survey Framework

The work process on this report took 2 months (July-August 2019) to complete and included primary data collection via an online survey presented below.

The survey was sent to the National Agencies, NGOs and their networks of 35 countries in Europe, including the focus 12 countries. The reason behind this was to collect as many available educational resources as possible and to see if any of the available resources may be shared by different countries.

The survey returned 84 answers from 36 different countries, including the 12 countries of focus. The three major groups of the respondents were youth workers (18), National Agencies workers (16), and non-formal education workers (15).

The total number of entries for the focus 12 countries was 38 and number of entries per each focus country varied from 1 to 9.

## Survey structure

1. Which country are you representing/ will be providing information on?

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2. How can you describe your field of work?

- I work as a youth worker
- I work in secondary education
- I work in higher education
- I work in non-formal education
- I work as an academic researcher
- I work as a consultant
- I work in media industry
- I work at my country's National Agency
- Other (please specify)

3. How long have you been working with media and information literacy (MIL)?

- Less than a year
- 1-2 years
- 3-5 years
- more than 5 years

4. What is the level of MIL awareness in your country among young people? In other words, how well, in your opinion, young people in your country understand the concept of MIL?

- Low, a random young person, if asked, would not be able to give definition to MIL neither s/he understands the importance of it.
- Satisfactory, a random young person would show familiarity with and basic understanding of MIL concept.
- High, a random young person would be able to explain the concept with examples, and elaborate on the importance of it.

If you want please use this field to elaborate on your answer.

5. Is MIL integrated in the school curricula in your country? If yes, then how? Choose from below or give us an open answer.

- Yes, it is integrated as a separate discipline
- Yes, it is integrated into other disciplines
- No, it is not on my country's school curricula

Other (please specify). Also, do you know other countries where it is a part of the school curricula and the way it is integrated?

6. Since the concept of MIL is quite broad, below we give a list of MIL-related themes that are usually addressed in educational practice. Go through each of the topics and provide us with links or author names and titles of any existing educational materials, good practices, tools or other resources for educators or young people themselves that you know of in your country. If you are not aware of any, just leave the field blank.

- Hate speech
- Cyber bullying
- Library literacy (plagiarism, citations, copyrights, research)
- News literacy (word of mouth, information sources, channels, news writing)
- Sextortion (sexting, extorting a person after receiving their pornographic content, sexual abuse online)
- Video (Vlogging, film literacy, understanding and creating video, storytelling)
- Audio (podcast, radio, interviewing)
- Pictures (Photojournalism, composition, photo story, impact of pictures, editing)
- Internet safety and digital security
- Data protection and privacy (big data, tracking, GPS services)
- Information literacy (quality information, disinformation, propaganda, fake news, social media)
- Media (landscape, impact on society)
- Community empowerment and sustainable development
- Human rights and gender equality
- Radicalization and extremism
- Inter-religious and intercultural discourses in the media
- Advertising (conveying the message, choice of channel, creative process, political impact)
- Interactive media (mobile applications, online / digital gaming, VR/AR)

## SURVEY (continued)

7. Look at the similar list of themes again and think of what kind of educational resources are lacking in your country? Is there a need of particularly new practice for educating the youth about any of these themes? Share your thoughts in the text field next to the relevant themes.

8. Use this text field to add links and descriptions of any other MIL educational resources, practices, and tools for developing youth participation and engagement available in your country. Add the name(s) of the author(s) and their contact details, wherever possible. We will try to find and access the resources using the information you provide. If any of your educational materials cannot be found online but you have them on your computer, please send them to the email address of this survey [meelika@salto-youth.net] and mention that in the comment field.

9. So far you have been mentioning cases existing and used in the country you represent. It might be that you also know of some good practices from other countries and would like to share them to be also included in our Resource hub. If you know of MIL educational resources developed in other countries, please specify that in your answer, and also add links, wherever possible. If any of your educational materials cannot be found online but you have them on your computer, please send them to the email address of this survey [meelika@salto-youth.net] and mention that in the comment field.

10. This survey is now finished. The results we receive from you, we will use to select the MIL resources for the online Resource Hub that we are launching later this year. If you want to find out the results of this research as well as to receive a link to the Resource Hub as soon as it goes live, please agree below:

- Yes, I want to know the results of this research study and receive the link to the Resource Hub.
- No, please do not send me anything.

11. Please share any other comments, feedback or questions to the authors of this survey. We highly appreciate your feedback!

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End of the survey

# Resource Matrix

The matrix shows the number of the resources by theme in each of the focus 12 countries (except Bulgaria due to the absence of survey data) identified by the survey respondents under each of the 18 MIL focus themes. The columns are organised with the corresponding colours in the order from the most popular themes on the left to the least covered on the right.

	28	25	19	17	16	15	15	13	13	12	11	10	9	8	7	6	6	6	
	INFO	HATE	HUMAN	INTERN	CYBER	MEDIA	NEWS	LIBRAR	COMMU	SEXTOR	VIDEO	INTER	DATA	PICTUR/	AUDIO	RADICA	ADVERT	INTERA	
	LIT	SPEECH	RIGHT	SAFE	BULLY	IMPACT	LIT	LIT	EMPW	TION		REL/CUL	PRIVAC	PHOTO		LIZATIO		MEDIA	
<b>Slovakia</b>	<b>40</b>	2	2	3	3	4	2	1	4	2	3	1	3	2	1	1	2	2	2
<b>Finland</b>	<b>39</b>	4	3	1	1	2	4	2	2	3	1	2	2	2	2	2	2	3	1
<b>Lithuania</b>	<b>28</b>	5	1	1	3	1	3	3	2	1	0	2	0	3	0	1	0	1	1
<b>Ukraine</b>	<b>25</b>	5	0	4	3	1	0	2	0	4	1	2	0	1	0	2	0	0	0
<b>Italy</b>	<b>22</b>	3	8	2	1	4	0	0	1	0	1	0	1	0	0	0	1	0	0
<b>France</b>	<b>20</b>	1	1	2	1	1	1	1	1	1	3	1	1	1	1	1	1	0	1
<b>Macedonia</b>	<b>16</b>	1	4	1	1	1	2	3	0	1	0	1	0	0	1	0	0	0	0
<b>Iceland</b>	<b>15</b>	1	4	2	1	2	0	1	1	0	2	0	0	0	0	0	0	0	1
<b>Czech Rep.</b>	<b>14</b>	3	1	1	2	0	3	1	1	1	1	0	0	0	0	0	0	0	0
<b>Armenia</b>	<b>13</b>	2	1	1	1	0	0	1	1	0	0	1	3	0	2	0	0	0	0
<b>Poland</b>	<b>4</b>	1	0	1	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0

These results can suggest that despite that the number of the individual resources or resource platforms is higher in one country or another, the factors that might have influenced identification of the resources by the participants are subjectivity, personal awareness of, and level of satisfaction with the resources. These in turn, raise further questions regarding the resource promotion done the existing local organisations.

The most important themes to be looked at, according to the results of mapping, are the themes marked in orange and red that got 12 or less resources in total across the evaluated countries. These are: sextortion, video, intercultural and inter-religious discourses in media, data privacy and protection, pictures, audio, radicalisation and extremism, advertising and interactive media. The available resources under these themes are given further in the sections of this report.

# Types of Resources

All the resources gathered from the survey respondents and web search were grouped under these categories for later implementation in the Resource Hub:

## PRESENTATION

A power-point/slideshare/prezi type of resource that can be used for giving a lecture on a specific topic.

## WEB PAGE

A general internet page with information related to the theme without any particular tool/resource.

## BLOG/ARTICLE

An authored short publication on a particular theme with or without inserted multimedia (photos/videos).

## GUIDE

A resourceful publication/page with information on the theme providing case examples, visuals and links.

## REPORT/STUDY

Scientific paper or a report written on a particular project/practice.

## LESSON PLAN

Step-by-step activity for a target audience with specific learning outcomes. Often include handouts.

## HANDBOOK/MANUAL

Larger reading for individual learning usually aimed at giving a practical perspective on the topic.

## MOOC

Themed online course with or without an option for student interaction through forums and discussions.

## INTERACTIVE

Online game, quiz or quest that requires user input and has a certain logic of assessing the answers.

## VIDEO

Case studies, tutorials, vlogs or films of various length that convey a certain educational message or morale.

## POSTER/INFOGRAPH

Visual informative printable resources that are meant to be available offline.

# Sextortion

Missing resources in English:

- posters/infographics
- tools/apps
- MOOCs
- interactive
- quizzes
- manuals/handbooks

Here are the links to the resources identified by the survey participants under the theme of "Sextortion":

Video:

Czech Republic (Czech) <https://www.ceskatelevize.cz/porady/12360773574-v-siti/>

Finland (Finnish) <https://www.pelastakaalapset.fi/ajankohtaista/kampanjat/turvallisesti-verkossa/>

France (French) <https://eduscol.education.fr/cid55921/le-harcelement-entre-eleves.html>

France (French) [https://www.lemonde.fr/campus/article/2018/01/09/un-mooc-pour-sensibiliser-les-etudiants-au-harcelement-sexuel\\_5239433\\_4401467.html](https://www.lemonde.fr/campus/article/2018/01/09/un-mooc-pour-sensibiliser-les-etudiants-au-harcelement-sexuel_5239433_4401467.html)

Offline Course:

France (French) <https://www.focusrh.com/formation/e-learning-mooc/une-web-formation-sur-le-harcelement-au-travail-l-universite-paris-8-31687.html>

Lithuania (Lithuanian) <https://www.bibliotheekkenemerwaard.nl/lokale-content/1675-programma-s-op-school-vo>

Social Media Page/Community:

Iceland (Icelandic) <https://www.facebook.com/fokkyoufokkme/>

Blog/Article:

Italy (Italian) <https://www.centroilponte.com/sextortion-lultima-trappola-del-web/>

Web Page:

Slovakia (Slovak) <https://www.zodpovedne.sk/index.php/en/>

Slovakia (Slovak) <https://www.kybersikanovanie.sk/index.php/slovník>

MOOCs:

Ukraine (Ukrainian) [https://edx.prometheus.org.ua/courses/course-v1:EPF+SEXED101+2018\\_T2/about](https://edx.prometheus.org.ua/courses/course-v1:EPF+SEXED101+2018_T2/about)

# Sextortion

Additionally, through the desktop research the following sources have been found:

## Video:

Bulgaria (Bulgarian) [https://www.youtube.com/channel/UCP0HE1CNa\\_-eX8vSZerey0Q](https://www.youtube.com/channel/UCP0HE1CNa_-eX8vSZerey0Q)

Slovakia (Slovak) <http://uk.sheeplive.eu/about-project/basic-information>

UK (English) <https://www.thinkuknow.co.uk/professionals/resources/>

## Lesson Plans:

Czech Republic (Czech) <https://www.o2chytraskola.cz/data/files/v003-o2-sexting-list-metodika-digital-a4-v05-nahled-t4i9jhoyur.pdf>

EU (English) <https://milpeer.eu/documents/351/>

UK (English) <https://www.connectsafely.org/a-guide-to-teaching-about-sexually-explicit-content-online-the-basics/>

UK (English) <https://www.childnet.com/young-people/secondary/hot-topics/online-sexual-harassment>

UK (English) <https://www.childnet.com/resources/step-up-speak-up/teaching-toolkit>

## Guide:

UK (English) <https://www.childnet.com/resources/step-up-speak-up/guidance-and-training-for-schools-and-professionals>

Facebook (English) <https://www.facebook.com/safety/StopSextortion/>

## Posters:

Czech Republic (Czech) <https://www.e-bezpeci.cz/index.php/ke-stazeni/tiskoviny/6-prehledovy-list-kybergrooming/file>

Czech Republic (Czech, English) <https://www.e-bezpeci.cz/index.php/o-projektu/podcasty>

Slovakia (Slovak) [NoProblemos.sk](http://NoProblemos.sk)

## Report/Study:

Czech Republic (Czech) <https://www.e-bezpeci.cz/index.php/ke-stazeni/vyzkumne-zpravy/96-sexting-a-rizikove-seznamovani-2017/file>

UK (English) <https://www.childnet.com/our-projects/project-deshame/research>

## Interactive:

Belgium (Dutch) <https://www.veilionline.be/onlinerelatiesenseksualiteit>

## Video

Missing resources in English:

- posters
- tools/apps
- MOOCs
- infographics
- interactive
- quizzes

Here are the links to the resources identified by the survey participants under the theme of "Video":

Report/Study:

Finland (Finnish) <http://tubettaa.aikakausmedia.fi/>

Ukraine (Ukrainian) <https://ukrainer.net/uk/>

Guide:

Finland (Finnish) <https://www.mediataitokoulu.fi/mielenkuvittajat.pdf>

France (French) <https://eduscol.education.fr/experitheque/fiches/fiche12510.pdf>

Lithuania (Lithuanian) <https://drive.google.com/file/d/1-fi7Nak-Hn9bYEGjNEuJzXTgzfX578d/view>

Lithuania (Lithuanian) <https://drive.google.com/file/d/1Dpft9CONOmAfVo84LVjNZR6O9NFwoEvx/view>

Tools:

Poland (Polish) <http://szkolamedialna.pl/narzedzia-tik-w-edukacji/grafiki-i-zdjecia/>

Additionally, through the desktop research the following sources have been found:

Lesson Plans:

France (French) <https://www.clemi.fr/fr/ressources/nos-ressources-pedagogiques/ressources-pedagogiques/raconter-une-histoire-avec-myhistro.html>

EU (English) <https://milpeer.eu/documents/374/>

EU (English) <https://milpeer.eu/documents/309/>

EU (Polish) <https://milpeer.eu/documents/44/>

UK (English) <https://www.thinkuknow.co.uk/professionals/resources/live-streaming/>

Report/Study:

Slovakia (English) <https://mediasapiensproject.wordpress.com/>

## Video

### Tool:

USA (English) <https://amara.org/en/>

English <http://webjournalist.org/topics/tools/>

### Guide:

Czech\_Republic (Czech) <http://www.factczech.cz/materials/18>

### Manual/Handbook:

Poland (English) [http://e.org.pl/wp-content/uploads/2015/11/MANUAL\\_EN\\_web\\_24\\_11.pdf](http://e.org.pl/wp-content/uploads/2015/11/MANUAL_EN_web_24_11.pdf)

### Video:

Macedonia (Macedonian) <http://www.medium.edu.mk/1111111/601-video-snimaj-i-montiraj>

Finland (Finnish) <http://tubettaa.aikakausmedia.fi/>

Ireland (English) <https://www.youtube.com/playlist?list=PL3AFyyMvr03xy2ed0lRXtJSzXoqHqtIHT>

# Intercultural/Inter-religious discourses in media

Missing resources in English:

- posters
- tools/apps
- infographics
- interactive
- quizzes
- videos

Here are the links to the resources identified by the survey participants under the theme of "Intercultural/Inter-religious discourses in media":

Web Pages:

Armenia (Armenian) <http://religions.am/>

Italy (Italian) <https://www.bufale.net/the-black-list-la-lista-nera-del-web/>

Slovakia (Slovak) <http://www.ipmd.sk/>

Videos:

Armenia (Armenian) <https://www.youtube.com/watch?v=MGVKKL4qhkQ>

Armenia (Armenian) <https://factor.am/163808.html>

Guides:

Finland (Finnish) <http://www.transculturaltrust.net/wp-content/uploads/2018/08/opetusmateriaali.pdf>

Slovakia (Slovak) [http://www.icm.sk/subory/KIVR\\_ludske\\_prava.pdf](http://www.icm.sk/subory/KIVR_ludske_prava.pdf)

Manual/Handbook:

Finland (Finnish) [http://www.gloaalikoulu.net/wp-content/uploads/2016/11/Kuvien\\_tarinat\\_suojattu.pdf](http://www.gloaalikoulu.net/wp-content/uploads/2016/11/Kuvien_tarinat_suojattu.pdf)

Report/Study:

France (French) <https://eduscol.education.fr/lettres/actualites/actualites/article/un-site-linterculturel-a-lecole-quels-cadres-de-reference.html>

# Intercultural/Inter-religious discourses in media

Additionally, through the desktop research the following sources have been found:

Report/Study:

Macedonia (English) <http://www.unescochair-vs.edu.mk/attach/Reporting%20on%20interreligious%20and%20in%20interethnic%20tensions.pdf>

Macedonia (Macedonian) <http://www.unescochair-vs.edu.mk/attach/Znacenjeto-zad-naslovite.pdf>

Guide:

UK (English, Romani, Bosnian, Croatian, Serbian) [http://www.media-diversity.org/en/index.php?option=com\\_content&view=article&id=906:mdi-media-relations-guide-for-roma-&catid=40:media-relationsadvocacy&Itemid=225](http://www.media-diversity.org/en/index.php?option=com_content&view=article&id=906:mdi-media-relations-guide-for-roma-&catid=40:media-relationsadvocacy&Itemid=225)

Video:

Slovakia (Slovak) <http://uk.sheeplive.eu/about-project/basic-information>

Handbook:

EU (English) <http://www.getthetrollsout.org/resources/item/168-debunking-myths-on-women%E2%80%99s-rights,-muslim-women,-feminism-and-islamophobia-in-europe.html>

MOOCs:

UK (English) <https://www.futurelearn.com/courses/culture-in-digital-age>

Lesson Plans:

Facebook (English) IDENTITY EXPLORATION curricula: Online Presence Lesson Plan; Different Perspectives Lesson Plan; Who Do You Want to Be? Lesson Plan: [https://www.facebook.com/safety/educators/lessons?selected\\_module=Identity%20Exploration](https://www.facebook.com/safety/educators/lessons?selected_module=Identity%20Exploration)

# Data Privacy and Protection

Missing resources in English:

- posters
- tools/apps
- MOOCs
- infographics
- quizzes
- videos

Here are the links to the resources identified by the survey participants under the theme of "Data Privacy and Protection":

Lesson Plans:

Finland (Finnish) [https://www.mediataitokoulu.fi/index.php?option=com\\_jreviews&view=category&Itemid=437&lang=fi](https://www.mediataitokoulu.fi/index.php?option=com_jreviews&view=category&Itemid=437&lang=fi)

Lithuania (Lithuanian) <http://www.creativitas.lt/wp-content/uploads/2019/02/Parents-Evening-Game-Masters-Worksheet.pdf>

MOOCs:

Lithuania (Lithuanian) <https://atviri.emokymai.vu.lt/course/view.php?id=2&section=6>

Guides:

France (French) <https://eduscol.education.fr/cid129745/le-referentiel-cnile-de-formation-des-eleves-a-la-protection-des-donnees-personnelles.html>

Lithuania (Lithuanian) <https://drive.google.com/file/d/1sMFinOxm5GhmOK3CF0YGchV1im6NB9Mw/view>

Manual/Handbook:

Finland (Finnish) <http://www.mediataitokoulu.fi/assets/tehtavat/digisammontakojat.pdf>

France (French) <https://eduscol.education.fr/cid129745/le-referentiel-cnile-de-formation-des-eleves-a-la-protection-des-donnees-personnelles.html>

Tools:

France (French) <https://eduscol.education.fr/cid129745/le-referentiel-cnile-de-formation-des-eleves-a-la-protection-des-donnees-personnelles.html>

Quizzes:

France (French) <https://eduscol.education.fr/cid129745/le-referentiel-cnile-de-formation-des-eleves-a-la-protection-des-donnees-personnelles.html>

# Data Privacy and Protection

## Web Pages:

Slovakia (Slovak) <https://medialnavychova.sk/>

Slovakia (Slovak) <https://dataprotection.gov.sk/uouu/en>

Additionally, through the desktop research the following sources have been found:

## Webpages:

Germany (English) <https://theglassroom.org/>

## Interactive:

Germany (English, Italian, Portuguese, Spanish, Norwegian) <https://datadetoxkit.org/en/home>

## Guides:

Germany (English) <https://ourdataourselves.tacticaltech.org/posts/geotargeting/>

Germany (English) <https://cdn.ttc.io/s/tacticaltech.org/Personal-Data-Political-Persuasion-How-it-works.pdf>

USA (English, Spanish, Portuguese) [https://firstdraftnews.org/en/education/curriculum-resources/?archive-type-filter=Articulate&archive-module-filter=\\*%26archive-category-filter=\\*%26submit=Search](https://firstdraftnews.org/en/education/curriculum-resources/?archive-type-filter=Articulate&archive-module-filter=*%26archive-category-filter=*%26submit=Search)

UK (English) <https://www.connectsafely.org/eduprivacy/>

## Lesson Plans:

Germany (English, Spanish, Portuguese) <https://en.gendersec.train.tacticaltech.org/>

France (French) <https://www.clemi.fr/fr/ressources/nos-ressources-pedagogiques/ressources-pedagogiques/gerer-son-identite-numerique.html>

France (French) <https://www.clemi.fr/fr/ressources/nos-ressources-pedagogiques/ressources-pedagogiques/les-traces-lombre-de-lidentite-numerique.html>

Facebook (English): PRIVACY AND REPUTATION curricula (4 lesson

plans): [https://www.facebook.com/safety/educators/lessons?selected\\_module=Privacy%20and%20Reputation](https://www.facebook.com/safety/educators/lessons?selected_module=Privacy%20and%20Reputation)

## Research/Report/Study:

Germany (English) <https://ourdataourselves.tacticaltech.org/posts/trackography/>

## Video:

Slovakia (Slovak) <http://uk.sheeplive.eu/about-project/basic-information>

Ukraine (Ukrainian) <http://texty.org.ua>

Norway (Norwegian, English) <https://www.youtube.com/watch?v=FcxNGAsGXGs>

# Audio

Missing educational resources in English:

- posters
- infographics
- quizzes
- videos
- handbook/manuals
- guides
- report/study
- interactive

Here are the links to the resources identified by the survey participants under the theme of "Audio":

Podcast:

Finland (Finnish) [https://www.mediataitokoulu.fi/index.php?option=com\\_content&view=category&layout=blog&id=34&Itemid=478&lang=fi](https://www.mediataitokoulu.fi/index.php?option=com_content&view=category&layout=blog&id=34&Itemid=478&lang=fi)

[https://www.mediataitokoulu.fi/index.php?option=com\\_content&view=category&layout=blog&id=34&Itemid=478&lang=fi](https://www.mediataitokoulu.fi/index.php?option=com_content&view=category&layout=blog&id=34&Itemid=478&lang=fi)

Lithuania (Lithuanian) <https://nanook.lt/podcast/kodel-moksleiviams-reikia-mediju-rastingumo/>

Guides:

Finland (Finnish) <http://www.mediataidekasvattaa.fi/oppimateriaalit/mita-kuuluu/>

France (French) <https://eduscol.education.fr/cdi/pratiques-pedagogiques/outils-specifiques/podcas-balladodifusion>

Web Page (local podcast webpages):

Slovakia (Slovak) <https://www.audiolibrix.com/en/Podcast>

Ukraine (Ukrainian) <https://www.pravda.com.ua/articles/2019/08/11/7223276/>

Ukraine (Ukrainian) <https://aristocrats.fm/>

Additionally, through the desktop research the following sources have been found:

Lesson Plans:

France (French) [https://www.clemi.fr/fileadmin/user\\_upload/web-radio-kit-audiovisuel-en-classe-rfi-tv5.pdf](https://www.clemi.fr/fileadmin/user_upload/web-radio-kit-audiovisuel-en-classe-rfi-tv5.pdf)

EU (English) <https://milpeer.eu/documents/373/>

Tools:

EU (English) <http://webjournalist.org/topics/tools/>

MOOCs:

UK (English) <https://www.futurelearn.com/courses/podcasting>

# Radicalisation and Extremism

Missing educational resources in English:

- posters
- MOOCs
- infographics
- quizzes
- videos
- guides
- report/study
- interactive

Here are the links to the resources identified by the survey participants under the theme of "Radicalisation and Extremism":

Web Pages:

Finland (Finnish) <https://www.pelastakaalapset.fi/tyomme-kotimaassa/kehittamistoiminta/radicalweb-hanke/>

Slovakia (Slovak) <https://www.globsec.org/>

Quizzes:

Finland (Finnish) <https://intermin.fi/sisaisen-turvallisuuden-opetuspeleja>

Guides:

France (French) <https://eduscol.education.fr/cid100811/prevention-radicalisation.html>

Slovakia (Slovak) <https://a-static.projektn.sk/2017/11/casopis-kriticke-myslenie-low.pdf>

Research/Study:

Italy (Italian) <http://www.cestim.it/09razzismo.php>

Macedonia (Macedonian) [http://www.morm.gov.mk/wp-content/uploads/2013/10/Sovremena-makedonska-odbrana-br\\_15.pdf](http://www.morm.gov.mk/wp-content/uploads/2013/10/Sovremena-makedonska-odbrana-br_15.pdf)

Additionally, through the desktop research the following sources have been found:

Report/Study:

France (French) <https://www.clemi.fr/fr/ressources/aborder-la-crise-migratoire-a-travers-leducation-aux-medias-et-a-linformation.html>

# Radicalisation and Extremism

## Lesson Plans:

the UK (English) <https://www.childnet.com/resources/trust-me>

EU (English) <https://milpeer.eu/documents/352/>

## Handbook/Manuals:

EU (English) <http://www.getthetrollsout.org/resources.html>

# Interactive Media

Missing educational resources in English:

- posters
- MOOCs
- infographics
- quizzes
- videos
- guides
- report/study
- interactive
- manuals/handbooks

Here are the links to the resources identified by the survey participants under the theme of "Interactive Media":

Guide:

France (French) <https://eduscol.education.fr/langues-vivantes/actualites/actualites/article/mooc-realite-virtuelle-et-pratiques-pedagogiques-innovantes.html>

Finland (Finnish) <https://www.pelikasvatus.fi/index.php/12-luettavaa/31-pelikasvattajan-kaesikirja-2>

Web Page:

Slovakia (Slovak) <https://medialnavychova.sk/>

Presentation:

Slovakia (Slovak) <https://www.slideshare.net/DataReportal/digital-2019-slovakia-january-2019-v01>

Additionally, through the desktop research the following sources have been found:

Tool:

UK (English) <http://webjournalist.org/topics/tools/>

Guide:

Belgium (English) <https://issuu.com/joadriaens/docs/medialiteracymagazine>

Video:

Slovakia (Slovak) <http://uk.sheeplive.eu/about-project/basic-information>

Manual/Handbook:

Finland (English) <https://pelikasvatus.fi/gameeducatorshandbook.pdf>

# Advertising

Missing educational resources in English:

- posters
- MOOCs
- infographics
- quizzes
- videos
- guides
- report/study
- interactive

Here are the links to the resources identified by the survey participants under the theme of "Advertising":

Lesson Plans:

Finland (Finnish) [https://www.mediataitokoulu.fi/index.php?option=com\\_content&view=article&id=569:organisaation-nimi&catid=11:tehtavat&Itemid=388&lang=fi](https://www.mediataitokoulu.fi/index.php?option=com_content&view=article&id=569:organisaation-nimi&catid=11:tehtavat&Itemid=388&lang=fi)

Finland (Finnish) <http://www.mediataitokoulu.fi/mediakartantuntijat>

Guide:

Lithuania (Lithuanian) <https://drive.google.com/file/d/1OSBaduAdRkdjgStJcmNK92SC4UYLrjRc/view>

Web Pages:

Slovakia (Slovak) <https://medialnavychova.sk/>

Slovakia (Slovak) <https://dennikn.sk/?ref=menu>

Additionally, through the desktop research the following sources have been found:

Manual/Handbook:

Germany (English, Arabic) <https://visualisingadvocacy.org/get.html>

Lesson Plans:

France (French) <https://www.clemi.fr/fr/ressources/nos-ressources-pedagogiques/ressources-pedagogiques/reperer-la-publicite-cachee-dans-les-medias.html>

France (French) <https://www.clemi.fr/fr/declic-clip-pub.html>

France (French) <https://www.clemi.fr/fr/ressources/nos-ressources-videos/ateliers-declic-critique/comment-reperer-une-publicite-discrete-sur-youtube.html>

EU (English) <https://milpeer.eu/documents/380/preview/>

# Advertising

UK (English)

An Introduction to Advertising 7-11 yrs Lesson Plan Resources: <https://mediasmart.uk.com/an-introduction-to-advertising-for-7-11-yrs/>

Digital Advertising 9-11 yrs Lesson Plan Resources: <https://mediasmart.uk.com/digital-advertising/>

Body Image & Advertising 9-11 yrs Lesson Plan Resources: <https://mediasmart.uk.com/body-image-9-11>

Body Image & Advertising 11-14 yrs: <https://mediasmart.uk.com/body-image-advertising-11-14yrs/>

Influencer Marketing 11-14 yrs: <https://mediasmart.uk.com/influencer-marketing-education-resource/>

Lesson Plan Social Media & Advertising 11-16 yrs: <https://mediasmart.uk.com/social-media-and-advertising/>

# Pictures

Missing educational resources in English:

- posters
- MOOCs
- infographics
- quizzes
- videos
- report/study
- interactive

Here are the links to the resources identified by the survey participants under the theme of "Pictures":

Article/Blogs:

Armenia (Armenian) <https://www.calvertjournal.com/features/show/10205/armenia-velvet-revolution-in-pictures>

Lesson Plans:

Finland (Finnish) [https://www.mediataitokoulu.fi/index.php?option=com\\_content&view=article&id=1235:mielenkuvittajat&catid=11:tehtavat&Itemid=388&lang=fi](https://www.mediataitokoulu.fi/index.php?option=com_content&view=article&id=1235:mielenkuvittajat&catid=11:tehtavat&Itemid=388&lang=fi)

Hanbooks/Manuals:

Finland (Finnish) <https://kavi.fi/sites/default/files/documents/seksiamediassa.pdf>

Guides:

France (French) <https://eduscol.education.fr/internet-responsable/ressources/legamedia/image-et-video.html>

Tools:

France (French) <https://eduscol.education.fr/internet-responsable/ressources/legamedia/image-et-video.html>

Macedonia (Macedonian) <http://fotosjuz.mk/?cat=16>

Poland (Polish) <https://kliktik.jimdo.com/edycja-zdj%C4%99%C4%87/>

# Pictures

Additionally, through the desktop research the following sources have been found:

Lesson Plans:

EU (English) <https://milpeer.eu/documents/357/>

EU (English) <https://milpeer.eu/documents/371/>

EU (English) <https://milpeer.eu/documents/379/>

EU (English) <https://milpeer.eu/documents/363/>

Tools:

English <https://www.canva.com/>

English <https://piktochart.com/>

English <http://edu.glogster.com/>

Guides:

EU (English) <http://www.zaffiria.it/wp/wp-content/uploads/2018/03/communicating-with-images-eng.pdf>

Czech Republic (Czech) <http://www.factczech.cz/materials/17>

Czech Republic (Czech, English) <https://zvolsi.info/app/uploads/2019/03/Aktualizace-Surfa%C5%99e.pdf>

Video:

Macedonia (Macedonian) <http://www.medium.edu.mk/1111111/602-fotografiraj-i-editiraj-za-veb>

Report/Study:

EU (English) [https://www.salto-youth.net/downloads/toolbox\\_tool\\_download-file-1999/Digital%20Dialogue%20Summary.pdf](https://www.salto-youth.net/downloads/toolbox_tool_download-file-1999/Digital%20Dialogue%20Summary.pdf)

Armenia (English) [https://www.salto-youth.net/downloads/toolbox\\_tool\\_download-file-1998/DigiDialogue%20in%20multicultural%20communities-Method%20Book.pdf](https://www.salto-youth.net/downloads/toolbox_tool_download-file-1998/DigiDialogue%20in%20multicultural%20communities-Method%20Book.pdf)

# Trends

According to the information gathered in the survey responses and the previous research studies mentioned on page 6 of this report, the following nine trends stand strong throughout the recent years:

- 2/3 of countries integrate MIL in other disciplines
- Educators are most in need of resources & contribute the most
- Very uneven resource production & quality across countries
- Resources are developed outside school, mainly by civil society
- Coding emerges across all educational levels
- Diversity of actions for safe&successful internet navigation
- Booming interest towards new forms of media in education
- Resources become more and more globalised
- Youths become more empowered and their agency is promoted

## Instead of the conclusion

The field of MIL resources, indeed, is quite broad. Today, the main challenge is how to navigate it. Navigation should become easier for the players who need the resources the most - youth workers, teachers, and others - so-called the "multipliers".

Resource Hub is going to continuously enrich the portfolio of the resources so that the multipliers stay up-to-date and have an opportunity to adapt them to their local contexts and build better ones on them. In this sense, the Resource Hub is never going to be "ready", it will always be updated and improved.

