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INFORMATION

Media and Information Literacy in the EU Youth Programmes – Empowering Youth Participation

Report on Media and Information Literacy activities,
trends and needs within the Erasmus+ and European
Solidarity Corps Youth Programmes in 2021.



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Introduction

SALTO Participation and Information Resource Centre (SALTO PI) conducted an analysis with the aim of exploring how Media and Information Literacy (MIL) initiatives are approached in the European youth field.

Are these topics interesting for youth workers and young people? Which MIL areas do they focus on in their projects? Are some important MIL topics underrepresented? Do EU Youth Programmes, such as Erasmus+ and the European Solidarity Corps, contribute to better MIL education?

We also explored what else could be done to promote MIL skills and initiatives and analysed funded EU Youth Programmes projects to identify some interesting examples. This report summarises the key findings and recommendations based on the main outcomes of the work.





Aim of the final report

- ▶ **What's there and what's missing?** Gain an understanding of how the youth field stakeholders approach MIL, why the topic interests them or why it doesn't interest them. Explore the [gaps in MIL within the EU Youth Programmes](#) (Erasmus+ and the European Solidarity Corps)
- ▶ **Find inspiration and examples!** Identify [good practices](#), development needs and trends that could inspire new quality initiatives and cooperation.
- ▶ **Improve the work on MIL!** Develop [recommendations](#) for youth field stakeholders and SALTO PI on how to support and encourage MIL skills as well as civic and democratic competencies in youth work.
- ▶ **How is Youth Participation linked to MIL?** To identify the [links between MIL and Youth Participation](#) and to help clarify the connection points.
- ▶ **Raising awareness.** Sharing insights within youth workers, National Agencies of Erasmus+/European Solidarity Corps, youth organisations and other interested partners to encourage more evidence-based action.

A more detailed description of the research design can be found in the [Methodology](#) chapter of this report. The MIL topics explored are based on the MIL section of the Participation Resource Pool: www.participationpool.eu



Research scope

The data used in this report was collected through four main activities:

1. [mapping](#) youth projects based on the European Commission's project results platform (from 2021),
2. conducting [an online survey](#) distributed among the Communication and Participation Officers of the National Agencies of Erasmus+/European Solidarity Corps (*hereinafter* National Agencies),
3. hosting [focus interviews](#) with the selected National Agencies (Estonia, Austria, Belgium - Flanders, the Netherlands, Luxembourg, Finland, Germany and Spain) and some of the key stakeholders.

Research Outcomes



MIL Representation Across Erasmus+ Key Actions and ESC Solidarity projects

	% of ERASMUS+ MIL projects in 2021					% of ESC MIL projects in 2021
	KA152-YOU: Mobility of young people	KA153-YOU: Mobility of youth workers	KA154-YOU: Youth participation activities	KA210-YOU: Small-scale partnerships in youth	KA220-YOU: Cooperation partnerships in youth	Solidarity projects
Number of MIL projects	150	100	64	25	20	175
% of MIL from total number of projects	21.9 %	29.8 %	34.6 %	28.7 %	35.7 %	20.3 %
Digital skills and competences	32.5 %	27.3 %	22.4 %	17.6 %	21.4 %	43.5 %
Digital content, technologies and practices	17.5 %	16.1 %	2.6 %	17.6 %	17.9 %	no data
Media literacy and tackling disinformation	15.5 %	9.1 %	15.8 %	2.9 %	3.6 %	8.6 %
Digital youth work	7 %	30.1 %	11.8 %	38.2 %	39.3 %	14.4 %
Digital safety	8 %	4.2 %	6.6 %	0 %	7.1 %	7.2 %
Information and communication technologies (ICT)	7 %	6.3 %	3.9 %	0 %	7.1 %	7.7 %
Digital literacy, information, constructive dialogue, fake news	12.5 %	7 %	36.8 %	23.5 %	3.6 %	18.7 %

The following list under each EU programme represents an analysis of the data provided in the mapping report (see the data in the table above).



Erasmus+ Key Actions

► **KA154-YOU: Youth participation activities and KA220-YOU**

In cooperation partnerships in youth, every 3rd project is focused on MIL.

Although the mapping data shows that KA152-YOU: Mobility of young people has the largest number of MIL projects, it is important to note that this Key Action is the most popular in KA1 and receives almost half of all projects in KA. However, only 22 % of its projects have an MIL focus, making KA152-YOU the least popular with MIL out of the three KA1 categories.

Quite the opposite, the KA154-YOU: Youth participation activities, which has almost four times fewer projects in 2021 than KA152-YOU, claims a higher MIL focus/project ratio (34.6 %).

The same is true of the KA2 category KA220-YOU: Cooperation Partnerships in youth, in which 35 % of its projects are focused on MIL, although it received fewer projects than any other Erasmus+ Key Action category.

Here is how the Icelandic National Agency advocated for the Cooperation partnerships in their survey response:

“MIL sits best with projects that can develop best practices to support work in this area. Due to the structure of participation projects, there is good scope to explore Media and Information Literacy. Within youth worker mobilities and youth exchanges, there is some scope for exploring these topics; however, due to the short time-frames of core activities, this scope would be less meaningful and act more as an introduction to the topics”.

Icelandic National Agency on the Cooperation Partnerships, source: survey data

- **‘Developing digital youth work’** appears to be the top priority for the KA2 projects and also the most popular thematic area among the projects in KA153-YOU: Mobility of youth workers.
- **Erasmus+ Key Action 2** present gaps in the ‘digital safety’, ‘ICT’ and ‘media literacy and tackling information’ thematic areas. According to the received data, there is a complete absence of projects in digital safety and ICT among the KA210-YOU: Small-scale partnerships in youth.



European Solidarity Corps

- ▶ **The European Solidarity Corps needs more MIL projects!** There is an absence of knowledge in ESC Volunteering projects regarding an MIL focus, as a search could not be performed with the same search filters. Thus, only ESC Solidarity projects are taken into account in this mapping. Among them, data is missing on projects that focus on the 'Digital content, technologies and practices' aspect of MIL. For example, on the ESC Solidarity project website, **only every 5th project is related to MIL (20.3 %), which makes the ESC programme the least enriched with MIL of the two EU Programmes.**
- ▶ **'Digital skills and competencies'** is the leading thematic area of ESC Solidarity projects and of the projects under KA152-YOU: Mobility of young people. It is also the area that received the most number of all MIL-focused projects across both EU Programmes (23.4 %, or 125 of 534 projects).
- ▶ **'Information and communication technologies (ICT)'** is the area that most lacks attention – even in comparison with others, it is the area least covered by the projects in the EU Programmes in 2021 (only 4.8 %, or 26 projects out of 534 in total).

EU Programmes and SALTO PI have much in common

According to the qualitative analysis from this report, there is a high level of correspondence between some of the thematic focuses used in the databases of Erasmus+ and ESC and the ones used by SALTO PI when exploring and promoting MIL. For other thematic focuses used by SALTO PI (MIL & human rights

education, Media landscape), the EU projects database did not have corresponding filters. This is why we group these thematic focuses and correlate them with the remaining thematic focuses of EU Programmes as shown in the bottom row of the following table:

	MIL thematic focuses used the project applications in the Erasmus + and ESC databases and in this mapping	MIL thematic focuses used by SALTO PI	Level of correlation
One-to-one correlation	Digital content, technologies and practices	Content creation	Very high – 100 %
	Media literacy and tackling disinformation	Critical thinking	High – around 70 %
	Digital safety	Safer internet	Very high – 100 %
	Digital literacy, information, constructive dialogue, fake news	Media & information literacy	Very high – around 93 %
Three-to-two correlation	Digital skills and competences Digital youth work Information and communication technologies (ICT)	MIL & human rights education Media landscape	Very high – 89 %

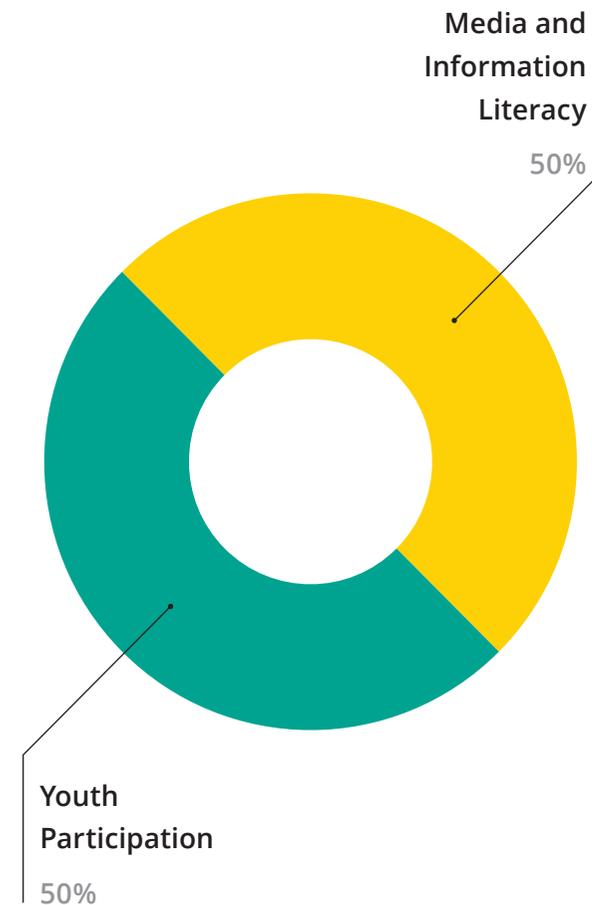
MIL connection to Youth Participation and Youth Work

The qualitative analysis shows that there is a considerable and relevant link between Youth Participation and the MIL projects.

In quantitative terms, it is not possible to paint a fully precise picture because in order to have this, it would be necessary to consider all the possible combinations of four Youth Participation thematic focuses and seven MIL thematic focuses.

Nonetheless, the qualitative analysis shows that the intersection in both directions is close to 50 %. This means **around 50 % of the Youth Participation projects have an MIL component and around 50 % of the MIL projects have a clear Youth Participation component.** This significant and relevant link intersection might have been accentuated as a result of the pandemic; however, at the same time, it seems to be a clear trend that will continue in the future.

As for the logics and rationales of the links between Youth Participation and MIL projects, the qualitative evaluation of the project identified **'critical thinking' as the transversal-horizontal competence that is relevant and often present in both kinds of projects.** It is not always explicitly mentioned, particularly in the Youth Participation projects, but is clearly, even if it is implicitly, part of the needs analysis and the fostering of alternative methodologies and methods to deal with them.





MIL as a precondition for effective youth participation

In addition to 'critical thinking', three logics and connections between Youth Participation and MIL projects could be identified through qualitative analysis. These are:

- ▶ **MIL as a precondition for effective youth participation**

In our democracies, MIL competencies are necessary in order to have access to relevant and credible information, for interaction with other groups, stakeholders and decision makers, and consequently to make effective youth participation possible. Therefore, it is necessary to develop MIL competences among all young people, but particularly with those with fewer opportunities, those from minority groups, those living in rural areas or victims of discrimination. In many projects, this promotion of MIL competences among young people with fewer opportunities for participation is combined with its promotion for social inclusion and employability.

- ▶ **MIL necessary for e-participation**

MIL competencies are necessary for contributing to the new arena of youth participation, so-called

e-participation or digital participation. Debates, consultations, online decision-making processes, online campaigns and virtual democratic spaces are some of the activities and formats of civic participation online.

- ▶ **MIL and new expressions of youth participation**

The new media and information technologies offer new possibilities of expression for young people. The creative use of music, arts, video and podcasts or social media platforms are some examples of 'new' ways of expressing the needs and concerns of young people and therefore of online participation. In many instances, these creative uses of new expression possibilities are ideal for groups of young people who are not just socially excluded but are stigmatised and the targets of stereotypes that can be encountered 'online'. In these kinds of projects, the need for MIL to unlock new ways of expression and for youth participation is often linked with the idea of MIL being utilised for Human Rights (e.g., actions against hate speech and online discrimination, storytelling from the perspectives of minority groups and so on).

Disinformation and radicalisation issues are at a peak

In recent times, our global society has been hit hard by major social catastrophes – the ongoing COVID pandemic and the war in Ukraine. In the context of such tragic events, people get dis- and misinformed on a regular basis. To exercise their right to participate in society, young people and youth workers have to have the right skill set, which includes the necessary MIL competencies.

Counter action is needed to prevent and minimise radicalisation, hate speeches and the exclusion of anyone from democratic participation. However, according to the data collected from the conducted focus group interviews, many NGOs who want to help Ukrainian youth often simply face the obstacle of not having enough understanding and concrete ideas that would work in the long term. **Guidance is required for questions such as what should be in focus for the next two years**

(e.g. media landscape, information search, source verification, understanding disinformation campaigns, etc.)

With this in mind, for example, ERYICA started a project where with the help of young refugees they try to find out what information needs refugees have and what are the best ways to provide it to them. The findings are shared with information providers through webinars, where they can meet and collaborate with the young people. Other examples mentioned included: Finland raising the amount of available news translated into Russian to ensure Russian speakers receive information other than that streamed to them from the Russian government. Also Finland running vaccination campaigns with its Somali diaspora to tackle misinformation about COVID vaccines; Ireland mentioning youth projects that target migrant youth and young Travellers¹ from the Travellers ethnic minority.

1 https://en.wikipedia.org/wiki/Irish_Travellers



Recommendations

Policy change: Stronger prioritisation of MIL & connecting to others

MIL has to become a clearer priority for EU Youth Programmes in order to motivate and support National Agencies and beneficiaries to take it on board more. One way is to add MIL to the list of Horizontal Priorities, which currently are:

- ▶ Inclusion and diversity,
- ▶ Digital transformation,
- ▶ Environment and fight against climate change
- ▶ Participation in democratic life, common values and civic engagement

This way, as the interview data suggests, there will be greater motivation and space from all relevant stakeholders (e.g., the EU Commission, National Agencies and their beneficiaries) to plan and engage in long-term MIL activities.

However, as adding more priorities might become too extensive and confusing, alternatively a clearer focus and strategic emphasis could be given to MIL through the EU Youth Programmes and, for example, through connecting and empowering all the Horizontal Priorities with MIL as an overarching topic.

For example, it is evident that the media and the media representation of minorities can directly impact politics, tolerance and societal narratives. It is just as evident that without the ability to critically evaluate and use digital technologies, they might do more harm than good or have little positive societal effect. ‘Greenwashing’ and campaigns denying climate change are also directly connected to critical thinking and use of media. In order to take any action, environment related or human rights related, skills related to quality content creation and working with media are required.

Being able to find information, critically evaluate and analyse it, ethically use and create media are essential in all areas of civic participation and democratic societies. We need these competencies to create a fairer and more inclusive information field. The ability to put media into use in

an ethical and quality way gives people more power to be fairly represented, tell their own stories and initiate positive changes.

Free media and freedom of speech have traditionally been the cornerstones of democratic societies, but with constant changes in media and with media, a greater focus needs to be put on media education at all levels of education.

Connection (or integration) of MIL to other priority topics is necessary in order to make such a broad concept as MIL work in the context of existing programmes. The outcomes of the research study show that MIL has several direct connections to Youth Participation, and particular examples were found in connection to online participation, critical thinking, engaging youth minorities, and working with new media and information technologies.

Additionally, collaborating with experts in the priority areas and in MIL could produce the outcomes that will naturally serve better the EU Youth Programmes current priorities, the ever-changing MIL landscape and the needs of the youth work community in Europe.



Recommendations for SALTO PI: Leading the way and producing content

- ▶ **Long-term thinking:** in the light of the rising importance of MIL, it is recommended to focus on the long-term ways of developing MIL while planning future activities.
- ▶ **Sharable ideas:** National Agencies would benefit from the project ideas and guidelines that they could pass on to beneficiaries.
- ▶ **Linking to SNACs:** based on the feedback from the National Agencies, it is suggested that tying MIL activities to the SNACs could be a way to make MIL more relevant to the work of the National Agencies.
- ▶ **Guidelines to National Agencies:** to match their needs, it is recommended for SALTO PI to create guidelines for National Agencies on MIL, based on the key actions or priority areas of the EU youth programmes. These shall be developed in a participatory way through co-creation sessions with National Agencies, the beneficiaries, the European Commission, MIL experts, youth participation experts, inclusion and diversity experts, people who have good expertise in Digital Transformation topics, etc.
- ▶ **Leading the way:** overall, SALTO PI could assume the role of being the central point of encouraging networking between MIL stakeholders and youth work organisations. Together with National Agencies, SALTO PI could develop ways of bringing young people's voices more to the spotlight. This, in the opinion of the study interviewees, will be especially important to do for young people who are currently living in countries where democratic spaces have been shrinking and young people's participation in the decision making processes is more vulnerable.
- ▶ **Using the right formats:** based on the consultations, short 1-3 minute videos seem to be the preferred medium for educating on MIL, as they are easy to grasp, share and promote. The promotion of such educational material can be widespread on a national level, with necessary language adaptation to fit the local audience's needs. The production of other materials such as leaflets and one-pagers should also continue, as these are claimed to be relevant and useful according to the National Agencies.
- ▶ **Mainstreaming MIL:** it may be reasonable to conduct a campaign on evaluated successful projects that tackle specific topics through MIL. For example, MIL and greenwashing, MIL and mental health, MIL and democracy, MIL and the war in Ukraine, MIL and diversity, MIL and peace-building, MIL and youth work cooperation, etc. A good example of a resource created in such a way is the ['Greening Youth Information Services' guide](#) developed by ERYICA and Eurodesk.



Harmonisation of MIL terms used in EU Youth Programmes and SALTO PI's work

Given the very high level of correspondence between some of the thematic focuses used in the databases of Erasmus+ and ESC and the ones used by SALTO PI when exploring and promoting MIL, a harmonisation of terms could be considered for the projects in the SALTO PI publications and in the project topics of the EU Youth Programmes.

A clearer alignment between the themes that organisations want to implement in their projects will make it easier to understand MIL and initiate projects.

To this end, SALTO PI could potentially take up the role of bringing together the European Commission, relevant youth work and MIL stakeholders in order to map, align and monitor the thematic focuses of MIL within the Erasmus + and European Solidarity Corps projects.



Recommendations for youth workers: Embrace MIL!

- 1. Focus on young people's profile and needs!** When it comes to defining what makes a quality project, the survey data shows complete agreement on putting the needs of the target audience first. Any group of people a youth worker is engaging with has its own specific qualities and demands. For example, young people in Germany today go through basic cybersecurity education as part of their school programme. Hence, it has been suggested at one of the interviews that certain aspects of the Safer internet thematic area of MIL (Internet Safety & Digital Security, Data Protection & Privacy, Big Data, Cyber Bullying, Cyber Crimes, Sextortion, In App Purchases) may not be relevant for such an age group. Therefore, age, experience, interests, school system, etc are aspects any youth worker should take into account before planning any activities.
- 2. Experiment with various audiences!** Young mothers, for example, have been the target audience of one of the projects in our review (please see the case study listed in the Good Practices section). The positive outcome of such a project was its impactfulness, both on the lives of the mothers and on the broadened awareness of the young people involved in the project.
- 3. Explore technologies and design new experiences!** Think of the mighty tools we use every day without realising their potential – a smartphone or a tablet. Even a basic one has access to a myriad of applications that can make young creators excited. Remember that MIL skills are trained both through engaging with and creating content. Ask around and involve and invite knowledgeable people from other professions, technology enthusiasts and MIL trainers to come and show the new tools or let the young people take the lead on this – they might know better!
- 4. Learn about the aspects of MIL relevant to your focus areas!** It is important that whatever your core area is, you try to find out how it translates into an MIL perspective. For example, as this current analysis shows, there is a close mutual connection between the topics of Youth Participation and MIL. Use the powerful resources of the MIL section of the Participation Resource Pool together with young people to delve deeper into those MIL aspects that apply to your specific needs, be it, for example, hate speech or media content creation.



Engaging experts, niche organisations and promoting peer-learning

- 1. Explain and show critical thinking!** Critical thinking, as a concept and a skill, gets a great deal of attention in youth projects and overall. However, to some people it may still be just a 'flashy' word, too vague to thoroughly understand. Therefore, closer attention needs to be given to introducing and practising the skill with subject matter experts. Another point coming from the interviews is that critical thinking is better understood in international contexts, so it is recommended that young people engage in cross-border projects as much as possible to facilitate their learning and use of critical thinking.
- 2. Target specialist organisations!** KA2 projects could strive to include specific niche organisations that deal with MIL-related issues, especially such as 'digital safety', 'ICT' and 'media literacy and tackling information'. It has

been shared in the interviews that, as KA2 applicants are usually generic youth NGOs and youth centres, they may benefit from collaboration with those experienced and competent partners who already have the necessary educational resources to offer. The same comment was made in regard to formal education institutions, as the teachers might not always be aware of the existence of such specific organisations and resources.

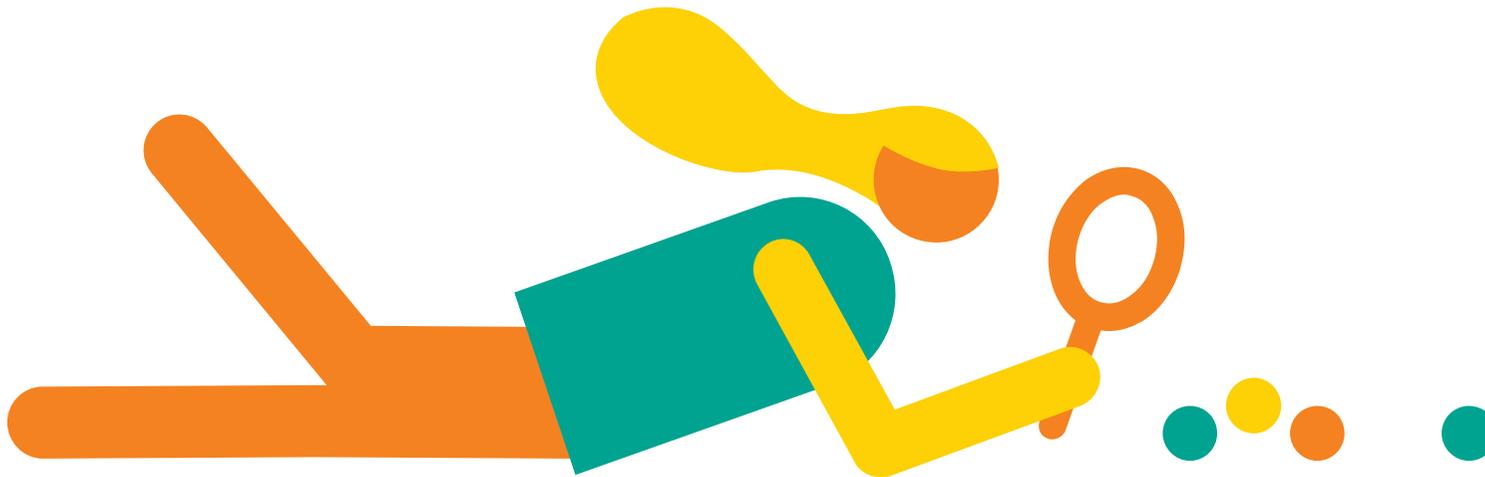
- 3. Learn from Finland?** ESC Volunteering and Solidarity projects need to pay more attention to MIL in general. Here is where Finland may have more experience, as both representatives from the Finnish National Agency mentioned in their survey responses that in their case, the focus on MIL comes mostly from the solidarity projects, including projects related to representation/inclusion.



Good practices

Inspiring MIL projects from the mapping report

Here are some examples of interesting funded youth projects which might spark an idea.



Erasmus+. KA1: Learning Mobility of Individuals – KA152-YOU: Mobility of young people

PROJECT: **ECODING – New Technologies for Environment, Employability and Civil Activism**

Countries involved: Germany, Georgia, Turkey, Armenia, Sweden

TOPICS COVERED

Digital content, technologies and practices, Digital skills and competences, Youth employability

SHORT SUMMARY

The project first aimed to familiarise participants with the basics of programming and working with robotics. In a second step, participants connected the acquired hard skills (coding, robotics etc.) with civil activism regarding climate change and environment and explored different ethical questions (AI, IoT, robotics, algorithms, social media, cyber security).

WHY IS IT INSPIRING?

The project developed hard MIL competences and connected them with social activism and employability. Participants got to know different digital tools and assessed them critically, created their own little website or app project as a group and developed a Digital Toolbox for young activists. Additionally, thanks to the support of professional developers and IT experts, they explored employability in relation to MIL.

A heightened awareness concerning the opportunities and dangers of digital technology helped participants to deal with critical issues like cyber security, artificial intelligence or surveillance systems. They reflect critically on the influence of technology on our lives and society. This contributed to the development of critical thinking.

Erasmus+. KA1: Learning Mobility of Individuals – KA152-YOU: Mobility of young people

PROJECT: **Photographing the Rs**

Countries involved: Spain, Estonia, Romania, Italy, Bulgaria

TOPICS COVERED

Creativity, arts and culture, Environment and climate change, Digital skills and competences

SHORT SUMMARY

This project aimed to support environmental advocacy beyond climate change, showing other serious problems such as resource scarcity and toxic waste accumulation around the world. To do this, the project focused its environmental learning on the 'three Rs' (recycle, reuse and reduce) and explored them through photography. Participants carried out a final exhibition of photographs linked to the three Rs.

WHY IS IT INSPIRING?

Participants acquired competences on photography and on environmental issues in a rural area and in contact with nature. This learning was consolidated by putting them into practice through a photo exhibition and an intercultural dissemination event with the local community.

The dissemination during and after the youth exchange was remarkable. It was done through the internet at European level and through local media. Further photo exhibitions were replicated, with the participation of new groups of young people, in the contexts of the partner organisations.

Erasmus+. KA1: Learning Mobility of Individuals – KA152-YOU: Mobility of young people

PROJECT: **EduAction Radio goes International**

Countries involved: Italy, Serbia, France, Macedonia, Estonia

TOPICS COVERED

Community development, European identity and values, Digital content, technologies and practices

SHORT SUMMARY

This project aimed to create a digital radio community led by young people (open to and participated by 13-30 year olds) that support and storytell grassroots youth activism. A particular focus was put on young people with fewer opportunities, both during the mobility and through the whole preparation at home and follow-up after mobility activities, in order to make them feel an active part of the community.

WHY IS IT INSPIRING?

Participants created radio pills (podcasts, but also short episodes) that focused directly on four European Youth Goals (Connecting EU with youth, Information and Constructive Dialogue, Space and Participation for All, Youth Organisation and European Programs) with a horizontal approach and specific content. The participants also tackled two additional goals: mental health and well-being, and a sustainable green Europe.

Participants created other short digital products, where the sources are well defined (video, one-page infographics, podcasts, etc) during the exchange with the purpose of exploring the topic of the responsible processing of information and distinguishing between real sources and fake ones.

Erasmus+. KA1: Learning Mobility of Individuals – KA153-YOU: Mobility of young workers

PROJECT: **Think Before You Click**

Countries involved: Austria, Croatia, Bulgaria, Spain, Poland, Romania

TOPICS COVERED

Digital content, technologies and practices, Digital safety, Media literacy and tackling disinformation

SHORT SUMMARY

This project aimed to prepare youth workers for the digital transformation of our world and equip them with the tools required to support their youth in the digital development. The project promoted critical thinking, media literacy and social media literacy skills among the participants. By doing so, the participants established a healthy relationship with technology (especially social media).

WHY IS IT INSPIRING?

The European-local link and synergies were particularly enriching. The participants encountered and interacted with the local people, especially local youth, and complemented it with an online get-together with the local communities of the other partners. Further local workshops were organised in the different communities.

The project made possible responsible content creation (online posts and videos), contributing in this way to counter disinformation. These tangible results of the project, together with the booklet and social media content, were shared at European level.

Erasmus+. KA1: Learning Mobility of Individuals – KA153-YOU: Mobility of young workers

PROJECT: **Media Detox**

Countries involved: Turkey, Romania, Italy, Netherlands, Finland

TOPICS COVERED

Digital content, technologies and practices, Digital skills and competences, Digital youth work

SHORT SUMMARY

This project aimed to explore the interrelation between media messages and tolerance/intolerance in our societies, especially regarding the topic of the migrant and refugee crisis. To do this, participants made distinctions between different types of media content (news journalism, propaganda, promotion, entertainment, etc.), explored the crucial elements of a reliable journalist's craft (balance, reliability, usage of proper sources) and evaluated the reliability of sources and to approach any information critically.

WHY IS IT INSPIRING?

The development of MIL competencies was targeted and focused towards a very relevant issue in the migrant and refugee crisis. Participants understood better, in this and other issues, how mass media functions and how it influences social cohesion. This is very relevant for their work as youth workers.

The project supported and spread innovative practices, participatory management modes and open education resources.

Erasmus+. KA1: Learning Mobility of Individuals – KA154-YOU: Youth participation activities

PROJECT: **FEMNET- digital human rights of young women and girls**

Countries involved: Portugal

TOPICS COVERED

Democracy and inclusive democratic participation, Digital skills and competences, Promoting gender equality

SHORT SUMMARY

Despite the prevalent belief in the liberating and empowering potential of a new, democratic digital sphere, women and girls experience violence in many ways on the internet and via the use of new technologies.

As a response, this project brought together a group of young women already connected to REDE (a young women-led youth association) or active in youth work and online feminist activism to develop their vision on what a digital sphere free from gender discrimination should look like and what measures should be implemented to promote gender equality and the respect for fundamental rights online.

WHY IS IT INSPIRING?

This project explored human rights and MIL in combination and in a meaningful way, focusing on women and girls who are often victims of online violence.

Apart from empowering participants so that they can identify and proactively counter human rights violations online, participants learned about the current national and European legislation on digital rights. With this, they acquired competences in advocacy and peer education.

The impact of the project was also remarkable. Participants became politically active at local and national level (joining activist groups) and developed high-quality advocacy work. Thanks to this project, the youth association became a youth organisation capable of contributing, with the perspective of young people, to the debate on digital rights at the highest levels of policy and decision making.

Erasmus+. KA2: Cooperation among organisations and institutions – KA210-YOU: Small-scale partnerships in youth

PROJECT: **Turn on the brain – new methods and games for building etiquette on the Internet**

Countries involved: Slovakia, Italy, Spain, Cyprus

TOPICS COVERED

Research and innovation, Digital youth work, New learning and teaching methods and approaches

SHORT SUMMARY

The project aimed to promote critical thinking among young people so that they could develop a resilience to the online marketing of disinformation. It supported the development of youth workers as well as the know-how exchange when working with young people with fewer opportunities and when promoting inclusive education.

WHY IS IT INSPIRING?

The activities of the project were focused on the creation of new methods and games for young people to 'Turn on the brain'. The project created a new educational programme for young people accompanied by a new innovative training manual sensitively prepared for young people with fewer opportunities, as a response to the newly emerging trends of disinformation websites and networks. The manual was based on a survey about the needs of young people in the contexts of partner organisations.

Erasmus+. KA2: Cooperation among organisations and institutions – KA220-YOU: Cooperation partnerships in youth

PROJECT: **Combating social media disinformation among youth through live action role play**

Countries involved: Sweden, Spain, Romania, Germany

TOPICS COVERED

Democracy and inclusive democratic participation, Media literacy and tackling disinformation, New learning and teaching methods and approaches

SHORT SUMMARY

This project addressed the lack of media literacy (ML) skills required to identify and counteract disinformation in the poorly-controlled environment of social media. It aimed at pedagogically equipping youth workers with the methods and tools for increasing ML skills among young people to ultimately reduce disinformation on social media.

These MIL skills included identifying disinformation, its different types, the intentions behind it, reacting to social media disinformation responsibly, and reporting it in terms of it being one's democratic participation and civic duty to do so.

WHY IS IT INSPIRING?

The pedagogical tools and methods were relevant to young people today. Those were innovative and participatory and produced high-quality deliverables that were used in the follow-up and in the multiplication of project results. These three key project results were: a disinformation role-play mobile game, a toolkit with larp scenarios on disinformation and a guide on organising disinformation larps. These tools provide educators with the necessary pedagogical resources to develop, among the Gen Z youth, the skills and competences to identify and tackle disinformation on social media.

European Solidarity Corps: Solidarity projects

PROJECT: **Mamy tak samo**

Countries involved: Poland

TOPICS COVERED

Digital safety, Media literacy and tackling disinformation, Active ageing

SHORT SUMMARY

This project aimed at supporting young women and mothers and at offering them a space to understand their own emotions, accept new feelings, and their own body, and ultimately synchronise a new role with development aspirations. The young women and mothers received appropriate support from other women and mothers by enabling them to exchange experiences, spend time together alone and with children, and meet specialists.

WHY IS IT INSPIRING?

The target group, young women and mothers, is not commonly targeted in the projects. Several various activities covering the different issues related to motherhood were developed online:

- ▶ 'Tender Mondays' – these are inspiring meetings online
- ▶ 'My inner critic' – an online meeting on the inner critic and turning it into positive results

- ▶ 'Emotion' – an online meeting where we talk about the emotions that arise during motherhood.
- ▶ 'Auto-empathy' – an online meeting on a retrospective exploration of childhood
- ▶ 'My version of being a mom' – workshop combined with improvisational exercises.
- ▶ 'CAREFUL mom' – an online meeting aimed at reminding moms and future moms about what they liked to do before motherhood.
- ▶ 'The bank of Time' – an online meeting where participants 'sold' the skills that they have.

Apart from the learning achievements, support and empowerment of young mothers, at a community level the project strengthened the interest of the community in the problem of loneliness among young mothers. It had considerable visibility in social media and the local press, reinforced the role of women and mothers in the local community and created a space for long-term cooperation with other women and mothers.

European Solidarity Corps: Solidarity projects

PROJECT: **MAKE USE too**

Countries involved: Greece

TOPICS COVERED

Digital youth work, Democracy and inclusive democratic participation, Inclusion of marginalised young people

SHORT SUMMARY

This project aimed to enhance the participation of youth in public affairs, through a series of activities starting from and targeted at young people, immediately and in a language and on the channels where young people are more genuinely represented in public discourse. These actions conclude with the creation of a Virtual Youth Centre in the city, where information is provided about youth activities and initiatives, opportunities to participate in youth exchanges, training and cultural activities, and opportunities to participate in decision making.

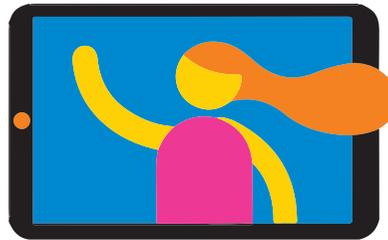
WHY IS IT INSPIRING?

The project strengthened the interaction and participation of young people in public and civic affairs, with activities starting from and targeted at young people, such as the production of a biodegradable rubbish collection kit, combined with a public space cleaning action, followed by an artistic activity and the distribution of the kit at a local festival and in youth meeting points in the city.

The project contributed to overcoming the scepticism on collective initiative and supported the reconnection of young people with the local cultural heritage and public space and their redefinition through the lens of young people.

The setting and development of the Virtual Youth centre became a point of attraction for young people online, especially for those living in remote areas where very few training opportunities are offered. It also helped to overcome other obstacles to physically participate (accessibility and inclusion of motor disabled people and people facing access problems due to geographical barriers). It made more young people familiar with the use of digital tools.

**Inspiring MIL & Youth
Participation projects
from the mapping report**



Erasmus+. KA1: Learning Mobility of Individuals – KA152-YOU: Mobility of young people

PROJECT: **Inform.Action**

Countries involved: France, Romania, Italy, Spain

TOPICS COVERED

Democracy and inclusive democratic participation, Digital skills and competences, Information and communication technologies (ICT)

SHORT SUMMARY

The project aimed to reduce the digital gap and improve access to information, especially for youngsters with fewer opportunities such as those coming from isolated rural areas, minority groups and/or with limited access to technology. The project strengthened young people's critical thinking about the information they receive and increased their self-confidence in expressing their points of view.

WHY IS IT INSPIRING?

The different approaches used for the achievement of the objectives were particularly enriching. The project combined media education, scientific mediation and non-formal education techniques.

This was possible thanks to the combination of the various local partners involved; two media education associations, a scientific mediation association, an independent documentary filmmaker, two intercultural mediation associations and an academic partner.

The follow-up was also remarkable, as it combined a virtual meeting, the sharing of new good practices, co-animation of social networks and workshops in schools animated by the young participants of the project.

Erasmus+. KA1: Learning Mobility of Individuals – KA153-YOU: Mobility of young workers

PROJECT: **ICT&SM for Civic action**

Countries involved: Germany, Macedonia, Cyprus, Spain, Greece, Estonia

TOPICS COVERED

Information and communication technologies (ICT), Quality and innovation of youth work, Democracy and inclusive democratic participation

SHORT SUMMARY

The main aim of the project was to develop the competencies of youth workers to support the active civic participation of young people in community contexts through the use of ICT and social media tools and methodologies. The project had two main axes: The active civic participation of young people and ICT & social media. The participants and youth workers could explore civic participation from their own experiences, develop, improve and reinforce their digital skills, explore the possibilities for the utilisation of ICT & social media for youth activism, and design workshops tailored to the specific needs of their targets.

WHY IS IT INSPIRING?

The training course combined meaningful distance learning and residential training. The distance learning was based on interactive units and was focused on the introduction of learning materials, online discussions, self-reflection, mentoring and coaching. The residential training used a whole range of non-formal methods, such as self-reflection, brainstorming, case studies, inventories, outdoor activities, presentations, inputs by experts, role-plays, simulations, etc.

Together with the immediate learning achievements of participants, the project promoted the effective use of ICT & social media tools and mechanisms for increased civic participation in the different contexts of the youth workers, particularly in their work with young people with fewer opportunities. The digital youth work competences of the sending organisations were also notably reinforced.

Erasmus+. KA1: Learning Mobility of Individuals – KA154-YOU: Youth participation activities

PROJECT: **Vaikuttamis Rauha**

Countries involved: Finland

TOPICS COVERED

Democracy and inclusive democratic participation, Digital safety, Media literacy and tackling disinformation

SHORT SUMMARY

The 'Safe Space for Debate' project was a youth empowerment and communications campaign for 12-29 year olds. It aimed to promote constructive ways of discussion and help young people make a meaningful impact on important issues. Safe Space for Debate utilises means of democracy education and human rights-based learning as well as critical media literacy, and it pursued equality and social change.

WHY IS IT INSPIRING?

Connected with the needs and experiences of young people, the starting point for the project was the great need to end hate speech, harassment and discrimination targeted towards the youth.

A second particular element of the project was the target group. The involvement of teenagers, of young people from the age of 12 onwards, was enriching and possible thanks to the use of methods appropriate to them.

The diversity of partners and their growing number was also remarkable. It was coordinated by The Finnish National Youth Council Allianssi and brought together, among others, the following stakeholders: the Well Said project by the Finnish National Broadcasting Company YLE, the changemaker project by the Finn Church Aid, the Opinkirjo Development Centre, and eleven political youth and student organisations. The number of collaborating partners increased during the project.

Apart from addressing hate speech, in terms of impact, the project contributed to set permanent models of youth empowerment and social change. Young people advocated policy changes towards decision makers and influencers. Participants' experiences were broadly shared in order to preserve and strengthen democracy among young people.

Erasmus+. KA1: Learning Mobility of Individuals – KA154-YOU: Youth participation activities

PROJECT: **Riscurile Digitalizarii si Securitatea Online**

Countries involved: Romania

TOPICS COVERED

Reaching the policy level/dialogue with decision makers, Youth policy development, Digital safety

SHORT SUMMARY

In this project, young people acquired the ability to develop, together with decision makers, a set of measures and a strategy to prevent and reduce contact risks, content risks, discrimination and personal information exposure that are specific to the online environment (e.g. cyber-bullying, sexual issues, threats, attitudes and behaviours that lead to damage to the dignity and image of young people, blackmail, etc.).

WHY IS IT INSPIRING?

The different risks and dangers on the internet were explored in four seminars that included the presence of decision makers such as Mehedinti County School Inspectorate, Mehedinti County Centre for Educational Resources and Assistants,

Mehedinti General Directorate of Social Assistance and Child Protection, Mehedinti County Police Inspectorate, representatives of education institutions and representatives of parents' associations.

Thanks to this cooperation with decision makers, participants learnt not just how to prevent and counter these phenomena, but they understood the role that each participating entity has or can have. They also learnt the legal ways and procedures by which institutions can be asked to collaborate or to intervene in various situations that affect young people. Thus, the impact was not limited to the collaboration within this project, but instead manifested in the medium and long term.

This collaboration with decision makers promoted active participation as a central attitude regarding the formation of the civic spirit. Young people engaged in a real and active dialogue contributing to improving a problematic situation and demonstrating that they can play a relevant role in the social life of their communities.

Erasmus+. KA2: Cooperation among organisations and institutions – KA210-YOU: Small-scale partnerships in youth

PROJECT: **Walkscape: Urban Regeneration through Education**

Countries involved: Italy, Lithuania

TOPICS COVERED

Digital literacy, Information, constructive dialogue, fake news, Democracy and inclusive democratic participation, Environment and climate change

SHORT SUMMARY

The project aimed to train young people from Parma and Kaunas on the principles of Urban Regeneration.

The project involved local young people rethinking their cities. As a tangible result of the project, the involved partners drafted a Handbook that served as a learning output and as the basis for the realisation of activities, whose results will be shared with local stakeholders.

WHY IS IT INSPIRING?

One inspiring element of the project is the methodology used; Walkscaping. Apart from being effective and adequate for the purpose of the project, it is absolutely complementary to the online activities used in other parts of the project.

The impact is complete and well planned. The expected cascade effect is supported by a Handbook, a Dossier showcasing results and an online platform that provided the tools for its replicability in different European contexts and by different actors. Trained youth disseminated what they have learned through exchanges and Training of Trainers courses. The impact also tackled the policy level: concrete policy recommendations and project design informed local advancements in urban renewal.

Erasmus+. KA2: Cooperation among organisations and institutions – KA220-YOU: Cooperation partnerships in youth

PROJECT: **Young Community Organisers – For Social Sustainability**

Countries involved: Italy, Turkey, Bulgaria, Romania, Spain

TOPICS COVERED

Democracy and inclusive democratic participation, Digital literacy, Information, constructive dialogue, fake news, Community development

SHORT SUMMARY

The project provided youth workers with competences on coaching, community leadership and community organising while also helping them to foster action, participation and citizenship among young people with fewer opportunities. Furthermore, it empowered them to facilitate digital learning processes and create digital learning materials.

WHY IS IT INSPIRING?

The project combined very adequately face to face and online activities; three international residential training courses on Coaching youth leadership, Community Organising and on youth leadership and leadership styles, five online and offline campaigns, two webinars on organisational management and nonviolent direct action, four steering group meetings and one MOOC on community self-organisation.

As a result of this combination of activities, participants produced two digital manuals on community self-organisation and youth community leadership. These manuals capitalised the learning achievements of the project and were consistently and strategically used in the numerous and successful multiplier events in each local community.

European Solidarity Corps: Solidarity projects

PROJECT: **An e-participation leads to eco-action implementation**

Countries involved: Macedonia

TOPICS COVERED

Democracy and inclusive democratic participation, Digital skills and competences, Green skills

SHORT SUMMARY

In this project, young people were informed about the possibilities of e-participation and they shared ideas and challenges that can make a positive impact in the local environment. The processes and benefits of e-participation and of the eco actions were explored and implemented. By doing so, young people gained new digital skills and knowledge about environmental protection,

WHY IS IT INSPIRING?

The project explored together and directly the two main transformations of our time: the environmental and the digital. These two pillars were meaningfully combined in the project activities: focus groups, online campaign, educational workshops about OPIN platform gaining digital competences, creative workshops with eco topics.

These educational and awareness raising activities were followed by eco and green actions in cooperation with the local community. They concluded with a final event where a position paper, developed by young people, was presented. This contributed to enhancing and strengthening the communication between young people and institutions.

European Solidarity Corps: Solidarity projects

PROJECT: **Z+**

Countries involved: **Portugal**

TOPICS COVERED

Democracy and inclusive democratic participation, Digital skills and competences, Environment and climate change

SHORT SUMMARY

The 'Z+' solidarity project aimed to empower young local people to participate more in democratic life at local and national level and to make them aware of environmental protection, sustainable development and responsible consumerism. By doing so, young people acquired new digital tools to enhance their personal and professional development.

WHY IS IT INSPIRING?

The project consisted of activities in mixed format (in-person and online) where different topics were addressed. The project used the municipal elections to encourage young people to exercise their right/duty to vote. In tandem with these, educational activities were organised to explore national and international public organisations and their functions, from city councils, the Assembly of the Republic, the European Parliament, etc.

The project fostered cooperation between Arcos de Valdevez and Ponte da Barca, two municipalities that form the Peneda-Gerês National Park and have consistently suffered the consequences of forest fires, which have led to the destruction of one of the largest local natural heritage sites.

It was positive in terms of youth participation that the needs and aspirations of young people in relation to the environment and to political participation were identified through a survey and explored in different participatory activities.

Methodology

The methodology conducted to create this analysis was based on three activity streams, which all had additional project steps. The key activities included the mapping and analysing of projects in the project results' databases of the EU Youth Programmes (qualitative and quantitative methods), running an online survey among National Agencies and beneficiaries, and organising focus interviews to gain additional and more in-depth input.



Stream 1. 2021 EU Programmes Project Mapping

As a precursor to the current report, SALTO PI created a mapping and analysis of the EU Youth Programmes' projects that are available in the project results platforms. This explored what type of projects connected to MIL and Youth Participation topics have taken place in 2021 and if there are any gaps or challenges that SALTO PI could address. The mapping and analysis also served the purpose of exploring how well MIL topics are covered within the projects of EU Youth Programmes.

This mapping analysis was carried out by a contracted researcher Miguel Angel Garcia Lopez ([CV](#)) over a period of two months (May-June 2022). As a result, a mapping report on MIL and Youth Participation in the current Erasmus+ and European Solidarity Corps projects was produced. The following two sections on the scope and process of this stream activity are excerpts from the 'Scope' and 'Methodology' chapters of the original mapping report conducted by Miguel Angel Garcia Lopez.



Scope

This mapping focused on all the different actions in the non-formal education field of the current Erasmus+ programme (2021-2027) and European Solidarity Corps Programmes and is limited to the projects funded in 2021.

The sources of data for the project under the scope of this mapping were the two databases of the Erasmus+ and European Solidarity Corps:

- ▶ [Erasmus + projects results platform](#)
- ▶ [European Solidarity Corps projects results platform](#)

The databases of the Erasmus+ and the European Solidarity Corps programmes are permanently being updated and due to late reporting might slightly change. All the data of this mapping were taken on 1 June 2022.



Process

The mapping project started with a desk review of different research papers and publications related to Youth Participation and MIL ([Annex 1](#)). Together with the SALTO PI team kick-off meeting, it served to define the focuses and criteria for the analysis of the projects under the scope of this mapping. After that, the projects were searched by programmes, countries and actions ([Annex 2](#)), clustered according to thematic areas of Youth Participation and MIL listed below, and a representative sample of 60 case projects was qualitatively analysed.

Step 1: Search and first selection based on programmes and actions

The first step of the mapping was a first search and selection of the projects that can be considered Youth Participation and MIL projects under the scope of the mapping (See above). Those data are disaggregated by programme, action and countries.

Step 2: Clustering according to areas²

The MIL projects were clustered according to the thematic focuses and priorities of the Erasmus+ and European Solidarity Corps Programmes. These are the ones (up to a total of three) that the organisations tick when submitting their project proposal.

² As the current report focuses solely on MIL projects and the connections between MIL and YP topics, seeking projects where the topics are mutually complementary, only the MIL-related part of the mapping report is included in this section. Methodology and findings on Youth Participation projects can be found in the original mapping report.

They are therefore the best possible direct and summarised expression of the ultimate intentions of the projects.

For the MIL projects, those clustered thematic areas were:

- ▶ Digital skills and competences
- ▶ Digital content, technologies and practices
- ▶ Media literacy and tackling disinformation
- ▶ Digital youth work
- ▶ Digital safety
- ▶ Information and communication technologies (ICT)
- ▶ Digital literacy, information, constructive dialogue, fake news

This thematic clustering used in this mapping is for some thematic areas absolutely coincident with the clustering used by SALTO Participation and Information when exploring and promoting MIL:

- ▶ Media & information literacy
- ▶ Media landscape
- ▶ Content creation
- ▶ Safer internet
- ▶ MIL & human rights education
- ▶ Critical thinking

For few thematic areas, the qualitative analysis on a representative sample of projects will help to make very reasonable and plausible links.

Step 3: Qualitative analysis

After the clustering of projects according to the above-described areas, a qualitative deep analysis of a representative sample of projects (around 60 % of the projects) was conducted with three purposes:

- ▶ To check according to the detailed description of the projects whether the considered (by the organisations while applying and reporting) Youth Participation projects and MIL projects were in fact Youth Participation projects and MIL projects as understood by SALTO PI and as described in the conceptual frame of this mapping.
- ▶ To identify some correlations and/or 'corrections' between the non-coincident categories of the thematic typologies used in this mapping (those of the databases) and the ones used by the SALTOs in their conceptual frames and publications.
- ▶ To explore and analyse the mutual implications and synergies between Youth Participation and MIL in the projects.

Stream 2. Online survey

An online survey was designed to gather qualitative input from the National Agencies and the youth field stakeholders for their insights regarding the current state of the MIL-related youth projects in general, the challenges and

practices of MIL, the available funding being used, etc. The survey featured one multiple-choice, two single-choice and nine open-ended questions and was distributed digitally via Google Forms.

The structure of the survey may be found below:

1. How do you think MIL-related projects have been developing over the past two years (2020-2021)?
2. How do you evaluate the overall quality of MIL-related projects? What is important, in your perspective?
3. Question for NAs only: In which Key Actions have you seen MIL-related projects most often present, where do you feel they could fit best and why?
4. What organisations you know have been actively organising MIL-related projects in your country? Please be specific, if possible.
5. What funding opportunities do you know that support MIL-related activities in your country or internationally (apart from Erasmus+, European Solidarity Corps)?
6. Which MIL topic areas do you think have been covered sufficiently in the projects throughout 2020-2021? Choose from the options and select 'Other' to specify your answer.
 - ▶ Media & information literacy (media & its impact, quality of information, news literacy, information disorder, social media, library literacy, plagiarism & citations, research, copyrights, excessive media use)
 - ▶ Critical thinking
 - ▶ Media landscape (media & politics, advertising, gaming, internet governance, journalism, online realities & communities, popular apps)
 - ▶ Content creation (pictures & photojournalism, podcast, storytelling, video, vlogging, interviewing, AR/VR, film literacy, audio & radio)

- ▶ Safer internet (internet safety & digital security, data protection & privacy, big data, cyber bullying, cyber crimes, sextortion, in-app purchases)
- ▶ MIL & human rights education (media & participation, human rights & gender equality, radicalisation & extremism, hate speech, inter-religious & intercultural discourses)
- ▶ Other

7. Which MIL topic areas do you think have lacked attention in the projects throughout 2020-2021? Choose from the options and select 'Other' to specify your answer.

- ▶ Media & information literacy (media & its impact, quality of information, news literacy, information disorder, social media, library literacy, plagiarism & citations, research, copyrights, excessive media use)
- ▶ Critical thinking
- ▶ Media landscape (media & politics, advertising, gaming, internet governance, journalism, online realities & communities, popular apps)
- ▶ Content creation (pictures & photojournalism, podcast, storytelling, video, vlogging, interviewing, AR/VR, film literacy, audio & radio)

- ▶ Safer internet (internet safety & digital security, data protection & privacy, big data, cyber bullying, cyber crimes, sextortion, in-app purchases)
- ▶ MIL & human rights education (media & participation, human rights & gender equality, radicalisation & extremism, hate speech, inter-religious & intercultural discourses)
- ▶ Other

8. What, in your observation, may stand out as a trend or as a unifying characteristic among the MIL-related projects throughout 2020-2021?

9. What are the main target groups of the MIL-related youth projects in your country? Select several options, if needed. If you know of any group that isn't on the list, please select 'Other' and specify.

- ▶ young people under 16 years of age
- ▶ young people 16-24 years old
- ▶ young people 25-35 years old
- ▶ young people with fewer opportunities (ethnic minorities, lower-income backgrounds, with physical and/or mental challenges, etc.)

- ▶ youth workers
- ▶ teachers and educators
- ▶ decision makers
- ▶ non-profit organisations
- ▶ adults 36-64 years old
- ▶ seniors 65+ years old
- ▶ Other

10. Based on the previous question, could you elaborate whether there are any regional economical/cultural/religious target groups for the MIL projects in your country (e.g young immigrant women or muslim immigrants up to 20 years old)? Please, be specific, if possible.

11. Who do you think are the most active contributors of the MIL-related projects and why?

12. Please use this space to write anything you might want to add – perhaps you would like to recommend some useful MIL resources, websites or organisations? Or just leave us some feedback?

The survey has been sent to a list of 202 contacts that included the TCA, Communication and Participation Officers of the National Agencies, as well as selected MIL organisations: DW Akademie, ERYICA, European Youth Press and UNESCO.

The survey returned 9 responses that came from ERYICA and the National Agencies of Belgium (Flanders), Finland, Iceland, Ireland, Italy, Luxembourg and Norway. Even though the number of online survey respondents were not high, it was valuable to give the chance to be consulted. SALTO PI also received several emails from target groups stating that they're not as active on this topic and don't feel qualified to respond. This especially shows a need to raise awareness about the connection of MIL and Youth Participation among the staff members of the National Agencies.

The results of the survey responses are linked in Annex 4 and are analysed in the Research Outcomes chapter of this report.

Stream 3. Interviews

Two interview sessions were organised as part of this project, one being a group interview with three participants on 24 May and another was a one-on-one interview on 9 July.

Participants of the group interview (24.05):

- ▶ Heiki Viisimaa, Coordinator of youth field development projects, Estonian National Agency of Erasmus+ / European Solidarity Corps,
- ▶ Imre Simon, Development Manager, ERYICA
- ▶ Harutyun Tsatryan, Executive Board Member, European Youth Press

Participant of the one-on-one interview (09.07):

- ▶ Sofie Van Zeebroeck, TCA Project Coordinator, Belgian National Agency of Erasmus+ / European Solidarity Corps (Flanders)

The aim of the interview questions was to gather the thoughts and opinions of the participants on the results of the survey and on the preliminary results of the project mapping, gaining a better understanding of the recent developments in their work related to the area of MIL and youth projects.



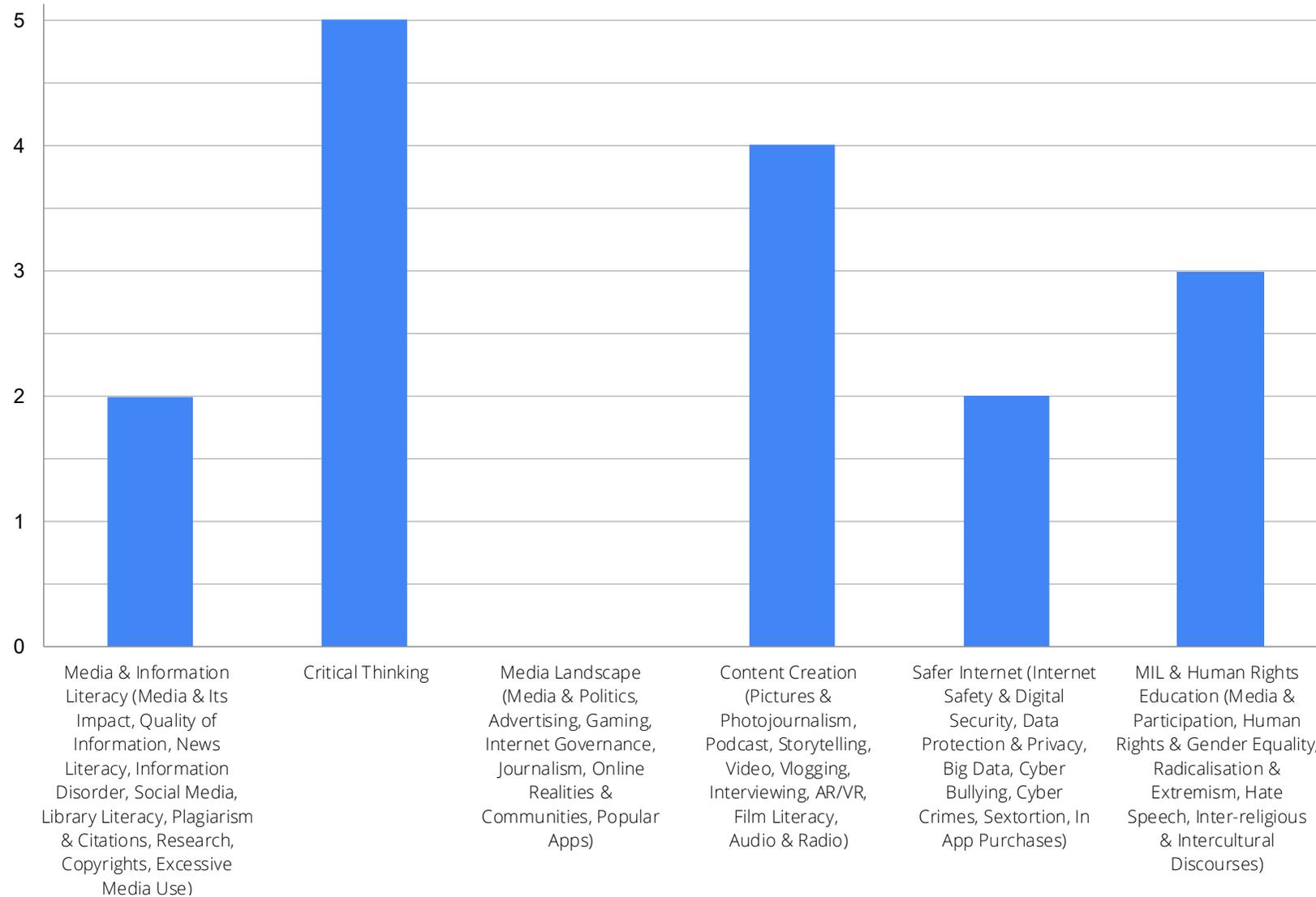
Data for the interviews

The preliminary results of mapping featured the total number of EU youth projects under each Key Action and the countries they were coming from. The data presented to the interviewees was not final, as the project results database was updated after the interviews happened and we took this into consideration when writing the final report. The change in the numbers concerned only the first question regarding the number of youth projects submitted to the individual Key Actions of the EU Youth Programmes by each coordinator country. The final, updated results from the database are presented in Annex 2. Below are the data points that were used to form the interview questions:

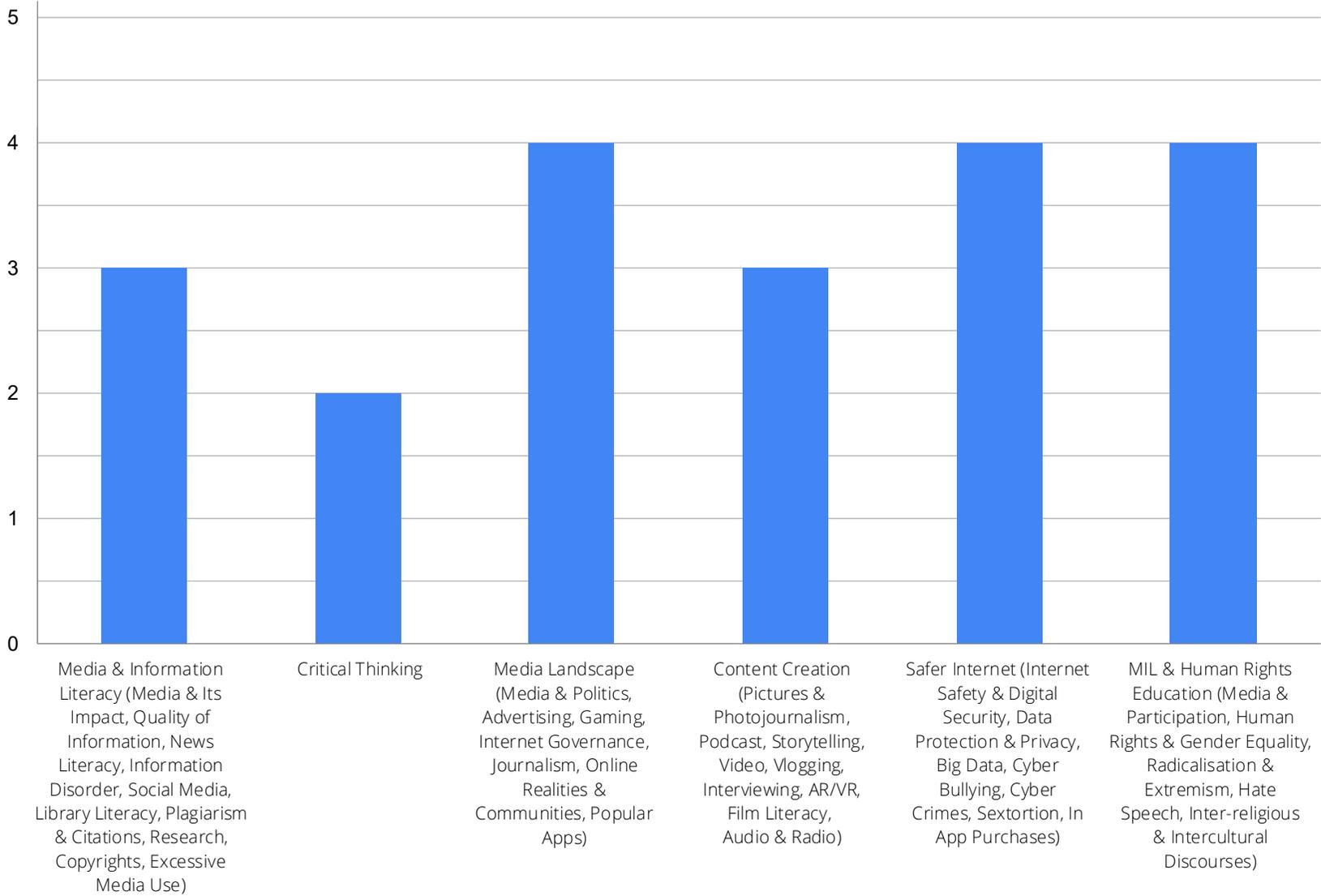
1. Number of the youth projects submitted to the individual Key Actions of the EU Youth Programmes by each coordinator country (See the table below). Highlighted are the top 1-2 countries with the biggest number of projects in each action (according to the current results of the mapping). >

Coordinator Country				
ERASMUS +				ESC
MIL KA152-YOU 2021	MIL KA153-YOU 2021	MIL KA154-YOU 2021	MIL KA210-YOU 2021	MIL – Solidarity projects 2021
AT – 3	AT – 4	AT – 3	AT – 1	BG – 6
BE – 4	BE – 8	BE – 2	BE – 8	CY – 3
BG – 16	BG – 6	BG – 5	BG – 4	CZ – 5
CY – 1	CY – 1	CY – 1	CZ – 6	DE – 9
CZ – 8	CZ – 5	CZ – 5	DE – 2	EE – 2
DE – 16	DE – 13	DE – 2	DK – 2	EL – 10
DK – 1	DK – 2	DK – 1	EE – 4	ES- 12
EE – 4	EE – 2	EE – 1	EL – 2	FI – 4
EL – 5	EL – 4	ES – 17	ES – 11	FR – 1
ES – 36	ES – 18	FI – 1	FI – 2	HR – 5
FI – 1	FI – 4	FR – 3	FR – 1	HU – 10
FR – 10	FR – 7	HR – 3	HR – 5	IE – 2
HR – 5	HR – 3	HU – 1	IS – 1	IT – 17
HU – 11	HU – 8	IE – 1	IT – 3	LT – 2
IE – 1	IS – 1	IS – 1	LT – 1	LU – 1
IS – 1	IT – 17	IT – 9	LU – 2	LV – 8
IT – 29	LT – 4	LT – 1	LV – 1	MK – 1
LT – 6	LU – 2	LV – 4	MK – 1	MT – 3
LU – 3	LV – 3	MK – 2	MT – 1	NL – 4
LV – 8	MT – 2	MT – 1	NL – 1	PL – 17
MK – 2	NL – 5	NL – 3	PL – 6	PT – 11
MT – 3	NO – 2	NO – 1	PT – 4	RO – 18
NL – 4	PL – 11	PL – 4	RO – 4	SE – 1
NO – 4	PT – 6	PT – 4	RS – 1	SI – 6
PL – 35	RO – 4	RO – 5	SE – 2	SK – 4
PT – 5	RS – 2	SE – 1	SI – 3	TR – 6
RO – 7	SI – 3	SI – 5	SK – 5	
RS – 2	SK – 2	SK – 2	TR – 2	
SE – 3	TR – 8	TR – 2		
SI – 12				
SK – 1				
TR – 13				

2. The online survey had a question on which of the MIL topic areas the participants find is being covered sufficiently in the projects throughout 2020-2021. The options and the vote distribution is shown in the chart below:



Using the similar logic, the results showed the MIL areas that the survey participants found least covered by the youth projects:





Interview questions

Below are the interview questions based on the particular results of the survey:

1. We have managed to map out 260 youth projects that have a certain focus on MIL topics among the projects in EU Youth Programmes in 2021 alone. The table (here refer to the table presented in the previous section above) shows how they are distributed geographically by the Key Actions. Highlighted are the top 1-2 countries with the biggest number of projects in each action (according to the current results of the mapping). By looking at the table, can you make any observations (for example, why the numbers are the way they are) or raise any questions?
2. Why could it be that European Solidarity Corps volunteering actions haven't included any activities related to MIL?
3. What do you think beneficiaries of the EU Youth programmes would need in order to feel encouraged to start new MIL projects with the support of the EU youth programmes (E+ / ESC)? Who else do you think should take a more active role and why?
4. Question to the European Youth Press – As beneficiaries of the EU Youth Programmes, how much have you benefited from the programmes to promote MIL and train young people, for example? Have you considered accepting a volunteer? If not, why not?
5. From the survey answers, the most popular MIL topic over 2021 seems to be 'Critical thinking'. The least covered topics are 'Media landscape, MIL & human rights education' and 'Safer internet'. What do you think could bring these into balance?
Looking at the topics and the 'popularity', why do they think these might be more popular? Why do they think 'Digital safety' is not higher, for example? As organisations looking at these topics, what would seem most relevant? Is there something they would like to see more in focus? (but that question, in another way, you're going to ask anyway).
6. What programmes/institutions/other organisations do you think should exist in the country to increase the quality of MIL projects? How could National Agencies feel more supported and encouraged to promote the opportunity of starting MIL projects by beneficiaries?
7. The mapping scope also takes the war in Ukraine into account and explores if and how the youth field is responding to disinformation campaigns (e.g hate speech, false information, conspiracy theories, radicalisation, young people's voices in the narrative, etc). What influence do you foresee connected to MIL in the light of the war in Ukraine?

ANNEX 1. **Bibliography used in mapping**

Youth Participation Strategy:

participationpool.eu/wp-content/uploads/2020/11/ParticipationStrategy_SinglePage_Online_EN.pdf

Youth Participation Tool Kit:

participationpool.eu/wp-content/uploads/2021/05/Promoting-Participation-for-all-1.pdf

A ladder of citizen participation, Journal of the American Institute of planners 35(4), 216-224 or Roger Hart's Ladder of Children's Participation

Lundy, L. (2007) 'Voice' is not enough: conceptualising Article 12 of the United Nations Convention on the Rights of the Child, British Educational Research Journal, 33(6), 927-942 see Arnstein, S. R. (1969)

SALTO Participation and information: Media & information literacy

participationpool.eu/resource-category/media-information-literacy/

SALTO Participation and information: Information Disorder

participationpool.eu/resource-category/information-critical-thinking/media-information-literacy/information-disorder/

Global Media and Information Literacy Assessment Framework: Country Readiness and Competencies

unesdoc.unesco.org/ark:/48223/pf0000224655.page=22

ANNEX 2. MIL projects from EU Programmes mapped by country and Key Action in 2021

Coordinator Country					
ERASMUS +					ESC
KA152-YOU: Mobility of young people	KA153-YOU: Mobility of young workers	KA154-YOU: Youth participation activities	KA210-YOU: Small-scale partnerships in youth	KA220-YOU: Cooperation partnerships in youth	Solidarity projects
AT - 3	AT - 3	AT - 4	AT - 1	HU - 1	AT - 8
BE - 2	BG - 2	BE - 2	DE - 1	NL - 1	BE - 8
BG - 8	CZ - 4	BG - 3	EE - 1	NO - 2	BG - 36
CY - 1	DE - 4	CY - 1	EL - 1	PL - 1	CY - 17
CZ - 5	DK - 4	CZ - 7	ES - 1	SK - 1	CZ - 29
DE - 11	ES - 6	DE - 7	FR - 1		DE - 63
DK - 1	FR - 2	DK - 2	HR - 1		DK - 6
EE - 3	HR - 2	EE - 4	HU - 2		EE - 26
EL - 1	HU - 1	EL - 5	IE - 2		EL - 43
ES - 13	IT - 4	ES - 15	NL - 1		ES - 74
FI - 1	NL - 2	FI - 1	NO - 1		FI - 14
FR - 5	PL - 1	FR - 6	PT - 2		FR - 10
HR - 4	PT - 2	HR - 7	SI - 2		HR - 32
HU - 7	RS - 1	HU - 3			HU - 27
IS - 1	SE - 2	IE - 1			IE - 9
IT - 9	SI - 3	IS - 2			IS - 4
LT - 4	TR - 9	IT - 15			IT - 63
LU - 5		LT - 1			LI - 1
LV - 4		LV - 1			LT - 23
MT - 2		MK - 2			LU - 6
NL - 3		MK - 1			LV - 34
NO - 3		MT - 1			MK - 2
PL - 16		NL - 9			MT - 13
PT - 2		NO - 2			NL - 25
RO - 1		PL - 9			PL - 93
RS - 1		PT - 4			PT - 46
SE - 2		RO - 7			RO - 66
SI - 3		RS - 1			SE - 5
SK - 3		SE - 2			SI - 24
TR - 6		SI - 5			SK - 22
		SK - 2			TR - 32
		TR - 10			

ANNEX 3. Share of MIL thematic focus in MIL projects of EU Programmes in 2021

	% of ERASMUS+ MIL					% of ESC MIL
	KA152-YOU: Mobility of young people	KA153-YOU: Mobility of youth workers	KA154-YOU: Youth participa- tion activities	KA210-YOU: Small-scale part- nerships in youth	KA220-YOU: Cooperation part- nerships in youth	Solidarity projects
Number of MIL projects	150	100	64	25	20	175
Digital skills and competences	32.5 %	27.3 %	22.4 %	17.6 %	21.4 %	43.5 %
Digital content, technologies and practices	17.5 %	16.1 %	2.6 %	17.6 %	17.9 %	no data
Media literacy and tackling disinformation	15.5 %	9.1 %	15.8 %	2.9 %	3.6 %	8.6 %
Digital youth work	7 %	30.1 %	11.8 %	38.2 %	39.3 %	14.4 %
Digital safety	8 %	4.2 %	6.6 %	0 %	7.1 %	7.2 %
Information and communication technologies (ICT)	7 %	6.3 %	3.9 %	0 %	7.1 %	7.7 %
Digital literacy, information, constructive dialogue, fake news	12.5 %	7 %	36.8 %	23.5 %	3.6 %	18.7 %

ANNEX 4. Survey Responses

Source data available only upon request. Please write to participation@salto-youth to receive it.

