



Empowering Participation in Democratic Life through Media and Information Literacy and Digital Participation

Report on Media and Information Literacy and Digital Participation activities, trends and needs within the Erasmus+ and European Solidarity Corps Programmes in 2021 and 2022.

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HARIDUS- JA NOORTEAMET

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List of abbreviations

ADU: Adult Education

CLIL: Content and language integrated learning

DP: Digital Participation

E+: Erasmus+

ESC: European Solidarity Corps

EU: European Union

HED: Higher Education

ICT: Information and Communications Technology

LGBTQ+: Lesbian, Gay, Bisexual, Transgender, Queer or Questioning, Intersex, Asexual, and more.

MIL: Media and Information Literacy

MOOC: Massive Open Online Course

NAs: National Agencies

SALTO PI: SALTO Participation and Information Resource Centre

SCH: School Education

TCA: Transnational Cooperation Activities

UNESCO: United Nations Educational, Scientific and Cultural Organization

VET: Vocational Education and Training

YOU: Youth

1. Introduction

The SALTO Participation and Information Resource Centre (SALTO PI) conducted a comprehensive analysis with the aim of determining whether Media and Information Literacy and Digital Participation were present in the Erasmus+ and European Solidarity Corps Programmes. The research also sought to discover how these topics and themes relate to the horizontal Erasmus+ priority “Participation in democratic life, common values and civic engagement” across Youth, Education and Training sectors.

To this end, some of the questions that guided this research were: Are Media and Information Literacy and Digital Participation interesting topics for National Agencies, SALTO Resource Centres and European Stakeholders? Which Media and Information Literacy and Digital Participation areas were the most promoted and underrepresented during 2021 and 2022? Do the Erasmus+ and European Solidarity Corps Programmes enable Media and Information Literacy and Digital Participation in their initiatives?

This report summarises the key findings, trends, challenges, deficiencies, and best practices in the integration of Media and Information Literacy and Digital Participation within the Erasmus+ and European Solidarity Corps Programmes.

1.1. Aim of the report

State of play. The report provides an overview of the current reality of Media and Information Literacy and Digital Participation within the Erasmus+ and European Solidarity Corps Programmes.

How Youth, Education and Training fields are linked to Media and Information Literacy and Digital Participation. The report conveys an understanding of the trends in each field and sub-action, as well as highlighting the importance of the connection between these fields when designing projects related to Media and Information Literacy and Digital Participation.

How to incorporate Media and Information Literacy and Digital Participation into Erasmus+ and European Solidarity Corps projects.

The report offers recommendations for National Agencies, SALTO Resource Centres and European Stakeholders on how to better address these two topics through their initiatives, activities and mission.

Inspiration. The report lists good practices around Media and Information Literacy and Digital Participation that can be replicated, adapted and used as models for creating new projects.

1.2. How to use this report

This report aims to provide guidance to National Agencies, SALTO Resource Centres and European Stakeholders working within the Erasmus+ and European Solidarity Corps Programmes in the Youth, Education and Training fields. This means that the report should be read from the following perspectives:

For National Agencies and SALTO Resource Centres:

- Learn how to promote Media and Information Literacy and Digital Participation topics for the Erasmus+ and European Solidarity Corps projects and why.
- Utilise a combination of good practices that they can share with potential beneficiary organisations in their countries/regions.

For European Stakeholders:

- Learn how to successfully develop projects focused on Media and Information Literacy and Digital Participation.
- Become aware of key considerations in Media and Information Literacy and Digital Participation when designing and implementing projects.

Raising awareness:

- The findings of this report contribute to fostering an evidence-based culture that supports decision-making and strategic development through data and results, particularly the integration of Media and Information Literacy and Digital Participation into Erasmus+ and European Solidarity Corps Programmes.

2. Methodology of the Report

2.1. Introduction

This report's methodology was structured around three activity streams, each encompassing additional project steps, which included:

- 1. Mapping Media and Information Literacy and Digital Participation projects** based on the Project Results Platform of Erasmus+ and European Solidarity Corps Programmes (from 2021 and 2022) in the Youth, Education and Training fields.
- 2. Conducting an online survey** targeting National Agencies, regional SALTO Resource Centres and European Stakeholders. This survey aimed to provide a comprehensive overview of topics (what has been done, what has not been done and what needs to be done).
- 3. Celebrating interviews and focus groups** among National Agencies and European Stakeholders, to gain additional and more thorough input.

2.2. Project Mapping

This mapping focused on the following actions of the Erasmus+ and European Solidarity Corps Programmes from 2021 to 2022¹ in the fields of Youth, Education, and Training:

- Media and Information Literacy and Digital Participation within Erasmus+ programme:
 - KA122-SCH Short-Term Projects for Mobility of Learners and Staff in School Education.
 - KA122-VET Short-Term Projects for Mobility of Learners and Staff in Vocational Education and Training.
 - KA122-ADU Short-Term Projects for Mobility of Staff in Adult Education.
 - KA152-YOU Mobility of Young People.
 - KA153-YOU Mobility of Youth Workers.
 - KA154-YOU Youth Participation Activities.
 - KA210-SCH Small-Scale Partnerships in School Education.
 - KA210-VET Small-Scale Partnerships in Vocational Education and Training.
 - KA210-ADU Small-Scale Partnerships in Adult Education.
 - KA210-YOU Small-Scale Partnerships in Youth.
 - KA220-HED Cooperation Partnerships in Higher Education.
 - KA220-SCH Cooperation Partnerships in School Education.
 - KA220-VET Cooperation Partnerships in Vocational Education and Training.
 - KA220-ADU Cooperation Partnerships in Adult Education.
 - KA220-YOU Cooperation Partnerships in Youth.

¹ It should be noted that SALTO had already mapped the Erasmus+ and European Solidarity Corps youth projects that had been dedicated to MIL in 2021 (see "[Media & Information Literacy in the EU Youth Programmes – Empowering Youth Participation](#)"). Thus, the present research builds on that previous mapping and extends the spectrum to Erasmus+ youth projects dedicated to MIL in 2022 and those focused on Digital Participation in 2021 and 2022. In other words, this report refers to Youth sector projects touching upon MIL from 2022, whereas Education and Training sector projects related to MIL are from 2021 and 2022.

- Media and Information Literacy and Digital Participation within European Solidarity Corps programme
 - Solidarity Projects.
 - Volunteering Projects.

The following databases were used as sources to identify the above projects:

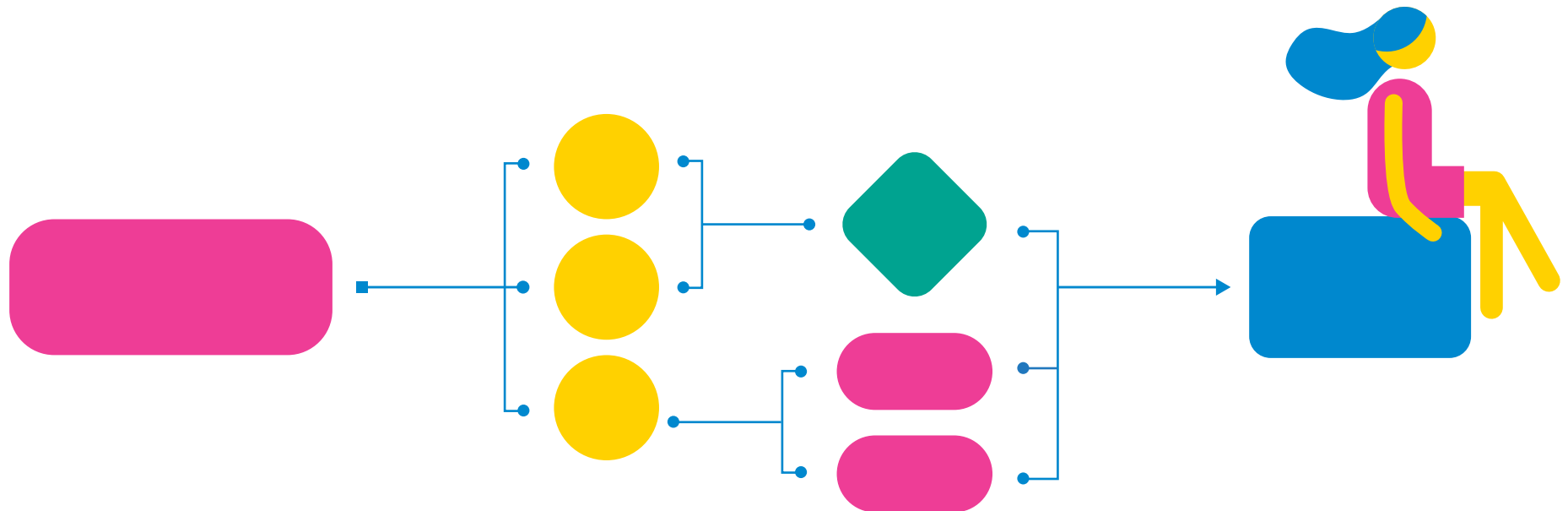
- Erasmus+ Projects Results Platform
- European Solidarity Corps Projects Results Platform

These databases are constantly updated, so it is possible that when this report is published there may be some slight differences. It is therefore important to mention that the results of this mapping were taken on 2nd December 2023.

The mapping commenced with a thorough desk review of different research papers and publications related to Media and Information Literacy and Digital Participation. Then, in collaboration with SALTO PI, the following criteria were defined to identify projects aligned with these topics.

In the case of Media and Information Literacy, the following thematic labels available in the results platform were used:

- Digital Skills and Competences.
- Digital Content, Technologies, and Practices.
- Media Literacy and Tackling Disinformation.
- Digital Safety.
- Digital Literacy, Information, Constructive Dialogue, Fake News.



On the other hand, the thematic labels of the results platforms that could be most linked to Digital Participation were used:

- Awareness about the European Union
- Democracy and Inclusive Democratic Participation
- European Identity and Values
- Youth Policy Development

Once the projects had been identified within these four thematic labels linked to Digital Participation, the following keywords were searched for in the title and summary of the projects:

- Digital Citizenship
- Digital Society
- Digital Participation
- Online Participation
- Participatory Tools and Spaces
- Online Decision-Making
- Online Communities
- Digital Activism
- Digital Spaces
- Internet Governance
- Online Volunteering
- eParticipation and Digital Voting
- Maker Movement and Hackathons

After the clustering of projects according to the above-described topics and sub-topics, an in-depth qualitative analysis of a representative sample of projects was conducted with the following purposes:

- To ascertain whether the mapped projects were in fact Media and Information Literacy and Digital Participation projects within the Youth, Education, and Training fields.
- To explore and analyse the mutual implications and synergies between Media and Information Literacy and Digital Participation projects with the Youth, Education, and Training fields.

2.3 Online Survey

An online survey was designed to gather qualitative inputs from National Agencies, regional SALTO Resource Centres and European Stakeholders in the Youth, Education, and Training fields for their insights regarding the following issues:

- Current state of Media and Information Literacy and Digital Participation within Erasmus+ and European Solidarity Corps Programmes projects.
- Barriers or challenges to incorporate Media and Information Literacy and Digital Participation within Erasmus+ and European Solidarity Corps Programmes.
- Topics that have been covered, lacked attention, or should be prioritised in the future within Erasmus+ and European Solidarity Corps projects.
- Erasmus+ and European Solidarity Corps Action Types that are most conducive to mainstreaming Media and Information Literacy and Digital Participation projects.
- Key success factors for Media and Information Literacy and Digital Participation projects within Erasmus+ and European Solidarity Corps Programmes.

The survey was created in Google Forms and divided into sections so the National Agencies/regional SALTO Resource Centres and European Stakeholders could answer separately. The questions were designed to be single-choice, multiple-choice, and open-ended. Once the final version was available, it was shared via e-mail with a list of 119 contacts that included National Agencies, regional SALTO Resource Centres, and European Stakeholders:

- 43 European Stakeholders²

² European Stakeholders are understood to be those organisations linked to: media literacy organisation; digital literacy organisation; democracy, active citizenship and democratic participation organisation; Youth field organisation; Education and Training field organisation (including Vocational and Adult Education).

- 55 National Agencies (inside EU)
- 18 National Agencies (outside EU)
- 3 Regional SALTOs

The response rate was 31.1% and received the following responses:

- 25 National Agencies.
- 10 European Stakeholders.
- 2 SALTO Resource Centres.

To ensure data protection and anonymity, the survey was created in such a way that it was not required to have a Gmail account to answer the questions. If respondents wanted to participate in the focus groups stage, they could voluntarily enter their name and e-mail address.

2.4. Interviews and Focus Groups

In the framework of this research, 3 focus groups and 4 semi-structured interviews were held, via Google Meet, between 13 November and 14 December 2023.

The aim of these sessions was to gather participants' thoughts and opinions on the survey results and on the preliminary results of the project mapping, gaining an improved understanding of the recent evolution of their work related to Media and Information Literacy and Digital Participation within the Erasmus+ and European Solidarity Corps Programmes. Based on the above, the following participation was achieved:

- National Agencies: 7
- European Stakeholders: 4
- regional SALTO Resource Centres: 0

Before starting the interviews or focus groups, participants were informed that their involvement was voluntary, that only the audio would be recorded (with "QuickTime" software), that they could leave the session at any time, and that their anonymity would be preserved at all moments. The information obtained was compiled and classified for subsequent analysis of the most significant results, taking into account all necessary data protection measures.

2.5. Best Practices

Throughout the three activity streams, a list of good practices was gathered:

- During the mapping process: SALTO identified the good practices labelled as such by the Erasmus+ and European Solidarity Corps Result Platforms. Due to limitations on the number of good practices in certain programmes or fields, some projects that were neither labelled as good practices nor identified by the organisations but were considered to be inspirational were introduced for the sake of diversity.
- Throughout the survey, interviews and focus groups participants were asked if they were aware of any good practices that tackled Media and Information Literacy and Digital Participation in both programmes.

The final list of inspiring projects was built favouring topic, field, key action and geographical representation and variety.

2.6. Delimitations

The main difficulties and limitations encountered in this research are described below.

Response deficit

As is evident in the previous section, the response rate was low. In the survey we only had a 31.1% response rate, while in the interviews and focus groups a response rate of only 9.2% was reached. For this reason, it is important to consider that, although this report presents valuable evidence, it cannot be fully generalised.

Despite the relatively small number of respondents and sessions, it is worth noting that SALTO PI received a number of communications whereby National Agencies, regional SALTO Resource Centres and European Stakeholders expressed their inability to participate due to the following reasons:

- Workload, limited availability, and year-end closure.
- Perception that Media and Information Literacy and Digital Participation topics were distant in their daily work.
- Feeling that the survey and focus groups require a certain amount of expertise on both topics.

European Solidarity Corps' scope

This report presents insights from both the Erasmus+ and European Solidarity Corps Programmes. Nonetheless, it is worth noting that in contrast to the expansive reach of Erasmus+, which encompasses a wide array of activities across various sectors, the European Solidarity Corps is comparatively limited in scale. To put this into perspective, Erasmus+ incorporates nearly 20 times more projects than those featured in the European Solidarity Corps platform. Moreover, it focuses exclusively on one of the five action areas analysed in this report, namely, youth. Understanding these differences in scope and the programmatic limitations is crucial to interpret the findings and recommendations presented in this report.

Volunteering Projects

Surprisingly, all Volunteering Projects within the European Solidarity Corps Programme from 2021 to 2022 had a standard description and did not provide any indication as to whether they had dedicated their actions to Media and Information Literacy and Digital Participation.

The above is due to Volunteering Projects transitioning from a project application towards an accreditation procedure for securing funds and enabling more stability for organisations. Nevertheless, this means that Volunteering Projects' data are missing and that, for this reason, it was decided to omit them from the final report.

Regional SALTO Resource Centres

Methodologically, it was decided that National Agencies and SALTO Resource Centres would answer the same sections and questions in the online survey. Notwithstanding the above, it is important to note that the responses obtained from SALTO Resource Centres are neither representative nor comparative with those of the National Agencies. This is because only two responses were obtained from regional SALTOs to the survey and they did not participate in the focus groups (in comparison to the National Agencies, which contributed 25 responses to the survey and seven were part of the focus groups).

Because of the similarities between the two institutions, it is understood that the contents of this report will both resonate with and be of use to regional SALTO Resource Centres. Nevertheless, the findings obtained are not representative or comparable, so it is necessary to take this into account at the time of reading this report.

Differences in the conceptualisation of Media and Information Literacy

It was found that the Erasmus+ and European Solidarity Corps Programmes have a different conceptualisation than SALTO PI in relation to Media and Information Literacy areas. SALTO PI uses the following MIL areas, which are based on UNESCO's Media and Information Literacy framework³:

- Safer Internet (Internet safety & digital security, data protection & privacy, big data, cyber bullying, cybercrimes, sextortion, in-app purchases)⁴.
- Media Landscape (media & politics, advertising, gaming, internet governance, journalism, online realities & communities, popular apps)⁵.
- Critical Thinking⁶.
- Content Creation (pictures & photojournalism, podcast, storytelling, video, vlogging, interviewing, AR/VR, film literacy, audio & radio)⁷.
- Media & Information Literacy (media & its impact, quality of information, news literacy, information disorder (including misinformation, disinformation and malinformation), social media, library literacy, plagiarism & citations, research, copyrights, excessive media use)⁸.
- Media and Information Literacy & Human Rights Education (media & participation, human rights & gender equality, radicalisation & extremism, hate speech, inter-religious & intercultural discourses)⁹.

³ The UNESCO's Media and Information Literacy framework can be found here: <https://unesdoc.unesco.org/ark:/48223/pf0000224655>

⁴ More information on Safer Internet can be found here: <https://participationpool.eu/resource-category/information-critical-thinking/safer-internet/>

⁵ More information on Media Landscape can be found here: <https://participationpool.eu/resource-category/information-critical-thinking/media-landscape/>

⁶ More information on Critical Thinking can be found here: <https://participationpool.eu/resource-category/information-critical-thinking/critical-thinking/>

Due to the above, the following matches had to be made:

Media and Information Literacy (SALTO PI)	< >	Media Literacy, Information, Digital Literacy (EU)
Critical Thinking (SALTO PI)	< >	Tackling Disinformation, Fake News (EU)
MIL & Human Rights Education (SALTO PI)	< >	Constructive Dialogue (EU)
Safer Internet (SALTO PI)	< >	Digital Safety (EU)
Media Landscape (SALTO PI)	< >	Digital Content, Technologies, and Practices (EU)
Content Creation (SALTO PI)	< >	Digital Skills and Competences (EU)

With these equations it was possible to proceed with the mapping of the projects and the elaboration of the survey, taking into account each of the particularities of both conceptualisations.

⁷ More information on Content Creation can be found here: <https://participationpool.eu/resource-category/information-critical-thinking/content-creation/>

⁸ More information on Media & Information Literacy can be found here: <https://participationpool.eu/resource-category/information-critical-thinking/media-information-literacy/>

⁹ More information on Media and Information Literacy & Human Rights Education can be found here: <https://participationpool.eu/resource-category/information-critical-thinking/mil-human-rights-education/>

Digital Participation

Digital Participation does not as yet have a clear definition and/or classification within the Erasmus+ and European Solidarity Corps Programmes. As a result, there is no Digital Participation thematic label within the results platforms of both programmes.

Therefore, we proceeded as follows in order to identify Digital Participation focused projects. First, we use the thematic labels that are most likely to be related to Digital Participation: “Awareness about the European Union”, “Democracy and Inclusive Democratic Participation”, “European Identity and Values”, and “Youth Policy Development”. This was followed by a clinical search on the basis of the following keywords:

- **Digital Citizenship:** The capacity to participate actively, continuously and responsibly in communities (local, national, global, online and offline) at all levels (political, economic, social, cultural and intercultural)¹⁰.
- **Digital Society:** Progressive society that has been formed as a result of adaptation and integration of advanced technologies into the society and culture¹¹.
- **Digital Participation:** The active involvement in digital society through the use of modern information and communication technology (ICT)¹².
- **Online Participation:** The use of the Internet to facilitate active citizen involvement in the policy and democratic processes¹³.
- **Participatory Tools and Spaces:** Activities and moves designed to encourage joint analysis, learning, and to extend opportunities for citizen participation in governance^{14,15}.
- **Online Decision-Making:** The action or process of making important choices using digital platforms¹⁶.
- **Online Communities:** A group of people with common interests, and who use the Internet tools and spaces (e.g., blogs, websites, and e-mail) to communicate, create something together, and pursue common interests over time¹⁷.

- **Digital Activism:** The use of Internet and digital media as key platforms for mass mobilisation and political action¹⁸.
- **Digital Spaces:** The term ‘digital spaces’ refers to what is displayed on the screen of a digital device (e.g. laptops, computers, tablets, or smartphones)¹⁹.
- **Internet Governance:** The complementary development and application by governments, the private sector, civil society and the technical community, in their respective roles, of shared principles, norms, rules, decision-making procedures, and activities that shape the evolution and use of the Internet²⁰.
- **Online Volunteering:** Online volunteering is the donation of time and effort over the Internet for volunteerism focused on non-profits or charitable organisations through websites that provide opportunities to donate time online for various causes²¹.

¹⁰ Council of Europe. Recommendation CM/Rec(2019)10

¹¹ Paul, Prantosh and Aithal, P. S., Digital Society: Its Foundation and Towards an Interdisciplinary Field (December 22, 2018). Proceedings of National Conference on Advances in Information Technology, Management, Social Sciences and Education, 2018. pp. 1-6. ISBN No.: 978-81-938040-8-7. , Available at SSRN: <https://ssrn.com/abstract=3397902>

¹² Seifert, Alexander & Rössel, Jörg. (2019). Digital Participation. 10.1007/978-3-319-69892-2_1017-1.

¹³ Aikins, S. K., & Chary, M. (2010). Online participation and digital divide. Handbook of Research on Overcoming Digital Divides, 549–572. <https://doi.org/10.4018/978-1-60566-699-0.ch030>

¹⁴ WEADAPT. (n.d.). Ill-1 using participatory tools . <https://www.weadapt.org/sites/weadapt.org/files/legacy-new/knowledge-base/files/1231/5245643d7e2f1tools.pdf>

¹⁵ Cornwall, A. (2004). New Democratic Spaces? The Politics and Dynamics of Institutionalised Participation. IDS Bulletin, 35(2), 1-10.

¹⁶ Cambridge Dictionary. (n.d.). Decision-making. <https://dictionary.cambridge.org/dictionary/english/decision-making>

¹⁷ Palazzo, M. (2019). Extending the field. Linking Cultural Dimensions and CSR Communication, 99–125. <https://doi.org/10.4018/978-1-5225-7946-5.ch005>

¹⁸ Retrieved from: <https://www.britannica.com/topic/digital-activism>

¹⁹ Di Cesare, D. M., Harwood, D., & Rowsell, J. (2016). It is real colouring? Advances in Media, Entertainment, and the Arts, 69–93. <https://doi.org/10.4018/978-1-4666-8310-5.ch004>

²⁰ Retrieved from: <https://www.unesco.org/en/internet-governance>

²¹ Skills for Change. (2021). What is online volunteering?. SkillsForChange.com. <https://skillsforchange.com/what-is-online-volunteering/>

- **eParticipation and Digital Voting:** ICT-mediated interaction between citizens, public administration and politicians, as well as online participation in elections²².
- **Maker Movement and Hackathons:** The maker movement is a cultural revolution that places more value on individuals becoming creators of products or services rather than merely consuming them.²³ A hackathon is a social coding event that brings computer programmers and other interested people together to improve upon or build a new software program²⁴.

Higher Education Field

Something similar to what was described in the Volunteering Projects also occurred with the Higher Education actions. Only cooperation partnerships in the field of Higher Education (KA220-HED) were mapped because they were the only action that had the thematic categories available on the Erasmus+ Results Platform at its disposal. The other Key Actions related to Higher Education, such as KA131-HED: Mobility of Higher Education Students and Staff, or KA171-HED: Mobility of Higher Education Students And Staff Supported By External Policy Funds, did not have labels that would allow us to identify whether the projects were dedicated to Media and Information Literacy or Digital Participation. Thus, the results of this report may not be fully representative for this action area.

2021 Data of Media and Information Literacy in the Youth Field

For this research, as mentioned in previous sections, the results of a previous mapping and gapping research conducted by SALTO PI about Media and Information Literacy within the Youth field of the EU programmes in 2021 were used. In this regard, it is important to highlight that, despite the use of similar methodologies, there may be some discrepancies when comparing results between the 2021 research and the 2022 research about Media and Information Literacy within the Youth field of the EU programmes.

²² Sæbø, Ø., Rose, J., Skiftenes Flak, L., 2008. The shape of eParticipation: Characterizing an emerging research area. *Government Information Quarterly* 25, 400–428.

²³ Edens, K. (2022, January 8). Industrial revolution 4.0: What you need to know about the maker movement. *Sogolytics Blog*. <https://www.sogolytics.com/blog/maker-movement-industrial-revolution-4-0/>

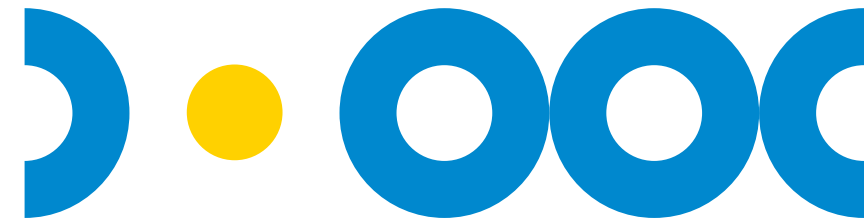
²⁴ Yasar, K., Roy, M., & Laskowski, N. (2023, March 8). What is a Hackathon? – TechTarget definition. *CIO*. <https://www.techtarget.com/searchcio/definition/hackathon>

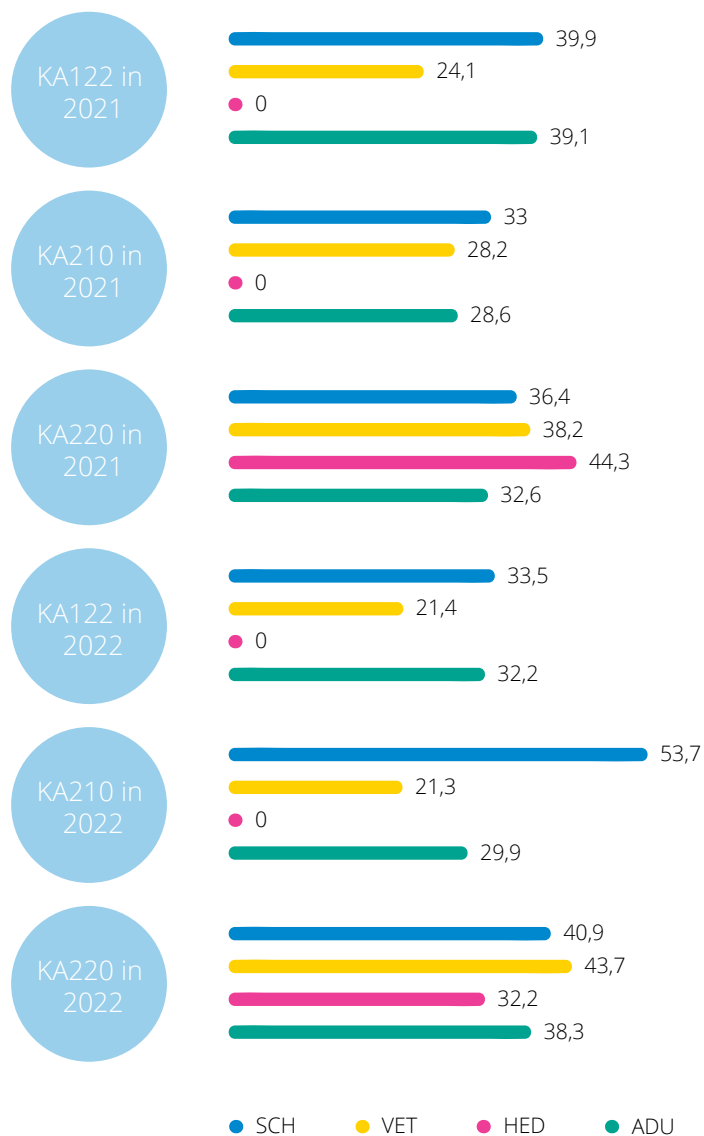
3. Research Outcomes

This chapter presents the main findings from the project mapping, survey and focus groups. To do so, it first addresses the presence of Media and Information Literacy and Digital Participation in Erasmus+ and European Solidarity Corps projects. Then, it is analysed how Media and Information Literacy and Digital Participation are linked to the Participation Priority within Erasmus+ and European Solidarity Corps Programmes.

3.1. Representation of Media and Information Literacy across Erasmus+ and European Solidarity Corps Programmes

First, the presence of Media and Information Literacy in the fields of Education and Training within the Erasmus+ Programme is addressed. To do so, a comparison is made between 2021 and 2022 for KA122, KA210 and K220 in School Education, Vocational Education and Training, Higher Education, and Adult Education.





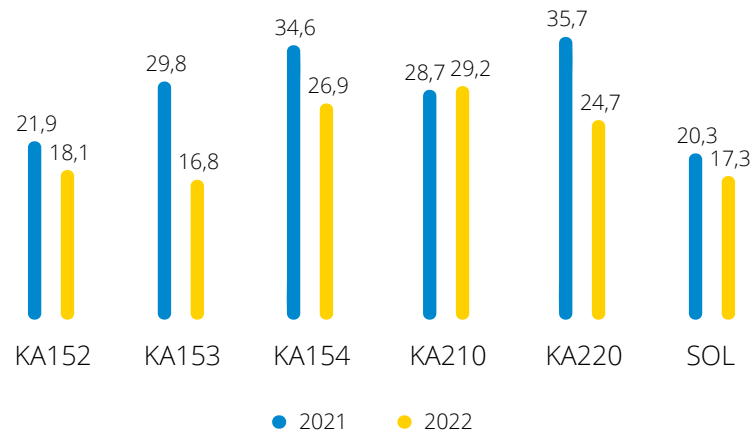
Source: Own elaboration (data based on Erasmus+ Result Platform).

Graph 1. Comparison of the percentage of MIL related projects in KA122, KA210 and K220 from 2021 to 2022 in School Education, Vocational Education and Training, Higher Education, and Adult Education within the Erasmus+ Programme

- KA2 appears to be the most favourable action framework for Media and Information Literacy.** From 2021 to 2022, KA122 was significantly reduced. In contrast, KA2 seems to be more stable in both years across almost all fields. It should also be noted that KA210 in School Education seems to be the most favourable action to carry out Media and Information Literacy projects. This was also found in the survey results, where KA210-SCH was considered the most suitable action for carrying out Media and Information Literacy projects within the Erasmus+ Programme.
- The presence of Media and Information Literacy in Higher Education is slightly reduced.** It is worth noting that Media and Information Literacy appears to have a considerable role within Higher Education in Erasmus+. Despite the above, from 2021 to 2022 there seems to be a slight decline of Media and Information Literacy within the Cooperation Partnerships (being the only field that saw a reduction in its projects in this topic).
- VET seems to have some reticence with Media and Information Literacy.** Except for KA220, VET seems to be the field that is most reluctant to incorporate Media and Information Literacy into its Erasmus+ projects. Because in both KA122 and KA210, from 2021 to 2022, there has been a reduction of projects dedicated to Media and Information Literacy.

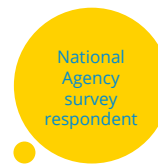
Secondly, the presence of Media and Information Literacy in the field of Youth within the Erasmus+ and European Solidarity Corps Programmes is addressed. For this purpose, a comparison is made between 2021¹ and 2022 for KA152, KA153, KA154, KA210, KA220, and Solidarity Projects.

Graph 2. Comparison of the percentage of MIL related projects in KA152, KA153, KA154, KA210, KA220, and Solidarity Projects from 2021 to 2022 in the field of Youth within the Erasmus+ and European Solidarity Corps Programmes.



Source: Own elaboration (data based on Erasmus+ and ESC Result Platforms).

- Is Media and Information Literacy losing strength in the Youth field?**
 According to the available data, except for KA210 which remains the same, there is a considerable decrease of Erasmus+ projects dedicated to Media and Information Literacy in KA152, KA153, KA154, and KA220.
- More diversity of action than in other fields.** Unlike the others, which only have three, the Youth field has five actions within the Erasmus+ Programme. This can be interpreted to mean that the beneficiaries have more options to develop Media and Information Literacy projects. Therefore, there is no action that is distinct from the rest, nor does any action incorporate Media and Information Literacy by more than 40%.
- The European Solidarity Corps remains a separate reality.** Of the two actions analysed, as already mentioned in the delimitations, information was only available for one of them. In this regard, it was observed that Solidarity Projects are practically the last (2021) or penultimate (2022) option within the Youth field to tackle Media and Information Literacy. This seems relevant because, both in the survey and in the focus groups, the participating organisations mentioned the difficulty of including Media and Information Literacy areas within the European Solidarity Corps Programme.



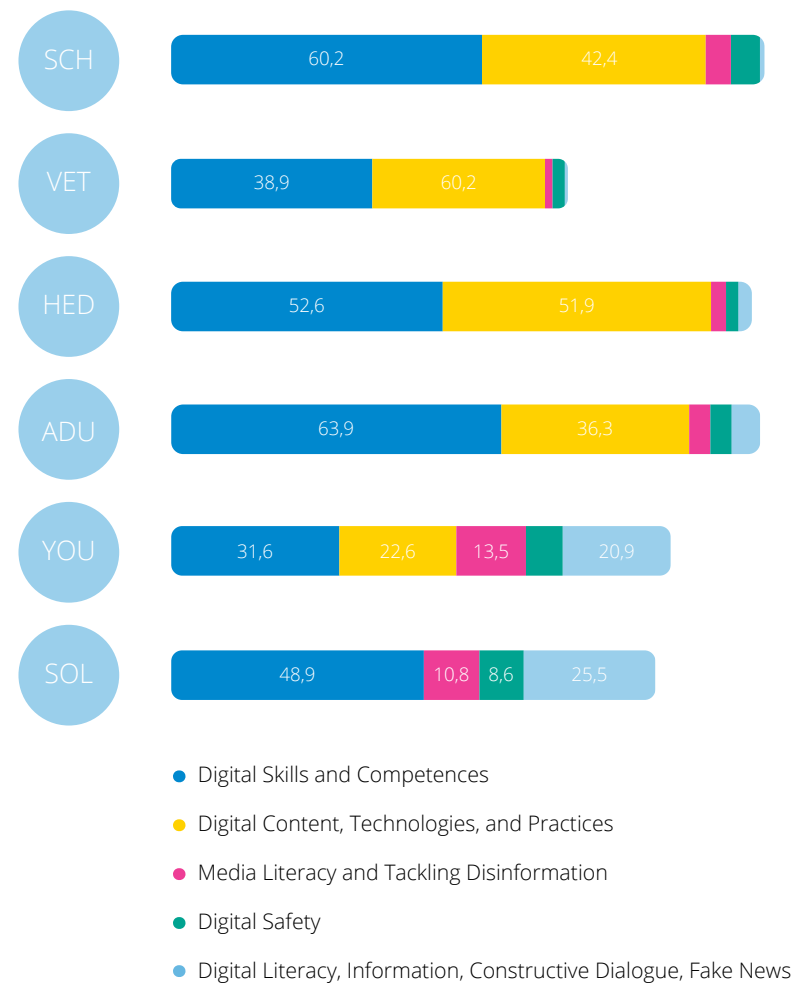
“In addition to the previously mentioned concerns, we would like to address the issue of the European Solidarity Corps having a too broad focus on various topics for the same target audience, making strategic implementation of Media and Information Literacy challenging.”

²⁵ The 2021 data was taken from the SALTO PI report: "Media & Information Literacy in the EU Youth Programmes - Empowering Youth Participation".

Thirdly, having seen in which actions Media and Information Literacy is most present in the projects, it is worth highlighting the Media and Information Literacy areas that seem to be the most significant.

Graph 3. Comparison of the percentage of MIL areas from 2021 to 2022 in the fields of School Education, Vocational Education and Training, Higher Education, Adult Education and Youth within the Erasmus+ programme, and in the field of Solidarity Projects within the European Solidarity Corps programme.

- In the Education and Training fields there seems to be room for only two Media and Information Literacy areas.** In School Education, Vocational Education and Training, Higher Education, and Adult Education there is a clear tendency for projects addressing Media and Information Literacy to do so in only two areas: "Digital Skills and Competences" and "Digital Content, Technologies, and Practices". The other three areas, on the other hand, are not really present in Erasmus+ projects in these fields.
- The Youth field seems to be more suitable for areas that are not addressed in Education and Training.** In contrast to what has been observed in the other fields, the areas of "Media Literacy and Tackling Disinformation" and "Digital Literacy, Information, Constructive Dialogue, Fake News" have a strong presence in youth projects within Erasmus+ . The only area that remains the least favourite in all fields is Digital Safety.
- Solidarity Projects also differ from the other sectors.** Within the European Solidarity Corps, Solidarity projects dedicated to Media and Information Literacy mainly address the following areas: "Digital Skills and Competences", and "Digital Literacy, Information, Constructive Dialogue, Fake News".



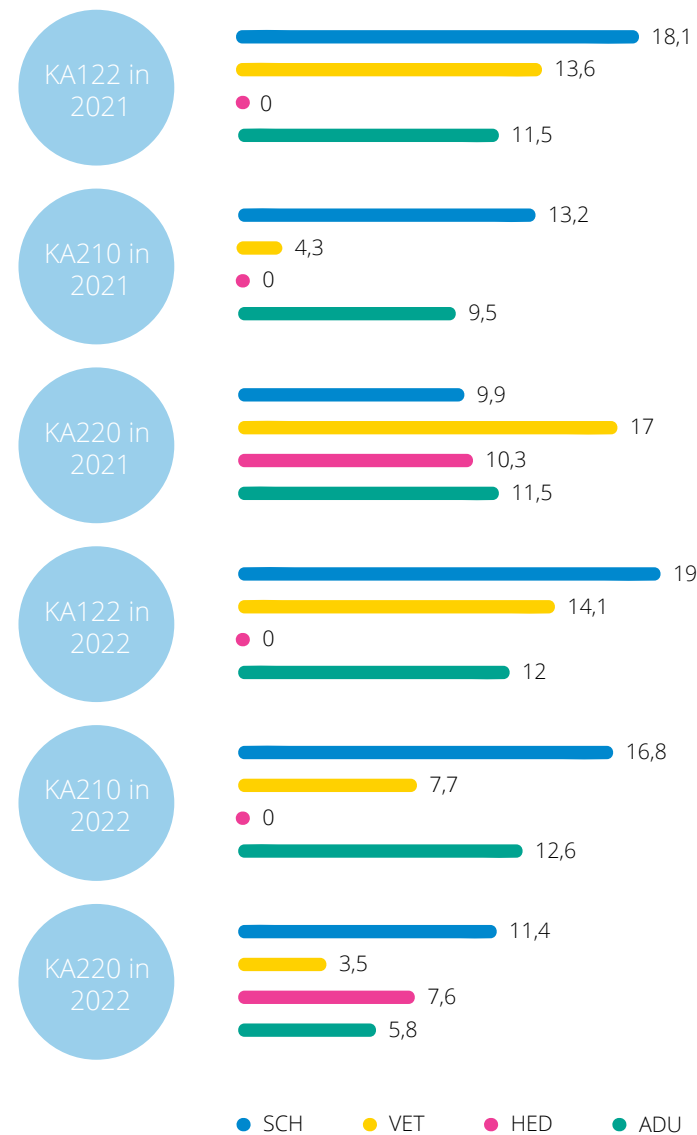
Source: Own elaboration (data based on Erasmus+ and ESC Result Platforms).

3.2. Representation of Digital Participation across Erasmus+ and European Solidarity Corps Programmes

Having looked at Media and Information Literacy, the next step is to move on to Digital Participation. Firstly, the presence of Digital Participation in the fields of Education and Training within the Erasmus+ Programme is addressed. To do so, a comparison is made between 2021 and 2022 for KA122, KA210 and K220 in School Education, Vocational Education and Training, Higher Education, and Adult Education.

Graph 4. Comparison of the percentage of Digital Participation related projects in KA122, KA210 and K220 from 2021 to 2022 in School Education, Vocational Education and Training, Higher Education, and Adult Education within the Erasmus+ Programme

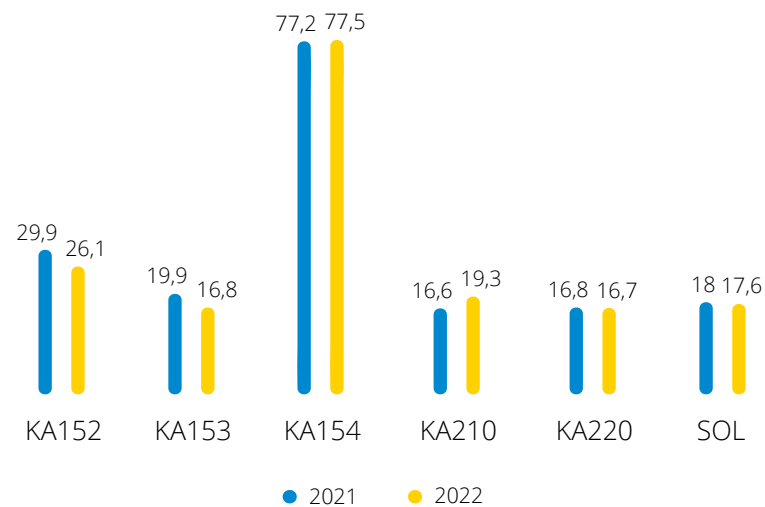
- KA1 appears to be the most consistent action framework for Digital Participation.** The KA122, unlike KA210 and KA220, remains the most requested action to address Digital Participation in both 2021 and 2022.
- Cooperation Partnerships (KA220) reduce their presence in Digital Participation.** From 2021 to 2022, excluding School Education, there is a sudden drop of projects that addressed Digital Participation in Erasmus+ in all fields of Education and Training. In this sense, it can be seen that mobility initiatives and small cooperations are the preferred actions to develop Digital Participation projects.
- VET is the field with the least presence in Digital Participation.** With the exception of KA220 in 2021, VET seems to be the least preferred field for developing Erasmus+ projects addressing Digital Participation. This is also reflected in the fact that, with the exception of KA220 in 2021, in all other actions VET is not usually the first choice for developing Erasmus+ projects dedicated to this topic.



Source: Own elaboration (data based on Erasmus+ Result Platform).

Secondly, the presence of Digital Participation in the field of Youth within the Erasmus+ and European Solidarity Corps Programmes is addressed. For this purpose, a comparison is made between 2021²⁶ and 2022 for KA152, KA153, KA154, KA210, KA220, and Solidarity Projects.

Graph 5. Comparison of the percentage of DP related projects in KA152, KA153, KA154, KA210, KA220, and Solidarity Projects from 2021 to 2022 in the field of Youth within the Erasmus+ and European Solidarity Corps Programmes.



Source: Own elaboration (data based on Erasmus+ and ESC Result Platforms).

²⁶ The 2021 data was taken from the SALTO PI report: "Media & Information Literacy in the EU Youth Programmes - Empowering Youth Participation".

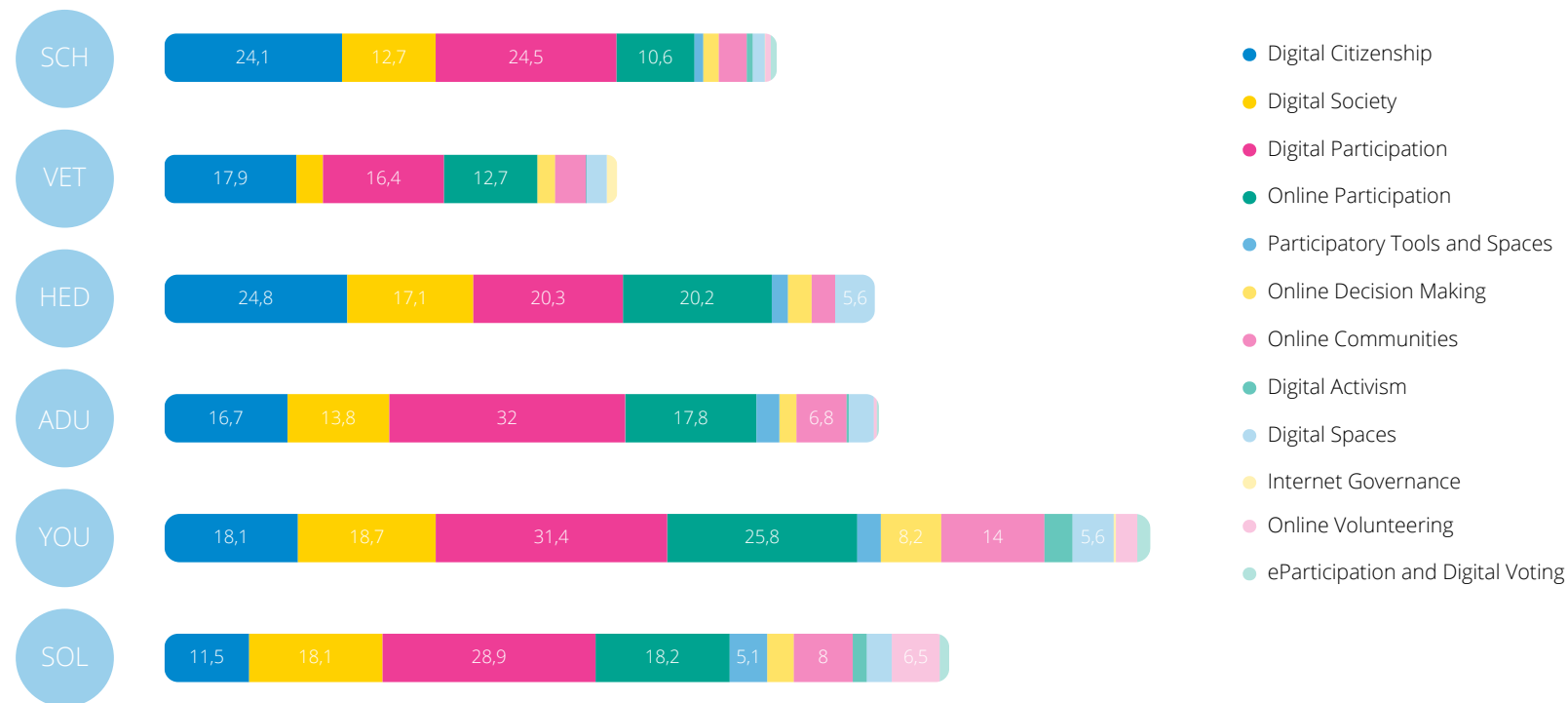
- **KA154 is the most preferred action for Digital Participation in the Youth field.** Undoubtedly, the level of strength and consistency that "KA154 - Youth Participation Activities" has had in the promotion of Erasmus+ projects focused on Digital Participation stands out, both in Youth and in the other fields. This also shows that young people themselves have been the main promoters of Digital Participation in the Erasmus+ Programme.
- **The Youth field remains stable as far as Digital Participation is concerned.** Although there has been a slight decline in some actions (such as: KA152, KA153 and Solidarity Projects), it has actually been minimal. So, there is a certain stability of Digital Participation in the Youth field and in all its Actions, both in Erasmus+ and the European Solidarity Corps Programme.



Thirdly, having seen in which actions Digital Participation is most present in the projects, it is worth highlighting the Digital Participation areas that seem to be most significant.

Graph 6. Comparison of the percentage of DP areas from 2021 to 2022 in the fields of School Education, Vocational Education and Training, Higher Education, Adult Education and Youth within the Erasmus+ programme, and in the field of Solidarity Projects within the European Solidarity Corps programme.

- **Digital participation itself seems to be the preferred area across almost all areas.** In the case of Higher Education it is the second most chosen area, just after Online Participation. It can be seen that the other preferred areas to be addressed in Erasmus+ projects are: "Digital Citizenship", "Online Participation" and "Digital Society".
- **Solidarity Projects follow the same trend as the key actions.** In the case of European Solidarity Corps projects, the most preferred areas in Solidarity Projects are "Digital Participation" and "Online Participation". On this occasion both programmes follow the same trend in the areas of Digital Participation.



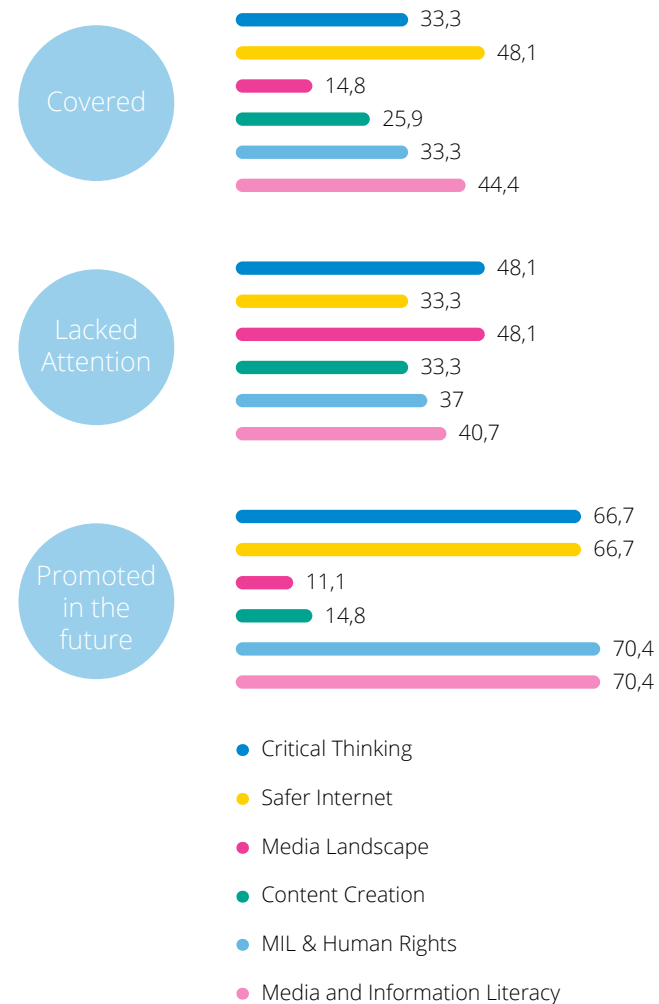
Source: Own elaboration (data based on Erasmus+ Result Platform).

3.3. Connection between Media and Information Literacy and the Participation Priority within Erasmus+ and European Solidarity Corps Programmes

Firstly, the conclusions of both the survey and the focus groups, with NA and SALTO responses, are presented in relation to the Media and Information Literacy areas that have been the most present, which have been overlooked and which should be prioritised in the future within the Erasmus+ Programme.

Graph 7. Comparison between the MIL areas that, according to NA and SALTOs, were covered and not covered in 2021 and 2022 in the Erasmus+ Programme, as well as the MIL areas to be prioritised in the future projects of this Programme

- “Safer Internet” and “Media and Information Literacy” were the most covered Media and Information Literacy areas among the 2021-2022 Erasmus+ projects.
- On the other hand, “Media Landscape” and “Critical Thinking” were the least considered Media and Information Literacy areas when developing Erasmus+ projects.
- Finally, “Media and Information literacy”, together with “Media and Information Literacy and Human Rights”, were the two Media and Information Literacy areas that need to be prioritised in future projects within the Erasmus+ Programme.

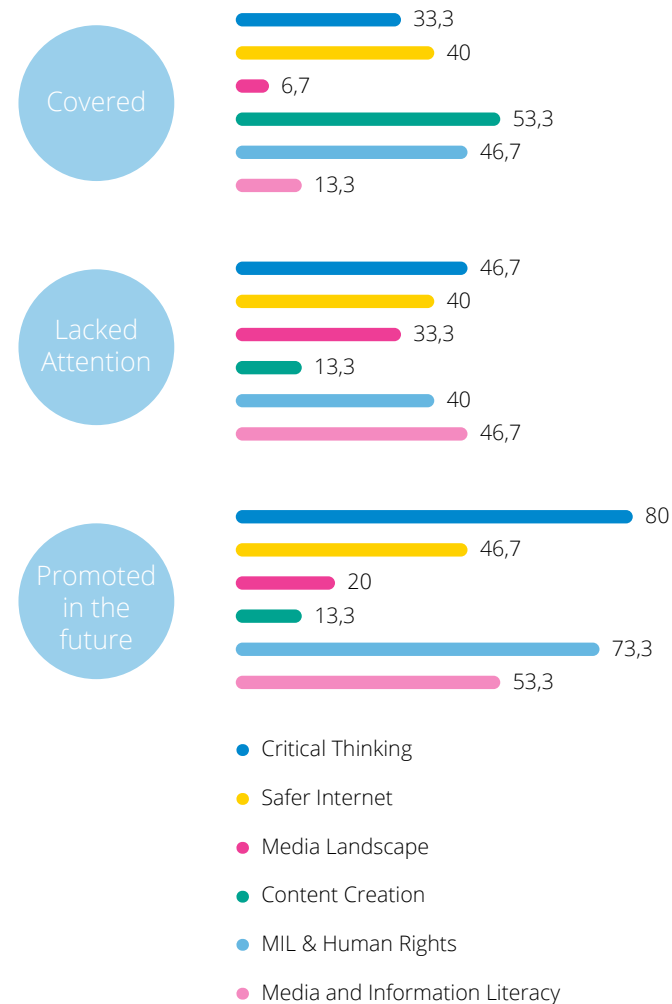


Source: Own elaboration (data based on the survey results).

Secondly, the conclusions of both the survey and the focus groups, with NA and SALTO responses, are presented in relation to the Media and Information Literacy areas that have been the most present, which have been overlooked and which should be prioritised in the future within the European Solidarity Corps Programme.

Graph 8. Comparison between the MIL areas that, according to NA and SALTOs, were covered and not covered in 2021 and 2022 in the European Solidarity Corps Programme, as well as the MIL areas to be prioritised in the future projects of this Programme

- “Content Creation” and “Media and Information Literacy and Human Rights” were the most covered Media and Information Literacy areas among the 2021-2022 European Solidarity Corps projects.
- On the other hand, “Critical Thinking” and “Media and Information Literacy” were the least considered Media and Information Literacy areas when developing European Solidarity Corps projects.
- Finally, “Critical Thinking”, together with “Media and Information Literacy and Human Rights”, were the two Media and Information Literacy areas that need to be prioritised in the future projects within the European Solidarity Corps Programme.



Source: Own elaboration (data based on the survey results).

Thirdly, the following are the key success factors for an Erasmus+ project related to Media and Information Literacy:

- It is essential to carry out a needs analysis of the project target groups before the project is implemented, so that its design accounts for their requirements.
- It is necessary that the projects are carried out through activities and case studies that allow the participants to really acquire the expected competencies. To this end, it is necessary to create attractive and engaging content in accordance with the needs analysis.
- With the consolidation of Erasmus+ projects in mind, it is considered essential that professionals (teachers, educators and youth workers) receive ongoing training to update their skills, as well as to renew the materials they use in their Media and Information Literacy activities.
- The effectiveness of Media and Information Literacy projects also depends on adequate funding, as well as appropriate collaboration between partners, actors and fields. To further emphasise the importance of collaboration, one survey participant noted:



“It is important that all projects represent “a piece of puzzle”, i.e. in the end they create a bigger picture. Thus, it is necessary to enhance/promote any form of synergies in order to transfer the outputs/results into everyday practice.”

In the case of European Solidarity Corps projects, the key success factors are:

- It is crucial to ensure the motivation and commitment of participants, by taking into account and adapting the projects to their interests and concerns.
- Throughout the projects it is important to regularly collect data and feedback to measure the effectiveness of the projects, and, if necessary, make adjustments for continuous improvement.
- There should be effective partnerships with the youth communities, a clear structure of the activities and enough materials in order to carry out successful activities.
- It is considered necessary that the professionals possess enough knowledge and skills on the topic.

Fourthly, the following are the main barriers for an Erasmus+ project related to Media and Information Literacy:

- Workload of professionals (teachers/educators/youth workers).
- Lack of institutional support.
- Limited Resources.
- Short-term nature of non-formal and informal initiatives.
- Difficulties incorporating Media Literacy into educators’ training.
- Lack of digital training and literacy.

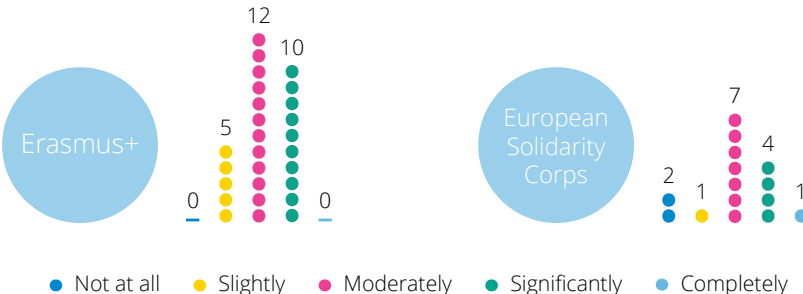


“MIL cannot be taught alone in the curriculum. Many formal education systems already have packed curricula with subjects and topics to cover. Finding space for MIL within the curriculum can be challenging, as educators must balance MIL with other academic subjects.”



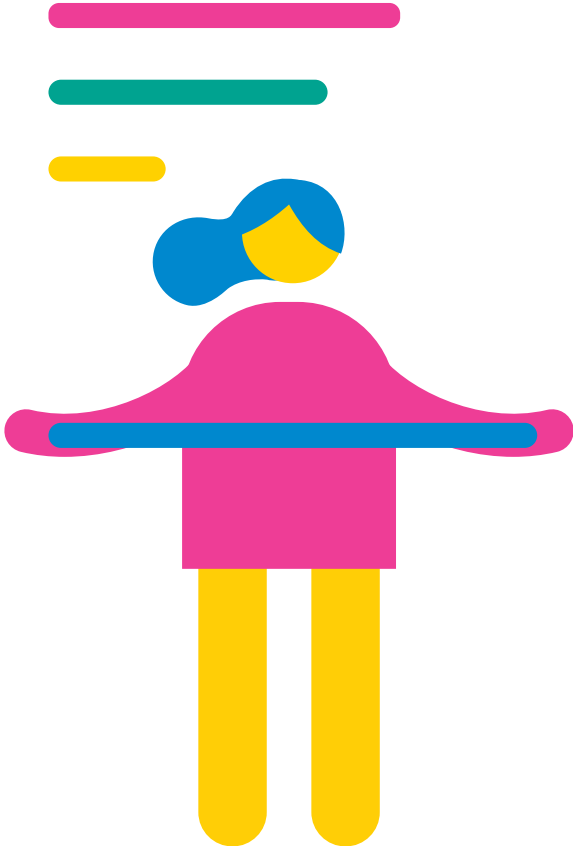
Fifthly, the extent to which NAs and SALTOS consider that the Erasmus+ and European Solidarity Corps Programmes contribute to citizen participation in democratic life through Media and Information Literacy initiatives is presented, 0 being 'Not at all' and 4 'Completely'.

Graph 9. Comparison between the contribution of Erasmus+ and European Solidarity Corps Programmes to citizen participation in democratic life through MIL initiatives (being 0 'Not at all' and 4 'Completely')



Source: Own elaboration (data based on the survey results).

- Erasmus+ moderately (2) and significantly (3) contributed to the Participation Priority through Media and Information Literacy.
- European Solidarity Corps, at the same time, moderately (2) and significantly (3) contributed to the Participation Priority through Media and Information Literacy.



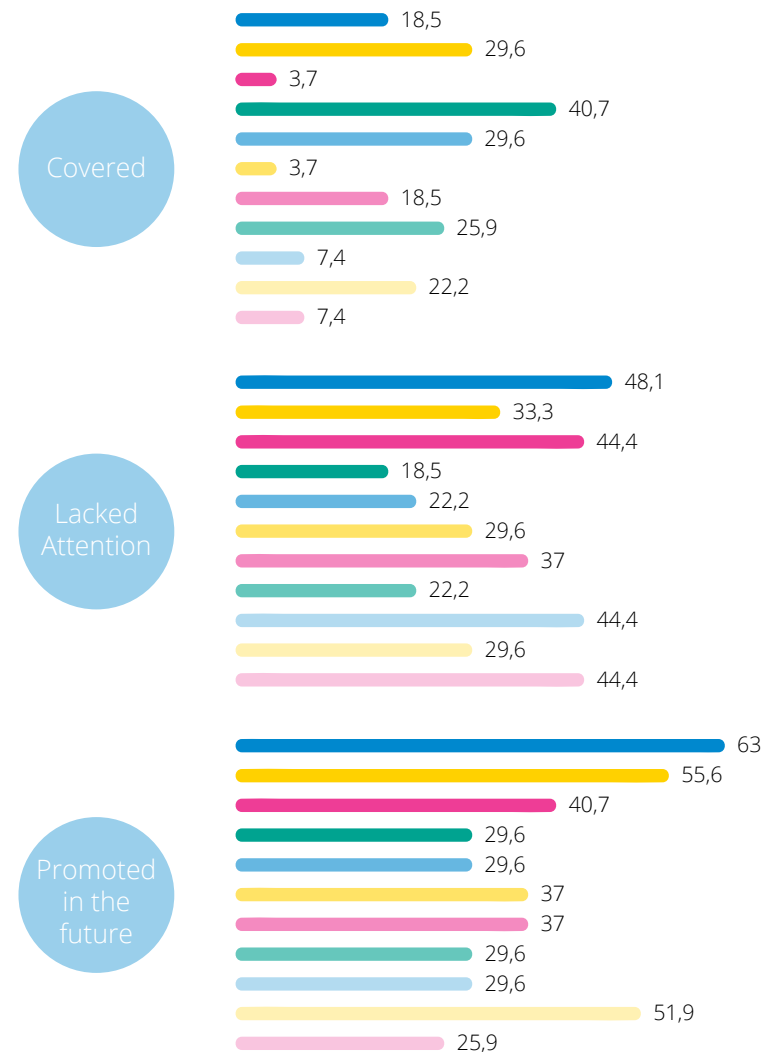
3.4. Connection between Digital Participation and the Participation Priority within Erasmus+ and European Solidarity Corps Programmes

Firstly, the conclusions of both the survey and the focus groups, with NAs and SALTOs responses, are presented in relation to which areas of Digital Participation have been most present, which have been overlooked and which should be prioritised in the future within the Erasmus+ Programme.

Graph 10. Comparison between the DP areas that, according to NA and SALTOs, were covered and not covered in 2021 and 2022 in the Erasmus+ Programme, as well as the MIL areas to be prioritised in the future projects of this Programme

- "Online Communities" was the topic seen by NAs and SALTO Regionals as sufficiently covered, followed by "Participatory Tools and Spaces" and "Co-Creation in Digital Spaces" in the 2021-2022 Erasmus+ projects.
- On the other hand, "Digital Citizenship and Society" was the Digital Participation area that was least considered when developing Erasmus+ projects.
- Finally, "Digital Citizenship and Society", together with "Participatory Tools and Spaces" and "Trends and Emerging Technologies", were the three Digital Participation areas that need to be prioritised in the future projects within the Erasmus+ Programme.

- | | |
|---|--|
| • Digital Citizenship and Society | • Digital Activism |
| • Participatory tools and spaces | • Maker movement and hackathons |
| • Online decision-making processes and approaches | • eParticipation and digital voting |
| • Online communities | • Trends and emerging technologies that impact participation |
| • Co-creation in digital spaces | • Online volunteering |
| • Internet Governance | |



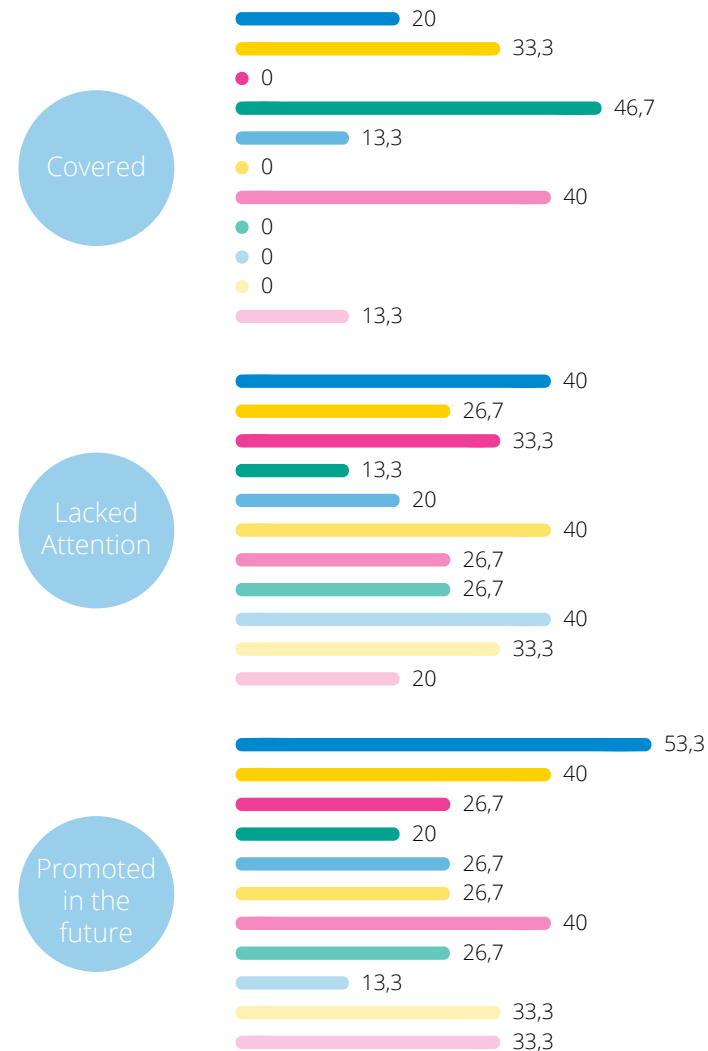
Source: Own elaboration (data based on the survey results).

Secondly, the conclusions of both the survey and the focus groups, with NAs and SALTOs responses, are presented in relation to which areas of Digital Participation have been most present, which have been overlooked and which should be prioritised in the future within the European Solidarity Corps Programme.

Graph 11. Comparison between the DP areas that, according to NA and SALTOs, were covered and not covered in 2021 and 202 in the European Solidarity Corps Programme, as well as the MIL areas to be prioritised in the future projects of this Programme

- “Online Communities” and “Digital Activism” were the Digital Participation areas most covered in the 2021-2022 European Solidarity Corps projects.
- On the other hand, “Digital Citizenship and Society”, “Internet Governance”, and “eParticipation and Digital Voting” were the Digital Participation areas that were least considered when developing European Solidarity Corps projects.
- Finally, “Digital Citizenship and Society”, together with “Participatory Tools” and “Digital Activism”, were the three Digital Participation areas that need to be prioritised in the future projects within the European Solidarity Corps Programme.

- | | |
|---|--|
| • Digital Citizenship and Society | • Digital Activism |
| • Participatory tools and spaces | • Maker movement and hackathons |
| • Online decision-making processes and approaches | • eParticipation and digital voting |
| • Online communities | • Trends and emerging technologies that impact participation |
| • Co-creation in digital spaces | • Online volunteering |
| • Internet Governance | |



Source: Own elaboration (data based on the survey results).

Thirdly, the following are the key success factors for an Erasmus+ Digital Participation-related project:

- It is considered necessary that professionals (teachers, educators and youth workers) have experience and the necessary competencies to carry out projects linked to Digital Participation.
- In agreement with Media and Information Literacy, it is considered essential to conduct a needs analysis of the project target groups before the project is implemented, so that its design already takes into account their requirements.
- It is considered that in Digital Participation it is essential that there is sufficient trust from the participants towards the virtual tools and channels, where there really is a safe digital environment.
- In agreement with Media and Information Literacy, it is considered necessary to have an appropriate collaboration and synergies between partners, actors and fields.
- It is considered essential that Digital Participation projects have clear, achievable and measurable objectives.



These objectives and the results achieved must, according to one of the participants, "be disseminated well beyond the participants and, if possible, resources and tools should be made available that can be used directly by as many people as possible."

In the case of European Solidarity Corps, the key success factors are:

- Having motivated participants and trainers is paramount for the correct accomplishment of a Digital Participation-related project.
- Echoing the answers about Erasmus+, the focus, structure and objectives of the project should be clear, achievable and in sync with the interests of the participants.
- It is considered important that the outcomes and good practices of the projects are actively promoted through dissemination channels.
- Communication and collaboration between partners and sufficient resources are considered essential for a prosperous project.

Fourthly, the following are the main barriers for an Erasmus+ Digital Participation-related project:

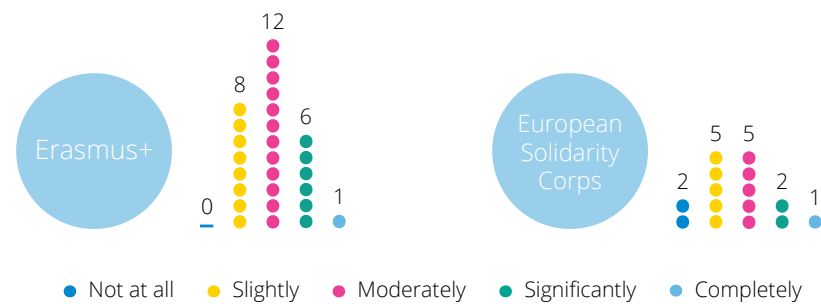
- Limited digital competencies of participants
- Online Safety
- Limited digital competencies of facilitators
- Budgetary Restraints



"Educators need to be well-versed in digital tools and methods to effectively integrate digital participation into their teaching. However, many teachers may not have received sufficient training or feel comfortable with new technologies."

Fifthly, the extent to which NAs and SALTOS consider that the Erasmus+ and European Solidarity Corps Programmes contribute to participation in democratic life through Digital Participation initiatives is presented, 0 being 'Not at all' and 4 'Completely'.

Graph 12. Comparison between the contribution of Erasmus+ and European Solidarity Corps Programmes to citizen participation in democratic life through DP initiatives (being 0 'Not at all' and 4 'Completely').



Source: Own elaboration (data based on the survey results).

- Erasmus+ slightly (1) and moderately (2) contributed to the Participation Priority through Digital Participation.
- In the case of the European Solidarity Corps Programme, the results are the same: slight (1) and moderate (2) contribution to the Participation Priority through Digital Participation.



4. Good Practices

4.1. Introduction

Based on the Erasmus+ and European Solidarity Corps project mapping, the 'Good Practices' label available in the search criteria of their respective results platforms was used to select projects for this section. Media and Information Literacy and Digital Participation examples exhibit different yet complementary features in their pursuit of fostering informed and engaged European citizens.

4.1.1. Media and Information Literacy

As it pertains to Media and Information Literacy, there is a distinction between the focus of the best practices of both programmes. Erasmus+ projects within the Education and Training sector that have been identified as best practices predominantly focused on developing basic digital skills and competencies. However when looking at the European Solidarity Corps, despite the projects being less in number, there is a greater variety of dimensions of Media and Information Literacy. Many of the projects encompass not only the development of digital skills but also critical thinking, constructive dialogue and tackling disinformation.

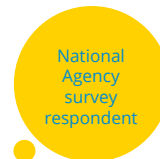


"We would like to tackle an issue that the best project examples on [MIL] are mostly Solidarity Projects."

4.1.2 Digital Participation

Digital Participation's best practices are directly related to the horizontal European priority of Participation, as they foster a better understanding of the EU and an increase of awareness on social issues. Furthermore, they observe that participants not only acquire information passively but that they influence the decision-making process through ICT tools, such as digital institutional platforms or social networks. Overall the good practices on digital participation are focused on increasing civic skills through formal and non-formal education, (with extra efforts to recognise the latter) in ways that participants can be more engaged.

It is worth noting that the ESC had no projects labelled as good practices in the framework of Digital Participation, which could be due to the mere limitation in project numbers in general, or, as some participants stated, it could be because:



"ESC is a programme not directly focused on digital participation. Solidarity activities can be done digitally as well but this is something that still needs to be looked at"

4.1.3. Commonalities between Media and Information Literacy and Digital Participation

Notably, both Media and Information Literacy and Digital Participation good practices are interdependent; without a robust Media and Information Literacy foundation, Digital Participation actions cannot effectively promote democratic participation at the European level. Together, they form a cohesive approach, building the skills and awareness necessary for active engagement in democratic life.

4.2. Inspiring Media and Information Literacy projects

4.2.1. Erasmus+. KA2: Partnerships For Cooperation and Exchanges Of Practices

4.2.1.1. Scuole grandi con competenze del XXI secolo per l'istruzione sostenibile in Europa

KA210-SCH: Small-Scale Partnerships In School Education

Countries involved: France, Italy, Poland, Romania, Türkiye

MIL TOPICS COVERED: Digital Skills And Competences

OTHER TOPICS COVERED: Preventing Early School Leaving And Failure In Education; Key Competences Development

SUMMARY

This project is driven by the objective of equipping teachers with the skills necessary to implement 21st-century competencies. It focuses on enhancing students' cross-cutting skills, improving the utilisation of digital teaching tools, improving the utilisation of digital teaching tools, making lifelong learning more effective, and fostering social cohesion, active citizenship, and innovative thinking.

WHY IS IT INSPIRING?

This project is inspiring as it addresses the evolving educational needs of the 21st century. By empowering teachers with the tools and knowledge to promote digital and media literacy, it bridges the digital divide, promotes social innovation, and enhances social inclusion. It underlines the importance of staying current in a rapidly changing world and aligning education with contemporary challenges. By fostering a spirit of creativity and innovation, this project impacts the students and educators by preparing them to adapt to an ever-evolving digital landscape.

More information about the project on the Erasmus+ Result Platform:

<https://erasmus-plus.ec.europa.eu/projects/search/details/2021-1-ITo2-KA210-SCH-000031431>

4.2.1.2. Critical visual media Literacy and emPowerment

KA220-HED: Cooperation Partnerships In Higher Education

Countries involved: Belgium, Greece, Italy

MIL TOPICS COVERED: Media Literacy and Tackling Disinformation

SUMMARY

Critical visual media Literacy and emPowerment, also known as CLIP, is a project that strengthens digital capabilities of the Higher Education sector, and increases resilience to manipulation and polarisation, focusing on the important issue of critical visual literacy that is a fundamental component of the way European students and citizens are being informed in the digital era. The project provides European Higher Education Institutions with tools and educational resources to detect image bias as well as stereotypes in visual artefacts, strengthening their capacities to work with media and images manipulation from a critical viewpoint.

WHY IS IT INSPIRING?

By targeting Higher Education students, CLIP aims to empower the next generation with critical awareness and digital fluency, enabling them to navigate visual information with discernment, while increasing their digital skills. Moreover, the project's strategic approach involves engaging academic staff and senior management, acknowledging the systemic impact of visual media literacy across all levels of institutional activities.

More information about the project on the Erasmus+ Result Platform:

<https://erasmus-plus.ec.europa.eu/projects/search/details/2022-1-ITo2-KA220-HED-000087261>

4.2.1.3. desinfoEND: Developing critical thinking to counteract disinformation across Europe

KA220-ADU: Cooperation Partnerships In Adult Education

Countries involved: Belgium, Italy, Romania, Spain

MIL TOPICS COVERED: Media Literacy and Tackling Disinformation

OTHER TOPICS COVERED: Creating New, Innovative or Joint Curricula Or Courses; Inclusion, Promoting Equality And Non-Discrimination

SUMMARY

The desinfoEND project addresses the pressing issue of disinformation, recognising its adverse effects on European societies and democratic institutions, which was particularly exacerbated by the COVID-19 pandemic. With a focus on vulnerable adults, especially those aged +55, unemployed, and with low education, the project aims to strengthen social inclusion and digital participation. Through Dialogic Media and Digital Literacy Gatherings, the project seeks to empower adults to critically analyse and verify information, thus enhancing their digital and media competencies. The development of a Toolkit and a MOOC course for educators ensures the sustainability and broad impact of the project. By targeting disinformation in various contexts like health, migration, and gender violence, desinfoEND aligns with the EU's Digital Education Action plan and contributes to combating the digital divide among the most vulnerable groups.

WHY IS IT INSPIRING?

This project is inspiring because it directly addresses the critical challenge of disinformation, recognising its impact on vulnerable adults who often lack digital and media literacy skills. By specifically targeting those aged +55, unemployed, and with low education, the project acknowledges the digital divide and aims to bridge this gap through innovative and inclusive approaches. The project's focus on promoting EU common values, combating prejudices, transferring successful educational actions, and the co-creation of tools and resources ensure not only the immediate improvement of digital literacy but also a lasting impact on the social inclusion of vulnerable groups.

More information about the project on the Erasmus+ Result Platform:

<https://erasmus-plus.ec.europa.eu/projects/search/details/2021-1-ES01-KA220-ADU-000028297>



4.2.2. European Solidarity Corps - Solidarity Projects

4.2.2.1. *Poznávame neznáme*

Countries involved: Slovakia

MIL TOPICS COVERED: Media Literacy and Tackling Disinformation

OTHER TOPICS COVERED: Preventing Racism and Discrimination; Bridging Intercultural, Intergenerational And Social Divide

SUMMARY

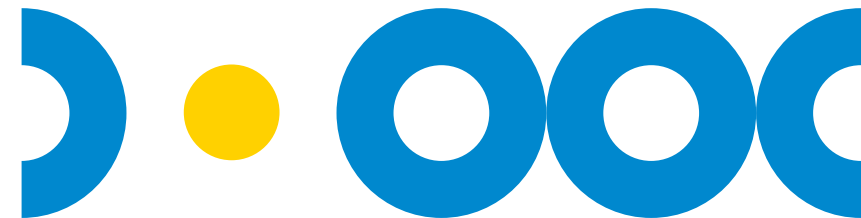
The project's objectives focus on providing young people, particularly those in their final year of primary school and first year of high school in Petržalka municipality, with essential information and experiences on topics often considered controversial by society. The project aims to address the gaps in knowledge and information among peers, encouraging a better understanding of politics and social issues. It recognises the prevalence of Internet-based learning but emphasises the importance of in-school discussions based on credible resources and critical thinking skills. By imparting knowledge and experiences, the project aims to promote higher levels of tolerance and the development of critical thinking within society.

WHY IS IT INSPIRING?

This project is inspiring because it empowers young people with the knowledge, skills, and confidence to engage with important societal issues. By focusing on controversial topics such as drug policy, mental health, LGBTQ+ awareness, and combating disinformation, the project creates a space for open and informed discussions. It encourages more than a thousand young people in Petržalka, especially in less privileged schools and students with disabilities, to participate. The interactive workshops, guided by experts and the project team, provide a safe environment for young individuals to explore and understand complex topics. Also, the media campaign using podcasts, infographics, and videos ensures that this knowledge reaches a broader audience, promoting tolerance, solidarity, and a more democratic society. Lastly, the project pays attention to the aftermath of the activities by organising a conference for students that were involved in the project throughout the year to summarise all the topics, acquire qualitative feedback from participants and students, as well as adjusting the functioning of the project into the future.

More information about the project on the European Solidarity Corps Result Platform:

<https://youth.europa.eu/solidarity/projects/details/2021-1-SK02-ESC30-SOL-000036586>



4.3. Inspiring Digital Participation projects

4.3.1. Erasmus+. KA1: Learning Mobility of Individuals

4.3.1.1. LAWavailable

KA154-YOU: Youth Participation Activities

Countries involved: Latvia

Digital Participation TOPICS COVERED: Online Decision Making

OTHER TOPICS COVERED: Awareness about the European Union; Human Rights And Rule Of Law

SUMMARY

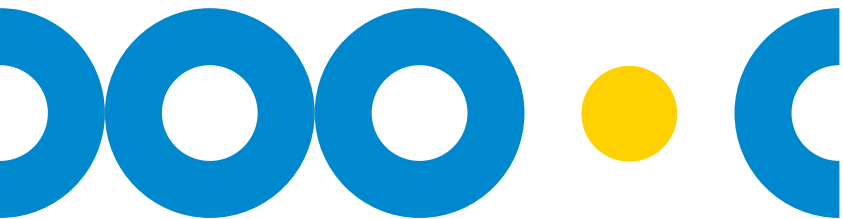
This project aims to address the issue of youth disengagement in the decision-making processes of the European Union. Often, young people are unaware of these processes and feel disconnected from the decisions that affect them. The project's objective is to educate and empower young people by demonstrating how they can get involved in EU decision-making. Through video production and social media sharing, young participants will highlight the ease and significance of youth participation in decision-making, with a focus on including those from rural areas and socially inactive backgrounds. By involving young people aged 13-18, this project seeks to promote their active engagement in the democratic life of the European Union.

WHY IS IT INSPIRING?

This project is inspiring because it addresses a critical issue in society – the disconnect of young people from the decision-making processes that directly impact their lives. By empowering young individuals with knowledge and practical insights on how to engage with the EU's decision-making mechanisms in a way that is interesting for them, this project seeks to bridge the gap between youth and democratic processes. The creation of an educational yet engaging video will serve as a valuable resource for young people, making it easier for them to understand and participate in these processes. By encouraging youth involvement, especially from rural and socially inactive backgrounds, this project promotes a more inclusive and democratic society where the voices of young European citizens are heard and valued in decision-making.

More information about the project on the Erasmus+ Result Platform:

<https://erasmus-plus.ec.europa.eu/projects/search/details/2022-1-LV02-KA154-YOU-000071759>



4.3.2 Erasmus+. KA2: Partnerships For Cooperation and Exchanges of Practices

4.3.2.1. EU Democracy Rally

KA205: Strategic Partnerships for Youth

Countries Involved: Austria, Belgium, France, Germany, Italy, Luxembourg, Poland, Romania, Spain, Sweden

Digital Participation TOPICS COVERED: Digital Citizenship; Digital Society; Digital Participation; Online Participation; Online Decision-Making; eParticipation

OTHER TOPICS COVERED: EU Citizenship, EU Awareness and Democracy; ICT - New Technologies - Digital Competences; Civic Engagement / Responsible Citizenship

SUMMARY

This project aims to address the growing need for active citizenship, especially in the context of the challenges highlighted by the current pandemic, such as climate change and increasing inequalities. The project seeks to engage young people actively in shaping the future through an "EU Democracy Rally," providing training in active citizenship skills and fostering collaborative political and social campaigns. The online platform, democracyrally.eu, will serve as a space for young participants to collaborate at the European level, working and engaging with youth workers, decision-makers, and policymakers. The project includes the development of a toolkit for exploring the democracy of the future, featuring mind games, simulations, studies, and joint exploration activities.

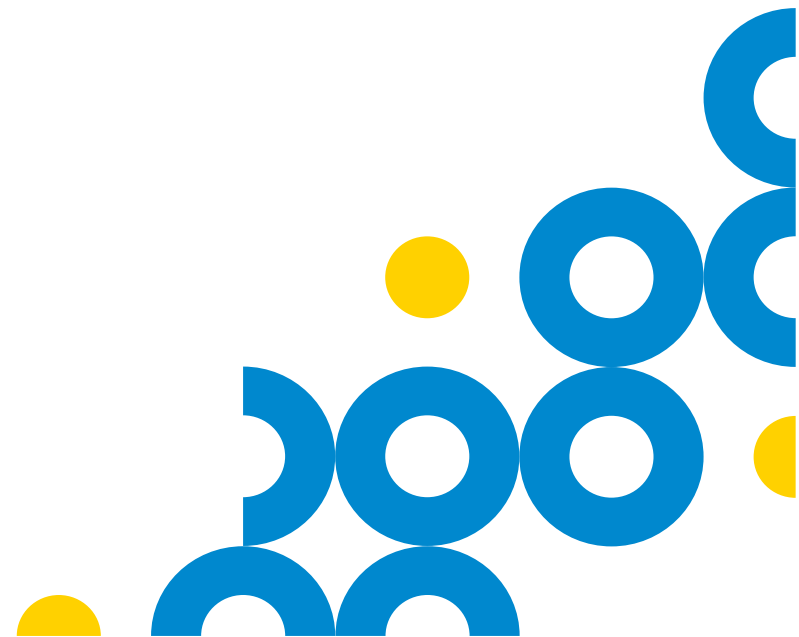
WHY IS IT INSPIRING?

This project is inspiring because it recognises the crucial role of well-informed and engaged citizens, particularly young people, in shaping a better future. By creating the "EU Democracy Rally" and an interactive online platform, the project empowers young individuals to actively participate in political and social campaigns, fostering a sense of responsibility and agency.

One Learning, Teaching and Training Activity will give partners the opportunity to test their developed participation instruments with a European group of young participants. This emphasis on collaboration between young people and decision-makers encourages an in-depth dialogue between actors of change.

More information about the project on the Erasmus+ Result Platform:

<https://erasmus-plus.ec.europa.eu/projects/search/details/2020-3-LU01-KA205-078013>



4.3.2.2. Catalysts for Civic Engagement and Community Resilience

KA220-ADU: Cooperation partnerships in adult education.

Countries involved: Belgium, Hungary, Italy, Portugal, Spain

Digital Participation TOPICS COVERED: Digital Citizenship, Digital Participation, Online Communities, Digital Tools and Spaces, Digital Society.

OTHER TOPICS COVERED: Community Development Environment and Climate Change Democracy and Inclusive Democratic Participation

SUMMARY

This project responds to the challenges of our times, marked by the COVID-19 pandemic, climate disruptions, and economic crises, focusing on the often-overlooked rural areas. With a particular emphasis on promoting digital participation, the project aims to empower youth, community educators, technicians, and policymakers. The main goal is to develop digital tools that transform rural regions into actors to ensure community resilience. The objectives include promoting civic engagement, sustainable development, social and solidarity economy, and preserving European rural heritage. Through activities like creating digital toolkits, online training curricula, and an interactive e-learning platform, the project seeks to establish networked hubs of digital learning, contributing to foster political participation in communities.

WHY IS IT INSPIRING?

By offering practical learning opportunities, tools, and strategies, the project equips community members, educators, technicians, and policymakers with the skills needed for resilience and adaptability. There is a tangible impact and achievement of the goal of creating networked hubs of learning and practice. It also takes into account the crucial phase of communication and dissemination to share the results of the project, allowing it to serve as inspiration for other communities.

More information about the project on the Erasmus+ Result Platform:

<https://erasmus-plus.ec.europa.eu/projects/search/details/2021-1-HU01-KA220-ADU-000028372>

4.3.2.3. Be a Virtual Leadership Generation

Cooperation partnerships in youth

Countries involved: Bulgaria, Georgia, Poland, Slovakia, Slovenia, Spain

Digital Participation TOPICS COVERED: Digital Participation; e-Participation; Maker movement and Hackathons

OTHER TOPICS COVERED: Teaching And Learning of Foreign Languages; EU Citizenship, EU Awareness and Democracy; Civic Engagement / Responsible Citizenship

SUMMARY

This project aims to enhance the quality of youth work by empowering young leaders with practical digital leadership skills. The main activities involve compiling a booklet of existing global e-leadership practices, developing e-leadership training through participatory methods like hackathons, creating an eLearning system for engaging learning experiences, and implementing a pilot program with the target group.

WHY IS IT INSPIRING?

This project is inspiring because it tackles the evolving needs of young leaders in a digital age, preparing them not only for effective youth work but also for future employment opportunities. The emphasis on participatory methods, such as hackathons, adds an innovative and engaging dimension to the training, ensuring that young leaders actively contribute to the program's content. The creation of an Online Learning Resource with motivational bite-sized modules enhances accessibility and effectiveness.

Its impact includes the development of relevant digital leadership skills crucial for future employment, innovative training content and methodologies, and increased awareness among youth about the significance of e-communication in future leadership.

More information about the project on the Erasmus+ Result Platform:

<https://erasmus-plus.ec.europa.eu/projects/search/details/2022-2-PL01-KA220-YOU-000097737>

4.3.2.4. Motivating Learners with Digital Badges: Reimagining Recognition

Capacity Building for youth in neighbouring and enlargement countries

Countries involved: Armenia, Finland, Ireland, Lithuania, Moldova, Ukraine

Digital Participation TOPICS COVERED: Online Participation; Digital Participation; Online Decision-Making; Participatory Tools and Spaces.

SUMMARY

The 'Reimagining Recognition' project aims to enhance the capacity of youth work organisations in using and mainstreaming digital Open Badges for the recognition and validation of non-formal learning. Over a two-year duration, the project focuses on objectives such as understanding good practices in validation, capacity development in creating prototypes of badge-based recognition solutions and producing policy recommendations. The project activities include research, study visits, training, and awareness campaigns, directly engaging youth leaders, youth workers, decision-makers, and young people.

WHY IS IT INSPIRING?

This project is inspiring because it addresses the need to recognise and validate non-formal learning through innovative digital means. It also raises awareness on the benefits and potential of digital Open Badges. This project also aspires to influence policies and practices in the recognition of non-formal learning, which will in turn have a notable impact on the education of youth.

More information about the project on the Erasmus+ Result Platform:

<https://erasmus-plus.ec.europa.eu/projects/search/details/602576-EPP-1-2018-1-MD-EPPKA2-CBY-EP-CSF>

4.3.3. Erasmus+. KA3: Support for policy reform

4.3.3.1. Promoting active citizenship through civic education and active online participation of youth role models

Social inclusion through education, training and youth

Countries involved: Germany, Greece, Belgium, Bulgaria, North Macedonia

Digital Participation TOPICS COVERED: Digital Citizenship; Digital Society; Digital Participation; Online Participation; Online communities; eParticipation and Digital Voting

OTHER TOPICS COVERED: Awareness About the European Union; Human Rights And Rule Of Law

SUMMARY

The ACTion project is a collaborative effort among partners from EU and non-EU countries that aims to foster active citizenship through civic education and youth engagement in socially disadvantaged communities. By adapting innovative offline and online training models, the project targets adolescents facing barriers to social inclusion, including those from underprivileged regions, ethnic minority/Roma youth, and young migrants/refugees.

WHY IS IT INSPIRING?

This project is inspiring because it offers socially disadvantaged youth groups a platform for active citizenship and digital engagement. It involves training 100-120 young leaders, focusing on the Popular Opinion Leader model, with the potential to impact 300-500 community peers. Around 120 youth activists were anticipated to have engaged in education e-participation projects through online tools. The expected impact included strengthening the digital participation of disadvantaged youth, migrants, and minority communities, empowering them for proactive online social engagement through self-organised projects. Ultimately, the results of this project will inform practice-driven policy recommendations, targeted at a European level to support policy advocacy for social inclusion through (digital) citizenship education.

More information about the project on the Erasmus+ Result Platform:

<https://erasmus-plus.ec.europa.eu/projects/search/details/621400-EPP-1-2020-1-DE-EPPKA3-IPI-SOC-IN>

4.3.4. European Solidarity Corps - Solidarity Projects

4.3.4.1. Youth in e-Diplomacy

Countries involved: Türkiye

Digital Participation TOPICS COVERED: Digital Participation, Online Participation, Digital Citizenship, Online Decision-Making, Participatory Tools and Spaces.

OTHER TOPICS COVERED: Community Development; Democracy and Inclusive Democratic Participation; Human Rights And Rule Of Law

SUMMARY

This project addresses the increasing role of digital diplomacy in government institutions, focusing on its applications in humanitarian efforts. With an emphasis on training participants in the realms of digital and humanitarian diplomacy, the project seeks to enhance their understanding of diplomatic processes in the context of the evolving digital era. The objectives encompass building knowledge on cybersecurity, formulating effective digital diplomacy strategies, utilising social media for diplomatic purposes, and fostering skills related to digital communication and media literacy. The project aims to create a dynamic learning environment through workshops and simulation activities, equipping participants with insights into diplomatic decision-making and real-world diplomatic practices.

WHY IS IT INSPIRING?

By focusing on digital and humanitarian diplomacy, it empowers participants to grasp the nuances of diplomatic processes in an increasingly digitised environment. The emphasis on practical workshops and interactive activities ensures that participants gain not only theoretical knowledge but also hands-on experience. The project's commitment to enhancing participants' skills in communication, media literacy, and digital strategy aligns with the need for a robust base on digital skills as a base for any form of digital participation.

More information about the project on the European Solidarity Corps Result Platform: <https://youth.europa.eu/solidarity/projects/details/2022-1-TR01-ESC30-SOL-000061645>

4.3.4.2. Com'ON Youth

Countries Involved: Romania

Digital Participation TOPICS COVERED: Online Volunteering, Digital Activism, Online Decision-Making, Online Participation, Digital Participation, Digital Spaces,

OTHER TOPICS COVERED: Democracy And Inclusive Democratic Participation; European Identity, Citizenship and Values: Youth Policy Development

SUMMARY

The project aims to educate and engage young individuals in public administration and decision-making processes, with a focus on reaching both online and offline audiences. With the goal of providing practical knowledge to approximately 15,000 young people through the Internet and 2,000 face-to-face interactions, the project seeks to foster interest in civic engagement. Through an Infopoint, online platform, and presentations in schools and various locations, the project connects youth with decision-makers, offering insights into real-life systems. Learning objectives include promoting diversity awareness, analysing societal issues, and encouraging civic involvement. The long-term objective is to cultivate a sense of civic duty, particularly through volunteering, fostering active participation in society.

WHY IS IT INSPIRING?

This project is inspiring because it addresses a critical need for informed and engaged young citizens in public affairs. By combining offline and online platforms, the project ensures inclusivity and accessibility, reaching a diverse audience. This innovative approach recognises the importance of meeting the target audience where they are most active—on social networks. It inspires by adapting traditional civic engagement to the digital age, making information accessible and participation achievable for a wider and more digitally connected community. By facilitating connections between young individuals and public servants, the project creates pathways for future involvement in public administration and active participation in decision-making processes.

More information about the project on the European Solidarity Corps Result Platform: <https://youth.europa.eu/solidarity/projects/details/2022-1-RO01-ESC30-SOL-000071407>

5. Recommendations

5.1. What should project organisations focus on?

Analysing the needs of professionals and participants. When it comes to the success of Media and Information Literacy and Digital Participation projects, the results of the survey and the focus groups highlight the importance of possessing first-hand knowledge of the needs of the participants and to design the projects around these needs. Once it is known what needs are to be covered by the project, it is also essential to involve the necessary professionals to meet the objectives and expectations of the project. Therefore, project organisers need to know their target groups and which resources are available.



“There are many things implemented without including the students’ perspective, and digitalisation topics is one of them, so even though there are many projects regarding digitalisation processes, they are not created for the students’ wants and needs...”

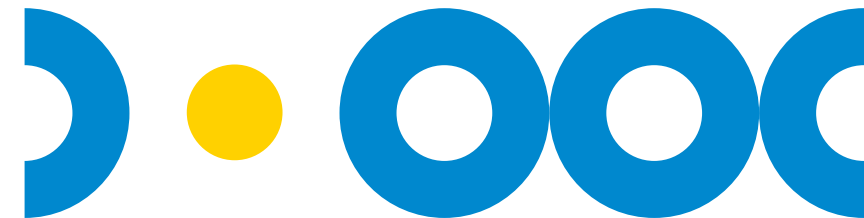
Establishing collaboration and synergies between fields and actors.

The survey and focus group data show that effective Media and Information Literacy and Digital Participation projects require strong collaborations and synergies between partners and across fields. In this sense, this is not only essential for projects to succeed, but also for their results to be meaningful and long-lasting.

Integrating VET sector. According to the results of both the mapping and the survey, the field that dedicates the fewest projects to Media and Information Literacy and Digital Participation is VET. One explanation for this is that the field of VET is closely linked to specific professions, which doesn't traditionally require knowledge of Media and Information Literacy and Digital Participation. Despite this, potential beneficiary organisations within the VET sector should be encouraged to submit projects related to Media and Information Literacy and Digital Participation areas.

Experimenting with Media and Information Literacy and Digital Participation areas.

The mapping results show that the most addressed Media and Information Literacy areas by far are: “Digital Skills and Competences” and “Digital Content, Technologies, and Practices”. In the case of the Digital Participation areas, it is found that the most addressed areas are: “Online Communities”, “Co-creation in Digital Spaces” and “Participatory Tools and Spaces”. In this regard, potential beneficiary organisations are encouraged to submit projects that include the following Media and Information Literacy areas: “Media Literacy and Tackling Disinformation”, “Digital Literacy, Information, Constructive Dialogue, Fake News”, and “Digital Safety”. For Digital Participation areas, they are recommended to submit projects including areas like “Digital Citizenship and Society”, “Online Decision-Making Processes and Approaches”, and “eParticipation and Digital Voting”.



5.2. What should National Agencies focus on?

Promoting synergies and collaboration between organisations.

Conducting cooperation initiatives between organisations, such as Transnational Cooperation Activities, that explicitly tackle Media and Information Literacy and Digital Participation topics as a standalone focus, will increase the knowledge of the practitioners and beneficiaries on the issues at stake. This in turn will make it more likely that the organisations feel more confident carrying out projects that include Media and Information Literacy and Digital Participation as final objectives.

Producing ready-to-use materials to pave the way for organisations to develop Media and Information Literacy and Digital Participation projects.

Although the main role of NAs in the development of Erasmus+ and European Solidarity Corps is providing funding and consultation on programmatic priorities, it does not mean that NAs cannot influence the topics chosen by the organisations to address. By providing ready to use materials to the practitioners in implementing MIL and Digital Participation in their projects, NAs would be decreasing the burden of workload faced by the Education,

Training and Youth professionals. In turn organisations will start applying these perspectives and carrying out Transnational Cooperation Activities to increase collaboration, and co-develop pathways between the NAs and the organisations.

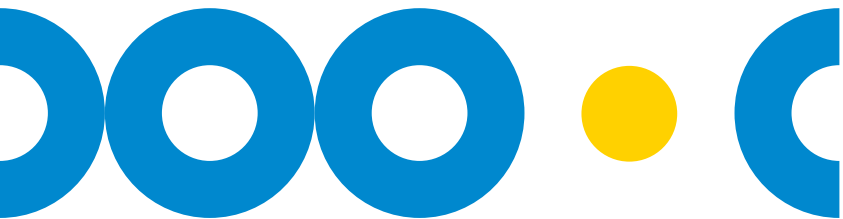


“We would like materials that are is easy to use, that teachers can take in their class and don't need two months to prepare, something that is good, concrete and practical.”

Fostering collaboration within the teams of NAs. Not only is it important to explore collaboration between organisations, communication within the NAs is also essential for the success of the implemented projects. Media and Information Literacy and Digital Participation are transversal and cross-dimensional topics and are increasingly going to be a part of most of the aspects of the NAs' work.

Enabling projects that promote the use of digital tools for inclusion.

Despite a recent inclination toward in-person activities post-COVID-19, investing in the integration of technology within training courses and activities is crucial for widening access. By prioritising initiatives that make use of digital platforms, National Agencies can facilitate the involvement of beneficiaries who, due to various reasons, may face constraints attending in-person events.



5.3. What should SALTO Participation & Information Resource Centre focus on?

Establishing Media and Information Literacy and Digital Participation guidelines. SALTO PI may consider developing practical guides, in different formats (i.e. check-lists, infographics, educational pills), to support NAs, Regional SALTOs and European Stakeholders better work on Media and Information Literacy and Digital Participation in connection with the horizontal Erasmus+ participation priority.



“Right now we are trying to find some kind of booklet or methodology on how to work with organisations on digital work. It would be great that SALTO could produce some kind of guidance with methodology and we could translate them into more languages and share them with our NAs. If they already have some kind of tools, it would be great if they shared them with us.”

Supporting cross-sectoral cooperation and networking. NAs, regional SALTO centres, and European Stakeholders agree on the need for cross-sectoral collaboration and networking when implementing Media and Information Literacy and Digital Participation projects within Erasmus+ and European Solidarity Corps Programmes. In this regard, it is recommended that SALTO PI takes the lead of being the institution that facilitates this collaboration and networking between the different actors for the Youth, Education, and Training fields.

Promoting and disseminating resources. In response to participants seeking specific materials and information for Media and Information Literacy and Digital Participation, SALTO PI can enhance its presence by disseminating existing resources. SALTO PI can compile and share good practices, tool-kits, and methodologies related to digital engagement, making them readily available to organisations working in the Youth, Training, and Education fields. By centralising efforts and providing accessible resources, SALTO PI can contribute to the initiatives addressing Media and Information Literacy and Digital Participation.

5.4. What should policymakers focus on?

Including a Digital Participation topic label within the Results Platforms. It is recommended that a definition of Digital Participation be developed and subsequently a thematic label be incorporated within the categories of the Erasmus+ and European Solidarity Corps Results Platforms. In this manner, organisations will have the possibility to choose Digital Participation as part of their projects (rather than as a one-off situation)

Aligning Media and Information Literacy topic labels with UNESCO's Media and Information Literacy framework.²⁷ Although there are similarities between the Media and Information Literacy areas used by both the EU programmes and UNESCO, it is recommended that these areas be harmonised and remain consistent. This will ensure that the same understanding, discussion, and development will always take place within the Erasmus+ and European Solidarity Corps projects.

Providing more information on Volunteering Projects. It is recommended that information from Volunteering Projects be made available before they are finalised. Even if the above is not possible due to the accreditation system, it is proposed that there should be at least one identifying paragraph, with topics and objectives to be addressed by the project, so that the initiatives within this action can be differentiated.

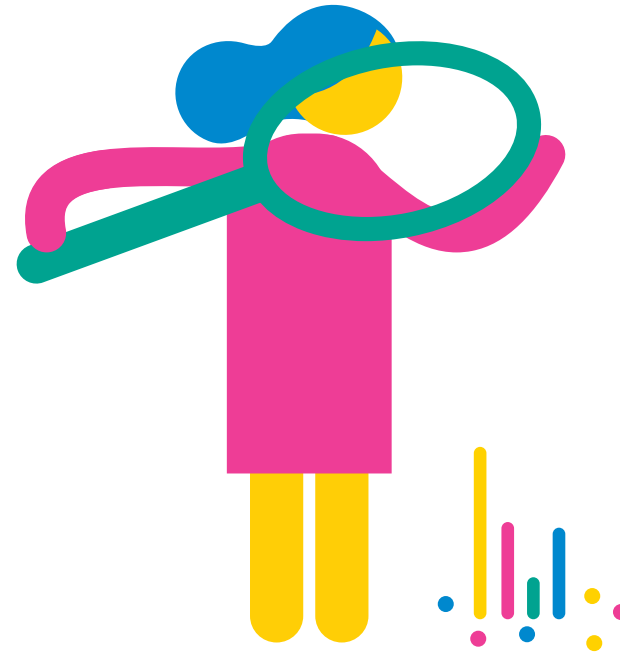
²⁷ The UNESCO's Media and Information Literacy framework can be found here: <https://unesdoc.unesco.org/ark:/48223/pf0000224655>

5.5. What should future research focus on?

Exploring the Volunteering Projects. Once the information is available, the first line of research to follow is towards a better understanding of Media and Information Literacy and Digital Participation within the Volunteering Projects of the European Solidarity Corps Programme. This will allow for a more complete perspective on the programme, by knowing on which themes the programme funds are used, and which priorities are addressed by the beneficiary organisations.

Broadening the scope of Higher Education sector. The second line of research is to analyse what topics have been the focus of the Higher Education actions that have not been addressed in this report (i.e. KA131-HED and KA171-HED). This will provide a more complete picture of this Education sector and help to understand whether Media and Information Literacy and Digital Participation have more weight in mobility, in cooperation, or in both actions.

Monitoring the future of Media and Information Literacy and Digital Participation within the programmes. The third line of research is to continue analysing the presence of Media and Information Literacy and Digital Participation in both Erasmus+ and European Solidarity Corps projects in the future. This is important in order to track whether these topics gain or lose relevance and if the identified trends persist, so as to be able to continue improving both programmes.



6. Conclusions

Having reached the end of the report, a summary of the most important findings and recommendations is presented in the following.

6.1 Media and Information Literacy

In general terms, National Agencies and regional SALTOs considered that Media and Information Literacy is an important topic within their organisations. In the case of the European Stakeholders, the vast majority of the respondents considered Media and Information Literacy as very important in their daily work.

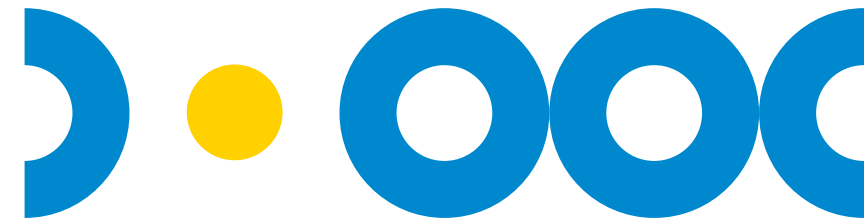
Turning now to the link between Media and Information Literacy and Erasmus+, the following was found:

- Media and Information Literacy is mostly present in School Education, especially under KA210-SCH (Small-Scale Partnerships In School Education) and KA220-SCH (Cooperation Partnerships in School Education) Action Types. Post-School Education, the Youth field is the second most favourable sector for the development of this type of project.
- “Digital Skills and Competences” appears to be the most covered Media and Information Literacy area in Erasmus+ projects across all sectors, with an average of more than 50% of projects related to Media and Information Literacy including this label.
- Top priorities for the future are “Media and Information Literacy”, together with “Media and Information Literacy and Human Rights”, closely followed by “Critical Thinking” and “Safer Internet”.

- Key factors for successful Erasmus+ projects related to Media and Information Literacy include a) Deep analysis of target groups, b) Attractive and engaging content, c) Trained professionals on Media and Information Literacy areas, and d) Collaboration between partners.
- Barriers to implementing projects related to Media and Information Literacy include a) Professionals' workload, b) Lack of institutional support, c) Training gaps in Media Literacy, Limited resources, and d) Short-term nature of non-formal initiatives.

Concerning the link between Media and Information Literacy and the European Solidarity Corps programme, the following was found:

- Solidarity Projects were identified as the most suitable project type for Media and Information Literacy projects.
- “Critical Thinking” and “Media and Information Literacy and Human Rights” are the top priorities for the future European Solidarity Corps Media and Information Literacy projects.
- Key factors for successful European Solidarity Corps projects related to Media and Information Literacy include a) Highly motivated and committed participants, b) Adapting the projects to participants' interest, c) Collecting data and feedback to make necessary adjustments, and d) Partnerships with the youth communities.
- The main barriers to apply Media and Information Literacy to European Solidarity Corps projects are: a) Lack of digital literacy, b) Workload of professionals, and c) Limited resources.



6.2. Digital Participation

In general terms, National Agencies, regional SALTOs and European Stakeholders considered that Digital Participation is a very important topic within their organisations.

Turning now to the link between Digital Participation and Erasmus+, the following was found:

- School Education Key Actions are the most favourable for carrying out Erasmus+ projects on this topic, with 30% of the answers indicating so. VET and Adult Education fields were shown to be the least favourable type of action to execute projects related to Digital Participation.
- “Digital Citizenship and Society” is the top priority for future projects followed by “Participatory Tools and Spaces”, and “Emerging Technologies”.
- Key factors for successful Erasmus+ projects related to Digital Participation include a) Skilled professionals, b) Analysis of participants’ needs, c) Participants’ trust of the virtual tools, d) Synergies between partners, actors and fields, and e) Clear, achievable, and measurable objectives.
- Some of the observable barriers to implementing Digital Participation in Erasmus+ are a) Limited digital competences of participants (in non-formal education) and facilitators (in formal education), b) Online safety, and c) Budgetary restraints.

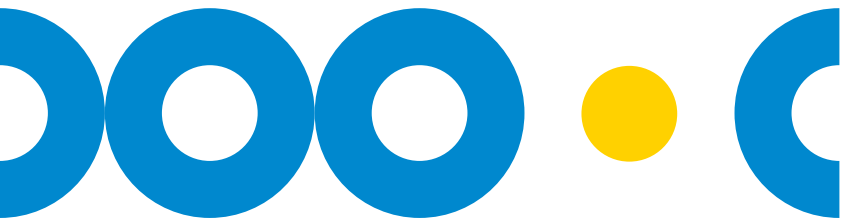
Concerning the link between Digital Participation and the European Solidarity Corps programme, the following was found:

- Solidarity Projects were identified as the most suitable project type to conduct projects related to Digital Participation.
- “Digital Citizenship and Society”, followed by “Participatory Tools” and “Digital Activism”, are the identified priorities for future European Solidarity Corps projects.
- Some key factors for successful European Solidarity Corps projects are: a) Motivated participants and trainers, b) Clear structure and achievable objectives, and c) Promotion of the outcomes and good practices of the projects.
- Budgetary and time restraints are, on the other hand, the main identified barriers.

6.3. Impact of Media and Information Literacy and Digital Participation on the Participation Priority

Based on the analysis of the NA and Regional SALTO responses to the survey it was found that:

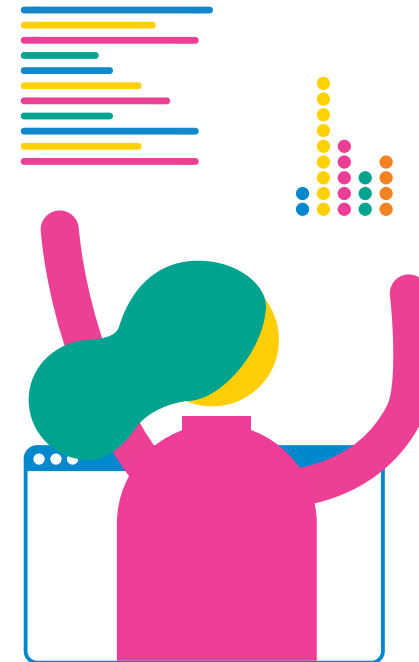
- According to the NAs and Regional SALTOs, Erasmus+ and European Solidarity Corps Programmes moderately contributed to the Participation Priority through Media and Information Literacy.
- Regarding Digital Participation, most of the projects related to this topic that received the label of good practices go hand in hand with the specifications of the Participation Priority. Nonetheless, it is necessary to further analyse the long-term impacts of these projects, as according to NAs and Regional SALTOs, Erasmus+ and European Solidarity Corps Programmes are just slightly contributing to this priority through Digital Participation initiatives.



6.4. Recommendations

Based on the findings outlined above, the main recommendations are described below:

- **What should project organisations focus on?**
 - Analysing the needs of professionals and participants.
 - Establishing collaboration and synergies between fields and actors.
 - Integrating Media and Information Literacy and Digital Participation into the VET sector.
 - Experimenting with Media and Information Literacy and Digital Participation areas.
- **What should NAs focus on?**
 - Promoting synergies and collaboration between organisations.
 - Producing ready-to-use materials for organisations to develop Media and Information Literacy and Digital Participation projects.
 - Fostering collaboration within the teams of NAs.
 - Enabling projects that promote the use of digital tools for inclusion.
- **What should SALTO PI focus on?**
 - Establishing Media and Information Literacy and Digital Participation guidelines.
 - Supporting cross-sectoral cooperation and networking.
 - Promoting and disseminating resources.
- **What should policymakers focus on?**
 - Including a Digital Participation topic label within the Results Platforms.
 - Aligning Media and Information Literacy topic labels with UNESCO's Media and Information Literacy framework.
 - Providing more information on Volunteering Projects.
- **What should future research focus on?**
 - Exploring the Volunteering Projects.
 - Broadening the spectrum of Higher Education.
 - Monitoring the future of Media and Information Literacy and Digital Participation within Erasmus+ and European Solidarity Corps programmes.



7. Annexes

7.1. Media and Information Literacy Projects

Below are the percentage tables with the results obtained from the mapping of the projects related to Media and Information Literacy in Erasmus+ and European Solidarity Corps Results Platform.

7.1.1. School Education Field

	2021			2022		
	KA122-SCH	KA210-SCH	KA220-SCH	KA122-SCH	KA210-SCH	KA220-SCH
Number of MIL related Projects	763	178	212	985	165	117
% of MIL related projects from total number of projects	39.9 %	33 %	36.4 %	33.5 %	53.7%	40.9 %
Digital Skills and Competences	69.5 %	58.4 %	49.1 %	67.6 %	66.7 %	49.6 %
Digital Content, Technologies, and Practices	40.6 %	32 %	56.1 %	40.1 %	33.3 %	52.1 %
Media Literacy and Tackling Disinformation	1.7 %	6.2 %	5.7 %	1.5 %	7.3 %	6.8 %
Digital Safety	4.7 %	8.4 %	2.8 %	5.4 %	7.3 %	5.1 %
Digital Literacy, Information, Constructive Dialogue, Fake News	0.0 %	1.7 %	1.4 %	0.0 %	2.4 %	0.0 %

7.1.2. Vocational Education and Training Field

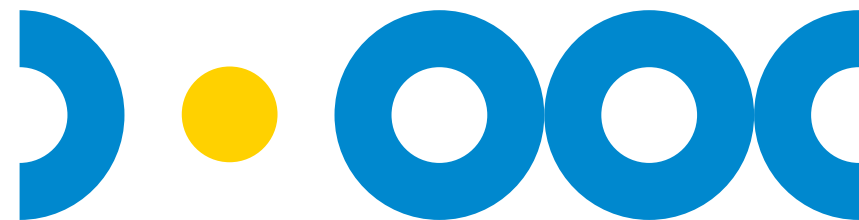
	2021			2022		
	KA122-VET	KA210-VET	KA220-VET	KA122-VET	KA210-VET	KA220-VET
Number of MIL related Projects	246	86	262	282	101	125
% of MIL related projects from total number of projects	24.1 %	28.2 %	38.2 %	21.4 %	21.3 %	43.7 %
Digital Skills and Competences	59.3 %	57 %	60.3 %	64.2 %	58.4 %	52 %
Digital Content, Technologies, and Practices	24.7 %	47.7 %	52.7 %	45.4 %	54.5 %	57.6 %
Media Literacy and Tackling Disinformation	0.0 %	2.3 %	0.0 %	0.0 %	1 %	3.2 %
Digital Safety	0.0 %	2.3 %	1.5 %	2.5 %	0.0 %	6.4 %
Digital Literacy, Information, Constructive Dialogue, Fake News	0.0 %	1.2 %	0.4 %	0.0 %	1 %	1.6 %

7.1.3. Higher Education Field

	2021	2022
	KA220-HED	KA220-HED
Number of MIL related Projects	193	113
% of MIL related projects from total number of projects	44.3	32.2
Digital Skills and Competences	53.9	46.9
Digital Content, Technologies, and Practices	56.0	51.3
Media Literacy and Tackling Disinformation	1.6	4.4
Digital Safety	3.1	1.8
Digital Literacy, Information, Constructive Dialogue, Fake News	1.0	4.4

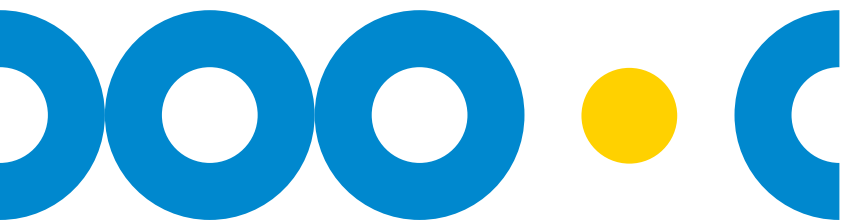
7.1.4. Adult Education Field

	2021			2022		
	KA122-ADU	KA210-ADU	KA220-ADU	KA122-ADU	KA210-ADU	KA220-ADU
Number of MIL related Projects	150	142	168	187	133	92
% of MIL related projects from total number of projects	39.1 %	28.6 %	32.6 %	32.2 %	29.9 %	38.3 %
Digital Skills and Competences	72.7 %	64.1 %	59.5 %	72.7 %	57.9 %	56.5 %
Digital Content, Technologies, and Practices	42 %	31.7 %	39.9 %	35.3 %	35.3 %	33.7 %
Media Literacy and Tackling Disinformation	0.7 %	2.1 %	8.9 %	1.1 %	5.3 %	6.5 %
Digital Safety	5.3 %	4.9 %	2.4 %	2.1 %	4.5 %	5.4 %
Digital Literacy, Information, Constructive Dialogue, Fake News	0.0 %	12.7 %	3.6 %	0.0 %	8.3 %	8.7 %



7.1.5. Youth Field

	2021						2022					
	Erasmus+					ESC	Erasmus+					ESC
	KA152	KA153	KA154	KA210	KA220	Solidarity	KA152	KA153	KA154	KA210	KA220	Solidarity
Number of MIL related Projects	150	100	64	25	20	175	356	150	147	88	76	232
% of MIL related projects from total number of projects	21.9	29.8	34.6	28.7	35.7	20.3	18.10	16.8	26.9	29.2	24.5	17.3
Digital Skills and Competences	32.5	27.3	22.4	17.6	21.4	43.5	43	47.3	23.8	50	30.3	54.3
Digital Content, Technologies, and Practices	17.5	16.1	2.6	17.6	17.9	0	26.4	30	15	31.8	51.3	0
Media Literacy and Tackling Disinformation	15.5	9.1	15.8	2.9	3.6	8.6	22.5	16	26.5	13.6	9.2	12.9
Digital Safety	8	4.2	6.6	0	7.1	7.2	14	8	6.1	9.1	7.9	9.9
Digital Literacy, Information, Constructive Dialogue, Fake News	12.5	7	36.8	23,5	3.6	18.7	18.5	17.3	43.5	15.9	30.3	32.3



7.2. Digital Participation Projects

Below are the percentage tables with the results obtained from the mapping of the projects related to Digital Participation in Erasmus+ and European Solidarity Corps Results Platform.

7.2.1. School Education Field

	2021			2022		
	KA122-SCH	KA210-SCH	KA220-SCH	KA122-SCH	KA210-SCH	KA220-SCH
Number of Digital Participation related Projects	345	71	58	559	89	40
% of Digital Participation related projects from total number of projects	18.1 %	13.2 %	9.9 %	19 %	16.8 %	11.4 %
Digital Citizenship	15.1 %	8.5 %	43.1 %	14.1 %	11.2 %	52.5 %
Digital Society	9.9 %	9.9 %	37.9 %	9.3 %	6.7 %	2.5 %
Digital Participation	25.8 %	9.9 %	41.4 %	26.5 %	13.5 %	30 %
Online Participation	5.2 %	5.6 %	34.5 %	5 %	5.6 %	7.5 %
Participatory Tools and Spaces	0.3 %	0.0	1.7 %	0.0	0.0	5 %
Online Decision Making	0.0 %	0.0	12.1 %	0.5 %	0.0	0.0
Online Communities	0.6 %	1.4 %	19 %	0.7 %	1.1 %	0.0
Digital Activism	0.0 %	0.0	1.7 %	0.4 %	0.0	2.5 %
Digital Spaces	2.9 %	0.0	3.4 %	1.1 %	0.0	2.5 %
Internet Governance	0.3 %	0.0	0.0	0.0	0.0	0.0
Online Volunteering	0.3 %	0.0	1.7 %	0.0	0.0	2.5 %
eParticipation and Digital Voting	0.0	1.4 %	3.4 %	0.2 %	0.0	0.0
Maker movement and hackathons	0.0	0.0	0.0	0.0	0.0	0.0

7.2.2. Vocational Education and Training Field

	2021			2022		
	KA122-VET	KA210-VET	KA220-VET	KA122-VET	KA210-VET	KA220-VET
Number of Digital Participation related Projects	139	13	12	186	16	10
% of Digital Participation related projects from total number of projects	13.6 %	4.3 %	1.7%	14.1 %	7.7 %	3.5 %
Digital Citizenship	7.2 %	15.4 %	25 %	13.4 %	6.3 %	40 %
Digital Society	3.6 %	7.7 %	0.0	3.8 %	6.3 %	0.0
Digital Participation	10.1 %	7.7 %	25 %	10.8 %	25 %	20 %
Online Participation	2.9 %	7.7 %	41.7 %	1.1 %	12.5 %	10 %
Participatory Tools and Spaces	0.0	0.0	0.0	0.0	0.0	0.0
Online Decision Making	0.0	0.0	8.3 %	0.0	6.3 %	0.0
Online Communities	0.0	0.0	25 %	0.0	0.0	0.0
Digital Activism	0.0	0.0	0.0	0.5 %	0.0	0.0
Digital Spaces	0.0	0.0	16.7 %	0.0	0.0	0.0
Internet Governance	0.0	0.0	8.3 %	0.0	0.0	0.0
Online Volunteering	0.0	0.0	0.0	0.0	0.0	0.0
eParticipation and Digital Voting	0.0	0.0	0.0	0.0	0.0	0.0
Maker movement and hackathons	0.0	0.0	0.0	0.0	0.0	0.0

7.2.3. Higher Education Field

	2021	2022
	KA220-HED	KA220-HED
Number of Digital Participation related Projects	47	23
% of Digital Participation related projects from total number of projects	10.8 %	7.6 %
Digital Citizenship	23.4 %	26.1 %
Digital Society	25.5 %	8.7 %
Digital Participation	31.9 %	8.7 %
Online Participation	40.4 %	0.0
Participatory Tools and Spaces	0.0	4.3 %
Online Decision Making	6.4 %	0.0
Online Communities	6.4 %	0.0
Digital Activism	0.0	0.0
Digital Spaces	6.4 %	4.3 %
Internet Governance	0.0	0.0
Online Volunteering	0.0	0.0
eParticipation and Digital Voting	0.0	0.0
Maker movement and hackathons	4.3 %	0.0

7.2.4. Adult Education Field

	2021			2022		
	KA122-ADU	KA210-ADU	KA220-ADU	KA122-ADU	KA210-ADU	KA220-ADU
Number of Digital Participation related Projects	44	47	59	70	60	14
% of Digital Participation related projects from total number of projects	11.5 %	9.5 %	11.5 %	12 %	12,6 %	5.8 %
Digital Citizenship	15.9 %	4.3 %	39 %	12.9 %	6.7 %	21.4 %
Digital Society	15.9 %	4.3 %	37.3 %	12.9 %	5 %	7.1 %
Digital Participation	27.3 %	10.6 %	54.2 %	28.6 %	20 %	21.4 %
Online Participation	4.5 %	4.3 %	55.9 %	7.1 %	13.3 %	21.4 %
Participatory Tools and Spaces	0.0	0.0	10.2 %	1.4 %	0.0	7.1 %
Online Decision Making	0.0	0.0	13.6 %	0.0	0.0	0.0
Online Communities	0.0	2.1 %	30.5 %	2.9 %	5 %	0.0
Digital Activism	0.0	0.0	1.7 %	0.0	0.0	0.0
Digital Spaces	2.3 %	0.0	13.6 %	2.9 %	1.7 %	0.0
Internet Governance	0.0	0.0	0.0	0.0	0.0	0.0
Online Volunteering	0.0	2.1 %	0.0	0.0	0.0	0.0
eParticipation and Digital Voting	0.0	0.0	1.7 %	0.0	0.0	0.0
Maker movement and hackathons	0.0	0.0	1.7 %	0.0	0.0	0.0

7.2.5. Youth Field

	2021						2022					
	Erasmus+					ESC	Erasmus+					ESC
	KA152	KA153	KA154	KA210	KA220	Solidarity	KA152	KA153	KA154	KA210	KA220	Solidarity
Number of Digital Participation related Projects	388	133	260	62	80	167	513	150	414	86	52	237
% of Digital Participation related projects from total number of projects	29	19.9	77.2	16.6	16.8	18	26.1	16.8	75.5	19.3	16.7	17.6
Digital Citizenship	16,5	12	20	14.5	42.5	10.2	14.4	18.7	18.4	7	17.3	12.7
Digital Society	17,5	18	33.1	3.2	40	16.8	16.8	20	26.8	2.3	9.6	19.4
Digital Participation	23,5	22.6	46.5	32.3	52.5	28.7	21.8	32	41.3	16.3	25	29.1
Online Participation	20,6	23.3	35	19.4	51.2	17.4	13.6	23.3	34.8	19.8	17.3	19
Participatory Tools and Spaces	0,5	3	4.2	0.0	8.8	3	0.4	3.3	5.1	4.7	1.9	7.2
Online Decision Making	4.4	6	19.2	0.0	21.3	4.2	3.7	2.7	20.8	2.3	1.9	3
Online Communities	17.5	20.3	13.8	6.5	31.3	8.4	12.7	18.7	14.3	1.2	3.8	7.6
Digital Activism	1.5	6.8	5.8	3.2	6.3	0.0	2.9	6	3.9	0.0	1.9	3.8
Digital Spaces	2.8	4.5	11.2	1.6	15	3	2.7	5.3	11.4	0.0	1.9	3.8
Internet Governance	0.0	0.8	0.8	0.0	1.3	0.0	0.0	0.0	0.2	0.0	0.0	0.0
Online Volunteering	3.9	0.8	3.5	1.6	8.8	5.4	2.1	2.7	4.8	1.2	0.0	7.6
eParticipation and Digital Voting	1.0	0.0	5	0.0	3.8	1.8	0.8	1.3	5.1	1.2	0.0	0.8
Maker movement and hackathons	0.3	0.0	1.5	0.0	0.0	0.0	0.2	0.7	2.4	0,0	0.0	0.0

7.3. List of survey questions

Below is the main structure of the online survey (categorised by topics):

Specific questions for Media and Information Literacy

- What is/are the main barriers or challenge/s to incorporate Media and Information Literacy within Erasmus+ / ESC projects?
 - Lack of digital training and literacy
 - Difficulties incorporating Media and Information Literacy into educators' training
 - Difficulties with adapting Media and Information Literacy materials to the learning needs
 - Limited resources
 - Lack of institutional support
 - Workload of teachers/educators/youth workers
 - Digital inequalities among participants
 - Rapid technological advancements
 - Digital safety concerns
 - Concerns that the use of digital technologies can increase social disparities when working with participants at risk of social exclusion
 - Other (Please, specify)
- Which Media and Information Literacy topics do you think have been covered sufficiently / lacked attention / should be prioritised in the future in Erasmus+ / ESC projects?
 - Safer Internet
 - Media Landscape
 - Critical Thinking
 - Content Creation
 - Media & Information Literacy
 - MIL & Human Rights Education
 - Other (please specify)

Specific questions for Digital Participation

- In your opinion, what barriers or challenges exist for participants when it comes to active Digital Participation within Erasmus+ / ESC projects?
 - Limited digital competencies of participants
 - Limited digital competencies of facilitators
 - Online safety
 - Budgetary Restraints
 - Time Restraints
 - Concerns that the use of digital technologies can increase social disparities.
 - Not enough safe spaces for digital participation
 - Lack of access to digital tools and services by the participants
 - Lack of digital competences from the participants
 - Other (please specify)
- Which Digital Participation topics do you think have been covered sufficiently / lacked attention / should be prioritised in the future in Erasmus+ / ESC projects?
 - Digital Citizenship and Society
 - Participatory tools and spaces
 - Online decision-making processes and approaches
 - Online communities
 - Digital Activism
 - Co-creation in digital spaces
 - Internet Governance
 - Online volunteering
 - eParticipation and digital voting
 - Maker movement and hackathons
 - Trends and emerging technologies that impact participation
 - Other (please specify).

Common Questions for Media and Information Literacy and Digital Participation

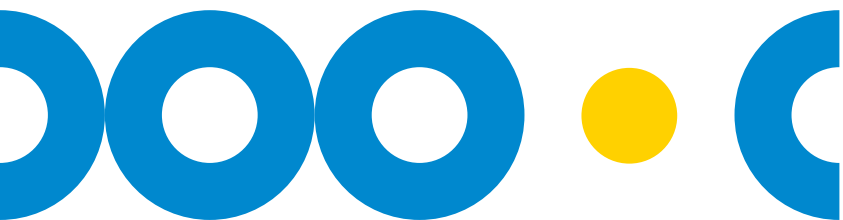
- To what extent do you think the projects of Erasmus+ / ESC Programmes incorporate Media and Information Literacy / Digital Participation over the past two years (2021-2022)?
- To what extent do you think the projects of Erasmus+ / ESC Programmes contribute to citizen engagement in democratic life through Media and Information Literacy / Digital Participation initiatives?
- In which Erasmus+ / ESC Action Types have you seen Media and Information Literacy / Digital Participation related projects most often present throughout 2021-2022?
 - KA122-SCH: Short-term projects for mobility of learners and staff in school education
 - KA122-VET: Short-term projects for mobility of learners and staff in VET
 - KA122-ADU: Short-term projects for mobility of staff in adult education
 - KA152-YOU: Mobility of young people
 - KA153-YOU: Mobility of youth workers
 - KA154-YOU: Youth participation activities
 - KA210-SCH: Small-scale partnership in school education
 - KA210-VET: Small-scale partnership in VET
 - KA210-ADU: Small-scale partnership in adult education

- KA210-YOU: Small-scale partnership in youth
- KA220-HED: Cooperation partnership in higher education
- KA220-SCH: Cooperation partnership in school education
- KA220-VET: Cooperation partnership in VET
- KA220-ADU: Cooperation partnership in adult education
- KA220-YOU: Cooperation partnership in youth
- ESC: Solidarity Projects
- ESC Volunteering Projects

- What do you consider to be the key success factors for an Erasmus+ / ESC Media and Information Literacy / Digital Participation related project to be successful and achieve its objectives?
- Do you perceive that Media and Information Literacy / Digital Participation has had an impact on your organisation's work under the Erasmus+ / ESC Programmes? If yes, where and how has it had an impact?
- Are you aware of any good practice within the Erasmus+ / ESC Programmes in relation to Media and Information Literacy / Digital Participation that you can share with us?

Specific questions for European Stakeholders

- Have you previously participated in coordinating and/or being a partner in an Erasmus+ / European Solidarity Corps project?
- To what extent do you think non-formal education / formal education / volunteering and humanitarian aid activities can effectively incorporate Media and Information Literacy?



7.4. List of focus group questions

The main structure of the focus group interviews is presented below (categorised by different focus group participant profiles):

7.4.1. National Agencies and Regional SALTOS

General Questions

1. What is your understanding of Media and Information Literacy?
2. And about Digital Participation?

Erasmus+

1. Having addressed these two concepts, where do you see the topic of Media and Information Literacy present within your work as a NA/SALTO within the Erasmus+ Programme (e.g. in projects, organising training courses, celebrating events, using Media and Information Literacy tools).
2. And where do you see the topic of Digital Participation present within your work as a NA/SALTO within the Erasmus+ Programme (e.g. in projects, organising training courses, celebrating events, using Digital Participation tools).
3. According to the answers we have received in the survey, there is a tendency that the most favourable field and actions to develop both Media and Information Literacy and Digital Participation projects inside Erasmus+ Programme is School Education and Small-Scale/Cooperation Partnerships. What is your opinion on this?
4. What action in the field of Youth do you consider to be the most appropriate for Media and Information Literacy? And for Digital Participation?
5. We have also seen in the survey that in relation to Media and Information Literacy, there is a trend that in the coming years the Erasmus+ Programme should prioritise the "Media & Information Literacy" area (such as: media & its impact, quality of information, news literacy, information disorder). What do you think about it...

6. And in relation to Digital Participation, the trend observed is to prioritise "Participatory tools and spaces" within the Erasmus+ Programme. What do you think about this?

European Solidarity Corps

1. Leaving the Erasmus+ Programme behind, where do you see the topic of Media and Information Literacy present within your work as a NA/SALTO within the European Solidarity Corps Programme (e.g. in projects, organising training courses, celebrating events, using Media and Information Literacy tools).
2. And with Digital Participation?
3. According to the answers we have received in the survey, there is a tendency that the most favourable action to develop both Media and Information Literacy and Digital Participation projects inside the European Solidarity Corps Programme is Solidarity Projects. What is your opinion on this?
4. In the European Solidarity Corps Programme, in contrast to Erasmus+, the trend is to prioritise "Safe internet" and "Critical thinking" areas in the future years. What do you think about this?
5. In terms of Digital Participation, the trend in European Solidarity Corps Programme, in addition to "Participatory tools and spaces", is also focused on "Digital citizenship & society" and "Maker movement and hackathons". What do you think about this?

At the end of the focus groups: Is there any other information you would like to share in regards to the topics at stake?



7.4.2. European Stakeholders

General Questions

1. Please describe generally your connection to the Media and Information Literacy topic (if any).
2. And with Digital Participation?

Non formal education

1. One of the trends found in the survey is that in non-formal education activities one of the biggest barriers to developing Media and Information Literacy projects is the “Workload of professionals (teachers/educators/ youth workers)”. What do you think about this?
2. One of the trends found in the survey is that in non-formal education activities one of the biggest barriers to developing Digital Participation projects is the “Limited digital competences of participants”. What do you think about this?

Formal education

3. One of the trends found in the survey is that in formal education activities one of the biggest barriers to developing Media and Information Literacy projects is the “Lack of institutional support”. What do you think about this?
4. One of the trends found in the survey is that in formal education activities one of the biggest barriers to developing Digital Participation projects is the “Limited digital competences of facilitators”. What do you think about this?

Volunteering and humanitarian aid activities

5. One of the trends found in the survey is that in Volunteering and humanitarian aid activities, one of the biggest barriers to developing Media and Information Literacy projects with "Limited resources". What do you think about this?
6. One of the trends found in the survey is that in volunteer and humanitarian aid activities one of the biggest barriers to developing Digital Participation projects is "Budgetary and Time Restraints". What do you think about this?

Media and Information Literacy and Digital Participation in the future

1. One of the trends we have found in the questionnaire is that some of the areas that need to be considered for the immediate future within Media and Information Literacy are "Critical Thinking" and "Media & Information Literacy (e.g. Media & its impact; Quality of information; News literacy; Information disorder)". What do you think about this?
2. One of the trends we have found in the survey is that one of the areas to be considered for the immediate future within Digital Participation is "Digital Citizenship and Society". What do you think about this?

At the end of the focus groups: Is there any other information you would like to share in regards to the topics at stake?

7.5. Survey Responses

If you want to discover more, the source data is available only upon request. Please write to participation@salto-youth.net to receive it.

