

IO1/A4 – Synthesis report

Media Literacy for Parents

**in Bulgaria, Cyprus, Greece, Italy, Poland,
and on the EU level**



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1. Introduction

1.1 Objective and scope of the research

Media literacy is the ability or the skills to critically recognize and evaluate the quality and authenticity of the information published in all kinds of media. Nowadays it is highly important for parents to have a very good level of media literacy in order to educate their children how to use internet content and social media in a safe and useful way. The MELI project aims to develop a training program on media literacy for parents, a web application and a parents' guide on media literacy. The objective of this research is to identify the media literacy state in the partner countries, to identify already existing good practices and the particular needs for further parents' education on the topic.

The research gathers information concerning media literacy in 5 European countries: Poland, Italy, Bulgaria, Cyprus, Greece and, through the members of the European Parents Association (EPA), on EU level. We aimed to gather information on the actual state of knowledge, existing actors and their programmes related to media literacy, as well as needs expressed by the potential project beneficiaries – the parents willing to develop their competences in media literacy in order to allow their children to use the internet in a safe and efficient way.

The research has been done by the “Media Literacy for Parents” project partners:

- in Bulgaria by E-academy,
- in Cyprus by Emphasys,
- in Greece by IDEC,
- in Italy by D-learn,
- in Poland by the Map of Passions Foundation,
- in other EU countries by the European Parents Association.

The synthesis report presents all the collected data in a synthetic form, allowing to draw conclusions for designing an efficient and adequate training programme and educational materials concerning media literacy for parents.

1.2 Methodology

Under a methodological point of view, the entire partnership performed the research in the same way, in order to gather the items required to design a training program for parents characterized by common elements able to make it transferable. On the other hand, the training program deriving from the research will have to consider the results achieved Country by Country, and therefore its structure will be tailored to satisfy the local needs.

The research was divided into 3 stages (all of the executed by all partners):

- **Desk research:**
 - o In 5 countries (Poland, Bulgaria, Cyprus, Greece, Italy) it was based on materials and documents accessible on the internet (on websites of ministries and other public institutions and non-governmental organisations dealing with media literacy). We were searching for different type of materials: legal acts and strategies created by national and/or local governments, educational materials for

teachers, parents and youth concerning media literacy, as well as public and private programmes and initiatives for media literacy development.

- On EU level it was done on several levels:
 - Internal Desk Research - within the working group of EPA there was an exchange of knowledge about digital literacy competences from the environment from which each member of working group came.
 - External Desk Research – External Desk Research involved research done outside the organizational boundaries and collecting relevant information:
 - Online Desk Research – Using the various search engines like www.google.com, www.duckduckgo.com, www.infoseek.com etc. for modulated searching. The search was in line with the keywords and phrases about digital literacy competencies, skills, parents, adult learning.
 - Government published data – Government usually publishes a great extent of data online that can be used in the research process. This data is related to social, financial and economic aspects. The government websites are mostly free to access and contains most prominent information. Thus, this was the cheapest medium of gathering the information.
- **Questionnaires:**
 - The survey was prepared in English, discussed among the project partners, agreed and then translated by each partner into the national language (in case of EPA it was translated into French and disseminated internationally in English and French). The questionnaire was then published on-line through Google forms (in Polish, Greek, Bulgarian, English and French) and Survey Monkey (in Italian). The partners used their own networks of members / local partners, webpages, Facebook profiles and private networks to collect 550 answers:
 - 60 responds were collected in Bulgaria;
 - 55 responds were collected in Cyprus;
 - 122 responds were collected in Greece;
 - 108 responds were collected in Italy;
 - 149 responds were collected in Poland;
 - 56 responds were collected on EU level through EPA members (46 in French and 10 in English language)
 - The surveys were collected in January and February 2020.
- **Focus group interviews:**
 - Each partner invited a group of parents and/or experts in media literacy to meet and discuss the results of the survey, in order to understand them better, compare with other experiences, broaden the scope of the received answers and think about the needs of parents behind them. Information on participants of the interviews and the main conclusions are shown in chapter 4.

2. Desk research results

The general information on the media literacy concept and *status quo* is presented country by country:

2.1. Bulgaria

In 2005 in Bulgaria has been founded Bulgarian Center for Safe Internet (<https://www.safenet.bg/>). The main aims of this center are: processing of reports of child pornography and computer abuse against children and minors; counseling by telephone and online channels of children, minors, parents and teachers in cases of online child incidents; developing and conducting various trainings for children, young people, parents, teachers and other professionals. Although this center has developed some initiatives and materials for parents, their main target group are the children and the teachers.

According to this research 10 % of the children have received a sexual content messages, 21% have met live with someone they only know from the Web (at age 15-17 - 39%), half of the children admit that they cannot distinguish between true and fake content on the internet.

At a state level in 2018 the Ministry of Education and Science took the decision to take steps towards building digital media skills and competences by introducing media literacy classes in the classroom for students in the 11 grade, as well as introducing digital literacy classes for third graders. At the same time, most teachers lack the necessary training and clarity on how to teach media literacy. Taking into account the survey results this is a very small step towards increasing the media literacy awareness in the country. Although the introduction of media literacy classes and computer modelling in primary school will have some benefit in raising children's awareness and familiarity with the digital media environment, this is not enough to build the skills and competencies they need.

The most actively working organization in the field of media literacy in Bulgaria is the Media Literacy Coalition. Every year (since 2018) they organize the Media Literacy Days - a campaign that promotes the need to introduce media literacy into education. In 2019, the main focus of The Days is the ability to recognize fake news. The coalition organizes various training activities for children and teachers. This year 2020 during the Media Literacy Days “Assotiation Parents” organizes thematic parents meetings on the topic. Next year 2021 our project MeLi will be part of this campaign.

2.2. Cyprus

The Republic of Cyprus has initiated various measures to promote media literacy in education in the recent years. These measures consist of the introduction of laws and policies as well as take the form of seminars and training programmes addressed to the public. For the purpose of this report, the term of media literacy refers to “the ability to access, understand and critically evaluate the various aspects of media and its content and the ability of expression in different forms of communication, especially through new technologies”¹.

The term Media literacy [in greek: Παιδεία για τα Μέσα] first appeared in legal documents in December 2010 upon the transposition of the AVMS Directive into the laws governing commercial and public broadcasters in Cyprus². The Cyprus Radio Television authority (CRTA) has been harmonized with the European Law 2007/65/EC³ which states that the term of media literacy shall integrate in the Radio and Television Stations Law 7 (I) of 1998. CRTA has developed a Special Committee encompassed by experts in order to plan actions for the promotion of Media literacy. The Committee has initiated measures related to the organization of seminars which promote

¹ CRTA (2017) ‘Κείμενο Εργασίας- Παιδεία για τα Μέσα’ . Available at:

<http://www.crt.a.cy/images/users/1/Media%20Literacy-white%20paper%204.1.17.pdf>

² University of Nicosia (2014) ‘Media and Information Literacy Policies in Cyprus’. Available at:

http://ppemi.ens-cachan.fr/data/media/colloque140528/rapports/CYPRUS_2014.pdf

³ CRTA (2014) ‘Media Literacy’. Available at:

<http://www.crt.a.cy/images/users/1/MEDIA%20LITERACY-introduction.pdf>

media literacy skills as well as meetings with public and cooperates with the Ministry of Education and Culture (MoEC). The main objective of the media literacy initiative by CRTA is to equip individuals with critical thinking skills and the ability to evaluate the messages and images they daily expose to on Media. It is noted that CRTA is an independent regulatory body in the sphere of broadcasting and is responsible for the effective regulation and constructive control of private and partially broadcasting in Cyprus. Activities undertaken by CRTA related to media education for children refer to the development of an information campaign through the production of short advertisement films intended to be broadcast in order to raise awareness, inform the public and influence children to evaluate media content. Additionally, media literacy workshops were organized and were applicable to children across all educational levels. These workshops aimed at promoting conscious consumer behavior, raise democratic values and support children's' critical thinking when reading media content⁴.

The Ministry of Education and Culture (MoEC) has initiated practices in the recent years related to the promotion of media literacy in schools. The first attempt was made in 2012 in the context of creating a 'humanitarian and democratic school'⁵. This initiative focused on developing attitudes and behaviors which characterize a democratic citizen. Toward this end, media literacy education was taught in schools and aimed at identifying and evaluating the messages children receive on Media as well as aimed to teach them the ways to express themselves through media platforms. Importantly, critical literacy is embedded in Cyprus Educational context. Specifically, critical literacy in Cyprus education system refers to the development of skills which overcome the challenges faced in the 21st century such as competences in research, comparison and evaluation of meanings⁶. The subject of critical literacy is embedded in the modern Greek course in Cyprus public schools. The pedagogy encompasses of critical literacy method which that implies that texts are read as acts interconnected with sociocultural phenomena. The specific pedagogy emphasizes the evaluation of texts through reading and writing and is strongly connected with the development of critical thinking skills.

Nevertheless, media literacy initiatives are very limited in education and actions related to the promotion of media literacy to students are emerged mostly as informative seminars. Efforts by teachers are made to include media literacy in their lessons as part of the modern Greek course as previously mentioned. Such an example is the production process and role of advertising, the utility and influence of advertisements in individuals' lives. During this lesson, officers of the Radio Television Authority are often invited by teachers to talk to students about issues of radio and television broadcasting. As a result, media education is currently not formally included in the national curricula of primary and secondary education in Cyprus and it is better described by individual initiatives taken by teachers in public and private schools on a voluntary basis or as extra-curricular activities.

Further so, the Pedagogical Institute⁷ - which is the government institution responsible for informing educational policy and advising MoEC on issues regarding the constant development of teachers- plans to create a website on which teachers can describe all the actions made for promoting media literacy to children in education. Through collaboration with universities and research centers, the Institute has played an influential and positive role in supporting and implementing research and initiatives emphasizing learning innovations as well as training and

⁴ Department of Communication Sciences, University of Zagreb (2014) 'Media Education for Children in Cyprus: An empirical Case- Study'.

⁵ Sigmalive (2012) 'Εκπαίδευση στα σχολεία για τα μέσα μαζικής επικοινωνίας'. Available at: <https://www.sigmalive.com/news/local/8380/ekpaidefsi-sta-sxoleia-gia-ta-mesa-mazikis-epikoinonias>

⁶ MoEC (2018) 'Γραμματισμός: «κριτικός (δεν) είναι και (δε) φένεται» Ενδείξεις από ανταστοχαστικές συζητήσεις με εκπαιδευτικούς της Δημοτικής Εκπαίδευσης'. Available at: http://archeia.moec.gov.cy/sd/288/mavri_dimosiefsipek.pdf

⁷ MoEC (2020) 'Το Παιδαγωγικό Ινστιτούτο Κύπρου - Γενικές Πληροφορίες' Available at: http://www.pi.ac.cy/pi/index.php?option=com_content&view=article&id=329&Itemid=158&lang=en

further development of teaching staff. The lack of a detailed and common policy framework forced competent bodies to seek remedies so that media education is offered to some extent by the Institute. A variety of activities are undertaken within the public educational system to provide training to teachers and specialised education to students in regards to media literacy. Computer literacy and Internet safety have been two privileged training targets, with the former being a course in the national curriculum. The Institute also manages to undertake other media education activities within the framework of European projects.

Media education in Cyprus has primarily been focusing on children and young adults within the context of integrating media and information technologies into teaching, learning and creative expression. Nevertheless, specific and detailed educational programs and policy agendas are absent. Importantly, Cyprus is classified as a country of higher levels of internet use and personal/mobile internet access, which that has posted new challenges for internet safety initiatives. However, a research by the EU Kids Online project found that children in Cyprus rank low on critical literacy and safety skills regarding changing filter preferences, comparing websites to decide if the content is true, blocking unwanted adverts or junk mail/spam and finding information on how to use the internet safely. The public also has had access since 2007 to an awareness centre with a hotline which is a Helpline and organises public events promoting internet safety.

Due to the lack of a clear media education policy and detailed and concise implementation strategies, schools and civil organizations or through collaboration between these actors with governmental support, media education training programs do not respond directly to any formal accountability. Combined with the absence of a commonly agreed framework on media literacy and media education, a consistent evaluation system, formal or informal and designated regulatory authorities to reinforce mechanisms are yet not existed in the policy framework.

2.3. Greece

While we were conducting our research we discovered that there is a delay in the implementation of the European Regulation 679/2016 in Greece, regarding access to social networks by children up to 16 years old.

In Greece there is not a governmental organization that deals with issues, like Media Literacy. However, there are some stakeholders that are involved in building awareness about Media, mainly to children and secondly to parents. There has been some actions though, that indicate the emergency on cyber security, safe access to the world wide web and especially Social Media.

Promoting Media Literacy in education is the most relevant initiative that governments took during the last decade. Its delay came up mostly due to the economic crisis. However, some guidelines have been suggested, trying to be in line with the European ones.

The term “Media literacy” in Greek first appeared in 2001, in a publication by Dr Ntavou Mpettina (original title in Greek “Ο Αλφαριθμητισμός στα ΜΜΕ”). From that time, several seminars, trainings and meetings occurred, trying to engage adults mostly, teachers and then parents. A program by UNESCO, named “Curriculum for Teachers”, was helpful enough for the additional reason that it redirected to a “Handbook for parents” (2006) under the framework of Media Education: A kit for teachers, Students, Parents, Professionals.

Teachers around Greece have attended trainings and seminars about Media Literacy, in order to be as involved as possible to this topic.

Recently, a Digital Academy for Parents has been established by the Cyber Security Institute, providing educational programs as well as technical and psychological support to parents. Another initiative was from Saferinternet4kids.gr, the official representative of *Expert Group, INSAFE and INHOPE* in Greece, working along with the Greek Institution for Technology

and Research and the Institution of Informatics. On the website there is material available, also approved by the Greek ministry of Education.

Private companies, like ESET (famous for developing software and anti-virus systems) has issued online guidelines for the appropriate and secure use of the internet and the Social Media.

Last but not least, Media Institute and Media Literacy Institute are both the most suitable online resources for this topic while Cultural Institutions organize many seminars and conferences related to Media Literacy.

A survey was conducted last year (2019) on a sample of 1,100 internet users, around Greece. The majority of responses came from women, 74.67%, aged 36-60 years, at tertiary level. The survey also illustrates the parents' confidence that social media influences or even shapes their child's character, and the specific answers suggest that they can lead to addictive behaviours. Regarding the issue of cyberbullying, most responded with confidence that their child has never been a bullying victim, but there is also a respectable 7% who does not know if this has actually happened. In general, very rarely (only 20%) children ask their parents for help with a problem they encounter on social media, while very high (35%) are those who do not know or respond negatively to the question whether their children protect their personal data online Education.

2.4. Italy

There is no specific law in Italy to promote media literacy. Nevertheless, the national legislation identifies the school system as the most important education agency at any level, responsible to give young and adults a quality education in the different fields of knowledge. In 2015, the Italian Parliament approved the Law n. 107 concerning among other things early school leaving, and including a reference to the scholar education as an important tool to prevent and tackle the risks of cybercrime. In 2017, following the suicide of a 15 years-old girl who was victim of cyberbullying acts, an intense public debate brought the Parliament to take new legal measures against this terrible phenomenon. The deriving Law n. 71 recognised once again the essential role of the school system, charged of the task to promote the education to a conscious use of the internet, highlighting the related rights and obligations.

Under a regulatory point of view, like in many other Countries in Italy there is a supervisory authority, called AGCOM. It's a public body entitled to monitor the entire sector of communication and to penalise the misconduct. Sometimes AGCOM organizes public conferences about media and digital literacy, but it doesn't offer training or other services to the citizens.

Beside to the laws, already in 2014, the Italian Government implemented a national strategy to foster culture, training and digital competences, publishing a comprehensive manual with strategic and operational guidelines:

https://www.agid.gov.it/sites/default/files/repository_files/documenti_indirizzo/programma_nazionale_cultura_formazione_competenze_digitali_-_linee_guida_indicazioni_strategiche_operative_0.pdf

2.5. Poland

There is no official and widely accepted definition of the term "media literacy" in Poland. The term has not been described in the national law, there is no government strategy on media literacy development.

The only definition that might be called "official" is the one formulated by the National Council of Radio and TV (Krajowa Rada Radiofonii I Telewizji), which says that *"in the process of media education one acquires media literacy, which characterises an aware and active recipient of media messages. This recipient understands the mechanisms of creating and selecting*

information, therefore not only can he use the media in a sufficient and safe way (i.e. uses critical thinking for evaluating the content, including advertisements and commercial messages), but he also uses the media in a creative way in everyday life.”

It is important to add that in Poland the term “media literacy” is often used as a synonym of “media education”.

The only complex document related to media literacy in Poland is the report titled “Media and Information Literacy – the opening report” prepared by the Modern Poland Foundation in 2012 (<https://nowoczesnapolska.org.pl/wp-content/uploads/2012/01/Raport-Cyfrowa-Przysz%C5%82o%C5%9B%C4%87-.pdf>).

In 2012 the Polish Ministry of Education introduced a pilot programme called “Digital school” in order to test different methods and ways of improving the level of media literacy in Polish schools (manuals, pilot courses etc.). Currently, there is no continuation of this programme and no system solutions to the school programme have been implemented.

2.6. EU level

European Commission brings together media literacy stakeholders (members of State Authority and other public entity like Council of Europe and UNESCO) in an Expert Group on Media Literacy which meets annually to:

- Identify, document and extend good practices in the field of media, literacy,
- Facilitate networking between different stakeholders, with the aim of cross-fertilisation;
- Explore synergetic between different EU policies support programmes and media literacy initiatives.

European Commission prepared 6 Commission priorities for 2019-24. One that touches on media literacy is A Europe Fit for the Digital Age. Policy area of these priority is:

- Data protection.
- Better access to online goods for consumers and businesses.
- The right environment for digital network and services.
- Economy and Society.
- European Data Strategy.

Council Conclusions on media literacy in the digital environment have been adopted by the Education, Youth and Culture Council from November 30th, 2009. In these Conclusions, the Council reaffirms its commitment towards media literacy.

Findings from the pilot survey where they measured three areas of media literacy: use skills, critical understanding, and communicative abilities, can be found in Finally study report Testing and refining, criteria to assess media literacy levels in Europe. The scope of this study was to assess the theoretical and applied validity of the media literacy framework proposed in the 2010 report, and to provide the European Commission with revised tool that assesses and ranks the countries in terms of their media literacy levels. The geographic scope of the study was the 27 EU Members State but the study also included three countries from the European Economic Area. An important outcome of this study is a tool that measures media literacy levels across a range of ages, education levels, income levels, and geographic locations. The study covered age groups between 16 and 74, taking into consideration that Eurostat is likely to be the major agency to statistically monitor the developments of media literacy levels in the EU.

Also a very interesting study from the European Commission is a study on media literacy and online empowerment issues raised by algorithm-driven media services (SMART 2017/0081). The study has shown that people tend to be unaware of their own cognitive biases underestimate the influence of algorithms on their social media behaviour. Improving the media literacy of consumers and reducing their vulnerability to disinformation is a necessary part of the solution.

Young people need a safe and stimulating environment while engaging with new technologies and spending time online. The Strategy for a Better internet for Children provides actions to empower them as they explore the digital world.

Children need quality content online, and skills and tools for using the internet safely. That's why in May 2012 was set out a European Strategy for a Better Internet for Children to give them the digital skills and tools they need to fully and safely benefit from being online. The strategy proposes a series of actions grouped around the following main goals:

- Stimulate the production of creative and educational online content for children as well as promoting positive online experiences for young children;
- Scaling up awareness and empowerment including teaching of digital literacy and online safety in all EU schools;
- Create a safe environment for children through age-appropriate privacy settings, wider use of parental controls and age rating and content classification;
- Combat child sexual abuse material online and child sexual exploitation.

The strategy brings together the European Commission and Member States with mobile phone operators, handset manufactures and providers of social networking services to deliver concrete solutions for a better internet for children.

Following the European Commission's invitation to take part in a joint effort, leading ICT and media companies, NGOs and UNICEF officially launched the Alliance on Safer Internet Day 2017.

The companies concerned are tackling existing and emerging risks that children and young people face online, including:

- Harmful content (e.g. violent or sexually exploitative content)
- Harmful conduct (e.g. cyberbullying), and
- Harmful contact (e.g. sexual extortion).

2.7. Initiatives related to media literacy in partner countries and on EU level

Name of an expert / institution dealing with media literacy	Contact data (a website address / contact person)	Offer (what can they deliver – trainings? Articles? Applications? Etc.) What is their speciality? Which methods do they use?	Target group(s) – to whom do they address?	Other comments / additional information (for example: innovations? Impact? Transferability?)
BULGARIA				
Assotiation Parents	https://rodite.li.org	The assotiation takes part in in different discussions at national and local levels; it is member of EPA; Projects: "Digital skills for the children in 21 century", Empowering children in the digital age through early development of digital literacy", "Creating a better online environment for children through protection, prevention and education",	Children, parents, teachers, stakeholders	

		“Literate children in the digital world”		
MEDIA LITERACY COALITION	https://gramoten.li	The Coalition for Development of Media Literacy of Bulgarian children brings together organizations working in the field of education, media and civil society. The coalition is open to all organizations that support the mission and are active in the field of education. They organize “Media Literacy Days” every year where different events take place.	Children, parents, teachers, stakeholders	
Bulgarian Center for Safe Internet	https://www.safenet.bg	Different events, trainings and educational materials for children, parents, teachers	Children, parents, teachers, stakeholders	
CYPRUS				
University of Cyprus Radio Station ⁸	Website: https://ucy.ac.cy/ucyvoice/en/ Contact Person: Stella Stylianou E-mail: ucyvoice@ucy.ac.cy	Training programme titled ‘Media Literacy’ which includes seminars and workshops by academics and media professionals that aim to inform students on issues of journalism ethics, human rights, cultural creation and other. Seminars and workshops are also offered to improve radio production, journalistic writing, radio speech, orthophony and speech therapy skills.	University of Cyprus Radio Station ⁹	Website: https://ucy.ac.cy/ucyvoice/en/ Contact Person: Stella Stylianou E-mail: ucyvoice@ucy.ac.cy
Cyprus Literacy Promotion Organisation	Website: https://grammatismos.wordpress.com/about/ Contact Person: Zacharoula Mala Email address:	The NGO and organises events which aim to inform citizens on issues related to literacy practices and the promotion of challenges awarness. The NGO cooperates with public bodies to promote literacy skills to all actors within the public. Also, it develops campaigns such as ‘Fairytales of	Cyprus Literacy Promotion Organisation	Website: https://grammatismos.wordpress.com/about/ Contact Person: Zacharoula Mala Email address: grammatismoscyprus@gmail.com

⁸ UCY (2020) ‘Media Literacy’. Available at: <https://ucy.ac.cy/ucyvoice/en/media-literacy>

⁹ UCY (2020) ‘Media Literacy’. Available at: <https://ucy.ac.cy/ucyvoice/en/media-literacy>

	grammatismoscyprus@gmail.com	Goodnights ¹⁰ which provides the opportunity to parents to promote literacy skills to their children.		
Cyprus Pedagogical Institute, Ministry of Education, Culture	Website: http://www.pi.ac.cy/ Contact person: Spyros Sofokleous E-mail address: info@cyearn.pi.ac.cy literacy_cyprus@cyearn.pi.ac.cy	The Institute in cooperation with public bodies such as the University of Cyprus, Ministry of Education etc. offers seminars out of charge that are addressed to the public and are related to media literacy and school education. It emphasises school literacy for children in primary and secondary education aiming at developing literacy and critical thinking skills. The Institute also offers seminars and trainings targeted to parents aiming at identifying the needs of each school and supports children's learning development. The Institute offers compulsory courses to teachers to ensure educational progress.	Cyprus Pedagogical Institute, Ministry of Education, Culture	Website: http://www.pi.ac.cy/ Contact person: Spyros Sofokleous E-mail address: info@cyearn.pi.ac.cy literacy_cyprus@cyearn.pi.ac.cy
GREECE				
CSli (Cyber Security International Institute)	Website: https://www.csii.gr	Digital Academy for parents (E-learning seminars, twice every week, composed by 4 units)	parents	Technical and psychological support , precautious measurements
Greek Safer Internet Centre	www.Saferinternet4kids.gr	Webinars about cyber bullying, sexting, illegal content etc	Children and Parents	
UNESCO DIGITAL LIBRARY	https://unesdoc.unesco.org/ark:/48223/pf0000192971_gre	A guide for teachers about Media literacy	Educators, Postgraduate students on pedagogical studies (parents)	There is extra information about parents. There is a link that redirects them to a Handbook.

¹⁰ Pancyprian Organisation Promoting of Literacy (2017) 'Πρόγραμμα στηρίζω τις βιβλιοθήκες'. Available at:

<https://grammatismos.wordpress.com/events/%cf%80%cf%81%ce%bf%ce%b3%cf%81%ce%b1%ce%bc%ce%bc%ce%b1-%cf%83%cf%84%ce%b7%cf%81%ce%b9%ce%b6%cf%89-%cf%84%ce%b9%cf%83-%ce%b2%ce%b9%ce%b2%ce%bb%ce%b9%ce%bf%ce%b8%ce%b7%ce%ba%ce%b5%cf%83/>

ITALY				
ISTAT	https://www.istat.it/it/files//2019/12/Cittadinie-ICT-2019.pdf	ISTAT is the national statistic office in Italy, it provides every year studies, surveys, and numeracy regarding all the aspects of the Italian society, including culture, communication, media	All	The entire set of official and publicly recognized statistics in Italy come from ISTAT. ISTAT carries on its business under Law.
Fondazione Ugo Bordoni	http://www.fub.it/it/Home	Fondazione Ugo Bordoni is a study and research center, entitled to provide to public and private bodies scientific documents and services in the sector of ICT. Together with ISTAT, in 2018 it developed an interesting study concerning the use of Internet in Italy (https://www.istat.it/it/files/2018/06/Internet@Italia-2018.pdf)	Public and Private entities	
MED - Associazione Italiana per l'Educazione ai Media e alla Comunicazione	https://www.medmediaeducation.it/ http://riviste.erickson.it/med/wpcontent/uploads/2019/11/05_MED_Novembre%202019.pdf	Publishing of the magazine "Media Education" (2 issues a year). Organization of Summer, Winter and Spring School for teachers, educators, parents, scholars, with 3-5 days programmes including workshops, conferences and best practice analysis.		
Mr. Marco Pini	https://www.netreputation.it/consigli-dimedia-education/	Research and training activities through the NGO NetReputation	Teachers, Parents and adults in general	Co-author of the ebook (available for free) titled "Generazioni a confronto", including advices and good practices about "new media education" dedicated to adult people dealing with kids in the everyday life (https://www.netreputation.it/generazioni-a-confronto/).

Eurispes – Istituto di Studi Politici Economici e Sociali	https://eurispes.eu/attivita/medialiteracy/media-literacyin-italia/	Eurispes elaborated a project devoted to the dissemination of media literacy in Italy. The project consists of training activities offered to schools, VET institutes, families and private companies.	See the left column	
European Audiovisual Observatory (Italian representation By AGCOM)	https://rm.e.int/native/0900001680783500 https://rm.e.int/native/09000016807834fa	In 2017 the Observatory produced an important “Mapping of media literacy practices and actions in EU-28”, where the Italian best practices and most important actors in media literacy topics are well described.	Policy makers, Public and Private stakeholders, school system	The Obvervatory is the European umbrella organization able to start any kind of initiative and project to encourage the knowledge about media literacy.
Fondazione Carolina	https://www.fondazionecarolina.org/	In cooperation with the social co-operative Pepita onlus (https://www.pepita.it/2020), Fondazione Carolina promotes and organizes projects, calls and training initiatives devoted to prevent youngsters from cyberbullying, sexting and other similar crimes.	Schools, associations, parents organizations, youth centres	In 2013, Carolina, a 15 years old girl from Novara (Northern Italy), was victim of a heavy action of cyberbullying perpetrated by some contemporaries, and she committed suicide. Her father decided then to create this foundation to develop initiatives helping pupils, their families and schools to raise awareness of the problem.
Media Literacy Foundation “Sotto i venti”	http://www.medialiteracy.it/			
POLAND				
Media 3.0 Foundation	media30.pl@kontakt@media30.pl	Media 3.0 Foundation organizes trainings about media literacy for young people but also develops other activities: builds the information society, data-based journalism. They create tools that affect civic participation and increase the transparency of public	Young people from 18-30, who have already entered to the labour market or will enter soon	Media literacy is one of topic that they deal with.

		institutions. Their mission is to make the world of the Internet accessible to everyone.		
Modern Poland Foundation (Fundacja Nowoczesna Polska)	https://nowoczesnapolska.org.pl/fundacja@nowoczesnapolska.org.pl	Foundation is involved in 3 main topics: 1. "Free resources" - they run free digital library in Poland, 2. Media literacy - they have developed a "Catalogue of media and information competences", they prepare educational materials and organize workshops for students, teachers, parents, 3. Copyright Law. They help you understand copyright and the rules for using free licenses	Students, parents and teachers, animators, educators	They run the educational website edukacjamedialna.edu.pl, which contains scenarios, online courses, exercises and materials for media education ready to use in schools and as part of classes in different institutions. They organize also Digital - the first interdisciplinary Olympics dedicated to digital competences.
Orange Foundation	https://fundacja.orange.pl/fundacja@orange.com	They teach how to use new technologies safely, wisely and creatively. They help mainly children, but also adult to become a safe internet user. They have developed an on-line course for parents including: Internet security, social media, privacy, e-commerce and harmful content (https://fundacja.orange.pl/kurs)	Children, youth and adults (including parents)	They teach children and parents online safety rules, support modern digital education for children and youth, help residents of small towns develop digital literacy, inspire people to use modern technologies wisely and creatively, conduct studies on digitization and the use of technology in Poland, run nationwide educational projects for schools, connect people who need help with volunteers
Fundacja Rozwoju Społeczeństwa Informatycznego	http://frsi.org.pl frsi@frsi.org.pl	They implement educational, social, cultural and technological projects. They also promote financial education, learn the basics of programming and use of new	Inhabitants of small cities (up to 50 000).	They run projects, organize conferences, social campaigns, networking and consulting.

		technologies for socially useful purposes. Their projects support local communities in their development. They encourage to conscious use of information and media communications.		
Stowarzyszenie "Miasta w Internecie"	https://www.mwi.pl/biuro@mwi.pl	This association helps local governments to develop their digital skills and support society in development of digital competences. They act in following topics: media literacy for adults, support of digital transformation of Polish schools, conducting scientific research, consulting for local councils	Adults 50+, school teachers, local councils	
Fundacja Dbam o Mój Z@Sięg	https://dbam.omojzasieg.com fundacja@dbamomojzasieg.com	They work in training, research, consulting and educational area of media literacy. They organize trainings and workshops for schools, institutions and different companies situated in Poland. They also carry out special projects such as the campaign "HERE AND NOW. Hang up the phone, turn on relationships" or a nationwide conference FUTURED.	The recipients of their activities are: children, youth and adults.	
Fundacja Dajemy Dzieciom Sięg	https://fdds.pl/biuro@fdds.pl	They act to protect children, give them opportunities to have a safe childhood and not to forget about children's dignity. They also touch the media literacy topic.	Children, youth, parents	They organized "Safer Internet Day 2020" - how to show children the potential of the network and protect them from threats. This foundation runs also campaign which makes parents aware of the problem of addiction of screen devices by themselves, children and young people.

				The campaign draws attention to the negative impact of screens tools on family relationships and health.
NASK - Państwowy Instytut Badawczy	https://www.nask.pl/ nask@nask.pl	NASK is a state research institute supervised by the Ministry of Digitization. Their main activity is: ensure internet security in Poland and react when security is reduced. NASK conducts research and development activity in the scope of developing solutions increasing the effectiveness, and security of ICT networks and other complex network systems.	Different insitutions, schools, government office	Together with Foundation Dajemy Dzieciom Siłę develops a website called: https://www.saferinternet.pl/ with learning materials, publications, videos, reports, reserches and guide handbooks and other documents dedicated to different topics connected to digitalization.
Website https://sieciaki.pl/	http://www.dzieckowsieci.pl/	Discribes problems, proposes rules and gives solutions on how to deal with difficult situations which can happen to children using the Internet. It includes a set of films about tools for “parents’ control” and good advices on communication with children using the Internet.	Parents	
EU level				
EAVI, European Association for Viewers’ Interests		Final report: Study on Assessment Criteria for Media Literacy Levels https://ec.europa.eu/assets/eac/culture/library/studies/literacy-criteria-report_en.pdf	All	A comprehensive view of the concept of media literacy and an understanding of how media literacy levels in Europe should be assessed.
Ministry of Education and Culture, Finland		Policy: Media Literacy in Finland https://medialukutaitosuomes.fi/en/	All	National Media Education Policy
European Commission		Policy: Media literacy https://ec.europa.eu/digital-singlemarket/en/media-literacy	All	

NESET		Analytical report: Teaching media literacy in Europe: evidence of effective school practices in primary and secondary education https://nesetweb.eu/wpcontent/uploads/2019/06/AR2_Full_Report_With_identifiers_Teaching-Media-Literacy.pdf	Teachers	Network of experts working on the social dimension of education and training.
EU Commission		Factsheets: A Europe fit for the Digital Age https://ec.europa.eu/info/publications/factsheetseurope-fit-digital-age_en	All	
EU Commission		Overview of EU's role: Media literacy https://ec.europa.eu/culture/policy/audiovisualpolicies/literacy_en	All	About Media Literacy. Why is it needed, what is the EC's role, what has been archived so far, what are the next steps?
EUR - Lex		Recommendation: Commission recommendation on media literacy in the digital environment for a more competitive audiovisual content industry and an inclusive knowledge society https://eur-lex.europa.eu/legalcontent/EN/TXT/?uri=CELEX:32009H0625	All	Recommendations how to give citizens a better knowledge of how Internet search engines work.
EU Commission		Policy: Creating a Better Internet for Kids https://ec.europa.eu/digital-singlemarket/en/content/creating-better-internet-kids-0	Parents, Teachers, Kids	Strategies and actions to improve the online experience of children and adolescents.
EU Commission		Study on media literacy and online empowerment issues raised by algorithm-driven media services (SMART 2017/0081) https://ec.europa.eu/digital-singlemarket/en/news/study-media-literacy-and-onlineempowerment-issues-raised-algorithm-drivenmedia-services-smart	All	Study on the impact of Algorithms on our online habits.

Better Internet for Kids	https://www.betterinternetforkids.eu/	A portal dedicated sharing best practice and policies when using internet and being online.	All, especially for kids and adolescents.	
EU Commission		Policy: Alliance for better protect minors online. https://ec.europa.eu/digital-singlemarket/en/alliance-better-protect-minors-online	All	
EU Commission		Testing and refining, criteria to assess media literacy levels in Europe, Final report – Study. https://op.europa.eu/en/publication-detail/-/publication/4cbb53b5-689c-4996-b36be920df63cd40/language-en	All	Publication of EU Commission showing the approach and Knowledge of media literacy by EU member.

2.8 Desk research – conclusions and best practices

Bulgaria:

Although there are existing materials, events, trainings and organisations dealing with media literacy the overall level of media literacy among Bulgarian parents and teachers is low. Only a specific parent’s segment who are active and interested in the topic are actually aware what media literacy is.

The best practices are:

- **The Bulgarian Center for Safe Internet** has developed training materials on different topics addressed to parents and teachers - <https://www.safenet.bg/bg/materiali>.
- Every year (since 2018) the Media Literacy Coalition organizes **Media Literacy Days** – a campaign that promotes the need to introduce media literacy into education.

Cyprus:

The best practices are:

- **Congress ‘Literacy and Contemporary Society: Spaces, Discourses, Practices’ (2017):** the event aimed at planning and presenting the social practices in regards to promoting literacy in education in Cyprus. The symposium communicated the needs and actions that need to be taken in order to ensure the efficiency of the activities the participating organisations need to undertake in relation to advancing literacy skills to the public.
- **Education Programme ‘Beauty Standards on Media and their critical evaluation’ (2017):** A study was conducted to investigate how pupils critically evaluate beauty standards online, advertising campaigns, online articles and content development. The study took place during the classroom in three primary schools in Cyprus. Pupils worked in teams and independently, were provided educational information and produced their own assessment on their perceptions on media content.

- **Communication and Education in 2016- Workshop:** The workshop aimed at identifying the ways media literacy can be included in education and in the national curriculum. Teachers have expressed a great interest in developing their skills in order to properly train pupils on media literacy.
- **Media Literacy Workshop- 2019:** The workshop aimed at raising awareness to students and teachers about media literacy, promoted the creative use of Media in educational processes and influenced the participants to deepen their role on Media in order to critically evaluate media content and not only be observes/ consumers of its content.

Greece:

The best practices are:

- **First Greek Media Literacy week**, 4-10 December 2017, an initiative by MLI (Media Literacy Institute) in Greece and its newsroom Journalists About Journalism (JAJ) was supported and complemented by the Peace Journalism Lab of the Department of Journalism and Mass Media, Aristotle University of Thessaloniki. The event was about building awareness on people from different ages and about them realizing their rights on the world wide web and discovering their ability of discovering the digital era.
- **Fake News: How we react?** On the 20th of April 2018, in the cities of Thessaloniki & Kavala, Greece. The Secretary – General of the European Federation of Journalists, Ricardo Gutierrez shared his thoughts about misinformation types and the role of fake news in our everyday information. Representatives of Media Literacy Institute expressed their opinion and many local stakeholders took part on this discussion.
- **An open event for the definition of the term “Media Literacy”** on the occasion of a book presentation about Media Literacy and under the framework of “Global Media and Information Literacy Week 2019”. The main target group was teachers, trainers and readers as well as many stakeholders interested in the specific topic.

Italy:

Some relevant initiatives exist in Italy about media literacy. It's easy to check that only a few of them include specific training activities for parents: there is a very wide literature on the subject, but at the same time we can register a lack of interactive workshops involving parents.

The best practices are:

- **Initiatives of MED** (<https://www.medmediaeducation.it/>), but they are not enough to cover the info and training needs of parents. All this can justify and give a big added value to new initiatives such as MeLi for Parents;
- **Projects and training courses** activated thanks to the initiative of Fondazione Carolina and Pepita onlus. In February 2020 these organizations published the updated version of a very analytic guide for parents, schools and educators titled “Children online”. The guide, only in Italian, is available for free at <https://www.pepita.it/2020/wp-content/uploads/2020/04/guida-genitori-covid19-versione5.pdf>

Poland:

In Poland there are several programmes and initiatives related to media literacy, however none of them is an official long-term government strategy. There are no legal regulations concerning media literacy and media education. This topic hasn't been introduced in the Polish school system as a regular course or an independent topic.

As to existing programmes and initiatives related to media literacy, most of them are addressed either directly to young people or to teachers and educators. However, there are some training materials and courses designed for parents.

The best practices in media literacy for parents are:

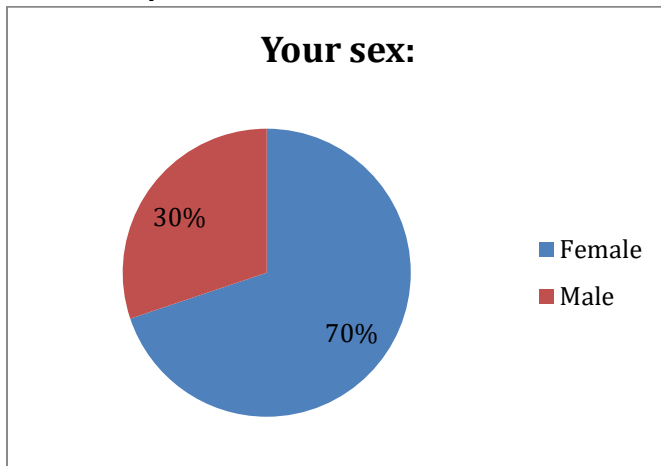
- **webpage** www.dzieckowsieci.pl – there is a comprehensive set of films, texts and links to other educational materials for parents,
- **an on-line course for parents** prepared by the Orange Foundation, related to safety on the Internet, e-commerce, privacy and other important topics, which is available here: <https://fundacja.orange.pl/kurs>

3. Questionnaires' results

3.1. The respondents characteristics

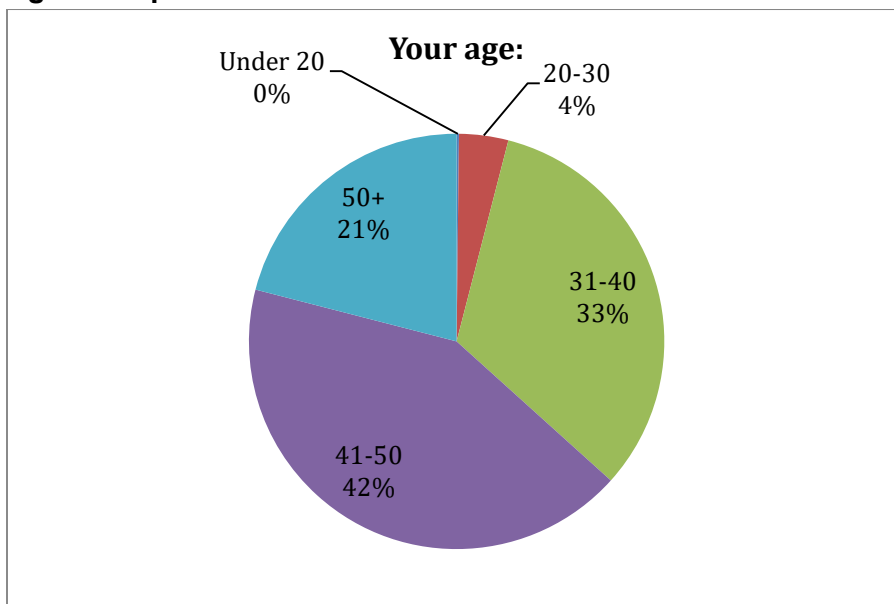
550 surveys were gathered altogether in 5 countries (Bulgaria, Cyprus, Greece, Italy, Poland) and on EU level (through the European Parents Association network). The characteristics of the sample is the following:

Sex of respondents:



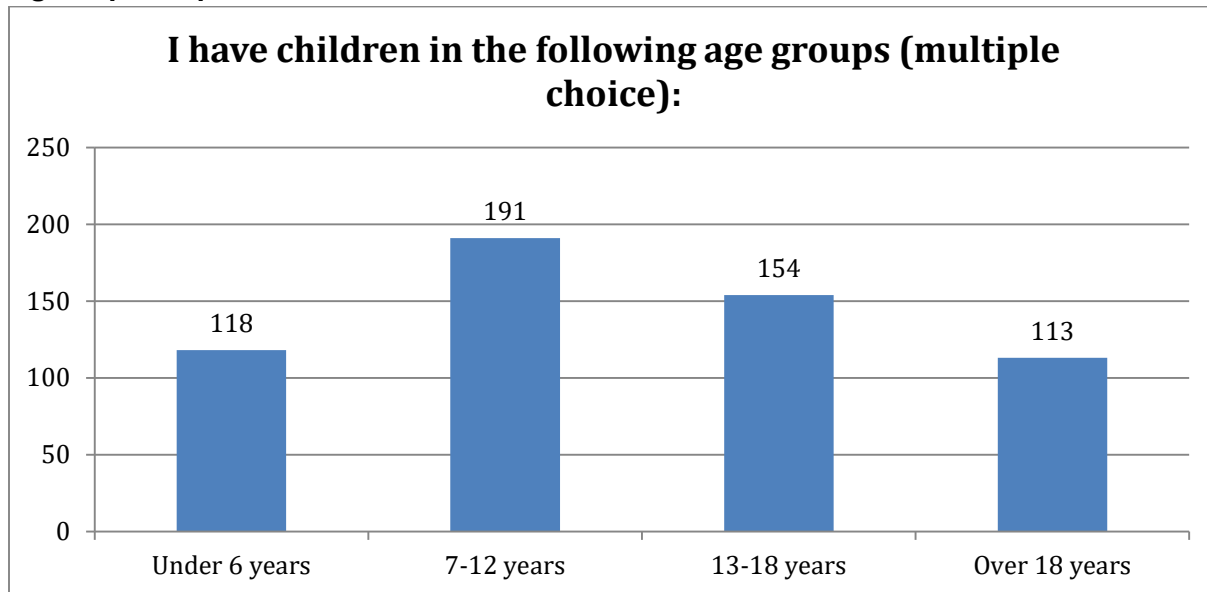
In all countries women were more likely to fill in the questionnaire (from 52% in Italy, up to 87% in Bulgaria).

Age of respondents:



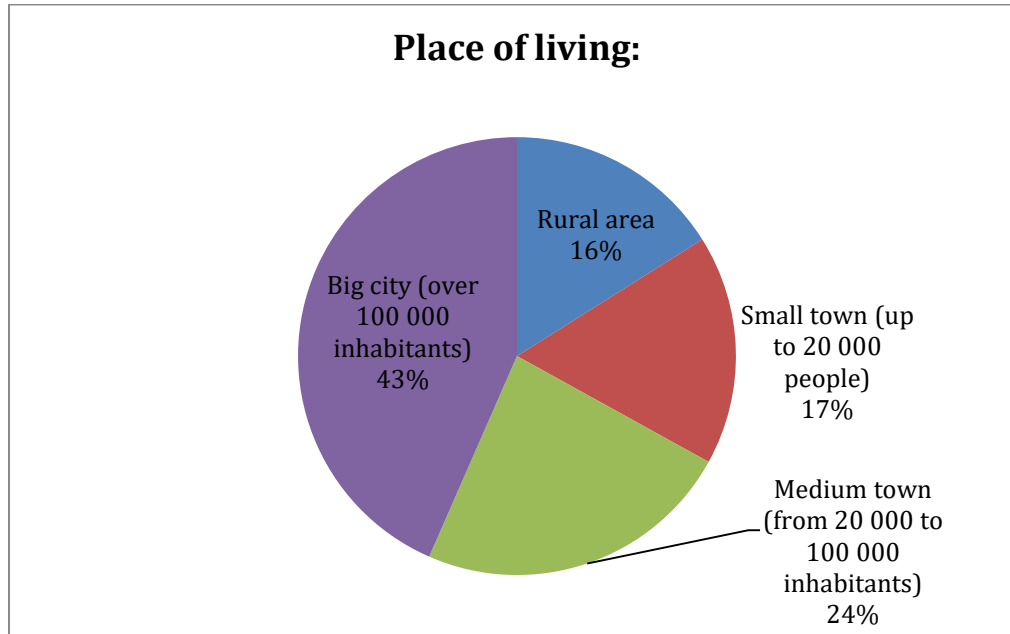
The main age groups of respondents are: 41-50 years old (42%) and 31-40 years old (33%), then those over 50 (21%). Since we were looking for parents, the results seem to be correct. In almost all countries those first two age groups were the biggest (except for Italy, where 50+ was the biggest group).

Age of participants' children

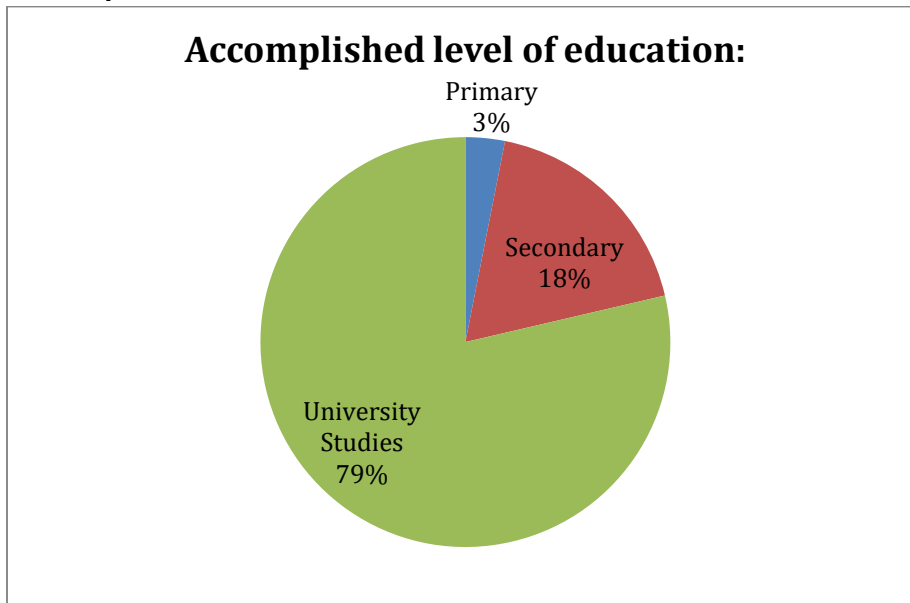


Parents who have children in the age of 7-12 are the biggest group among the respondents in total (especially in Poland, Greece and Cyprus), however in Italy more respondents have children over 18 (which is obviously related to the parents' age shown above).

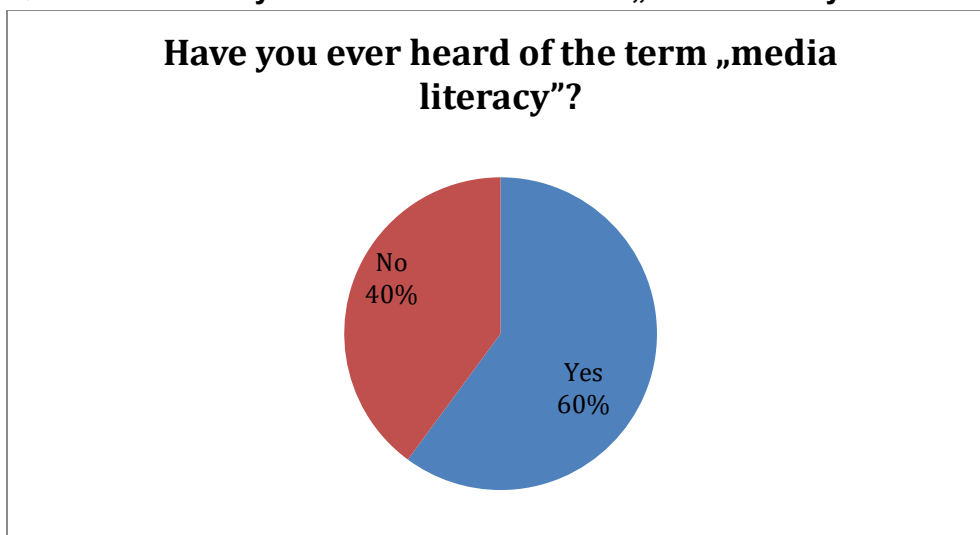
Place of living



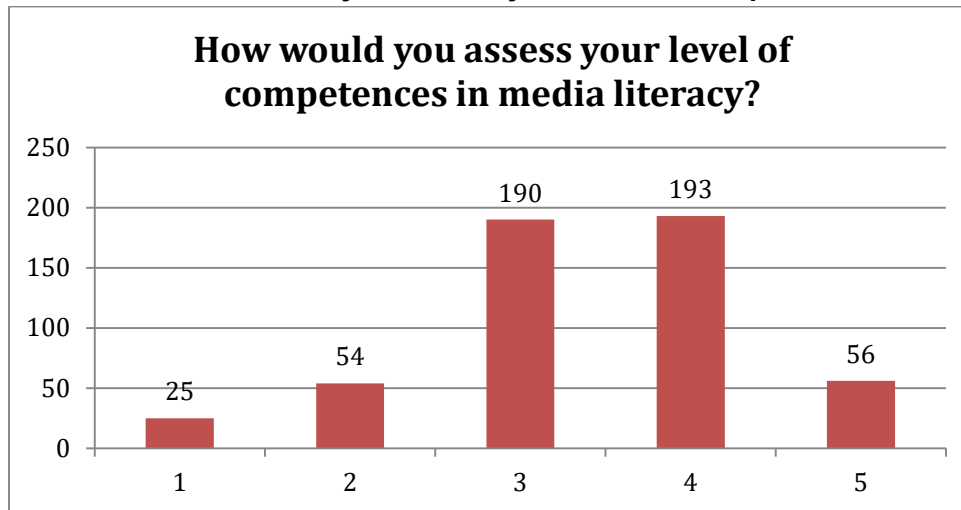
The majority of respondents (43%) live in big cities. This is the case for all participating countries. Only the questionnaires collected by EPA on EU level were mostly filled in by inhabitants of smaller towns (up to 20 thousand people). In most countries the distribution of places of living was quite even. Only in Bulgaria among the respondents there were no inhabitants of rural areas and very few of those living in small and medium towns.

Accomplished level of education:


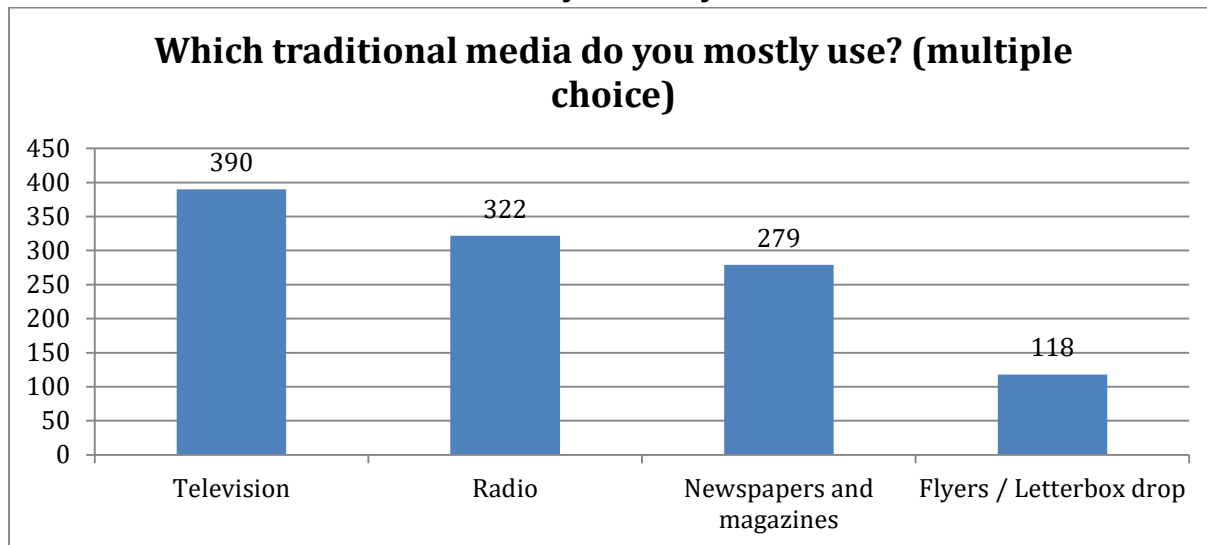
Most respondents (79%) from all the participating countries have accomplished university studies. Only a few respondents have primary education level. However, it doesn't necessarily mean that parents with primary education level are not interested in media literacy, it might be just the fact that the partners have more relations among people who have accomplished university studies.

3.2. Knowledge on media literacy
Question 1: Have you ever heard of the term „media literacy“?


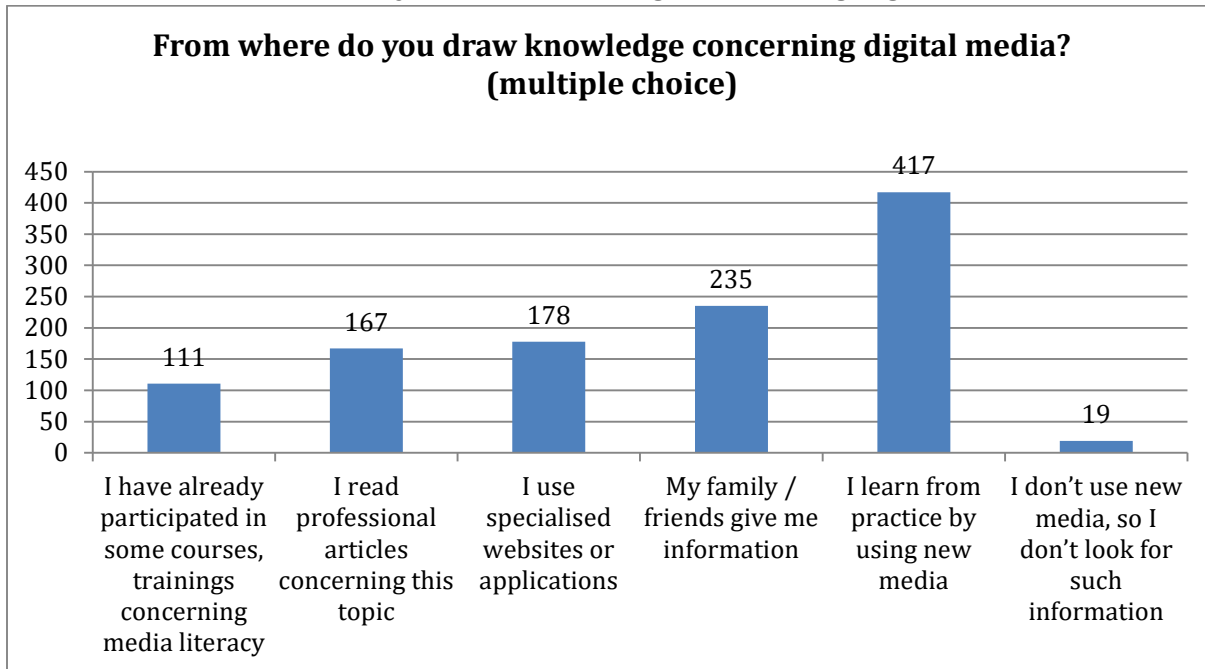
60% of respondents heard of the term „media literacy“ and 40% never heard of this term. There are no big differences between countries. Only in Italy there are a bit more respondents who said “no” (54%). In Poland 54% said “yes” (the term “media literacy” is not very popular), compared to Bulgaria, Greece and Cyprus where about 70% know what “media literacy” is.

Question 2: How would you assess your level of competences in media literacy?


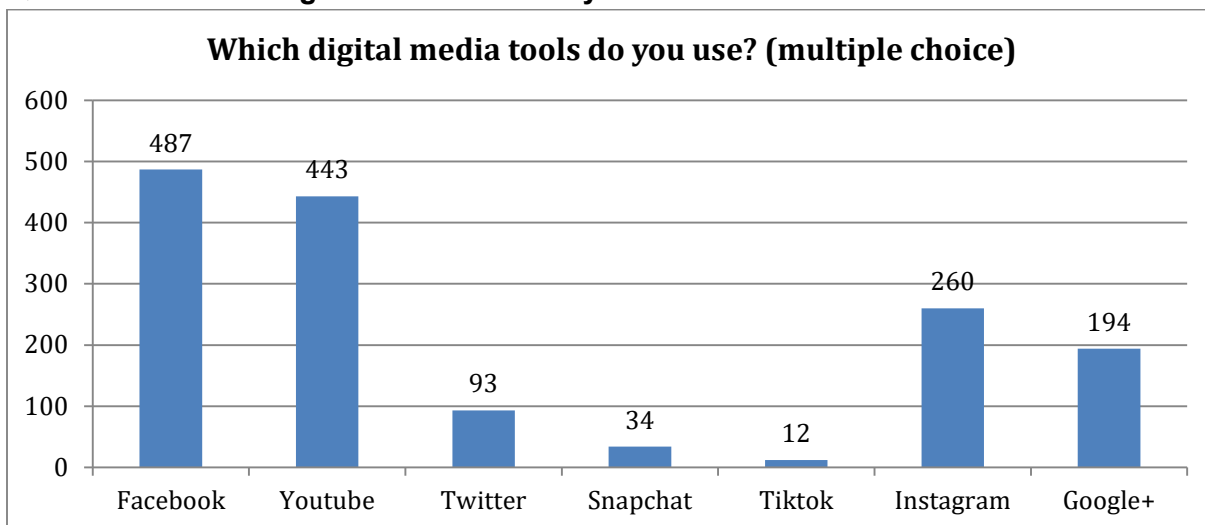
Altogether 383 respondents out of 550 assess their level of competences in media literacy as a 3 or 4 on a 1 to 5 scale (5 means “very good”). In some countries the first choice was level 3 (40% in Italy, 43% in Bulgaria) and in some it was even level 4 (58% in Greece, 43% in Poland, 38% in Cyprus). Generally speaking, parents seem to have high confidence in their competences, which probably means they overestimate them (they are not conscious how much more they should know).

3.3. Media channels / platforms used by respondents
Question 3: Which traditional media do you mostly use?


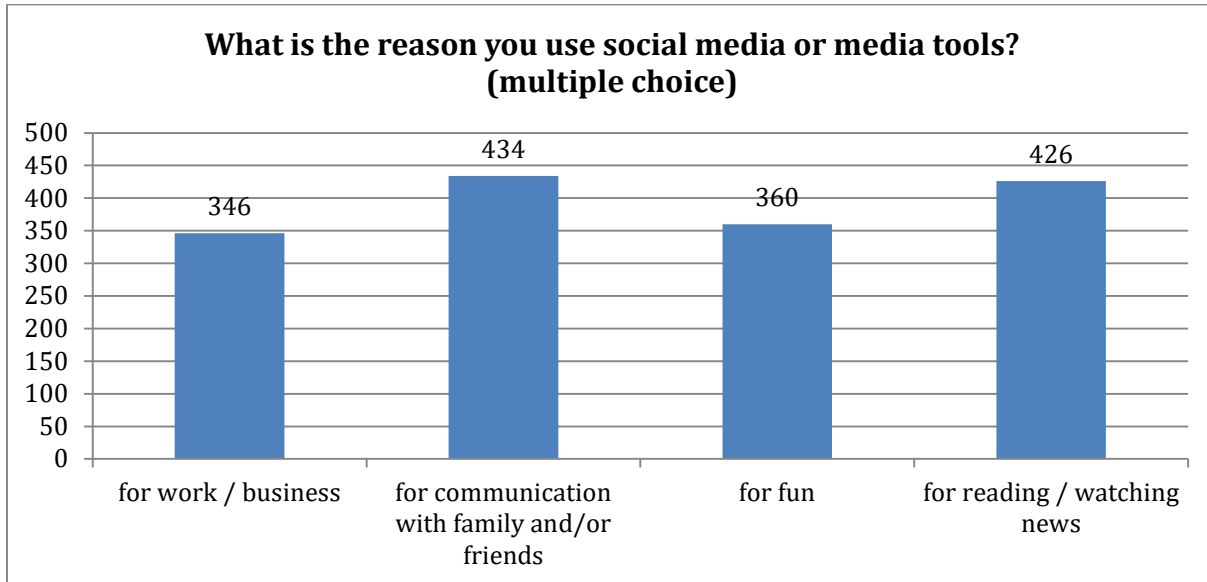
People who completed the survey mainly use television (390 out of 550), then radio (322 out of 550), newspapers and magazines (279 out of 550). There are less people who use flyers /letterbox drop (118 out of 550). The answers are quite similar in all countries. However, in Poland “radio” is the first choice and in Italy “newspapers and magazines” is the second choice.

Question 4: From where do you draw knowledge concerning digital media?


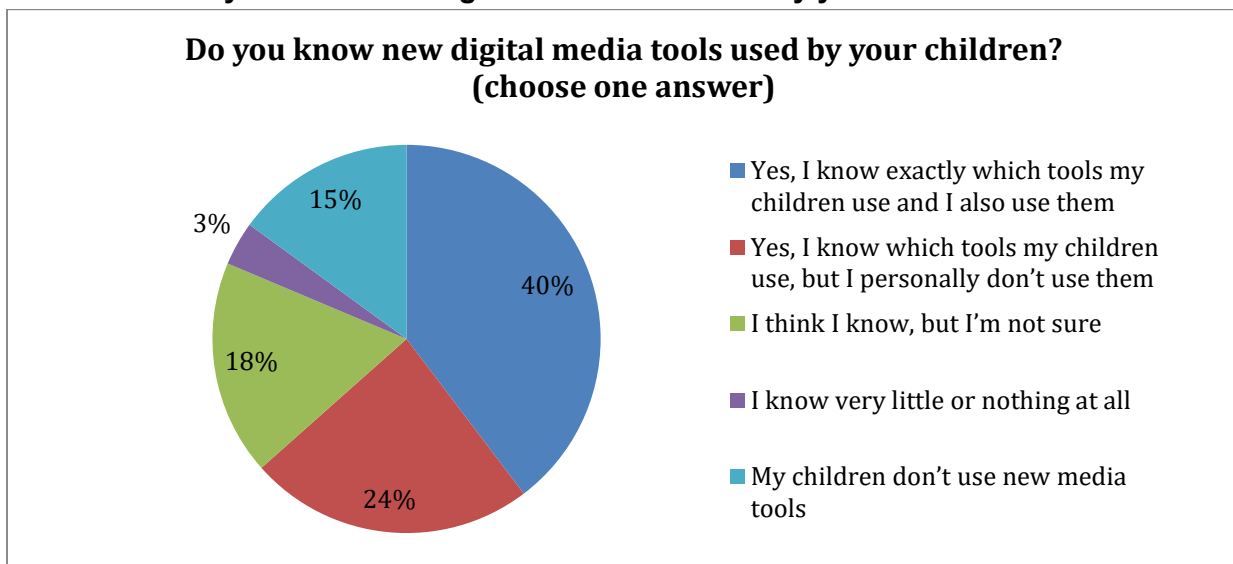
Most respondents (417 out of 550, 76%) learn from practice by using new media (this is the first choice in all participating countries). Other options are much less popular. On average, only 20% have already participated in some courses or trainings concerning media literacy (this figure differs from 12% in Poland to 27% in Greece).

Question 5: Which digital media tools do you use?


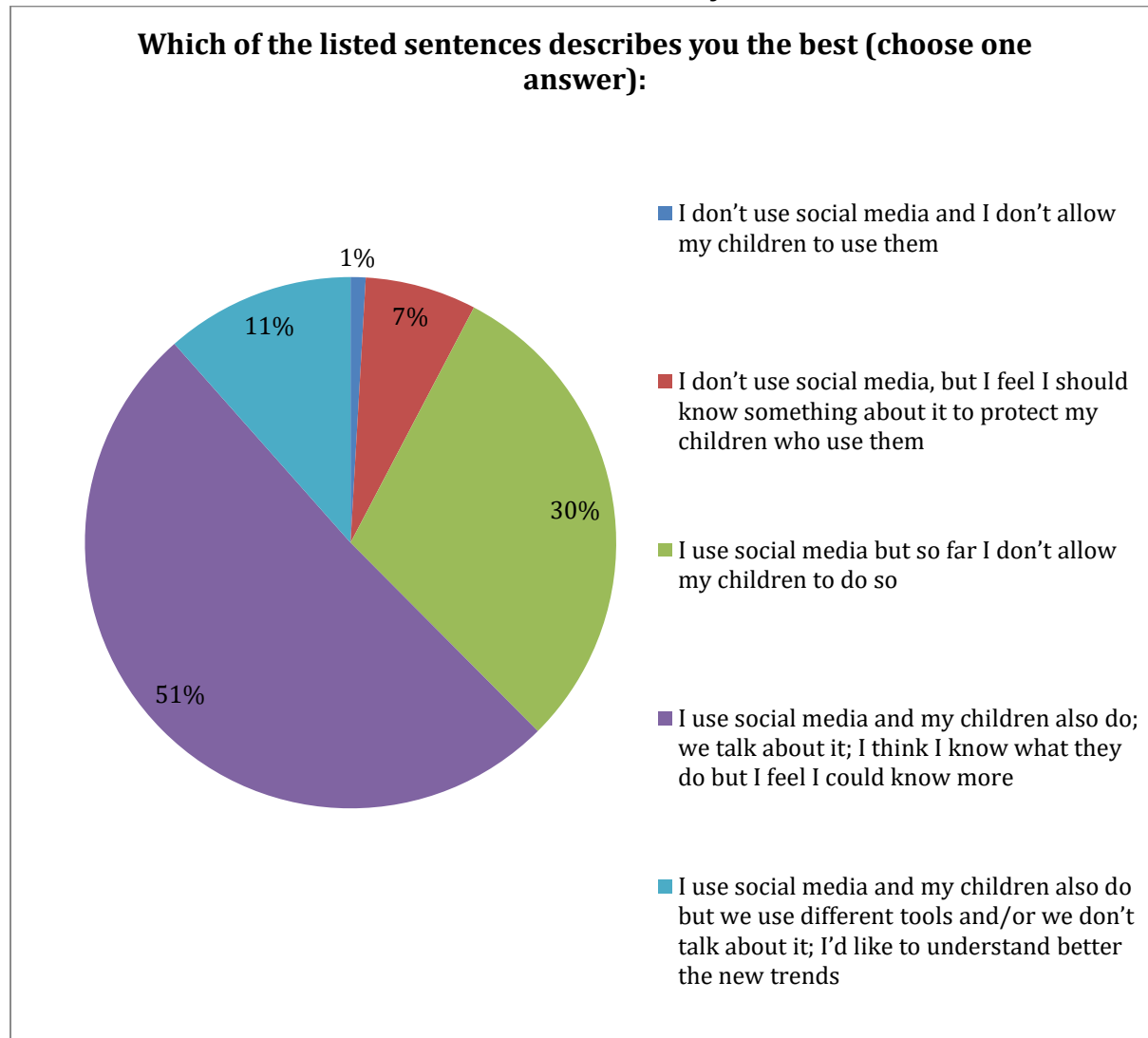
Facebook and Youtube are very widely spread media in all countries (89% respondents use Facebook, 81% use Youtube; in most countries these percentage is even higher, only in Italy the results are a bit different – 68% use Facebook and 57% Youtube). Instagram is also quite popular. 35% respondents indicated Google+ (although it is not active any more). Other tools such as Twitter, Snapchat or Tiktok are not very popular. Among “others” the respondents mostly indicated LinkedIn and WhatsApp.

Question 6: What is the reason you use social media or media tools?


Most respondents use social media or other media tools for communication with friends and family (79%) or for reading and watching news (77%), however other purposes (business and fun) are also quite popular among respondents. The results are similar in all countries.

3.4. Parents versus children using new media
Question 7: Do you know new digital media tools used by your children?


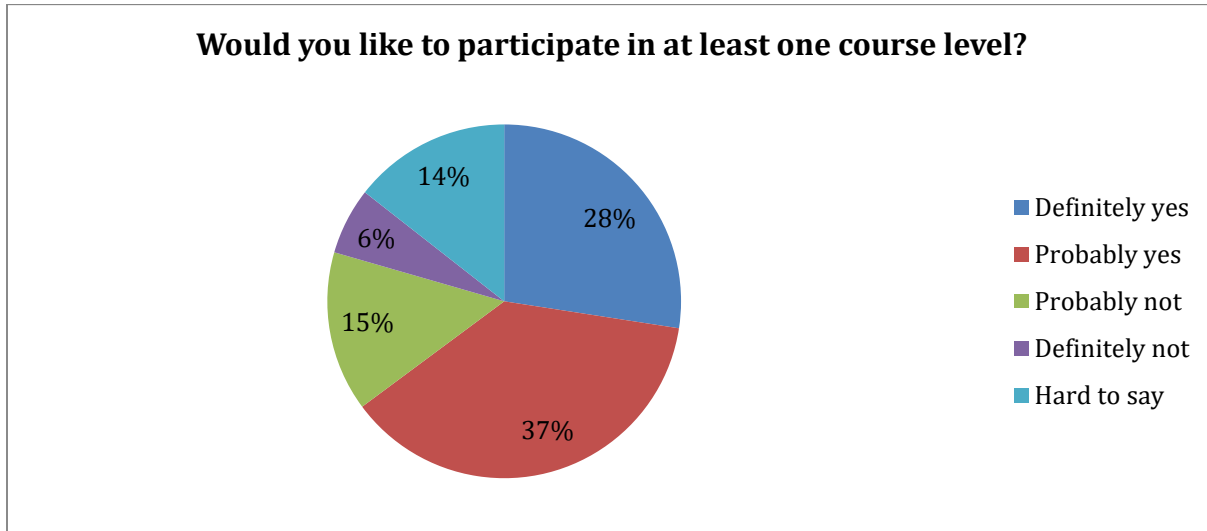
The biggest group of the respondents (40%) have indicated that they know exactly which tools their children use and they also use them. 24% say they know what their children use but they personally don't use those tools. Only 21% admit they are not sure (18%) or they don't know (3%). The 15% who says their children don't use new media tools probably have small children who just don't use them yet. There are no significant differences between countries in this respect.

Question 8: Which of the listed sentences describes you the best


More than a half of respondents (51%) declare that they use social media and their children also do but they could learn more. The second biggest group (30%) also uses social media but so far doesn't allow their children to do so (they are probably too young for that). The percentage of parents who don't use social media is relatively low (8% altogether). 11% admit the tools used by them and their children are different and they would like to know more. The differences between countries are not significant. The answers are more related to the age of respondents (and so their children): parents who have children aged 13-18 years and above 18 often admit they don't use the same tools as their children, those who have children aged between 7-12 often declare they know what they children do and those having children under 6 mostly don't allow their children to use social media. However, among those having elderly children there are also parents who don't allow their children to use social media.

3.5. Training course on media literacy

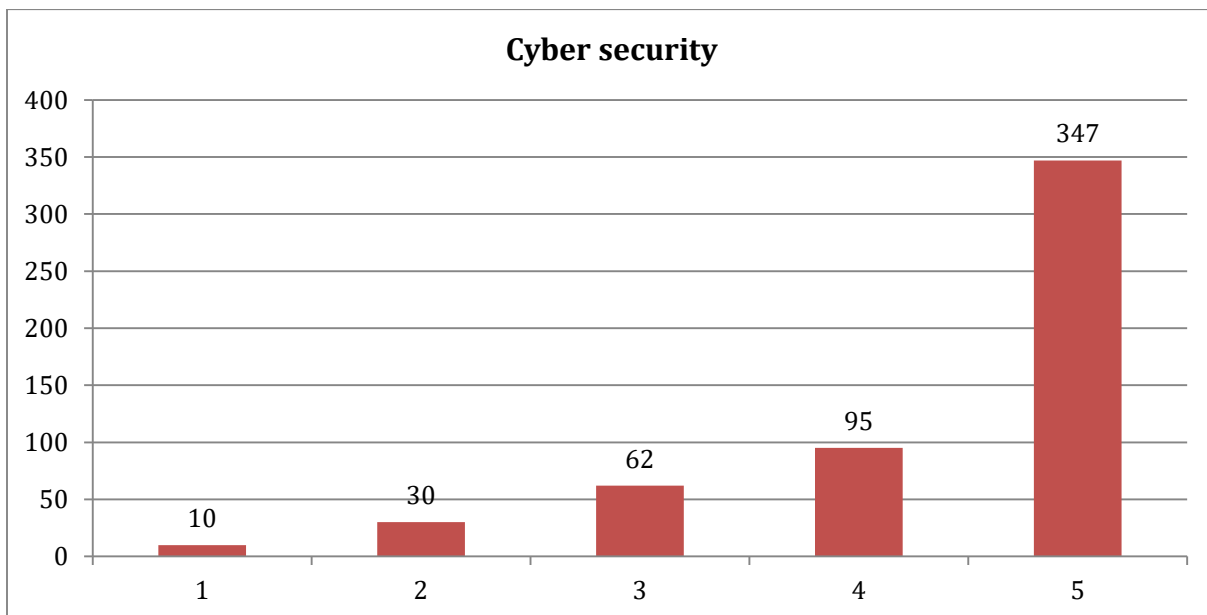
Question 9: Would you like to participate in at least one course level?

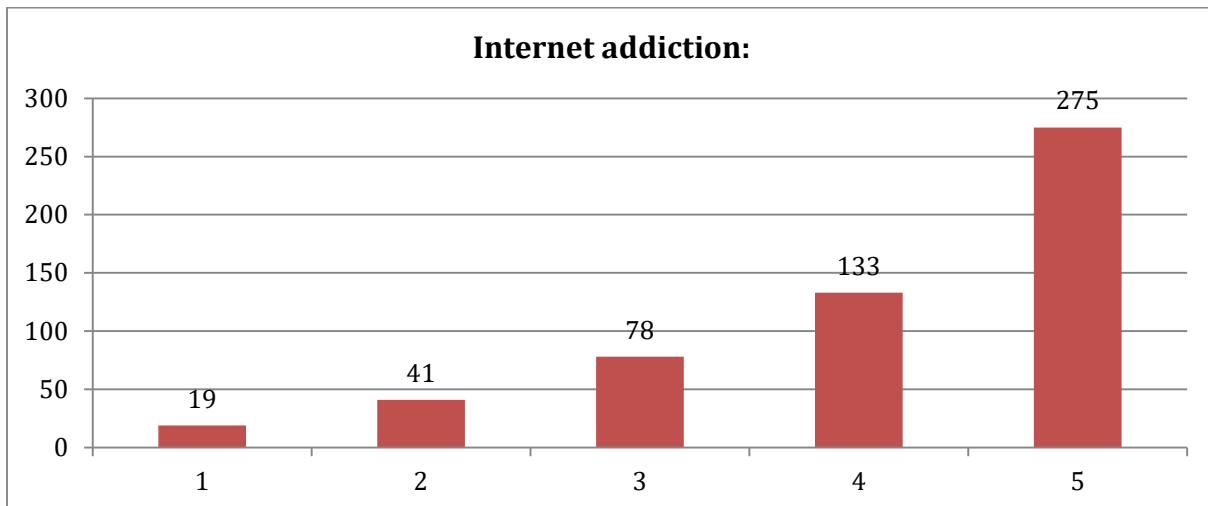
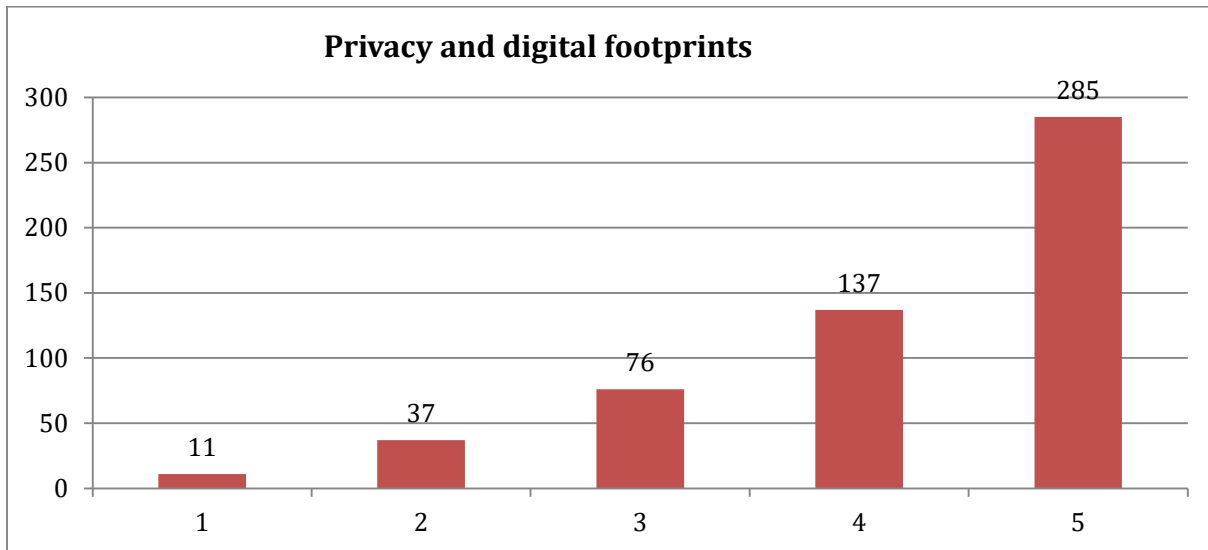
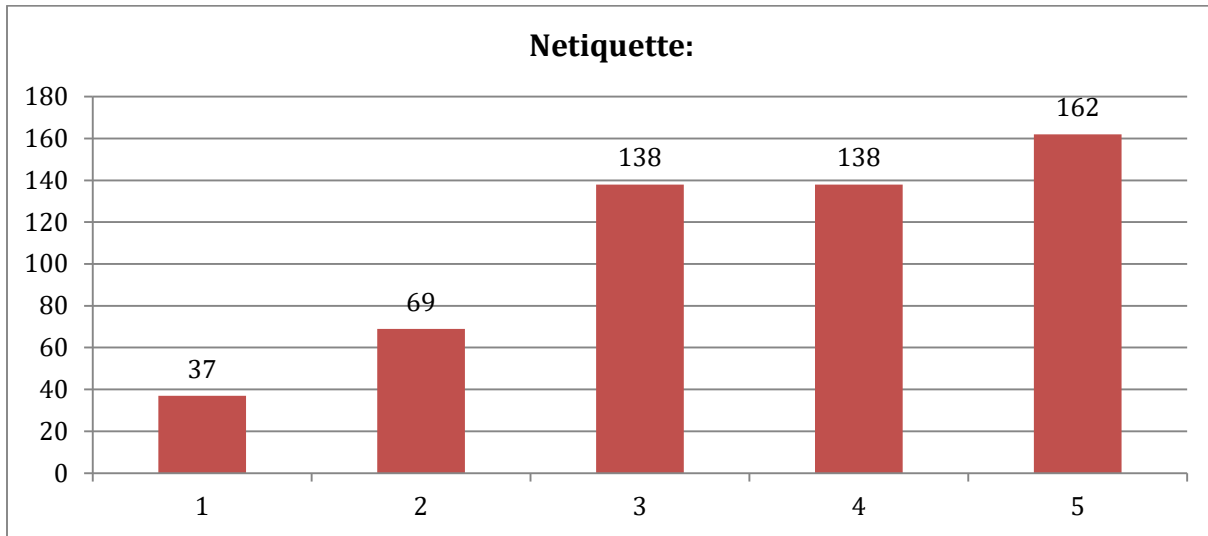


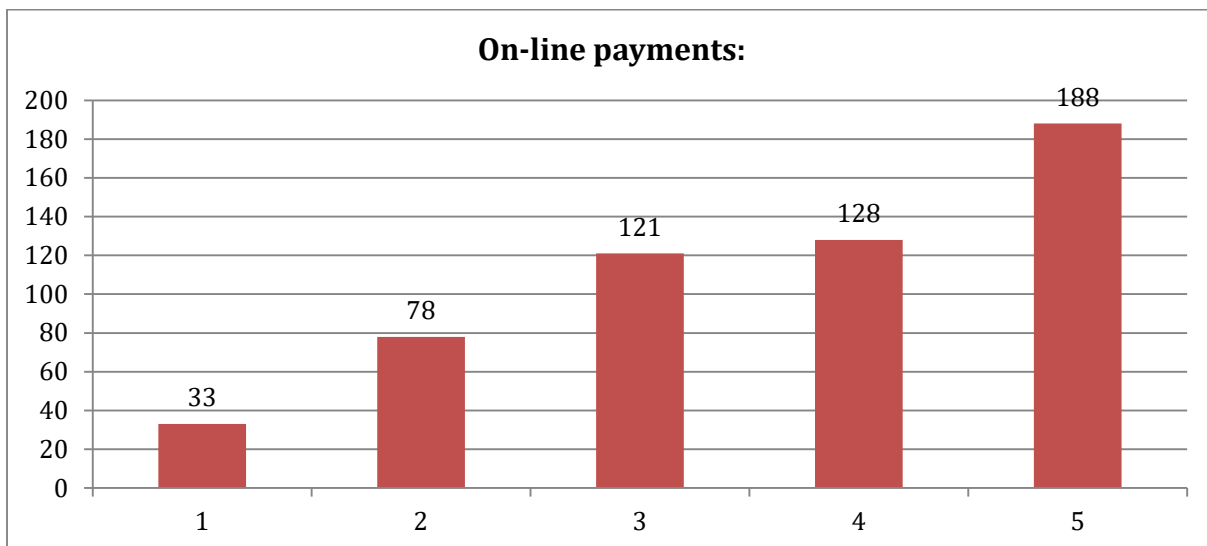
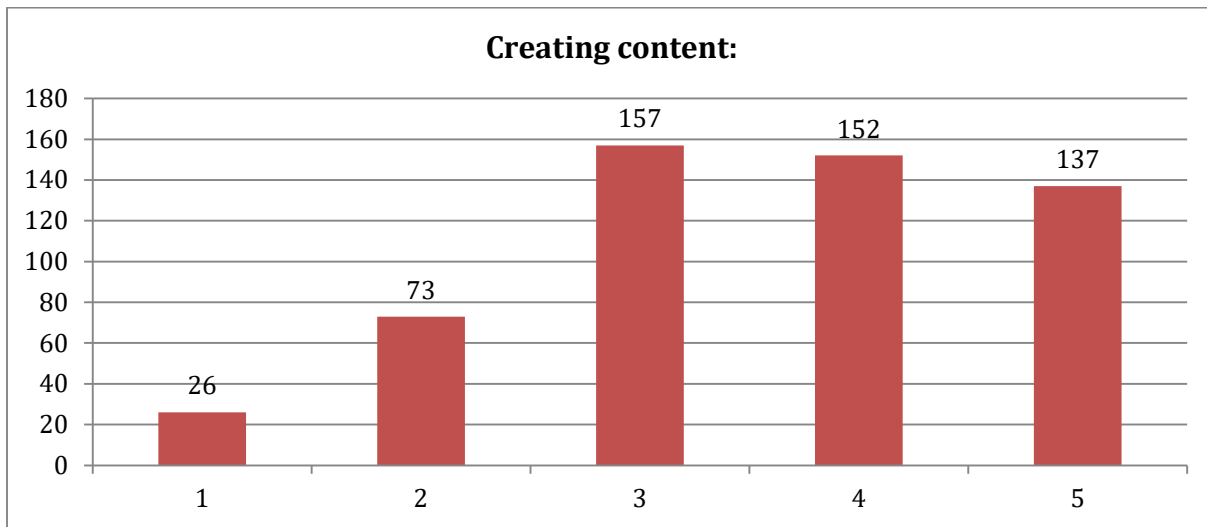
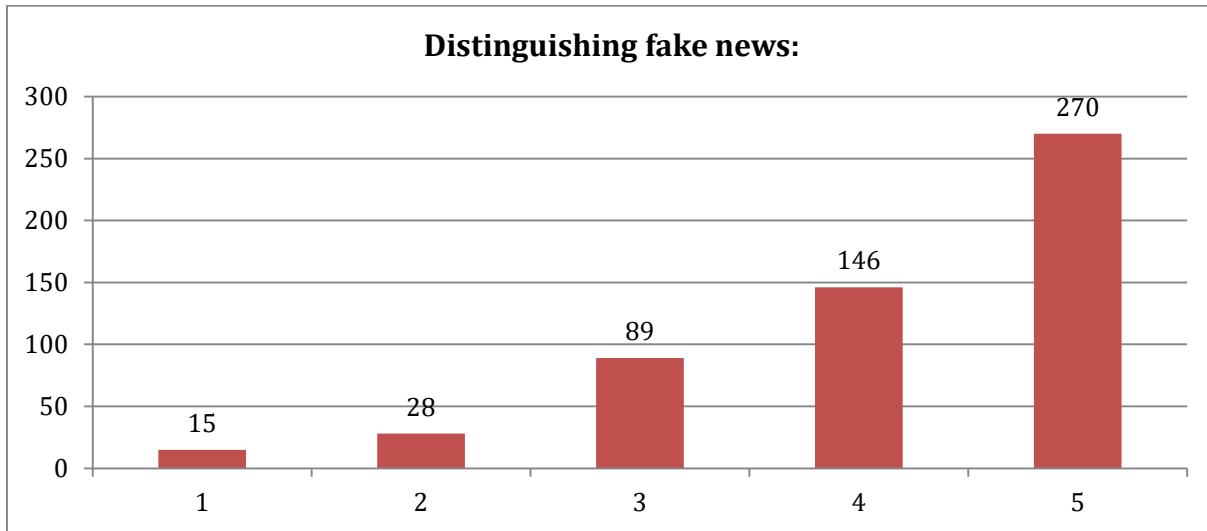
65% of the sample definitely or probably want to participate in at least one course level in media literacy, which shows the project “Media Literacy for Parents” responds to the needs of parents. There are no significant differences between countries. In all countries a majority of the parents declare their interest in the training (from 56% in Bulgaria, to 85% in Greece).

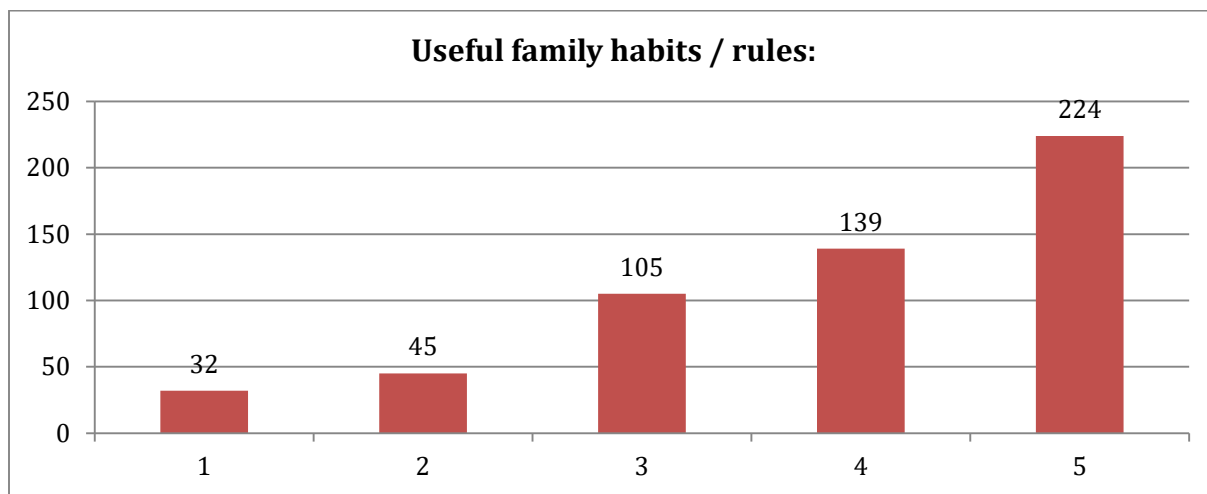
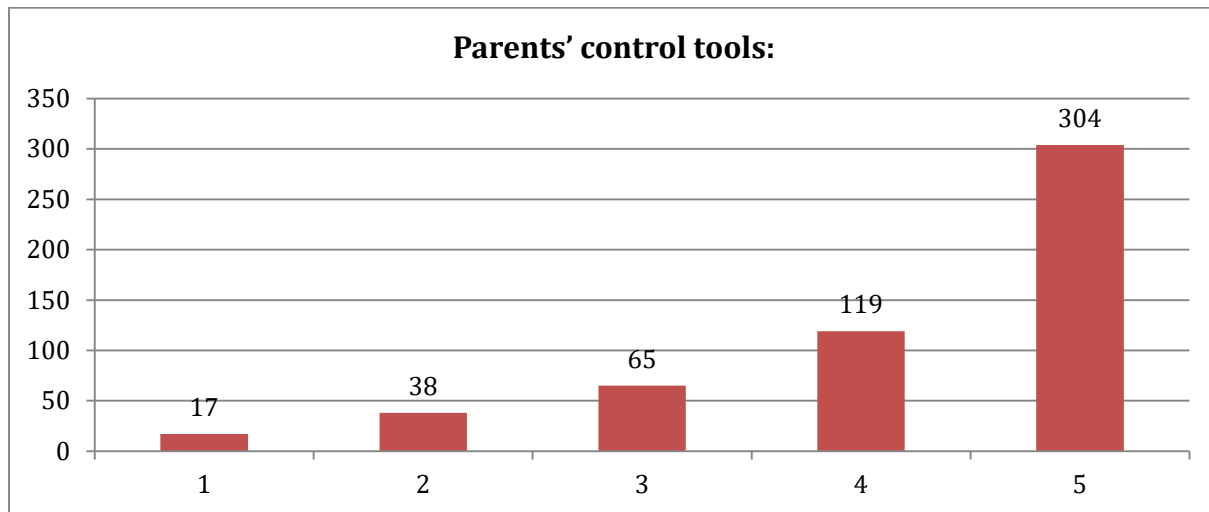
Question 10: Please, evaluate which of the listed topics would be the most useful for you in media literacy training

The respondents were asked to assess on a 1-5 scale (1 = useless, 5 = necessary) the importance of the listed topics in the training programme on media literacy. The results are the following:







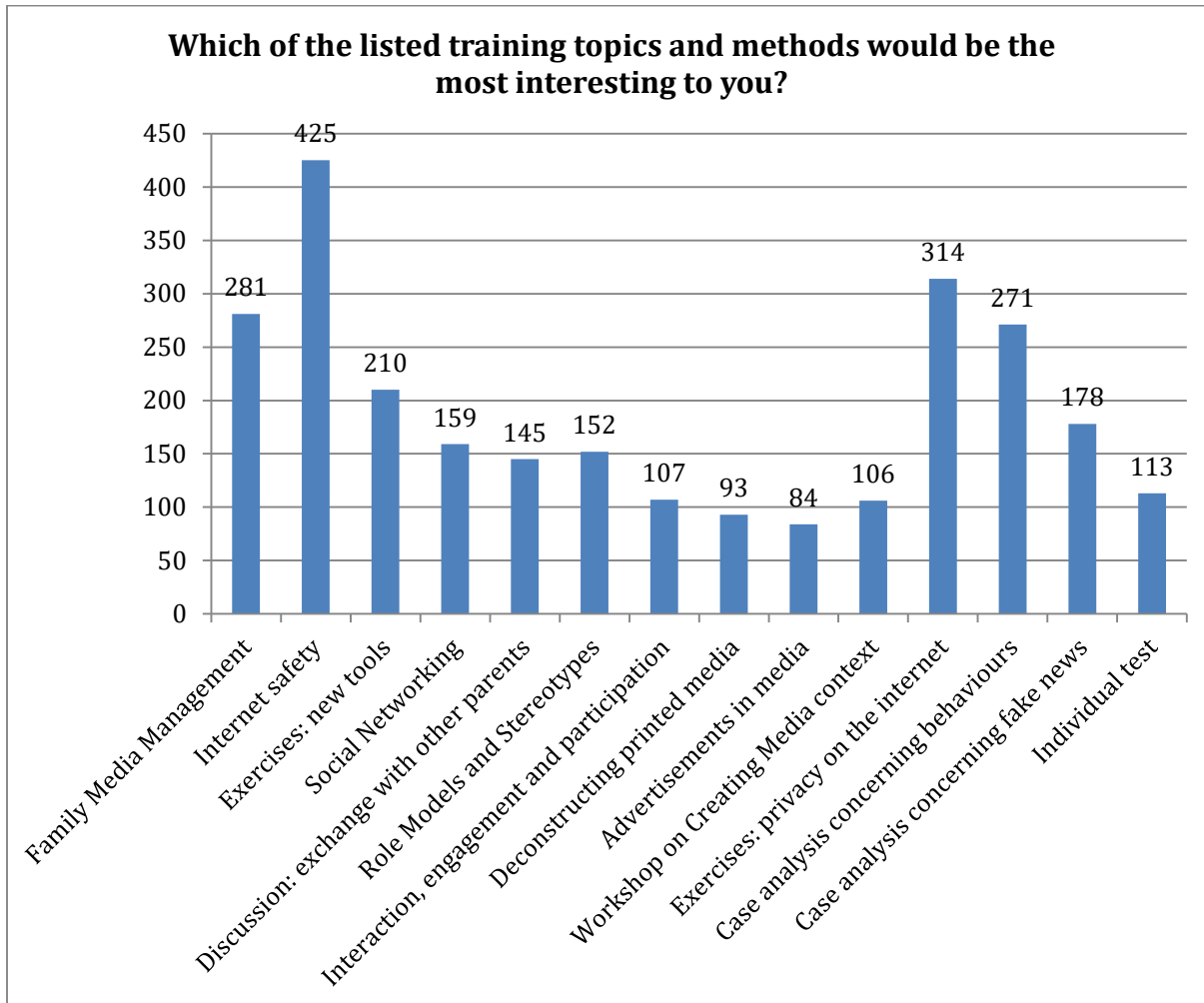


Cyber security and parental control tools have definitely been indicated as extremely useful topics by the biggest number of respondents. A significant number of respondents have also indicated as very important privacy and digital footprints, internet addiction and distinguishing fake news. Somewhat less necessary parents find it to set family rules (it seems that parents often want to get simple technical solutions to get control over their children; conversations, setting rules seem not to be so appealing). On-line payments, creating content and netiquette are not necessary for the majority of people (still useful, though). The results are similar in all participating countries.

Among “other” topics the respondents have proposed are:

- Discrimination and harassment of girls online, stalking, copyright
- Limited confidence
- What kind of media do young people use today - characteristics, potential, threats
- Shopping advice
- Practical exercises and ways to communicate with children without scaring them away
- Psychological aspects of the impact of the media on children and practical ways to deal with difficult situations.

Question 11: Which of the listed training topics and methods would be the most interesting to you? (one should only choose 5 answers fitting them the best)



The most interesting topics and methods to respondents are:

- Internet safety: Presentation on applications that protect me and my children from dangerous people, inappropriate content, viruses etc. (77%)
- Exercises: learning in practice how to protect one's privacy on the internet (advanced security settings in web browsers and smartphones) (57%)
- Family Media Management: Presentation on various tools (applications, plug-ins etc.) that help to control what my children do on the internet and use of traditional media (51%)
- Case analysis concerning behaviours – how to talk to my children, how to introduce family rules concerning internet, games, smartphones etc. (49%)
- Exercises: learning in practice how to use the new tools that are now popular among children and youth (snapchat, tiktok and others) (38%)

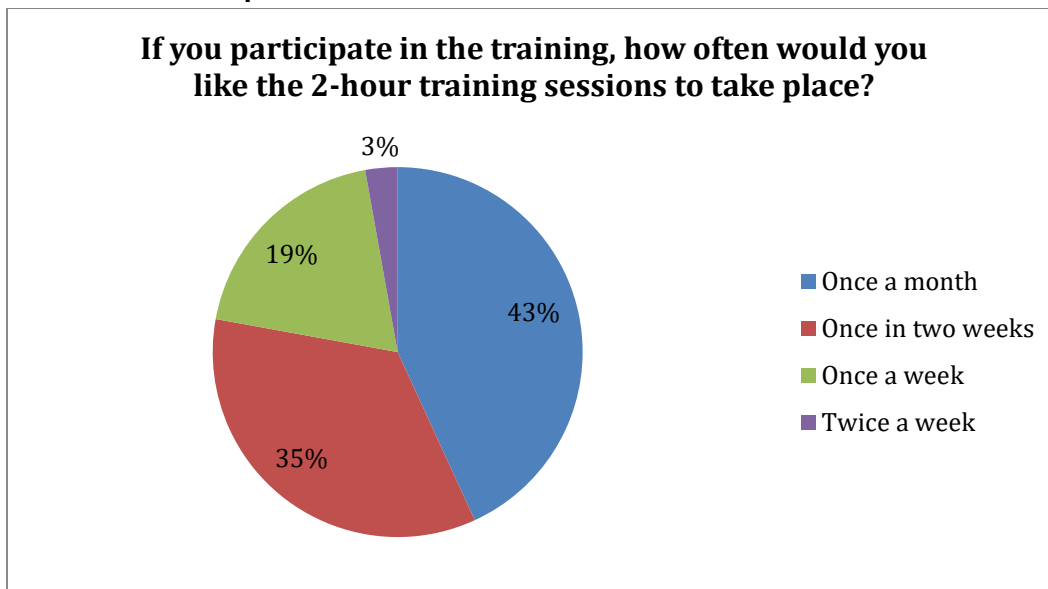
The results are similar in all the countries, although the order of the aforementioned answers may vary from one country to another (except for the Internet safety, which is always in first place). The respondents want to learn in practice by exercises, case analysis, discussion etc.

Question 12: If you participate in the training, would you be able to do practical homeworks between the training sessions (for example to try out some tools, introduce family habits etc.)?



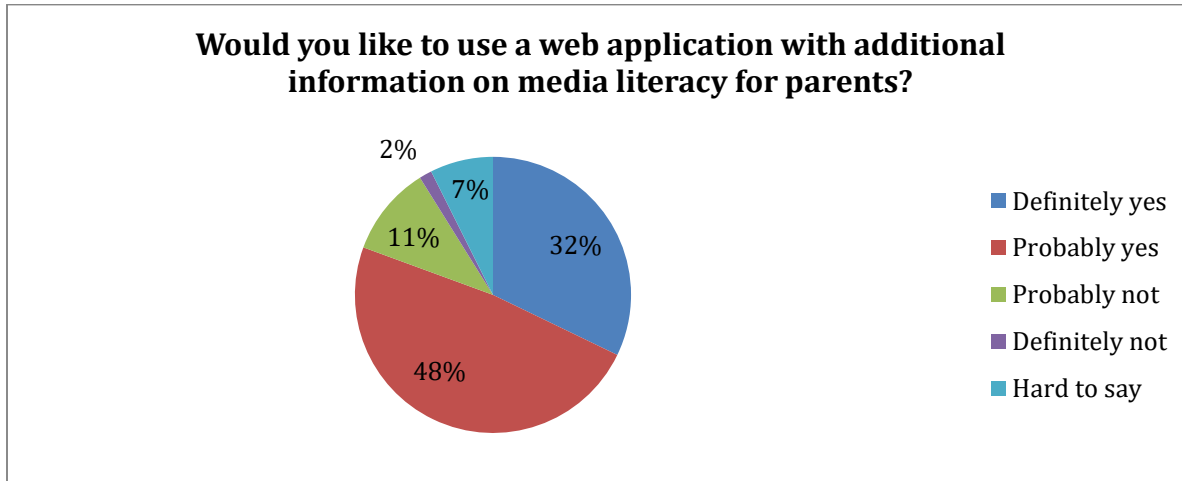
56% of the sample believe they would be able to do practical homeworks between the training sessions and 34% don't know.

Question 13: If you participate in the training, how often would you like the 2-hour training sessions to take place?



The biggest number of respondents would like to attend trainings in media literacy ones a month (43%) or once in two weeks (35%).

Question 14: Would you like to use a web application with additional information on media literacy for parents?



80% of the sample would like to use a web application with additional information on media literacy for parents (answers: definitely yes and probably yes). In all countries a big majority of the respondents are interested in the web application (from 71% in Italy to 97% in Greece).

3.6. Conclusions of the survey

The main conclusions we can draw from the survey are:

1. There is a visible interest in the topic of media literacy among parents (although the term “media literacy” is still not widely spread and obvious to everybody). In all involved countries we got quite a lot of answers within a short time.
2. Most respondents of the survey are parents between 31 and 50 years old living in urban areas. 70% are women. Almost 80% have higher education level. It means that we still lack knowledge of the needs and expectations of parents with primary education level. It doesn't necessarily mean that they are not interested in trainings on media literacy – it might be that the survey was mainly disseminated among parents with university education.
3. Most parents use both traditional and new media (especially Facebook and YouTube). The majority of the parents have learned everything they know in practice (without any dedicated trainings). Still, they claim they already know a lot (level 3 or 4 in 1-5 scale).
4. Most parents who answered seem to be quite conscious and willing to develop their knowledge and skills in the topic, which is a good sign. However, a big group also claim to know exactly what their children use and do on the internet. Most of them declare they want to participate in trainings organised within the MeLi project and they are interested in using the web application that is going to be developed within the project.
5. In the first place the respondents seem to be willing to protect their children, in order to avoid any dangers, internet addiction etc. They would like to get perfect technical solutions to have everything under control. The most important topics of the training are: cyber security, privacy and digital footprints, internet addiction and distinguishing fake news. The parents would like to learn in practice – through exercises, case studies, they are less interested in lectures and presentations.
6. In all involved countries a big group of parents have left their e-mail addresses confirming their willingness to participate in trainings and to get more information.

4. Focus group interview

4.1. The interviewees, their backgrounds, experiences and expertise

	Date and place of the meeting	Number of interviewees	Professions / experience of participants
Bulgaria	Sofia, February 24 th -27 th , 2020	5	Career consultant; Life&Business coach; NGO Manager; Expert in a consultancy agency; Educator, Trainer, NGO Manager
Cyprus	Nicosia, February 13 th 2020	5	Parent working in the Army, Housewife, Director of Kindergarten, Teacher, Journalist
Greece	Piraeus, February 20 th 2020	5	Educator, chartered accountant, Public servant, Mechanical Engineer, Communication Consultant
Italy	Milan, February 10 th , 2020	13	3 teachers, with or without kids, 5 parents recruited through personal relations, 2 journalists and 3 parents representing a parents' association
Poland	Kraków, February 13 th 2020	5	2 trainers with experience on teaching parents media literacy, 1 psychologist working in a primary school, 2 parents having children of different age (one of them working for an international IT company, with some experience in teaching other parents)
EU level (EPA)	Lyon, 15 th February 2020	7	7 parent representatives from 7 different EU countries (France, Estonia, Spain, Slovenia, Austria, Italy, Cyprus)

4.2. Information collected during the focus group interview

Issue / Problem	Answer / conclusion
Parents' knowledge level	In reality parents have much lower knowledge level on media literacy in comparison to what they declare. Most people use Facebook, on-line payments etc. but they have no idea about security rules, optional settings on their profiles, accessible tools etc. They cannot protect their children if they don't protect themselves. They mostly get information from their friends and relatives, which are not necessarily experts in the topic.
Internet security – false expectations	Most parents who come to trainings on media literacy expect to get some simple and sufficient tools, which allow them to protect their children and / or cut them from the Internet, if they tend to overuse it. They expect to get some “magic application”, which will do everything for them. This is also what we can see from the results of the survey: the respondents are more interested in tools which would allow them to control their children than in setting family rules and talking about the dangerous aspects of

	<p>the Internet. The truth is that this is an illusion: children will easily find a way to “cheat” all the security measures, because in most cases they are more advanced in using IT tools than their parents. The true key is good communication, explaining the dangers, setting rules – not just techniques.</p>
Digital world – what parents know about their children	<p>Very often parents don't realize how much the digital world is real for their children. Something that happens on-line is as serious as things happening in reality. It is a very important issue for parents to understand, so that they can help their children to deal with different issues, being a part of their school or friends society etc. Having no permission to play Minecraft if everybody else does might be a reason for social exclusion of a child. Also, very often parents overestimate their knowledge about what their children do on the Internet, what they use etc. In the survey a lot of parents said they know exactly what their children do. The reality shows this is definitely not true. In many cases parents have absolutely no idea what is going on... There's a big gap between the tools they declare to use more frequently and those that are popular among youngsters. So, parents need to be better trained also because very often new tools come up to the market and children move very rapidly from one tool to another. Youngsters are very flexible, they can change applications and ways of communication very quickly.</p>
Different training levels	<p>The general opinion derived from the focus groups is that 3 levels for a total amount of 30 hours of training are a very ambitious and difficult task, with the risk to lose someone along the road, so it is important not to force all parents to accomplish all the levels. One suggestion is to organize maybe a part of the training activities on-line, so that parents don't have to attend the training in person.</p> <p>Another idea is not to put in one training group parents who are thinking of giving their children access to the Internet and/or a mobile phone (usually at the age of 7-8) with parents of teenagers, who are afraid of Internet addiction, pornography etc. The needs and expectations of those parents will be completely different and the trainings should also be different. This remark should be taken into account while preparing the training curricula and training materials to be used by parents with different expectations due to the age of their children.</p>
Existing educational materials	<p>There's quite a lot of materials on media literacy for teachers and for parents, too. Materials (including short films) prepared by the Orange Foundation in Poland are very useful. It'd be good to use simple and memorable forms like mems. The form of training and the application should be attractive.</p> <p>The training should also include good practices on possible collaboration between parents and other stakeholders (teachers, principals, etc.) to enhance the effect of the training for the benefit of the children who are the indirect target group of all the measures.</p>

5. Conclusions and recommendations

The research that has been done in 5 countries (Bulgaria, Cyprus, Greece, Italy and Poland) and on EU level shows that there's a big need for improving knowledge on media literacy among parents. Still a lot of parents have never heard about the term "media literacy". The gap in media literacy between youngsters and parents is evident and it will certainly enlarge if we don't take real and appropriate initiatives. The demographic challenge, with people who become late parents, contributes to this problem.

Government policies, national strategies and school systems in the aforementioned countries definitely don't address the topic of media literacy sufficiently. The desk research shows that there are several programmes and initiatives for media literacy and internet security (including valuable teaching materials), however most of them are prepared for teachers or youngsters rather than for parents. In some countries (i.e. in Italy) there are some legal regulations concerning media literacy, others have introduced pilot educational programmes in schools (i.e. Cyprus, Poland) but in none of them a parent can find a system approach including trainings and educational materials concerning media literacy for parents.

The survey concluded that developing a training programme which will support parents' familiarity with with media literacy in order to guide their children's engagement in media is a prerequisite. The lack of a policy framework and strategy which supports parents' needs toward this end, is believed to play a key role for the development of a specialised training course on media literacy for parents. Through the questionnaire, parents expressed their concerns in terms of their children's involvement on digital media. There are more and more parents who understand the dangers and are interested to learn, how to avoid them. Cyber security, family media management, controlling tools for parents and the need to keep up with media trends are some of the issues parents find extremely important to be included in the training programme. The survey shows that parents (especially women from big cities, with university education level) declare they already know a lot but they are still interested in improving their level of media literacy – they want to learn in practice, by exercises, case studies, discussions, web application etc.

The focus group interview was a very important point of the whole research. The experts taking part in it argued that parents definitely overestimate their knowledge and skills, they often don't understand the digital world of their children and expect simple, "magic" tools that will solve the problem for them. Indeed, the trainings should focus on the psychological issues: how to communicate with children to make them safe and conscious of the dangers. Another big issue that arose during the focus group interviews was the trust between parents and children – with whom children dare to share their problems, questions and concerns and on the other hand - to which extent they tend to accept information from their parents without resistance.

According to one of experts, it is also important not to combine parents of 7-year-olds who are about to start to use new media with parents of teenagers who have major problems with the Internet usage or even Internet addiction (it might be a good point for differentiating training levels). Thinking about designing training levels for parents based on their children age might also solve the potential problem with parents attending a full 30-hour training course on media literacy. Due to parents' permanent lack of time, the web application available on-line is also an important part of the solution proposed by the project "Media Literacy for Parents".

Attachments:

1. Questionnaire form in English
2. National reports concluding research done in: Bulgaria, Cyprus, Greece, Italy, Poland and on the EU level (by EPA).