

## **IO1/A3 – National reports**

### **Template for National Report**

### **European Parent's Association**

January 2020



# Table of Contents

## 1. Introduction

### 1.1. Objective and scope of the research

Successful use of information and communication technology and services and successful functioning in the information society require some knowledge and skills. An individual must acquire, upgrade, or even acquire new knowledge and skills that he / she has already acquired.

Media Literacy is not something that individuals have or do not have, so we cannot classify them into only two groups (literate or illiterate). They can be somewhere in between the two extremes. Literacy / illiteracy can be assessed by describing what we expect from someone. what he / she needs to be able to do to meet the criterion applicable to a given media literacy level (for information literacy). Media Literacy is a cornerstone of successful development in the information society.

The questionnaire is designed to measure adults' digital literacy competencies. All of the statements in the questionnaire refer to specific behaviors and tasks in on the use of information and communication technology.

The basic purpose of the questionnaire is to determine the actual development of digital literacy competencies among parents in Europe.

### 1.2. Methodology

EPA used two types of desk research techniques:

1. **Internal Desk Research** - Within the working group we exchanged knowledge about digital literacy competences from the environment from which each member of working group came.
2. **External Desk Research** – External Desk Research involves research done outside the organizational boundaries and collecting relevant information:
  - a. **Online Desk Research** – Using the various search engines like [www.google.com](http://www.google.com), [www.duckduckgo.com](http://www.duckduckgo.com) , [www.infoseek.com](http://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.
  - b. **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.

- c. **Customers desk research** – One of the best and most prominent ways of extracting information for research is directly communicating with existing or prospect customer. Customers are those who are considered the most informed as they are actually using products and services and are aware of the current market trends more than any other. Hence the feedback and information provided by customers is the most accurate and useful data which can be used most effectively in the further process of research. For these purpose we used the online survey.

We used our own international membership network to gather answers.

Our focus group consisted by the members of EPA Board of Directors who come from seven different European countries: Spain, Italy, France, Cyprus, Estonia, Slovenia, Austria.

## 2. Desk research results

Since we are a European Parents' Association, our focus in desk research was on European Commission strategy. 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 30<sup>th</sup>, 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 very interested study from European Commission is Study on media literacy and online empowerment issues raised by algorithm-driven media services (SMART 2017/0081). Study has shown that people tend to be unaware of their own cognitive biases underestimate the influence of algorithms on their social media behavior. 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 school;
- 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).

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?)
EAVI, European Association for Viewers' Interests	Study on Assessment Criteria for Media Literacy Levels <a href="https://ec.europa.eu/assets/eac/culture/library/studies/literacy-criteria-report_en.pdf">https://ec.europa.eu/assets/eac/culture/library/studies/literacy-criteria-report_en.pdf</a>	Final Report	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	Media Literacy in Finland <a href="https://medialukutaitosuomessa.fi/en/">https://medialukutaitosuomessa.fi/en/</a>	Policy	All	National Media Education Policy
European Commission	Media literacy <a href="https://ec.europa.eu/digital-single-market/en/media-literacy">https://ec.europa.eu/digital-single-market/en/media-literacy</a>	Policy	All	
NESET	Teaching media literacy in Europe: evidence of effective school practices in primary and secondary education <a href="https://nesetweb.eu/wp-content/uploads/2019/06/AR2_Full_Report_With_identifiers_Teaching-Media-Literacy.pdf">https://nesetweb.eu/wp-content/uploads/2019/06/AR2_Full_Report_With_identifiers_Teaching-Media-Literacy.pdf</a>	Analytical Report	Teachers	Network of experts working on the social dimension of education and training.
EU Commission	A Europe fit for the Digital Age <a href="https://ec.europa.eu/info/publications/factsheets-europe-fit-digital-age_en">https://ec.europa.eu/info/publications/factsheets-europe-fit-digital-age_en</a>	Factsheets	All	
EU Commission	Media literacy <a href="https://ec.europa.eu/culture/policy/audiovisual-policies/literacy_en">https://ec.europa.eu/culture/policy/audiovisual-policies/literacy_en</a>	Overview of EU's role	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	Commission recommendation on media literacy in the digital environment for a more competitive audiovisual content industry and an inclusive knowledge society  <a href="https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:32009H0625">https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:32009H0625</a>	Recommendation	All	Recommendations how to give citizens a better knowledge of how Internet search engines work.
EU Commission	Creating a Better Internet for Kids  <a href="https://ec.europa.eu/digital-single-market/en/content/creating-better-internet-kids-0">https://ec.europa.eu/digital-single-market/en/content/creating-better-internet-kids-0</a>	Policy	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)  <a href="https://ec.europa.eu/digital-single-market/en/news/study-media-literacy-and-online-empowerment-issues-raised-algorithm-driven-media-services-smart">https://ec.europa.eu/digital-single-market/en/news/study-media-literacy-and-online-empowerment-issues-raised-algorithm-driven-media-services-smart</a>	Report, Study	All	Study on the impact of algorithms on our online habits.
Better Internet for Kids	Better Internet for Kids  <a href="https://www.betterinternetforkids.eu/">https://www.betterinternetforkids.eu/</a>	Portal	All specially for kids and adolescents.	A portal dedicated sharing best practice and policies when using internet and being online.
EU Commission	Alliance for better protect minors online.  <a href="https://ec.europa.eu/digital-single-market/en/alliance-better-protect-minors-online">https://ec.europa.eu/digital-single-market/en/alliance-better-protect-minors-online</a>	Policy	All	
EU Commission	Testing and refining, criteria to assess media literacy levels in Europe, Final report – Study.  <a href="https://op.europa.eu/en/publication-detail/-/publication/4cbb53b5-689c-4996-b36b-e920df63cd40/language-en">https://op.europa.eu/en/publication-detail/-/publication/4cbb53b5-689c-4996-b36b-e920df63cd40/language-en</a>	Publication of EU Commission showing the approach and knowledge of media literacy by EU member.	All	

### **3. Questionnaires' results**

Questionnaire was made using Google form in English and French version. The French questionnaire received 46 responses while the English questionnaire received 10 responses. We have a total of 56 answers.

The results of the English questionnaire are shown first then the French one.

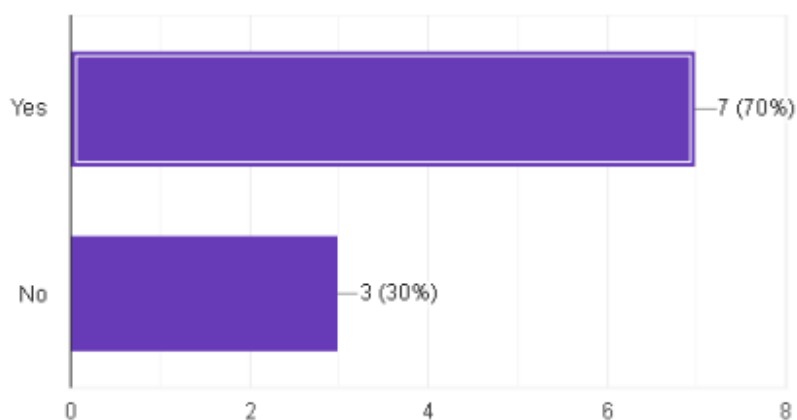
The questionnaire was administered by mostly mothers with a university education between the ages of 41 and 50 with children under the age of 12 and whose family's lives in a major city.

**Q1. Have you ever heard of the term „media literacy“?**

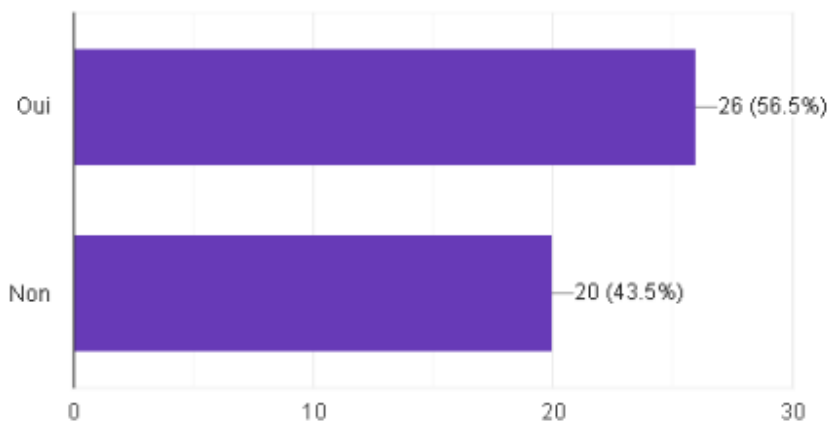
- a. Yes
- b. No

According to a survey done by EPA almost 60% of the parents said that they are familiar with the definition of media literacy mentioned in the project.

10 responses



46 responses



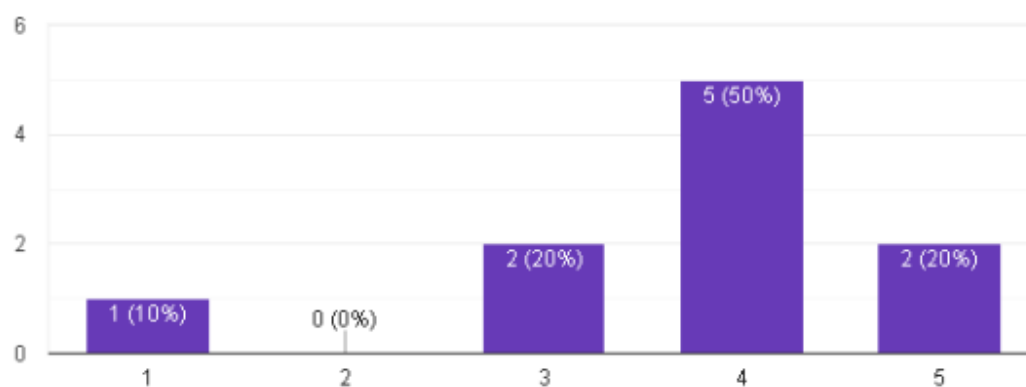


**Q2. Media literacy is an ability to use traditional and digital media (tv, radio, newspapers, social media, mobile applications etc.) and to critically evaluate information that instantly comes to us from different sources. Media literacy includes all these skills and competences required to access, analyse, evaluate and create information in media, communicate with others and behave in social media, in a safe and responsible manner. How would you assess your level of competences in media literacy?**

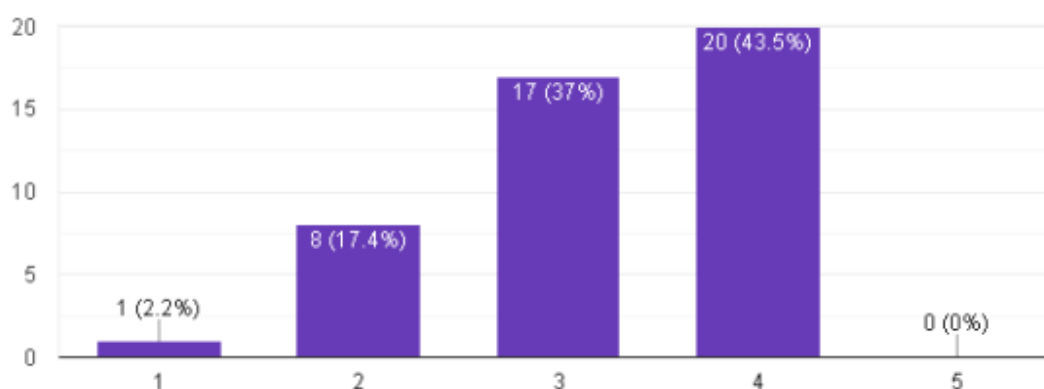
*Choose from 1 to 5, when 1 means „beginner”, 5 – „expert”. 1 2 3 4 5*

Insignitevy parents considered themselves as experts: 43% of them are very knowledgeable but 60% of them think that they have lack of knowledge.

10 responses



46 responses

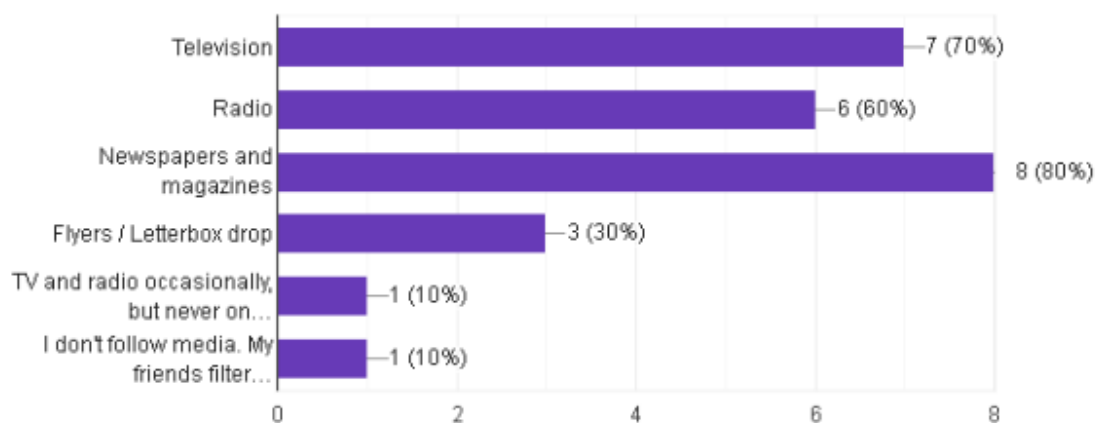


**Q3. Which traditional media do you mostly use? (multiple choice)**

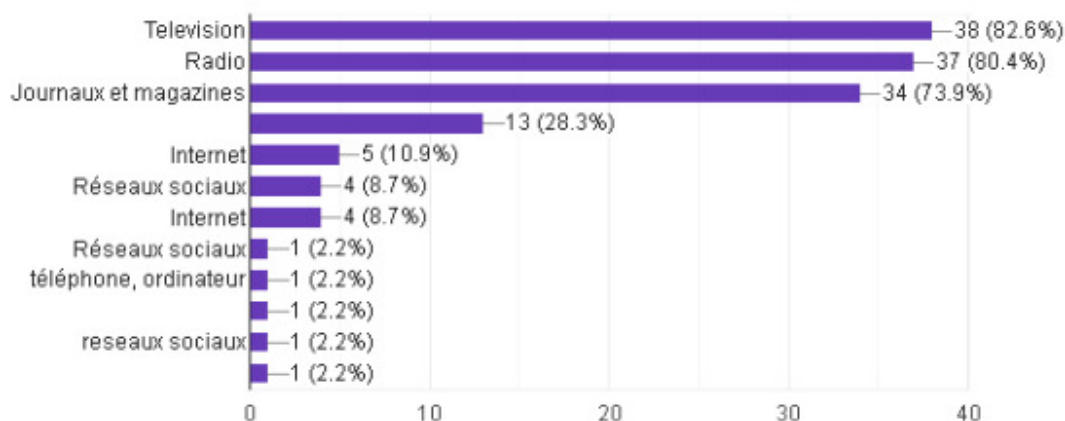
- a. Television
- b. Radio
- c. Newspapers and magazines
- d. Flyers / Letterbox drop
- e. Other- please specify:

Television is still in the lead when talking about traditional used media (80%). Radio is right behind with 76% followed by newspaper 75%. The other media are marginals in news.

10 responses



46 responses

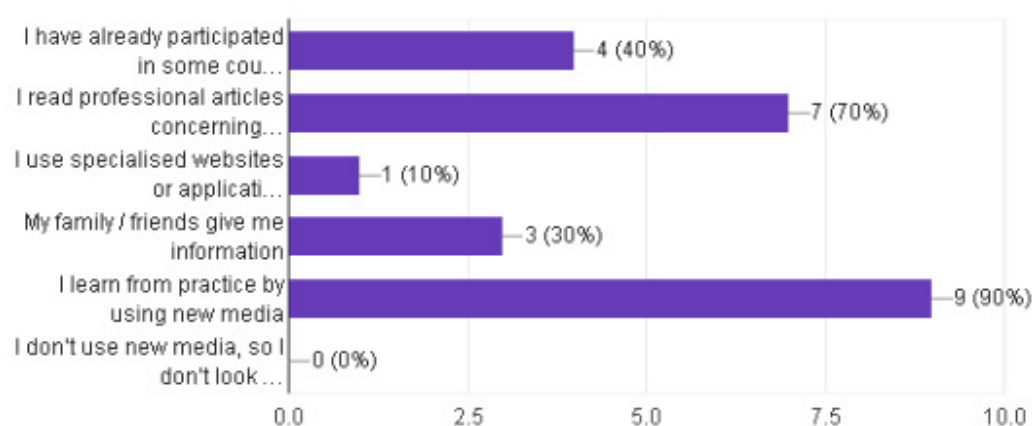


**Q5. From where do you draw knowledge concerning digital media? (multiple choice)**

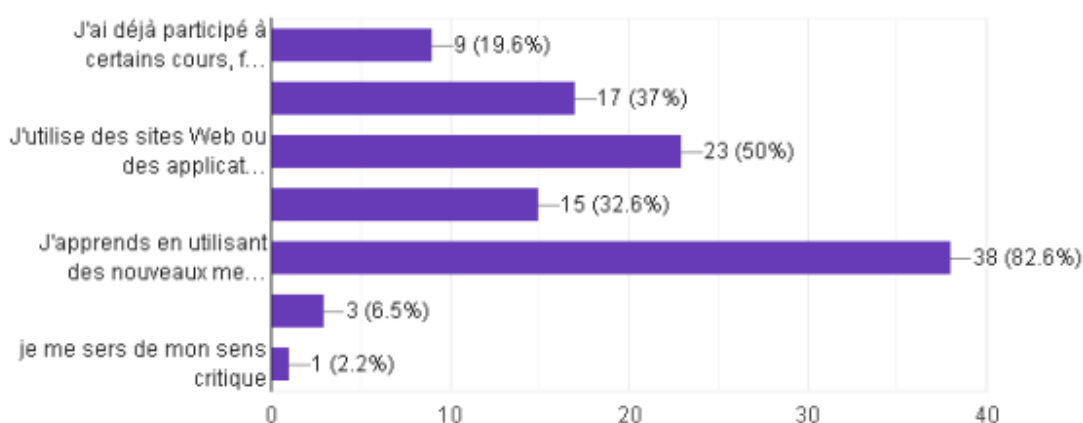
- a. I have already participated in some courses, trainings concerning media literacy
- b. I read professional articles concerning this topic
- c. I use specialised websites or applications
- d. My family / friends give me information
- e. I learn from practice by using new media
- f. I don't use new media, so I don't look for such information
- g. Other – please, indicate:

Media literacy behaviors were summarized by parents from practicing new media 84%. Other learned by reading professional articles and professional websites.

10 responses



46 responses

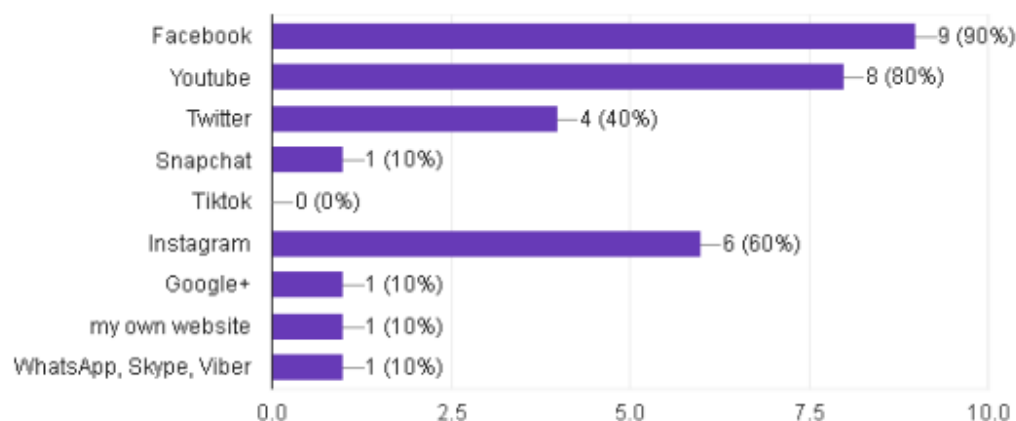


# Q6. Which digital media tools do you use? (multiple choice)

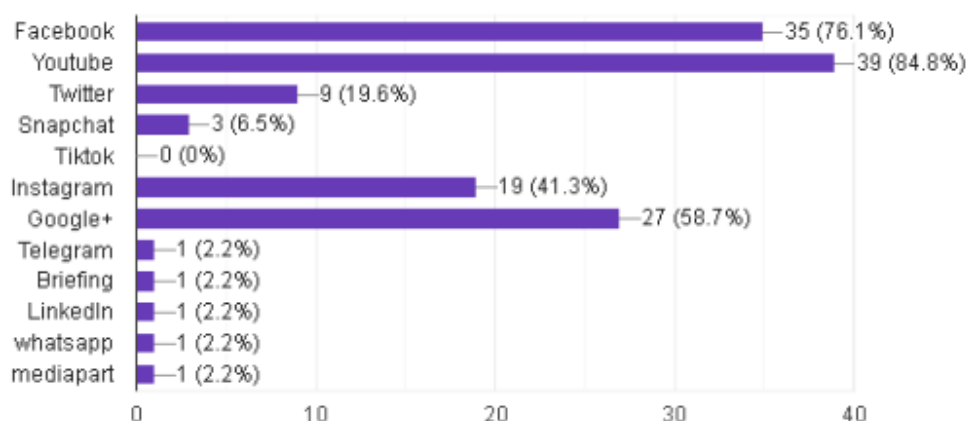
- Facebook
- Youtube
- Twitter
- Snapchat
- Tiktok
- Instagram
- Google+
- Other – please, indicate:

Interestingly, tools like whatsapp and the like are considered by parents as a messaging tool. the winner is definitely Youtube 84%, FB 78% used by parents, G+ 50%, Inst 44%. G+ was a surprise because the service stopped in april 2018.

10 responses



46 responses

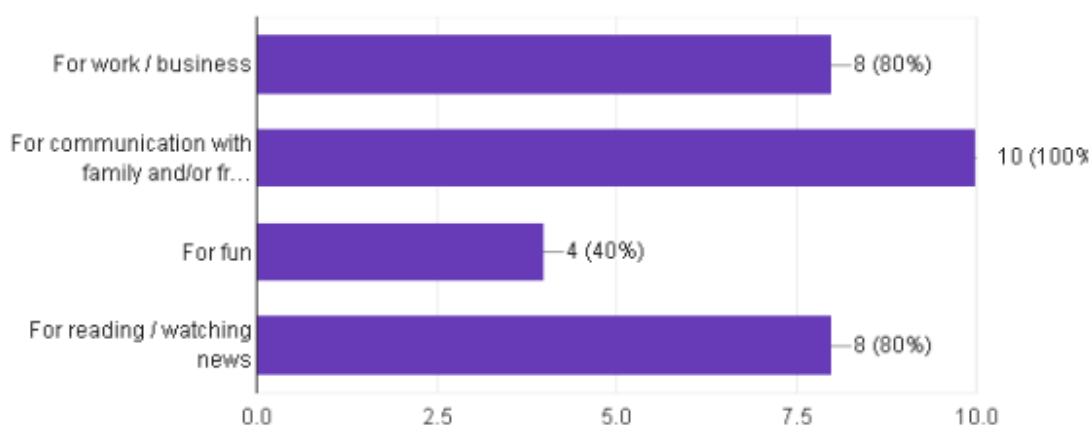


**Q7. What is the reason you use social media or media tools? (multiple choice)**

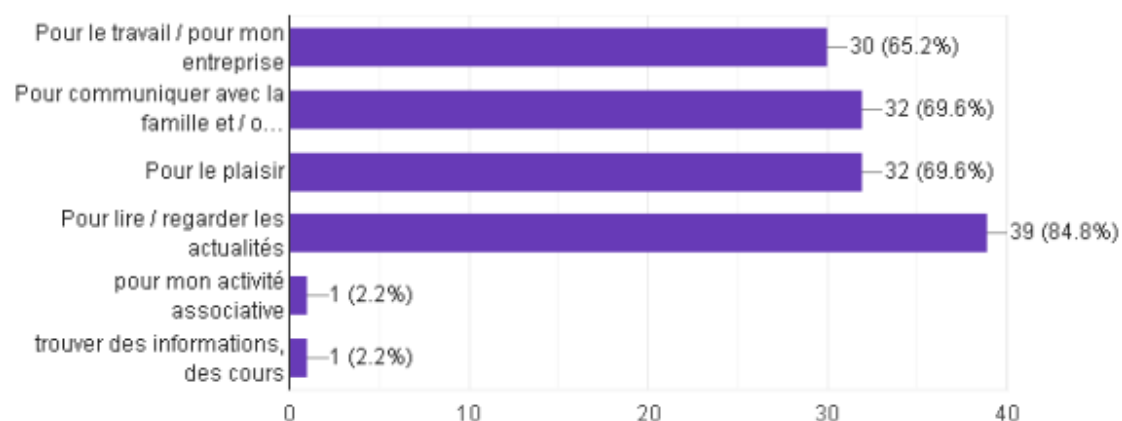
- a. for work / business
- b. for communication with family and/or friends
- c. for fun
- d. for reading / watching news
- e. other - please, indicate:

Most parents use social networks and apps just for reading 84%, for work 68%, communication with family 75%, for fun 64%.

10 responses



46 responses

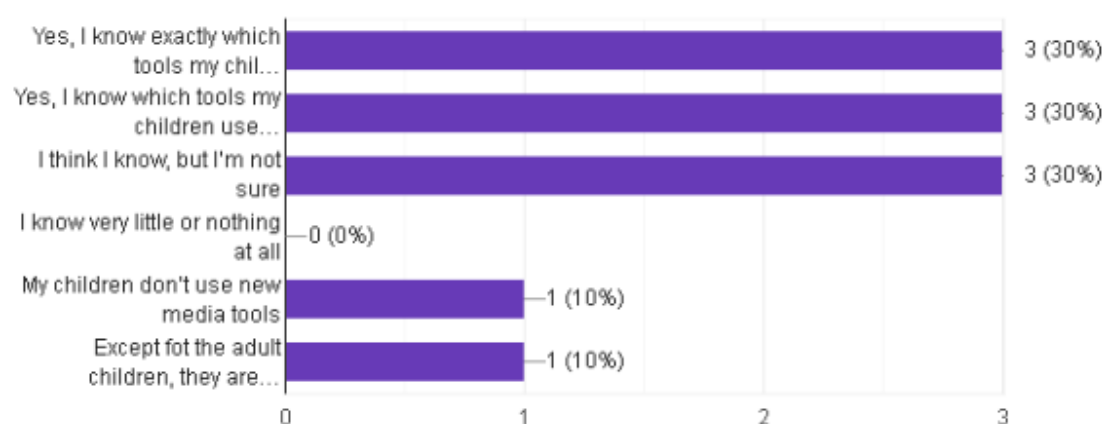


**Q8. Do you know new digital media tools used by your children? (choose one answer)**

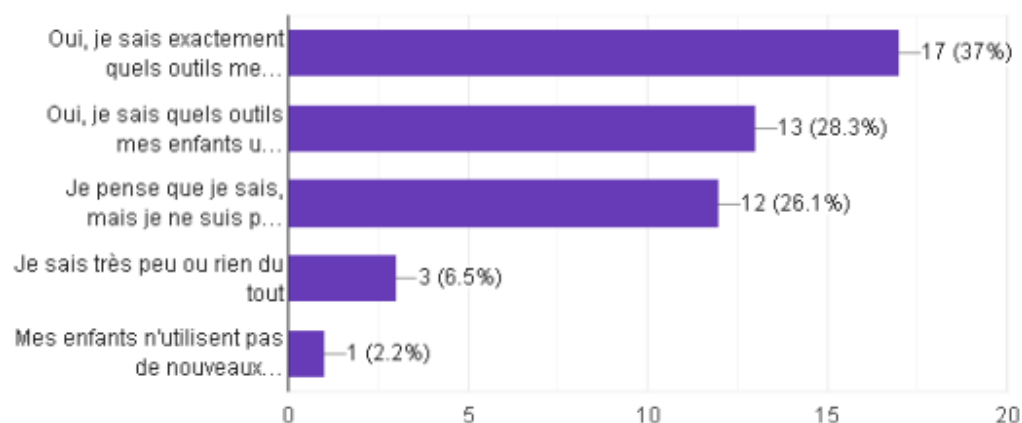
- Yes, I know exactly which tools my children use and I also use them
- Yes, I know which tools my children use, but I personally don't use them
- I think I know, but I'm not sure
- I know very little or nothing at all
- My children don't use new media tools

As we expected parents do not know what their children are using: exactly 35%, I know 28%, I think I know 26%.

10 responses



46 responses

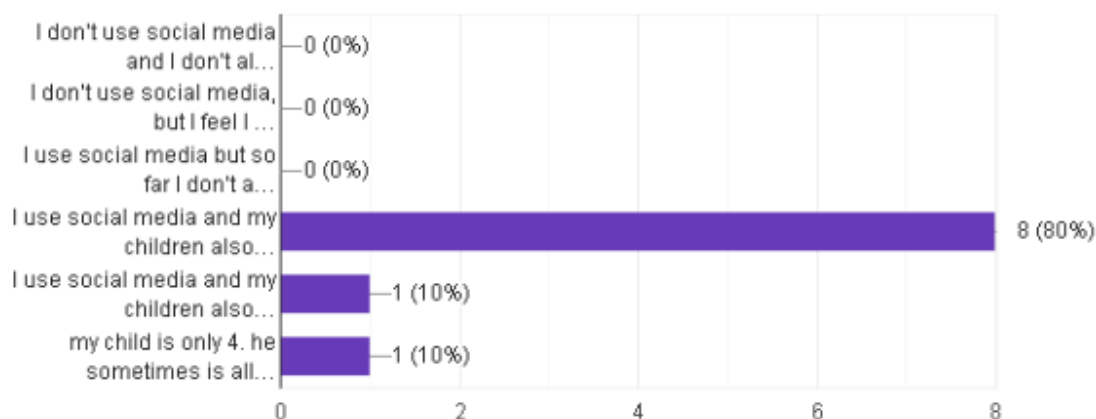


**Q9. Which of the listed sentences describes you the best (*choose one answer*):**

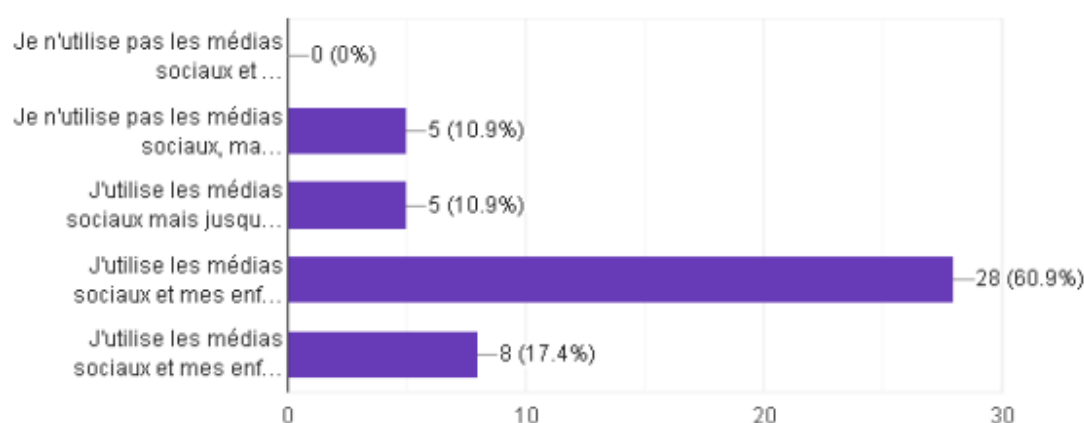
- I don't use social media and I don't allow my children to use them
- I don't use social media, but I feel I should know something about it to protect my children who use them
- I use social media but so far I don't allow my children to do so
- I use social media and my children also do; we talk about it; I think I know what they do but I feel I could know more
- I use social media and my children also do but we use different tools and/or we don't talk about it; I'd like to understand better the new trends.

The sentence which describes our parents the most 64% is: "I use social media and my children also do but we use different tools and/or we don't talk about it; I'd like to understand the new trends."

10 responses



46 responses

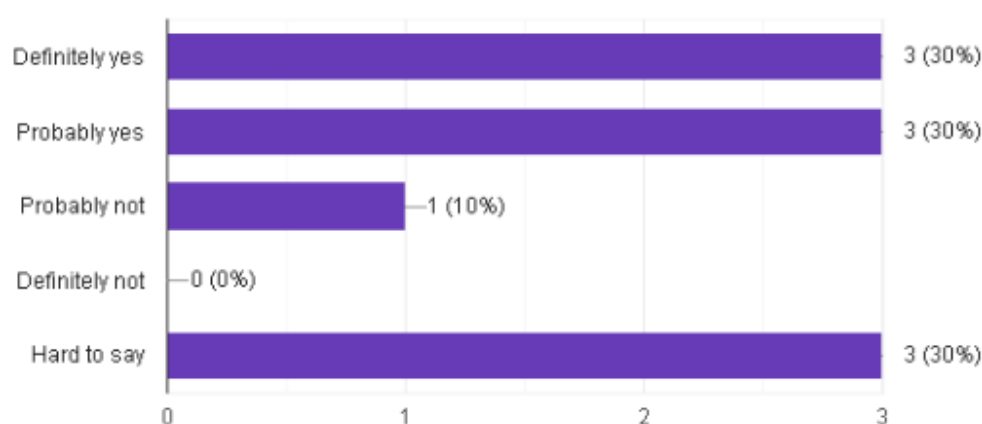


**Q10. We plan to organise a three-level training course for parents, with 5 2-hour sessions on each level (3 levels, 10 hours each). Would you like to participate in at least one course level?**

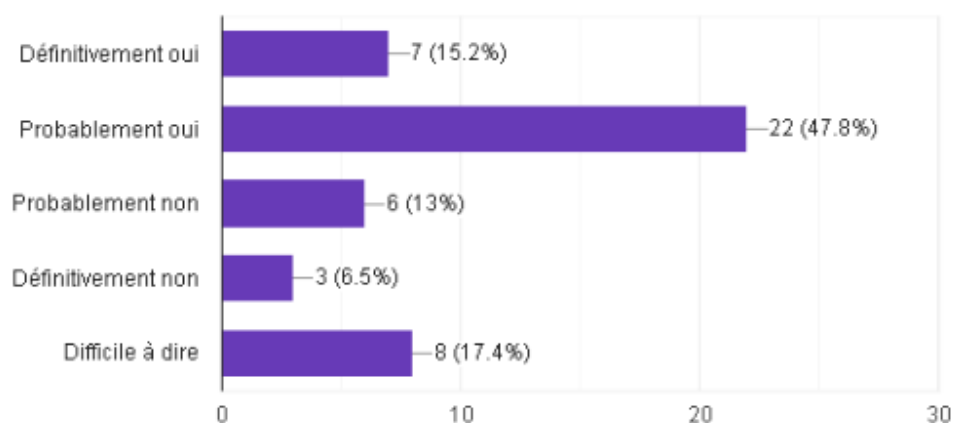
- a. Definitely yes
- b. Probably yes
- c. Probably not
- d. Definitely not
- e. Hard to say

Parents are willing to participate in the course 64%.

10 responses



46 responses





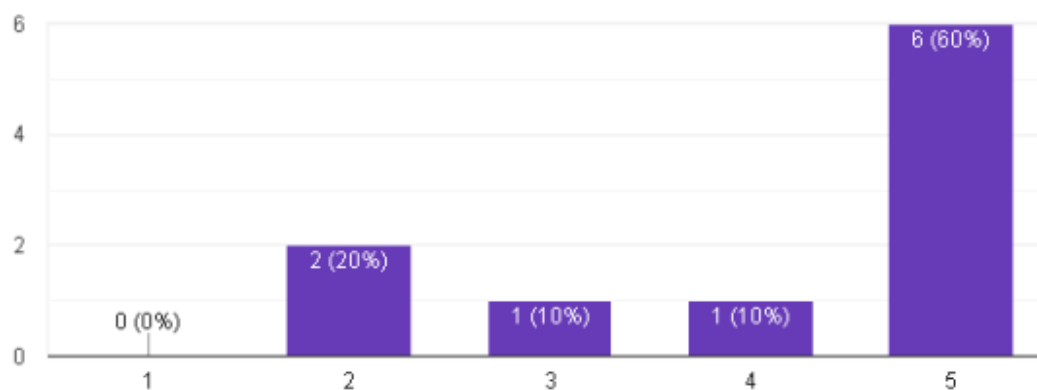
**Q11. Please, evaluate which of the listed topics would be the most useful for you in media literacy training (access every topic from 1 to 5, when 1 means „useless”, 5 – „necessary”)**

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| a. Cyber security  | 1 | 2 | 3 | 4 | 5 |
| b. Netiquette (commonly accepted rules of courtesy in on-line communication, posting news etc.)  | 1 | 2 | 3 | 4 | 5 |
| c. Privacy and digital footprints (one's unique set of traceable digital activities and communications manifested on the Internet or on digital devices) | 1 | 2 | 3 | 4 | 5 |
| d. Internet addiction  | 1 | 2 | 3 | 4 | 5 |
| e. Distinguishing fake news  | 1 | 2 | 3 | 4 | 5 |
| f. Creating content  | 1 | 2 | 3 | 4 | 5 |
| g. On-line payments  | 1 | 2 | 3 | 4 | 5 |
| h. Parents' control tools  | 1 | 2 | 3 | 4 | 5 |
| i. Useful family habits / rules  | 1 | 2 | 3 | 4 | 5 |
| j. Other – please, indicate:   |   |   |   |   |   |

The most useful media literacy training for parents would be Cyber security 84%, parents control 80%, Privacy and digital footprints 78%, Usual family habits 73%, distinguishing relevant topic 69%, internet addiction 66%, netiquette 60%, creating content (48% relevant, 52% not relevant), online payments (46% relevant, 54% not relevant).

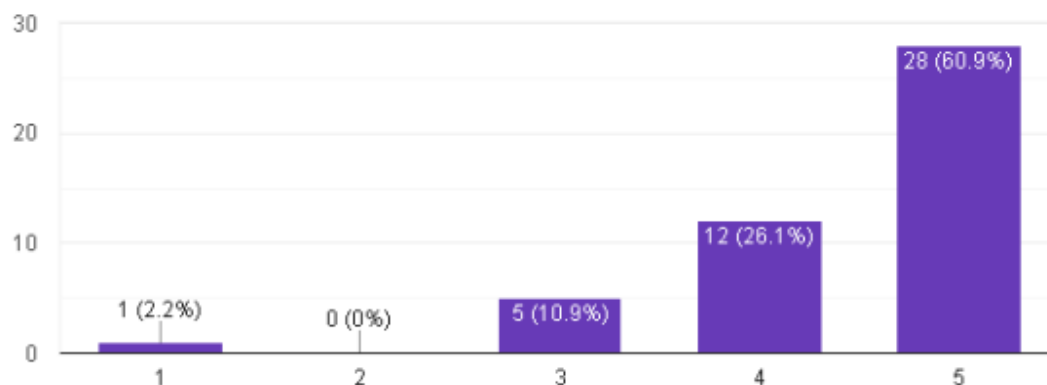
### Cyber security

10 responses



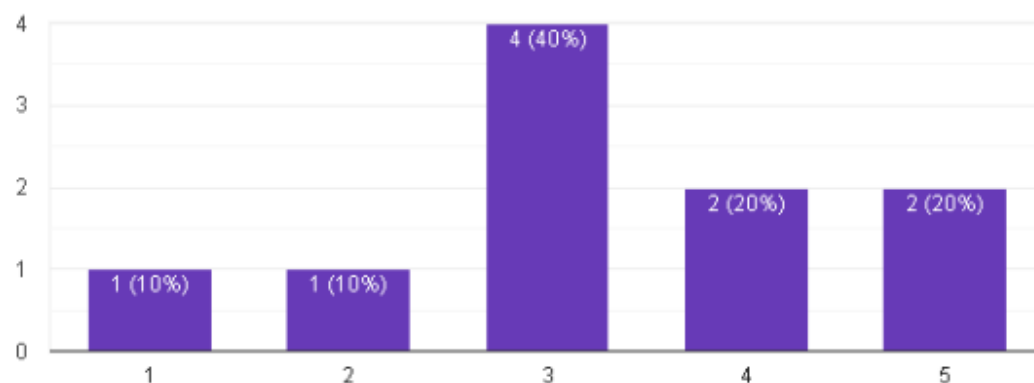
## La cyber-sécurité

46 responses



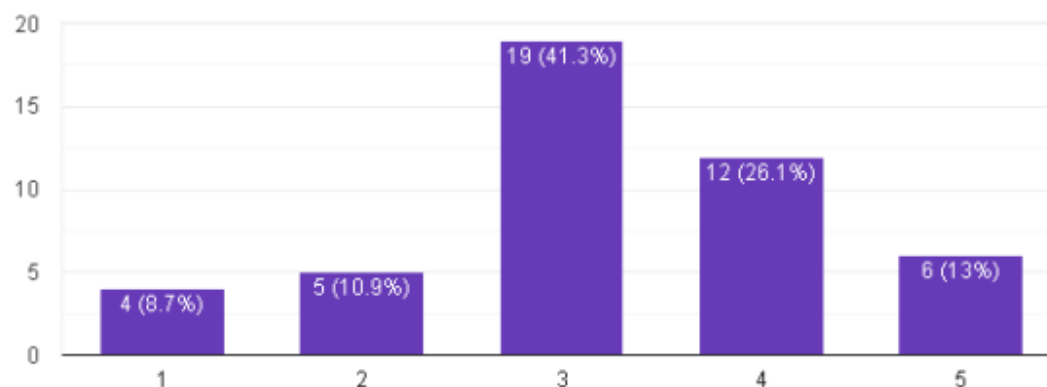
Netiquette (commonly accepted rules of courtesy in on-line communication, posting news etc.)

10 responses



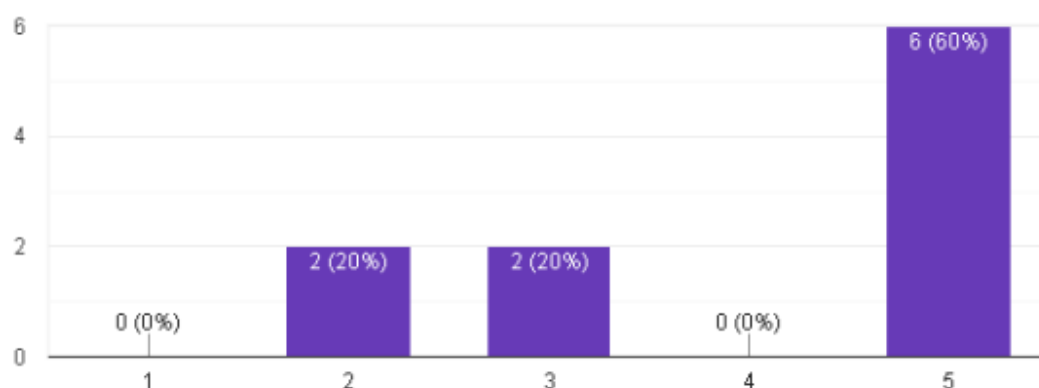
Netiquette (règles de courtoisie généralement acceptées dans la communication en ligne, l'affichage de nouvelles, etc.).

46 responses



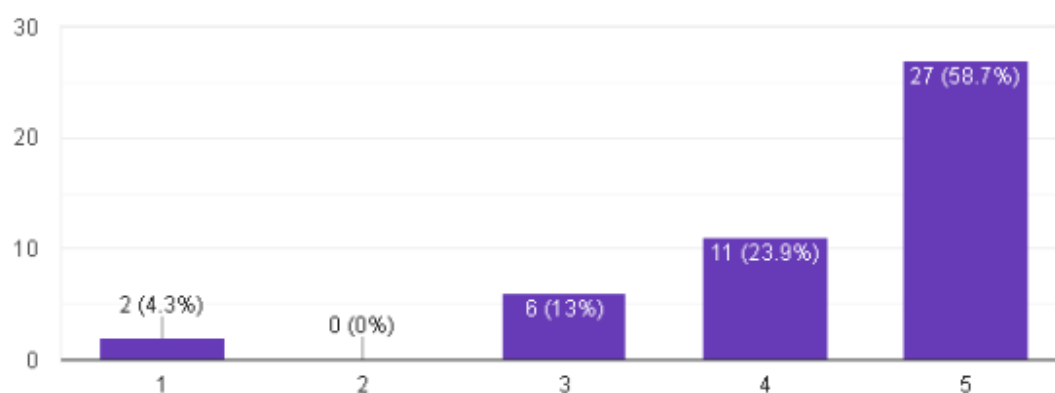
Privacy and digital footprints (one's unique set of traceable digital activities and communications manifested on the Internet or on digital devices)

10 responses



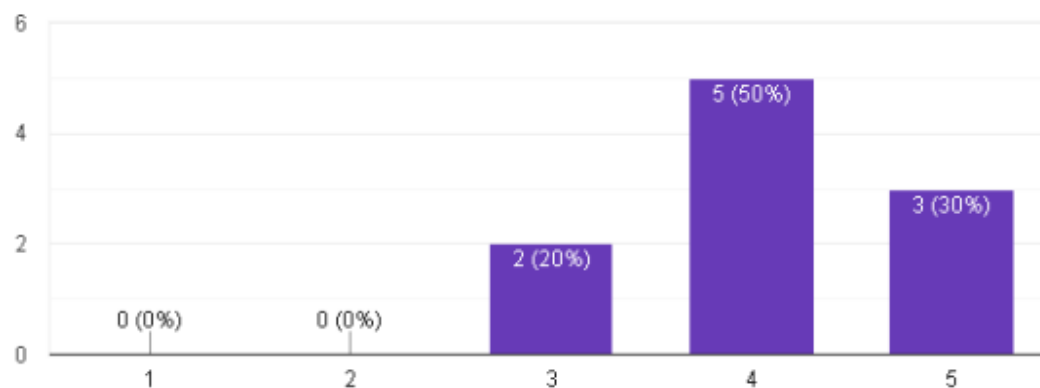
Confidentialité et empreintes numériques (un ensemble unique d'activités et de communications numériques traçables se manifestant sur Internet ou sur des appareils numériques)

46 responses

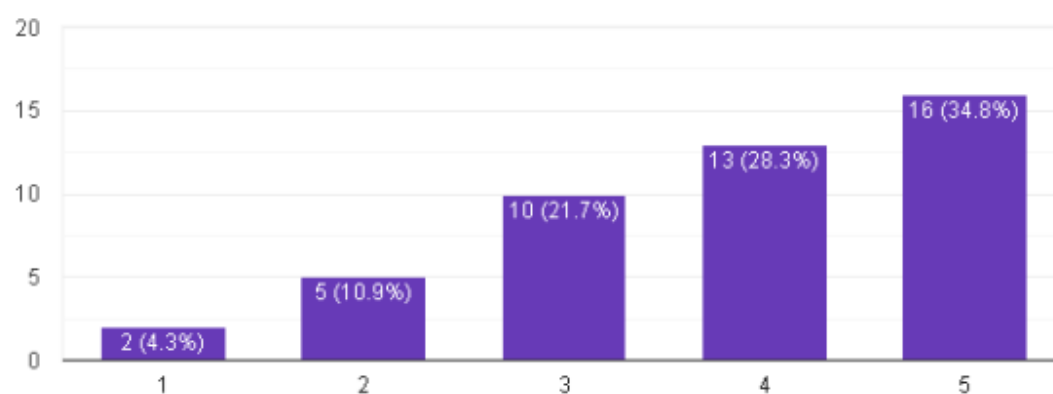


**Internet addiction**

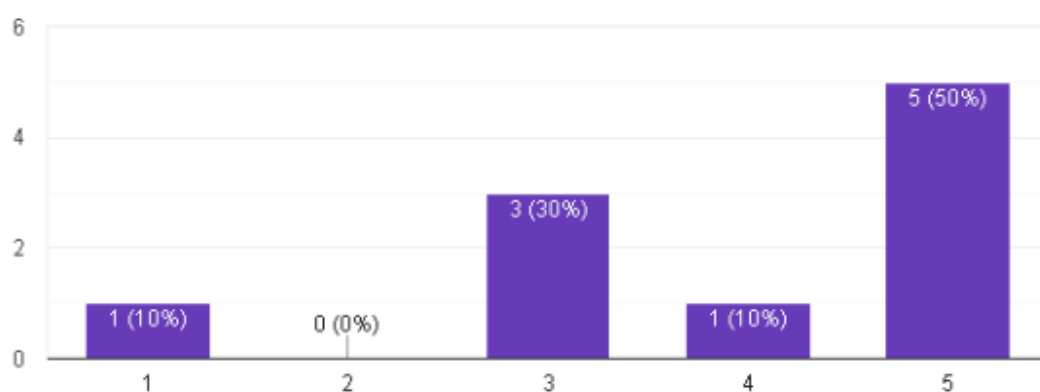
10 responses

**Addiction à Internet**

46 responses

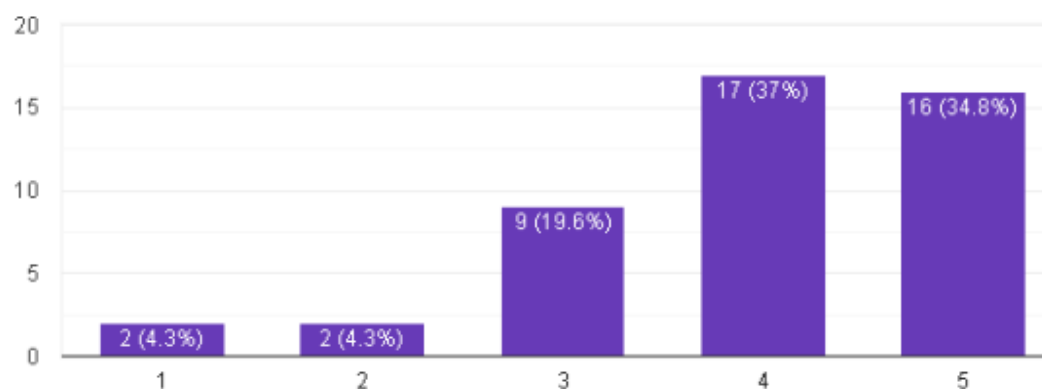
**Distinguishing fake news**

10 responses



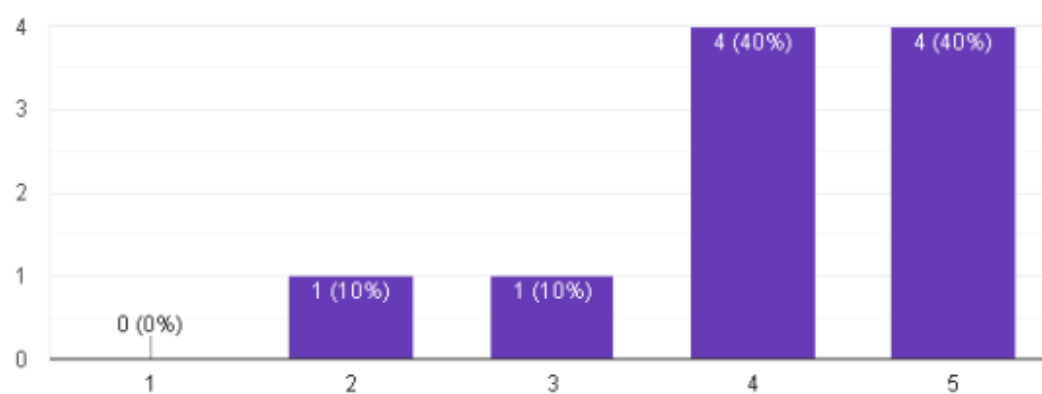
### Distinguer les fausses nouvelles (Fake news)

46 responses



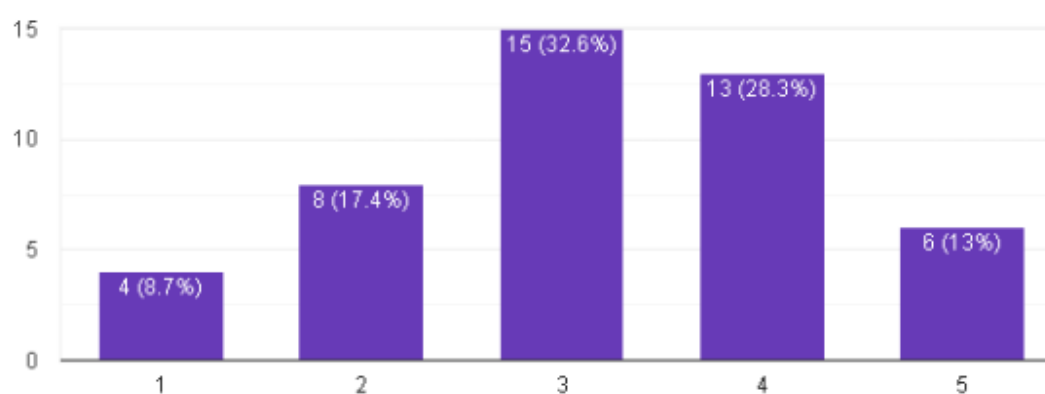
### Creating content

10 responses



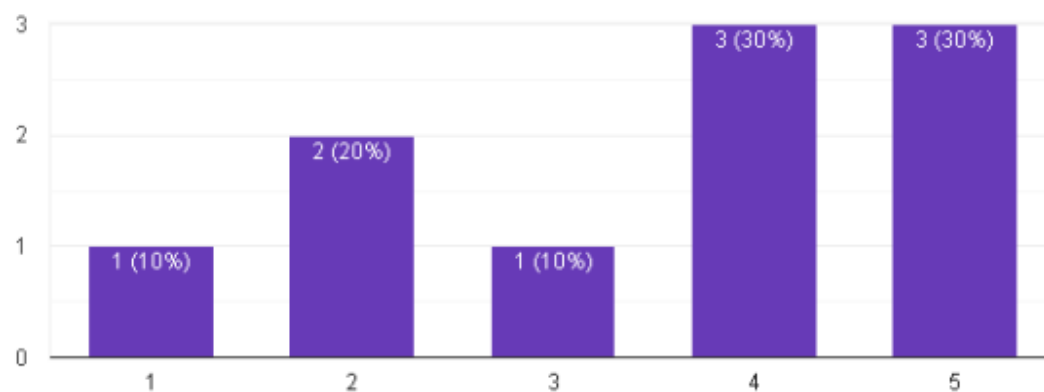
### Création de contenu

46 responses



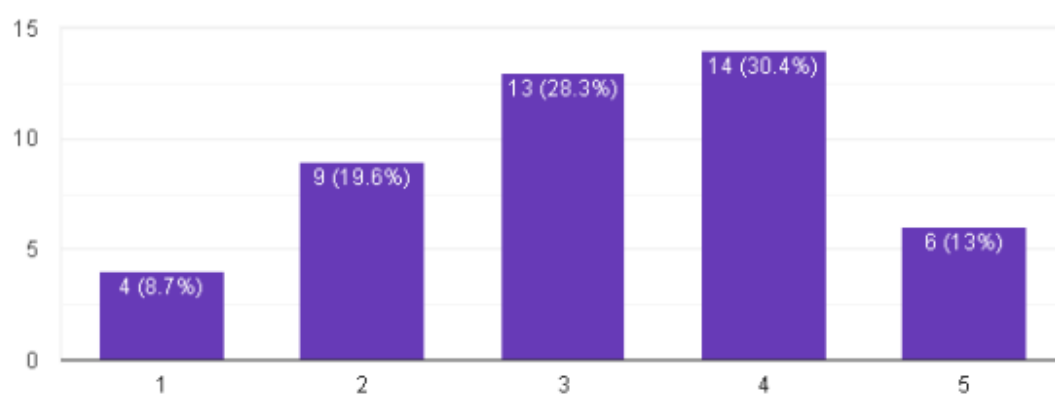
### On-line payments

10 responses



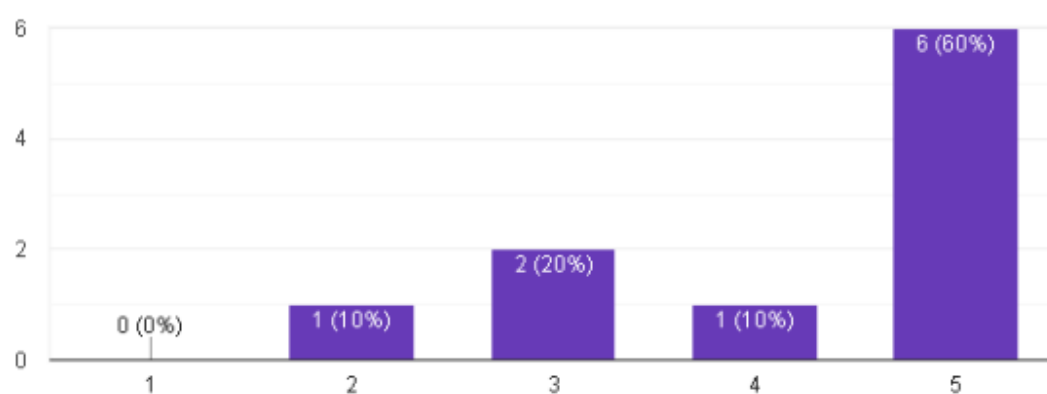
### Paiements en ligne

46 responses



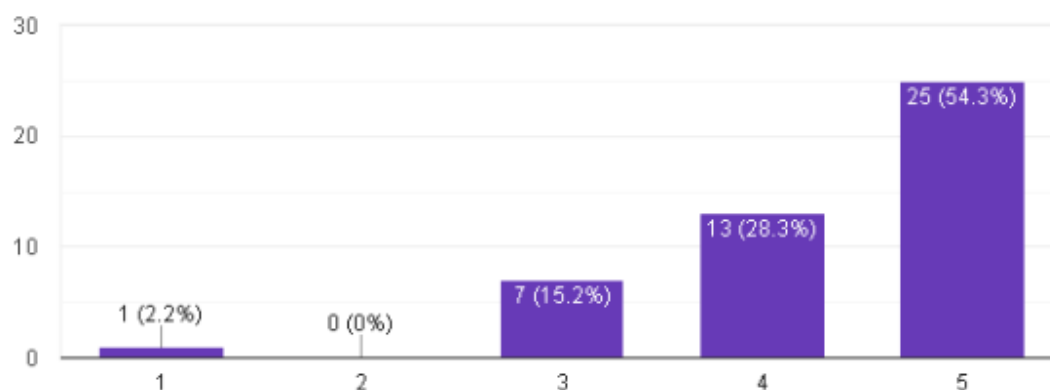
### Parents' control tools

10 responses



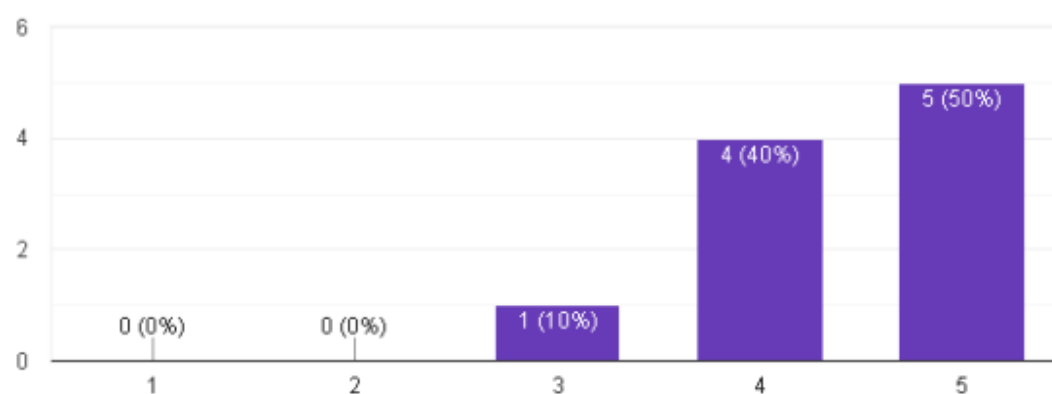
### Outils de contrôle parentales

46 responses



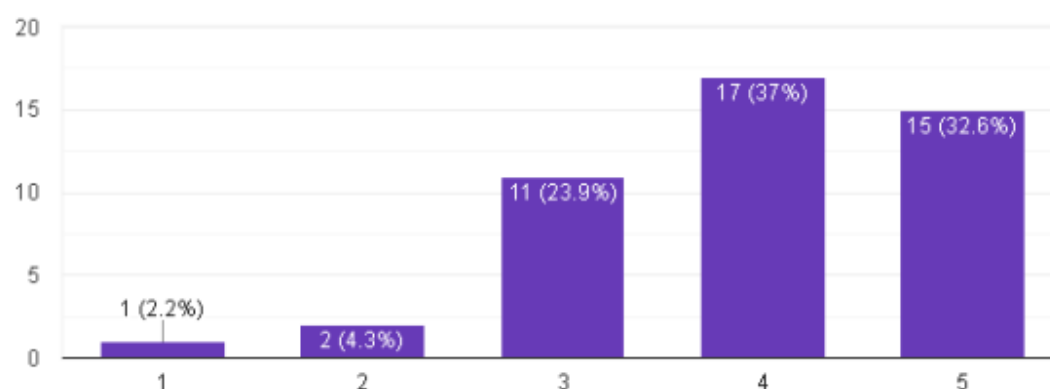
### Useful family habits / rules

10 responses



### Habitudes / règles familiales utiles

46 responses



Other

0 responses

No responses yet for this question.

Autres – veuillez préciser

1 response

La sécurité





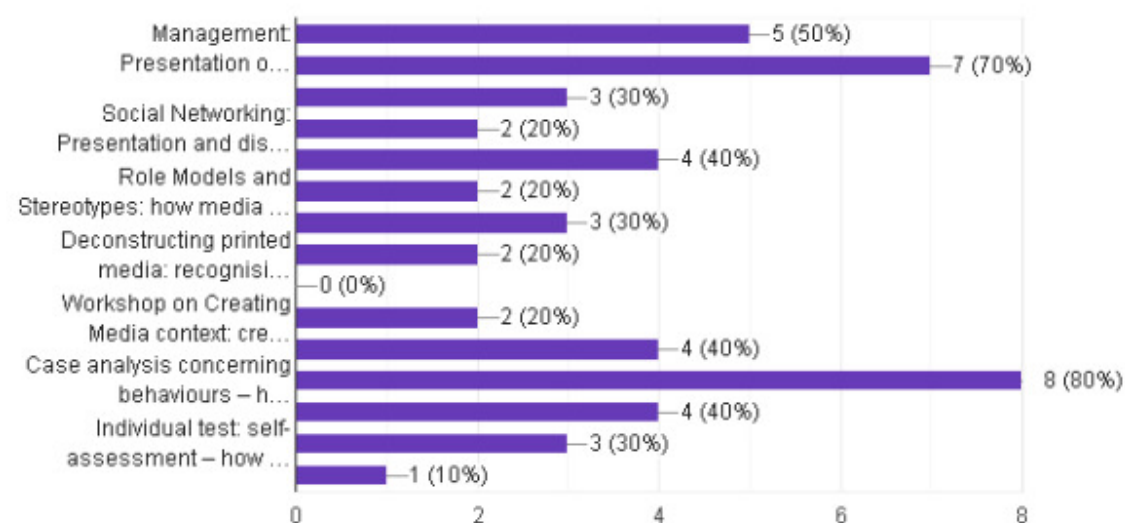
**Q12. Media literacy education is intended to promote awareness of media influence and create an active stance towards both consuming and creating media. Which of the listed training topics and methods would be the most interesting to you? (choose only 5 answers that fit you the best):**

- a. 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
- b. Internet safety: Presentation on applications that protect me and my children from dangerous people, inappropriate content, viruses etc.-
- c. Exercises: learning in practice how to use the new tools that are now popular among children and youth (snapchat, tiktok and others)
- d. Social Networking: Presentation and discussion in order to understand the idea of new tools that are now popular among children and youth (snapchat, tiktok and others)
- e. Discussion: exchange with other parents about their practices, empowering each other to solve problems
- f. Role Models and Stereotypes: how media influences and creates standards and paragons.
- g. Interaction, engagement and participation in the economic, social and cultural aspects of society and promoting democratic participation and fundamental rights through the media.
- h. Deconstructing printed media: recognising different types of media content and evaluating content for truthfulness, reliability and value for money.
- i. Advertisements in media: recognising different types of media content and evaluating content for truthfulness, reliability and value for money.
- j. Workshop on Creating Media context: creating, building and generating media content.
- k. Exercises: learning in practice how to protect one's privacy on the internet (advanced security settings in web browsers and smartphones)
- l. Case analysis concerning behaviours – how to talk to my children, how to introduce family rules concerning internet, games, smartphones etc.
- m. Case analysis concerning fake news – how to distinguish them? How to react?
- n. Individual test: self-assessment – how do I use new media? What should I change in my practice?
- o. Other – please, indicate:

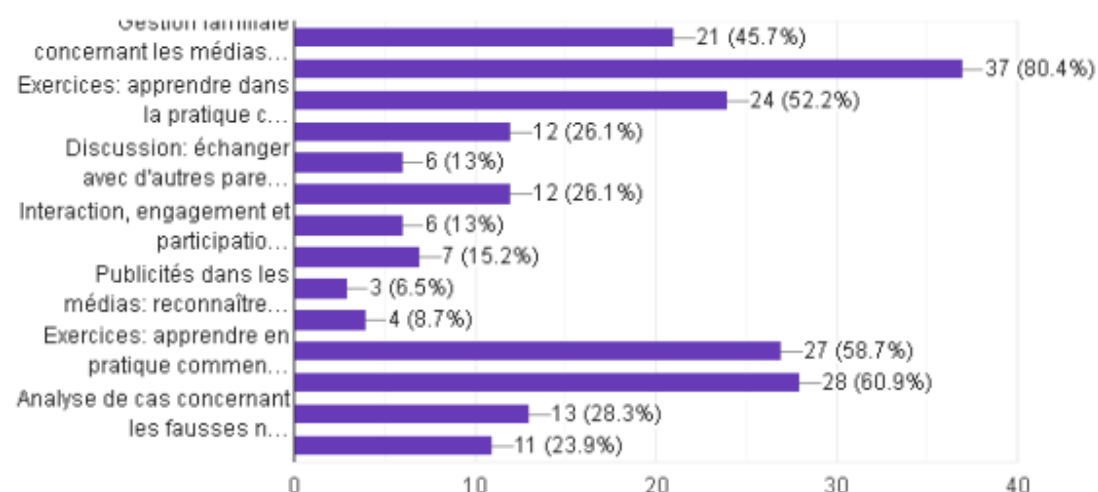
Most interested in our parents are internet safety 78% and case analysis behavior 62%.



10 responses



46 responses

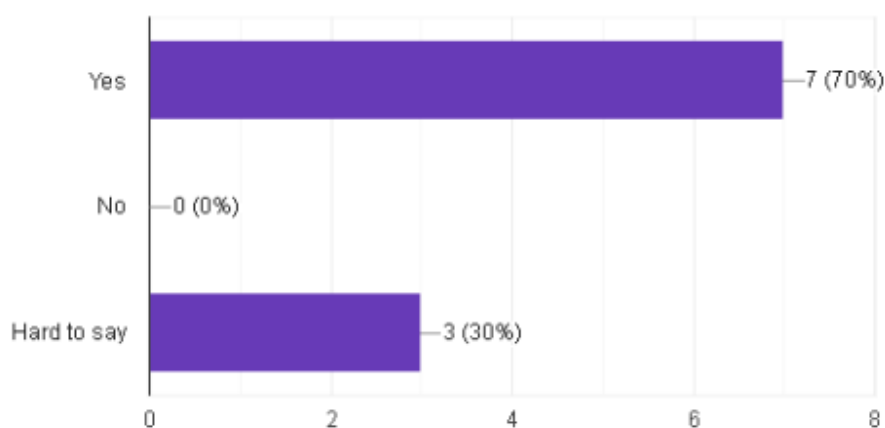


**Q13. If you participate in the training, would you be able to do practical homeworks between the training sessions (for example to try out some tools, introduce family habits etc.)?**

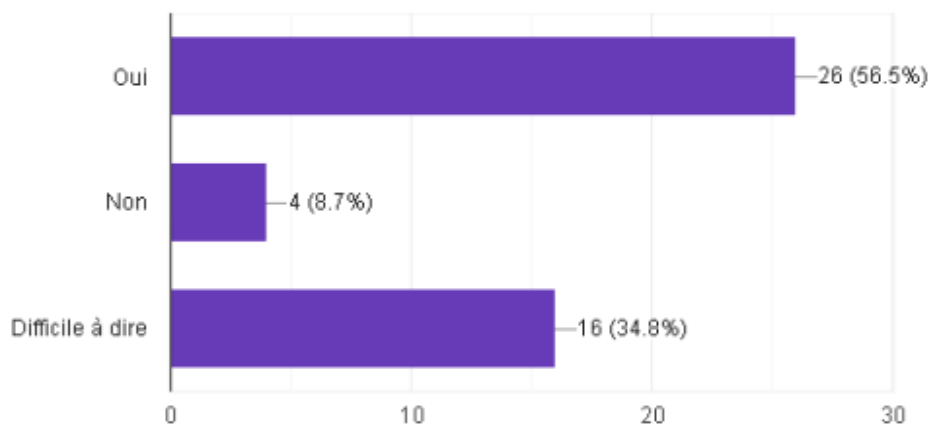
- a. Yes
- b. No
- c. Hard to say

Most of our parents would like to do some home practices 59% but there are those who are not sure 34%.

10 responses



46 responses

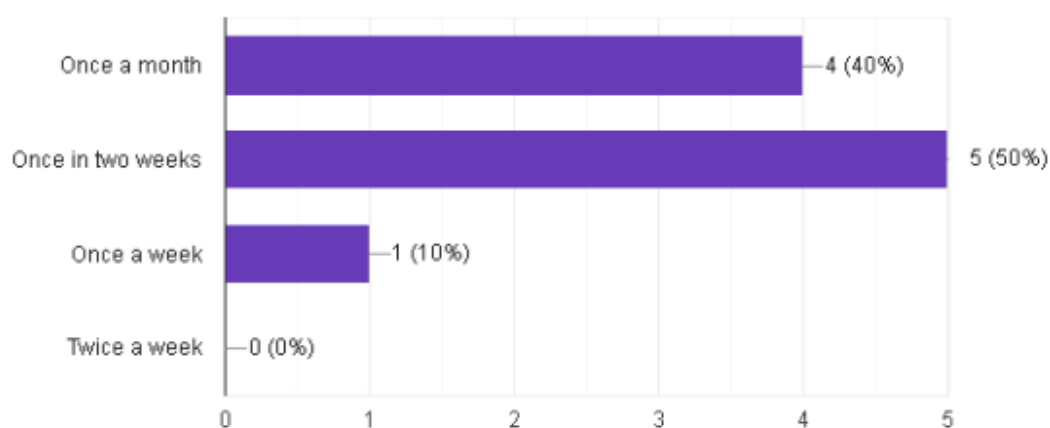


**Q14. If you participate in the training, how often would you like the 2-hour training sessions to take place?**

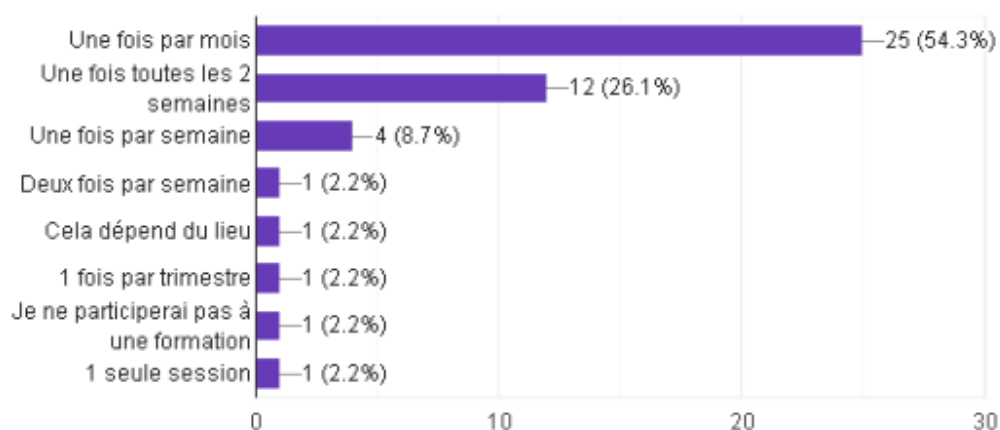
- Once a month
- Once in two weeks
- Once a week
- Twice a week
- Other – please, indicate:

Parenting is a full job so two hours training per month is maximum that parents can make it 51%. Those with older children are willing to do some extra work once every two weeks 30%.

10 responses



46 responses

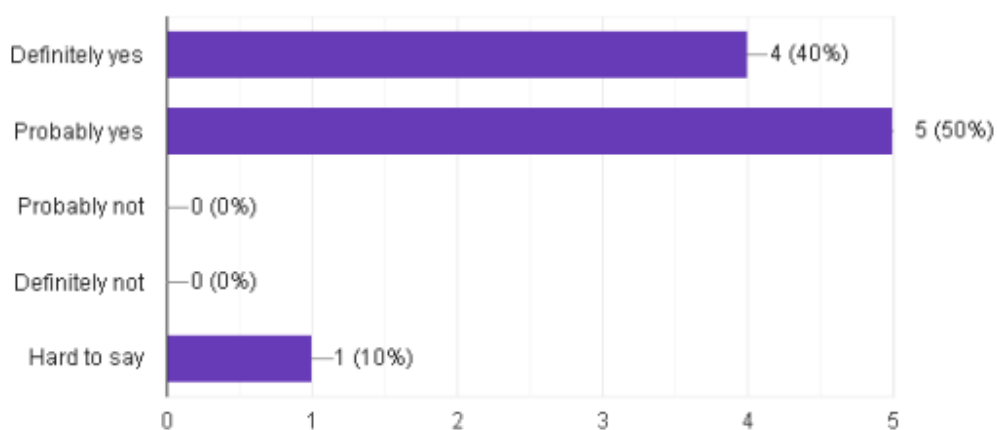


**Q15. Would you like to use a web application with additional information on media literacy for parents?**

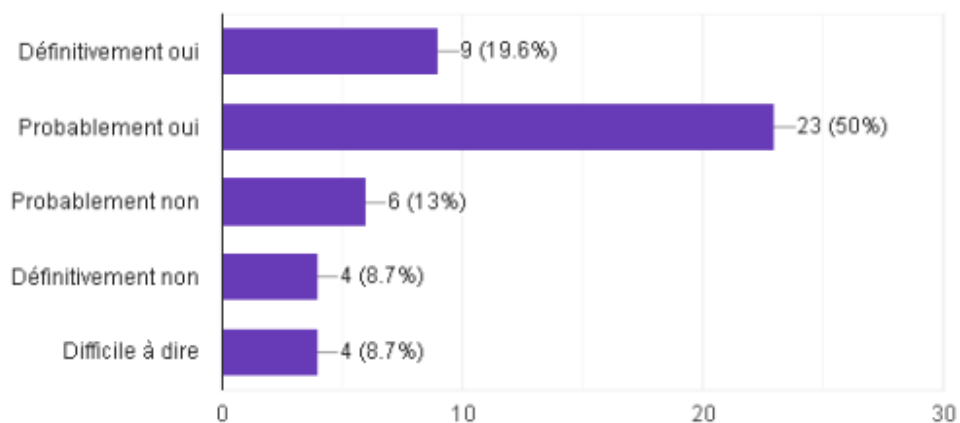
- a. Definitely yes
- b. Probably yes
- c. Probably not
- d. Definitely not
- e. Hard to say

Parents would love to use an app 73%.

10 responses



46 responses



**Q16. If you would like to take part in our project (i.e. participate in a training course on media literacy and/or test web application for parents), please, leave us your contact data (preferably your e-mail address), so that we can contact you later on:**

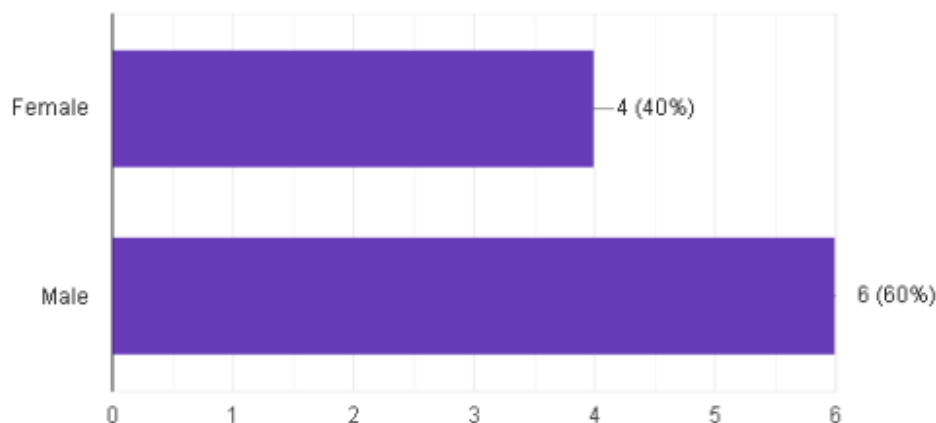
The questionnaire was expected to be completed mostly by mothers (71%) from medium-sized cities (53%) between the age 41 and 50 (57%) with children under 12 (75%) and university degrees (84%).

### Statistical information:

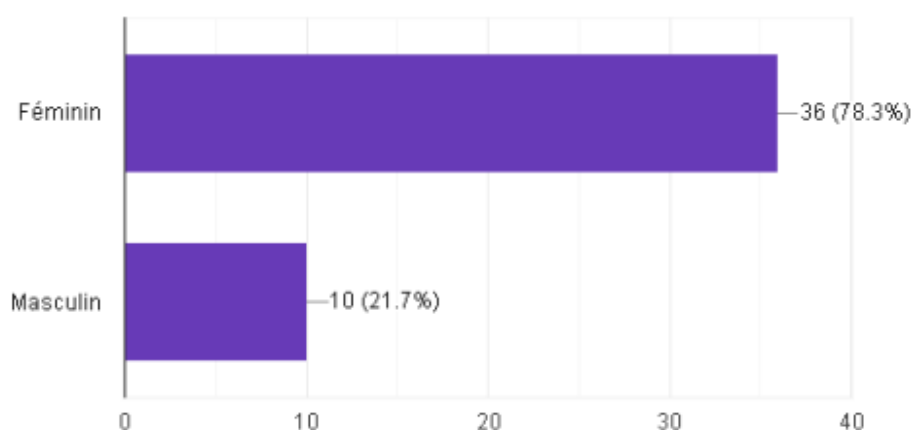
#### **Your sex:**

- ☐ Female
- ☒ Male

10 responses



46 responses

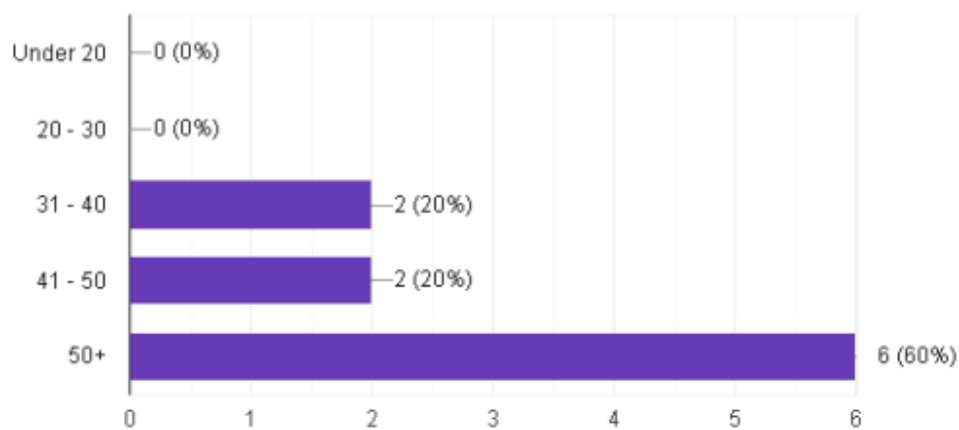


#### **• Your age:**

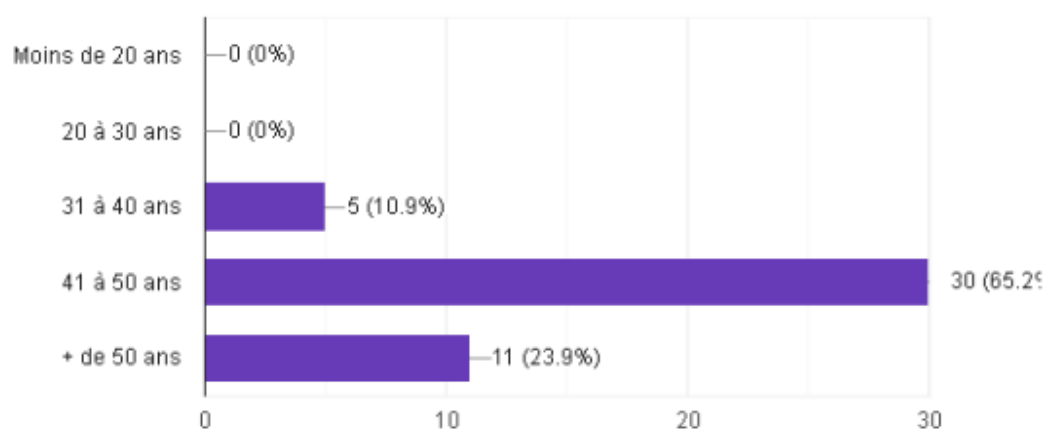
- ☐ Under 20
- ☐ 20-30

- 31-40
- 41-50
- 50+

10 responses



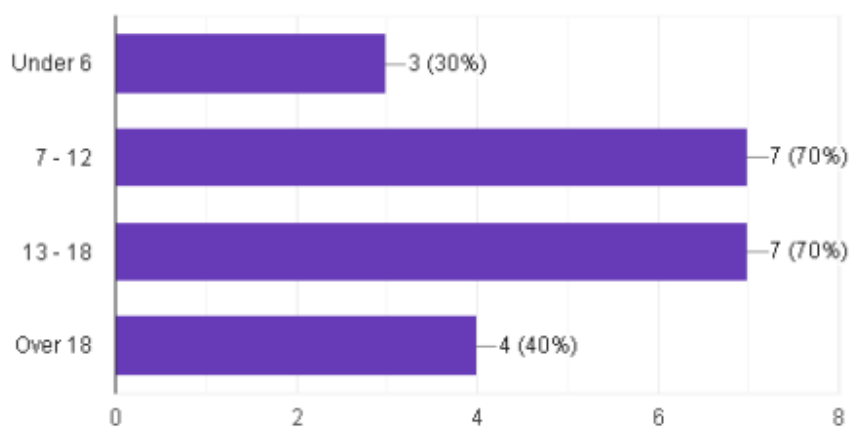
46 responses



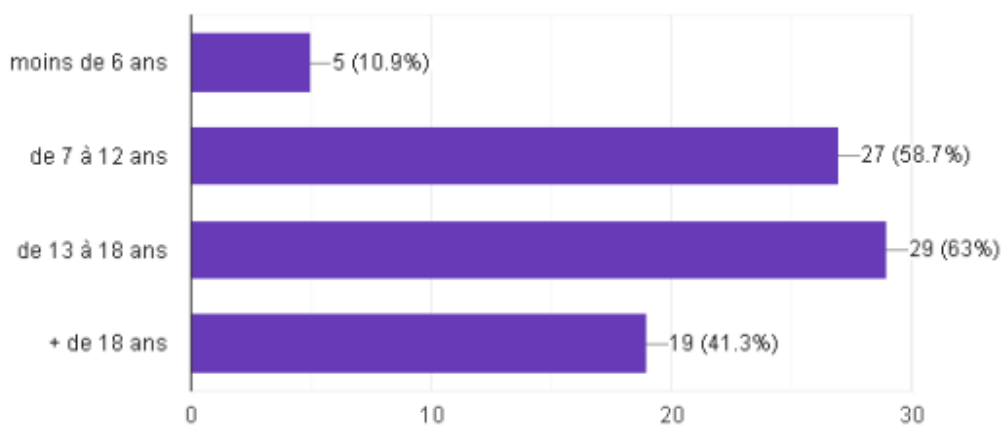
• I have children in the following age groups (multiple choice):

- Under 6
- 7-12
- 13-18
- Over 18

10 responses



46 responses

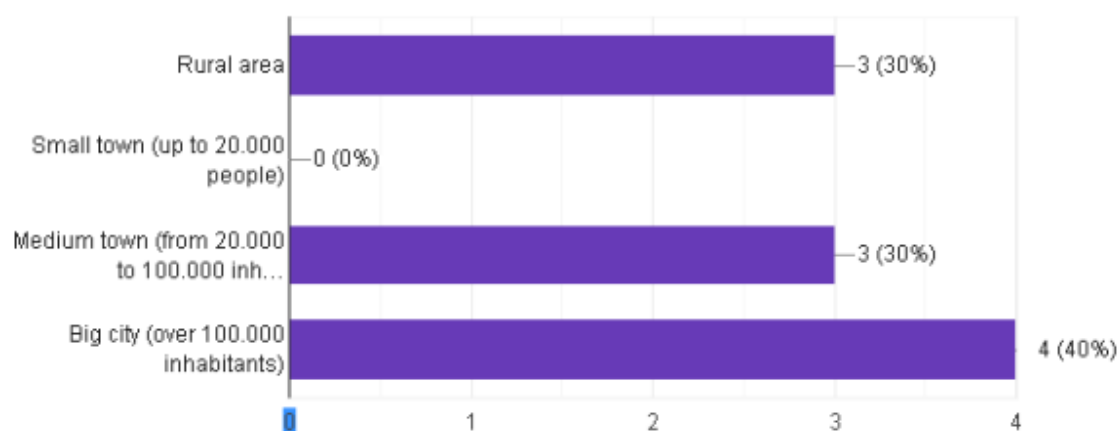


**Place of living:**

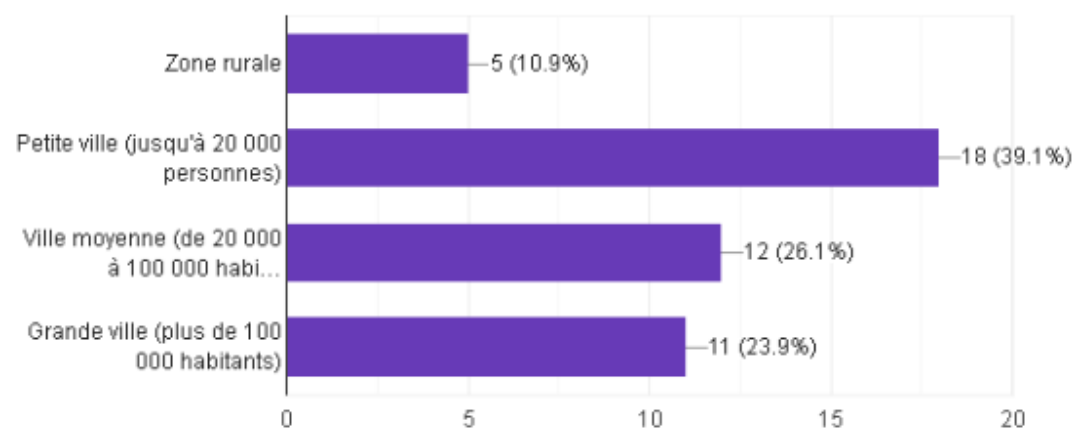
- Rural area
- Small town (up to 20 000 people)
- Medium town (from 20 000 to 100 000 inhabitants)
- Big city (over 100 000 inhabitants)



10 responses



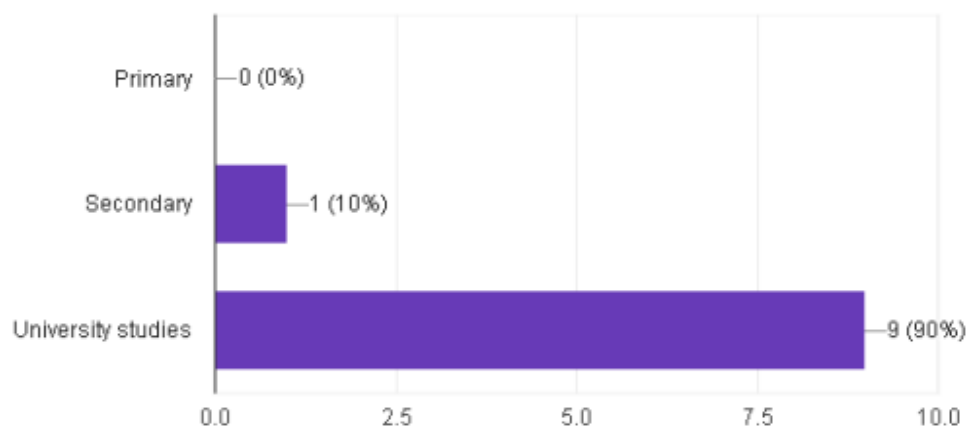
46 responses



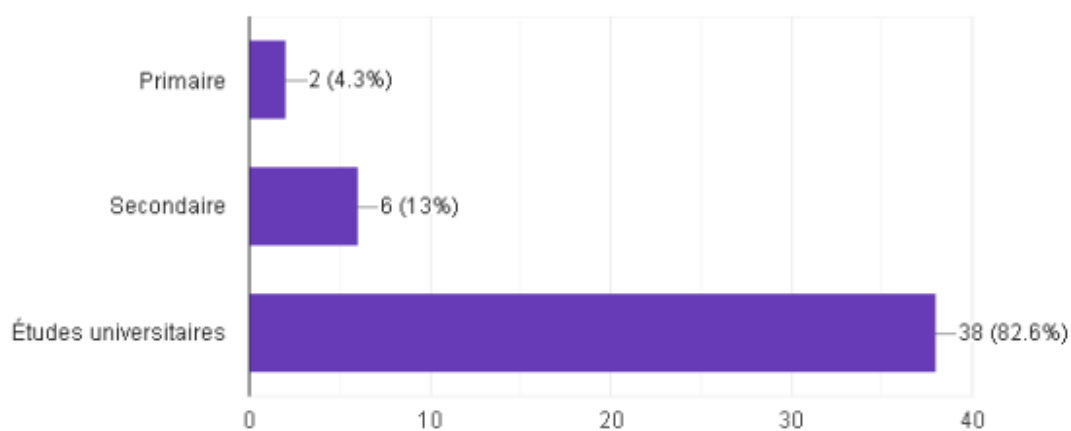
#### Accomplished level of education:

- ☐ Primary
- ☐ Secondary
- ☐ University studies

10 responses



46 responses



estanislao.camacho@gmail.com

jmdeandres@monaita-mulhacen.com

petrakogelnig@yahoo.com

ljiljana@pomocdeci.org

aivar@haller.ee



Erasmus+

Project n° 2019-1-PL01-KA204-065331

MeLi   
FOR PARENTS

lucia-bois@orange.fr

jy.schwarz@gmail.com

vpca.schartz@free.fr

vgardette70@gmail.com

sab.laporte2@gmail.com

gladys.udol@gmail.com

Gwenhaelullindah@yahoo.fr

wfrancil@gmail.com

Jocelyn\_cayet@hotmail.com

#### **4. Focus group interview**

The focus group consisted of a group of parents who represented their own experiences and those of their national parent organizations.

We have reached out to our membership to help collect answers. As the questionnaire was not translated into all the languages of membership and because membership is scattered throughout Europe, we expected very different answers or sample answers.

We assume that part of our membership votes went to questionnaires in their language (IT, GR, BG, PL). In ours, most of the answers from French parents are followed by Spanish, Estonians, Slovenes.

#### **5. Conclusions and recommendations**

The questionnaire revealed that parents overestimate their knowledge of media literacy. Most worrying is that although parents want control over what their children are playing with, the majority of parents have no clue what they are doing. Anyway. We came to a similar conclusion in the focus group, where we very confidently claimed to be sufficiently media literate but still do not know what our children are using. There are quite a few of us who don't even have an FB profile.

The gap between knowledge of media content is very large. It is gratifying that parents are ready to further their education in the field. The questionnaire therefore confirms the fact that parents need to be further educated. In view of the lack of time, we parent are very fond of the applications available on smartphones.

Regardless of the application that will help parents with media literacy, there is still one area of media literacy that needs to be pointed out. Neither parents nor children are aware of risks that media literacy is hiding. There are several studies' which do not recommend "screens" before of age 12. As parents we are very concerned that parents use media content as a substitute for time when they are not dealing with children or even for the sake of peace. Unfortunately, all too often, all this can be linked to the fact that children access media content unattended.

Train the trainer is a good approach to solving the current problem, to provide a more complete solution, we would need a system solution that could be introduced and used in primary school. The children, however, would pass on their knowledge and behaviour to the parents reminding them.

#### **Attachments:**

Excel sheet with the data collected through the survey.