IO1/A3 – National reports

Template for National Report

Poland
MaPa

January 2020

Fundacja Mapa Pasji

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1. Introduction

1.1 Objective and scope of the research

Describe briefly the objective of the research (referring to the project) and its scope

The objective of the research is to gather information concerning media literacy in Poland – the actual state of knowledge, existing actors and their programmes, 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 within the "Media Literacy for Parents" project implemented by partners from 6 European countries: Poland, Italy, Bulgaria, Cyprus, Greece and Belgium (on EU level).

1.2 Methodology

Describe briefly the methods used to collect data:
- *Desk research: how did you collect data? Which tools did you use to find and select data? When and where did you do the research? What sort of materials / information did you search for?*

The desk research was conducted in January and February 2020. It was based on materials and documents accessible on the internet (on websites of public institutions and non-governmental organisations dealing with media literacy). An important source of information was also the focus group interview – after the meeting we received from our interlocutors several hints and links to interesting materials prepared by other organisations on the topic of "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 in Poland.

- *Questionnaires: when, where and how did you collect answers? What sort of media / channels did you use to promote the survey? How many replies have you collected?*

The questionnaires were available on the Internet through Google forms from Jan 20th until Feb 13th. We invited parents to fill in the questionnaire on the Map of Passions Foundation Facebook profile, on our website (www.mapapasji.pl) and also by e-mail, which was sent to our partners on Jan 20th. All together we have gathered 148 replies.

The focus group interview took place in Map of Passions Foundation's office on Feb 13th. In order to have a good problem understanding, we invited not only parents, but also experts who have good knowledge of the media literacy issues (some of them are parents, too). Among participants we had: 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 working with other parents). During the interview we mostly discussed the results of the survey: we analysed answers to several questions from the questionnaire, we exchanged our doubts and opinions, we talked about the observations they made as experts during their work with parents. The interview gave us some crucial information and confirmed some of our suppositions concerning the needs and the real problems in teaching parents media literacy. The details have been presented in part 4 of the report.

2. Desk research results

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.

- *Who (both people and institutions) deals with "media literacy" in your country: we need a list of stakeholders with information, what they do, what they offer to different target groups (do they have a special offer for parents?); the following table will be useful:*

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?
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 institutions. Their mission is to make the world of the Internet accessible to everyone.	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.
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 developped 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 Informacyjnego	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 technologies for socially useful purposes. Their projects support local communities in their development. They encourage to conscious use of information and media communications.	Inhabitants of small cities (up to 50 000).	They run projects, organize conferences, social campaigns, networking and consulting.
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	Adults 50+, school teachers, local councils	

		of Polish schools, conducting scentific research, consulting for local councils		
Fundacja Dbam o Mój Z@Sięg	https://dbamomojzasieg.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 Siłę	https://fdds.pl/ biuro@fdds.pl	They act to proctect children, give them oportunities 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	Different insitutions, schools,	Together with Foundation Dajemy Dzieciom Siłę develops a website

		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.	government office	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 dificult situations which can happen to children using the Internet. It includes a set of films about tools for "parents' control" and good advices on comunication with children using the Internet.	Parents	

- *"Media literacy" in my country – an overall view and conclusions from the desk research Please, be analytical! Compare the existing offers and choose the most interesting ones. Is there any offer in media literacy for parents?*

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. One can find them on www.dzieckowsieci.pl – there is a comprehensive set of films, texts and links to other materials, such as an on-line course for parents prepared by the Orange Foundation, which is available here: https://fundacja.orange.pl/kurs
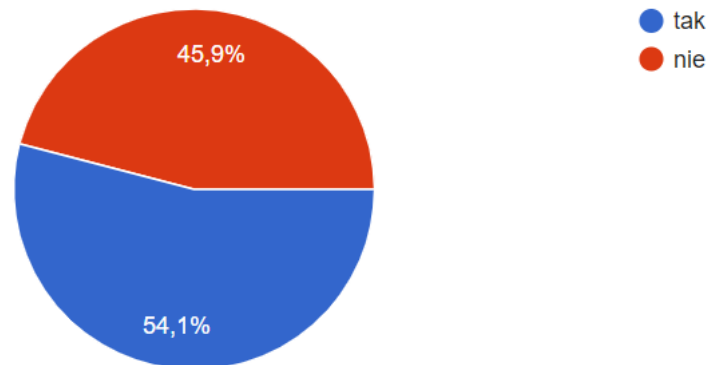
3. Questionnaires' results

148 surveys were gathered in Poland. Parents could fill in the survey only online. We prepared online questionnaire[1] and we promoted it mainly by Facebook and sending mails to friends.

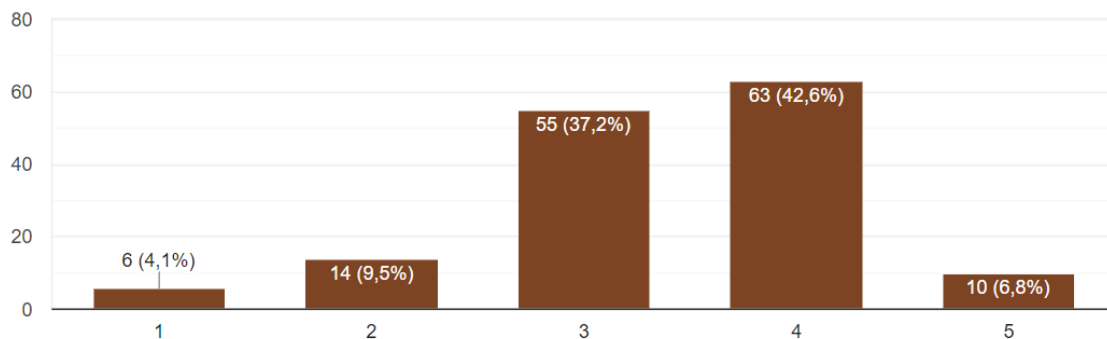**Question 1: Have you ever heard of the term „media literacy"?**

1. Czy słyszałeś/aś wcześniej o pojęciu „kompetencje medialne"?

148 odpowiedzi

● tak
● nie

45,9%

54,1%

54,1% of respondents heard of the term „media literacy" and 45,9% never heard of this term.

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

79,8% assess their level of competences in media literacy as a 3 or 4 on a scale of up to 5. Only 6,8% of respondents assess their knowledge as excellent (5). 4,1% admit that has no knowledge of the subject of media literacy.

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[1]
https://docs.google.com/forms/d/e/1FAIpQLSdiPLvxoTWQVykBYYbHi20kDTyP1z4Aki44ezifLZPqNVKVLg/viewform

Question 3: Which traditional media do you mostly use?
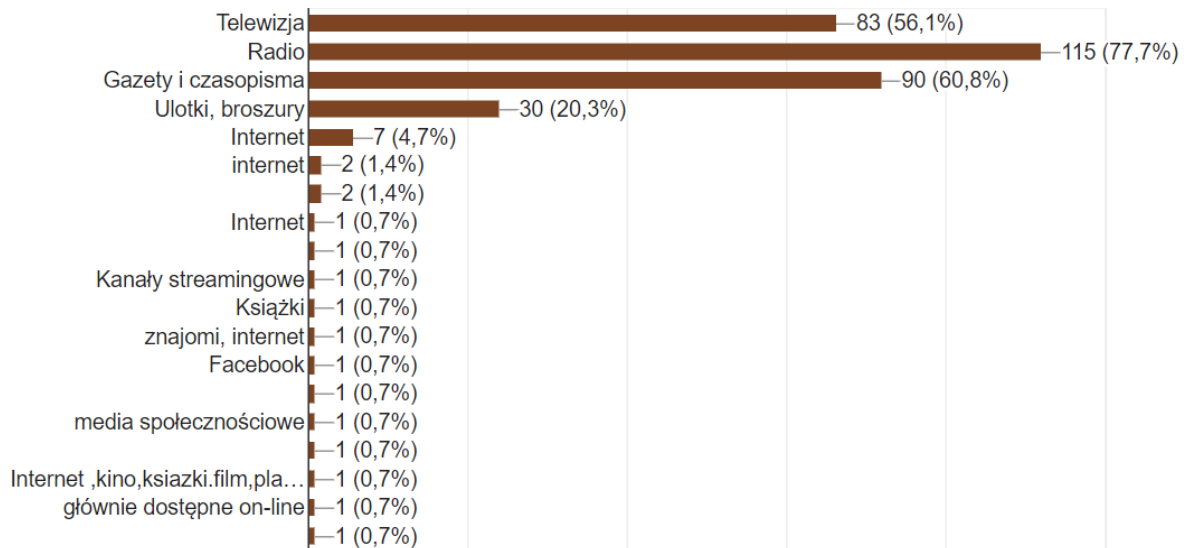
People who completed the survey mainly use radio, television and newspapers and magazines (more than 50%). There are also people who use flyers/letterbox drop (20,3%).

Question 4: From where do you draw knowledge concerning digital media?
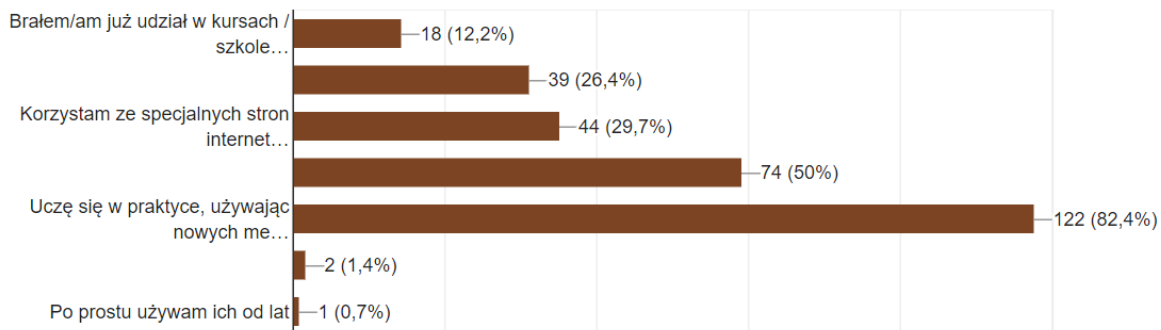
Most of people who filled in the questionaire learn from practice using media literacy (82,4%) and half of respondents get information from friends, family.

Question 5: Which digital media tools do you use?
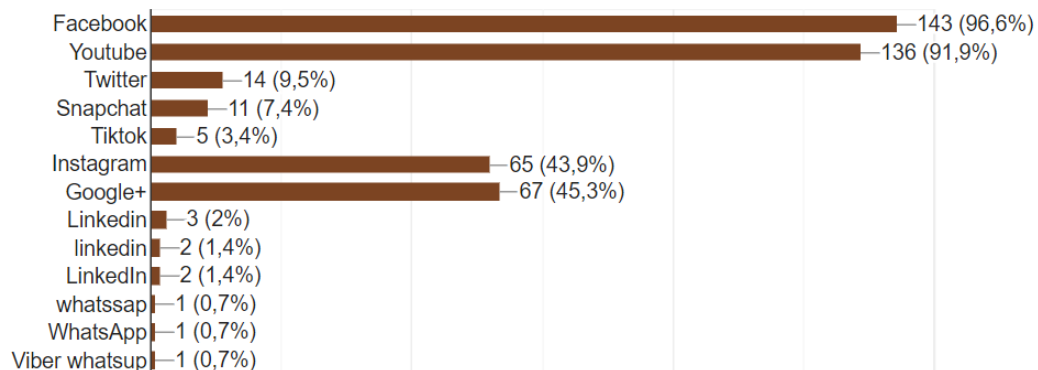
Nearly everybody uses Facebook, 91,9% of respondents use Youtube. There are aslo people who are familiar with Istagram and Goggle +. Less than 10% of respondents use Twitter, Snapchat or Toktok.

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

89,9% of the sample said that use media to communicate with family and/or friends. 84,5% read and watch news in media, 73% use media to have fun and 69,6% because of work.

Question 7: Do you know new digital media tools used by your children?

45,3% respondents say that I know exactly which tools my children use and I also use them and 19,6% say I know which tools my children use, but I personally don't use them. So 64,9% of parents who filled in the survey has knowledge what kind of media their children use. During focus group meeting invited guests didn't agree with it. They believe that most of parents think that they know, but reality is totally different.

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

62,2% of respondents use social media and their children also do; they talk about it; They think they know what their children do but they feel they could know more. Nearly 30 % don't use social media and don't allow their children to use them.

**Question 9: Would you like to participate in at least one course level?**
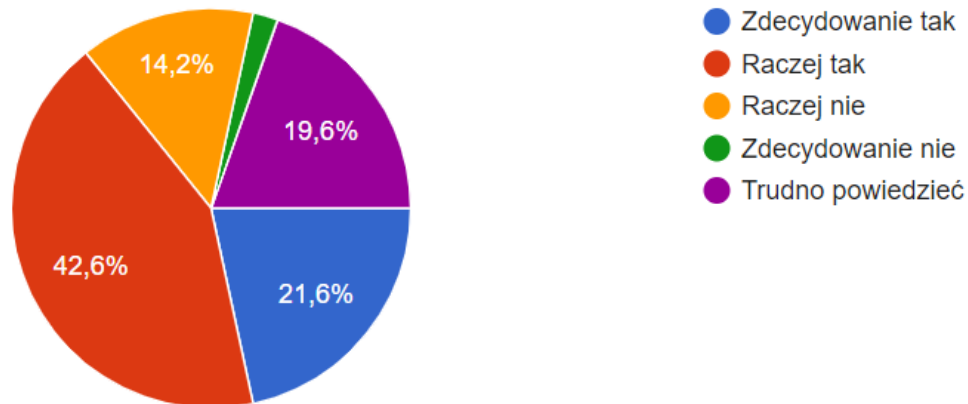
64,2% of the sample definitely or probably want to participate in at least one course level. Nearly 20 % don't know and 16,2% don't want to take part in this kind of course.

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

Cyber security

Cyber bezpieczeństwo

148 odpowiedzi
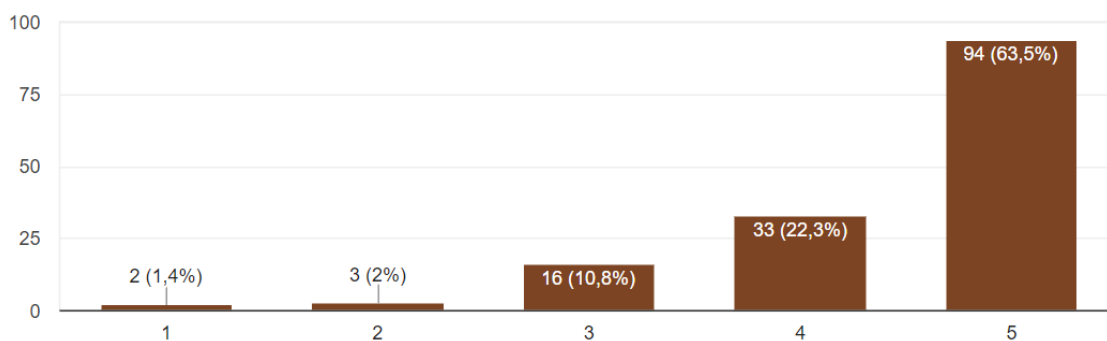
63,5 % of respondents think that cyber security is very useful for them in media literacy training.

Netiquette

Netykieta (ogólnie przyjęte zasady uprzejmować w komunikacji on-line, wysyłaniu wiadomości itp.)
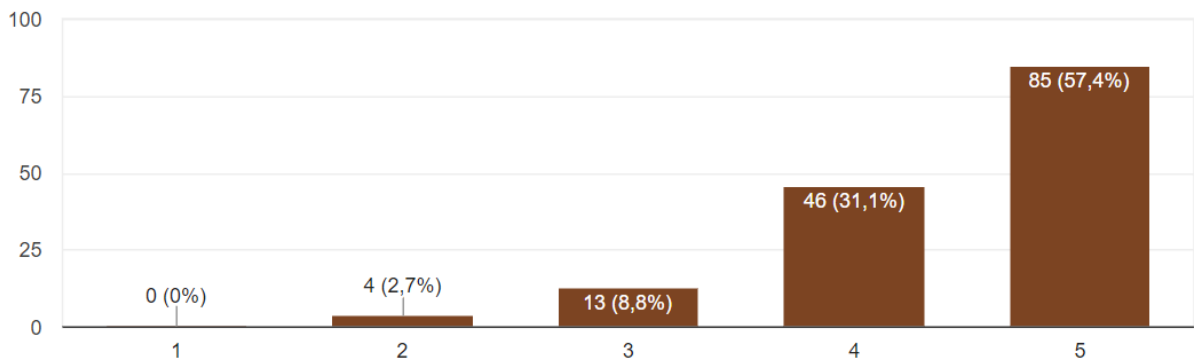
148 odpowiedzi
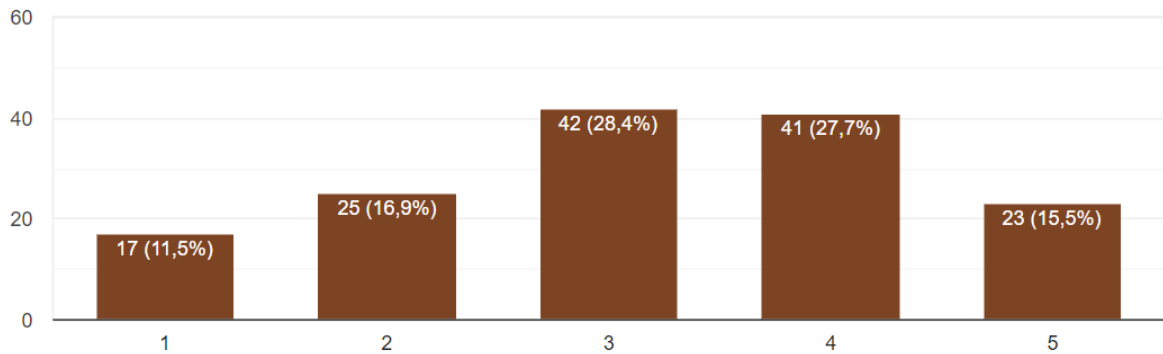
Netiquette doesn't seem to be really necessary for parents who filled in the survey. 56% of respondents think it could be useful but not necessary (3 or 4 on a 1-5 scale).

Privacy and digital footprints

Prywatność i ślad cyfrowy (możliwe do prześledzenia ślady naszej aktywności i komunikacji w internecie lub na urządzeniach cyfrowych)
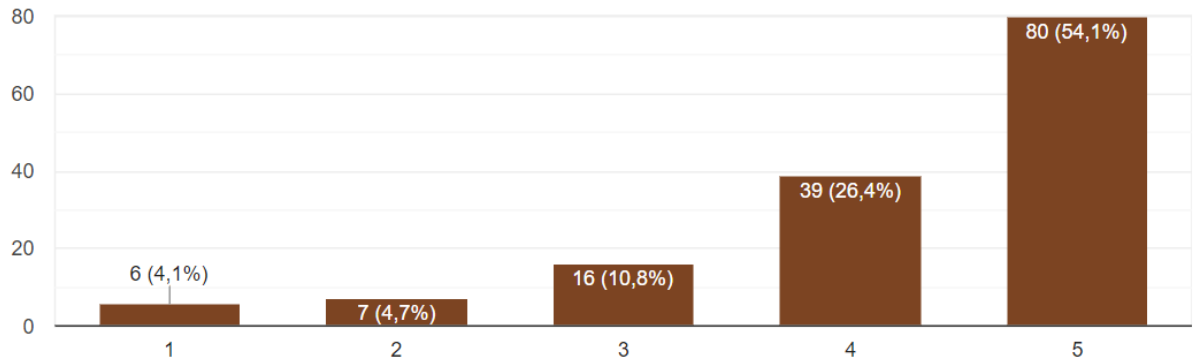
148 odpowiedzi

Privacy and digital footprints is necessary for more than 57% respondents. 31% believe that this topic is important during media literacy training.

Internet addiction

Uzależnienie od internetu
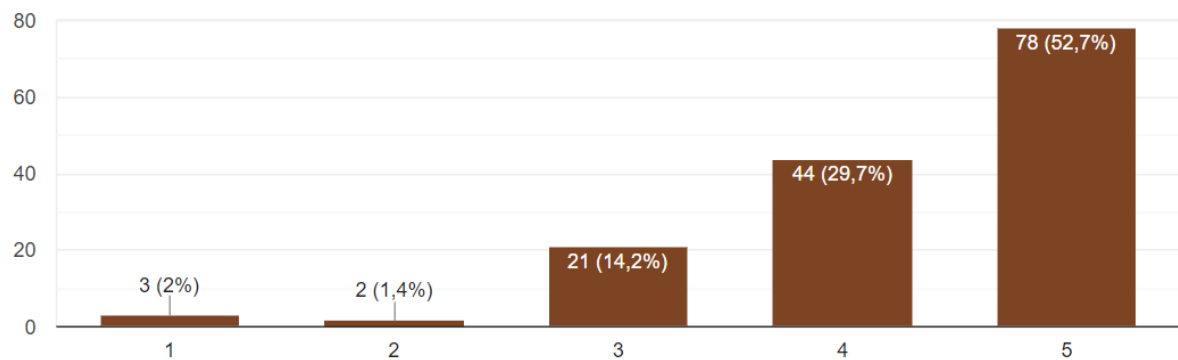
148 odpowiedzi

According to the survey responses, more than half of the parents would definitely like to learn more about Internet addiction during media literacy training.

Distinguishing fake news

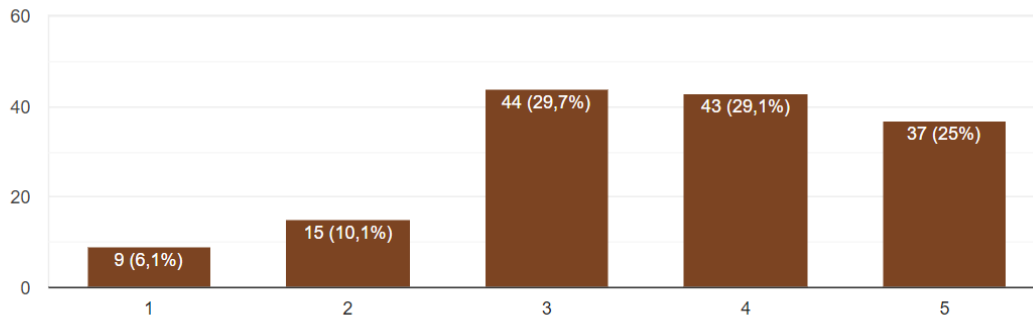### Rozpoznawanie fałszywych informacji (fake news)

148 odpowiedzi

52,7% of respondents think that distinguishing fake news is a necessary part of media literacy training.

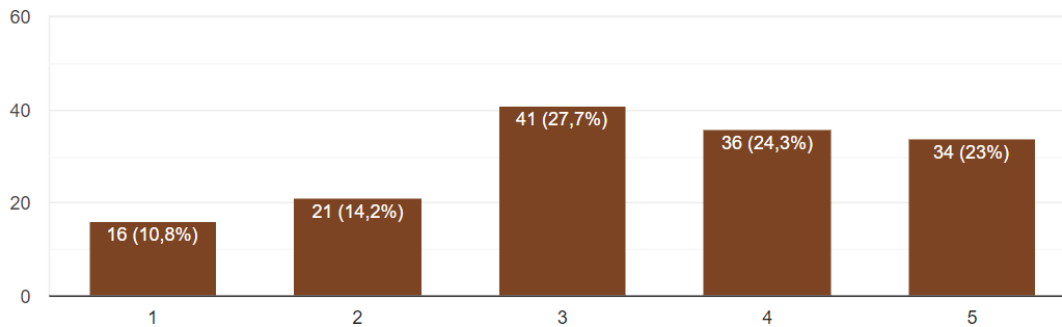## Creating content

Tworzenie treści

148 odpowiedzi

Creating content isn't so important for parents who would like to take part in a media literacy training. Only 25% of respondents consider it as a necessary part of the course.

On-line payments

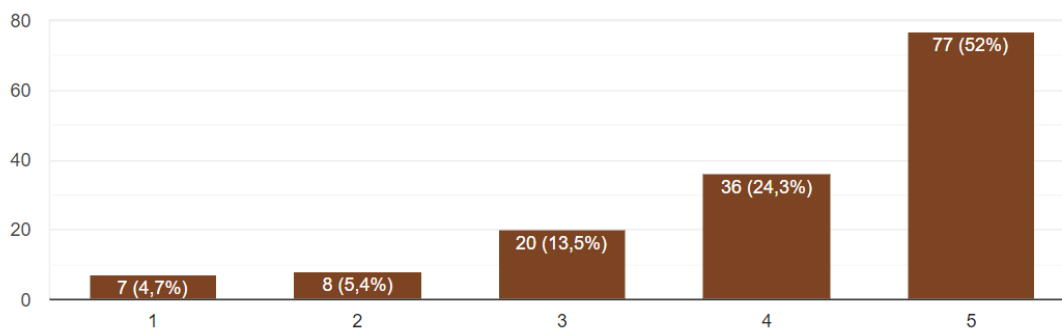Płatności on-line

148 odpowiedzi

On-line payments is a necessary topic in media literacy training just for 23% of the respondents.

Parents' control tools

Narzędzia kontroli rodzicielskiej
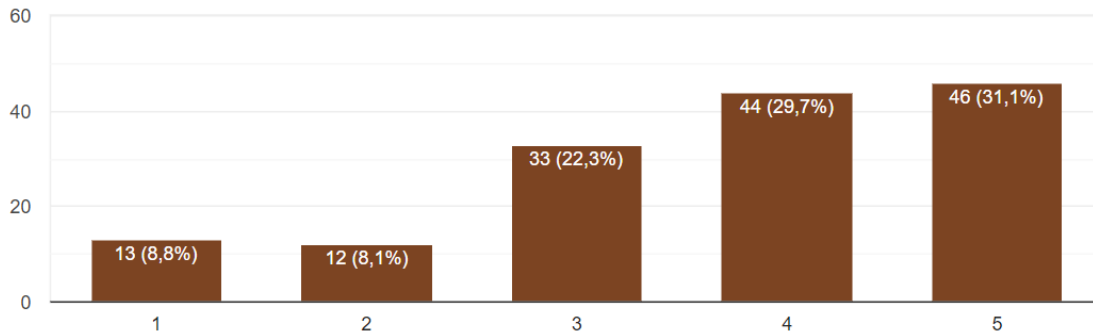
148 odpowiedzi

Parents' control tools seem to be a very important part of training for more than half of the respondents.

Useful family habits / rules

Przydatne zasady/zwyczaje rodzinne

148 odpowiedzi

Useful family habits/rules are a necessary topic just for 31% of parents. More than 50% doesn't consider this issue so important (3 or 4 on the 1-5 scale). It seems that parents often want to get simple technical solutions to get control over their children. Conversations, setting family rules seem not to be so appealing.

Respondents would like to talk about the following topics, during media literacy training:

- Discrimination and harassment of girls online, stalking, copyright
- Children's safety on the web
- Limited confidence
- What kind of media do young people use today - characteristics, potential, threats.
- When we meet friends, we put off mobiles and internet
- 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?
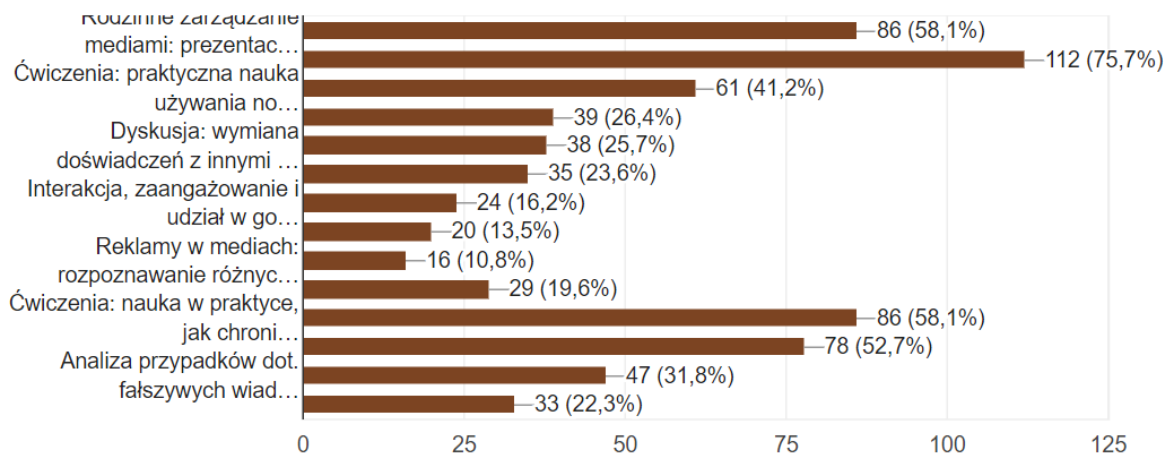
The most interesting topics and methods to respondents are:

- Internet safety: Presentation on applications that protect me and my children from dangerous people, inappropriate content, viruses etc. (75,7%)
- 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 (58,1%)
- Exercises: learning in practice how to protect one's privacy on the internet (advanced security settings in web browsers and smartphones) (58,1%)
- Case analysis concerning behaviours – how to talk to my children, how to introduce family rules concerning internet, games, smartphones etc. (52,7%)

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.)?
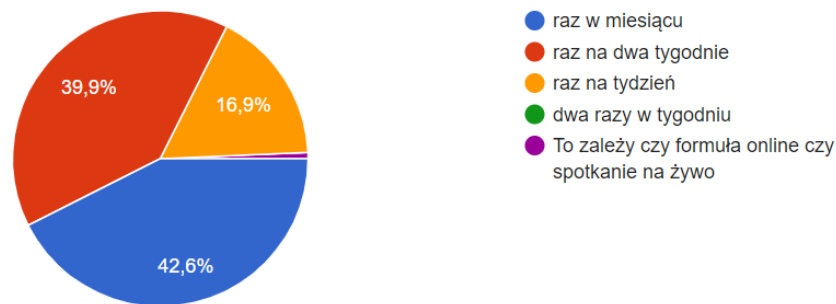

- tak
- nie
- trudno powiedzieć
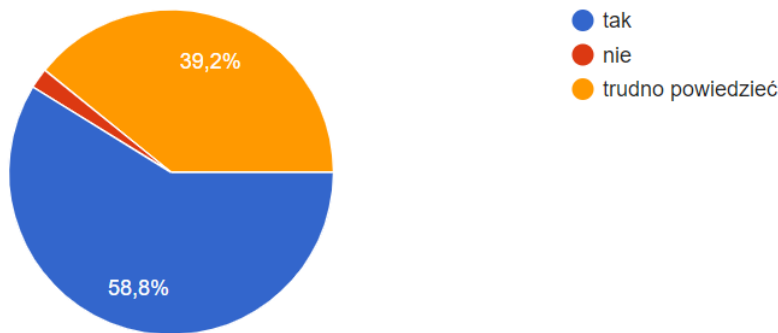
58,8% of the sample believe they would be able to do practical homeworks between the training sessions and nearly 40% don't know.

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

Gdy mowa o szkoleniu dla rodziców, jak często Twoim zdaniem powinny odbywać się 2-godzinne sesje szkoleniowe?

148 odpowiedzi

- raz w miesiącu
- raz na dwa tygodnie
- raz na tydzień
- dwa razy w tygodniu
- To zależy czy formuła online czy spotkanie na żywo

Respondents would like to participate in trainings ones a month (42,6%) or once in two weeks (39,9%).

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

Czy chcesz korzystać z aplikacji internetowej z dodatkowymi informacjami służącymi edukacji medialnej rodziców?

148 odpowiedzi

- Zdecydowanie tak
- Raczej tak
- Raczej nie
- Zdecydowanie nie
- Trudno powiedzieć
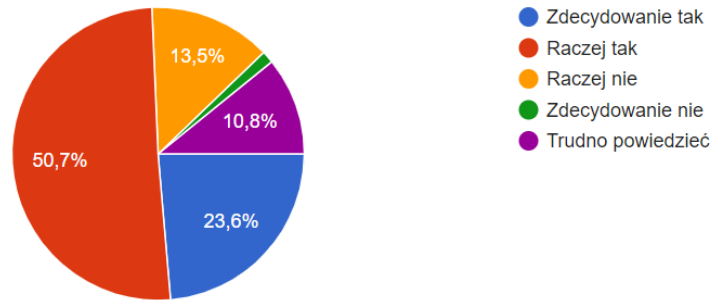
74,3 % of the sample would like to use a web application with additional information on media literacy for parents (23,6% definitely yes and 50,7% probably yes).
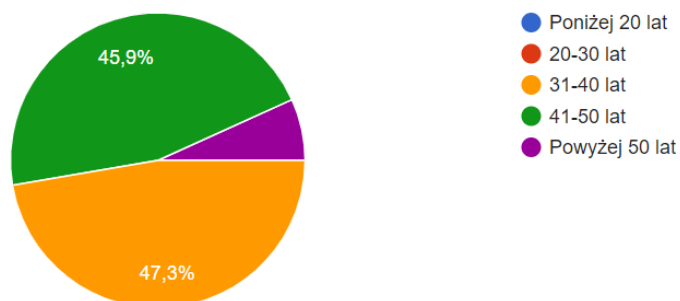
80 respondents left their e-mail address, showing interest in the project (participation in a training course on media literacy and/or testing web application for parents).

Sex of respondents:

- kobieta
- mężczyzna
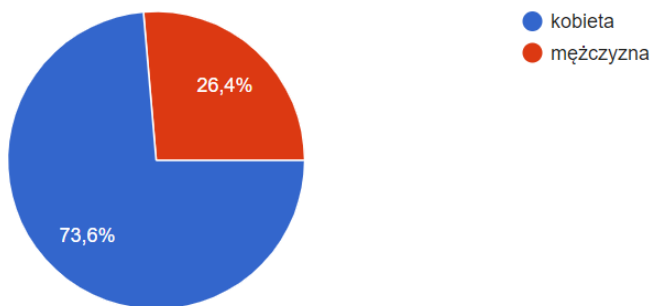
This survey was filled by 73,6% of women and 26,4% of men.

Age of respondents:

- Poniżej 20 lat
- 20-30 lat
- 31-40 lat
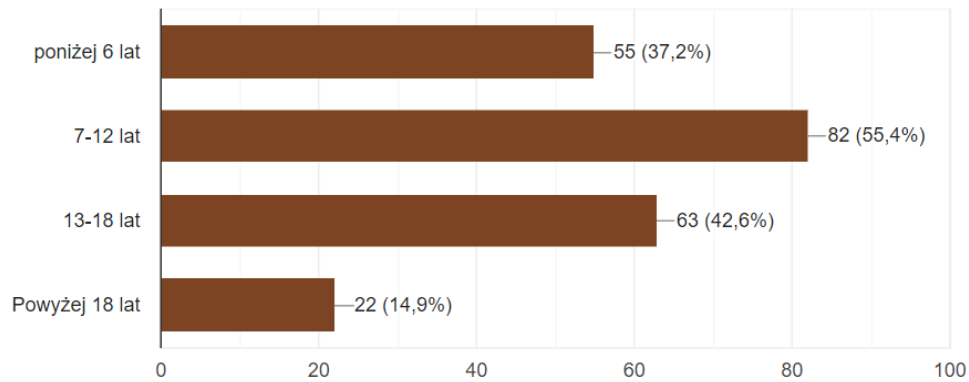- 41-50 lat
- Powyżej 50 lat

Nearly half of the sample is 31-40 years old, 45,9% is 41-50 yeras old and 6,8% is over 50.
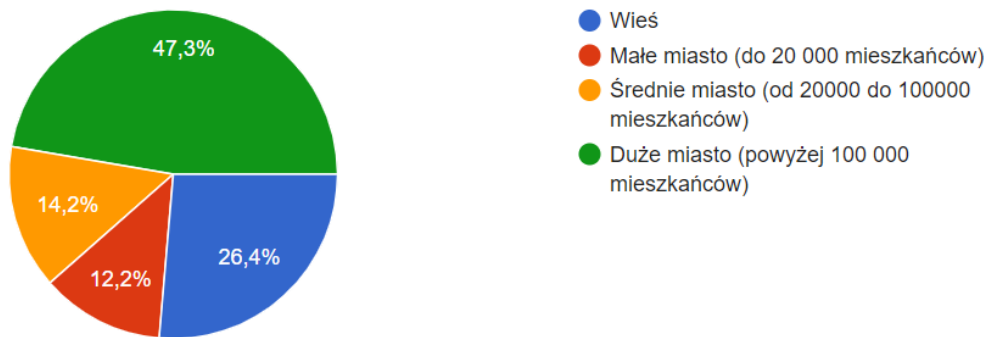
Age of participants' children

Mam dzieci w następujących grupach wiekowych (można wybrać kilka):

148 odpowiedzi

Most of the respondents have children between 7-12 years old (55,4%).

Place of living

- Wieś
- Małe miasto (do 20 000 mieszkańców)
- Średnie miasto (od 20000 do 100000 mieszkańców)
- Duże miasto (powyżej 100 000 mieszkańców)

47,3% of respondents live in a big city (over 100 000 inhabitants), 26,4% in a rural area, 14,2% in a medium city and 12,2% in a small town.

Accomplished level of education:

- podstawowe
- średnie
- wyższe
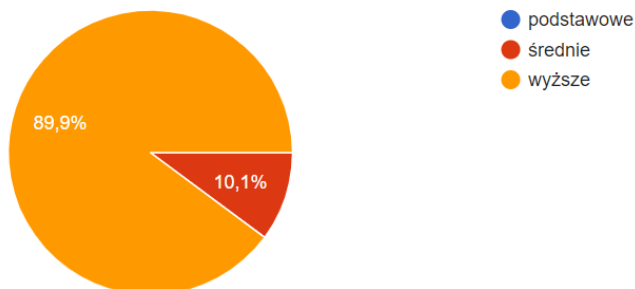
89,9% respondents accomplished university studies and the rest secondary school.

The main conclusions we can draw from the survey are:

1. There is a big interest in the topic of media literacy among parents (although the term "media literacy" is still not widely spread and obvious to everybody). We got quite a lot of answers within a short time. 80 parents left their e-mail addresses, so that we can contact them later during the project development.
2. 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. They claim they already have a good knowledge (level 3 or 4 in 1-5 scale) and most of them claim to know exactly what their children use and do on the internet.
3. First of all the respondents seem to be willing to protect and to control their children, in order to avoid any dangers, internet addiction etc. They would like to get perfect technical solutions to have everything under control.
4. In most cases the parents have learned everything they know in practice (without any dedicated trainings). Most of them declare they want to participate in trainings organised within the MeLi project. They would like to learn in practice – through exercises, case studies, they are less interested in lectures and presentations.
5. Almost 90% of the inquired parents have higher education level. It means that we don't really know the needs and expectations of parents with primary education level. It doesn't necessarily mean they are not interested in trainings on media literacy – it might be just the fact that the survey was disseminated mostly among parents with higher education level. It is also important that almost ¾ of the sample are women.

4. Focus group interview

- Marcin Dudek, a trainer who has led several trainings on media literacy for parents; he is a father, too;
- Irena Dołyk, a teacher and a scout leader who has led several trainings on media literacy for parents; she also works with children and youth;
- Katarzyna Bieroń, a psychologist working in a primary school and a scout leader; she has solved several conflicts related to the use of Internet by youth;
- Agnieszka Walewska, a manager in IBM responsible for communication; she has some experience in teaching other parents safety on the Internet; she is a mother of two teenagers, too;
- Krzysztof Florys, he is a father of a ten year old girl.

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, possible settings on their profiles, accessible tools etc. They cannot protect their children if they don't protect themselves. They get most the 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 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.
Digital world – what parents know about their children	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 most cases parents have absolutely no idea what is going on… Youngsters are very flexible, they can change applications and ways of communication very quickly.
Different training levels	It is not a good idea 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. If we talk about 3 levels of trainings in media literacy, the age of children could be a good start point.
Existing educational materials	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.

3. Conclusions and recommendations

Comment the collected results and provide recommendations at national level, especially present your reflections and suggestions concerning the training programme.

The research that has been done on Poland shows that there's a big need for improving knowledge on media literacy among parents. The school system doesn't address the problem sufficiently (the general teachers' knowledge is definitely low) and there are more and more parents who understand the dangers and are interested to learn, how to avoid them.

The desk research shows that there are several programmes and initiatives for media literacy and internet security (including valuable teaching materials), however it is true that most of them are prepared for teachers rather than for parents.

The survey shows that parents (especially women from big cities, with higher 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, to get tools that would allow them to control their children on the Internet, to analyse case studies etc.

The focus group interview was a crucial point of the whole research. The experts taking part in it agreed 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. It's 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 (it seems to be a good point for differentiating training levels).

Attachments:

Please, attach the full Excel sheet with the data collected through the questionnaire (raw data exported from the Google form that you used)

Excel file with survey results.