Better Internet for Kids

O5.4 Media literacy campaign pilot report

#MediaSmartOnline piloting phase (March-April 2024)

May 2024

European Schoolnet · ins@fe

Contents

1. Executive summary

Better Internet for Kids (BIK) is a European Union-funded initiative aiming to create a safer and better internet for Europe's children and youth. Underpinned by the European strategy for a better internet for kids (known as BIK+), the aim is to improve age-appropriate digital services and ensure that every child is protected, empowered and respected online. Pillar 2 of the strategy, in particular, aims to foster digital empowerment of children and young people – and to upskill those who are supporting them (parents and caregivers, teachers and educators) – to make sure that they become critical users of online services.

In the framework of BIK, actions seek to improve educational opportunities, thus including media literacy, to support Pillar 2, by creating and running dedicated awareness-raising campaigns aimed at enhancing media literacy skills.

To underpin the development of the campaign, a comprehensive mapping of the current media literacy initiatives in the EU was conducted, together with the Media & Learning Association (MLA). The mapping was supported by a survey issued to the Insafe network of Safer Internet Centres. What emerged is a very fragmented scenario, with a wide variety of already existing actors and actions, some ranging from very localised, small-scale efforts, to more significant, established efforts coordinated by governmental bodies or other institutional agencies. It was also noted that players in the field often act in 'silos' with actions related to specific interests or national priorities and urgencies. Thus, there is a lack of a common approach and understanding on how to promote media literacy actions in Europe: it is this gap that this media literacy campaigning efforts are trying to bridge, by building synergies and opportunities for cross-collaboration whenever possible, and to help shed a light on already-existing initiatives and programmes on the topic.

Thus, a pilot phase of the MediaSmartOnline campaign launched on 8 March 2024, and ran until 17 April 2024. The pilot campaign was scoped and delivered first in three countries (Czech Republic, Ireland, Poland), whose SICs agreed to support and cooperate in testing this approach. Campaigning materials were designed within the frame of the pilot aimed to deliver some of the key messaging around

four focus topics within the field of media literacy – Artificial Intelligence (AI), virtual worlds and immersive realities, mis- and disinformation, online hate speech – and to spotlight media literacy actions and initiatives in the three pilot countries.

The MediaSmartOnline pilot campaign has shown encouraging success indicators across various metrics, highlighting significant engagement and reach among its target audience – children and young people, parents and caregivers, teachers and educators. Notably, dissemination efforts were collectively spread across various stakeholders, including BIK, MLA and the SICs of the pilot countries. While a more detailed breakdown of the impact of the pilot campaign follows below, collectively, it has reached millions of users across various communications channels: social media (LinkedIn, X, Facebook, Instagram), various blog posts and articles, original YouTube video content created specifically for this campaign, and several newsletters.

Following the pilot phase, various feedback was collected from the Safer Internet Centres involved in the pilot campaign, and it can be summarised as follows:

- The main point raised concerned the need to seek synergies and opportunities for collaboration among all stakeholders involved. The campaigning materials for the full roll-out should be developed in co-creation, as a collective effort, with the participation of all countries involved.

- Timeline: all pilot countries agreed that the chosen timeframe wasn't ideal, as it was an already-packed period with other ongoing national campaigns and commitments. Most would have preferred to conduct the campaign later in the year, but equally understood that this year is particularly sensitive with the European elections.

- Campaigning materials: while the mapping exercise was highly appreciated, it was noted that it should be expanded, as it is still missing certain areas of Europe and/or specific lines of activities at the national level. This further evidences the finding that the EU media literacy landscape is highly fragmented. In addition, the information should be disseminated in a format that is easy to read and access, and that allows quick location and use of pertinent information.

- The approach of rotating between different focused topics was preferred over referring to "media literacy" generally as it's considered too broad a term, making it harder for the general public to associate with and engage with. In addition, it was noted that messages containing tips and practical advice were especially well-received by the audience, and that further messaging should continue in this direction.

- Language: while English worked quite well as a common language and should be kept in terms of general brand identity (logos, hashtags, etc.), some of the messaging and other campaigning materials should be translated to allow for a more targeted effort in each country involved.

Overall, however, the pilot campaign has demonstrated that it has a strong foundation and has shown successful performance results both in terms of website and social media activities, demonstrating significant engagement and confirming interest in the subject matter.

The preliminary results and next steps of the campaign were additionally discussed during the latest Insafe Steering Committee meeting in April 2024, and an agreement was reached to set up a short-term Media Literacy Campaign Working Group (MLC-WG) to contribute to the concept, creation, planning and delivery of the full roll-out of the campaign over the coming months. Due to meet imminently in June 2024, the Working Group currently includes representatives of 10 different Safer Internet Centres (including the pilot countries) and aims to provide a dedicated space for SIC members to contribute their insights and perspectives, and exchange views and best practices, highlighting events and initiatives at the national level across Europe. Discussing and agreeing on a suitable timeline will be the first point of discussion for the WG – and SICs will be presented with different, possible scenarios to choose from.

2. Background to Better Internet for Kids new initiative

Empowering children with the skills and knowledge they need when they go online is a key priority of the European strategy for a better internet for kids (BIK+), Pillar 2 on digital empowerment ("*so all children, also those in situations of vulnerability, acquire the necessary skills and competences to make sound choices and express themselves in the online environment safely and responsibly*"). In the strategy, the Commission seeks actions to improve the educational opportunities and the media literacy of children and young people to support Pillar 2, allowing them to become more critical users of online content and services. Dedicated campaigns should be specifically designed to raise awareness of key issues such as disinformation and misinformation, and to generally enhance media literacy skills among children and young people, while also better upskilling those that support them (such as parents, caregivers and teachers).

To give some background and context to these plans, it is useful to reflect on the current state of play of the EU media literacy campaigning landscape, which is characterised by a wide variety of different players and activities, some based on very local, small-scale initiatives, while others represent significant ongoing efforts on the part of governments and other agencies. This landscape also reflects the various positions and understanding that people have of the very term 'media literacy' and the fact that those active in the field have often operated in different 'silos' related to their specific interests. This lack of a common approach to promoting media literacy stems largely from a very mixed view of what constitutes media literacy. The ongoing debate about defining media literacy also points to a discussion as to who exactly is responsible for raising the level of media literacy across society; one that is becoming increasingly critical as we face the ever-rising tide of disinformation.

In addition to the aforementioned, the European Declaration on Digital Rights and Principles for the Digital Decade states that "*Children and young people should be*

empowered to make safe and informed choices and express their creativity in the digital environment". Pillar 2 of the BIK+ strategy embodies this objective and commits to "*providing opportunities to all children and young people to acquire the necessary skills and competences, including media literacy and critical thinking, in order to navigate and engage in the digital environment actively, safely and to make informed choices*". **Digital empowerment** has long been recognised to be one of the most effective ways to support children and young people in their digital activities. Protection on its own is not sufficient to guarantee that children gain the benefits from the digital environment and, indeed, prioritising safety and protection over and above participation restricts children from making the best use of the many opportunities the digital world offers.

Notably, a lack of awareness of children's rights was apparent among many stakeholder groups pointing to the need for more sustained awareness raising on this topic. BIK+ indicates that it will support large-scale media literacy campaigns drawing on the range of resources and initiatives at the Commission level, including the work of Safer Internet Centres (SICs) to impart digital skills on an inclusive basis and with "*careful attention to children with special or specific needs, or from disadvantaged and vulnerable backgrounds*".

2.1 BIK Phase 5 project context

Under Phase 5 of the Better Internet for Kids (BIK) project, European Schoolnet (EUN) commits to scoping, developing, pilot testing, and rolling out new awareness-raising campaigns and actions, such as the new large-scale media literacy campaign. In order to do so, EUN will work with a range of stakeholders, from the European Commission, government, academia, civil society and industry, among others, to implement the priorities of the BIK+ strategy, and with established media literacy networks, with the help of the Media & Learning Association (MLA). The aim is to provide opportunities for all children and young people to acquire the necessary skills and competences, including media literacy and critical thinking, in order to navigate and engage in the digital environment actively and safely, and to make informed choices.

Other relevant actors will be encouraged to support and promote the campaign, harnessing existing national and European multipliers such as schools, civil society organisations, and industry. Children and young people, and where appropriate parents, caregivers and teachers, will be consulted as part of the scoping exercise to ensure that the resulting campaign(s) deliver age-appropriate messages, and facilitate cross-generational and cross-sectoral exchanges on the creative, critical and responsible use of digital technologies.

2.2 Mapping the media literacy landscape in the EU

To build the foundations of the campaigning activities, an analysis of the current media literacy initiatives was carried out by and with the Media & Learning Association (MLA). The main objective of the mapping exercise was to provide a preliminary mapping of media literacy activities and actions in Europe, by summarising current important activities, key organisations and driving factors.

Media literacy in Europe is characterised by being a rather diverse and somewhat **fragmented** area of interest with a wide variety of different players involved ranging from supra-national agencies to national and regional policymakers, NGOs, educational providers and media and industry players. When it comes to actual initiatives, these generally fall into one of the following categories: projects, actions, programmes and campaigns, varying in terms of the type of intervention that is proposed, the scale and target of those for whom it is intended, and the duration and goal. A **lack of a common understanding and agreement** as to what constitutes media literacy and the extent to which it is synonymous with media education, information and digital literacy, adds further complexity. Interest in media literacy is on the rise, largely due to increasing concerns regarding disinformation which, many argue, is posing a direct threat to our democratic way of life. The full mapping exercise can be consulted here.

Please note that, as part of this mapping exercise, the Insafe network of Safer Internet Centres was consulted. In September 2023, Better Internet for Kids conducted a survey to map the current EU media literacy initiatives among the network, and collect suggestions on priorities for an EU-wide media literacy

campaign. More specifically, the survey asked SICs about their current media literacy actions, campaigns, and key partners, and specifically requested to evaluate the current status of media literacy education within the Safer Internet Centre's work programme. 19 SICs answered the survey – and a majority noted media literacy education as a "high priority". The SICs were also asked to state how they currently deliver any media literacy-related activities, and to point out any additional media literacy programmes or campaigns in their countries, even if not managed or organised by them. They were also asked to provide suggestion for conducting an EU-wide media literacy campaign.

3. Overview of the media literacy campaign (MediaSmartOnline)

3.1 Objectives

The main objective of the campaign is to test out an approach developed by the Media & Learning Association (MLA) and EUN for running a Europe-wide media literacy awareness campaign in collaboration with the Insafe network of Safer Internet Centres (SICs). Such a media literacy campaign needs to build on the networking resources available in the SICs and, at the same time, maximise the efforts and activities of other stakeholders involved in supporting practices, developing policy, and carrying out research into media literacy including NGOs, government agencies and industry.

This activity does not seek to replace or compete against any existing media literacy campaign per se, but is instead positioned as a BIK+ media literacy campaign in collaboration with the Insafe network. The aim is to show a good understanding of the wider landscape and existing initiatives, while building synergies and opportunities for collaboration whenever possible.

3.2 Target audience

In terms of the **target audience**, the need to target **children and young people** as the main recipients has already been made explicit. In addition, the findings of the mapping exercise conducted by MLA and the survey to the Insafe network suggest the need to equally target **parents/caregivers** and **teachers/educators**. These two categories have been shown to play a crucial role in delivering media literacy initiatives, or are the first point of reference young people turn to when in need of guidance and advice on the topic.

3.3 Pilot countries

The first pilot campaign was carried out in three European countries, with the collaboration of the respective Safer Internet Centres, in the **Czech Republic**, **Ireland** and **Poland**. The criteria used to select these three European countries derive from the findings of the abovementioned mapping exercise, to make the pilot campaign as comprehensive and realistic as possible, while having in mind the bigger goal of organising and running an EU-wide media literacy campaign in 2025, and yearly moving forward in the next phases of the project. The rationale was to select a sample as representative as possible of the current landscape of media literacy initiatives and activities across the EU, and that somehow may add further layers of complexity to the campaigning activities: ranging from countries with a well-established framework of media literacy initiatives, and that are already working in close collaboration with a series of both governmental bodies and international organisations, to countries where the national media literacy landscape appears to be more fragmented and without a common and identifiable community, and where, up until now, there has not been a lot of evidence of a strong public commitment to media literacy.

3.4 Campaign timeline

The proposed timeline for the pilot campaign was as follows: 4-5 weeks of campaigning activities in the pilot countries between **8 March and 17 April 2024**. The decision was taken to launch and run the campaigns simultaneously in all three pilot countries, with the rationale of keeping similar conditions across the countries in as far as is possible. This would allow us to obtain constructive, applicable and comparable insights when assessing the impact of the pilot campaign, to further inform the planning of the subsequent EU-wide campaign.

It is worth noting that the pilot countries purposefully show varied, diverse national media literacy landscapes. Bearing in mind that different countries have different priorities and concerns, the choice to run the campaigns simultaneously was, once again, made with the aim of, keeping similar conditions across countries.

We were also conscious of the European elections coming up in June 2024, and so chose to run the pilot campaigns before electoral initiatives start intensifying in the respective countries. It should also be noted that platform providers may significantly adapt their activities and awareness raising in response to the pending elections.

3.5 Title, hashtag and style

To launch the pilot campaign, a brand name was created: MediaSmartOnline, suggesting the idea of being smart online users, and knowledgeable users of all kinds of media. While the brand name is unique, it echoes some well-established media literacy campaigns and initiatives such as Be Media Smart (Ireland) and the Maltese project BeSmartOnline!

The style of the campaign is relatively simple; one in which young people, as well as parents and educators, in both formal and informal educational settings, are provided with a set of clear messages and easy-to-access resources to enhance their media literacy skills and competences, particularly concerning their ability to question the source of information they consume online, and their own skills and motivations for sharing media-based content online. Most material was visual, with the only text-heavy material being the original mapping of the existing EU media literacy initiatives.

3.6 Visual identity

To establish a strong and distinctive brand, a visual identity was developed. This includes a colour palette, name logo, email signature, and a series of illustrations.
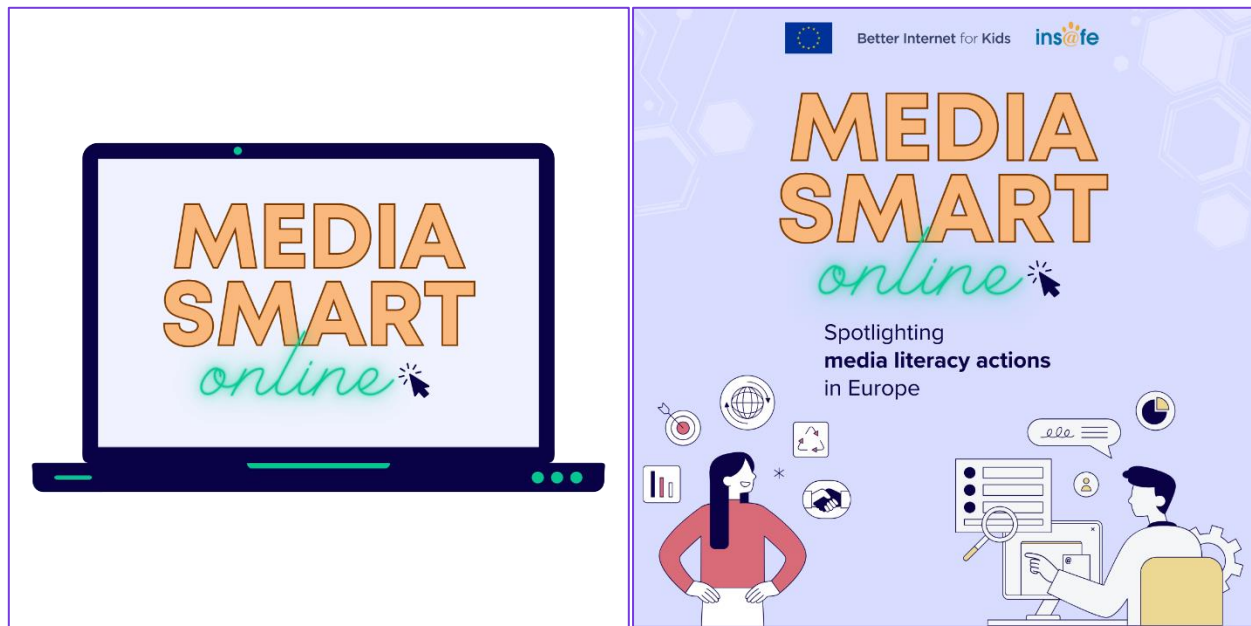
Figure 1. Visual identity of the MediaSmartOnline campaign

3.7 Communication channels

While the primary promotion of the campaign happens through BIK communication channels (X (formerly Twitter), LinkedIn, Facebook, the BIK bulletin and Insafe Weekly Update newsletters, and through MLA's channels, the pilot countries' Safer Internet Centres were also asked to help disseminate key messages and resources. The aim was to multiply campaign messages via Safer Internet Centres, MLA, and European Schoolnet to reach a broader audience.

4. Content and timeline of the MediaSmartOnline pilot campaign

4.1 Proposed content structure of the pilot campaign

Before the campaign launch, EUN provided the EC – and later all involved stakeholders – with a detailed breakdown of the pilot campaign content structure. This breakdown divided the pilot campaign into several weeks, each characterised by a different focus topic.

Pre-launch (1–7/03)	
Content type	*Who disseminates*
Countdown activities	BIK
Sneak peeks and introduction to the campaign	BIK

Launch (8/03)	
Content type	*Who disseminates*
Launch article	BIK
Mapping exercise	BIK

Week 1 – General (8-18/03)	
Content type	*Who disseminates*
Launch article	BIK + partners
Social media activities around the key messages and campaign background	BIK + partners
Mapping exercise	BIK+ partners

Week 2 – AI (19-25/03)	
Content type	*Who disseminates*
Focus article	BIK
Social media activities on the topic (e.g. quizzes)	BIK + partners
Spotlight of different ML activities on the topic	BIK + partners

Week 3 – Virtual worlds (26/03 – 3/04)	
Content type	*Who disseminates*
Focus article	BIK
Social media activities on the topic (e.g. quizzes)	BIK + partners
Spotlight of different ML activities on the topic	BIK + partners

Week 4 – Mis- and disinformation (4-10/04)	
Content type	*Who disseminates*
Focus article	BIK
Social media activities on the topic (e.g. quizzes)	BIK + partners
Spotlight of different ML activities on the topic	BIK + partners

Week 5 – Online hate speech (11-17/04)	
Content type	*Who disseminates*
Focus article	BIK
Social media activities on the topic (e.g. quizzes)	BIK + partners
Spotlight of different ML activities on the topic	BIK + partners

END (18/04)	
Content type	*Who disseminates*
Wrap-up article	BIK

Please note that the detailed content breakdown differed slightly for the Safer Internet Centres in the pilot countries. This was because Centres had parallel media literacy campaigns running at the same time, and were addressing specific sets of topics and concerns that were more relevant at the national level. As the aim was (and is) not to overlap or compete against ongoing campaigning activities but rather to give visibility to current actions, it is important to factor in that a number of media literacy campaigns/events/weeks of focused activities can be running extensively across the network, and some kind of overlap is inevitable.

4.2 Campaign materials of the pilot campaign

Below is a summary of the main campaign materials made available by the Better Internet for Kids Team to each stakeholder involved.

4.2.1 MediaSmartOnline presence on BIK portal

The landing page of the MediaSmartOnline campaign served as a hub page collecting all resources and main background information on the MediaSmartOnline campaign. It was launched on 8 March 2024 together with the campaign's launch posts on social media, and initially provided a general overview of the campaign, project background and the mapping exercise of the EU media landscape. It has been constantly updated since then with additional resources.
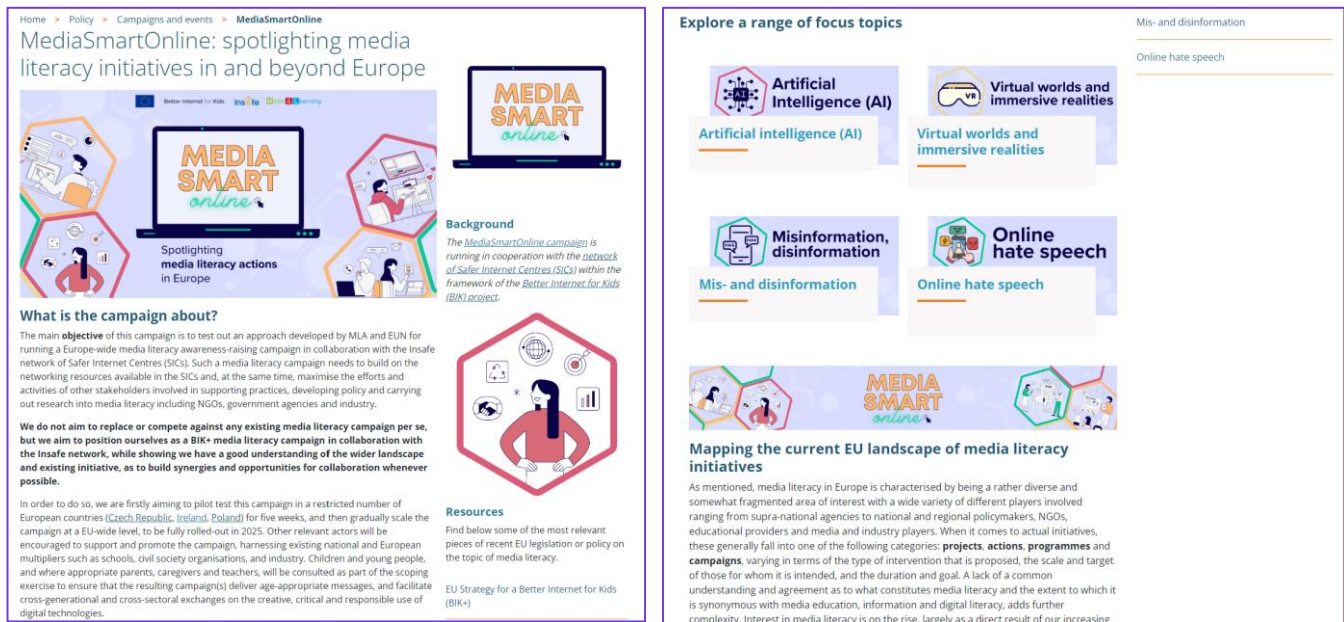
Figure 2. MediaSmartOnline landing page on the BIK portal

4.2.2 Launch and partner articles

The launch article provided background information on the initiative and the scope and timeline of the pilot campaign.

The article "*Discover the partners of the MediaSmartOnline pilot campaign*" provided essential background information on the work of the Safer Internet Centres involved in the pilot campaign.

4.2.3 Focus topic articles

Focus topic articles on Artificial Intelligence (AI), Virtual worlds and immersive realities, Mis- and disinformation, and Online hate speech were published every week as the pilot campaign progressed. Each week focused on a new topic, and a dedicated article was published to encourage conversations and exchanges around the topic.

4.2.4 Mapping of the media literacy landscape in the EU

The Mapping of the media literacy initiatives, landscape and industry in the context of Better Internet for Kids was heavily promoted on the BIK portal and on social media channels by both BIK and the stakeholders involved.
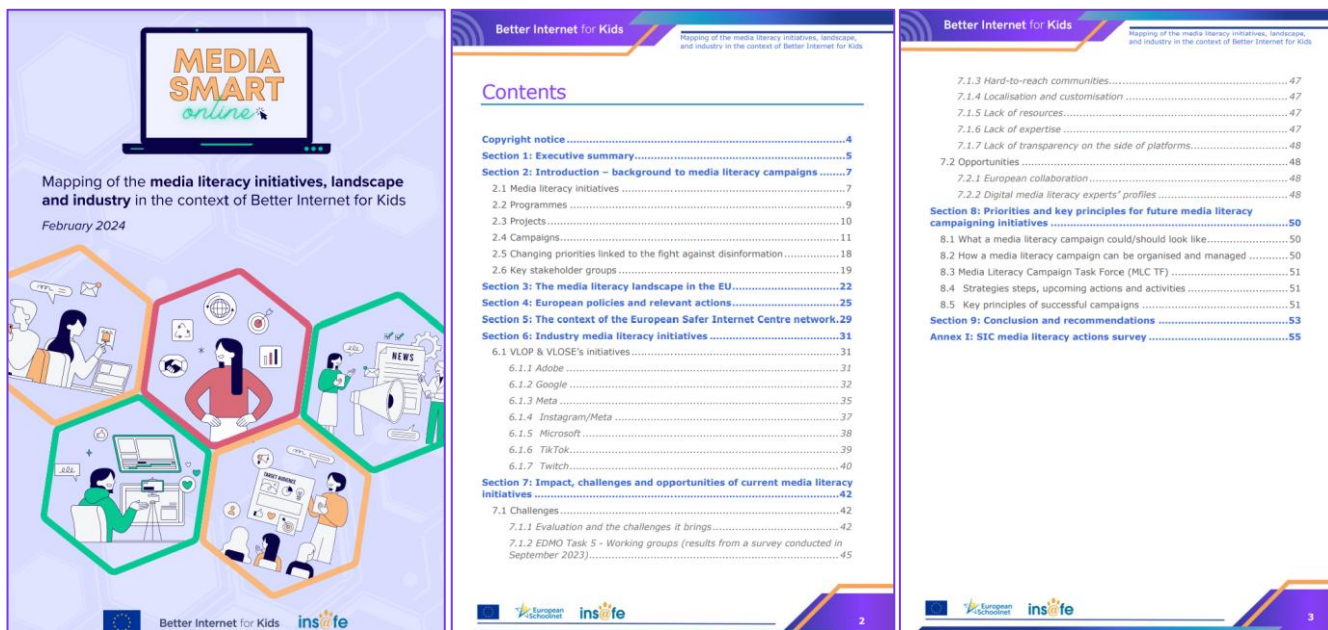
Figure 3. Cover and table of contents of the Mapping of the media literacy initiatives, landscape and industry in the context of Better Internet for Kids

4.2.5 Social media activities

A communications package, including a sample blog post and newsletter item, email signature, the visual identity, and suggested visuals was shared with each stakeholder involved, together with a plethora of social media activities promoting media literacy efforts and initiatives in each of the pilot countries.

#MediaSmartOnline
🎯 Parents and caregivers, this is for you!
🤔 Do you want to know how to start a conversation about the online world with your children?

✅ Here are 10 tips on where to start, and how to support your children's #MediaLiteracy education.

👏 Great resource from our partners in 🇵🇱 for the campaign, highlighting initiatives and actions from the Insafe network of Safer Internet Centres!

Watch it here: t.co/h46ofaEsQo

1:34 PM · Apr 16, 2024 · **601** Views

#MediaSmartOnline 📚🌐
Introducing our partners for this campaign:
🇮🇪 @Webwise_Ireland (also on Fb, LinkedIn, TikTok and Ig!)
🇵🇱 @NASK_pl @bezpiecznyint (also on Ig, LinkedIn, YouTube @saferinternetpolska, Fb @cyberprofilaktykaNASK)
🇨🇿 @CZ_NIC (also available on YouTube, Ig, Fb) and JSNS.cz

Keep following #MediaSmartOnline learn all about their #MediaLiteracy activities! bit.ly/3UYQoc1

5:27 PM · Mar 25, 2024 · **434** Views

#MediaSmartOnline 🎏🌐
Discover our partners for the campaign: the Czech Safer Internet Centre 🇨🇿

Here are some of their current media literacy activities:

➡️Charles University in partnership with Google: Charles University, as the main coordinator of CEDMO (Central European Digital Media Observatory, covering Czechia, Poland, and Slovakia) announced a long-term partnership with Google to expand research on information disruption and the impact of AI applications in the digital media ecosystem, as well as to strengthen media and digital skills in the region. Google also promised to support Ukraine media literacy's effort including fact-checking efforts in the region. lnkd.in/e7-bq6HX

➡️O2 Chytrá škola "O2 Smart School" grant program offers a support mainly for schools, focusing on teaching digital, computer and media literacy and internet safety, with a portal offering a wide range of resources for teaching media literacy. o2chytraskola.cz

➡️Fakescape: A group of students from Masaryk University developed several escape room games that aims to help its players identify fake news and develop media literacy and critical thinking in a fun environment. Each game is targeted at different groups, including adults. fakescape.cz/en

🔍Where can you get in touch?
@CZ_NIC
Czech Safer Internet Centre - bezpecnyinternet.cz
JSNS - jsns.cz
People in Need - peopleinneed.net
Linka bezpeci - linkabezpeci.cz
Dětské krizové centrum - ditekrize.cz

Figure 4. Examples of social media posts informing the MediaSmartOnline pilot campaign

In addition to the above, each pilot Safer Internet Centre developed a range of original material, always including the MediaSmartOnline logo and hashtag.

5. Success indicators of the pilot campaign

5.1 Statistical performance review

5.1.1 Better Internet for Kids

5.1.1.1 Social media

A targeted campaign was launched on X (formerly Twitter) via the SID X account between **27 and 31 March 2024**. This campaign strategically targeted individuals with an interest in media literacy, as well as some of the focus topics such as AI, virtual worlds, and online hate speech in the three pilot countries - Czechia, Ireland, Poland – and Belgium. The campaign's primary objective was to drive traffic to the campaign landing page on the BIK portal. As a result, the targeted campaign gained **over 5,150,000 impressions**, representing the number of times the ad was displayed to users, in less than a week. This impressive reach was equally converted to user engagement, as the number of **link clicks was 18,317**. Please find below examples of the posts.

Figure 5. Screenshots of the social media posts for the MediaSmartOnline campaign launch

Outside of the targeted campaign, regular social media campaigning activities on the Insafe and Safer Internet Day X accounts gathered **over 31,500 impressions** and **over 3,600 engagements**.

While X remains the most impactful channel, the campaign was also spread across other BIK social media channels such as Facebook and LinkedIn. Through organic promotion on LinkedIn, the campaign posts gathered **over 6,500 impressions**. On Facebook, the **reach was over 15,000 users**.

5.1.1.2 Newsletters

An item was distributed as part of the March 2024 edition of the BIK bulletin, which is issued quarterly to approximately **3,470 users**, informing the wider audience of the latest news and initiatives around online safety for children and young people.

In addition, the campaign was mentioned several times in the Insafe Weekly Update which is issued every Monday and informs network members of any upcoming events, activities, and deadlines. The Weekly Update is sent to approximately **430 users**.

Lastly, the campaign was broadly disseminated in the European Schoolnet Policy's and Teacher's newsletters, issued monthly to approximately **5,000 subscribers**.

5.1.1.3 Website traffic
Since launch, the MediaSmartOnline campaign landing page has gathered **4,225 page views** and **2,505 unique page views**. It is worth mentioning that the average time spent on the page is over **5 minutes**, reflecting a significant level of engagement.

A tracking feature of the analytical tool used for website performance allows for the embedding of tracking codes within the BIK portal environment in order to monitor the performance of particular PDF documents uploaded to the website. For the Mapping of the current EU media literacy landscape, the BIK portal collected **45 downloads** over the reporting period.

5.1.1.4 Preview at the Media Literacy Matters conference in Brussels
Media Literacy Matters, the European Digital and Media Literacy Conference in Brussels was an opportunity to put the many faces of digital and media literacy under the spotlight, and was focused on showcasing and exchanging initiatives, tools, projects and practices. It equally served as an opportunity to meet and connect with professionals from around the EU and from all policy levels. The conference was organised under the auspices of the Belgian presidency of the Council of the European Union 2024, as part of the European Digital and Media Literacy Conference week. It included a series of conferences, workshops and events spanning from Tuesday, 27 February to Friday, 1 March 2024.

On day 2, one of the parallel sessions was "*Putting the pieces together: media literacy in networks*" and featured Veronika Pelle (European Regulators Group for Audiovisual Media Services/National Media and Infocommunications Authority), Paolo Cesarini (EDMOeu/EMIF/EUI), Adeline Hulin (UNESCO), and Hans Martens,

Coordinator of the Insafe network of Safer Internet Centres. Hans' intervention was a great opportunity to present and give visibility to the BIK project in general, to explain how the Insafe network and the Safer Internet Centres work, cooperate and collaborate both at a national and European level, and to show a preview of the MediaSmartOnline campaign (both in terms of visuals and main campaigning materials) on spotlighting media literacy actions in Europe, officially launching one week later on 8 March 2024, to the audience in the plenary room.

5.1.2 Media and Learning Association

5.1.2.1 Social media

The Media and Learning Association disseminated the campaign on LinkedIn, X, and Facebook.

On LinkedIn, the posts (17 in total) collectively gathered **over 2,560 impressions** and **108 engagements**. On X, the posts (16 in total) collectively gathered **over 3,600 impressions** and **22 engagements**. On Facebook, the posts gathered over **650 impressions** and **24 engagements**.

5.1.2.2 Blog posts

The Media and Learning Association published three blog posts related to the campaign: MediaSmartOnline spotlights media literacy action in Europe, Overview of media literacy initiatives in EU available, and BIK+ strategy. Collectively, these blog posts collected **200 page visits**, **over 1,000 unique page views**, and six downloads of the mapping exercise. The average visit duration was **6 minutes**, **11 minutes**, and **16 minutes** respectively.

5.1.3 Pilot country: Czechia

5.1.3.1 Social media

In the Czech Republic, the campaign was disseminated on Facebook by the account of the Czech Safer Internet Centre, and the account of One World at Schools, both targeting mostly teachers and educators, and individuals with an interest in education and media literacy. Collectively, the posts reached **over 31,590 users**,

and gathered **over 240 reactions** (including comments, likes and shares) and **712 link clicks**.

Figure 6. Most popular post on Facebook, announcing the upcoming media literacy week in the Czech Republic, and reaching over 14,000 users.

5.1.3.2 Original Instagram content

In addition, the campaign was disseminated on the Instagram account No net drama, targeted at teenagers and young adults. An original Instagram reel was produced as part of the campaign, which was **played more than 2,200 times**, reached **over 1,500 profiles** and gathered **39 reactions** (including likes, comments, saves).

Figure 7. Screenshot of the original Instagram reel for the MediaSmartOnline campaign

5.1.4 Pilot country: Ireland

5.1.4.1 Social media

In Ireland, the campaign was disseminated by the Irish Safer Internet Centre on Facebook, Instagram, LinkedIn, and X for a total number of 33 posts, reaching approximately **12,764 users** in Ireland. The posts received **93 comments**, **27 reshares** and **20 link clicks**. You can see the most successful post below.

Figure 8. Most successful post on the Webwise Ireland X account

5.1.4.2 Newsletter

The campaign was included in the **Media Literacy Ireland monthly newsletter**. The audience for this newsletter is individuals, organisations and stakeholders interested in the promotion of media literacy.

In addition, the campaign was included in the **Oide Technology in Education newsletter**. Oide Technology in Education promotes and supports the integration of ICT in teaching and learning in first and second level schools. It is part of the national support service, Oide, which operates under the aegis of the Department of Education and Skills. The audience for this newsletter is teachers and school leaders at primary and post-primary levels in Ireland.

5.1.4.3 Blog posts

Two blog posts were published: the launch article "MediaSmartOnline: spotlighting media literacy initiatives in and beyond Europe" on the website of Webwise Ireland, and the article "New campaign launch: MediaSmartOnline" on the website of Media Literacy Ireland.

5.1.5 Pilot country: Poland

5.1.5.1 Social media

In Poland, the campaign was disseminated on Facebook by the account of the Cyberthreats Prevention Department at NASK, and the account of the Polish Safer Internet Centre, collectively reaching approximately **13,753 users** and a total of **199 engagements** including likes, reshares, comments and link clicks.

5.1.5.2 Original video content

In addition to the above, the Polish Safer Internet Centre produced a series of original videos on media literacy in Polish, using the MediaSmartOnline visual identity:

- 10 tips – how to support media education and children's safety on the internet;

- Media education – how to recognise dangerous content and use only reliable sources;

- Media education – safe and responsible use of social media;

- Media education is a task for the entire community around our children.

Collectively, the videos gathered over **400 views** on YouTube.

Figure 9. Screenshots of the four original videos created by the Polish Safer Internet Centre

5.1.5.3 Blog posts

Two dedicated blog posts in Polish were published on the website of Cyberthreats Prevention Department at NASK: "Media education for safe consumption of online content by children" exploring the media literacy and digital skills of children and young people, and the most common online risks, and one launch article for the MediaSmartOnline campaign.

5.2 Feedback from pilot countries

A series of consultations were held with each pilot Safer Internet Centre during and at the end of this piloting phase, to collect feedback and comments on the pilot, and suggestions for the next phase.

- In terms of **timeline**, all pilot countries agree that the chosen timeframe between March and April 2024 wasn't ideal, as it was an already-packed period with other ongoing national campaigns and events, reporting activities and other deadlines. Most pilot countries agreed that they would have

preferred to conduct the campaign later in the year, for example around May/June or over the summer period, but equally understood that this year is particularly sensitive with the European elections coming up, and noted that platform providers may significantly adapt their activities and awareness raising in response to the pending elections.

- In terms of **campaigning materials**, while the mapping exercise was highly appreciated, it was noted that it is still missing certain areas of Europe, and/or specific lines of activities at the national level. This further evidences the point of the whole approach of this campaign: the EU media literacy landscape is highly fragmented, and news about upcoming national events or campaigns under the umbrella of media literacy struggles to be disseminated widely and to reach other SICs, especially when they could benefit from cross-collaboration. EUN has noted the need to increase mapping efforts to be more inclusive of an even wider number of media literacy actions, events, and campaigns in Europe. It was also noted that the valuable information and knowledge included in the mapping should be additionally disseminated in a slightly different format; one that is easier to read and less text-heavy, so that both players in the field and the general public can access and easily locate the information they are looking for.

- In terms of **general messaging**, the current material was generally positively received. The more focused topics (and especially AI and hate speech) were the ones that generated the most interest and engagement from the audience. This suggests the need to continue tailoring content and adapt to national priorities, reflecting those topics that the general public feels are of the utmost relevance. These focus topics were generally preferred over the generic term "media literacy" as it's too broad in its definition, and makes it harder for the general public to associate with and engage with. This common theme could be conceived from different national perspectives, as each country faces different challenges and scenarios.

In addition, it was noted that messages containing tips and practical advice were especially well-received by the audience, and that further messaging should continue in this direction.

- Additionally, in terms of **language**, while it was noted that English worked quite well as a common language and that it should be kept in terms of general brand identity (logos, hashtags, etc.), some of the messaging and other campaigning materials should be translated to allow for a more targeted effort in each country involved.

- In terms of **visual identity**, all pilot countries were enthusiastic about the visuals of the campaign, but suggested further expanding the portfolio with videos or other short animations, for example. It was also noted that each SIC has an established visual identity, which needs to be able to seamlessly incorporate the MediaSmartOnline visual identity.

Further recommendations for the EU-wide campaign include the need to continue **searching for synergies and opportunities for collaboration** among all stakeholders involved, and exploit the potential of existing and/or planned national resources, activities and events. Further, the campaigning materials should be developed in **co-creation**, as a collective effort, created with the participation of all countries involved.

5.3 Feedback from Better Internet for Kids

In addition to all of the aforementioned, the BIK Team wants to design the EU-wide campaign to align with the recently published Good practice guide on evidence-based campaigns and online safety interventions, as well as the 2024 BIK Policy Monitor Report, released on 11 May 2024 for the two-year anniversary of the BIK+ strategy, which contains useful information on policy approaches to media literacy.

6. Conclusion

Taking into account the helpful feedback provided by the Centres, we are now in the process of establishing a **short-term Media Literacy Campaign Working Group (MLC-WG)** Representatives of 10 different Safer Internet Centres (including the pilot countries) –have currently volunteered to join the Working Group (Austria, Bulgaria, Croatia, Czechia, France, Greece, Ireland, Italy, Malta and Poland).

The next phase foresees the gradual scaling of the campaign at an EU-wide level. Such a media literacy campaign needs to build on the networking resources available in the SICs, while also building synergies and creating opportunities for collaboration across the network. Therefore, the Working Group will provide a dedicated space for SIC members to contribute their insights and perspectives in rolling out a full-scale, EU-wide media literacy campaign going forward.

As working group members, SIC representatives will have the opportunity to contribute to the development and co-creation of the awareness-raising campaign, from its concept to its delivery, in collaboration with the network. The group will also provide a unique opportunity for exchanging views and sharing best practices on the topic of media literacy, highlighting events and initiatives at the national level across Europe.

The first meeting of the MLC-WG is currently being planned for June 2024, and will discuss a range of topics, including the timeline and main content of the EU-wide media literacy campaign, with the aim of progressively building on its foundations into the BIK calendar of annual campaigns.

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