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„Education for Media Literacy in Digital Environment“ project

Mapping of projects realized related to media literacy for youth in the partner countries

September 2019

This project is funded by the European Union

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Strategic Partnerships for school education (KA201) under the number 2018-1-MK01-KA201-047091

VALUE OF EUROPEAN KNOWLEDGE

Value of European Knowledge
North Macedonia

Centre for Educational Integration of Children and Students from Ethnic Minorities
Bulgaria

Utenos Adolfo Šapokos gymnasia
Lithuania

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Our view for the role of media literacy in the pluralism of information and media in the digital era

In the past period, schooling has been designed to make sure that the students are learning the facts about the world-- which they could prove that they knew by correctly answering questions on tests. But in world where the most up-to-date facts are available at the touch of a button, such system is no longer relevant. What students need today is to learn how to find what they need, and to know when they need to know it-- and to have the higher order of thinking skills to analyze and evaluate whether the information they find is useful for what they want to know.

In this process the school has main place. Why? First, we consider that schools and classrooms must be transformed from being storehouses of knowledge to being more like portable tents providing a shelter and a gathering place for students as they go out to explore, to question, to experiment, to discover! Secondly, we know that no longer is it necessary for teachers to deposit information in students' heads. Retaking the principles of democratic pedagogy dating back to Socrates, wise teachers realize they do not have to be a "sage on the stage." Instead their role is to be a "guide on the side:" encouraging . . . guiding . . . mentoring . . . supporting the learning process. On this way we will try to build creative classrooms where everyone is learning, including the teacher! Thirdly, we want to design new form of curriculum in formal and informal education, but and in the classes and school's activities, where the students will be engage in discovery and solving of problems.

Today's multi-media culture, which includes print but is not limited to it, provides a nearly limitless resource for real world learning -- from how to identify "point of view" by exploring how camera angles influence our perception of the subject being photographed to how to determine whether information on an Internet site is bogus or legitimate.

Context

In a digital environment where the boundaries between the responsibilities of the various media players are in continuous in displacement, it becomes increasingly important to ensure an adequate level of awareness amongst viewers. Working on their literacy, whether in the form of media education curricula in schools or of extracurricular actions aimed at improving their digital skills, can be a determining measure in order to ensure that existing protection tools are effectively used, but also to improve users' level of consciousness when it comes to online behaviours.

This action is focused on mapping (registration) of projects and activities for media literacy delivered on electronic communication networks, by students and schools with collaboration of media in partner countries Macedonia, Bulgaria and Lithuania.

This intellectual output titled Mapping of projects realized related to media literacy for youths in the partner countries, will be a pioneer in undertaking to map out the state, intensively, activity and dispersion of media literacy in the partner countries.

Media literacy is the ability to identify different types of media and understand the messages they're sending. learners take in a huge amount of information from a wide array of sources, far beyond the traditional media (TV, radio, newspapers, and magazines) of most parents' youth. There are text messages, memes, viral videos, social media, video games, advertising, and more. But all media shares one thing: Someone created it. And it was created for a reason. Understanding that reason is the basis of media literacy. (Learn how to use movies and TV to teach media literacy.)

The digital age has made it easy for anyone to create media. We don't always know who created something, why they made it, and whether it's credible. This makes media literacy tricky to learn and teach. Nonetheless, media literacy is an essential skill in the digital age.
Specifically, it helps learners:

Recognize point of view. Every creator has a perspective. Identifying an author's point of view helps learners appreciate different perspectives. It also helps put information in the context of what they already know -- or think they know.

Learn to think critically. As learners evaluate media, they decide whether the messages make sense, why certain information was included, what wasn't included, and what the key ideas are. They learn to use examples to support their opinions. Then they can make up their own minds about the information based on knowledge they already have.

Understand the author's goal. What does the author want you to take away from a piece of media? Is it purely informative, is it trying to change your mind, or is it introducing you to new ideas you've never heard of? When learners understand what type of influence something has, they can make informed choices.

Identify the role of media in our culture. From celebrity gossip to magazine covers to memes, media is telling us something, shaping our understanding of the world, and even compelling us to act or think in certain ways.

Become a smart consumer of products and information. Media literacy helps learners learn how to determine whether something is credible. It also helps them determine the "persuasive intent" of advertising and resist the techniques marketers use to sell products.

Create media responsibly. Recognizing your own point of view, saying what you want to say how you want to say it, and understanding that your messages have an impact is key to effective communication.

Project Types

The following types of project categories were addressed:

- Resources – includes all the themed output related to a single media literacy initiative. It could include TV, and/or content published online, including information leaflets, video, audio, lesson plans, curriculum modules, websites etc.

- End-user engagement - includes grass-roots projects that provide support and information to end-users via face-to-face contact, phone contact or online contact.

- Research - includes significant qualitative or quantitative research on any aspect of media literacy, which has been published and/or is widely used by the media literacy practitioners.

- Networking Platforms - includes conferences, seminars, meetings, online and offline forums, newsletters and databases.

- Provision of Funding - includes the provision of funding for media literacy activities delivered by third parties. Funding may be provided via grants, open competition and invitations to tender.

- Campaigns – this is usually a combination of awareness-raising with a desired behaviour change. A Campaign will usually have a specific 'call to action' e.g. 'Don't share too much online' or 'Know how to check the truthfulness of online information'. Campaigns can be multi-stakeholder campaigns such as Safer Internet Day or cross-platform campaigns, and can include promotion across TV/radio/online and/or other forms of public engagement.

- Policy Development - includes major consultations, published reports and recommendations.

Who was involved in featured projects?

Stakeholder categories:

- Schools: general education institutions, vocational schools, high schools and training providers.

- Civil society, which includes foundations, not-for-profit organisations arts and cultural bodies, charities, think-tanks, communities of interest and community networks (sports, health, hobbies and religion).

- Public authorities, which includes government Ministries/departments, local authorities and councils, semi-State organisations, policy-makers.

- Academia, which includes academic institutions, universities and third level education providers.

- Audio-visual content providers, which includes broadcasters and on-demand providers (both public service media and commercial media) and content providers for online games and apps.

- Online platforms, which includes the owners and operators of online platforms (such as social media websites and search engines).

- Media Regulatory Authorities.

- Journalist Associations.

Media Literacy skills addressed by the featured projects

This action is excellent opportunity for finding and registration of all projects, initiatives and activities by students/youths and schools related to media literacy and in particular the following skills areas:

Critical thinking: such as understanding how the media industry works and how media messages are constructed; questioning the motivations of content producers in order to make informed choices about content selection and use; recognising different types of media content and evaluating content for truthfulness, reliability and value for money; recognising and managing online security and safety risks.

Intercultural dialogue: such as challenging radicalisation and hate speech.

Media use: such as the ability to search, find and navigate and use media content and services.

Participation and interaction: interaction, engagement and participation in the economic, social, creative, cultural aspects of society through the media and promoting democratic participation and fundamental rights.
Creativity: such as creating, building and generating media content

Summaries of the five most significant projects in North Macedonia, Bulgaria and Lithuania

North Macedonia

1. Project: ICT as a tool for intercultural and media education Good practice example

   Project Coordinator OOU Goce Delcev Negotino Marshal Tito 117, 1440 Negotino

Start: Jul 1, 2014
End: Jul 31, 2015

Project Summary:

The topic of the training activity is ICT as a tool for intercultural and media education. The main language used for the training is English. The thematic field of the training is general in-service training and it involves: Active citizenship, ICT-Information and Communication Technologies, Inclusive approaches, Pedagogy and Didactics, School improvement and quality evaluation, School management and school autonomy, project management and Education management, European citizenship and European dimension. Target audience is teachers: (Pre-school, Primary, Secondary, Vocational, Adult and special needs) The profile of the participants is School and Pre-school education, involving Pre-primary and Primary schools. Methodology: The course will use a variety of methodologies with the emphasis on variety and interactive learning approaches: -Aspects of cultural diversity into education ICT tools in intercultural education Methodology of developing media literacy (still and moving images and digital books) Developing computer literacy by the use of learning platforms, interactive boards and digital books (The cloud) Seforms, Video clips and slides and other visual media are used to illustrate actions of cross-cultural communication and working styles

Objectives:

The consequences of the contemporary pluralistic society create cultural challenging educational environment in EU. It is recognized that there is a need of methodology and pedagogical strategies for intercultural education that are consistent with both local realities and European space exploring the comparative view on various common and cross-cultural issues. The participants will work with sensitiveness to individual differences, in order to be prepared to meet different cultures. Various media will be used to reflect cultural diversity and explore numerous sociocultural similarities and differences in order to develop a cultural identity. Media belongs to everyday life of young people, so the use of digital media as a learning tool provides extra motivation for students and is based on their interests and everyday realities. Thus, digital media in intercultural education determines the focus on values, attitudes, critical thinking and consciousness rising of students rather than their knowledge acquisition. This learning experience not only improves intercultural educational practice but also supports and empowers both National and European community.

North Macedonia

2. Project: modernizing the teaching process through improved ICT skills

   Project Coordinator: OOU Johan Hajnrih Pestaloci – Skopje, Ul.Apostol Guslarot br.3, 1000, Skopje

Start Date: Jun 1, 2018
End Date: May 31, 2010

Project Summary:

The project “Modernizig the teaching process through improved ICT skills” involves teaching staff from “Johan Hajnrih Pestaloci” Elementary School. The School is one of the 7 schools in the Municipality of Center in the city of Skopje, with 782 students and 59 teaching staff. The project will include staff mobility for 6 people in three different European countries (Spain, Italy and Malta).

The Project objectives are:

- To improve the teacher's knowledge and skills by getting an overview of the most important new technologies and of the growing trend of integrating ICT into education;
- To provide teachers with competences and international contacts for further development;
- To become aware of key issues related to digital literacy in education, within the context of cooperative learning, blended learning, flipped classroom, learning by integrating technology and web tools;
- To learn how to easily design a website or a blog, how to create multimedia content and use social media for educational purposes;
- To learn the basic concepts of creating an e-learning platform;
- To kindle motivation, creativity, inspiration and security while using ICT for the teaching staff;
- To improve the school's environment by giving the students modern and innovative learning process.

Our teaching staff is in the age range of 25 to 62 years old. This means that we have very young teachers that know their way with computer technology, but lack the skills, competences, courage and most importantly the proper training to create an effective lesson by using ICT. On the other hand, we have teachers that don't comply with technology as much, but are creative and experienced. Both profiles need to develop professional ICT skills in order to be able to use them effectively in the classroom.

The school sees in this project more than just the acquisition of competences and skills. It sees it as an opportunity to take a concrete step towards internationalization of the school in which international initiatives are taken up as part of a structured plan of making the school more of a gateway to a world of happy, motivated, future oriented European students.

North Macedonia

3. Project: Digital Classroom M.F. (Дигитална училница М.Ф.)

   Project Coordinator: Company for consulting and other services Inception Enterprise LTD Skopje, ul. Trifun Hadjijanev 2/2-1, 1000 Skopje

Start Date: Oct 4, 2018
End Date: Oct 3, 2020

Project Summary:

The reform of the education system across Europe and especially in the countries that are part of this project is a challenge that we all face. From the European Institutions to the Institutions of the participating countries, the greatest challenge is left to those who are daily committed to teaching educational content and conducting the teaching that should produce results. During the school age, young people face and learn habits that will further lay the foundation of their lives and pave the way for adult individuals and active citizens,

The project is inspired by the needs of the two main target groups, teachers and students. Macedonia's internationally is ranked in the PISA ranks among the last in comparison to the achievements of 15-year-olds in the world. These tests tested language literacy and knowledge in mathematics and natural sciences for 540 thousand students from 72 countries. The ranking gave disappointing results, the Macedonian primary school pupils are fourth from behind. Behind them are only the natives of Kosovo, Algeria and the Dominican Republic. The best results are from the principals of Singapore, Japan and Estonia. According to TIMSS testing in Macedonia, the Macedonian elementary school students in 2011 also achieved striking results in competition from 42 countries, again fourth from behind. All four previous participations in Macedonia in 1999, 2003 and 2011 were also observed with huge failure, especially in the field of mathematics and physics. It is evident that in the Macedonian education lately there is a lot of investments, but there are no results.

It is interesting to note that according to PISA testing in Macedonia done last year to 4,000 students. students who have taken in Albanian language give lesser results to students who were in subject to testing in Macedonian language. What all relevant stakeholders agree on is that new programs are needed to encourage thinking and interaction, and not factography. In our country in the external testing, only the factography is measured, and not the imagination and the ability to logical thinking. According to the World Bank, the Government should take steps to improve the quality of education, the report suggests that training should be provided for teachers in primary and secondary schools, as well as to increase the number of classes with teachers in primary education, which will led to the strengthening of the quality of primary and secondary education. World Bank analysts advise that higher education can be improved through co-ordination of the curriculum with the private sector and by introducing capitation to finance higher education.
The project is also in line with the "Framework for Developing and Understanding Digital Competence in Europe" document prepared by the European Commission's Joint Research Centre, as it provides learning and training opportunities in each of the recognized areas of digital competencies. The project is also linked to media literacy and the Commission's efforts in this area, as digital skills are key to promoting media literacy and the development of critical thinking. Therefore, the main goal of this project is to encourage a strategic digital transformation of school education and to raise the level of knowledge in the subjects of mathematics and physics among the students.

The specific objectives of this project are:

- To initiate digitization and transnationality by creating free open digital educational resources.
- To promote the use of ICT in school education;
- To create partnerships between schools, youth organizations and IT companies
- To strengthen the capacities of partner organizations in e-learning
- To advance teachers' digital competencies.
- To initiate the creation of a strategic consortium that will develop new projects
- To promote the use of the non-formal learning methodology in formal educational institutions.

The project is designed to have a positive impact on the participants as well as on the participating organizations, but above all the target groups the teachers and staff in school education, youth workers, young people with fewer opportunities and students enrolled in formal educational institutions, such as schools.

North Macedonia

4. Project: Valorizing Objective Investigation of a Changing Europe

Project Coordinator: Association for Information and Education Mladiinfo-FEJS MK; Mladiinfo, Trifun Hadzijanev, 7/5-1 1000 Skopje

Start Date: March 1, 2014

Project Summary:

It's time for youth to take the media into their own hands. That's why the youth exchange "Raise Your V.O.I.C.E.!" intends to bring together 34 young people from 6 countries (Macedonia, Belgium, Bosnia & Herzegovina,

Croatia, Serbia and Spain) for the opportunity to focus on how the media portray marginalized groups in our countries. Through non-formal learning methods of backpack journalism, 27 participants and 7 group leaders will examine what it means to be part of a marginalized group and increase their own media literacy by recognizing how media build a "picture" of others. Together with the Mladiinfo team as the hosting organization, participants and group leaders will explore the local environments of Skopje, Tetovo and Radovis armed with backpacks filled with simple journalistic equipment to share stories of struggle and success of marginalized groups. All the photos, videos and audio content from participants' interviews with local residents will be uploaded throughout the exchange on a special blog devoted to our project. They will be encouraged to start reporting on marginalized groups from their countries before the exchange to build a portfolio of work on our special website and start gathering knowledge about the situation of marginalized communities in the six countries involved.

The method of "backpack journalism" is aimed at both young people with some journalistic experience and those without. Participants will succeed as long as they are eager to face the challenge of being dropped into a new environment, working creatively with a team and using simple audio/photo/video devices to interview locals. The techniques that participants will practice in Macedonia can easily be transferred back to their home countries resulting in a higher level of social inclusion and employability for youth from EU Countries and Neighbouring Partner Countries.

North Macedonia

5. Project: Education for Media Literacy in Digital Environment

   Project Coordinator: VEZ, bl.Vidoe Smilevski Bato no. 9 - loc.15/b, 1000, Skopje

Start Date: Dec 1, 2018
End Date: Feb 29, 2020

Project Summary:

Having opportunities to increase one's media literacy is integral part of freedom of expression, both in the sense of being able to use their voice with impact on society, as well as the complementary right to receive information which is truthful and relevant. Most students start their adult lives without opportunities to gain media literacy skills from the formal education system. Therefore, the „Medi@Digi" project is created in order to increase the opportunities for development of critical thinking by the student population.

General objective

Promoting of media literacy in the formal education, as tool for development of personal competences of teachers and students to recognize diverse opinions, trough creating of measurable indicators for media literacy levels and stimulating a culture of critical thinking and democratic values.

Specific objectives

- To foster a culture of critical thinking via education of the teachers and students on the detrimental impact of media manipulations on democracy and European values;
- To increase capacities of partner institutions by improving the media literacy levels via joint engagement with state institutions;
- To foster educational authorities to create curricula for media literacy that will be offered and incorporated in the classes for free activities;

Target group and users

Target groups and users of the project are partner institutions and teachers and students in the formal education of local level.

Lithuania

1. Project: Media lab for bridging cross border gaps

   Project Coordinator: Ugdymo Pletotes Centras, M Katkaus G 44. 09217, Vilnius

Start Date: Jul 1, 2018
End Date: Jul 1, 2020

Project Summary:

The rise of the Internet and, in particular, social media has profoundly changed the landscape of propaganda and fake news. With the constantly increasing flow of information received through the media and other information channels, the abilities to find information, understand and critically evaluate it, use it and also express one become more and more important. Young people are the ones who are most exposed to new media and at the same time the ones that often lack abilities to independently and critically evaluate what they encounter in the flow of media and information. Taking into account today's political context in Europe, media literacy as such and especially education for youth becomes an extremely important field to focus on.

Participating countries (Latvia, Lithuania, Poland, Cyprus, Greece, former Yugoslav Republic of Macedonia) are facing challenges that are very similar, but have different histories, professionalism and approach to media literacy in the society. Project is focused on existing cross – border gaps. Such as: different level of trust in media; different focus of implemented researches on media impact on youth; different focus of implemented media literacy measures: protection vs promotion; presence of media literacy in the compulsory education curriculum; media industry involvement in media literacy, etc.

Objectives

Main objective of the project is to develop innovative tools and measures to deal with existing cross – border gaps in media literacy, develop and reinforce networks, increase their capacity to reach changes.
Project will focus on few innovations. We will prepare innovative intellectual outputs:

- Digital suitcase of learning tools for youngsters on media literacy;
- Analysis and recommendations on existing cross – border gaps on media literacy, with special focus how existing cross – border gaps on medial literacy affects youth as a special target group and what can we do with existing knowledge;
- Tool - kit for impact assessment of implemented measures (tools, videos, training's, etc.).

We don‘t want that any content of the project would be “locked in a drawer’, but we will ensure that there would be multipliers and practitioners, who will use it in practice. Content of prepared intellectual outputs will be used in organized trainings:

- ”Better cross – border understanding of disinformation, propaganda and fake news” (C1): duration - 6 days; 5 participants from each partner country, total number of participants – 30; location – Macedonia.
- “Educating critical thinking of youth through media literacy in local communities” (C2): duration - 6 days; 5 participants from each partner country, total number of participants – 30; location – Poland.
- “Efficient planning and implementation of interventions for critical thinking of youth through media literacy” (C3): duration - 6 days; 5 participants from each partner country, total number of participants – 30; location – Cyprus.

Multiplier event will be organized. Conference for experienced communication professionals, working in the field of media literacy for youth: total number of participants – 80; location – Poland.

With this project, we are seeking for stronger and more active involvement of youth to support development of implemented media literacy activities or creating new and innovative ones.

Youth will be involved:

1. Youth from each partner countries will be actively involved in rating gathered 30 free on – line learning tools for youth on media literacy.

2. Youth will be invited to participate in organized training “Educating critical thinking of youth through media literacy in local communities” (C2).

Activities of the project supports the effective implementation of any investments in education of youngsters in media literacy. Supports the design of evidence-based reforms that deliver quality, innovation and relevance in youth. Supports the development of innovative ways to ensure sustainable investment in all forms of learning, both formal and non – formal, including performance – based funding and cost sharing.

Participants from different target groups (youth, communication professionals, journalists, trainers, youth workers, researchers, teachers, other practitioners, working in the field of media literacy for youth) will gain: new knowledge how to bring created intellectual outputs into practice on national and local levels; data and recommendations on existing cross – border gaps on medial literacy with specific focus on youth, for future changes implementation; new knowledge and tools to educate youth critical thinking through media literacy; new knowledge and experience about differences and existing gaps in media literacy among European Countries and how to deal with existing gaps; new tools & resources to evaluate, if their work is efficient and if it have reached wished changes in youth critical thinking through implemented activities; new contacts and cooperation possibilities.

Lithuania

3. Project: Clustering Creativity

Project Coordinator: Vilniaus Gedimino Technikos Universitetas Viesoji Istaiga, Sauletekio Al 11, 10223, Vilnius

Start Date: Sep 1, 2015
End Date: Oct 31, 2017

Project Summary:

Despite of rising new media study programs at higher education institutions (HEIs), there is a gap in education meeting the challenges of digital economy, emerging new creativity-based business models and digital literacy in creative media. Exactly this gap was addressed by Clustering Creativity project.
In order to cope with the lack of synergy between HEIs, online marketing professionals and students as future creators of new media products, a need to strengthen interaction between academia, business and online marketing professionals was identified by the consortium of 7 partners: 5 universities from Lithuania, Latvia, Germany, Croatia, and the UK joined by online marketing and private training companies.

The aim of Clustering Creativity project was to stimulate synergy among universities, internet marketing companies and students in order to empower Cultural and Creative Industries for the creation of jobs in new media market.

To reach the aim, the project pursued 4 objectives all of which were successfully met. Obj #1 was aiming to create international new media community integrating students, online media companies and educators. A Creator Hub platform with over 1000 registered users from 32 countries confirms that consortium has managed to grow this international community beyond the borders of the EU. Obj #2 was aiming to strengthen the skills of students which was achieved by developing hands-on innovative learning methodology and engaging learning materials. Students from all the participating countries had an opportunity to propose their ideas for 8 different challenges, created by real operating businesses, and to be evaluated by and negotiated with the decision makers in these companies, taking the practical part of this project as close to real business situations as possible. Obj #3 aimed at developing an internet platform as a tool for interaction of new media

community. The platform offers its visitors 3 blocks of topics (fundamentals; strategy; tools and implementation) that include video, slides and additional material about selected topics in digital media and marketing. Obj #4 aimed to create conditions for acquiring labour market related knowledge and skills during the studies. During the training activities linkages and common understanding among digital business professionals and academia have been created by project partners. Short-term joint staff training event, carried out in the frames of Clustering Creativity, has highly contributed to achieving project's objectives through increased competencies of the authors who developed the training module. Better awareness on labour market needs in digital marketing and new ideas on strategies how to involve students, teachers and businesses as well as build the community around / through clustering creativity platform were among other benefits of the short-term joint staff training.

The key outputs of Clustering Creativity are a training module and Creator Hub available at www.clusteringcreativity.com and social media. The training module was created by teachers and partners from business and thus integrated offline marketing theories with online marketing realities and specific digital skills. Community of creators developed the Creator Hub (online integrated platform) will be further supported by motivated teachers and students with improved knowledge and skills gained in newly established online marketing module.

With a total reach of 104k target group members, Clustering Creativity became a success story in project partner countries and beyond. 15 teachers have worked with 8 campaign briefs from business companies and 240 students who were directly involved in the Clustering Creativity competition. As a result of Clustering Creativity, new opportunities were and will continue being created for students – they will be able to gain new competencies including how to collaborate and participate in business market by fulfilling the orders of small SME's and NGOs and to earn money, as well as to increase employment possibilities by entering business market with higher entrepreneurial and digital competencies.
The impact of Clustering Creativity envisaged by the partners is increased application of European qualification framework, enhanced academia and business collaboration and growing competitiveness of higher education in creative industries – one of emerging markets as acknowledged by the European Commission.

Lithuania

4. Project: Learning Differently!

   Project Coordinator: Gedminu progimnazija, Gedminų 3, LT-94167, Klaipėda

Start Date: Sep 1, 2018
End Date: Aug 31, 2020

Project Summary:

The need for the project emerged by monitoring and analysing the learning outcomes of national, international research of students' reading and writing abilities. Ability to read (understand and analyse reading text) is one of the most important abilities, it is essential for further learning process and personal growth. European schools faced with writing and reading skills challenges, and these skills are developed in various ways. The aim of this project is to understand better the diversity of education, to share and apply best practices by developing flexible multicultural support for writing and reading abilities in all lessons using innovative methods, strategies and tools. It is very important for partner schools to develop reading and writing skills in an innovative and efficient way. Project activities will also focus on the knowledge of other cultures. The aim is to develop pupils' tolerance for other cultures, to help students to become aware of the meaning of their own, national and European culture, to become active European citizens, caring for its fostering and preservation for future generations.

Project participants: 6-8th grade students (12-14 years old), Native and Foreighn language, Art, Social sciences, ICT, Primary school teachers, representatives of administration, pupils’ parents. 24 teachers will take part in LTTA activities. LTTA will involve 100 pupils and 40 teachers; 50 students with learning disabilities and social barriers will take part in the project; 450 students will take part in local activities; 30 teachers, 10 administration representatives, 100 parents of pupils.

A TwinSpace group will be created, where all project realated information, documents and publications will be published; systematically there will be remote meetings, acquintances, communication, joint activities. A project stand will be prepared, where all the project related information will be

updated regularly; a logo contest will be organized. Methodological e-publications “Learning Differently” and e-tool - Idea Bank "Space to grow" will be prepared. Kinesthetic learning tools will be developed; interactive tasks will be prepared; country presentations will be prepared. There will be lessons which will test strategies and methods for educating reading and writing skills, interactive tasks, learning tools. Students will take part in creative workshops, creative projects (drawings, leaflets, essays, etc.) will be displayed at project schools. After returning from LTTA activities in partner countries, pupils and teachers will present their activities to the school community and share their experience. Get together evenings: students, who take part in the LTTA, their parents and teachers will meet to discuss learning activities, impressions, share their knowledge, discuss about cultural differences and similarities. Students will conduct project lesson, creative workshops for other school students, together with teachers will produce materials and publish in school websites, local press, social networks, educational portal and other media.

We hope that the results of the pupils’ reading and writing in Native and Foreign languages will be improved. Students will improve their personal skills, cultural, learning to study, communicating, social civic knowing and analysing the public space of the European Union, cognition, creativity, subject competencies, linguistic, discourse. Project activities will motivate and enable students to take further actions by engaging in an active school life. Students will learn more about themselves, their powers, needs, motivation for learning and initiatives. Students will gen acquainted with the history, culture, traditions of European partners; participating in lessons, creative workshops, discussions, learning otherwise, will gain experience in cooperation in the international team and build more self-confidence.

International school collaboration will enable teachers to improve their professional competencies by sharing good practice, developing learning tools and interactive tasks. This will enable pupils to become active and responsible participants of teaching and learning process.

Parents will be involved in the development of learning tools, reading, community events, remote collaboration with pupils’ partners and parents. Parents will become more active members of the school community, they will learn ways to help their children to overcome learning difficulties, improve reading and writing skills.
Partners will continue to collaborate on eTwinning education related issues,

share their best practices, and invite other country teachers to use existing products, share ideas. We will start an eTwinning project based on one of the methods we want to delve more.

Lithuania

5. Project: International experience - your successful future (Tarptautiška patirtis - tavo sėkminga ateitis)

   Project Coordinator: Marijampoles profesinio rengimo centras, Kauno g.117, LT-68223, Marijampolė

Start Date: Sep 1, 2019
End Date: Aug 31, 2020

Project Summary:

The mission of Marijampole vocational and education training centre is to train technologically skilled and qualified specialists that meet the labor market needs of Marijampolė region and country. The needs analysis has found that the students of the following five specialties are of the the greatest need in the region to improve their professional competences: students of catering, waiter/bartender, automechanics, reclamation and road construction and maintenance specialties.

Participants of the project will improve their professional/technical, general (digital literacy, entrepreneurship, creativity) skills, improve knowledge of foreign language and social skills, will gain international and intercultural competencies.

The project also aims to reduce social exclusion and help talented, receptive students, originating from the province and from disadvantaged, not full families and orphans, become great specialists. The project will encourage them to achieve their goals, to be excellent specialists in their field, to expand the cultural knowledge, to improve social skills and to provide an equal opportunity to integrate not only into the labor market of Lithuania but also to the EU.

Results of the project – 32 students of catering, waiter/bartender, automechanic, land reclamation and road construction and maintenance specialties, acquired new knowledge and skills in their sectors, sharing their experience in the final event – conference, were potential employers and our center community will participate. The students of the catering and waiter/bartender specialties will have a demonstration lesson, in which they will produce healthy Italian dishes and drink, and the participants of the final event will be able to taste and appreciate them. The students of the automechanics, land reclamation and road construction and maintenance specialties will present prepared recommendations which will contribute the better quality of education in the centre.

Moreover, the participants of the project will create the account ,,European dishes on the website of our centre where all community member and wide public will be able to find and use Italian recipes. We plan to add new European recipes to this account every year.

Participants in the project will be accompanied by an accompanying person during the first week of the traineeship. The accompanying person helps students to orientate, to adapt in a foreign environment, helps to set the rules in the living place and helps to solve the difficulties, because most of them occur during the first week of the internship. The accompanying person supervises the working and living conditions, ensures the participants' communication with the coordinator, creates a positive microclimate in the team and discusses the possibilities for further cooperation with foreign partners.

The project, carried out throughout the year, will include not only the placement period, but also information, preparation and dissemination activities. Successful and effective implementation of project activities will be responsibility of the work team, which will distribute works according to a work plan. The project will help students to deepen their professional and technical knowledge, increase the motivation to learn English language and learning outcomes, will be interested in internship country culture, food, historical heritage, nature, while performing assigned tasks.

Internship countries – Italy, Germany and Spain. Different countries – different experiences. But the aim is one. To improve professional skills and gain new ones, to get in the multicultural country environment, get acquainted with other country‘s national and cultural peculiarities, communicate with the local community, their representatives directly, work in an international team.

Participants of the project will be the 2nd and 3rd years students and these placements will be a part of their practical training practice, which will be awarded with certificates, Europass mobility documents. Moreover, automechanic students will be assessed on the ECVET training credit system.

Project progress and results will be made public at local, regional, national and international levels. We will use Centre community meetings, website, Facebook account, regional media, republican conferences and international platforms like EfVET, Erasmus+ and eTwinning.

The students‘ professional skills, competencies, experience abroad will be adapted in real work placements. Employers will have an excellent opportunity to recruit high-level and competitive professionals who will also raise the prestige of the organization and improve the quality of work. Thus will ensure the usefulness and benefit of the project. The project will strengthen centre's image and prestige of Lithuania VET system.

Lithuania

6. Project: Literacy Education through Teaching Effective Reading Strategies

   Project Coordinator: Kauno Roku gimnazija, Vijunu g. 2, LT-46117, Kaunas

Start Date: Sep 1, 2017
End Date: Jun 30, 2019

Project Summary:

The written word is present everywhere and therefore reading is a fundamental skill which is increasingly needed in almost every sphere of life. A wide range of reading skills, including digital reading, are essential for an individual's personal and social fulfilment, for taking an informed and active part in society and exercising full rights of citizenship.

The PISA results bring evidence that students who master reading comprehension strategies are more proficient readers than students who do not.

Objectives

The project‘s "Literacy Education through Teaching Effective Reading Strategies“ (LETTERS) main goal is:

To develop reading competences and critical thinking, through the comprehension strategies that are used in the partner countries schools, in the context of plurilingual and international education.

The realization of the project goal enables:

- To develop literacy and foreign language skills through working in the multilingual classes.
- To apply a holistic approach while learning languages, to take advantages of more common plurilingualism in nowadays classes, in this way to improve the integration of refugees, asylum seekers and migrants through education system.
- To stimulate critical thinking, to develop literacy skills taking into account of environmental and (or) cultural circumstances.
- To raise literacy in the media area and to use effectively information and communication technologies (ICT).
- To develop social, civil and intercultural skills.

Three schools are participating in the project:

Kaunas Rokai gymnasium (Lithuania); National College "Vasile Alecsandri" Galati (Romania); IIS G. Malafarina, Sovierato (Italy).

The target group – 16-17 years old students.

During the Project partnership schools will analise fictional and subject texts while using certain comprehension strategies. The activities of the Project have three stages: A1 activity – the analysis of informative text.; A2 activity – the analysis of epic text; A3 activity – the analysis of drama text.

Each partnership school has chosen to organize the concrete stage of the project depending on their opportunities to give the biggest surplus value while trying to achieve the goals of the Project. IIS G. Malafarina, Sovierato (Italy) is responsible for organizing A1 activities. National College “ Vasile

Alecsandri" Galati (Romania) is responsible for organizing A2 activities. Kaunas Rokai gymnasium (Lithuania) is responsible for organizing A3 activities.

Each country is responsible for organizing the concrete stage of the project: will present the analyzing text and comprehension strategies used in their school, which will be tried by partner schools; will organize transnational training; will organize dissemination event for the local community; will organize the survey for the school community, trying to attain the effects and the benefits of the project; will prepare the information report for the media about the results of the project stages (national and in English language); will prepare the recommendations about the application of the comprehension strategies (national and in English language) for the methodological publication "The application of comprehension strategies: international practice".

During the project all students from partner schools will have the opportunity to get acquainted with original country texts (texts will be written in English language), to analyze them according to the comprehension strategy recommendations of that country. The work with the English text will develop foreign language skills. The results of text analysis – the visualization of texts, using multimedia technologies, will develop critical thinking and will let to appreciate different cultural influence for the comprehension. During transnational training time the project activities for students and teachers, while working in international teams, will imitate the work in plurilingual and multicultural class. Such practice enables teachers to distinguish the most effective work methods in plurilingual class and to gain more experience in multicultural class – to apply holistic approach while teaching languages, also to use plurilingualism which is increasingly rising in nowadays classes; in this way to consolidate the integration of immigrants, asylum seekers and refugees through the education system; also to stimulate critical thinking firstly of the subjects through training with regard to the environment and (or) cultural context. The students while working in the international teams will gain social and intercultural skills and will develop their tolerance towards foreigners. During the Project LETTERS the methodical publication "The application of text comprehension strategies: international practice" will be prepared. This publication will be disseminated in the websites of the partnership schools also on the platform of eTwinning as well as on the platform of projects of Erasmus+ and it will grant an open assess.

Bulgaria

1. Project: Open Your Eyes: Fake News for Dummies

   Project Coordinator: Nikanor Ltd, Ul Naum 25, 1415, Sofia

Start Date: Oct 15, 2018
End Date: Dec14, 2020

Project Summary:

The “Open Your Eyes” project

- to collect and describe known methods to create fake news and Internet-based resources for fact checking across Europe.
- to provide educators and adult learners with a tool/algorithm to “follow” fake news to the origin.
- to create a working environment for educators to extend their professional competences in order to improve news literacy, language and digital skills of their adult learners.
- to organise “Check IT Out” Labs targeted adult learners in order to build up digital source criticism, i.e. the skills of adults/adult learners of identifying the values and principles underlying media texts and discriminating objective from subjective information.
- to develop methodological recommendations for adult educators on how to use the developed materials in their work.
- to carry out an awareness campaign about the importance and necessity of strengthening digital news literacy, language and digital skills.

Bulgaria

2. Project: Quality of youth career guidance and nowadays media literacy

   Project Coordinator: Student Computer Art Society / Studentsko obshtestvo za kompyutarno izkustvo, 10 Narodno sabranie sq., 1000, Sofia

Start Date: Sep 1, 2014
End Date: Jun 30, 2016

Project Summary:

The slogan could summarize the project main idea: "from career guidance to self-guidance skills". Context of the project: Nowadays, the youth career guidance format undergoes rapid changes. More and more young people are learning about jobs and how to reach them by the net, asking for advice their peers or some more experienced people via social networks, job portals, discussion forums or other Internet services. Although the traditional methods for career guidance will still be used, traditional face-to-face guidance in youth career centers shifts more and more to abilities of self-guidance. Here comes the question to what extent nowadays career consultants are familiar with modern media literacy. Skills like rating the information, validating the resources, intelligent searching, abilities to "scan" etc. become of vital importance for the career orientation. This changes the shape of the modern consulting process - from pure career guidance to modern media literacy and self-guidance.

Aims and objectives:

"Quality of youth career guidance and nowadays media literacy" project main aim is to improve the quality of youth career guidance via providing innovative methodology, quality indicators and online tools for youth career counselors.

The project objectives are:

- to develop the consultants' skills in the area of so called "self-guidance" via modernizing the Quality Indicators (QI) and Quality Model (QM) in youth career guidance, including the development of new indicators related to nowadays media literacy (rating the information in the net, validating the resources, intelligent searching, abilities to "scan", social networks usage, ePortfolio usage etc.);
- to improve the quality of youth career guidance via providing innovative tools and manual for career guidance - online self-assessment toolkit for consultants to test their knowledge, skills and competences in media literacy and self-guidance;
- to train youth counselors and mangers of youth career services in modern aspects of youth career guidance and quality assurance;
- to develop a strategic partnership network among the partner organizations within the project so that the organizations continue working on the project main topics after the project end;

Target group:

youth guidance services managers, youth career consultants, the project results could be also useful for the pedagogic consultants (in the schools);

Potential beneficiaries:

youth (16-25) & youth with special needs (early school leavers (ESL), outsiders, minorities) who need more knowledge and skills in "self-guidance" area.

Total number of participants from the target group and potential beneficiaries: 320

Bulgaria

3. Project: Can we listen, watch and read correctly? (Умеем ли да слушаме, гледаме и четем правилно?)

   Project Coordinator: Institut za kulturno nasledstvo, 8, Neno Gugov str., 2080, Zlatica, Sofia

Start Date: Sep 1, 2018
End Date: Dec 31, 2018

Project Summary:

Project "Do we know how to listen, watch and read correctly?" is in the context of media literacy in modern society, and in particular among young people. In this regard, media literacy needs to be clarified and promoted.

In this context, is the main objective of the project - to improve media literacy among young people. This will be achieved through the use of informal learning methods to promote critical thinking, improved youth initiative, the formation of competencies and skills required for the transmission of the common fundamental societal values, shared values of freedom, tolerance and respect for human rights. In addition, the project aims to promote diversity, intercultural and inter-religious dialogue and promote the inclusion of vulnerable groups of young people.

The project is also in the context of the Erasmus + Program for the creation of transnational youth partnerships, the promotion of European values, the improvement of young people's skills through informal learning methods. It is also in line with the conclusions adopted by the EU Council on 30 May 2016 on developing media literacy and critical thinking through education and training.

The project envisages the implementation of KA1 activity, mobility of 26 young people. The host country is Bulgaria, sending Macedonia, Serbia, Portugal, Hungary. The duration of the mobility is 10 days with scheduled dates 07-16 October 2018. The participation of marginal young people is encouraged. The place of performance will be in the Dryanovo area and some elements in Veliko Tarnovo and Gabrovo. In the implementation of the project will be implemented interdisciplinary approach and informal teaching

methods: sharing and exchange of best practices, discussion, feedback techniques, questionnaires, meetings, observation, critical analysis, case studies, digital methods, workshops, games, sports, excursions, cultural visits, language and communication methods, etc.

Successful implementation of the project activity and the accompanying work program will lead to the achievement of the expected project results and impact on the participants, partners and stakeholders. The project outputs include: new skills and knowledge gained on the types of media, tools and communication channels; encouraging critical thinking and evaluation; team skills, friendship, and skills to share values such as solidarity and tolerance; encouraged social and digital inclusion of young people with fewer opportunities; formed digital, language and communication skills to create and disseminate positive media messages; promote intercultural communication; formed attitudes towards eco-behavior, initiative and volunteering. Project results include also received certificates of participants - Europass Language Passport, Europass Mobility Document, Youthpass Certificate, and also a 'Media literacy', created materials during mobility, publications in the media, created media messages, video clips, etc. .

The project will have a long term impact on participants through acquired new skills and knowledge, forming attitudes and improved understanding of media literacy, intercultural communication and sharing European values. Young people will learn new professional, personal and social skills will develop ideas for creative initiatives will gain knowledge on how to use media tools as a place for sharing and promoting responsible citizenship and initiative. The project will impact on the participants and the certificates they will receive, as they will help their future social integration, personal growth and professional development.

The project will also impact on participating organizations by enhancing their administrative capacity, expanding their international cooperation and enabling them to rediscover new common goals and shared values. New contacts and partnerships will be created and will be developed into new projects. In this way, the project impact will have a multiplier effect in the long term.

The project will also affect target groups - local youth communities. They will be encouraged to share and experience the achievements of the project, to comment on and attract new supporters to the ideas and objectives of the project.

Raising awareness of the project and disseminating the results will allow for the project to be extended and its outcomes. The results will serve as an example and will inspire others by showing what can be achieved through participation in the Erasmus + Program itself. The results will be able to adapt to the needs of other target groups and multiply, transfer to new areas, and ultimately influence future policies and practices.

Bulgaria

4. Project: Three aspects of media literacy (Три аспекта на медийната грамотност)

   Project Coordinator: Student Computer Art Society / Studentsko obshtestvo za kompyutarno izkustvo, 10 Narodno sabranie sq., 1000, Sofia

Start Date: Aug 1, 2012

Project Summary:

The main topic of the project “Three aspects of media literacy” is introducing the participants to the contemporary aspects of media literacy related to information on the Internet: how to search intelligently for information, criteria and strategies for evaluating this information and modern techniques for manipulation of the information.
After familiarizing participants with the 3 aspects, the project aims at proposing them concrete tools for working with young people on these topics, these tools are the training e-games. This way the project aims at training youth workers, trainers and leaders from 5 European countries /Bulgaria, Spain, United Kingdom, Italy and Poland/ in using training e-games in training young people in the field of media literacy.

Main activities:

familiarizing youth workers and trainers with the 3 aspects of media literacy and the skills related to them /e.g. Boolean logic, critical thinking, logical thinking, strategies for searching on the Internet etc./ by means of lectures and presentations by the partners. There will be discussions, demonstrations and workshops presenting the possibilities for implementation of training e-games

method in youth work and in activities in the “Youth in Action” programme. Work in groups and workshops will add to bringing together all participants belonging to different cultures and language environments: Slavic, English, Spanish.

Target group:

youth workers, youth trainers, leaders of youth NGOs from Bulgaria /youth centres, youth associations and youth information points/; youth workers and trainers from Spain, United Kingdom, Italy and Poland.

Bulgaria

5. Project: Media literacy impact on youth

   Project Coordinator: Sdruzhenie Walk Together, Letostruy 5, 1320, Bankya

Start Date: Aug 1, 2018
End Date: Jan 01, 2019

Project Summary:

Objectives

The objectives of the youth exchange are to:

- Develop critical thinking skills and skills on how to advocate for media justice
- Identify the problem why young people can’t recognize the legitimate source of news
- Recognize bias, misinformation, lies and what the media maker wants us to believe or do
- Identify how are stereotypes generated and used by media and the manners in which stereotypical concepts affect young people’s attitudes.

Number and profile of participants

40 young people aged 18-26 from Bulgaria, Croatia, Macedonia, Greece, Lithuania who are interested in gaining skills in media literacy taking into account people who themselves have witnessed hoaxes and frauds by the media (journalists, bloggers, students etc).

Description of activities

Seven day project activity follows the values and principles of non-formal education in European practice. Project has two main parts; first is empowering participants with advanced critical thinking skills to be able to recognize fake news and identify the problems that media brings. Second part of activity is to give participants the power to break stereotypes with experiments and role-plays that will help them recognize what media wants us to believe or do. Also empowering participants with social and civic competences so that young people can contribute to resolving latest European social issues.

Methodology to be used in carrying out the project - Group dynamic activities such as name games, icebreakers, group building activities:

- Participatory methods such as group work, participants' and group presentations, plenary discussions, research, learning by doing, peer to peer learning, role playing, demonstration and problem solving;
- Intercultural learning activities such as intercultural evening photo story, language games, group cultural activities;
- Learning to learn tools and methods such as the use of Youthpass, peer reflection and feedback, debriefings;
- Thematic inputs such as presentations, project examples and online resources;
- Evaluation activities such as final evaluation of personal learning progress, group dynamics, course quality and management.

About the Medi@DiGi project

Education for Media Literacy in Digital Environment (Acronym Medi@DiGi)

Programme: Erasmus+

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for school education
Project Reference: 2018-1-MK01-KA201-047091

Coordinator:
VEZ, Skopje, North Macedonia

Partners:
Utena A.Sapoka gymnasium, Utena, Lithuania
CEICSEM, Sofia, Bulgaria

Start Date: Dec 1, 2018
End Date: Feb 29, 2020

Conclusion

Why the media literacy for the students is Important?

We intent to develop five crucial areas, connected with inclusion of the students in modern democratic society. They are:

- The influence of media in development of critical thinking and self-expression. In a global media culture, people need both skills in order to be engaged as citizens of a democracy: critical thinking and self-expression. Media literacy instills both of these core skills, enabling future citizens to sort through political packaging, understand and contribute to public discourse, and, ultimately, make informed decisions in the voting booth.

- The high rate of media consumption and the saturation of society by media. When one considers videogames, television, pop music, radio, newspapers, magazines, billboards, the internet – even T-shirts! – we are exposed to more mediated messages in one day than our great-grandparents were exposed to in a year. Media literacy teaches the skills we need to navigate safely through this sea of images and messages -- for all our lives.

- The media's influence on shaping perceptions, beliefs and attitudes. While research disagrees on the extent and type of influence, it is unquestionable that media experiences exert a significant impact on the way we understand, interpret and act on our world. By helping us understand those influences, media education can help us separate from our dependencies on them.

- The increasing importance of visual communication and information. While schools continue to be dominated by print, our lives are increasingly influenced by visual images -- from corporate logos to building-sized billboards to Internet websites. Learning how to "read" the multiple layers of image-based communication is a necessary adjunct to traditional print literacy.

- The importance of information in society and the need for lifelong learning. Information processing and information services are at the core of our economy and society but the growth of global media industries is also challenging independent voices and diverse views. We are sure that media education can help both teachers and students understand where information comes from, whose interests may be being served and how to find alternative views.