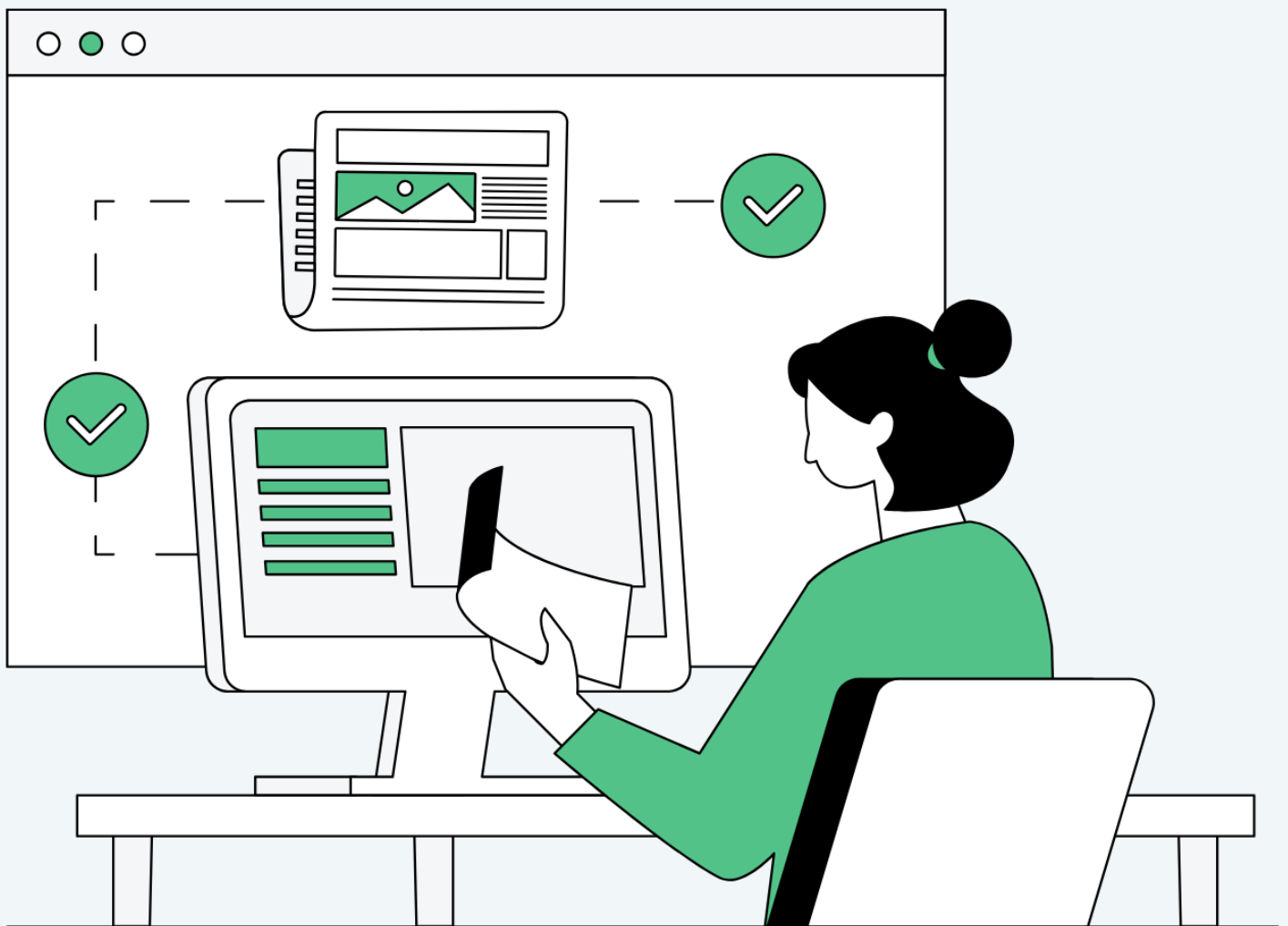


Echoes of the Digital Age: Youth Perceptions and Interactions with the Media in Green Topics

Comparative Research Report from Estonia, Portugal and Croatia



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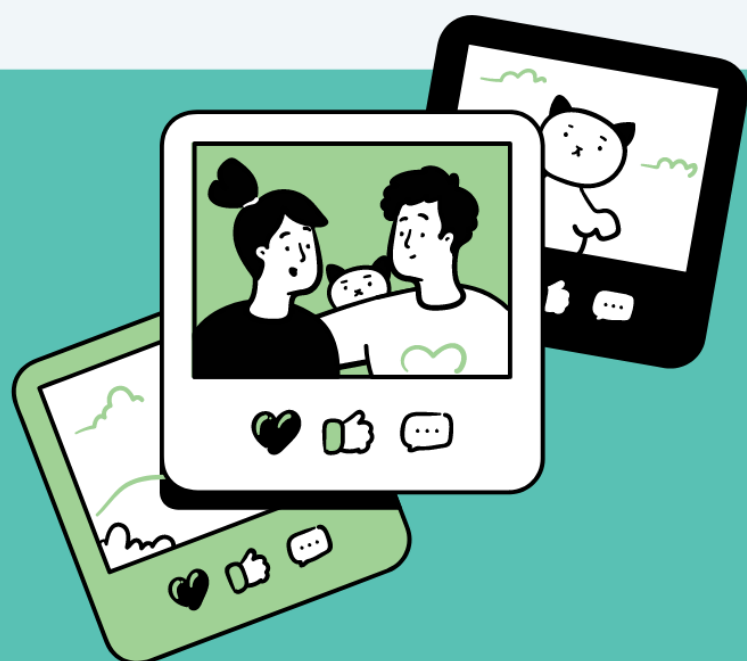


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1. Introduction



In today's world, young people are surrounded by media and are influenced by them. Many of the children and youth are growing up being surrounded by television, video games, tablets and smartphones. As society is progressing quickly, it is important that children and young people are being provided with proper education, especially in fields related to their everyday life. This is where media literacy comes into play.

Media literacy represents an important competence, which consists of use skills, critical understanding and communicative abilities (Zgrabljčić-Rotar, 2005; Tolić, 2008; Livingstone and Helsper, 2010; Rumble, 2011; Barber, 2012; Gospodnetić and Morić, 2014).

Media literacy education should include the education about usage of media and understanding the media, but also, it is necessary to include the consequences that can arise from the communication with different groups and effects it can have, some of which include desensitization, mocking of other people, aggressive behavior, inappropriate social behavior and even criminal acts (Potter, 1999; Barker, 2001; Huesmann, 2007; Bryant and Oliver, 2009; Bilić, 2010; McQuail, 2010; Ružić, 2011; Bilić, 2011; Kowalski et. al., 2012; Mandarić, 2012).

On the other hand, in a post truth era, media literacy became an important topic, especially related to environmental awareness. It has to be highlighted that traditional media and advertisements are promoting different unethical practices and consumption, which benefits environmentally destructive industries. Therefore, we need to know how to read, analyse and question messages we receive, especially when we plan our actions and sustainable choices. (EAVI, 2024).

Having in mind all of the challenges mentioned above, this research is dealing with various aspects of media literacy. In the first section, we present the current state of play in each of the countries where research was implemented - Estonia, Portugal and Croatia. In this section, you will be able to find out more about the policy context and we have analysed more than 20 policy documents and other resources important to have in mind when talking about this topic. The second section is dealing with the results of the research we have carried out in the period of January to March 2024, where you can get acquainted with the new insights in the field of media and critical thinking, with a special focus on green and environmental topics. This part will conclude with the recommendations for various stakeholders. The third, and the last, section is presenting the examples of good practices from three countries. We have analysed 30 good practices and talked with 60 youth workers who are implementing these activities. In the end, you will find an Appendix with detailed tables for each country, so you can consult it in more details.

We hope this research will help you to gain new insights and new knowledge. We also hope it will be inspirational and will be useful in your future work - either as a tool for creating new topics and interventions when working with young people, or for advocacy purposes in your countries. Enjoy the reading!

2. About the project “Media and Information Literacy for Climate Change and Environmental Topics”



Consortium of partners is implementing a project titled “**Media and Information Literacy for Climate Change and Environmental Topics**” with the aim of raising capacities and providing practical tools for youth workers and youth, starting with research showing the real-time situation in three involved countries: Croatia, Estonia, and Portugal.

The project is supported by the European Union, particularly by the Erasmus+ programme and the contracting institution is Agency for Mobility and EU Programmes in Croatia.

The consortium implementing the project consists of experienced organizations dealing with media literacy. The project partners include:

- DOMAS from Croatia, a small company specializing in non-formal education, youth work, and media literacy;
- AgoraAveiro, a grassroots NGO from Portugal focusing on grassroots youth work and environmental topics;
- Learning Library, an edu-tech company from Estonia specializing in e-learning in non-formal environments.

Additionally, the consortium includes the following associated organizations:

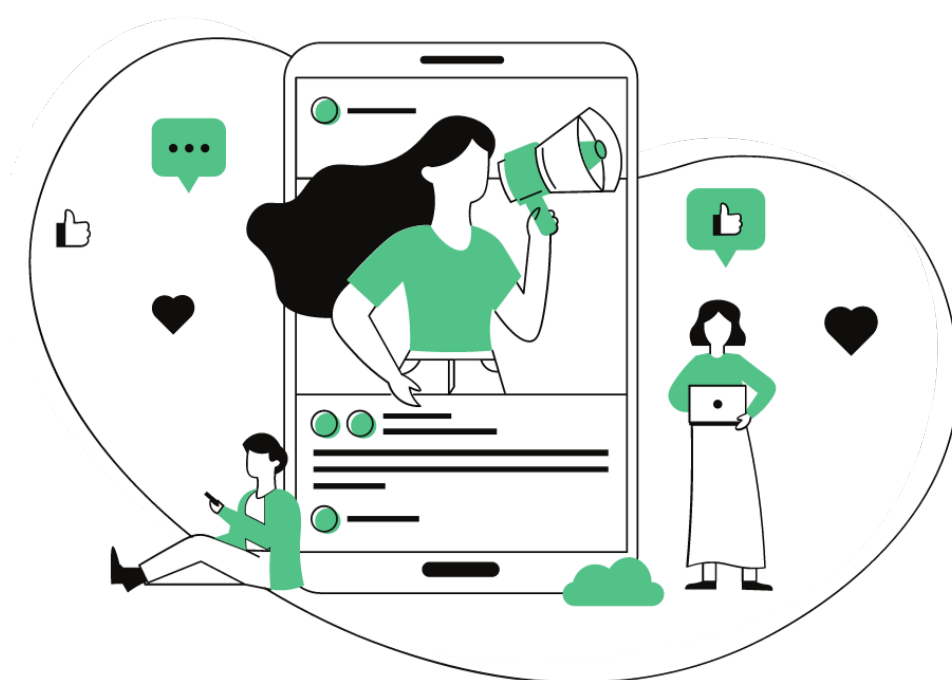
- University of Applied Sciences Edward Bernays, Croatia;
- Association Alternator and Association Zaželi, Croatia (NGO's working with young people who are visually and hearing impaired);
- Aveiro Media Competence Center, Portugal (a platform to support and promote the EU Local News Media sector);
- Municipal Youth Work Centres, Tallinn, Estonia (centres focused on youth).

The activities of the project are the following:

1. **Research “Media and Information Literacy in Environmental Topics”:** The aim of the research is to assess the level of media literacy among young people, especially those aged 15 - 30, focusing on media literacy and environmental topics.
2. **Toolkit for Youth Workers and Educators “Media and Information Literacy of Youth in Green Topics (covering climate change and environmental topics)”:** Following the research results, a toolkit for youth workers and educators (trainers and teachers) will be developed. This toolkit will cover topics of media and information literacy and will consist of 20 workshops, providing ready-to-use materials for youth workers and educators.
3. **Pilot Sessions (21 sessions of 90 minutes each) for Young People:** Based on the developed Toolkit, project partners in each country will test and implement 7 workshops (1.5 hours each) with young people and gather their feedback for further development based on the needs of young people.
4. **Online Learning Course for Youth “Media Literacy and Green Topics”:** As the level of media literacy among young people is relatively low, and we aim to reach a wider population of youth, the Consortium plans to implement an online learning course titled “Media Literacy and Green Topics”. The course will be created using the e-learning tool and will be interactive, offering quizzes, interactive photos, and videos. The idea is for young people to go through the e-learning and gain new knowledge and skills in media and information literacy. The e-learning will contain 8

modules, each with 4 lessons, and will be based on a gamified learning experience enabled through the non-formal education approach of youth work.

5. **Local Training Courses for Educators and Youth Workers** The developed and improved toolkit will form the basis for local training courses for 60 educators (trainers and teachers, expert associates in schools) focusing on media literacy, fake news, and how to engage young people in these topics. Youth workers will develop this specific skill set and will be able to confidently discuss these topics with young people.
6. **Local Dissemination Conferences:** A 1-day local dissemination conferences will be organised in each country, where the project results will be presented to the wider community of youth workers and youth organizations. The idea is to showcase what was done, but also to share future plans for multiplying the potential of the project. The conference will consist of panels and practical workshops. One time slot will be online, to include participants from all three countries to discuss future applications and use of the developed outputs and outcomes of the project.



3. Overview of the current state of play: desk research



3.1. Media and Young People in Portugal

The National Plan for young people in Portugal

The framing of young people in the Portuguese National Plan for Youth is in line with the strategic framework adopted by the European Union when collecting data (EUROSTAT, n.d.). The Plan considers as a young person, everyone currently aged between 15 and 29 years of age.

Young people in Portugal are considered as a social category with common necessities and interests to whom specific policies should be addressed. Since adolescence is described as a period “marked by the transition from childhood dependence to adult independence, in which a successful emancipation process is essential to achieve their autonomy” (Portuguese Government, 2022), special attention is provided to policies supporting this aspect of a young person’s development.

Although the Plan mentions measures to support literacy of young people, these are related to topics such as health, nutrition, or environment. Other measures relate to promotion of the activities of the Institute for Youth and Sports of Portugal (IPDJ) or the accessibility of information from the Institute to young people, often seen as distant from them.

There are only two measures in the plan that specifically address media or social media. These refer to measures to promote “awareness and education actions for online and offline human rights, digital literacy and combating online hate speech” for youth workers and activists as well as “promote digital literacy among young people from contexts with socioeconomic vulnerability” in the Centros Escolhas¹. The absence of media literacy measures is understandable given that they are addressed in other legal framing, as will become clear in the next section.

Guidelines for Media and Media Literacy

a) The ERC - Portuguese Regulatory Authority for Media

Before looking closer at the measures supporting media literacy in Portugal, it is important to note that mass media is regulated in Portugal by the Portuguese Regulatory Authority for Media (Entidade Reguladora para a Comunicação Social, thereafter ERC). ERC is an independent administrative entity under the jurisdiction of the Portuguese Government. Under its mission, ERC is responsible for ensuring the respect for the rights, freedoms and guarantees of citizens in the media space and the independence of media entities from political and economic power. They also guarantee the possibility of expression and confrontation of different schools of opinion.

¹ Centros Escolhas are centres present in 68 municipalities in Portugal that support the governmental programme with the same name whose mission is to promote the social inclusion of children and young people from vulnerable socioeconomic contexts, aiming at equal opportunities and strengthening social cohesion (ACM, 2024).

ERC thus plays an important role in protecting young people from content that can be harmful or negative. For example, in 2022, after the Russian invasion of Ukraine and given the media space this conflict was taking, they developed the “Directive for television news coverage of wars and armed conflicts”. This directive alerted the media to provide written or other warnings for violent content, given the negative effect news about war can have on the mental health of young people and children.

ERC (2023) has also produced the *First report on Media Literacy in Portugal* that describes the political and organisational measures as well as the funding mechanisms available and actions to promote Media Literacy in Portugal. This report was produced under the Article 33a of the [EU Directive of Audiovisual Social Communication Services](#) (AVMSD) which required Member States to promote measures that develop media literacy skills.

This Directive was elaborated by the European Commission, concerned about disinformation campaigns and fake news spreading through digital media in 2018. The AVMSD further requested that video-sharing platforms provide effective media literacy measures and tools and to raise users’ awareness of such measures and tools (Article 28b). As we will see, this EU Directive has been a key factor in the development of measures and actions to promote media literacy in Portugal.

b) The National Plan for Media Literacy

Media Literacy is defined by the ERC (2023) in the aforementioned report *Media Literacy in Portugal* as “the skills, knowledge and understanding that enable citizens to use media effectively and safely [...] which is not centred on technology or tools, but on giving citizens critical thinking skills necessary to make judgments, analyse complex realities and recognize the difference between facts and opinions”.

The first instance where Media Literacy was presented on a global scale as a tool empowering citizens and young people to “face the world where media is omnipresent” took place in 1982, with the Grünwald Declaration on Media Education (UNESCO, 1982) signed by 19 nations in the then Federal Republic of Germany. The Declaration called upon the competent authorities to initiate and support comprehensive media education programs in all levels of education and support training courses for teachers and educators on the subject.

With the advent and democratisation of the Internet, as well as social media, and given the complexity of the online environment, the Portuguese Government and the public entities concerned, such as the ERC, set out to develop the National Plan for Media Literacy (NPML).

As referred to in the [Resolution of the Council of Ministers no. 142/2023](#) that created the NPLM the importance of literacy and numeracy is put forward also in the Sustainable Development Goals (SDG), adopted by all United Nations member states in 2015. The target 4.6. of the SDG wants to ensure that “by 2030, all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy” (UNESCO, n.d.).

The National Plan for Media Literacy was hence approved recently, on 17 of November of 2023, and was included in the National Plan for Reading. According to the then Minister of Culture Pedro Adão Silva, this integration was executed in order to make “more appropriate use of available resources”, without “starting from scratch” or “duplicating administrative structures” (MILOBS, 2023).



View of the website dedicated to the National Plan for Reading in Portugal (MILOBS, 2023.)

The Plan was conceived “as a way of counteracting the deficit in access, consultation and reading of press information content and promoting the fight against misinformation and the dissemination of false content among the population, with a special focus on the school context, but also reaching segments that have lower levels of media literacy”. The preparation and implementation of NPLM is the responsibility of the interministerial commission created by Resolution of the Council of Ministers no. 48-D that established the National Plan for Reading.

More recently, on 19 February 2024, the Government, via the [Order No. 1860/2024](#), set out established the monitoring advisory board of the NPLM presided by Sara Pereira, associate professor with aggregation of the Department of Communication Sciences of the University of Minho. The other members are António Granado, associate professor at NOVA FCS, Bárbara Simões, journalist, and Joana Gonçalves de Sá, PhD in Systems Biology from ITQB-Nova. At the moment of this writing, there is no further information of the scope or implementation of the Plan.

State of Play

Media Usage

As the signatories of the Grünwald Declaration had already remarked, in 1982, that “in some countries, for example, children already spend more time watching television than they do attending school” (UNESCO, 1982). With the democratisation of access to information and the expansion of technology, the means to use and obtain knowledge and information also become more ubiquitous.

In 2022, in Portugal, it was reported that, minors spent more than 2 months of the year in front of a screen or about four hours per day (Agência Lusa, 2023), a tendency aggravated by the Covid-19 pandemic and its measures forcing young people to stay home and attend school via digital means. Already in 2019, the study “Assessing media literacy competences: A study with Portuguese young people” (Pereira, Moura, 2019), which assessed the media usage and literacy of 679 students of 12th grade around 17 years old, also reported that the new forms of media are preferred.

The study showed that computers and the internet were reported as being either ‘always’ or ‘many times’ used by over 90% of respondents. Television (77% of the sample) and smartphone (69% of the sample) were also reported to be used all the time or many times, with most of the respondents indicating that entertainment was what they were seeking when using each of these media.

More recently, the Eurobarometer Media & News Survey (European Parliament, 2023) from 2023 highlighted differences in media usage between socio-demographic groups around Europe. These results confirmed that younger respondents are much more likely to use social media platforms, video platforms. Although there are no detailed results for media usage for Portugal, the media survey showed that Portuguese citizens preferably use TV, online press, and social media platforms to access news on a higher average than other EU citizens.

TV was the preferred means of access to news by all age groups in Portugal, including for the age group of 15-24 year olds, accessed by respectively 70% of respondents. Interestingly, EU-wise, this age group is the only one preferring to use social media instead of TV as a preferred form of access to news (59% among EU respondents aged 15-24 years old). Among 25-34 year olds, the preferred means both in the EU average and Portuguese was TV, while in Portugal that percentage was higher (78%), it decreased around Europe to 61%.

In terms of social media usage, Whatsapp (used by 79% of respondents, compared to only 62% of EU respondents), Facebook (70%) and Instagram (59%) are the preferred social media tools by Portuguese respondents, all age groups confounded, with the main purpose of usage to send messages to family and friends (64%), seconded by following news and current events (54%).

Media Literacy Rankings

In 2023, Portugal secured the 12nd position, across Europe, with 60 points, classified in the 2nd hierarchical cluster as a “well-performing country”, along countries such as Netherlands, Iceland, Belgium, Germany or the United Kingdom on the Expanded Media Literacy Index produced by the European Policies Initiative of the Open Society Institute – Sofia (2023). The index assessed media freedom indicators, as provided by Freedom House and Reporters without Borders, Education indicators as measured by the PISA scores for reading, scientific, and mathematical literacy, as well as the percentage of enrolment in Tertiary Education, Trust in others as observed in the World Values Survey, and finally the level of E-participation registered by the UN.

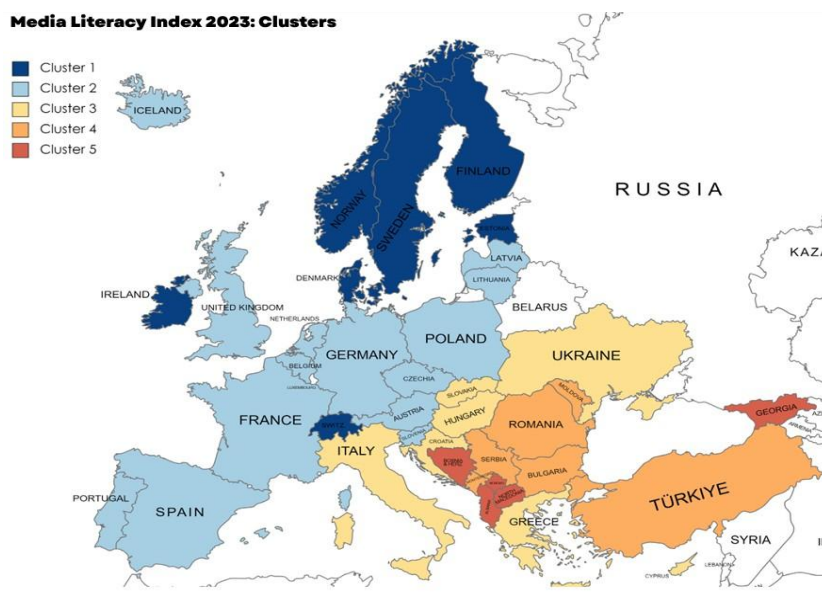


Figure from the Expanded Media Literacy Index (Open Society Institute - Sofia, 2023)

This position constitutes a slight improvement from previous years, with the reasons for this change not clarified in the reports. In 2022, Portugal occupied the 14th place out of 41 countries with 61 countries. Whereas in the same report released in 2018 Portugal occupied a similar place and scored almost the same points (15th place out of 35 countries, with 59 points).

On a more concrete level, the study quoted before from Pereira and Moura (2019) showed low levels of media literacy by the 679 respondents questioned. However the authors caution that these results cannot be viewed merely from the standpoint of the students' supposed knowledge, as there was no framework of reference, be it national or European, for media competences which different age groups should develop to serve as a basis for the assessment of those competences.

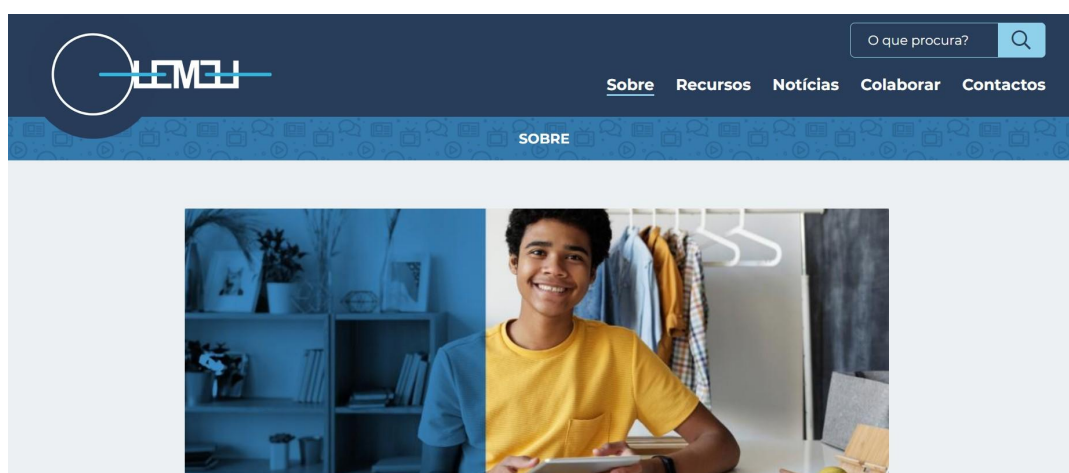
Despite this lack of framework, the results seemed to suggest that throughout compulsory education, the vast majority of these students did not gain sufficient knowledge that would enable them to analyse messages or to understand their role in society. Finally the authors also noted that the students that were able to do so came as part of families in which the parents have a higher education level and a skilled job, a feature less frequent among students who scored lower, alerting for the necessity to offer all students equal opportunities to develop media literacy competences. In the next session, we will analyse some resources developed by the Portuguese government and media organisations to do precisely that.

Resources for Media Literacy

LEME - Platform for Media Literacy and Education online

[LEME](#) stands for “Literacia and Educação para os Media em Linha” (Literacy and Media Education online). The platform, an initiative of the Secretary of State for Cinema, Audiovisual and Media and the Deputy Secretary of State for Education, is an aggregator of resources, such as video, audio, games, activity proposals, available online.

The platform is ready to use in pedagogical activities to be developed in formal, non-formal or informal learning contexts, aimed particularly at pre-school and primary and secondary school teachers, although it can be used by anyone wishing to implement media literacy activities. LEME counted with the support of other important institutions and organisations fostering media literacy in Portugal and is free for anyone to cooperate and provide their own resources. For this, the person or entity wishing to submit a resource needs only to fill the form available at <https://www.leme.gov.pt/como-colaborar>.



Website of the LEME platform (LEME, 2024.)

Media Education Framework

It is important to note that education for the media does not appear in students' curricula independently, as it is one of the 17 domains that the DGE (General Directorate of Education) defines as structuring the curricular approach Citizenship Education (Educação para a cidadania). Media Literacy is also not mandatory at all levels and cycles of education, although it is compulsory in at least two cycles of basic education.

Cidadania e Desenvolvimento		
1.º Grupo	2.º Grupo	3.º Grupo
<ul style="list-style-type: none"> – Direitos Humanos – Igualdade de Género – Interculturalidade – Desenvolvimento Sustentável – Educação Ambiental – Saúde 	<ul style="list-style-type: none"> – Sexualidade – Media – Instituições e participação democrática – Literacia financeira – Educação para o consumo – Segurança rodoviária 	<ul style="list-style-type: none"> – Empreendedorismo – Mundo do Trabalho – Risco Segurança, Defesa e Paz – Bem-estar animal – Voluntariado – Outros domínios, definidos de acordo com as necessidades diagnosticadas pela escola
Obrigatório para todos os níveis e ciclos de escolaridade (por serem considerados áreas transversais e longitudinais)	Obrigatório em pelo menos em dois ciclos do ensino básico	Com aplicação opcional em qualquer ano de escolaridade

Figure from the First Report on Media Literacy in Portugal (ERC, 2023)

To support the teaching of the 17 areas that comprise Citizenship Education, the General Directorate of Education, in collaboration with various entities, public and civil society partners, has produced so-called Reference documents. These documents frame the teaching of the topic and support the work developed by schools that, within the scope of their autonomy, use and adapt them.

In 2014, the Reference for Media Education for Pre-school Education, Basic Education and High school (Pereira, Pinto, Madureira, 2023) was approved and made public. The document guides the way in which the teaching of media literacy is operationalized. The Reference was revised in 2023 and presents a very comprehensive structure in terms of matters subject to be addressed, proposing 8 transversal themes that can be explored in school context². The reference also frames ten great principles for Media Education³ and proposes curriculum approach strategies to teachers and educators.

Public and private funding programmes to foster Media Literacy

a) Private funding

In the *First Report of Media Literacy in Portugal* (ERC, 2023), a number of foundations and their most recent initiatives are cited as supporting or having supported media literacy. These include the main public funding source for higher education studies, the Foundation for Science and Technology (FCT), which aims to foster scientific progress in Portugal. Other relevant private foundations quoted are the Calouste Gulbenkian, Bissaya Barreto, José Neves, Belmiro de Azevedo and Eugénio de Almeida foundations, as well as the Cooperative for Social Economy António Sérgio, all of which have awards or award funding for research and development of initiatives on the topic.

² These themes are 1. Media, information and current affairs; 2. Types and Languages of the media; 3. Access, uses and practices of the media; 4. Creation, production and participation; 5. Freedom and Ethics; 6. Fiction and Entertainment; 7. Propaganda, advertising and brands; and 8. companies and professionals.

³ The principles identified by the authors are: 1. The value of communication between people; 2. Technologies: more than tools; 3. Information and communication as an ecosystem; 4. The media as a representation of the social; 5. Role of journalism and challenge of disinformation; 6. Look at the media from their audiences; 7. Digital and the risks of exclusion; 8. New literacies and the formation of critical citizens; 9. Media field: social space, symbolic environment and text to be interpreted; 10. Reason for being and the horizons of media literacy.

b) National government programmes

The main national programmes for Youth in Portugal are the Erasmus+ and European Solidarity Corps (ESC) operationalized by the National Agency for Erasmus + and ESC. On the guidelines of the programmes from 2014 to 2020 and 2021 to 2027 are, among other priorities related to nature of the program, media literacy and digital audience of young and adult audiences with the objective of strengthening democracy and democratic participation to counter the tendencies towards manipulation, propaganda and disinformation in various social domains. The same report produced by ERC also highlights other programmes that can support media literacy, such as the programs “COMPETE 2020 and 2030” to utilise the EU fundings for social cohesion in Portugal or the “Portugal 2020”, European funds for boosting innovation and social entrepreneurship initiatives, with a funding line fostering digital inclusion.

Media Initiatives to address or involve young people

Finally, it seems worthwhile to present two initiatives by two of the main Portuguese publications, the newspaper *Público*, and the magazine *Visão*, that address two publications to young people. *Público*, the main newspaper in Portugal, created the [website P3](#), as its motto states for “millennials and generation Z”. The news are more explanatory and authors are also younger than in the main newspaper, with many being University Students. For a younger audience, *Visão* produces a monthly magazine entitled [Visão Júnior](#). This magazine is the only magazine recommended by the National Reading Plan with the content is mostly produced by adults (with sections being prepared by young people, such as the “Reporter Junior”) and addressed to younger students from basic education and high school.



Examples of monthly magazine *Visão Júnior* and website *P3* for young people in Portugal (Publico.pt, 2024.; Visao.pt, 2024.)

3.2. Media and Young People in Estonia

Media literacy and components of media literacy have been mentioned and addressed in Estonia for a long period of time, and from different angles. This means also that media literacy has been referred to by different names and different terms throughout the years.

The background, goals and concepts concerning media literacy were broadly set out in the Concept of Estonian Information Policy [Eesti Infopoliitika Põhialused], under the term "infopolitics [infopoliitika], published in 1998. The document defined infopolitics as: "the part of the state administrative policy that reflects the principles of the state's functioning in the creation of the information society, the areas under the state's attention in the age of rapid technological change and the mechanisms for their regulation".

The term information society has been broadly defined, leaving room for future changes: "the information society is an all-encompassing concept. It embraces the whole social reality in which we live. The information and communication technology revolution has changed and is changing our world today, although we are not yet fully aware of the many changes that lie ahead". (Baltic Centre for Media Excellence, 2022).

Media literacy in Estonia is present on three levels: in government/state, in formal education sectors (schools), and civil society. Through this analysis we will see how media literacy is present on each of these levels, and will present you with conclusions on the current state of play.

It's also important to mention that media literacy is, as well, covered within security sphere. Three main documents covering the security sector are National Security Concept 2017, National Defense Development Plan 2017-2026, and Estonian National Defence Development Plan 2022-2031. All three of the documents cover the topic of information threat, while the newest of them - Estonian National Defence Development Plan 2022-2031, covers directly the topic of media literacy and advices for increasing the media literacy among the population of Estonia.

Media usage and media literacy

Since the beginning of post-communist transformation in 1991, the media landscape in Estonia has faced substantial changes. A completely renewed media system has emerged, characterised by a diversity of channels, formats, and contents. Not only the media themselves, but also the patterns of media use among audiences, their habits and expectations, have gone through a process of radical change. (Vihalemm, 2006)

Estonian media landscape has undergone through changes that are common with many European countries – such as impact of the media and new trends and channels of media distribution and consumption. Major changes took place in Estonian media landscape in first 15 years after the end of communistic era; which is specific to transition to market economy and democratic social order.

Today, Estonia is often referred as the most digital country. It has a leading role in providing public services online, and scores above the EU average in digital skills and use of the internet by citizens. Estonia now has 25 years of digital and electronic experience and is more than happy to share their experience with other countries.

In Estonia much attention is given to education and educational sector, including the educational activities concerning the digitalisation and digital skills. Thus, the level of digital literacy, and furthermore media literacy, is on high level.

Internet use and digital skills in Estonia

Most recent data published by Statistics Estonia in the end of 2023 shows that 93.2 percent of households in Estonia have internet connection, with overall number of at-home internet connection households estimated at nearly 560 000.

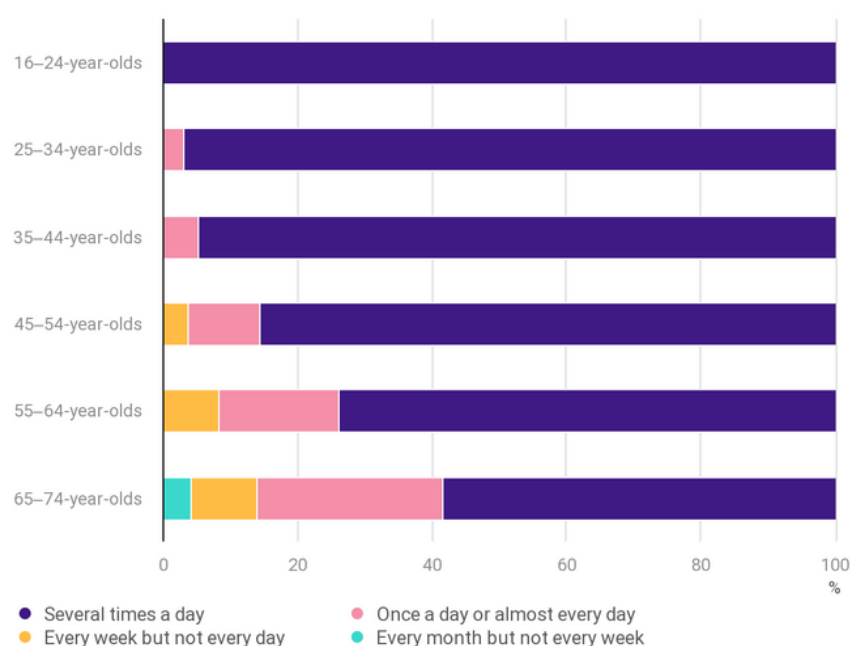
The share of internet users is highest among youth population, with almost 100 percent of youth using the internet. Internet is most frequently used within age group of 16-24, with 96 percent of individuals from this group using the internet several times a day.

Along with the increase in the number of internet users, people in Estonia have become more proficient computer users as well.

This is illustrated by the fact that, compared with 2021, there has been a rise in the number of internet users who have restricted cookies. As of 2023 there are already 381,000 people in Estonia who have knowingly changed their browser settings to limit the ways websites can collect information about them. (ERR News, 2023)

Frequency of internet use by age group, 2023

Source: Statistics Estonia



Use of Internet among children and younger teenagers in Estonia

The use of the internet is thoroughly embedded in Estonian children's and younger teenagers' daily lives, EU Kids Online 2020 research shows. 97% of individuals aged 9 to 17 access the internet every day, using at least one device. Children and younger teenagers from Russian-speaking families spend more time online than their peers from Estonian-speaking families (both on schooldays and at weekends).

Searching for new friends and contacts plays a big role in children's and young people's online communication. Almost half (46%) of the children and younger adults had online contact with someone they had never met face-to-face. (London School of Economics and Political Science)

In eight years, the percentage of children and youngsters who had experienced cyberbullying had not decreased, despite numerous initiatives taken by different stakeholders in Estonia's society. Thirty-nine per cent of the children and younger teenagers had encountered harmful websites, most often hate speech. Most of those who had experienced online harm used a communicative coping strategy, mostly consulting their friends or parents. (London School of Economics and Political Science)

Media literacy rankings

Estonia is ranked on 4th place in 2023 by Media Literacy Index 2023 research published by Open Society Institute Sofia. When compared to the previous years, Estonia kept the leading position in the media literacy ranking, and has stayed in the same cluster as in previous years.

The best-performing countries in the 1st cluster are primarily located in Northern and Western Europe, including several Scandinavian countries, Estonia, and Ireland. Denmark secures the 2nd position with 73 points, followed closely by Norway in 3rd place with 72 points. Estonia and Sweden share the 4th and 5th places, respectively, both earning commendable scores of 71 points each. (Open Society Institute – Sofia, 2023)

The reasoning in why Estonia keeps the high position in the media literacy ranking can be seen in the fact that the country sees media literacy as part of the digital-first culture and national security.

Since 2010 Estonian public schools – from kindergarten through to high school – teach media literacy to their pupils. Students in 10th grade also take a mandatory 35-hour "media and influence" course. (BBC Future, 2022)

The index, which includes 41 states, measures the potential vulnerability to disinformation across Europe, with higher rankings and scores indicating better resilience of societies to the impact of disinformation and related phenomena. The index is an instrument for ranking societies in their potential for resilience in the face of the post-truth, disinformation, and misinformation (e.g. "fake news") phenomena. The model employs several indicators – the quality of education, media freedom, trust in society, and the usage of new tools of participation. (Open Society Institute – Sofia, 2023)



Figure from the Expanded Media Literacy Index (Open Society Institute - Sofia, 2023)

National strategy and media literacy

Estonian Lifelong Learning Strategy 2020 and Education Strategy 2021-2035 both imply digital literacy and digital skills as important aspects of educational activities and educational sector. Lifelong Learning Strategy 2020 was implemented in period 2015 – 2020, and its successor is Education Strategy 2021 – 2035.

ESTONIAN LIFELONG LEARNING STRATEGY 2020

The Estonian Lifelong Learning Strategy 2020 had “A digital focus in lifelong learning” as one of five key policy aims. The vision of the strategy was that by 2020 modern digital technology is used for learning and teaching effectively and efficiently, an improvement in the digital skills of the total population has been achieved and access to the new generation of digital infrastructure is ensured. (European Commission)

In order to implement the goal of the strategy, a Digital Focus Programme was initiated by the Ministry of Education and Research in 2014. The digital focus programme concentrated on an improvement in the digital competences of learners, teachers, teaching staffs and Heads of schools and on purposeful use of digital learning resources with a view to supporting the implementation of a modern approach to learning and an increase in the quality of the study. (European Commission)

Expected impact and changes of the strategy were:

- digital competence as one of the key competences is developed in all subjects and hobby activities; it is a natural part of the process of study;
- digital competences of learners, teachers, teaching staffs and Heads of schools have improved;
- digital learning resources are of high quality and easily accessible to everyone;

- public access to the new generation of digital infrastructure has improved;
- schools have a modern digital infrastructure; personal digital devices, e.g., smartphones, are also used for learning on a daily basis.

No evidence-based monitoring/assessment/evaluation of the implementation of the strategy or the programme has been conducted as of yet. (European Commission)

EDUCATION STRATEGY 2021-2035

Education Strategy 2021-2035 follows the Estonian Lifelong Learning Strategy 2020 and sets key educational goals and objectives for period of 15 years.

The general objective of the Education Strategy 2021–2035 is to equip all people in Estonia with knowledge, skills and attitudes that prepare them to fulfil their potential throughout their whole lifespan, in order to maximize opportunities for self-development within society and in the labour market, as well as in personal and social life. The strategy aims to promote the quality of life in Estonia, as well as a globally sustainable development. (UNESCO Institute for Lifelong Learning)

Estonia's Education Strategy 2021-2035 puts focus on digital skills as a significant component of the educational strategy. Highlight is put on the importance of enhancing digital competences beyond basic levels among all age groups. One of the objectives directly connected to the media literacy of youth and general population is: "Learning options are responsive to the development needs of society and the labour market", for which the indicators include Digital competences above base level among 16 to 74-year-olds. Essential actions include developing digital literacy across all age groups to increase digital inclusion and develop skills in creating information technologies, and raising awareness of the opportunities and risks of the information society and develop digital skills in all age groups for the purpose of digital involvement. (Ministry of Education and Research, Estonia, 2021)

From the Education Strategy 2023-2035 it is visible that Estonia plans to keep one of the lead roles in Europe when it comes to digitalisation and digital skills development, and thus plans to invest the needed resources in the development of digital skills of their inhabitants within all age groups, as well as media literacy skills which are further covered by educational curricula in primary and secondary education, as well as higher level education.



Front page of the Education strategy 2021 – 2035 in Estonia (Ministry of Education and Research, Estonia, 2021)

Media literacy in formal education

Media education was firstly introduced in Estonian national curriculum in 2002. (Baltic Centre for Media Excellence, 2022). Current primary and secondary school curriculums, by the report of Baltic Centre for Media Excellence (2022), identify eight key competences, out of which the two closest to media literacy are "communication competence" and "digital competence".

Other six competences are: cultural and value competence, social and citizen competence, self-management competence, learning to learn competence, STEM competence, and entrepreneurship competence.

In the primary school curriculum, media literacy concept is presented through teaching students on how to use different sources of information and how to ensure that used sources of information are reliable.

Media literacy-related competencies are more noticeable in the upper secondary school curricula (Baltic Centre for Media Excellence, 2022). In the upper classes of the secondary education, curriculum includes compulsory subject titled "Media and influence", which is offered as part of the Estonian language class. This subject aims to shape critical media users by teaching them to differentiate between quality journalism and entertainment, characteristics of the democratic information society, demagoguery and manipulation techniques, media ethics and media criticism, advertising etc. (Estonian Government 2021, 10-12).

In addition, from 2019, schools can also offer an optional course called "Human in a contemporary information environment," giving an overview of a wide range of topics like media and information influence, the role of big data, social media algorithms, trolling, hate speech, propaganda, astroturfing, fact-checking etc. (Baltic Centre for Media Excellence, 2022).

Even though the media literacy is taught through primary and secondary education, reports and critics says that the drawback is that media literacy is not present as a separate competence within the primary and secondary education. It is left to see if the Education Strategy 2021-2035 will make changes in this direction.

In the academic field, educational institutions and their educators play a key role in making sure that students would acquire basic media literacy skills from a range of subjects. In the field of higher education, the Baltic Film, Media, and Arts Institute of Tallinn University (BFM) and the University of Tartu (UT) can be highlighted. For example, besides curricula that include skills related to media literacy, BFM, in occasional partnership with UT, also has separate free media literacy courses for teachers, primary school students and kindergartens staff (Baltic Centre for Media Excellence, 2022).

Media literacy in non-formal education and non-governmental organisations

When it comes to non-formal education (NFE) and activities of non-governmental organisations (NGOs), one of the most active and highlighted actors are Estonian Debating Society and Propastop, who have been working on fact-checking the information in the public domain and countering disinformation activities through research.

Estonian Debating Society, with their annual Notice an Argument week, Estonian Union for Child Welfare, Opinion Festival and Estonian North Atlantic Treaty Organization are also mentioned as active participants (Baltic Centre for Media Excellence, 2022).

There are also smaller NGOs as actors in the field of media literacy, but their role is mostly focused around specific topics of media literacy or organising international projects aimed at exchanges of good practices. The majority of medium to large scale projects are implemented in cooperation between the government and non-government sector, or are fully funded and implemented by the departments of Education and Youth Board - HARNO.

The cooperation of government and non-governmental sector contributes to positive stories in the case of Estonia, which concerning the media literacy can be seen in National youth information portal Teevit and Safer Internet Centre in Estonia – Targalt Internetis.

The youth information portal Teeviit was opened in 2018, and the youth department of the Education and Youth Board (Harno) deals with its substantive and technical organization. Teeviit is a nationwide youth information service, the purpose of which is to provide young people aged 7-26 with high-quality and reliable information that young people can use to make choices and decisions about their lives.

Safer Internet Centre in Estonia – Targalt Internetis's mission is a smarter Internet use by children and their parents and the prevention of the online distribution of child sexual abuse material. The project is co-financed 50% by the European Commission Connecting European Facility Programme (European Commission)

Focusing on supporters/donors, the dominant actors besides state institutions turned out to be foreign councils, foundations, and embassies. Some of the most mentioned were Erasmus+, the International Research and Exchanges Board (IREX), the Nordic Council, the British Council and the Konrad Adenauer Stiftung (Baltic Centre for Media Excellence, 2022).

In conclusion

Estonia is a country that has the leading role in digitalisation sphere. Thus, the fact that the country ranks high in ICT and media literacy comes as no surprise. Media literacy and components of media literacy have been mentioned and addressed in Estonia for long period of time. The use of the digital technologies is thoroughly embedded in Estonian society, from younger to older generations.

The country sees media literacy as part of the digital-first culture and national security. Estonian Lifelong Learning Strategy 2020 and Education Strategy 2021-2035 both imply digital literacy and digital skills as important aspects of educational activities and educational sector. Estonia's Education Strategy 2021-2035 puts focus on digital skills as a significant component of the educational strategy. Highlight is put on the importance of enhancing digital competences beyond basic levels among all age groups.

Media education and media literacy are embedded within formal education. In the primary school curriculum, media literacy concept is presented through teaching students on how to use different sources of information and how to ensure that used sources of information are reliable.

Media literacy-related competencies are more noticeable in the upper secondary school curricula within compulsory subject titled "Media and influence". In the academic field, educational institutions and their educators play a key role in making sure that students would acquire basic media literacy skills from a range of subjects.

Critics find it necessary that the media literacy as a specific topic is more taught within first levels of primary education, which is something that is left to see if will be changed and influenced by the Education Strategy 2021-2035.

Non-formal education and projects by NGOs are mostly concentrated on cooperation with government bodies and educational institutions. The cooperation of government and non-governmental sector contributes to positive stories in the case of Estonia, which concerning the media literacy can be seen in National youth information portal Teevit and Safer Internet Centre in Estonia – Targalt Internetis.

3.3. Media and Young People in Croatia

Media Literacy Rankings

According to European media literacy index, Croatia is on the 25th place among 41 European countries with a score of 45, from 0 to 100, higher score meaning higher media literacy. It, therefore, gets Croatia into the third group of countries labeled "transitional," and includes the countries which have a risk for further decrease of media literacy. This index scores countries on different criteria including education levels, media freedom, trust in society, and participation in new media platforms. This result indicates that Croatia made some notable progress, however, considerable challenges exist in dealing with disinformation and promotion of democratic mechanisms.

It is obvious that the media literacy rankings in Croatia point to the importance of developing strategies, which will improve public education sector in the topics of media and critical thinking. Croatia's media landscape is characterized by moderate levels of freedom and trust. This shows potential for progress, but also highlights the importance of targeted interventions. These could include reforms, public awareness campaigns, and policy initiatives.

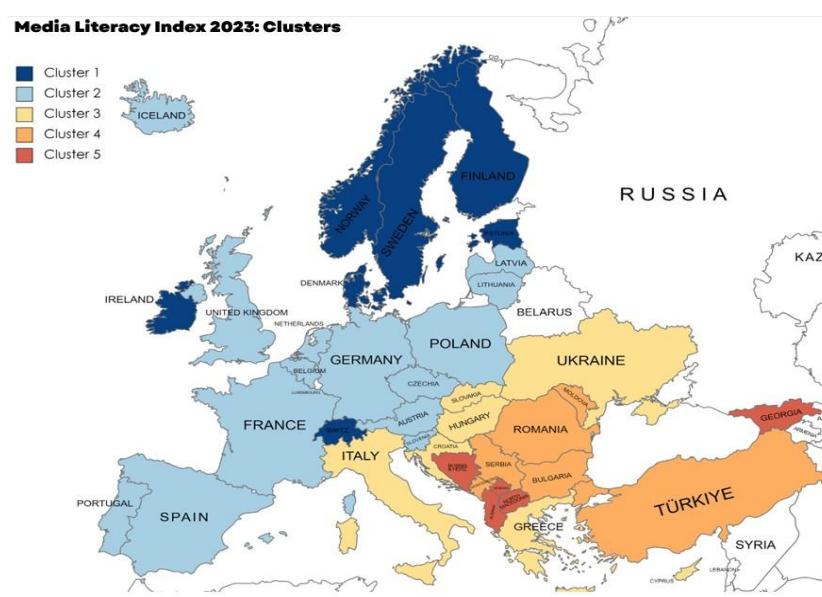


Figure from the Expanded Media Literacy Index (Open Society Institute - Sofia, 2023)

Legislative view on the media literacy in Croatia

Croatia has a set of laws related to the media, which are dealing with the general operation of the media, but also prescribing different measures important for young people and having diverse societies.

The first document on the policy level is the **Media Act**, which defines the prerequisites for fulfilling the principles of media freedom, rights of journalists and other stakeholders in the

process of informing the public. It also defines the freedom to report and availability of public data, etc. Media includes newspapers and other printed media, television and radio programmes, electronic publications and other ways of publishing content via text, voice, sound or image. The media act ensures the freedom of expression and freedom of media. Freedom of media more specifically includes: freedom of expression, independence, the freedom of collecting, researching, publishing and distributing information with the goal of informing the public. It also ensures pluralism and diversity of media, free flow of information, media open for different opinions, beliefs and various content; taking under consideration protection of human identity and dignity. The Media Act states that all the media is required to respect privacy, dignity, reputation and honour of the citizens, especially of children and youth, regardless of their sexual or gender identity. (Media Act, Narodne Novine, 2004).

Besides the Media Act, one more law is dealing with young people and their lives more directly - the **Electronic Media Act**. Electronic Media Act defines rights, obligations and responsibilities of people and companies which offer audio and audiovisual media services, electronic publications via electro communication networks, platforms for video exchange, and the interest of the Republic of Croatia within the electronic media. It also stipulates that audio visual commercials promoting alcoholic beverages should not be directed towards minors, and show children and youth consuming alcohol. Audio-visual commercials should not inflict physical, psychological or moral damage to youth. Furthermore, it is not allowed to show audio-visual and radio content which insults human dignity, amoral and pornographic content, as well as content which promotes and encourages violence and criminal, consumption of smoking products, alcohol, drugs and other addictive substances to children and youth. The law also stipulates that all audio-visual and radio programmes which might damage physical, mental or moral development of minors are not allowed to be aired, unless the provider of the media service ensures tools to check the age of a person so that it is not possible for minors to hear or watch them. (Electronic Media Act, Narodne Novine, 2021).

One more law dealing with young people is the **Croatian national radio and television Act**. This Act stipulates that Croatian National Radio and Television should produce and publish programmes aimed at education and upbringing of children, youth and adults. It should also adapt, produce and publish programmes for children, youth and adults with disabilities, and encourage translation to Croatian sign language. It should also produce, co-produce and publish programmes aimed at children of different ages, from preschool to adolescent ages, adapted to their needs and aimed at promotion of their well-being. Those include animated, documentary and similar audiovisual content. (Croatian national radio and television Act, Narodne Novine, 2010). However, even though they should produce programme for young people, it is questionable how much this function is implemented, especially in the TV programming part. The content produced is mostly aimed at children - and youth programming has been decreased. National Radio station has some good examples of youth programming, which include shows like "Trending" (hr. "U trendingu"), which is the show produced and hosted by young people, where they tackle important societal issues for their lives. This occasion of youth participation in the national, public media is a wonderful example how it can be done, however it's still rare and should be increased.

Besides the legislation, there are internal codes of honours that professionals have created to follow the ethical guidelines and to focus on the topic of media literacy and protection of young people.

Media literacy and Code of Honours

The **Code of Honour of Croatian journalists** states that all journalists are obliged to defend human rights, dignity, freedom and values, consider pluralism of ideas and beliefs, resist any shapes of censorship, contribute to strengthening of the legal state and participate in democratic control of power and governing. Any journalist should respect the Constitution and Acts of the Republic of Croatia, culture and the ethics of the public word (Hrvatski novinarski savez, 2009).

Journalists should not enter into any activities which could damage their independence, objectivity and independence of judgement or dignity. They should avoid conflict of interest, and should not accept gifts, services, awards, travels, political activities or other benefits which might question their credibility. They should not acquire any personal material benefits (Hrvatski novinarski savez, 2009).

Also, **Croatian code of advertisement** created the minimum standard of ethics which is required in advertising practices in Croatia, for all individuals and organisations. It is an addition to the already existing legal documents of the Republic of Croatia which regulate advertising activities. It is intertwining with the National Act (Hrvatska gospodarska komora, 2012).

Some of the general provisions of the Code include general provisions on the messages that should be clear and not offending. Also, messages should not contain plagiarism of illustrations, videos, photos, slogans or unjustified use of other's ideas. Also, messages should not encourage dangerous acts and neglect safety, especially those aimed at children and youth. Apart from the general content, the Code also dedicated one whole article to children and youth (Article 14), and it considers the following:

- Special attention needs to be given to creating and spreading messages aimed at minors or those where minors are represented as actors or models
- Advertising messages should not misuse the naivety of children or lack of life experience
- There should not be any direct calls for shopping in advertising messages, unless those are products interesting to buyers
- Messages should not influence children directly so that they push the purchase on their parents or guardians
- Messages should not create a feeling of inferiority of children who buy a specific product in relationship to those who don't
- Messages should not show children alone, without protection on a high-traffic road if they are not old enough to take care of their safety; also should not show children playing on open road, crossing the road without paying attention to the traffic; they should be shown crossing the road across the pedestrian crossing.
- Children should not be shown doing dangerous things or using any tools or devices which might cause them harm

- Children should not be shown driving any vehicles. (Hrvatska gospodarska komora, 2012).

Media literacy as part of the policy process: National Youth Programme

The media literacy is also mentioned in the **National Youth Programme** which is being implemented between 2023 and 2025. It is a short-term strategic document which directs youth policy in Croatia. It consists of six priority areas with 28 measures including: youth work, social youth participation, youth education, youth and European Union, youth in rural areas and health and crisis caused by the COVID-19 pandemic. The Programme points out that it is necessary to approach media literacy education in a holistic and cross-sectoral way. There is a need for systemic and coordinated empowerment of youth to develop their media literacy skills, as well as empowerment of teachers and educational staff who will implement media literacy in schools and faculties. (Croatian Government, Narodne novine, Publication No. 61-35, 2023).

As a result of the National Youth Programme, there was a substantial amount of the national budget that was dedicated to fund programmes of empowering media literacy among youth which will be implemented in the period between 2023 and 2025. Media literacy is an important competence to develop in contemporary society which aims at better understanding of new technologies and new information we are faced with on a daily basis, especially when it comes to combating fake news which creates a great impact on young people who are the most active users of social media and digital platforms (Croatian Government, Narodne novine, Publication No. 61-35, 2023).

Formal educational curriculum and media literacy

The concept of Media Literacy education is also covered in two national curriculums - **Croatian language curriculum** as well as in **Civic education curriculum** for primary and high school formal education.

The Croatian language curriculum is organised in three mutually interconnected subject areas: Croatian language and communication, literature and literacy, culture and media. Some of the aims of the subject area of Croatian language and communication deals with developing communication in media and in other situations, to develop the ability to read with understanding, analyse and interpret text and to develop the competence to write texts of different styles. (Ministry of science and education; Narodne novine, Publication No. 10-215, 2019).

Subject area of culture and media is based on understanding of text in different social, cultural and intercultural contexts. This area encourages the development of self awareness as well as awareness of others, considering different beliefs and values, and active engagement in the community. (Ministry of science and education; Narodne novine, Publication No. 10-215, 2019).

Subject area of culture and media aims at:

- developing critical relationship towards media messages, understanding the influence of media and their messages on society and individuals, as well as creating media messages and sending them in a responsible way;
- encouraging consciousness about uniqueness and value of different opinions, attitudes and ideas, societies and cultures to achieve more successful communication and understanding other and different ones. (Ministry of science and education; Narodne novine, Publication No. 10-215, 2019).

One of the areas in the formal curriculum also dealing with media literacy is the subject area **Use of information and communication technology** comprises efficient, appropriate, timely, responsible and creative use of information and communication technologies in all subjects and levels of education which is close to children and youth, and easily accepted. It is considered as support which enriches and enables different learning experiences for independent, conscious, creative and responsible learning and achieving educational learning goals. Using the technology independently, or with the use of a teacher or a parent, children and youth decide where, how and when they learn, which contributes to the sense of responsibility, perceiving their own integrity and digital identity.

Aims of teaching this topic in schools, allows opportunities to children, youth and teachers to:

- apply information and communication technologies for educational, working and private needs
- use information and communication technologies in a responsible, moral and safe way
- communicate and collaborate efficiently in digital environment
- evaluate technology critically, choose it and use it appropriately
- manage information in digital environment
- create and edit new content, and express themselves creatively with the use of digital media (Croatian Government, Narodne novine, Publication No. 61-35, 2023).

State of play: already existing research efforts

In the previous period, lots of effort has been done in order to research the media literacy of both citizens and young people. However, some of them have a different target group (ones dealing with children are only taking into consideration the population of 18 years and up; whereas others dealing only with the population of students at universities). However, they can provide us with valuable insights on the topic of media literacy.

Research “Media literacy among Croatian Citizens” was done within the project “Media literacy is important” coordinated by GONG (Civil Society Organisation). Research was conducted by the Institute for development and international relationships in 2023. This research aimed at investigating media literacy among Croatian citizens. There were almost 1000 citizens interviewed (GONG, 2023).

The research showed that between December of 2021 and March 2022, when it comes to content creation, less than 10% of citizens published any news, a newspaper article or created some form of digital audio or visual content. Men seem to be more active than women in this

area. Many citizens (almost 70%) notice the differences in how information is shown in the media, and they ask their friends, family members and other people for opinions. They also try to compare information with other sources like books, encyclopedia, other TV channels or newspapers, as well as checking them in search engines such as Google. Citizens rarely participate in different forms of social and political activities. Almost half stated that they participate in petitions, around 35% donating money, and around 20% boycott products due to political or ethical reasons (GONG, 2023).

The second **research “Media literacy among Croatian academic students”** targeted students from three Croatian faculties. The results show that in the domain of critical thinking, around 80% of students agree that the media owners influence the content, that they choose the content which will attract audience, that audience searches for news which will be aligned with their political beliefs and that two people can interpret the same news in different ways. Students have also reported low political participation (GONG, 2023).

The institution of the Ombudsman for Children has also implemented a **research “How we fulfill children’s rights in Croatia: opinions and attitudes of children and youth in 2009 and 2023”**. The research that was conducted in 2023 showed that young people consider addiction to the Internet as one of the main problems of young people in Croatia. Although the respondents claim that they do not want to watch violent content, research shows that they largely watch content which is not dedicated to them, including movies, series and reality shows through which they are actually exposed to violence in the media. That’s why the research reminds of the obligation of the media content providers to categorise their content to inform viewers about the potentially harmful content. (Makvić Salaj, I., 2023).

Even though there is some advancement, there is still a significant effort needed from different actors to raise the level of media literacy of young people.

4. Research Results: Youth and Media in Green and Environmental Topics



4.1. Summary

The research results indicate that laptops, smartphones and TVs clearly dominate as electronic household appliances. Laptops have strong computational power and can take over the functions of other devices such as PCs or radios, while major use of smartphones has led to reduced use of landline phones. Logically, the most intensely used household devices are the ones that are most represented in the households - smartphones, laptops and TVs. Simultaneously, the Internet is the most dominantly used technology because smartphones, laptops and TVs can work to their full potential when on-line.

Major use of the Internet has led to the change in youth reading patterns - the amount of printed newspapers reading has declined and reading of on-line news has increased. Apart from the change in the youth's reading patterns, the Internet is used by the youth for communication via email, searching for information about products/services, streaming music or movies, shopping, communication via messengers or social media, and using on-line forms of data storage.

Youth's critical perception of traditional media is dominantly neutral. However, youth slightly agrees that the owners of media companies try to influence the production of the content, agree that different people extract different information from the same news and agree that the media chooses stories which will attract their audience. When observing youth's perception of truthfulness of various digital tools, young people are slightly concerned **about the truthfulness of information shown on Instagram and TikTok**. Additionally, participants from Croatia generally distrust the news received from various digital tools, while Portuguese respondents tend to have most trust in news received that way. Trust in the media can be **related with the use of AI, as young people claim they have difficulties in telling if an information on-line is true or false**.

Finally, young people have **challenges in differentiating between sustainable green approach and greenwashing**, and Portuguese respondents tend to trust media reports about climate change or biodiversity. Additionally, youth notices that **media provide biased reports about some green topics**. According to youth, media **insufficiently talk about ways of reducing air pollution, or social aspects of renewable energy**. Apart from these perceptions of green topics in the media, **youth generally has neutral opinion about media and green topics, which might indicate their lack of critical thinking in these domains**.

In conclusion, youth tend to report that the **media portrays them as slightly organized, educated, polite, active, curious, peaceful, creative, tolerant, independent and political**.

4.2. About the research

Aims of the research and research methodology

The aim of the research was to **explore the relationships between youth and the media, with special focus on green topics**. More specifically, the focus of the research was to detect youth's critical thinking about various aspects of the media, their skills in media content production and Internet use, and presence of green topics in the media.

The data gathering was done using a questionnaire, which was put in an on-line form and distributed to the participants via various promotion channels.

Sample

In all three countries that have participated in the research, the total sample size was 731 respondents. More specifically, in **Croatia**, the total sample size was 295 respondents. Majority of them, 63% were between 15 and 19 years of age, while 23% of respondents were between 20 and 24 years of age. Females (68.4%) made the majority of the Croatian sample, in which every second respondent (53.5%) has completed primary education. Students were 42% of respondents in Croatia, and their household income was similar, although there were 20% of respondents whose household incomes were between 1501 € and 2000 €, while 23% of respondents had household income above 2500 €. Finally, the majority of respondents came from a place that had more than 500 000 inhabitants, followed by 19.3% of respondents who lived in a place that had between 5 001 and 10 000 inhabitants.

In **Portugal** the total sample size was 230 respondents. Similar percentage of respondents was between 15 and 19 years of age (30.8%), 20 and 24 years (32.1%) and between 25 and 29 years of age (29.5%). Just like in the Croatian sample, **the Portuguese** sample was dominated by female respondents (62.1%), and every second respondent attended university (53%). Students made up 57.3% of Portuguese respondents. Their household income was dominantly between 1000€ and 1500 € (26.5%), while 18.6% of respondents had household income between 500€ and 1000€, as well as 18.2% of respondents who had household income between 1500€ and 2000€. Most of the respondents from **Portugal** lived in a place that had less than 5 000 inhabitants (21.7%), and 17.3% came from a place that had between 100 000 and 250 000 inhabitants.

Total sample size from **Estonia** was 206 respondents. Majority of respondents were between 25 and 29 years of age (42.7%), followed by 31.5% of respondents aged between 20 and 24 years. Just like in the Croatian and Portuguese sample, **the Estonian** sample was dominated by female respondents (57.7%). Respondents (47.5%) had completed secondary education, and 63.5% of participants declared themselves as employed. Every fourth respondent (25.7%) lived in a household whose monthly incomes were greater than 2500€. Regarding the place of residence, 19.4% of respondents lived in a place that had less than 5000 inhabitants, while 18.4% of respondents lived in a place that had between 250 000 and 500 000 inhabitants.

Questionnaire

Questionnaire used in the research comprised a couple of sections. First was the introductory part where the respondents could read basic information about the research and its aim. Second part of the questionnaire was used to gather sociodemographic information about the respondents - their age, gender, completed formal education, employment status, monthly income of the household and the place of residence.

Fourteen items were used for measuring **critical news media literacy**. Example of the item is "*News companies choose stories based on what will attract the biggest audience*" and were answered on a scale ranging from 1 - *strongly disagree* to 5 - *Strongly agree*. Furthermore, respondents' critical **perception of digital tools** was measured using nine items. Each item named one digital tool (social media, portals, apps, etc.) for which respondents had to express how concerned they are about on a scale from 1 - *Completely not concerned* to 5 - *Completely concerned*.

Internet information search skills were measured by six items. Each item was measured on a scale from 1 - *Strongly disagree* to 5 - *Strongly agree*, and an example of an item is "*Sometimes I find it difficult to verify the information I have retrieved*". **Content production skills scale** was used to assess the skills respondents have in creating content. The scale consisted of five items, measured on a scale from 1 - *Strongly disagree* to 5 - *Strongly agree*. Example of an item is "*I can create new content from existing Internet images, music or video*".

Respondents had a list of reasons they might be using Internet for. They rated each of 16-listed reasons on a dichotomous Yes/No scale. Furthermore, respondents had to assess how they **think youth is portrayed in the media**. There were ten pairs of features (e.g. *passive-active*), and for each of these pairs respondents had to choose one number from -3 to +3, where negative number indicates the negative feature and larger number indicated the magnitude of the assessed feature.

Equipment owned at home was a measure whether youth has a particular electronic device in their household. The list consisted of ten items, for example TV, smartphone etc., and for each item respondents could answer Yes, No or *Do not know*. After gathering information about equipment used at home, respondents were asked how frequently they used each of the items. They assessed the same items like in the previous question but this time on a categorical scale *Every day / Almost every day, At least once a week, At least once a month, Once in three months, Never, Do not have this item, Don't know*. Information about frequency of use of the media was gathered by a scale that listed nine types of media (for example Internet, on-line news etc.). Frequency of each media was assessed on the following categorical scale *Every day / Almost every day, At least once a week, At least once a month, Once in three months, Never, Don't know*.

Significant amount of attention was given to **AI and content production**. It was measured in couple of ways. First, the respondents were asked whether they have ever used AI for content creation and their answers were registered on a Yes/No scale. In case their answer on this question was affirmative, participants had to say how often they used AI for content creation, and could answer on the following scale 1 – 2 times, 2-5 times, 6-10 times, 10-15 times, More

than 15 times. Finally, participants were given couple of sentences about AI (*"It is difficult for me to tell if the content was made by an AI or a human"*), and each was rated on a scale from 1 - Completely disagree to 5 - Completely agree.

Critical thinking about the media and green topics was measured with 16 items and each of them was assessed on a scale that ranged from 1 - *Strongly disagree* to 5 - *Strongly agree*. Example of the item is *"Media provides specific instructions on how to slow down climate change processes"*. Regarding **trust in media and green topics**, a list of eleven green topics that could be found in the media was provided (for example, land use, biodiversity, etc.). Respondents had to assess on a six point scale (1 - *Completely do not trust*, 5 - *Completely trust*, 6 - *Can not assess*), how much do they trust social media when they report about each of the listed topics.

Finally, **greenwashing and sustainable green approach** was measured using a couple of items. First one measured whether the respondent can tell the difference between greenwashing and sustainable green approach, and the answers were registered on a Yes/No scale. Last two questions were regarding the trust in media portrayals of companies' greenwashing practices. Example of an item is *"Media transparently shows corporate green practices"* and was assessed on a six point scale 1 - *Completely do not trust*, 5 - *Completely trust*, 6 - *Can not assess*.

Data analysis

Data was analysed with open source software R version 4.3.2, using packages dplyr, janitor, stats, psych, ggplot2, ggrepel. After collecting all the data in the field survey, they were imported into the software and prepared for the analysis. Data were wrangled, transformed and reshaped so the descriptive statistics such as means, range and percentages could be calculated. Data was analysed for each country and in total, which is used as a reference point to compare country-wise data. Items that were assessed on a continuous scales, and had an answering option *Can not assess* were analysed in two ways. Firstly, the average result was calculated after eliminating *Can not assess* answers. The same items were analysed on frequency level, where each answer, including *Can not assess* was taken into consideration. The results are shown graphically as plots, and in case the plot was unreadable due to the overlap in the percentages written on it, clutter was removed by omitting extra information. However, the results are shown in the tables in the appendix of the report, so the reader can have detailed insight into all the research results.

4.3. Results

Research results firstly provide an overview of the behaviors regarding electronic devices and the media. In that way, an insight about how youth use various electronic devices and the media is clearly provided. Furthermore, the information about how youth perceive themselves in the media, and their experiences with digital tools is presented. In the next section, youth's interaction with the production of content and their motivation to use the Internet is explored. The following part explains youth's experiences with artificial intelligence, and the final part of the result section elaborates the topic of greenwashing and green practices.

4.3.1. Youth's experience with electronic devices and the media

Electronic devices in the household

Youth in all countries dominantly have a laptop, smartphone and a TV in their households as can be seen in [Figure 1](#). However, there are somewhat different trends when talking about PC's and radio devices. When looking at the total results, every second respondent says their household has a PC, and similar results can be seen in Croatia and Estonia. In Portugal every third respondent says their household has a PC. Regarding radio devices, a similar trend in possession as with the PC can be seen. Slightly more than half of all respondents have a radio device at home, more than two thirds of respondents in Croatia have a radio in their household, while the lowest number of households with a radio is in Portugal.

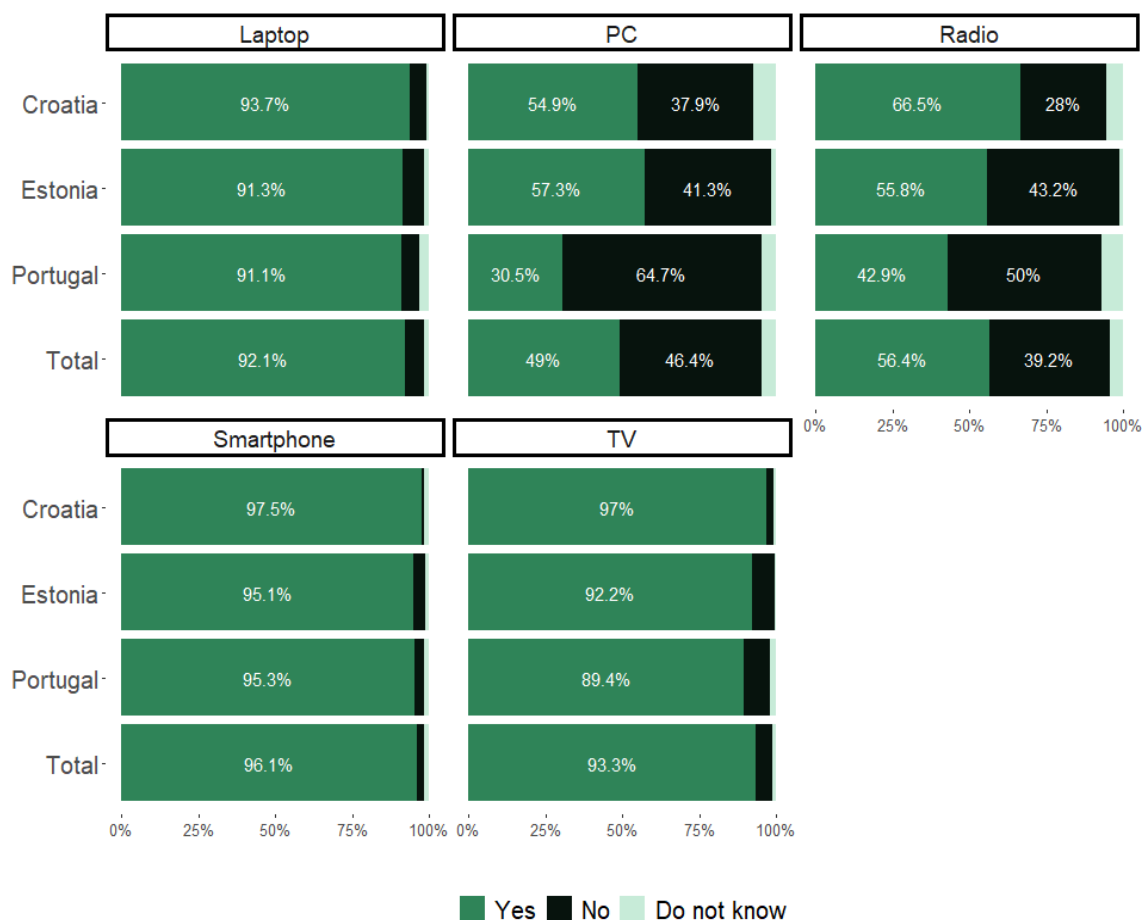


Figure 1: Electronic devices in household (1)

Looking at the presence of e-book readers, landline phones, tablets and video game consoles shown in [Figure 2](#), a different pattern in household possession can be seen, especially if we compare it to the previous question. E-book reader and video game console is the least represented in the household. Two thirds of total respondents do not have a video console in the household, and this number is highest in Estonia (81%). Furthermore, 80.8% of respondents from Portugal say they do not have an e-book reader at home, while two thirds of Estonian respondents have this device at home. Landline phones are obviously overpowered by the usage of smartphones, where roughly in total, almost two thirds of respondents claim they do not have one in their home. It is interesting to note that every fifth Estonian respondent say they have a landline phone at home, while in Croatia and Portugal roughly every second respondent has one at home.

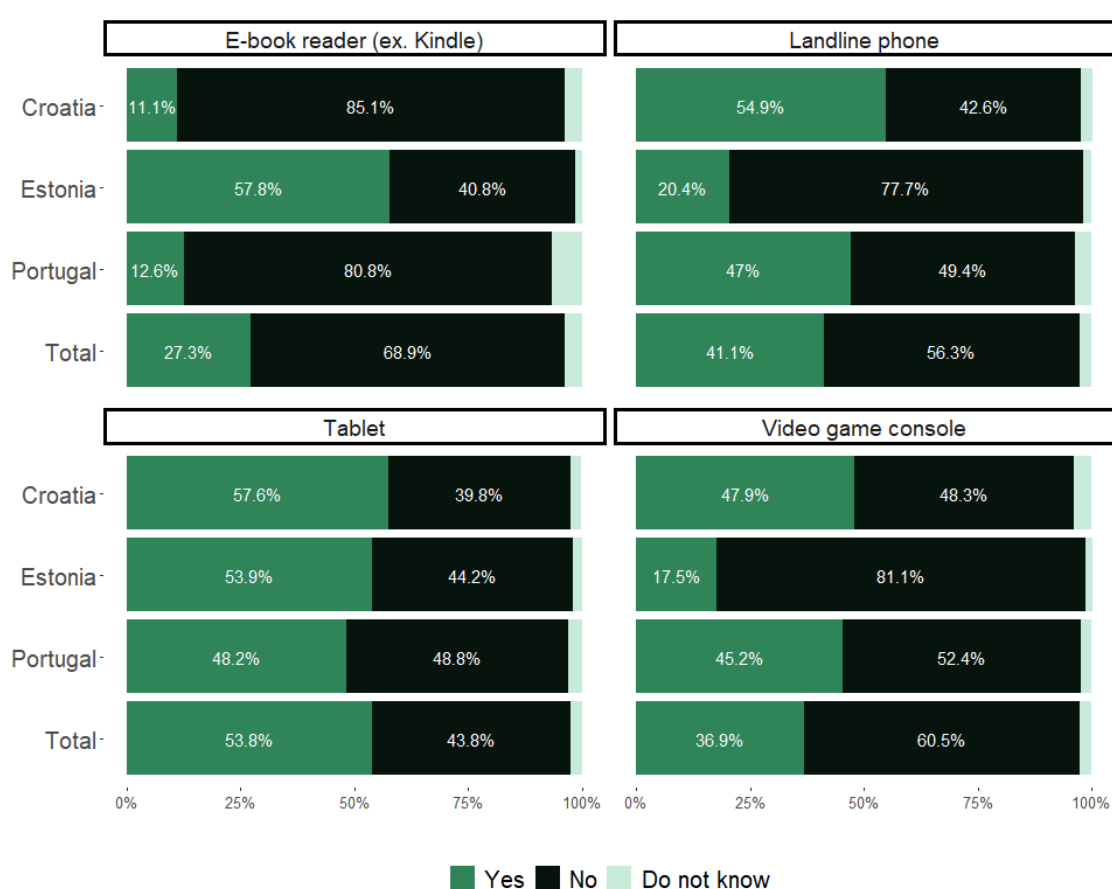


Figure 2: Electronic devices in household (2)

Frequency of use of electronic devices

Smartphone is by far the most intensely used electronic device - it is used every day by almost every participant from each country that participated in the research, as can be seen in [Figure 3](#). As the generation who filled in the questionnaire mostly fall into the category of Generation Z, who have already grown up with the Internet and smartphones, this result does not surprise a lot.

TV is used every day by every second respondent from Croatia and Portugal, while this number raises up to two thirds of respondents from Estonia. Number of respondents who use TV at least once a week makes the number of total frequent users of TV rise above 70%. In direct work with young people, youth workers usually say that young people do not watch TV. The future research in this field could focus more on what type of TV programmes are watched by young people and for what is TV used for, as smart TV's have more functions and are used for streaming services, and even surfing.

Radio has a different pattern of use. While in the total sample about every fourth participant does not have a radio at home, this number rises significantly in Portugal. In Croatia, there is the least number of respondents (14.8%) who do not have a radio. Interestingly, Estonia is specific for having a similar number of respondents who use radio on a daily basis (25.7%) and who do not have it (29.6%). What needs to be taken into consideration when looking at the results on the total sample, is that among the people who have a radio, a similar number of people use it every day (17.7%) or do not use it at all (16.4%).

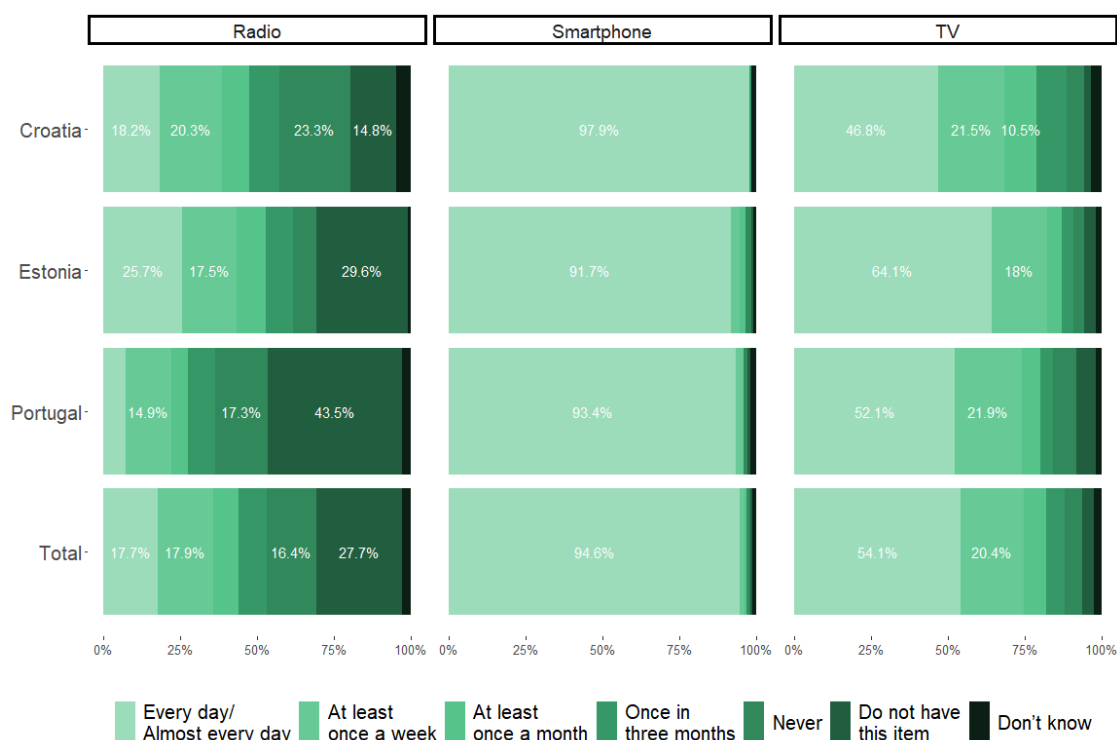


Figure 3: Electronic devices - frequency of use (1)

It is obvious that smartphones have become the primary tool for communication, which is reflected in negligible use of landline phones - most of the participants either do not have them or do not use them (see Figure 4). Similar shift can be noticed in the relation between laptops and PCs. Most of the participants use laptops on a daily or weekly basis, and at the same time not having PCs or if having them, they are not used. The only exception is Estonia where 30.1% of respondents use PC every day, and 14.6% at least once a week, making it 44.7% of Estonian respondents who use PC regularly.

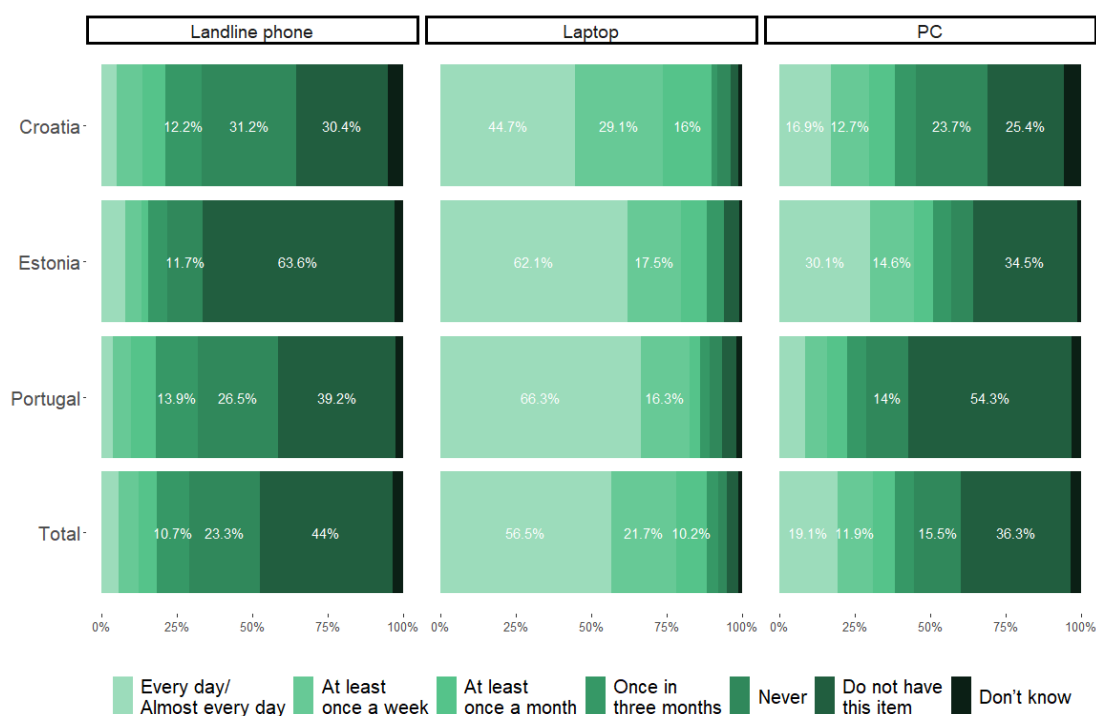


Figure 4: Electronic devices - frequency of use (2)

Common pattern that can be seen from the results is that participants in general, as well as in each country dominantly do not have e-book readers, tablets and game consoles, or when they have them, they are not used certain amount of time (Figure 5). Consequently, this leads to very few young people in the total sample, as well in each country that use each of these three devices on a daily or weekly basis.

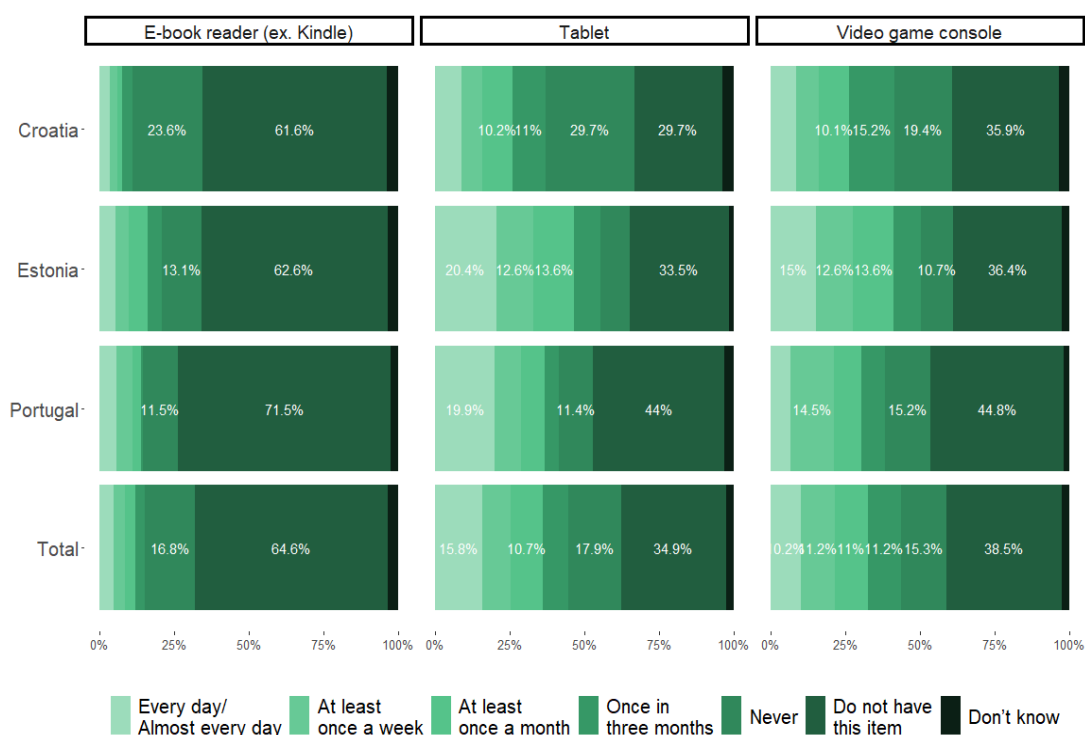


Figure 5: Electronic devices - frequency of use (3)

Use of media

Among youth, participants from all three countries, Internet is intensely used either on their smartphones or any other device, as can be seen in [Figure 6](#). TV is frequently used - between 69.6% and 84.3% of respondents use TV on a daily and/or weekly basis.



Figure 6: Use of media (1)

In the total sample (see [Figure 7](#)), similar percentage of respondents listens to the radio every day (24.2%) and never listens to it (27.8%). When looking at the total sample, 45.1% of respondents listen to the radio regularly, either on a weekly or daily basis. Looking at particular countries, participants from Portugal are the ones who dominantly do not listen to the radio (47%), while in Estonian sample the percentage of people who do not use the radio is the lowest, and the percentage of respondents who listen to the radio on a daily or weekly basis is the biggest (51.1%). In Croatia the percentage of people who listen to the radio daily or weekly (45.4%) outweighs the percentage of people who do not listen to the radio at all (28.4%). These results show that radio is still relevant and that young people use it, despite having new media such as the Internet available and widespread. In the future research on this topic, more focus could be put on how the radio is used – actively or working in the background.

Pattern of playing video or computer games is similar to the pattern of listening to the radio. Overall, a significant percentage of participants (from 17.9% to 40%) do not play video or computer games. Largest number of these come from Portugal, and the smallest number of these respondents come from Estonia. The Estonian sample, at the same time, contains people who play computer games on a daily or weekly level (50.6%), while in other countries this number is around 30%. This finding correlates to the previous question, where most young people do not own a device for playing games in their households.

At last, youth in this sample extensively reads on-line news on a daily and weekly basis. In the total sample this percentage goes up to 38.2%, while in the Estonian sample it is the highest (80.6%), in the Portuguese sample it is second largest (70.1%), and in the Croatian sample the lowest - 56.4%.

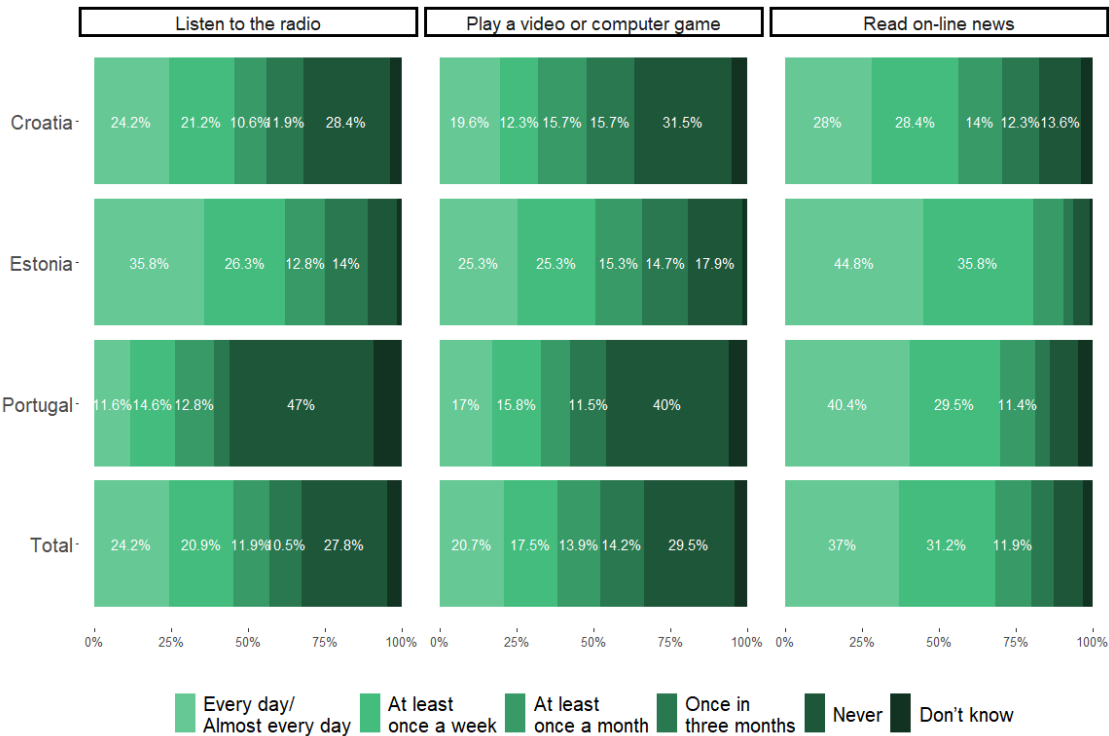


Figure 7: Use of media (2)

Considering that young people generally read online news regularly, it’s unsurprising that their engagement with printed newspapers is limited, typically to once every three months (Figure 8). Participants dominantly go to the cinema once in three months as well. Similar distribution of results regarding reading books can be seen among country specific samples and the total sample. In the total sample, about a fifth of respondents never read books, while 74.4% have a reading habit. Looking more closely, in Estonia, young people are reading books regularly and in high percentages, while in Croatia this number is the lowest.

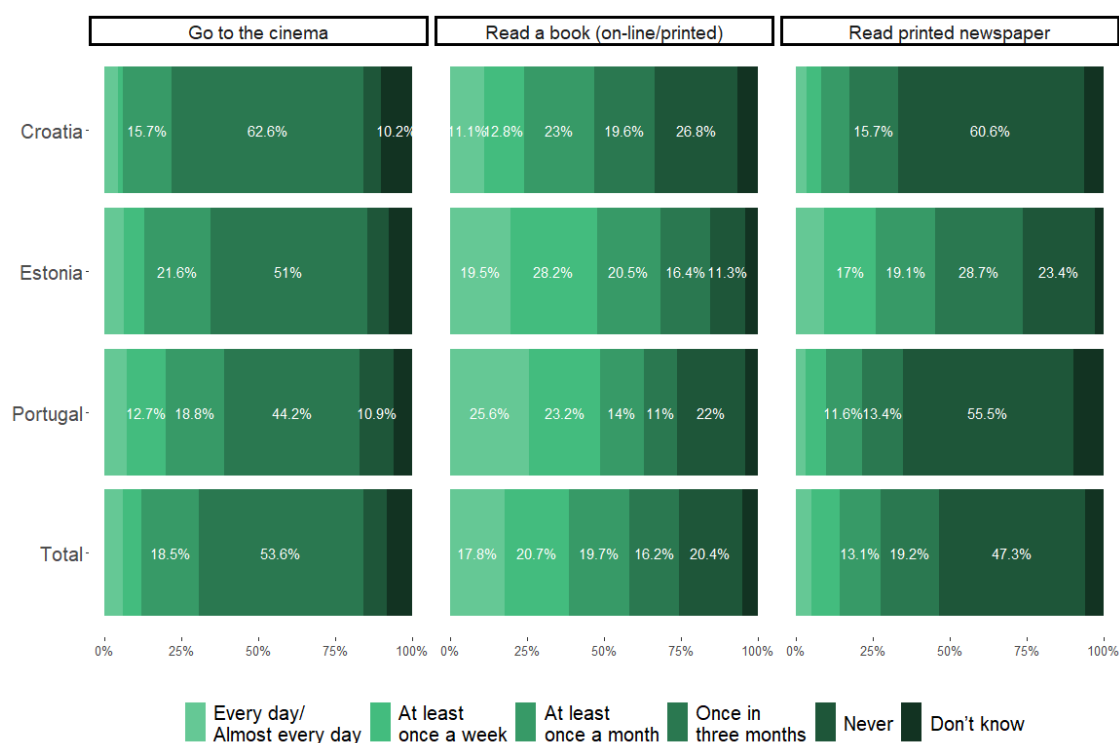


Figure 8: Use of media (3)

Perception of traditional media

In this section, the focus is on the perception of young people related to traditional media. Generally speaking, average assessments of each item surveyed is above neutral and goes towards higher values, as can be seen in [Figure 9](#). For example, respondents think that the owners of the media company have an influence on the content production, and that individuals choose stories that reflect their opinions. Respondents from all three countries concur that different people can interpret the same news differently. Similarly, there is a unanimous agreement that media companies select stories that are likely to engage their audience. Moreover, there is consensus among respondents from all three countries that people pay more attention to news that aligns with their beliefs than to news that contradicts them.

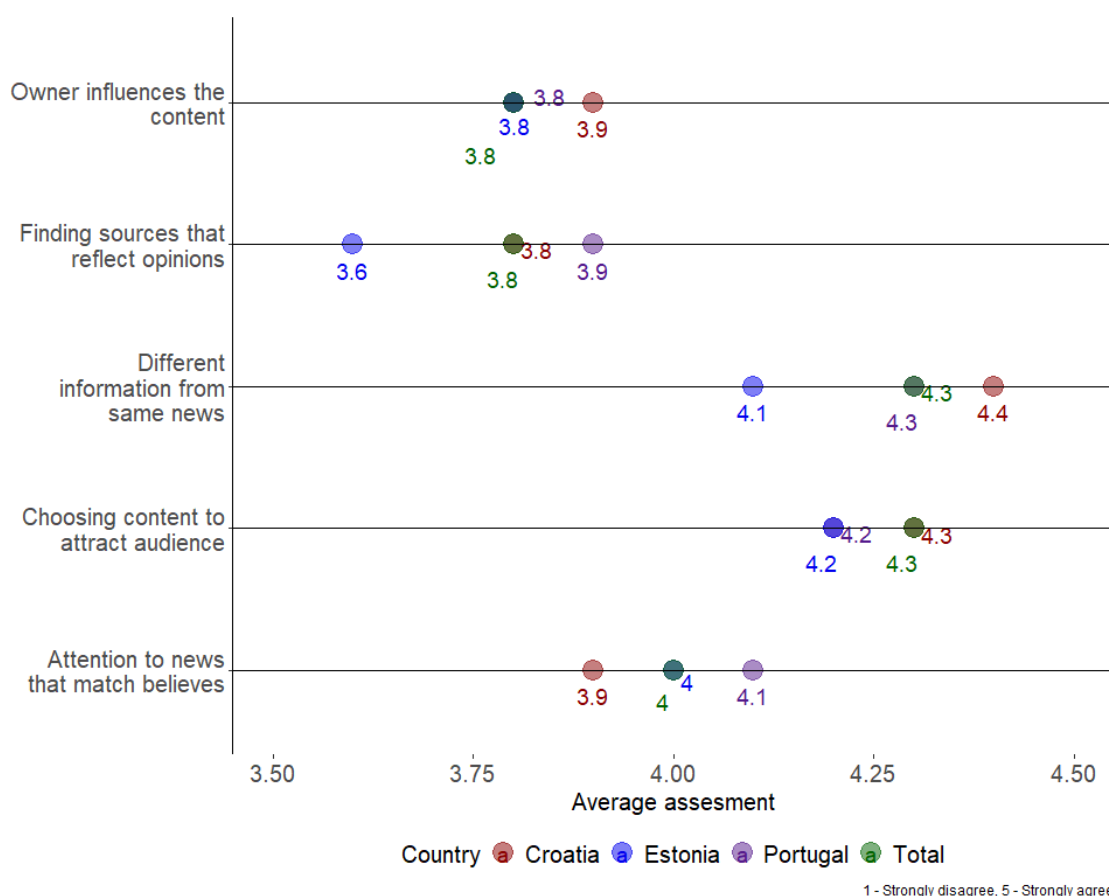


Figure 9: Critical perception of traditional media (1)

In the total sample participants agree that light in the TV studio is used to make certain people look good or bad. However, differences in opinions between countries regarding this topic can be observed which can be seen in Figure 10. For example, respondents from Portugal have a neutral opinion regarding the use of studio lights, while participants from Croatia and Estonia think that studio light is used to make people in the studio look good or bad. Similar pattern of answers can be seen regarding the influence of news coverage of a political candidate on people's opinions. In the Croatian sample, opinion about this matter is slightly above neutral, while in Estonian and Portuguese sample opinion goes in favor of the opinion that the public can be shaped by the way the media talk about political candidates.

In all three countries participants slightly agree that photographers influence the content by choosing what is relevant and what is not. Respondents from all countries generally agree that the dramatics of the story are influenced by the news, and that the news are designed to attract attention.

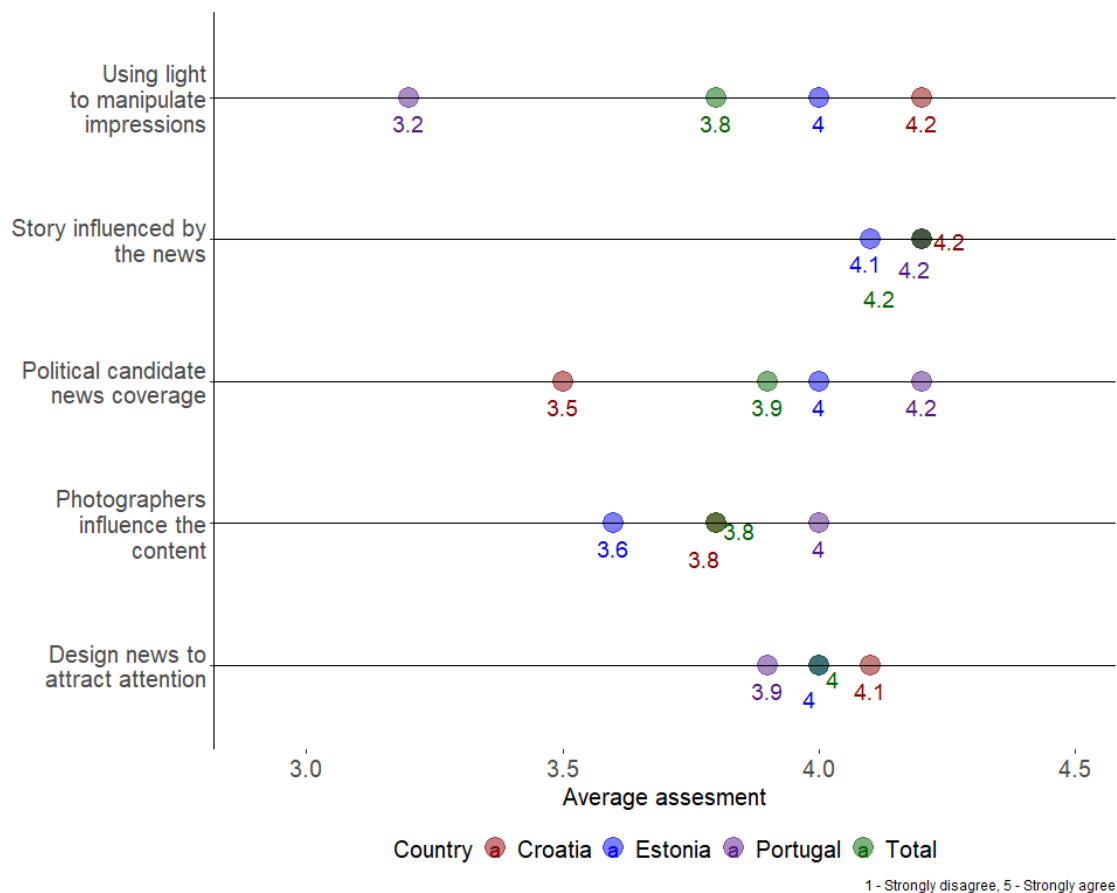


Figure 10: Critical perception of traditional media (2)

Participants from all three countries included in this research agree that news of conflict in the media will be featured prominently in the media, but mildly agree that news make story more dramatic than it really is (see Figure 11). In general, participants from all countries agree that journalists have to tell the truth, but Portuguese participants have the strongest opinion about this matter. Finally, participants agree that a news story with a good picture will end up in the news, but the participants from Portugal seem to have less strong belief in it than the rest.

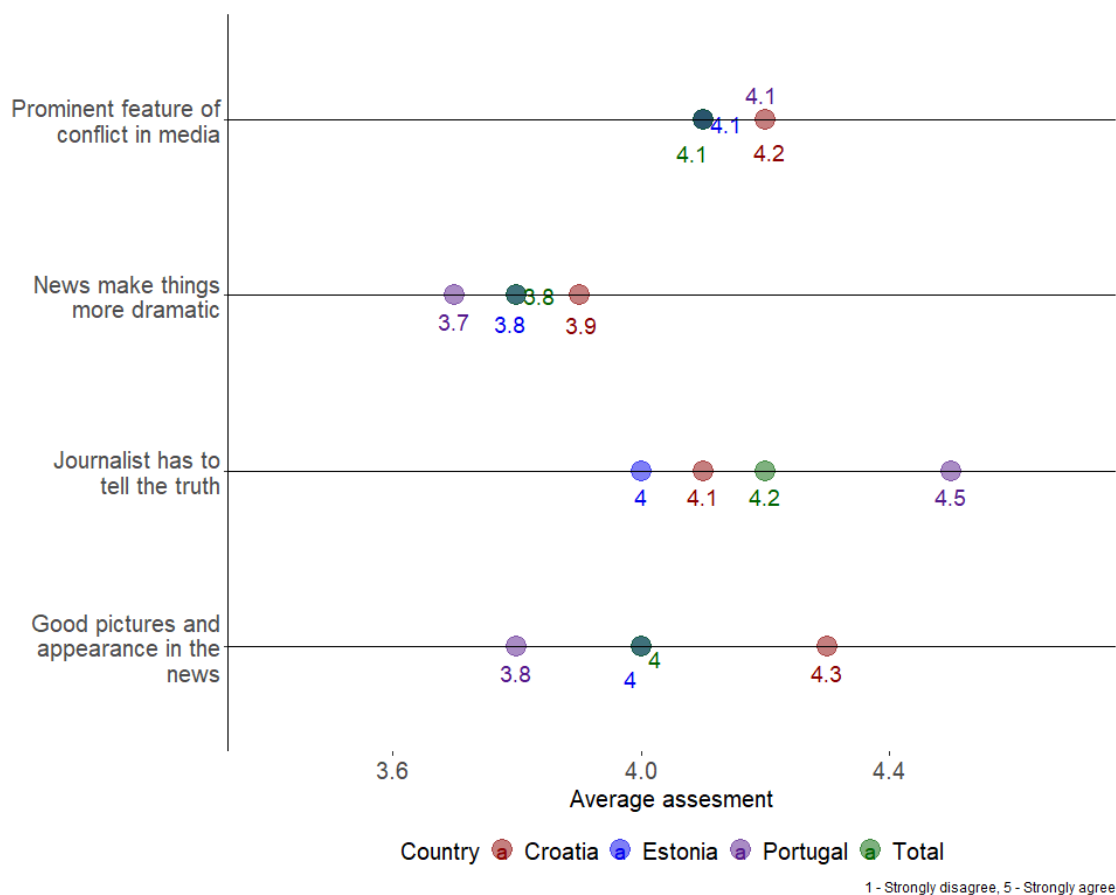


Figure 11: Critical perception of traditional media (3)

4.3.2. Youth in the media and perception of digital tools

Depiction of youth in the media

Participants from each country answered a couple of questions about how they think youth is portrayed in the media in their own country.

According to them, participants from each country tend to think that youth in the media in their country is portrayed as slightly organised, educated, polite, active and curious. It is interesting to observe that the lowest ratings are given by respondents from Croatia, and the highest ratings are given by respondents from Estonia, and in the case of activity, participants from Portugal (Figure 12).

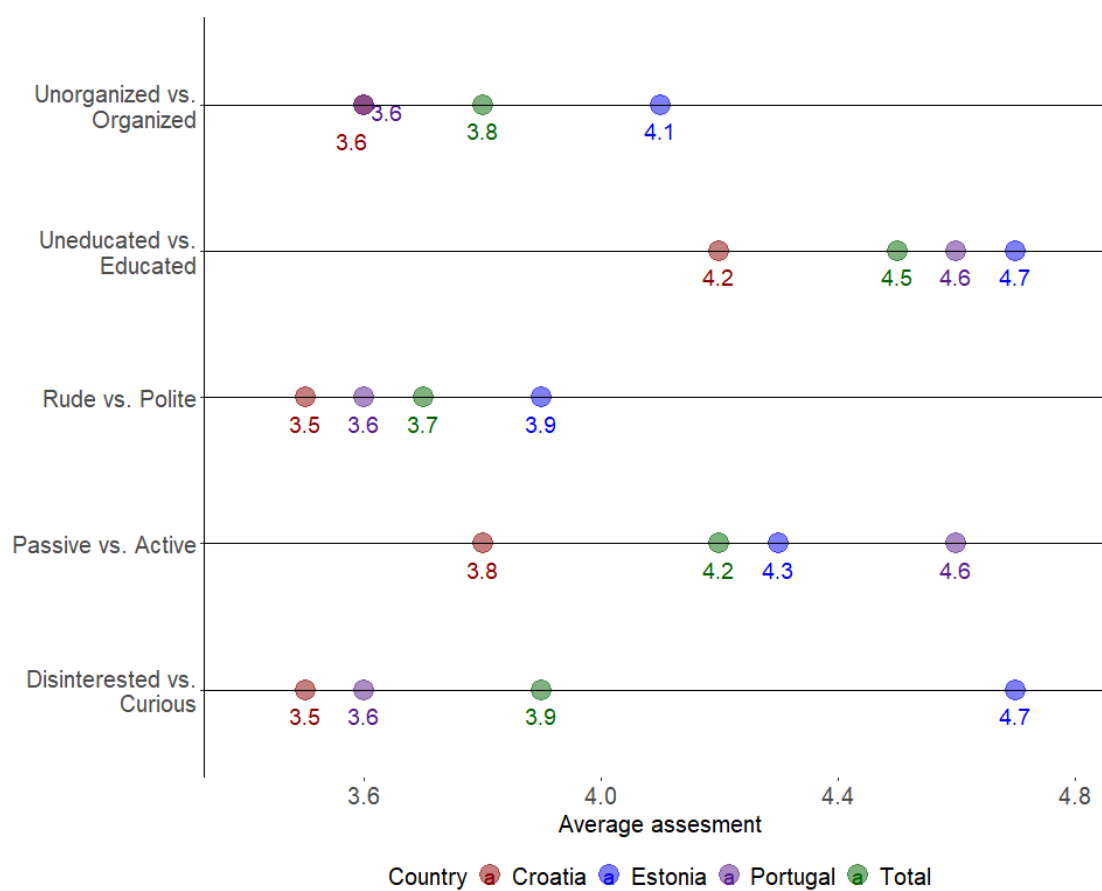


Figure 12: Depiction of youth in the media (1)

Also, participants from each country tend to say that the media in their country depicts youth as slightly peaceful, creative and political (Figure 13). Similarly, as before participants from **Estonia tend to provide highest ratings**, while participants from Croatia tend to provide lowest ratings. When talking about youth's depiction of dependence, participants from **Croatia and Portugal tend to think that the media in their country depicts youth nor dependent nor independent**, while **Estonian participants think that youth in their country is depicted as independent in the media**.

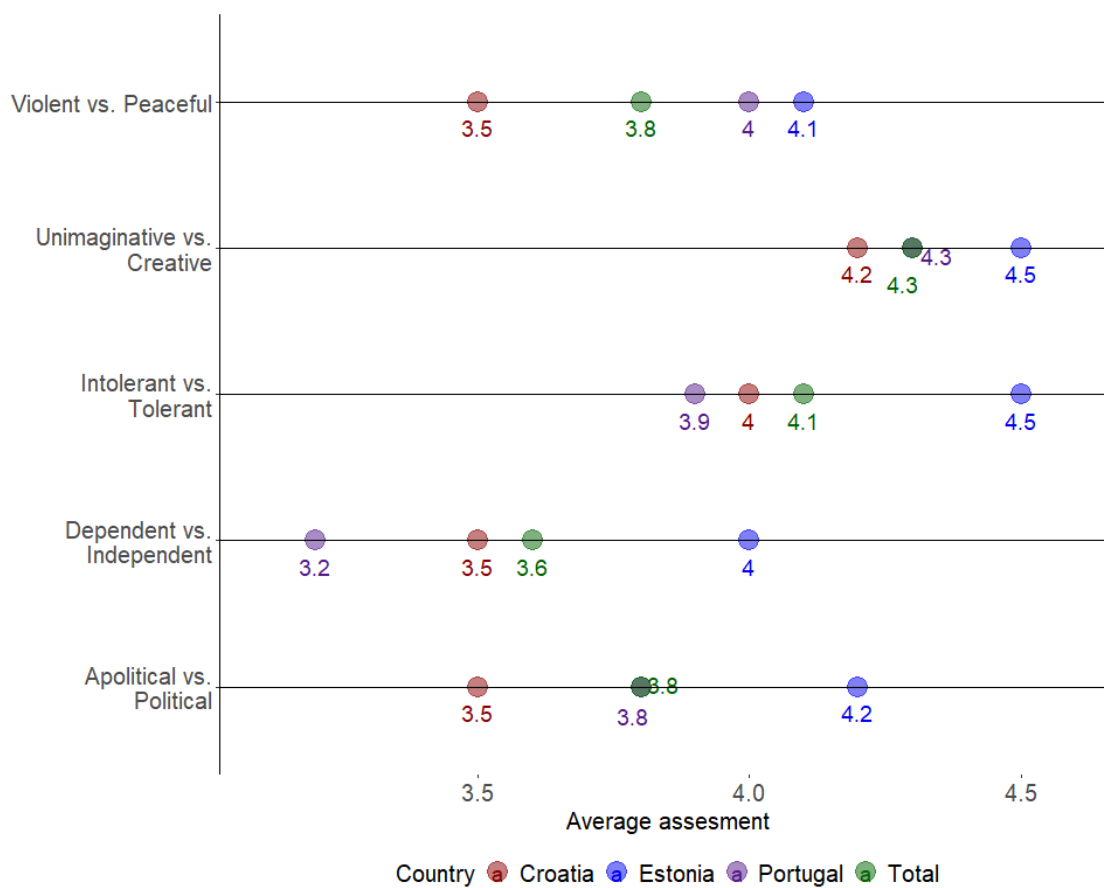


Figure 13: Depiction of youth in the media (2)

Perception of digital tools

Regarding the perception of truthfulness of the news received through various digital tools (Figure 14), respondents answers are mostly neutral with few notable exceptions. Regarding YouTube, and X (former Twitter), **participants from all three countries have neutral opinions about the truthfulness of the news**. Portuguese respondents are somewhat worried about the truthfulness of the news depicted in portals or applications for news distribution, but in other countries this is not the case. Various messaging apps (e.g. WhatsApp, Signal, Telegram...) are generally perceived as neutral, just like Facebook in Croatia and Portugal. However, there is a degree of concern among Estonian respondents about the truthfulness of news present on Facebook.

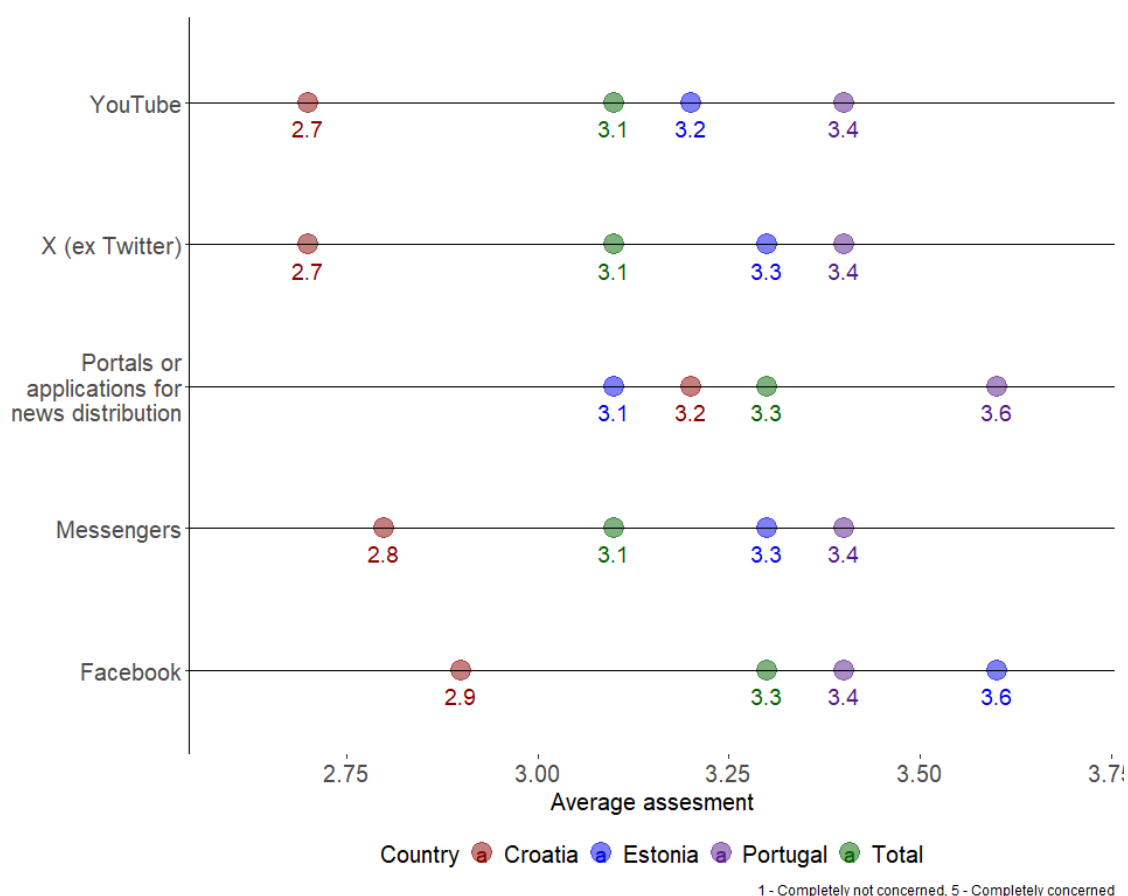


Figure 14: Perception of truthfulness of digital tools (1)

While **Croatian respondents have neutral opinion about the truthfulness of the news on TikTok** (Figure 15), **Portuguese and Estonian respondents share a degree of concern about the truthfulness of news on this network**. Perceptions of Reddit and LinkedIn are neutral among each of the samples. While Portuguese respondents reflect certain concern about the truthfulness of information on Instagram, participants from other countries have neutral opinions about truthfulness of information on Instagram.

In general, the **neutral responses could tell us that young people are not sure about the truthfulness of news received in the digital media**. As some countries are showing less concern about truthfulness in the digital environments, the experts in the youth field and school education in these countries should focus more on the topics of critical thinking of the media and what could be the effects of the disinformation and misinformation in everyday life.

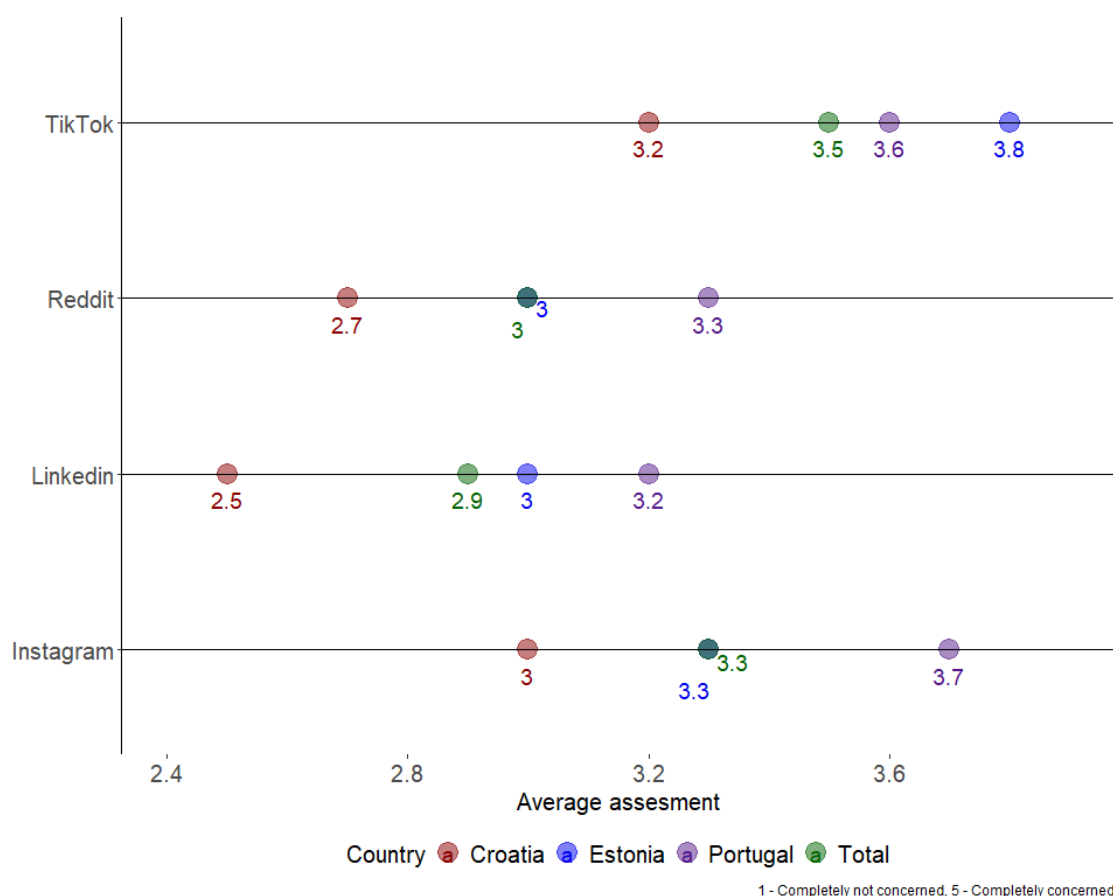


Figure 15: Perception of truthfulness of digital tools (2)

4.3.3 Content production and motivation to use the Internet

Searching the web for information

Respondents from all three countries generally have either neutral or negative answers about their behavior regarding the searching the web for information, with one notable exception (Figure 16).

For example, participants were asked to assess whether they are tired when looking at different information online, and this result is neutral in all three countries. Also, they do not find it hard to find a web site visited earlier. Similarly, participants know how they ended up on certain websites, do not have any difficulties choosing keywords for web searching, and think they do not need an educational course about searching the web. **Respondents from Croatia and Portugal have a slight issue with verifying the accessed information**, which shows that more interventions should be put in place, despite the respondent's perception they do not need any course on searching information.

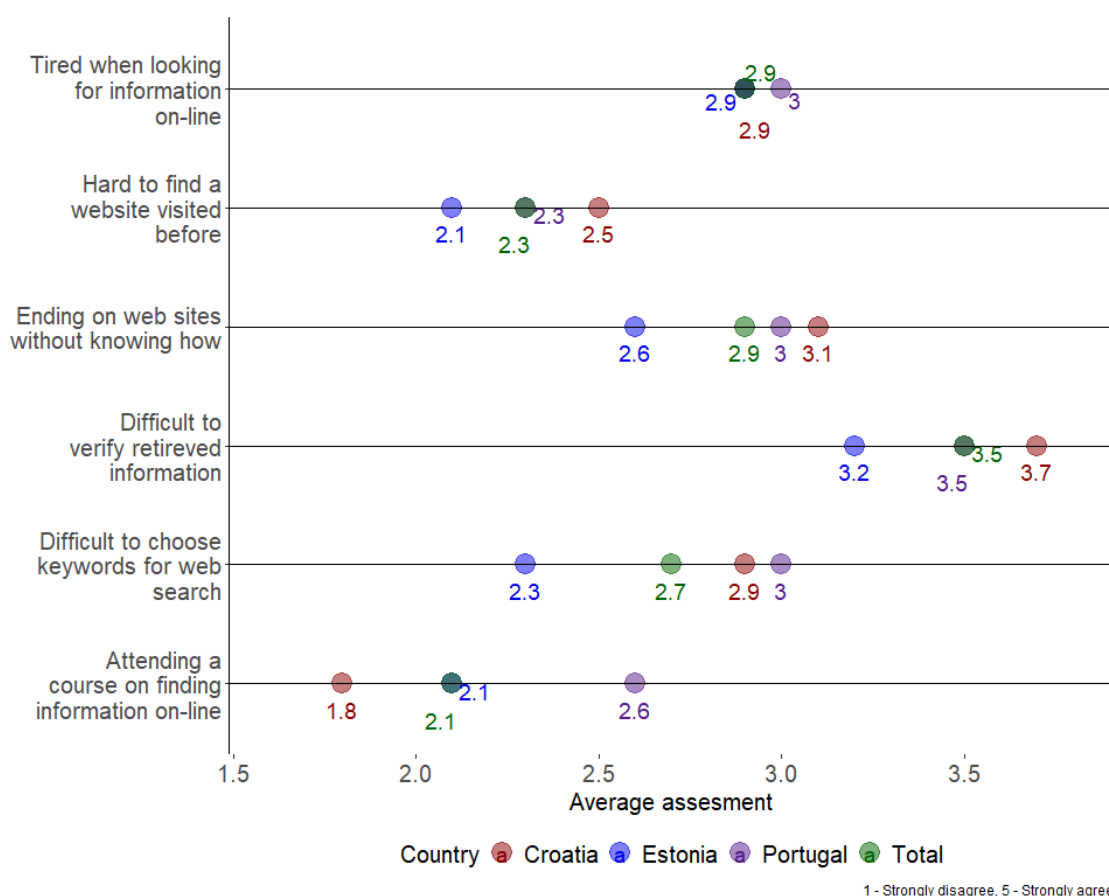


Figure 16: Internet information search skills

Skills for producing web content

When looking at the skills needed for production of web content (Figure 17), mixed results can be observed. **Participants from all three countries have neutral assessments of their knowledge about intellectual property rights that apply to on-line content.** This indifference shows that more focus should be put on this topic, especially taking into consideration that young people are creating and sharing various content that is someone's intellectual property. This should entail the understanding of these rights and how to attribute it correctly.

Participants assess their skills in web site design in a similar way, where answers go slightly to the lower part of the scale. Additionally, participants from all three countries claim they have a certain amount of skills to resonate if the software is good for downloading or if they should avoid it. Taking into consideration that more and more applications are widespread, which are created only for accessing information and gaining financial profit, this result shows a positive advancement.

Results among countries regarding creating new content and changing the existing content are heterogeneous. Portuguese and Croatian respondents say they have skills for creating new content from existing images, music or videos, while Estonian respondents assess these skills as neutral. Similarly, Croatian respondents claim they can make basic changes in the content

made by someone else, while Estonian and Portuguese respondents assess these skills as neutral.

All these answers show us that **young people are mostly indecisive and are always around the neutral part of the scale. This could mean that in the next period, the interventions we do in different areas should be connected also with content production skills.**

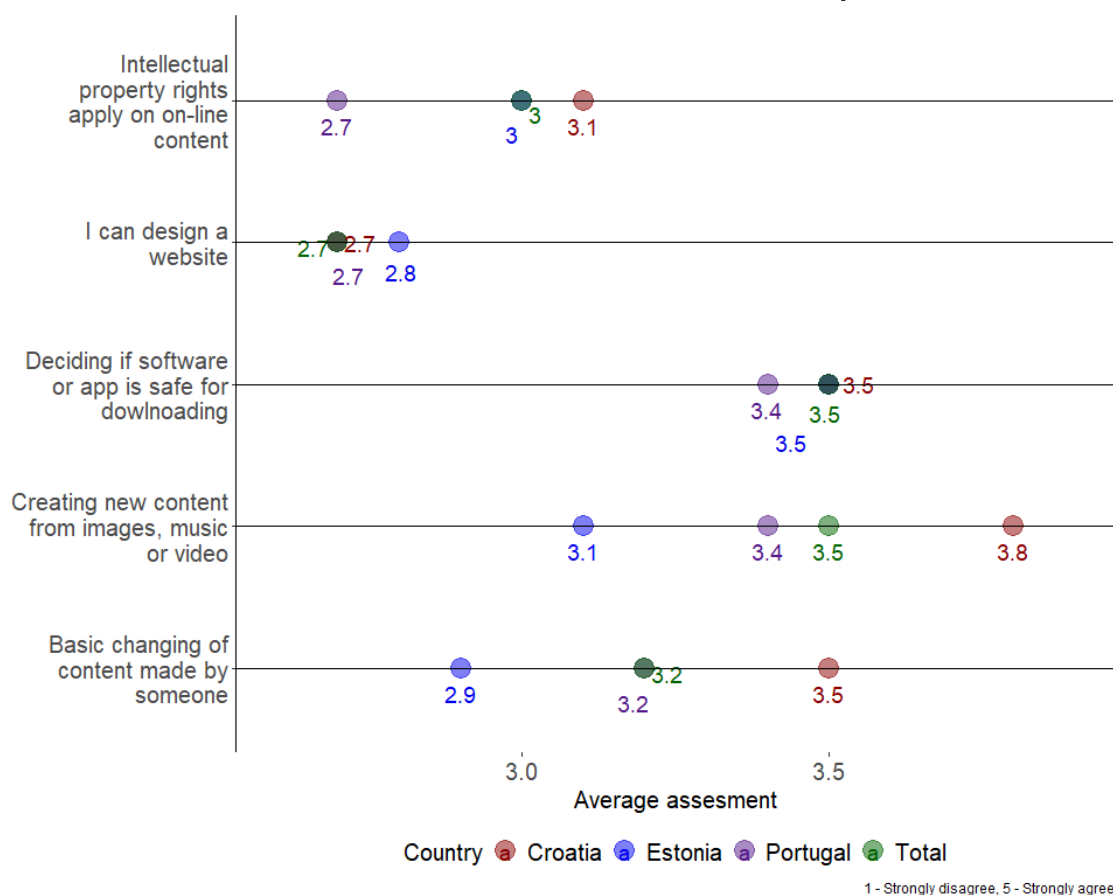


Figure 17: Content production skills

Reasons for using the Internet

One of the main reasons for using the Internet, as could be expected is e-mail exchange, searching for information about products and/or services, which is clearly visible from Figure 18. However, participants from all three countries generally do not use the Internet for writing blogs, and roughly about two thirds of respondents use it for uploading video or music content.

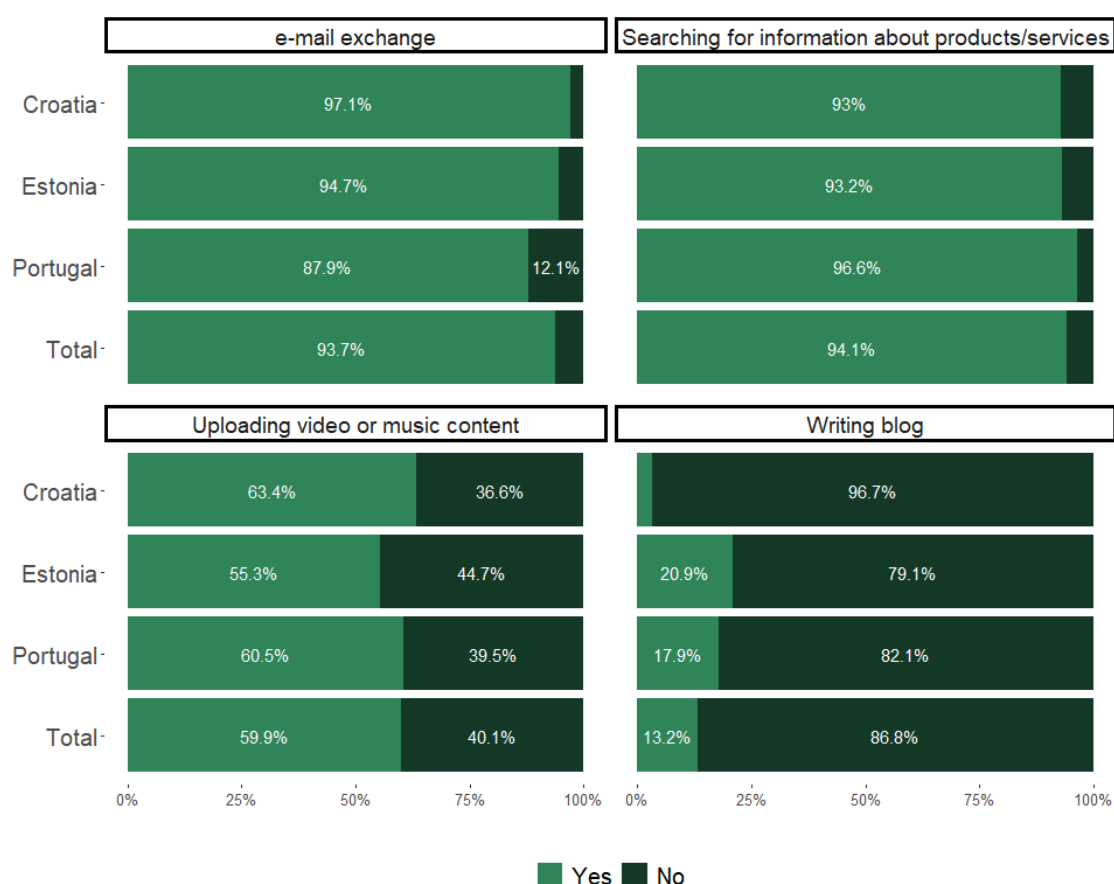


Figure 18: Reasons for using the Internet (1)

Furthermore, as shown in Figure 19, Internet is dominantly used for streaming movies and music, as well as for reading the on-line news. As can be seen from the plot, in Croatia and Portugal about every second respondent uses the Internet for banking transactions, while in Estonia the percentage of respondents who do this is above 90%. The banking transactions are also connected with the age of respondents, as most of respondents in Croatia and Portugal are students, whereas in Estonia they were mostly employed, which could indicate the usage of Internet banking.

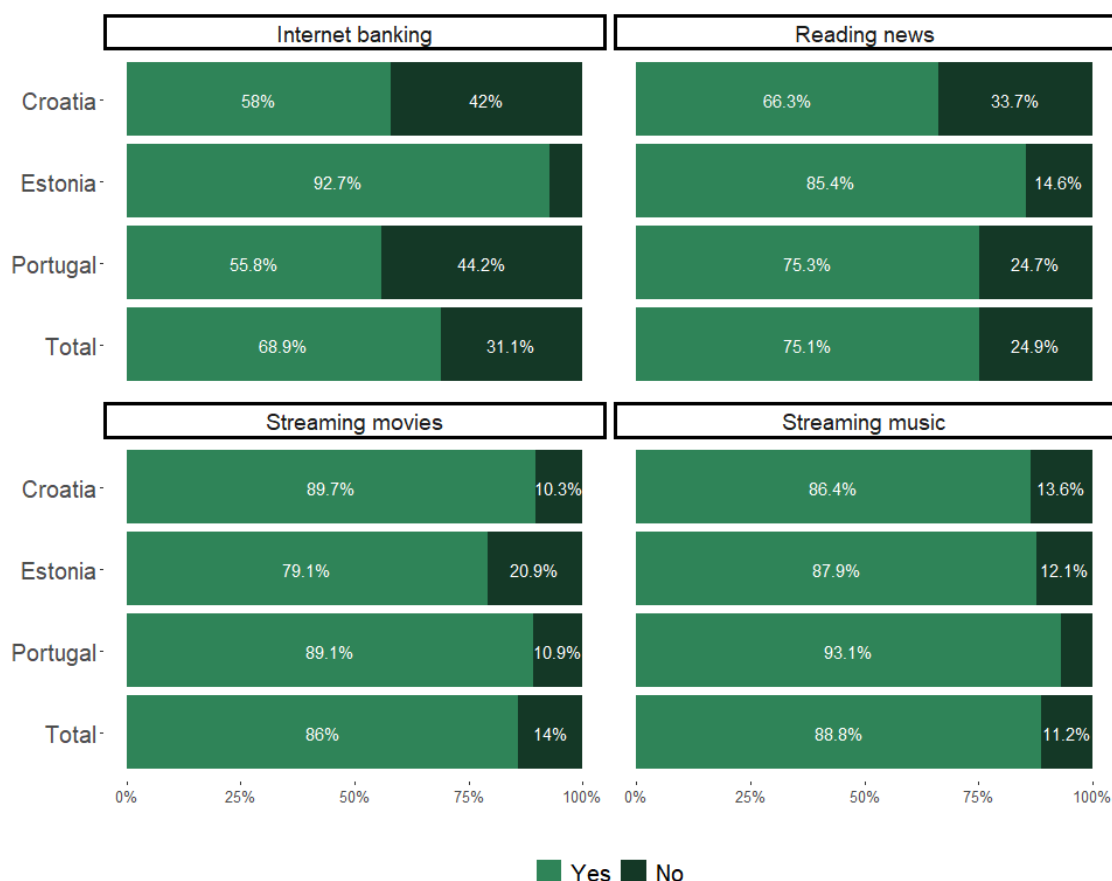


Figure 19: Reasons for using the Internet (2)

Additionally, the Internet is extensively used for communication via messengers or social media. However, **usage of Internet for communication with public services varies significantly among the countries** (see [Figure 20](#)). For example, the majority of respondents from Croatia do not use the Internet for communication with public services, while in Estonia and Portugal the percentage of respondents who use it to communicate with public institutions rises to 68% and 69.3% respectively. Lastly, on-line shopping is frequently used and most of the respondents say they use the Internet for these purposes.

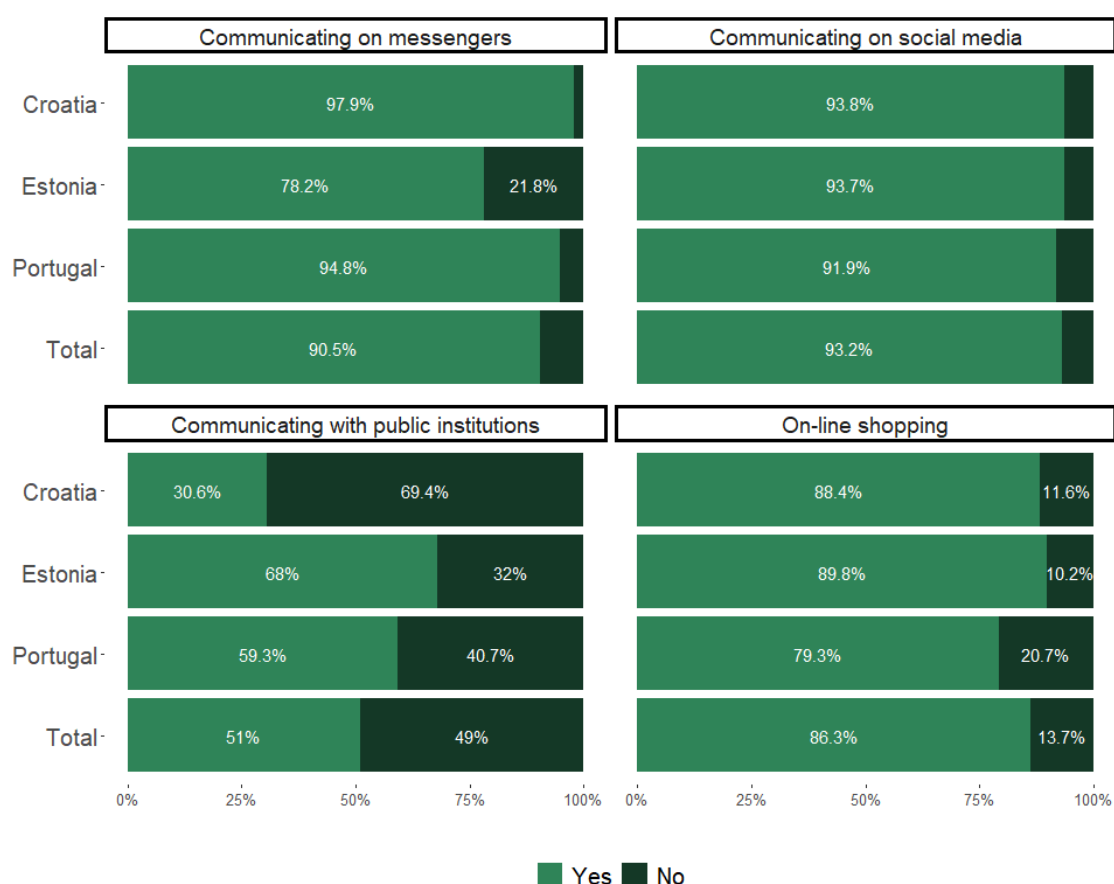


Figure 20: Reasons for using the Internet (3)

Finally, as can be seen in [Figure 21](#), participants from these three countries use the Internet for their work or leisure either via cloud services or shared folders. Using the Internet for video calls is very prevalent among young people but can be seen that Croatian youth use it least (51.4%) and Portuguese youth the most (80.5%). Lastly, the **Internet is the least used for participating in public debates among participants from all three countries.**

When looking at these results, **we can see that the Internet is least used for expressing opinions in general.** This could include writing blogs, or participating in public debates. **The low numbers of young people who are using the Internet to communicate with public institutions and for starting public debates are problematic, as these are the ways in which we practice civic engagement and participation in everyday life.** If not using the Internet for these purposes, young people's voices are not heard and their needs cannot be made visible in the public eyes. All institutions – including youth workers, schools, municipalities and other institutions - should have a more proactive role in connecting young people with public institutions and voicing their concerns.

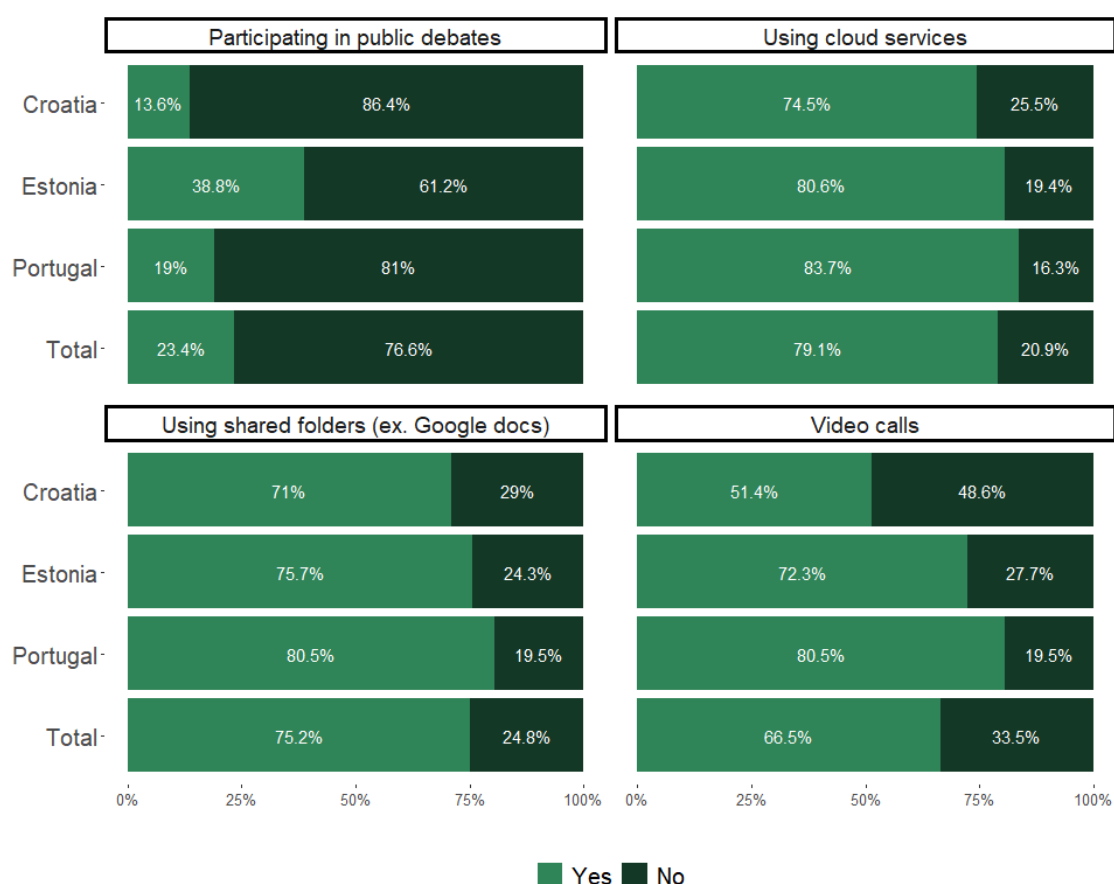


Figure 21: Reasons for using the Internet (4)

4.3.4. Artificial intelligence, youth and trust in the media

AI and media content

Within the survey, we have asked young people about usage of artificial intelligence (AI) and could they recognize the content produced by an AI. **Around half of respondents from each country has used AI for creating content** (Figure 22).

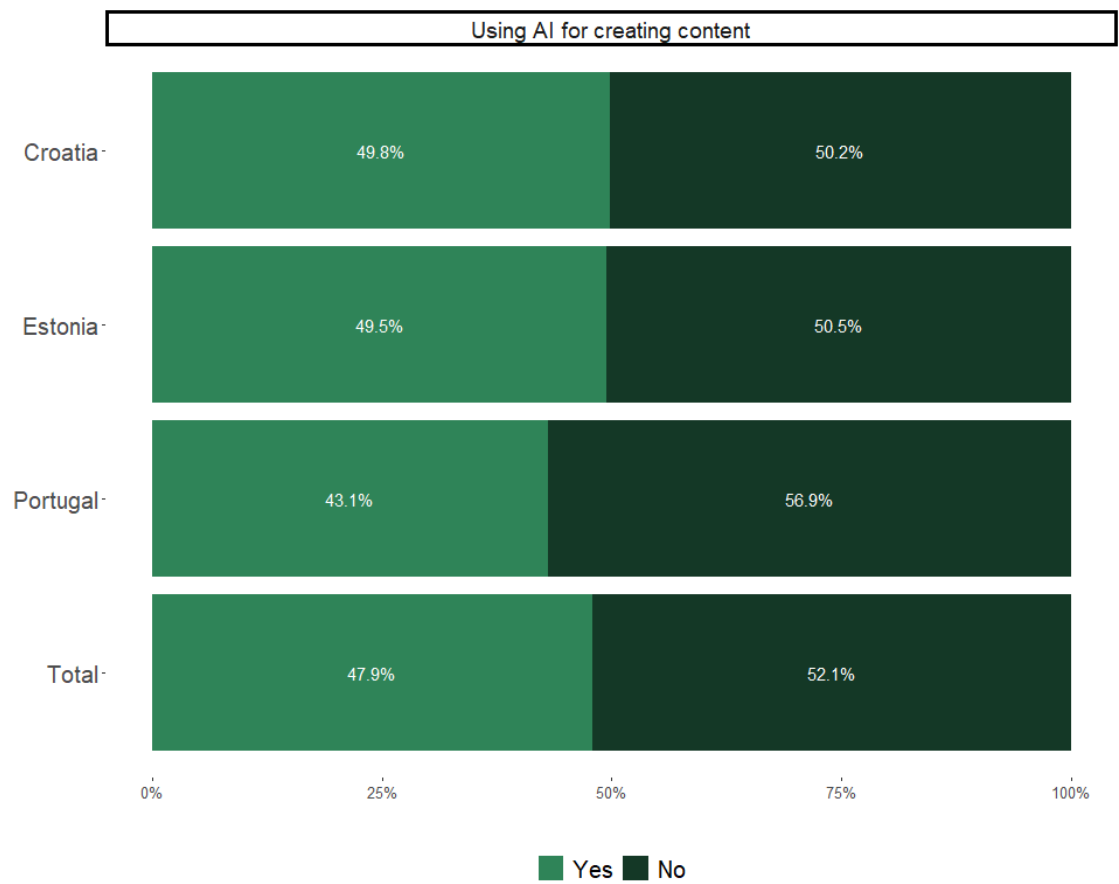


Figure 22: Using AI for creating content

However, as can be seen in [Figure 23](#), in every country there are few respondents who used it extensively (more than 15 times) while there are the **most participants who used it up to five times or up to two times**.

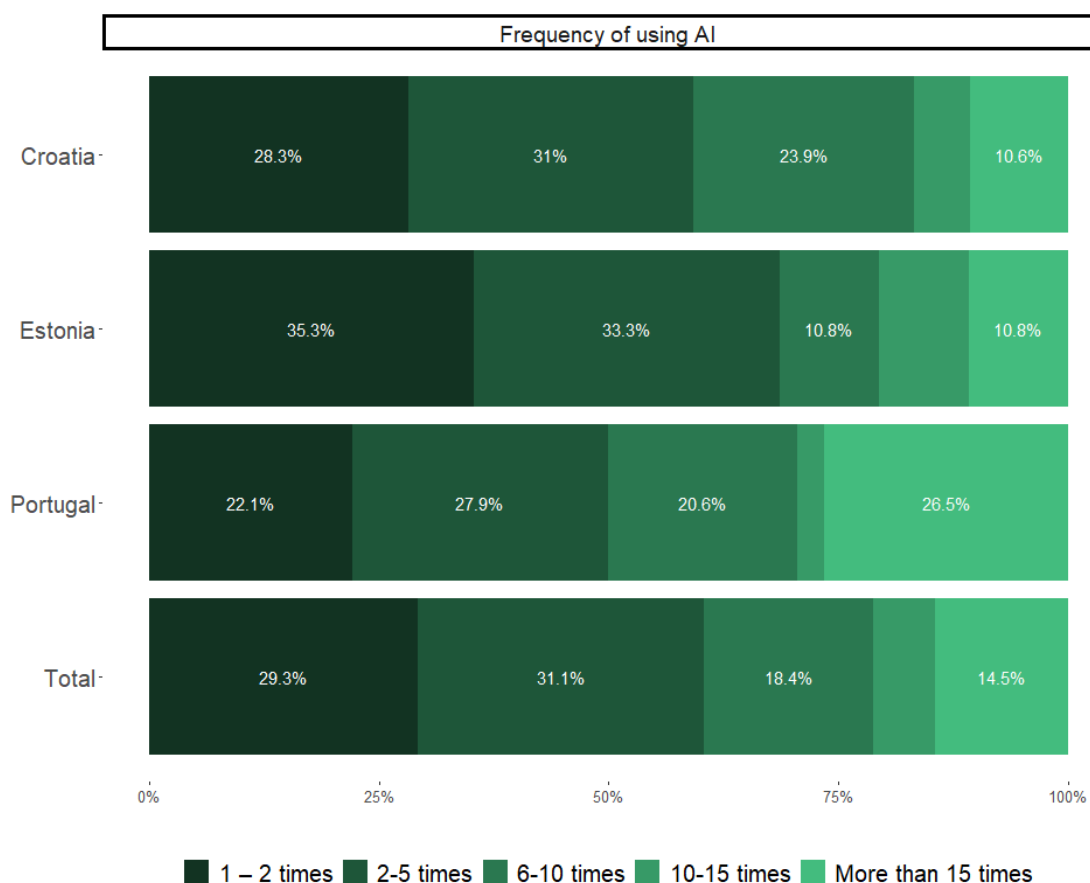


Figure 23: Frequency of using AI for creating content

When looking at the frequencies of answers regarding trust in AI and the media, it can be seen that the answers in all three countries are differently distributed for each question (Figure 24). For example, assessments of the ability to distinguish AI and human made content in all three countries are mostly distributed between somewhat disagree and somewhat agree. On the other hand the assessments of the lack of trust in media due to the AI have answers all along the scale, with the least frequencies in the completely disagree option. Lastly, assessments of the trust in AI made content are mostly distributed in all the answers apart from completely agree. Better insight about the assessment can be seen when looking at the averages in the following figure.

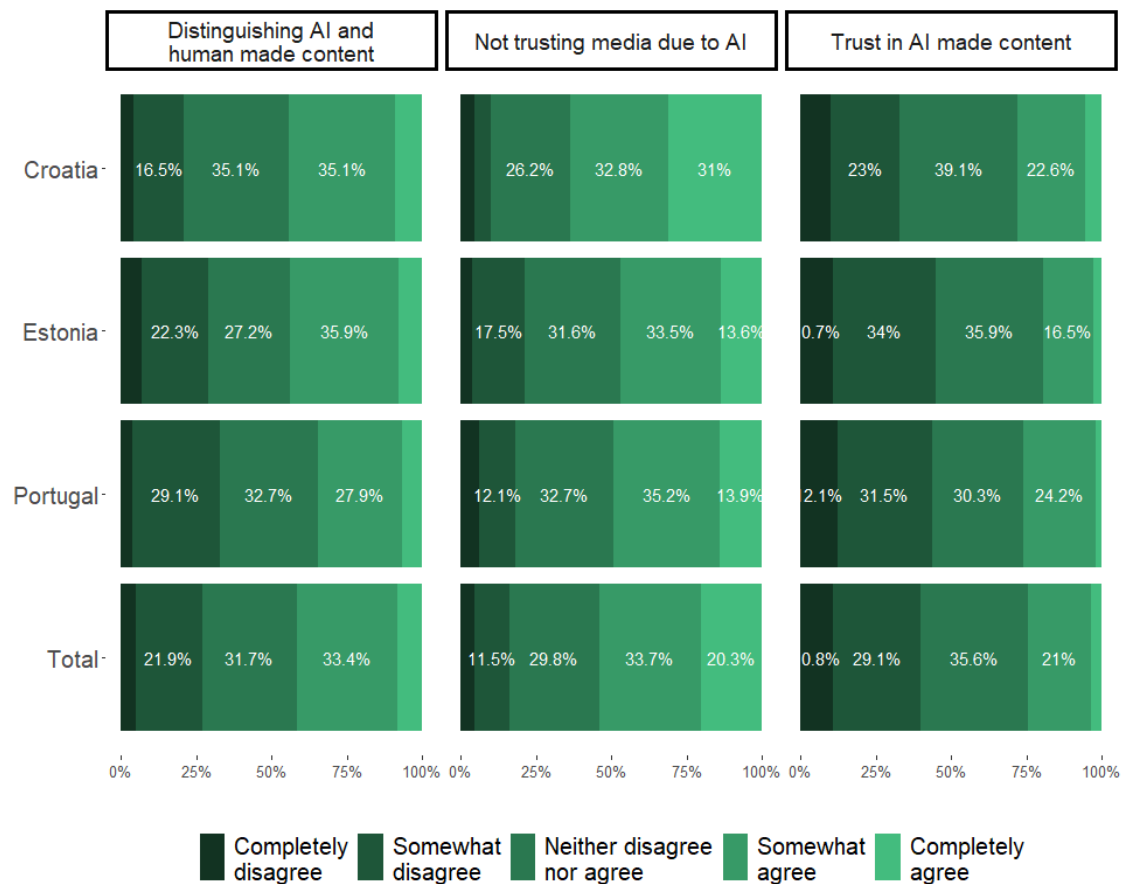


Figure 24: AI made content and the media (1)

As can be seen from the averages in [Figure 25](#), participants from all three countries have neutral assessments of their trust in AI made content and their ability to distinguish AI and human made content. Participants distrust in the media due to AI is highest among Croatian participants, while among Estonian and Portuguese participants it is the same, and belongs to a wider range of neutral answers.

These results indicate that more focus needs to be put on the topics of artificial intelligence (AI) and that young people need to be informed and educated about the implications AI has on our everyday life.

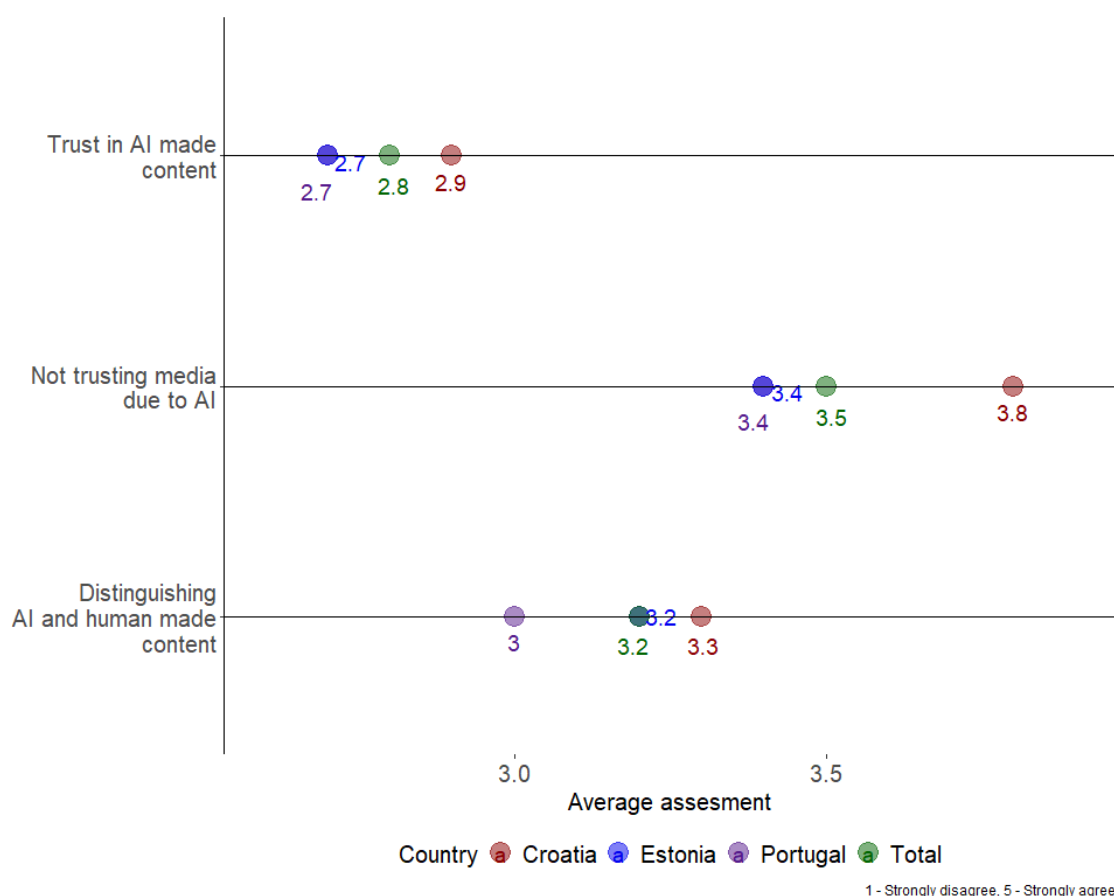


Figure 25: AI made content and the media (2)

4.3.5. Youth, green topics and greenwashing

Green topics and critical thinking about media

Looking at all the figures that depict the relationship between green topics and critical thinking about the media, an **overall impression can be made that the answers are dominantly neutral, with few notable exceptions** (see Figure 26).

For example, participants from all three countries tend to have a somewhat neutral opinion about the media showing only positive aspects of renewable energy. On the other hand, **participants from all three countries slightly agree that the media report about negative aspects of increased air pollution but do not report how to reduce it**. Respondents from two countries - **Portugal and Croatia tend to agree that the media provide more information about the economic than social aspect of renewable energy, while Estonian respondents tend to have a neutral opinion about this matter**. Furthermore, **participants from Portugal and Croatia tend to agree that the media do not provide specific information on how regular citizens can use renewable energy, while Estonian respondents tend to have a somewhat neutral opinion about this matter**. Finally, participants from all three countries tend to agree **that the media insufficiently describes the benefits of clean air on someone's health**.

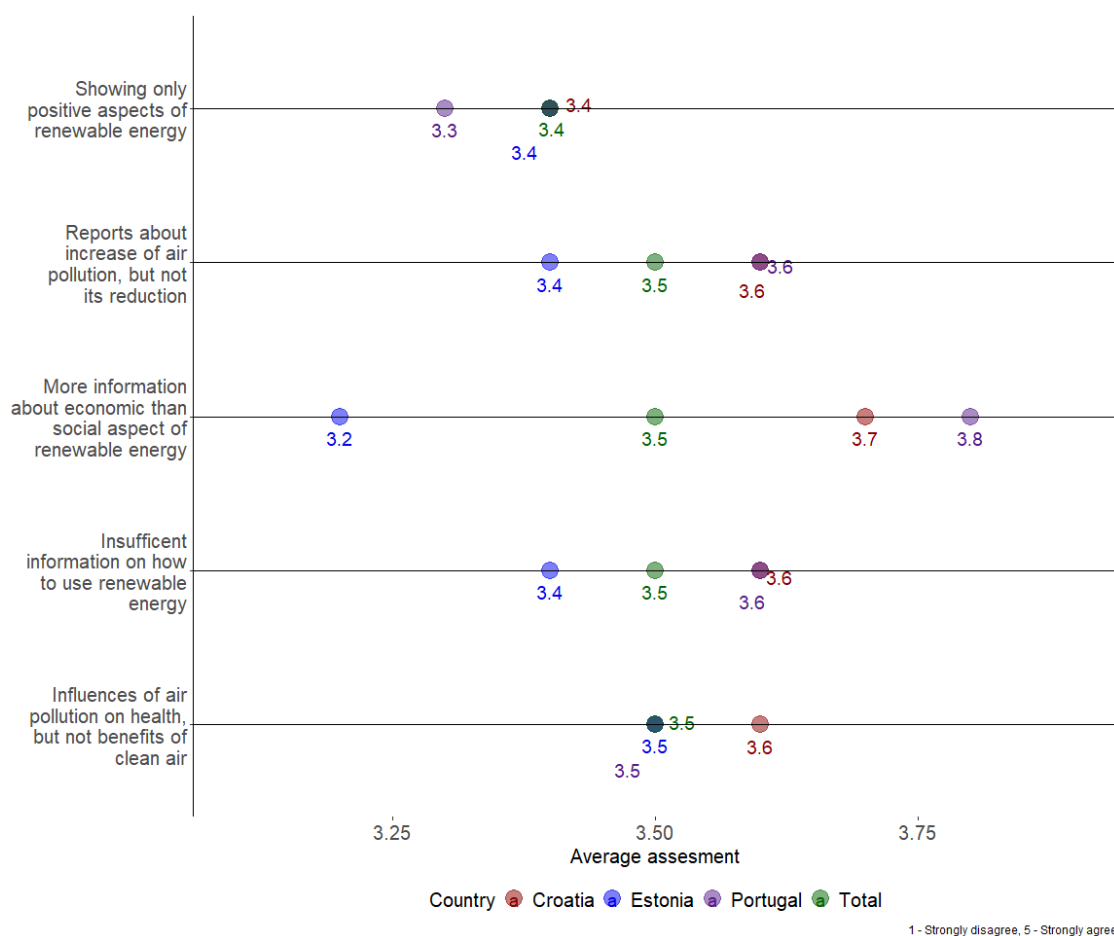


Figure 26: Green topics and critical thinking about the media (1)

Overall, participants from all three countries have neutral opinion about media's unclear agenda regarding biodiversity, instructions how to revert climate change processes or instructions on how to slow down climate change (see Figure 27). Similarly, participants have neutral opinions about the media's reporting about the connection between biodiversity and climate change, or the idea that climate change is a process which is out of human control.

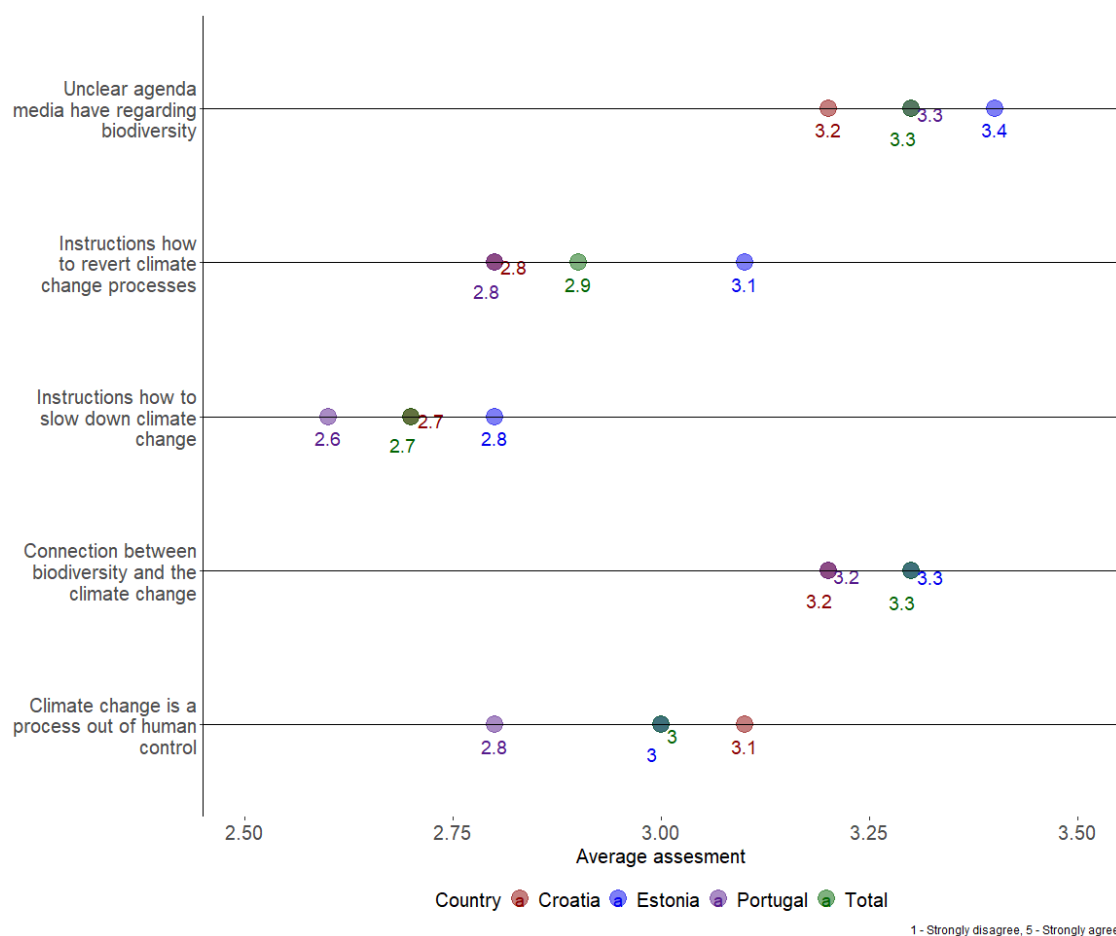


Figure 27: Green topics and critical thinking about the media (2)

Participants in the research tend to think neutrally about media working in favour of major recycling companies, media depicting fossil fuels negatively, and think about media showing fossil fuel protesters as saviors but not fuel consumers neutrally as well. On the other hand, as can be seen in Figure 28, participants from all three countries tend to agree that media omits energy costs of recycling. Only Portuguese participants slightly agree that the media provide information about the stability of nuclear energy compared to renewable sources of energy, while participants from other countries have neutral opinions about these issues. Similarly, Estonian participants slightly agree that without media climate changes would not be such a salient social topic, while participants from other countries think neutrally about this.

These mostly neutral answers could tell us that young people are not aware enough about the different depictions of the green topics in the media. Their indecisiveness can show the lack of critical thinking in the topics of climate change and environment, and more focus should be invested on these issues in the future.

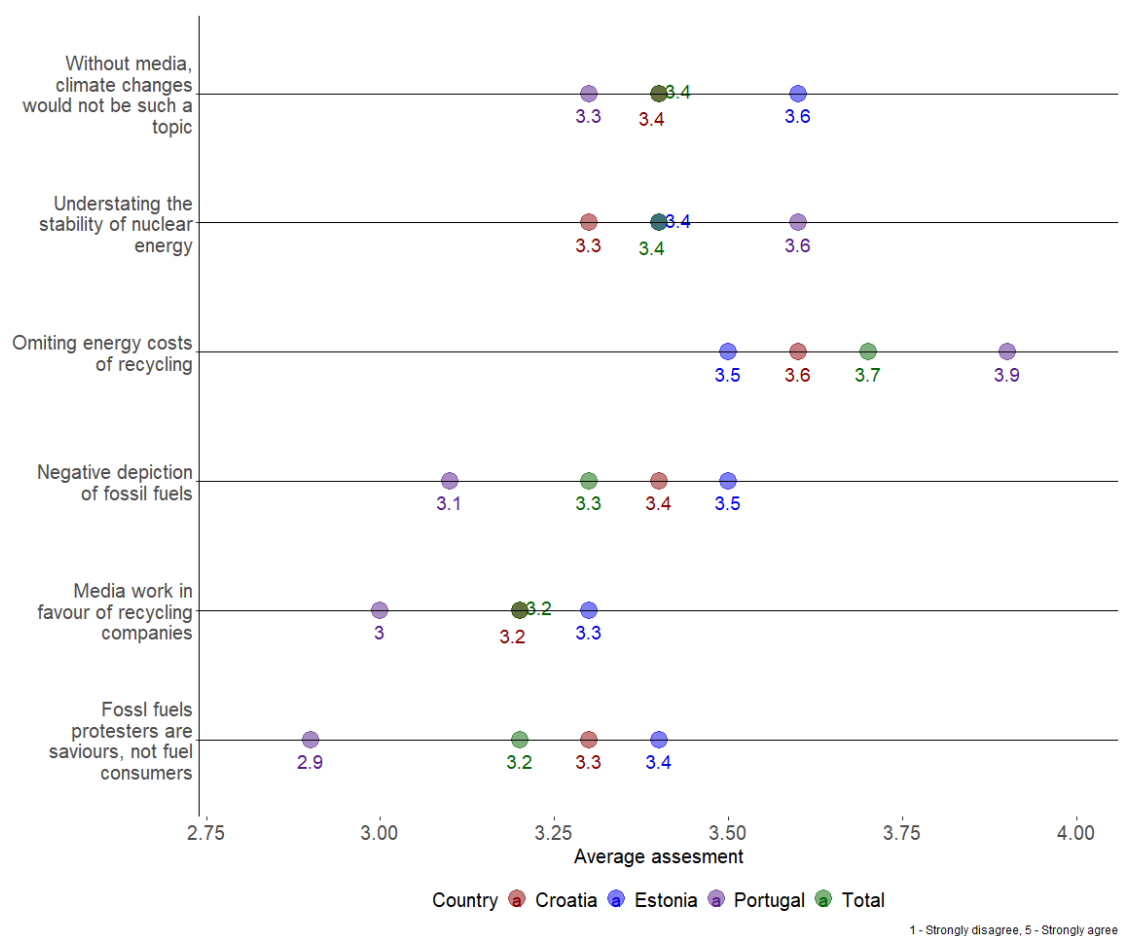


Figure 28: Green topics and critical thinking about the media (3)

Trust in the media and green topics

Every participant from each country had to assess their level of trust in social media when they reported about different green topics.

When looking at the answers about air pollution, biodiversity, climate change and land use it can be seen that the majority of answers in each country and in total fall in these three categories - somewhat do not trust, neither do not trust nor trust and somewhat trust (see Figure 29).

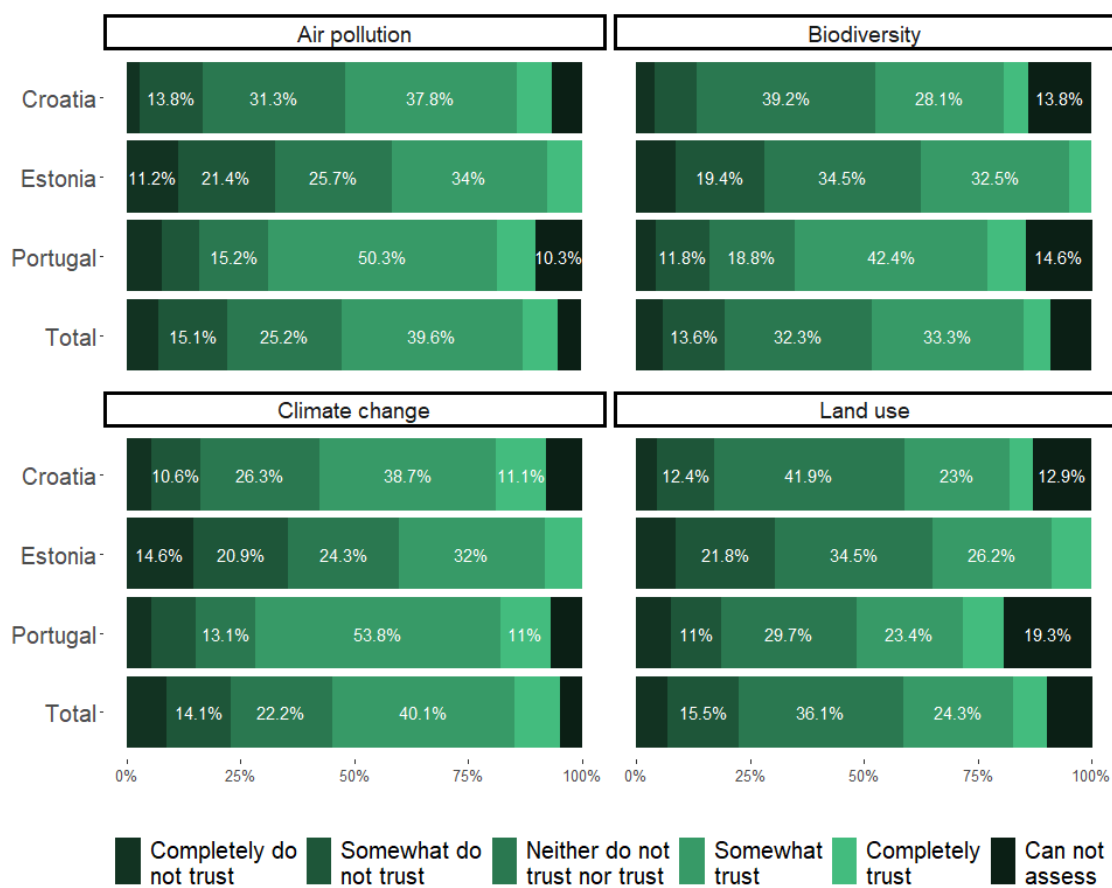


Figure 29: Trust in the media and green topics (1)

Similar pattern of answers can be seen when looking at the frequency in the topics of natural resources, noise pollution, sustainable soil use and water management. Majority of **answers given by participants in each country are in the neutral category** (neither do not trust nor trust) and **slightly positive category** (somewhat trust) (see [Figure 30](#)).

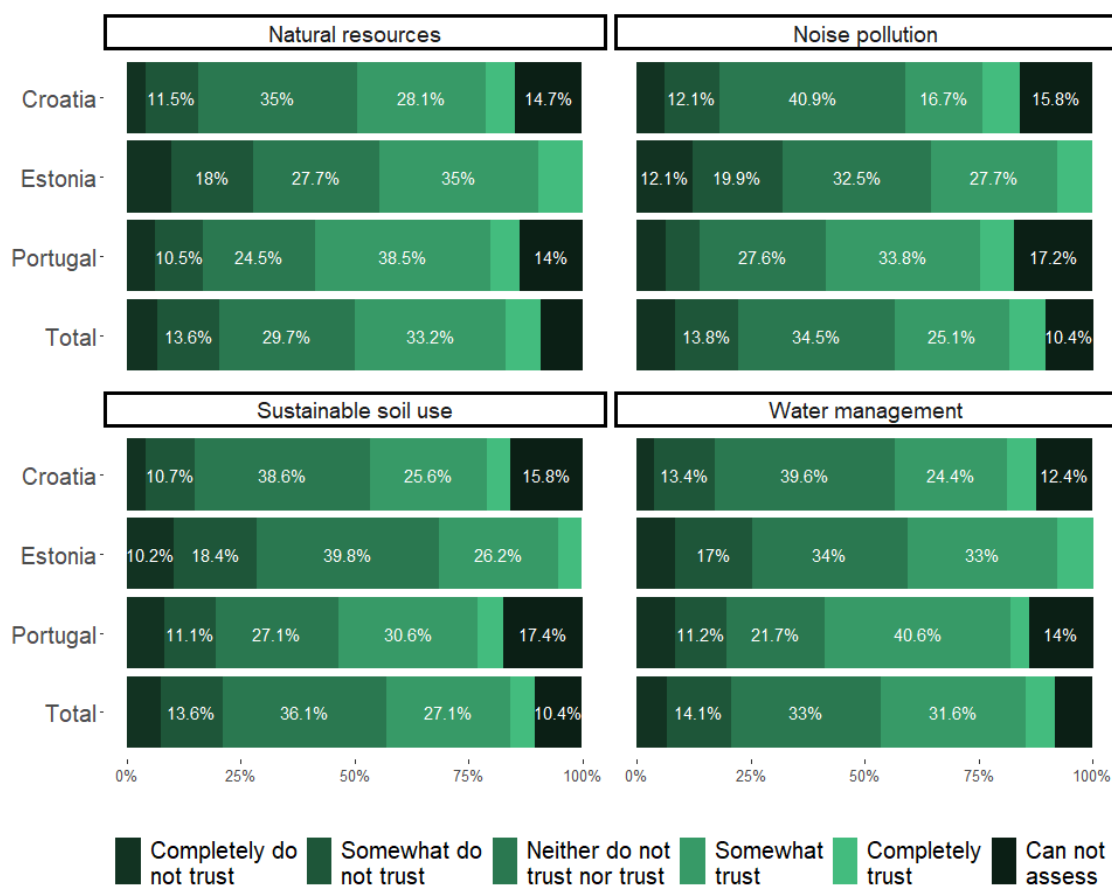


Figure 30: Trust in the media and green topics (2)

Finally, when looking at the frequency of answers regarding topics of deforestation, ozone repair and urban ecology, some country-wise differences can be noticed (Figure 31). In the topic of deforestation among Croatian sample the majority of respondents have either neutral or slightly trustworthy opinion. At the same time, there is a somewhat similar percentage of respondents from Estonia who are distrustful (21.8%) or neutral (26.7%) about this topic but show a level of trust in social media when they talk about deforestation. On the other hand, there is the largest percentage of respondents from Portugal who trust social media when they report about deforestation.

In Croatia and Estonia respondents who have neutral opinions in social media and their reporting about ozone repair are the most frequent ones. Interestingly, in Estonian sample, there is the same percent (22.3%) of those who somewhat do not trust and somewhat trust social media regarding ozone repair.

When talking about urban ecology, most of the respondents from Croatia and Estonia have a neutral opinion, but in Portugal the percentage of ones who somewhat trust the media (29.2%) outweighs the percentage of ones who have neutral opinion (22.9%). It is important to note that in Portugal the largest percentage of respondents (21.5%) could not assess their level of trust in social media and their reporting about green topics.

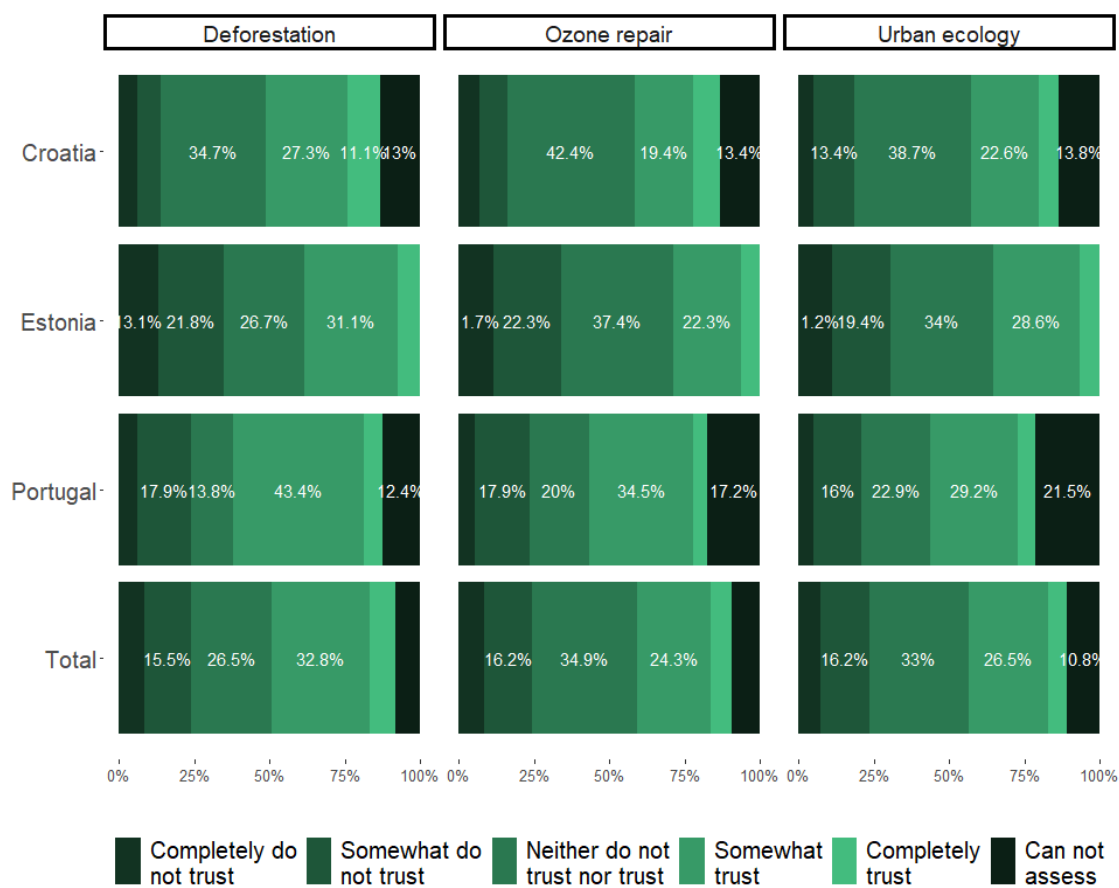


Figure 31: Trust in the media and green topics (3)

When looking at the average responses for each country (Figure 32), it is evident that in most cases **participants have neutral opinion about each of the surveyed green topics**. The only exceptions are climate change where Portuguese respondents tend to show some trust in social media and their reporting of climate change.

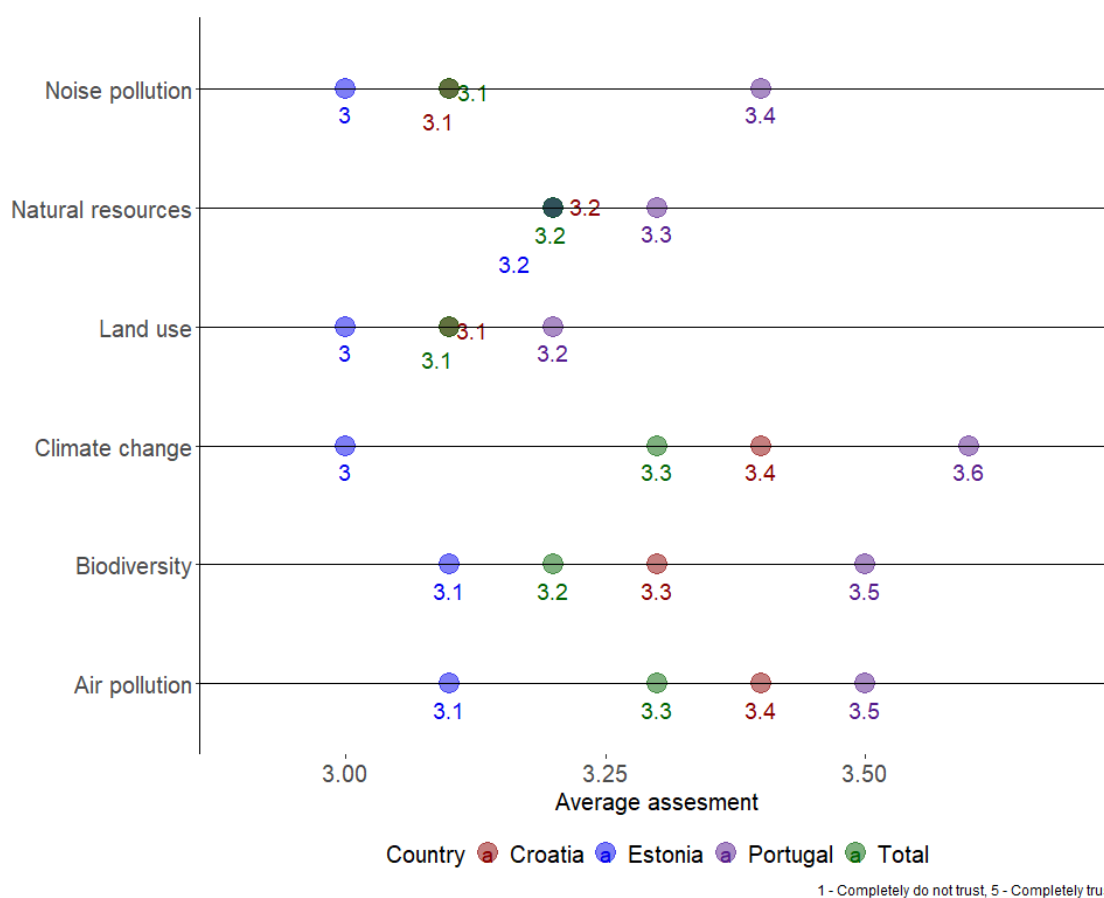


Figure 32: Trust in media and green topics (4)

The same pattern in the answers can be observed in green topics such as water management, urban ecology, sustainable soil use, ozone repair, deforestation (Figure 33). For every of these green topics, respondents from each country have a neutral level of trust in social media.

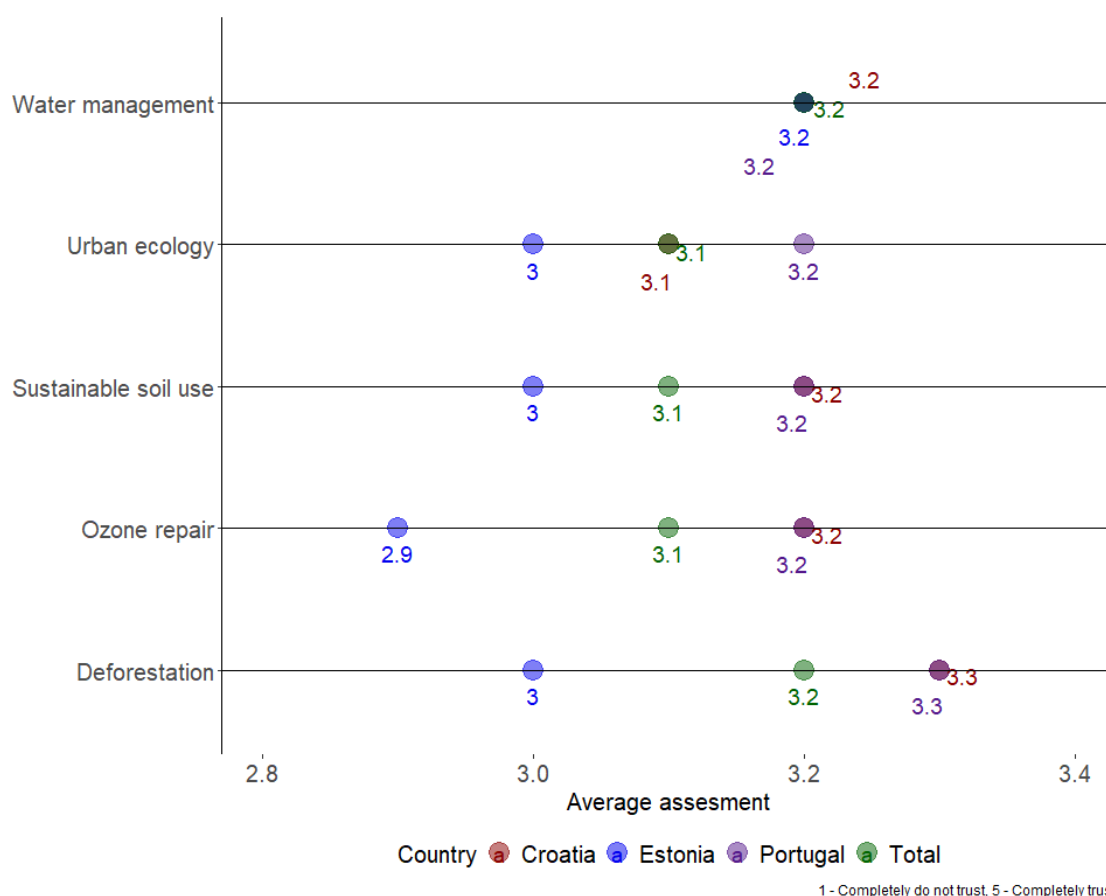


Figure 33: Trust in media and green topics (5)

Greenwashing and sustainable green approach

Participants from Croatia have difficulties in understanding the difference between sustainable green approach and greenwashing, while in Estonia and Portugal this is not an issue. However, there is still room for improvement regarding better distinction between these two concepts (Figure 34).

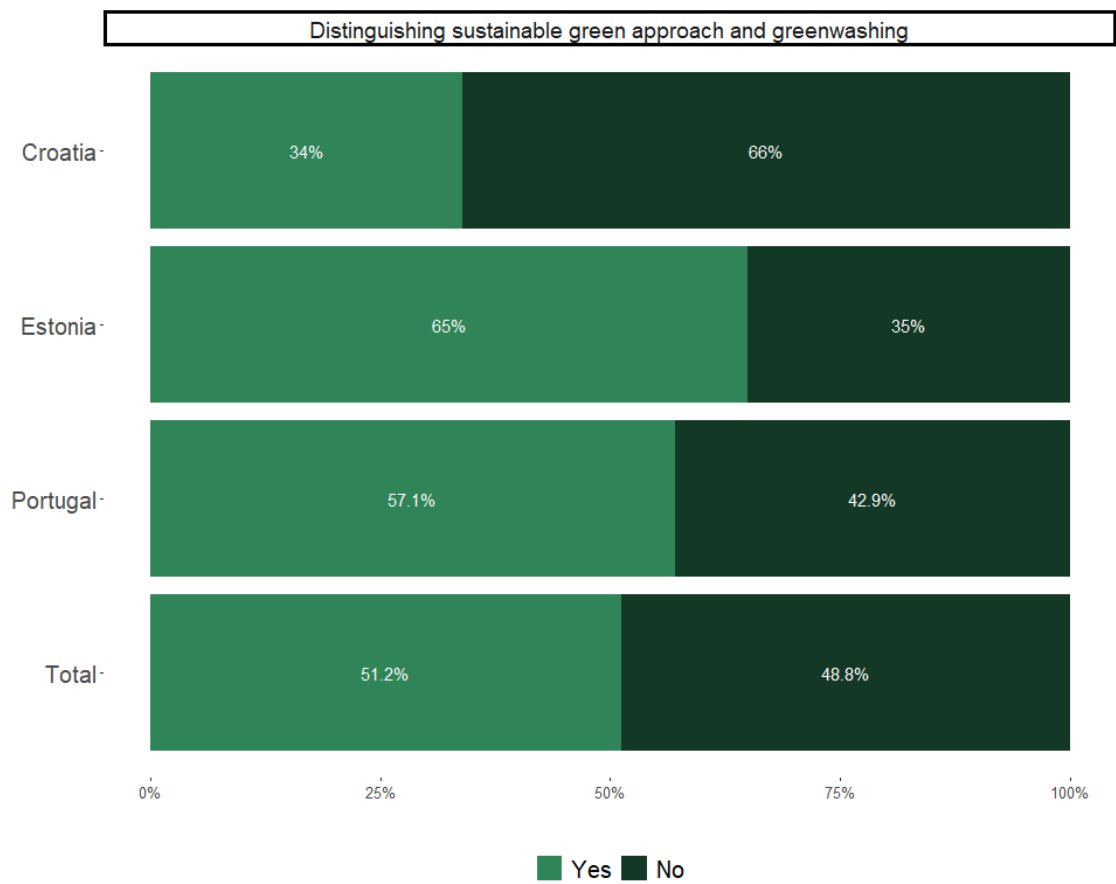


Figure 34: Understanding the difference between a sustainable green approach and greenwashing

When looking at the frequencies regarding trust in media about sustainable green approach and greenwashing, it **can be seen that the majority of answers is in the neutral category as well as in a category that depicts slight mistrust and slight trust** (Figure 35).

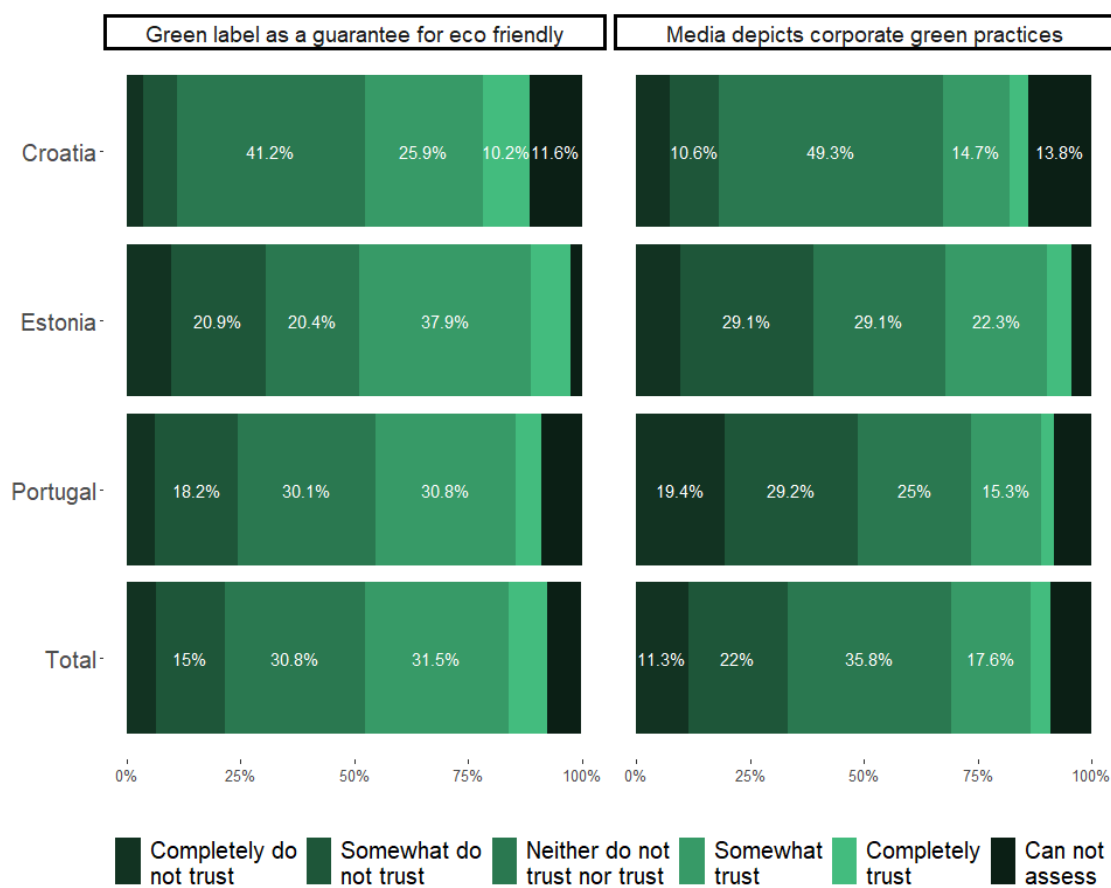


Figure 35: Trust in media regarding sustainable green approach and greenwashing (1)

When looking at the averages (Figure 36), it can be seen that **participants have neutral opinion about media transparent approach in showing corporate green practices, while Portuguese participants tend to show lack of trust about this matter.** On the other hand, participants from all three countries find media practices of showing products with green labels as eco-friendly neutral.

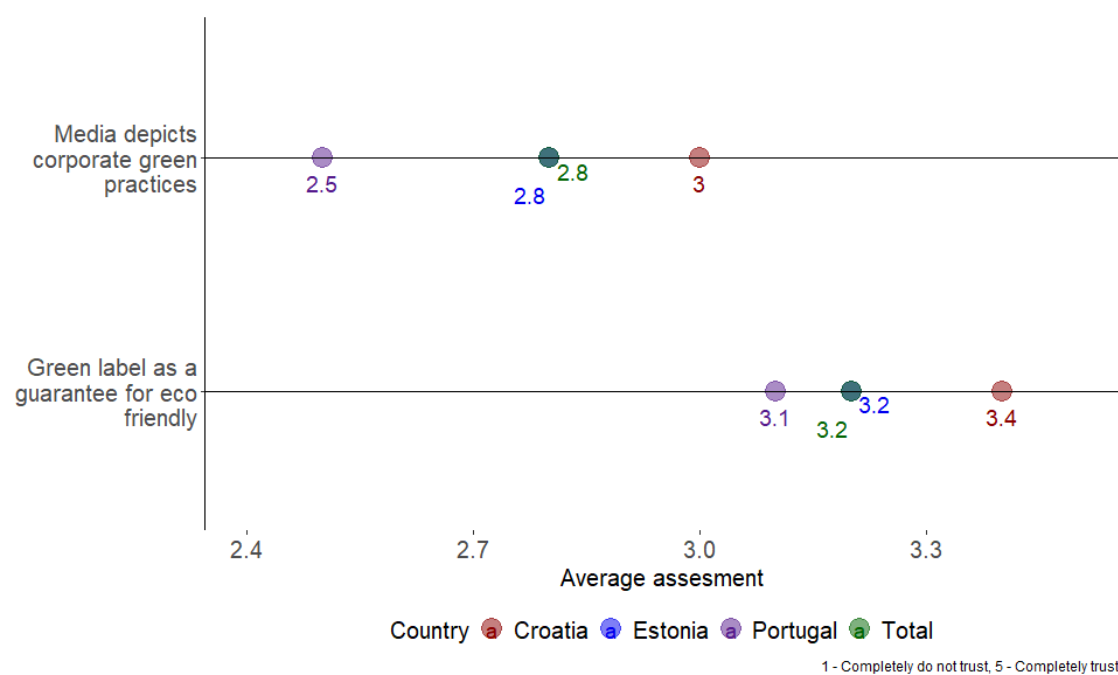


Figure 36: Trust in media regarding sustainable green approach and greenwashing (2)

4.4. Conclusion

These research results indicate a clear trend among youth in three surveyed countries regarding the possession of electronic devices. Laptops, smartphones and TVs clearly dominate as electronic household appliances, but PC and radio lack behind with their representation. Obviously, laptops have taken dominance over PCs and radios since laptops have strong computational power and can take over the function of other household appliances, such as radios. Omnipresence of smartphones has obviously led to significant reduction of the use of landline phones, while in general, every second respondent of this survey has a video game console or a tablet device in their household. However, devices for reading e-books, such as Kindle, are significantly under-represented in the households.

The most intensely used devices by the respondents are the ones that are most represented in their households - namely smartphones, laptops and TVs. Introduction of these three devices, and their various options for use have led to either lesser use of some devices (such as radio, PC, or landline phone), or complete elimination of these devices from persons household. At the same time, there are some devices such as e-book readers, tablet devices and video games consoles which are not owned by the youth, or if they are, these devices are not used or used in small extent.

When looking at the media that is the most used, Internet strongly claims its dominance. On the other hand, youth in this research does not have a habit of reading printed newspaper, which makes sense because printed newspapers have been replaced in large extent by on-line news which are extensively read by the youth. When talking about reading, youth has various patterns of reading books. Generally speaking, there is a similar number of them who read a book on a daily basis, weekly, monthly, tri-monthly basis, or who never read a book. Unlike reading a book, youth go to the cinema once in three months, which could be explained by the use of streaming services such as Netflix. Finally, youth still spends a large amount of time watching TV, as well as the overall number of youth who listen to the radio or play a video or computer game outnumbers the youth who do not do that.

The main reasons for using the Internet among youth that took part in this research are communication via email, searching for information about products/services, streaming music or movies, shopping, communication via messengers or social media, and using on-line forms of data storage. These findings make sense, especially if interpreted through the lens that participants mostly use smartphones, laptops and TV's which can be used for this purpose.

Critical perception of traditional media by youth is dominantly neutral, with certain exceptions. They think that the owners of media companies try to influence the production of the content, that different people extract different information from the same news, think that the media choose stories which will attract their audience, as well as that people pay more attention to news that fit their beliefs. Participants from Croatia and Estonia tend to think that the light in TV studios is used to make someone look biased, while participants in Portugal do not share this opinion. Similarly, participants from three countries do not share the same opinion about the influence of how news is covered on the people's opinion about a political candidate.

When looking at the answers about youth's perception of truthfulness of the news received through various digital tools, their answers are mostly neutral, with a couple of exceptions. Instagram and TikTok are perceived as networks where they are concerned by the truthfulness of information, and an interesting pattern can be seen - participants from Croatia generally have least trust in the news received from various digital tools, while Portuguese respondents tend to have most trust in news received that way.

Content production and motivation for searching the Internet indicated that participants generally have somewhat difficulties in verifying the truthfulness of retrieved information. Having in mind that half of the youth have used AI to create content, and that they do not trust the media due to the possibility of using AI in content creation, this finding should not be surprising.

Continuing the discussion about trust, youth, particularly the ones from Portugal tend to trust the media when they speak about climate change or biodiversity but have neutral opinions about their trust in the media for topics such as ozone repair or deforestation. Finally, youth do not trust the media regarding their depiction of corporate green practices, while at the same time young people have difficulties in distinguishing sustainable green approach and greenwashing.

In general, participants tend to report that the media portrays youth as slightly organized, educated, polite, active, curious, peaceful, creative, tolerant, independent and political. It is interesting to note that **participants from Estonia have the highest assessments, while Croatian and Portuguese participants lack behind in their assessments.**

4.5. Recommendations

Recommendations can be given on a couple of levels. One of them is systemic level, second is media level, third is family level, and fourth is individual level.

On a **systemic level** it can be recommended that **the formal education system should introduce overarching media literacy programs**. These programs should aim to develop youths' critical thinking about the production of media content and its consumption, as well as the skill of distinguishing fake and real news. Furthermore, media literacy programs should address the downsides of overuse of the Internet, since the content shown on social media can cause severe mental health problems among youth. Also, significant attention should be dedicated to the (mis)use of artificial intelligence. Artificial intelligence is not a new technology, but the development of the Internet and computers have facilitated its spread in the last couple of years. This implies that youth should, through media literacy programs in formal education, learn how to find the real, valid and trustworthy source of specific information in the media, and rely on their own knowledge and common sense in making conclusions about different issues. **More focus should be put on the topics dealing with climate, environment, biodiversity, air pollution and other green topics, as the perception of young people is in general neutral and it can show that we need to put more emphasis on this.**

Furthermore, formal education should, as well as the media companies, **train their journalists to use artificial intelligence *cum grano salis***, and that they should provide both aspects of the same story which is particularly important in order to reduce the biased decisions readers can make. Consequently, this intervention can position a media company as a trustworthy source of information. Media **should also encourage their readers to participate in democratic processes such as public debates** that can be done on-line, as the media sometimes report very actively about certain legislative changes. **In the domain of green topics, the media could intensify coverage of some topics, such as energy costs of recycling which is in accordance with the recommendation that media should report both sides of the same story.**

Family-wise recommendations imply that **parents should teach their children that (social) media are platforms where one's thoughts can be expressed**, but that everything we say has certain consequences. Additionally, **parents should be encouraged to discuss with their children the truthfulness of information presented in the media.**

On an individual level, **individuals should try to investigate the same topic in different media sources**, since each source provides aspects of the story that are interesting to their readers and aligned with their business model and strategic plans. Additionally, before posting on social media and different (micro)blogging services, **youth should learn what kind of content is posted and what are the rules of behavior on that social network**. In case young people want to use AI in content production, **they should check whether the content provided by an AI tool is trustworthy**. In case guidance is needed, **help could be searched for either media literacy programs within formal education, or some other educational non-formal programme**. They can also seek help from other professionals, including youth workers.

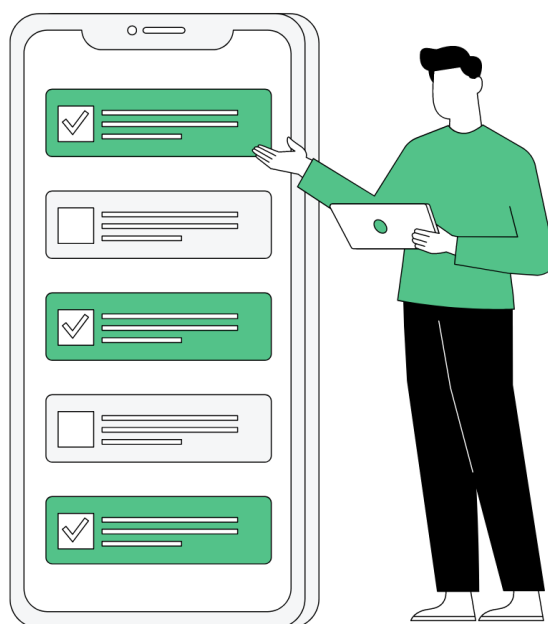
5. Examples of Good Practices: Get inspired!



5.1. Examples of Good Practices in Portugal

Name of the initiative / programme / organisation	Clima@EduMedia
Implementor(s) or Promoter(s)	University of Porto
Website	https://sigarra.up.pt/flup/pt/projectos_geral.mostra_projecto?p_id=67481
Group(s) addressed	Teachers, educators, youth workers
Description of the good practice / initiative	<p>Clima@EduMedia is a project that seeks innovative approaches to teaching and learning content related to climate change, specifically in mitigation and adaptation areas.</p> <p>Using the network of newspapers, TVs and radios, it develops a transdisciplinary learning strategy through the media. By creating communicative materials (a video, a radio programme, an infographic or a press pack), students can grasp the subjects, think of adaptation and mitigation solutions for their schools and localities and communicate and share their ideas about climate change with the world.</p> <p>The project involves various activities, such as training in the use of the media to communicate science, the development of educational materials, workshops and collaborative content production laboratories, the dynamisation of an online platform to share the experiences underway in the various schools and finally a final competition for schools to present the best ideas for mitigating and adapting to climate change.</p>
Structured - learning/training topics covered	<p>The Clima@EduMedia project, developed at the Faculty of Arts and Humanities of the University of Porto, has created a platform for freely accessible educational content on climate change and the media.</p> <p>Organised around the project's name (Clima@EduMedia), it offers various educational resources for free download, such as activity sheets for classroom use.</p> <p>Clima@EduMedia is part of the AdaPT - Adapting Portugal to Climate Change programme and is carrying out a series of actions to make the educational community - especially the 30 or so Portuguese schools that have joined the project - aware of the importance of adopting measures to adapt to and mitigate climate change.</p> <p>31 schools in mainland Portugal to teach students how to produce media content about climate change. The action involved more than 500 students, 80 teachers and 55 climate change experts who were willing to collaborate with the students' work.</p> <p>Another action is the launch of the MOOC(<i>Massive Online Open Course</i>)</p>

	<p>entitled "Climate Change in school media", which started in 2015 on the Miríada X platform. This is a free <i>online</i> course open to anyone who wants to enrol and which has the advantage of allowing the learner to manage the number of hours they dedicate to study.</p> <p>This MOOC is mainly aimed at science teachers and school media managers, but the entire educational community is invited to take part.</p> <p>As part of the Clima@EduMedia actions, there is also a competition aimed at the schools taking part in the project, which aims to award three cash prizes to the institutions that present the best proposals for adaptation and mitigation measures for their schools.</p>
Results	<p>Platform with resources, Podcast: https://soundcloud.com/clima-edumedia MOOC: about climate change in school media School materials available for free download 31 schools, 500 pupils, 80 professors and 55 specialists in climate change involved.</p>
Contact persons / youth workers implementing the initiative	<p>Antonio Jose Dias - agdias@fc.up.pt José Manuel Pereira Azevedo - clima.edumedia@gmail.com</p>



Identification of the initiative/programme/ organisation	Media Veritas
Implementor(s) or Promoter(s)	Portuguese Press Association
Website	https://mediaveritas.pt/
Group(s) addressed	Teenagers, young people and seniors
Description of the good practice/initiative	<p>Media Veritas is a programme to combat media illiteracy, journalistic manipulation and disinformation promoted by the Portuguese Press Association in partnership with Google.org and funded by the Tides Foundation. Media Veritas aims to promote media literacy among the most vulnerable communities: teenagers, young people and seniors. The project started in 2019 and was supposed to last till 2022, but APImprensa considers it very important so it continued. The objectives are:</p> <ul style="list-style-type: none"> • To contribute to a freer, more informed and democratic society; • To promote the development of critical thinking and the use of credible sources of information; • To support the media by helping to guarantee the reliability of their content; • To provide information to consumers, particularly teenagers/young people and seniors, at local and regional levels, with tools that enable them to be better informed.
Methodology applied	It supports learning via conferences, and talks, and offers online training (e-learning course), divided into various modules, ranging from reflections on news and trust in journalism to discussion of concepts in the fight against disinformation. It awards scholarships from 2020 to people linked to a higher education institution, organisation or association who present a project in the area of combating disinformation, media illiteracy and journalistic manipulation.
Results	<p>Several training programmes such as:</p> <ul style="list-style-type: none"> • Media Veritas Schools - The Truth in the Media • Media Veritas Academy - for promotion of Media Literacy of Seniors • Quiz Media Veritas • Debates about Literacy and Disinformation
Contact persons / youth workers implementing the initiative	info@mediaveritas.pt - General contact geral@apimprensa.pt - Claudia Maia

Identification of the initiative / programme / organisation	MILT - Media Literacy for Living Together
Implementor(s) or Promoter(s)	Universidade Lusófona de Humanidades e Tecnologias (ULHT) - Centre for Research in Applied Communication and New Technologies
Website	https://milt.ulusofona.eu/pt/
Group(s) addressed	Young people
Description of the good practice / initiative	MILT is a pilot project funded by the European Commission. MILT's main objective is to develop the media literacy of all project participants. It consists of a methodological approach based on a logic of good practice, i.e. we will document and evaluate the whole process. The project takes as its starting point theoretical conceptualisations and recent studies on media literacy as a fundamental requirement for active citizenship. The MILT project seeks in particular to improve the media literacy of the people involved in the project, especially young people. The main logic of this project is to enable participants to become agents of social change through the use and creation of media, contributing to the inclusion of minorities, and marginalized groups and also seeking to reach online communities as a target audience.
Structured - learning/training topics covered	<p>Topics include (not exclusive):</p> <ul style="list-style-type: none"> • Media Literacy • Media Literacy: theory & practice • Videogames and animation for media literacy • Media as multi-sensory experiences • Design, art and media creation • Installations for media literacy • Do it yourself media • The role of play in media education • Digital storytelling for media literacy • Game-based Learning • Games as motivational tools • Cognition and sensorial play • Ethics and games • Pedagogies of Play • Games for social good • Digital Games and learning • Board Games and learning • Technologies for adaptive Learning
Results	The MILT team created, implemented and evaluated a pilot project for media literacy education and reached 2 main objectives: (a) improved young people's skills and competencies in media literacy through face-to-face and online training, particularly in areas of understanding and evaluating fake news and representative images of the body in the media; (b) enabled young people to represent themselves in the media in creative ways (video games and animations) and to participate actively in their communities with a broader and more critical knowledge, in the social, cultural and political context of

	<p>communications in the growing digital media environment; to support young people in their action as agents of change in their communities of proximity and interest.</p> <p>The project was implemented from the starting point of a problem to be solved in the community. The following resources were made available to young people: <i>workshops and</i> an online platform for sharing knowledge and monitoring their actions in the field. The educational resources were made available to the public after the project is completed.</p> <p>Young participants were recruited from the project's partner countries, schools or NGOs located in deprived communities, including migrants, immigrants and refugees. The project provided action plans and educational resources on an online platform, in all the partner languages.</p> <p>This initiative reached 75 young people directly, 150 young people through them and thousands of people indirectly through social networks.</p>
<p>Contact persons / youth workers implementing the initiative</p>	<p>General contact – conceicao.costa@ulusofona.pt</p>



Identification of the initiative / programme / organisation	PICCLE – Intervention Plan for Competent Citizens in Reading and Writing
Implementor(s) or Promoter(s)	National Literacy Plan of Portugal (PNL2027)
Website	https://piccle.pnl2027.gov.pt/
Group(s) addressed	Teachers, educators, and students in the 3rd cycle of basic education and in secondary school
Description of the good practice / initiative	<p>PICCLE is a platform for the creation, aggregation, and curation of content aimed at teachers to assist them in the development of digital literacy skills of students in the 3rd cycle of basic education and in secondary school.</p> <p>The Platform offers numerous Resources, proposals for Activities, as well as Theoretical Models, Studies, and Intervention Projects selected and presented by a group of experts with recognized work and merit in five central Areas at the intersection of literacy: Reading, Writing, Media, Information, and Digital.</p> <p>PICCLE is in line with the “Student Profile by the End of Compulsory Schooling”, according to which each young person should be a citizen “equipped with multiple literacies that enable him/her to analyse and critically question reality, evaluate and select information, formulate hypotheses and make informed decisions in his/her daily life”. (Martins et al, 2017, p. 15). It offers the 167 ideas for practical pedagogical works for teachers and educators.</p>
Methodology applied	<p>Organise teaching by experimenting with different techniques, tools and ways of working, consciously promoting observation activities inside and outside the classroom, questioning reality and integrating knowledge.</p> <p>Organise and develop cooperative learning activities aimed at integrating and sharing knowledge, becoming aware of oneself, others and the environment, and carrying out projects in school or outside.</p> <p>Organise teaching with a critical use of different sources of information and ICT.</p> <p>Promote activities in and out of the classroom that enable students to make choices, confront points of view, solve problems and make decisions based on values.</p> <p>Valuing free initiative in the assessment of student learning by encouraging</p>
Structured - learning/training	The programme is structured as a toolkit of Resources, proposals for Activities, as well as Theoretical Models, Studies, and Intervention Projects, curated by a group of experts with recognized work and merit in five central Areas at the intersection of literacy: Reading, Writing, Media, Information,

topics covered	and Digital. Main topics covered are: Reading, Writing, Information, Media, Digital, Online Learning, Art, Literature and Science and Data Science.
Contact persons / youth workers implementing the initiative	Vitor Tomé - piccle@pnl2027.gov.pt



Identification of the initiative / programme / organisation	XQTheNews
Implementor(s) or Promoter(s)	ASPEA - Portuguese environmental organisation
Website	https://xqthenews.com/en/
Group(s) addressed	Teenagers, young people, educators
Description of the good practice / initiative	<p>XQTheNews is a transnational education-based news portal to empower young journalists to counter disinformation, aiming to share best practices among journalists and foster transnational cooperation among media and educational organisations.</p> <p>As part of the XQ.Eujoy - European Youth Journalism The why of the news project, the Portuguese Association for Environmental Education (ASPEA) is part of a consortium with four other organizations from Spain and Italy, which has just launched the XQ - THE NEWS platform, a new media outlet based on the experience of the Spanish magazine XQ and co-financed by the European Union.</p> <p>In times of polarization, climate emergency, hate speech, fake news and overexposure on social networks, quality information and media education are all the more necessary. The link between journalism and education is at the heart of the project, which brings together organizations such as Fundación Periodismo Plural, Editorial Octaedro, Dataninja, Idea Dinámica and ASPEA, to provide young Europeans with the keys and reasons behind the news.</p> <p>With a European dimension, the XQ - THE NEWS platform presents the news in Spanish, Italian, Portuguese and English, thanks to co-funding from the European Union, which has valued the trajectory followed by the Spanish magazine XQ for six years and aims to create journalistic and pedagogical tools to understand current affairs and transmit democratic values, citizenship, solidarity and involvement in the defense of human rights through a careful and responsible interpretation of the news.</p> <p>XQ - THE NEWS is designed for teenagers and young people, but also for anyone who, for whatever reason, needs information that is more accessible and easier to understand. The platform aims to contribute to lifelong learning, and the need to learn throughout life.</p> <p>It is an inclusive project, born in the context of e-learning, which encompasses a huge diversity of educational and learning practices that involve the use of the Internet or some kind of networked technology. The news items have a toolbar so that users can choose the level at which they want to read the article - A (advanced) and B (basic). Each piece of content is accompanied by multiple-choice questions to assess comprehension of each news item. And there is complementary content for teachers to use in</p>

	their lessons.
Structured - learning/training topics covered	Climate emergency, Equality, Human rights, Networks, Crisis, Education, Health and Memory
Results	Dozens of articles can be used as educational resources in the context of so-called 'e-learning', which encompasses a huge diversity of educational and learning practices involving the use of technology. They can be used in formal and non-formal education.
Contact persons / youth workers implementing the initiative	Joaquim Pinto - aveiro@aspea.org General contact - revistaxq@revistaxq.com



Identification of the initiative / programme / organisation	COMEDIG
Implementor(s) or Promoter(s)	University of Coimbra
Website	https://www.uc.pt/fpce/comedig
Group(s) addressed	<ul style="list-style-type: none"> • Students in primary, secondary, and higher education • Teachers at all levels of education • Researchers • Heads of education and training establishments • Youth workers, trainers and adult educators • Social and civil society organizations
Description of the good practice / initiative	<p>COMEDIG – Digital and Media Literacy Skills in Portugal is a project whose main goal is to determine the level of digital and media literacy skills of students and teachers at different schooling levels and, using the knowledge thereby acquired, design educational resources and guidelines for intervention in the area of media education. The COMEDIG was born at a time marked by profound social and economic transformations, in which the active participation of citizens in social dialogue has a growing impact on national and international policies, requiring them to make informed decisions. In this context, the promotion of digital and media literacy is a fundamental strategy for empowering the different stakeholders to use the media critically and consciously, in accordance with safety rules and ethical and legal principles. The main objectives of the project are: To carry out a diagnosis of the level of digital and media literacy skills of students and teachers at different school levels and, based on the knowledge produced, to design educational resources and guidelines for intervention in the area of media education.</p>
Structured - learning/training topics covered	Media literacy of young people and those who work with them. Active citizenship.
Results	<ul style="list-style-type: none"> • Training of young people in the safe use of the <i>media</i>, improving their understanding of the legal and ethical aspects associated with processes of creating and communicating media content, and promoting appropriate monitoring of the risks and potential underlying these same processes. • Redefining the educational objectives and methodologies towards the integration of teaching-learning opportunities emerging from new forms of communication and social participation, with simultaneous intervention in the levels of functional digital inclusion/exclusion. • The democratization of digital and media literacy by implementing strategies that promote the ability to search for, select and analyse information and enable its reflexive transformation into knowledge. • Training for more critical and informed consumers, capable of creatively producing content and communicating with others.

	<ul style="list-style-type: none"> • Training of active citizens, able to contribute to a knowledge-based, technologically innovative and competitive society, and capable of supporting the construction of sustainable, creative, intelligent cities that promote lifelong learning. • Broadening the conditions favourable to the exercise of active citizenship and, consequently, increasing civic participation in social dialogue, with a relevant contribution to economic, social and cultural development.
Contact persons / youth workers implementing the initiative	Armanda Matos - armanda@fpce.uc.pt Ana Seixas - anaseixas@fpce.uc.pt



Identification of the initiative / programme/ organisation	LEME
Implementor(s) or Promoter(s)	Portuguese Government
Website	https://www.leme.gov.pt/
Group(s) addressed	First of all, teachers, but other educators and learners can also use it at different age and school levels since it is descriptive and not prescriptive, i.e. the use of the resources referenced on the Media Literacy and Education Online platform depends on the contexts and objectives of the activities to be developed.
Description of the good practice / initiative	The Media Literacy and Education Online platform aggregates resources (e.g. video, audio, games, activity proposals), available online and ready to use in pedagogical activities to be developed in formal, non-formal or informal learning contexts.
Methodology applied	MOOCs, Webinars, Masterclasses, Shared resources, Training, Collaborative/contributive
Structured - learning/training topics covered	<p>Several topics are covered such as:</p> <ul style="list-style-type: none"> • Access, use and inclusion • Communication, entertainment and information • Informed consumption • Privacy and security • Identity and well-being • Freedom, ethics and empathy • Knowledge and understanding • Research and analysis • Production and languages • Publication and participation
Results	The main result is a comprehensive platform that serves as a collection of resources for educators. It offers dozens of video, audio, games, workshops, and activity proposals in several languages, for different age groups (children and youngsters).
Contact persons / youth workers implementing the initiative	<p>General contact - https://www.leme.gov.pt/contactos</p> <p>General contact - dge@dge.mec.pt</p>

Identification of the initiative / programme/ organisation	Media Coach Portugal
Implementor(s) or Promoter(s)	ISCTE Instituto Universitario de Lisboa
Website	http://mediacoach.pt/
Group(s) addressed	Children, young people and parents, youth work professionals, teachers, librarians, youth workers, government officials and other societal professionals
Description of the good practice / initiative	The main focus of the European Media Coach project is the improvement of media literacy levels among young people through the development of a large pool of media literate professionals working with youth in schools, youth centres and non-formal contexts like libraries and museums. Instead of attempting the development of a pilot experimentation project, the European Media Coach project proposes the scaling up of a recognized and proven innovation in the field of media literacy. more specifically, the European Media Coach project aims at the replication of a practice in the field of media literacy that has demonstrable results with qualitative and quantitative evidence of the impact; that of the Dutch national media coach program. Number of years the Dutch media coach training initiative has successfully achieved the goal of improving media literacy among children, young people and parents by training youth professionals, notably, teachers, librarians, youth workers, government officials and other societal professionals and by giving them the opportunity to study the possibilities and challenges of these new media and new literacies.
Methodology applied	Training given by experts
Structured - learning/training topics covered	The themes of the sessions, among other topics, were the exploration of skills in decoding messages and the legal, ethical and deontological contexts that regulate the media universe today.
Results	With regard to training in 2019 and early 2020 Media Coach Portugal held 10 face-to-face sessions, totalling 40 hours, having trained almost 100 people in media coach in less than six months.
Contact persons / youth workers implementing the initiative	Tiago Lapa: Tiago.Jose.Silva@iscte-iul.pt Jorge Vieira: Jorge_Vieira@iscte-iul.pt

Identification of the initiative / programme / organisation	MILObs
Implementor(s) or Promoter(s)	Centre for Communication and Society Studies
Website	https://milobs.pt/en/
Group(s) addressed	Anyone interested in media education and media literacy
Description of the good practice / initiative	MILObs defines itself as an Observatory on Media, Information and Literacy that follows, monitors and disseminates what is being done in the field of Media Education in Portugal and abroad, while promoting Media Literacy among the different sectors of society. The project began in 2012 with a Collaboration Protocol signed between the Center for Communication and Society Studies at the University of Minho and the then Media Office. However, its origins are symbiotically related to the creation of GILM - Grupo Informal de Literacia para os Medios. After a period of interregnum and another of preparation, MILObs was publicly launched on July 6, 2018.
Methodology applied	Research, sensibilization, training courses
Structured - learning/training topics covered	<ul style="list-style-type: none"> ● Gathering relevant and up-to-date information on the various areas of Media Education; ● Sharing successful experiences focusing on and concerned with communication and media literacy; ● Stimulating and facilitating the work of people working in this area, namely in the field of training; ● Building interaction networks with national and international entities whose concerns are similar to those of MILObs; ● Providing services to third parties in the area of training, consultancy, studies and opinions; ● Taking a public stand on matters of public interest related to its field of activity.
Results	<ul style="list-style-type: none"> ● Impact study on Internet Safety ● bYou – Study on children and young people’s experiences and expressions of the media was one of the four winning projects, in the field of Media and Communication ● Study “Media education in Portugal” ● Study about how digital media impacts youngsters ● Study “TV and young people” ● The congress on “Literacy, Media and Citizenship”, held biennially
Contact persons / youth workers implementing the initiative	Manuel Pinto: mpinto@ics.uminho.pt Sara Pereira: spereira@ics.uminho.pt

Identification of the initiative / programme / organisation	You.th Ro.und TRIP for climate action
Implementor(s) or Promoter(s)	AEVA
Website	https://yourotrip.eu/
Group(s) addressed	Youth Workers, Youth Councils, Youth, Policymakers
Description of the good practice / initiative	<p>The project aspires to foster youth participation, and awareness in democratic decision-making procedures through discussions on the high-priority topic of Climate Change.</p> <p>The project gives youth a voice in tackling Climate Change. Young people from eight countries formed Youth Councils, cooperated and made informed policies on Climate Action while being supported by decision-makers and stakeholders at local, regional, national, and European levels. Through the project, young people had the opportunity to make a positive impact and move Europe to a more sustainable future.</p> <p>At the end of each exchange the local youth involved in the action, formulated a Local Youth Council, who then created networks through networking events, and roundtables with local stakeholders (Local and Regional Authorities, Schools, Universities, NGOs, Enterprises, Environmental and Youth Associations), shared their vision, and asked for their support by signing an MoU altogether, stating the willingness to cooperate and support each other in future initiatives aiming at a more sustainable future.</p>
Methodology applied	<ul style="list-style-type: none"> • Youth council creation • Participative approaches such as debates involving local youngsters and stakeholders • Non-formal education methods
Structured - learning/training topics covered	<p>Youth exchanges led to youth councils forming, which led to events with policymakers.</p> <p>A curriculum for youth workers and a competencies framework has been created in parallel.</p> <p>Topics covered were youth participation and climate change.</p>
Results	<ul style="list-style-type: none"> • Curriculum for Youth Workers • Competences framework for Youth Workers supporting the democratic engagement of Youth in Environmental issues • 7 youth exchanges with young participants from 8 European countries aiming to enhance the ability of youth to cooperate regardless of the place of origin and cultural background • Policy papers proposals containing youth proposals on how to tackle Climate Change • Created networks through networking events, and roundtables with local stakeholders (Local and Regional Authorities, Schools, Universities, NGOs, Enterprises, Environmental and Youth

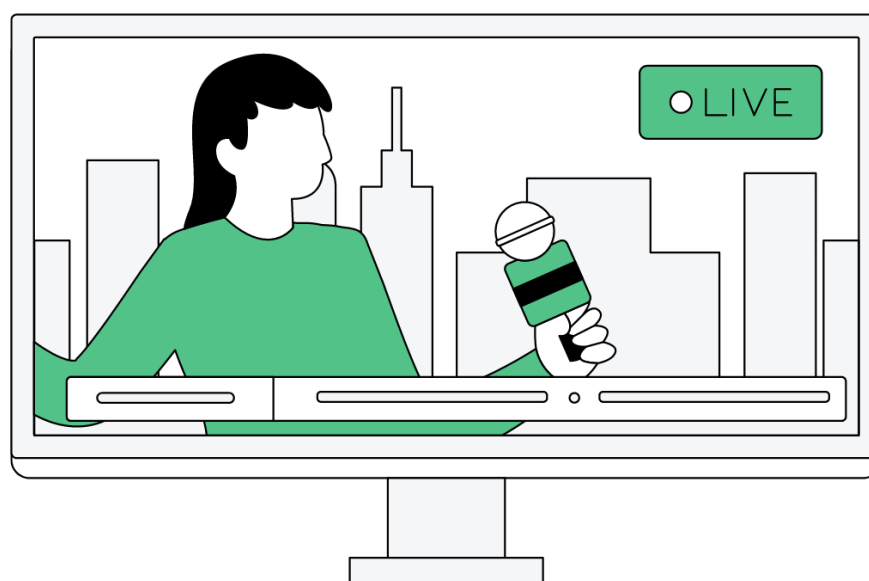
	Associations), to share visions for future initiatives aiming at a more sustainable future.
Contact persons / youth workers implementing the initiative	Ana Ribeiro - Ana.Ribeiro@aeva.eu Maria Maia - Maria.Maia@aeva.eu



5.2. Examples of Good Practices in Estonia

Identification of the initiative / programme / organisation	Strengthening Baltic region Resilience Against Disinformation: A Digital Activism Accelerator
Implementor(s) or Promoter(s)	Baltic Centre for Media Excellence
Website	https://www.bcme.eu/en/home-page
Group(s) addressed	<p>Civil society organizations (CSOs) and vulnerable groups, with special focus put on the following target groups:</p> <ul style="list-style-type: none"> • Youth organizations • Organizations that work with refugees, • LGBTQIA+ organizations, • CSOs in Eastern Latvia and Estonia: CSOs operating in the eastern part of Latvia and Estonia, near the border with Russia and Belarus, and are especially vulnerable, • Education Development Centres, • Public Policy Think Tanks, • Organizations Promoting Social Integration, • Umbrella Organizations Advocating for the NGO Sector, • Research and Analytical Organizations, • Centres for Investigative Journalism.
Description of the good practice / initiative	<p>In an era characterized by the rapid dissemination of information through digital channels, the battle against disinformation has never been more crucial. Baltic region has not been immune to the pervasive influence of propaganda and misinformation. To counter these threats and empower civil society organizations (CSOs) and vulnerable groups, a Digital Activism Accelerator has been initiated. Digital Activism Accelerator is the development project of non-governmental organizations, which is part of the #DigitalActivismProgram TechSoup Europe, with support from Google.org.</p> <p>The project is intended for non-governmental organizations in Latvia and Estonia that want to strengthen their resilience against the influence of disinformation.</p> <p>Digital Activism Accelerator objectives:</p> <ul style="list-style-type: none"> • Increasing Understanding: The program aims to enhance end beneficiaries' understanding of disinformation threats to civil society. • Building Capacity: Charitable non-profit NGOs are provided with technical training and support to identify, combat, and respond to disinformation. Capacity-strengthening programs on topics like fact-checking, media literacy, and digital security are tailored to their needs. Partnerships with technology experts enhance their technical capabilities. • Strengthening Regional Networks: The program strives to create a regional network for knowledge exchange.

	Project participants have the opportunity to submit their own projects countering disinformation and receive support for project realisation (3000 EUR to 14 000 EUR).
Methodology applied	Subgrating of organisations working in the field.
Structured - learning/training topics covered	<p>Key areas of focus include:</p> <ul style="list-style-type: none"> • Media and Information Literacy (MIL): Enhancing MIL skills, including critical thinking, fact-checking, and misinformation recognition, is crucial to counter disinformation. • Digital Security: Providing tools and training to bolster digital security is essential for protecting individuals and organizations against cyber threats. • Financial Stability: CSOs need support in ensuring sustainable financial stability through fundraising strategies and financial management. • Cooperation Between CSOs: Fostering collaboration and communication among CSOs through platforms like Hive Mind enhances collective responses to disinformation. • Effective Communication: Developing skills in organizational communication, crisis communication, and media relations equips CSOs to effectively address disinformation.
Results	First round of applications was closed in October 2023. The granted projects are currently in process of starting or in first phases of implementation.
Contact persons / youth workers implementing the initiative	Baltic Centre for Media Excellence: info@bcme.eu



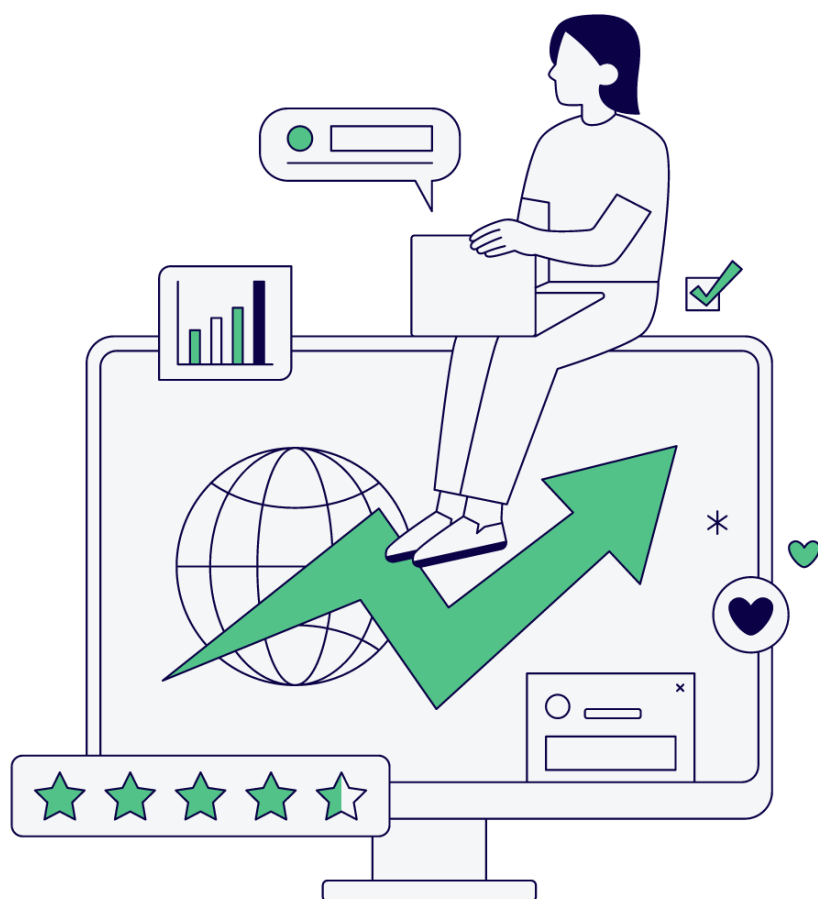
Identification of the initiative / programme / organisation	BFM Media Literacy trainings for kindergarten teachers, children and screenings for families
Implementor(s) or Promoter(s)	Tallinn University
Website	https://www.tlu.ee/bfm/meediapadevuse-tasuta-tootoad-eesti-keeles
Group(s) addressed	Preschool teachers and staff
Description of the good practice / initiative	Free media literacy workshops aimed at developing knowledge and skills of preschool teachers and staff members for developing and implementing educational programs and activities on topics of media literacy, with preschool youngsters.
Methodology applied	<p>Workshops were implemented in combination of lectures and practical activities.</p> <p>Objectives of the workshops were:</p> <ul style="list-style-type: none"> • to be aware of the meaning and importance of the media space in the child's development; • to develop practical skills for age-appropriate and effective use of media content in the multifaceted development of children; • to share ideas and skills on how to use digital tools to create children's own media content and develop creativity.
Structured - learning/training topics covered	<p>Workshops covered following topics: basics of media competence, goals, tools and methods to support the development and development of preschool children, practical exercises using different media (photo, sound, film), appropriate integration of media studies with general competences, playful exercises that help strengthen children's oral expression, creativity and analytical skills.</p> <p>Four examples of the practical lessons of the workshops:</p> <ol style="list-style-type: none"> 1. What is the exercise behind the picture. Using the visual thinking strategy in teaching. 2. Sound and image. By separating and reconnecting image and sound, the child learns to understand that image and sound are used separately in audio-visual media. 3. Describing the scene in words. Radio report. 4. Understanding the veracity/fiction of the visible photo and video.
Results	<p>Seven educational sessions were organised, three in Tallinn, two in Pärnu, two in Narva in 2020.</p> <p>Learning outcomes of the workshops were following:</p> <ul style="list-style-type: none"> • Participants understand the fundamentals of media literacy and knows how to connect them with practical educational activities; • Participants can direct the attention of children and parents to desirable media content and apply active thinking to what they see;

	<ul style="list-style-type: none"> Participants know how to use media literacy techniques for age-appropriate and all-round development of children in everyday work.
Contact persons / youth workers implementing the initiative	Katrin Sigijane; katrin.sigijane@tlu.ee Tallinn University; tlu@tlu.ee



Identification of the initiative / programme / organisation	Development of learners' digital competence – e-course
Implementor(s) or Promoter(s)	Education and Youth Board Republic of Estonia
Website	https://digipadevus.ee/oppija-digipadevusmodel/e-kursus/
Group(s) addressed	<ul style="list-style-type: none"> • Primary and secondary school students, • Teachers and Professors working with the target group(s) • Potentially youth workers working with the target group(s)
Description of the good practice / initiative	<p>Haridus and Noorteamet (Harno) have created an e-course "Development of learners' digital competence" to support the implementation of the Estonia's learner's digital competence model in schools. The course is intended for use in the school level and gathers learning materials, tasks and methodological instructions to achieve the evaluation criteria specified in the digital competence model.</p> <p>The volume of the e-course is 30 school hours.</p>
Methodology applied	<p>The Moodle environment has been used, where most of the original materials and H5P tasks have been created, all of which can also be found in the e-Koolikot content creation environment. The course can be used as a complete solution, but also broken down by topic, both computer education, informatics, etc., and integrated into subject education. Methodical instructions for the educators are also added to each lesson, with recommendations for conducting the lesson.</p> <p>The development of the e-course is based on the framework for supporting the effective learning process, or LEARNING FRAMEWORK, in order to support the effective learning and motivation, mental and physical health of learners in addition to the development of digital competence, and to emphasize the principles of copyright protection and GDPR.</p>
Structured - learning/training topics covered	<p>The aim of the course is:</p> <ul style="list-style-type: none"> • to develop the digital competence of third grade students, • teach students to learn, • to popularize the Moodle environment in primary schools. <p>Course topics:</p> <ul style="list-style-type: none"> • Solving digital problems • E-country • My phone • Copyright and Open Content Licenses • Creating a poster • Information search • Hunt for lies • Social media • Research • Creating a presentation • Video

Results	Fully developed and customizable e-course that can be integrated as part of different subjects in the schools, can be presented as a whole subject, or can be involved as part of educational activities with youth in different formats and settings (including youth work organisations and activities). The content is developed in line with the Estonia's learner's digital competence model.
Contact persons / youth workers implementing the initiative	Education and Youth Board training centre; digipadevus@harno.ee Kerli Požogina; digipadevus@harno.ee



Identification of the initiative / programme / organisation	Unknotted Media
Implementor(s) or Promoter(s)	Infosõlm MTÜ
Website	https://unknotted.eu/
Group(s) addressed	Young people
Description of the good practice / initiative	<p>Unknotted media is an article publishing site, that focuses on global affairs and politics. On the website young people can submit an idea or an article of topics, which they value or what they think is important in our society. A huge part of the articles is on green topics written by high school and university students. Environmental topics are mainly articles about climate change.</p> <p>The Society of International Relations, University of Tartu existing since 1963. supports activities of the website content publishing and contributes with podcasts.</p>
Methodology applied	<p>On their website they share a description about their mission: “We are a team of motivated young people who wish to unite Generation Z’s ideas on politics, humanity, and global affairs into one platform. And of course, make foreign politics cool and fun because you all deserve it!”</p> <p>They have four main goals:</p> <ul style="list-style-type: none"> • Analyse political theories, wide topics and events around the world • Make foreign politics more interesting for youth • Give voice to young people with ideas • Unite young people all over the world
Structured - learning/training topics covered	This is online platform which serves as a space for young people to discuss geo-political topics, among which the green topics are included.
Results	Functional and active website providing opportunity for young people to express their views in form of articles, covering the geo-political topics among which green topics and media literacy are included.
Contact persons / youth workers implementing the initiative	<p>Website contact info; info@unknotted.eu</p> <p>RSR academic counselor: Raul Toomla; email: raul.toomla@ut.ee</p>

Identification of the initiative / programme / organisation	Youth Environmental Council within Ministry of Climate of Estonia
Implementor(s) or Promoter(s)	Ministry of Climate of Estonia
Website	https://kliimaministeerium.ee/noorte-keskkonnanoukogu https://www.facebook.com/noortekeskkonnanoukogu/
Group(s) addressed	Youth interested in joining the Council and contributing to ongoing activities
Description of the good practice / initiative	<p>The Youth Environmental Council was founded on June 5, 2019. Since then, the council has participated in many working groups operating at the Ministry of Climate, provided input to environmental legislation and contributed to environmental education for young people. One of the Council's major ongoing projects is the provision of environmental training in schools, within the framework of which new knowledge is offered to students and their horizons are broadened.</p> <p>The council includes the Union of Estonian Youth Associations, the Association of Estonian Open Youth Centers, the Union of Estonian Student Councils, the Union of Estonian Students' Unions, the Society of Life Sciences Students, the Estonian Society of Medical Students, the Estonian University of Life Sciences Environmental Protection Student Society, the Tartu Student Nature Conservation Circle and Fridays For Future Estonia. Other organizations that act in the interests of young people and whose activities are in line with the goals of the council are also invited to join the council.</p>
Methodology applied	<p>Advocating in cooperation with the Ministry of Climate and directly to the Ministry of Climate.</p> <p><u><i>Youth climate delegate agenda 2023/2024</i></u></p> <p>Every year, representatives of nearly 200 countries participate in the UN climate conference. The delegations include heads of state, climate experts, negotiators, representatives of parliament and NGOs, and more and more Nordic delegates every year. In Estonia, the Climate Ministry organizes a competition to find a youth climate delegate. In the past, three youth representatives have participated in the climate talks as members of the delegation.</p> <p>The youth climate delegate for 2023 - 2024 is Anna Celine Kraus.</p> <p>Estonian youth climate delegate agenda 2023 includes topic of media literacy in green topics through the following goal: "Environmental communication must be science-based, unambiguous and free of greenwashing. Thanks to responsible media and communication, national regulations can reduce greenwashing, improve corporate social responsibility and people's environmental awareness."</p>

Structured - learning/training topics covered	<p>On their social media pages (Facebook and Instagram), Youth Environmental Council post events and spread news on environmental topics.</p> <p>Topics of the most recent events organised by Youth Environmental Council:</p> <ul style="list-style-type: none"> • Environment symbiosis with artificial component • Environment Week, to celebrate the fifth birthday of the Student Society of the Biosciences • Movie screenings covering the green topics and media literacy • Climate law discussions with youth • Sustainability in Estonia • Environmental policies in Estonia discussions
Contact persons / youth workers implementing the initiative	<p>Ministry of Climate; info@kliimaministeerium.ee</p> <p>Facebook page of Youth Environmental Council; https://www.facebook.com/noortekeskkonnanoukogu/</p>



Identification of the initiative / programme / organisation	Media Literacy, Reuse, and Heritage in Education
Implementor(s) or Promoter(s)	Tallinn University
Website	https://www.tlu.ee/en/Media-Literacy-Reuse-and-Heritage-in-Education
Group(s) addressed	<ul style="list-style-type: none"> • Universities and cultural institutions, and their representatives; • Specialists and organisations with expert knowledge from media, film, and other audio-visual data practice; • Educators, teachers.
Description of the good practice / initiative	<p>The goal of the work group that was assembled as part of the Nordplus funded project is to gather and redistribute best practices that combine the teaching of audio-visual skills and the (re)use of material be it an award-winning film, piece of a chronicle or a self-made animation, which helps explain some of the more difficult parts of a lesson.</p> <p>In a broader sense, this project focuses on the use of media (audio-visual media, film, data) literacy and heritage in education. More specifically, it is about collecting the practical knowledge from media and film experts for it to be taught, used, and utilised by practitioners in the educational sector. Main keywords include raising educators' inner motivation, focusing on interdisciplinary methods for learning and teaching, combining audio-visual skills with educational methods, and launching a new type of a cooperation network across the educational and media sector.</p>
Methodology applied	<p>Focus is set on two groups: media-related practitioners and educators</p> <p>The first comprises of a variety of specialists and organisations with expert knowledge from media, film, and other audio-visual data practice who are brought together to contribute to creating a comprehensive overview of the resources (skills, capabilities, and materials) available in the area which have a broader potential (or a hidden benefit to teaching a variety of subjects). The second group includes practitioners in compulsory education, more specifically school teachers who will be given practical know-how about the use of these resources in their daily practice that is based on the best practices gathered from experts in the Nordic and Baltic countries. As a result, awareness of media literacy and reuse is highlighted. Taking practical knowledge, educating the educators, and reaching to the children that they teach helps to raise the awareness of using media and film in different aspects.</p>
Structured - learning/training topics covered	<ul style="list-style-type: none"> • Media literacy • Use of media (audio-visual media, film, data) literacy and heritage in education
Results	A network that spans over several education sectors which are connected with practitioners from the media and film industry, highlighting the core objectives of the Nordplus Horizontal programme which is to award grants for innovative project and network activities.

	For a wider reach and insight, the project involves public and private sector organizations from different countries (Estonia, Latvia, Finland, Demark) that can contribute to media education and teacher education, resulting in a more innovative approach with better quality knowledge and cooperation across sectors.
Contact persons / youth workers implementing the initiative	Kaia Ljaš; kaia.ljash@tlu.ee Tallinn University contact: bfm@tlu.ee



Identification of the initiative / programme / organisation	Debunk.org
Implementor(s) or Promoter(s)	Debunk.org
Website	https://www.debunk.org/ https://www.debunk.org/get-bad-news-game-estonian
Country	Estonia and other Baltic countries, Poland, Georgia, Montenegro, North Macedonia, USA
Group(s) addressed	Youth, as well as other readers of the website. Value for youth work sector is seen in the Bad News Game.
Description of the good practice / initiative	Debunk.org, Vsl, is an independent technology think tank and non-governmental organization that researches disinformation and runs educational media literacy campaigns. Debunk.org carries out disinformation analyses in the Baltic countries, Poland, Georgia and Montenegro, as well as in the United States and North Macedonia together with our partners.
Methodology applied	<p>Online platform</p> <p>Debunk.org utilizes the efforts and expertise of:</p> <ul style="list-style-type: none"> • A team of skilled analysts with backgrounds ranging from political science and history to business and media • National institutions in partner countries, providing valuable insights on the situation in their respective regions • IT experts • Lithuanian community of volunteer fact-checkers. <p>Debunk.org implements scope of activities including:</p> <ul style="list-style-type: none"> • Detailed disinformation reports • Influence operations monitoring • Media literacy campaigns • Analyst certification process.
Structured - learning/training topics covered	<p>Topic of media literacy covered by the Bad News Game.</p> <p>Online courses for the disinformation analysts.</p>
Results	Debunk.org is active in 8 countries, publishes 100+ reports per year, and has more than 200 engaged volunteers.
Contact persons / youth workers implementing the initiative	General contact mail: info@debunk.org

Identification of the initiative / programme / organisation	National youth information portal Teeviit
Implementor(s) or Promoter(s)	Education and Youth Board (Harno)
Website	https://www.teeviit.ee/
Group(s) addressed	<ul style="list-style-type: none"> • Young people aged 7-26. • Youth workers and other professionals working with youth.
Description of the good practice / initiative	<p>The youth information portal Teeviit was opened in 2018, and the youth department of the Education and Youth Board (Harno) deals with its substantive and technical organization.</p> <ul style="list-style-type: none"> • The activities are financed from the national youth information budget and within the framework of the program "Involving youth at risk of exclusion and improving youth employment readiness" approved by the Minister of Education and Science and co-financed by the European Social Fund implemented by the Education and Youth Board.
Methodology applied	<p>Teeviit is a nationwide youth information service, the purpose of which is to provide young people aged 7-26 with high-quality and reliable information that young people can use to make choices and decisions about their lives.</p> <p>Teeviit gathers and mediates information on topics related to education, learning, work, career, relationships, mental and physical health, environment and society through the website and social media channels. Information can be found in article, news, video, podcast and webcast formats.</p> <p>Teeviit also presents experience and personal stories and offers about events, projects and campaigns written by young people and experts on the channels. They operate on the principle of a calendar of theme months, which has been given input by hundreds of young people from all over Estonia, and they focus on one theme area each month.</p> <p>Within the framework of theme months, portal cooperates with representatives of leading thematic fields and institutions such as the Institute of Health Development, the Rescue Board, MÜT Peaasjad, the Transport Board, the Financial Supervision Authority and several others. The portal also has volunteers who contribute to content creation and social media.</p> <p>Portal also provides educational materials for youth workers, to be used for organising sessions on the topics in fields listed below.</p> <p>Materials for youth workers can be accessed on the following link: https://www.teeviit.ee/infotuba/</p>
Structured - learning/training topics covered	<p>Teeviit provides users with educational content in the following topics:</p> <ul style="list-style-type: none"> • participation and society • learning and education • media literacy • work and career

	<ul style="list-style-type: none"> • money and investing • physical and mental health • safety • relationships and communication • sexuality and body development environment
Results	<p>The portal provides reliable information from verified sources on nearly 100 topics in ten different categories.</p> <p>Data on number of users are not publicly available yet.</p>
Contact persons / youth workers implementing the initiative	<p>Kadri Koort; kadri.koort@harno.ee Board of Education and Youth; info@harno.ee</p>



Identification of the programme / organisation	National Library of Estonia media literacy program
Implementor(s)	National Library of Estonia
Website	https://kuku.pleier.ee/podcast/haridusmote
Group(s) addressed	Youth population General population of library visitors / users of the services
Description of the good practice / initiative	As libraries have become community, cultural and learning centres, they have also acquired an important role in providing media-related knowledge and educating the users. At the National Library of Estonia they try to keep up with the needs and developments in the society.
Methodology applied	<p>In 2021, the National Library of Estonia began to collect literature on disinformation and information manipulation – the keywords being literacy, misinformation, disinformation, information manipulations, information attacks, information operations, information warfare, propaganda, fake news. This collection has grown considerably in a couple of years. They mediate studies and analyses conducted by Estonian researchers and experts, collect and recommend web pages where users can find guidance on media literacy and identifying false information. They have started to develop a cooperation network of authorities dealing with disinformation and information security.</p> <p>Library's media literacy specialists regularly write blog posts about media education and the identification of false information, analyse articles (particularly related to the war in Ukraine) and explain terms. Library closely collaborate with the Estonian professional library journal and the terminology working group of the Estonian Librarians' Association.</p> <p>The Education Centre team of the National Library offers media literacy lessons for both schoolchildren and adults – they go to schools, invite young people to the library, and also provide online lessons. A new class introducing AI has been created for upper secondary schools – “Beat the Artificial Intelligence”, a card game for schoolchildren „Smarter Than the Troll“ introduces media literacy and explains new terms. The Centre also organises seminars for librarians to discuss different forms of media, analyse manipulations in the media, etc.</p>
Structured - learning/training topics covered	Program covers variety of media literacy topics through educational articles, advices by staff members given to users, and through the collection of articles. Some of the topics are: literacy, misinformation, disinformation, information manipulations, information attacks, information operations, information warfare, propaganda, fake news.
Results	Activities are taking place as part of day-to-day work of the libraries and there are no direct results yet. Program was launched in the end of 2023.
Contact persons / youth workers	General contact and inquiries: info@rara.ee

Identification of the initiative / programme / organisation	Media and Information Literacy Project Lab in Tallinn, Estonia
Implementor(s) or Promoter(s)	SALTO Participation and Information Resource Centre (SALTO PI)
Website	https://participationpool.eu/2023/06/02/media-and-information-literacy-project-lab-took-place-on-23-25-may-in-tallinn-estonia/
Group(s) addressed	Youth workers, educators
Description of the good practice / initiative	<p>SALTO Participation and Information Resource Centre (SALTO PI) has been working on Media and Information Literacy (MIL) since 2018 and continues to develop activities and resources to improve MIL skills of young people, youth activists, youth leaders and youth workers, as well as increase the number of quality MIL projects within the EU Youth Programmes Erasmus+ and European Solidarity Corps.</p> <p>Between 23-25 May 2023, SALTO Participation and Information organised the second edition of the Media & Information Project Lab.</p> <p>It brought together 29 youth workers and youth organisation representatives interested and working on MIL topics from more than 20 different countries in Europe and beyond. In addition to the participants, the event featured an international team of trainers and mentors, who shared their expertise with participants and guided them throughout the event so that they could form project teams and generate a project idea within the scope of MIL topics.</p>
Methodology applied	Non-formal education, training for youth workers and educators
Structured - learning/training topics covered	<p>The event included lectures, seminars and workshops about democracy and critical thinking, freedom of speech, applications of AI in youth work, making memes, radicalisation and the dark side of the web, information disorder, as well as digital security and privacy.</p> <p>On the final day, the project teams (5 in total) pitched their project ideas to a panel with 3 mentors (MIL mentor, digital transformation mentor and promotion and outreach mentor), who gave feedback on their project ideas.</p> <p>The participants also received consultation about the EU youth programmes funding opportunities</p>
Results	29 youth workers and youth organisations raised their capacities for work on the topic of media and information literacy.
Contact persons / youth workers implementing the initiative	<p>Kelly Hrupa; kelly.hrupa@harno.ee</p> <p>Board of Education and Youth; info@harno.ee</p>

5.3. Examples of Good Practices in Croatia

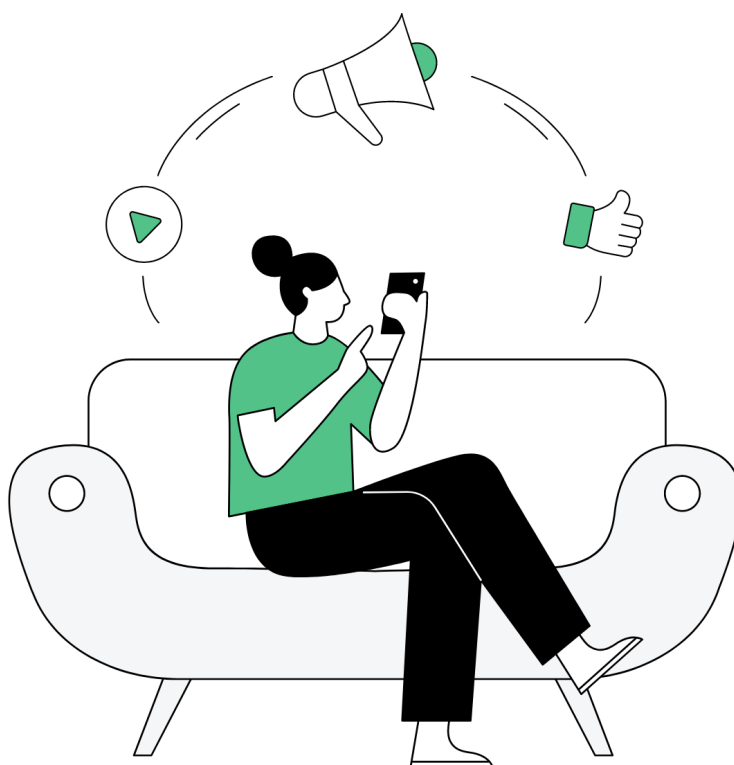
Identification of the initiative / programme / organisation	“Children of Media” (Djeca medija) project on the development of media literacy and media culture
Implementor(s) or Promoter(s)	Association for Communication and Media Culture (Društvo za komunikaciju i medijsku kulturu, DKMK)
Website	https://djecamedija.org/
Group(s) addressed	Children, parents and teachers
Description of the good practice / initiative	<p>The project “Children of Media” is the main project of the Association for Communication and Media Culture. The aim and the purpose of the project is systematic education on media as well as raising awareness among users which consume media content with understanding and critical thinking. The role of the media in our society is great. They not only inform, educate and entertain, they also influence our attitudes and behaviours among children and adults. Due to the quite hectic lives, parents have less and less time to spend with their children, and mass media have turned into primary educators of the younger generations, and more importantly, they have turned into role models. Children and youth spend the majority of their time on media which many times creates wrong moral values which are being promoted through reality shows, advertisement manipulation, portraying violence, and many more. Any of these factors can lead to imitating that behaviour, implementation of negative moral values inside of people as well as encouraging aggression, fear and criminality.</p> <p>For the media to have a positive impact on their lives, children and youth need to be aware of all the positive, as well as negative sides of mass media. Therefore, media education is crucial because it contributes to developing specific knowledge and skills which are necessary for adequate use of the media among children and youth.</p> <p>That is why this project aims at raising awareness and educating children and youth to consume media content with understanding and critical thinking.</p> <p>Project is aimed at more target groups which include the academic community (students and professors), children and youth, seniors, national minorities, educational institutions, general public, family and parents.</p> <p>It is an ongoing project that has been implemented since 2008.</p>
Methodology applied	Reflective approach, collaborative approach, inquiry-based approach
Structured - learning/training topics covered	<p>The main project activities include and topics were:</p> <ul style="list-style-type: none"> • interactive lectures and workshops which include the following topics: media world basics; cartoons now and then; children and the Internet; stereotypes and portraits of beauty in media; advertisement

	<p>and their impact; impact of videogames on children and youth; the use of media in education</p> <ul style="list-style-type: none"> • online activities on the project's web page and social media - publishing educational and entertaining content, summaries of interesting written and digital texts, as well as audio and video content for all generations • ten webinars for elementary and high schools including topics such as: influencers, social media and the Internet development, cyber bullying, violence in animated movies, advertisement, video games development, etc. • radio broadcasts to cover relevant topics within the area of media literacy, such as: lifelong learning and media literacy; reporting on children and domestic violence; programmes for children; bullying; radio journalism; cybersafety; underage delinquency; the school of communications; media in education; public relationship role in democratic society; family and media; journalist ethics; media and children with disabilities; media culture; the role of new media; the impact of television; politics and media; youth, education and media; youth and social media; media language; children in media
Results	<p>There were 12 brochures published within this ongoing national project including the following:</p> <ul style="list-style-type: none"> • Media without violence? • Welcome to the world of the Internet • The world of videogames • The magical (misleading) world of advertisement • The Internet on your palm • How to recognize media sensations? • Media (and) our teachers • Stereotypes and media perception of beauty • Safety and privacy online • Leaflet for a safe digital student • Media education for more inclusive society • Filters are a hit, but is that the point? <p>There were also 6 publications published:</p> <ul style="list-style-type: none"> • Curriculum of media education for elementary and high schools • Media and preschool children • Family and challenges of new media • Children of Media - from marginalisation to senzation" • Sexting and sexual extortion - publication for high school students • Picture book "Unrealistic jumps" <p>There is also a YouTube channel under the name "Children of Media" which features the total of 43 videos of lectures, webinars, interviews and other video materials.</p>
Contact persons / youth workers implementing the initiative	<p>Katarina Blažina Mukavec: info@dkmk.hr Tamara Kvas: info@dkmk.hr</p>

Identification of the initiative / programme / organisation	Media literacy training for educators
Implementor(s) or Promoter(s)	GONG (Civil Society Association)
Website	https://gong.hr/category/medijska-pismenost-2/ https://gong.hr/
Group(s) addressed	Educators working with children and youth on a national level.
Description of the good practice / initiative	<p>Media literacy training for educators included 30 educators from all over Croatia. This training included three modules - political, European and media literacy. It was aimed at educators who want to develop their knowledge and share it with colleagues and students.</p> <p>Through the module on media literacy they got familiar with the importance of media in contemporary policy making and critically questioned messages that are presented through media and on social networks.</p>
Methodology applied	Non-formal learning methodologies were applied including individual work, pair work, group work, presentations, discussions, etc.
Structured - learning/training topics covered	This training included a series of lectures and workshops around a spectrum of topics within the framework of media literacy, such as fake news, artificial intelligence and the challenges that come with using it in media and education, raising awareness on manipulation of information by the politicians, etc.
Results	<p>The main results achieved in this programme implemented in 2023 were:</p> <ul style="list-style-type: none"> • 30 educators from all around Croatia trained in three subject areas: political, European and media literacy.
Contact persons / youth workers implementing the initiative	<p>Lucija Dumančić Jovanović: lucija@gong.hr</p> <p>Milica Bogdanović: edu@gong.hr</p>

Identification of the initiative / programme / organisation	‘Children’s Rights Festival’ workshops on media literacy and ‘Media Literacy For integration Project’ are the two interrelated initiatives within Alternator
Implementor(s) or Promoter(s)	Association for the Promotion of Creativity and Equal Opportunities Alternator
Website	https://festivalpravadjecce.com/radionice-za-mlade/
Group(s) addressed	Children in elementary and high schools
Description of the good practice / initiative	<p>‘Children’s Rights Festival’ workshops on media literacy is a series of workshops that have been implemented already for several years and continue to be implemented. It was founded in 2009 and still continues to be implemented.</p> <p>They are aimed at high school students and happen online as well as offline.</p> <p>Workshops which are offered within the Festival focusing on the topic of Media literacy are: Social media and mindfulness: What do I do when I am not scrolling?, and Fake news around me and in my school.</p> <p>Media Literacy for Integration project</p> <p>The aim of this project was empowering students with developmental disabilities to think critically about the world around themselves, with a more specific focus on media and media messages. The project consisted of three workshops on media literacy topics and included high school students with developmental disabilities.</p>
Methodology applied	Collaborative, integrative and inquiry-based approaches
Structured - learning/training topics covered	<p>The two workshops offered within the Children’s Rights Festival are the following:</p> <ul style="list-style-type: none"> • ‘Social media and mindfulness: What do I do when I am not scrolling?’ - the aim of this workshop is to raise awareness among students about how they feel, behave and think when they are not “plugged into” social media and virtual life. It also aims at offering to them tools on how to regulate their emotions and different states such as boredom, lack of self-confidence, etc. The workshop also aims at raising awareness about what happens when they scroll, and how to build connection with themselves so that they don’t feel endangered to lose their social media status, and that they build capacity to deal with fear of missing out on something important. • ‘Fake news around me and in my school’ - aim of this workshop is to answer the following questions: What is fake news? How is it created? Which forms of fake news exist? Have I ever believed in fake news? Young people learn how to recognize fake news, the structure of news, and how to check the most important information.

	<p>The Media Literacy for Integration project consisted of three workshops on media literacy topics and included high school students with developmental disabilities.</p>
Results	<p>The main results of the Children's Right Festival and Media Literacy for Integration project included the following:</p> <ul style="list-style-type: none"> • more than 67 thousand participants who attended the Festival • It takes part in 22 Croatian cities and includes students from more than 150 schools • students increased awareness on the impact of scrolling and their behaviour when they are not able to do it • students have built their toolbox of mindfulness tools to regulate their emotions and different states • students know more about fake news and how it is created • students are more aware of the importance of media literacy in general
Contact persons / youth workers implementing the initiative	<p>Iva Dugač: iwadugac@alternator.hr Anđela Vuković: andelavukovic@alternator.hr</p>



Identification of the initiative / programme / organisation	Media Literacy Portal (Medijska pismenost)
Implementor(s) or Promoter(s)	Electronic Media Agency and UNICEF
Website	https://www.medijskapismenost.hr/
Group(s) addressed	Children, youth, parents, educators
Description of the good practice / initiative	<p>Media Literacy portal is a platform for promotion of media literacy and providing support to all of those who participate in media literacy education - children and youth, but also adults. The portal provides educational materials for teaching media literacy in kindergartens and schools, many good case practices, advice and recommendations for parents and guardians, information on the impact of media, media content and social media on children and youth, cyber safety, global media and information trends, as well as politics around media literacy, media education, media and digital platforms.</p> <p>The goal of the portal is to become a central space for information on media education, media literacy, policy and trends in media and audiovisual industry as well as to empower parents and educators to actively pursue knowledge and information about media, social media and digital platforms about the ways which can influence the development of children.</p>
Methodology applied	Collaborative, reflective, integrative
Structured - learning/training topics covered	<p>Media Literacy portal covers the following media: film, television, radio, print, the Internet, video games, advertising.</p> <p>Except for the above mentioned general topics, the portal puts additional emphasis on on topics such as: issues of disinformation, cyber security, media and children's development, violence in media and stereotypes in media</p>
Results	<p>Within the activities of the portal, there are many educational materials (more than 60) which were created for educators, parents, children and youth. The portal also features many video materials (more than 20) as well as quizzes children and young people can play to learn about social media and mental health. There is also a picture book for children and infographics.</p> <p>Educational materials available for download include the following:</p> <ul style="list-style-type: none"> • 'BE YOURSELF - How to be in balance in virtual and media environment' - workbook for support of mental health of youth • 'Introduction into journalism' - educational materials for elementary and high school students about media and journalism • 'Introduction into cinematic language' - handbook for elementary and high schools

	<ul style="list-style-type: none"> • 'Media and emotions 1' - materials for development of media and emotional literacy of children until the age of 8 years • 'Media and emotions 2' - materials for development of media and emotional literacy of children between ages of 6 and 12 • 'Media and emotions 3' - materials for development of media and emotional literacy of youth older than 12 • 'Big data and data economy' - for upper classes of elementary school • 'Disinformation' - brochure and exercises for understanding the issue of disinformation • 'Media literacy for the youngest' - multimedia handbook for the preschool children • 'Influencers and their role in lives of children and youth' - workbook for educators and parents of elementary and high school children • 'Digital media and mental health' - educational materials for implementation of workshops on media literacy for students of elementary and high schools • 'Media and information literacy' - workshops for classroom activities • 'Let's talk about life on the other side of the screen' - handbook for parents and guardians of elementary and high schools • 'Critical thinking in digital environment' - workshop for parents • 'Undercover advertisement' - educational materials for elementary schools • Respecting oneself and other in virtual world - educational materials for elementary school students
Contact persons / youth workers implementing the initiative	<p>Ana Dokler: adokler@aem.hr</p> <p>Robert Tomljenović: medijskapismenost@aem.hr</p>



Identification of the initiative / programme / organisation	Erasmus+ KA2 project 'Fight fake news - preserve mental health' Platform 'Fight Fake News, Preserve Mental Health'
Implementor(s) or Promoter(s)	Association Videatur
Website	https://www.videatur.hr/projekti/#Projekt7 https://fight-fake-news.keng.gr/e-learning/
Group(s) addressed	<p>Target groups of this project are the following:</p> <ul style="list-style-type: none"> • youth work organisations directly included in the project which want to increase the quality of their work with young people and strengthen their capacity for future cooperation • other local and regional organisations who work in the area of mental health among youth • young people with less opportunities who will be included in the training activities to strengthen their critical thinking and being able to respond constructively to fake news
Description of the good practice / initiative	<p>'Fight fake news - preserve mental health' project aims at establishing collaboration with less experienced local organisations and scaling the work on media literacy to global level.</p> <p>It also aims at developing new innovative non-formal learning programmes to include a bigger number of young people with less opportunities. Those programmes focus on critical thinking about the news and digital content which would also increase the quality of activities of youth work organisations.</p> <p>The project also builds capacity of youth workers from organisations who have no prior experience in implementation of international projects to be able to act accordingly, and recognize the influence of fake news on the mental health of youth, and to empower them to be able to respond to the needs of young people with less opportunities.</p> <p>And lastly, it aims at developing digital tools that increase the quality of youth work to be able to support youth in distinguishing between reality and fake world, as well as to increase the capacity of organisations to use those innovative tools in their future youth work activities.</p>
Methodology applied	Collaborative, constructivist, integrative
Structured - learning/training topics covered	<p>This project comprises of six important activities:</p> <ul style="list-style-type: none"> • transnational meetings to exchange good case practices among the participating youth organisations • media literacy training for the young people with less opportunities to strengthen their critical thinking and developing the ability to analyse digital content

	<ul style="list-style-type: none"> • creating a non-formal training programme on the topic of 'The impact of fake news on mental health of youth' as well as the manual for individual work which will encourage development of transversal skills among youth • creating digital tools such as digital manuals, e-learning programmes and critical thinking quizzes • creating and implementing training for trainers for youth works from participating organisations to empower them to use training tools with the aim of decreasing the negative impact on mental health of youth. • establishing a digital base of supporting organisations which will integrate the tools developed within the project into their work and disseminate them after the project
Results	<p>The main results of the project included the following:</p> <ul style="list-style-type: none"> • Digital platform with all the documents, intellectual outcomes and e-learning course on the topic of fake news and mental health protection: https://fight-fake-news.keng.gr/e-learning/ • e-learning course which consists of two parts and it is self-paced • four local and international training activities for more than 30 young people with less opportunities and more than 20 youth workers • an international network of organisations built who are able to implement tools for preservation mental health in relationship to fake news • good case practices exchanged on national and international level • local communities included in the youth work organisations' activities
Contact persons / youth workers implementing the initiative	<p>Davor Slišurić: info.videatur@gmail.com Tomislav Mandić: info@videaturusluge.eu</p>



Identification of the initiative / programme / organisation	Guidebook for Media Literacy Development 'Read between the lines'
Implementor(s) or Promoter(s)	GONG (Civil Society Association)
Website	https://www.medijskapismenost.hr/prirucnik-za-razvoj-medijske-pismenosti-za-nastavnike-studente-i-srednjoskolce/
Group(s) addressed	Educators, youth, civil society experts, schools and other institutions
Description of the good practice / initiative	<p>Guidebook for Media Literacy Development 'Read between the lines' was developed within the project 'Cornerstone for Media Literate Croatia'. It covers theory in five thematic areas:</p> <ul style="list-style-type: none"> • Media education and literacy • The ABCs of media field: media system and policy • Critical reading of the media • Production - creating media content • Public communication about educational activities and activities in the community <p>Theory is then followed by 29 workshops and activities that can be implemented with youth for each thematic area. At the end there is a glossary of all the most important concepts within the media literacy field that were also mentioned in the guidebook.</p>
Methodology applied	Collaborative, constructivist, inquiry-based
Structured - learning/training topics covered	<p>Topic which are covered in the five main chapters of the guidebook include:</p> <ul style="list-style-type: none"> • understanding media system; media policy analysis; learning about the cycle of producing news; understand the difference between the news and interpretation • critical thinking skills; content analysis of media messages, photos, videos, texts; understanding propaganda, biased media coverage and undercover advertisement; understand the role of media in creating stereotypes; understand freedom of speech and its limitations; analyse the problems around hate speech in media; • content creation, ability to create media content through text, photo or video; shape and publish messages in public
Results	Expected educational outcomes of applying tools and methodologies in this guidebook in educational context include understanding media systems, developing critical thinking skills, and expression through production of media content.
Contact persons / youth workers implementing the initiative	Martina Horvat: gong@gong.hr Lucija Dumančić Jovanović: lucija@gong.hr

Identification of the initiative / programme / organisation	Kulturpunkt journalism school
Implementor(s) or Promoter(s)	Association Kurziv
Website	https://kulturpunkt.hr/natjecaj/edukacija/kulturpunktova-novinarska-skolica-2023-2024/
Group(s) addressed	Young people between the ages of 18 and 30.
Description of the good practice / initiative	Kulturpunkt journalism school is a free educational program for young people that lasts one semester. It has been implemented for 15 years in a row. This program helps young people to develop basic journalist and writing skills, as well as key knowledge about contemporary cultural and artistic practices.
Methodology applied	Collaborative, constructivist, integrative
Structured - learning/training topics covered	<p>Kulturpunkt journalism school consists of four thematic parts:</p> <ul style="list-style-type: none"> • independent cultural scene (cultural policy and practices developed) • media literacy (critical reading of the media, transformation of media and fact-checking) • contemporary art • media content creation (applied journalism and publishing) <p>The whole program consists of lectures, workshops, practicums and mentored seminars..</p>
Results	<p>The main results of this program are:</p> <ul style="list-style-type: none"> • fifteen year long tradition of implementing the journalism school for young people • 15 year people who go through the program every year • developed media literacy skills among young people • developed the ability to create and publish media content among young people
Contact persons / youth workers implementing the initiative	<p>Ivana Pejić: ivana@kulturpunkt.hr Matija Mrakovčić: matija@kulturpunkt.hr</p>

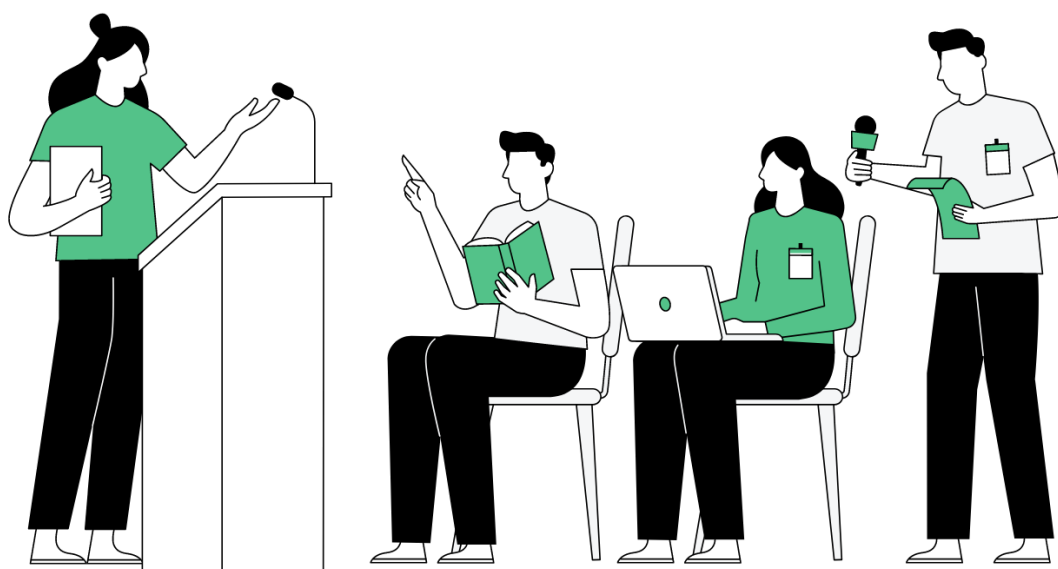
Identification of the initiative / programme / organisation	Faktograf - Fact Checking portal
Implementor(s) or Promoter(s)	Faktograf – Association for informed public
Website	https://udruga.faktograf.hr/
Group(s) addressed	General public
Description of the good practice / initiative	<p>Faktograf portal is managed by the association for the informed public. Faktograf association advocates for the development of good journalism, critical thinking and informed public. They define good journalism as the one which puts into context, points out the important, and clarifies the unclear.</p> <p>Faktograf follows and participates in forming regulation, co-regulation and self-regulation in the domain of digital communication to increase the quality of the institutionalised framework for fact-checking and good journalism ecosystem. It also facilitates exchanges of quality knowledge and experiences with colleagues. It is an active member of many national, regional, European and global networks and initiatives.</p>
Methodology applied	Inquiry-based
Structured - learning/training topics covered	Faktograf portal covers the following topics: good journalism, critical thinking, informed public, fake news analysis, good practices exchange, fact-checking, fake-interview analysis, face-checking codex, public policy debates,
Results	<p>Association Faktograf is currently implementing the following projects:</p> <ul style="list-style-type: none"> • 'Encouraging the development of media standard' - which aims as promoting and further developing media standards, objective news and analysis as well as fighting against disinformation • 'FUNDME - Formal network of non-profit digital media' which aims at empowering national network of civil society organisations to provide support to their members for building financial, organisational and lobbying capacities. • 'REDACT' aims at understanding the influence of digitalization on production, consumption, circulation and regulation of conspiracy theories across Europe. Putting special attention on how political, social and historical contexts shape content, communities, consequences and responses to online conspiracy theories in different European regions. • 'Šira slika (engl. Wide picture)' - combines fact-checking methodology with research journalism with the aim of deepening understanding of topics which encourage the development of critical thinking among readers. • 'Facts on climate change crisis' project which aims at developing and

	<p>establishing fact-checking protocols of the information about the climate change crisis. Its purpose is to strengthen the resilience of the society and develop media literacy through understanding information on the climate crisis.</p> <ul style="list-style-type: none"> • 'Artificial intelligence and disinformation' project which includes a study visit of the project team to the United Kingdom to exchange knowledge and technological advancements related to the use of artificial intelligence in fact-checking and strengthening cooperation.
Contact persons / youth workers implementing the initiative	<p>Ana Brakus: ana.brakus@faktograf.hr Jelena Berković: info@faktograf.hr</p>



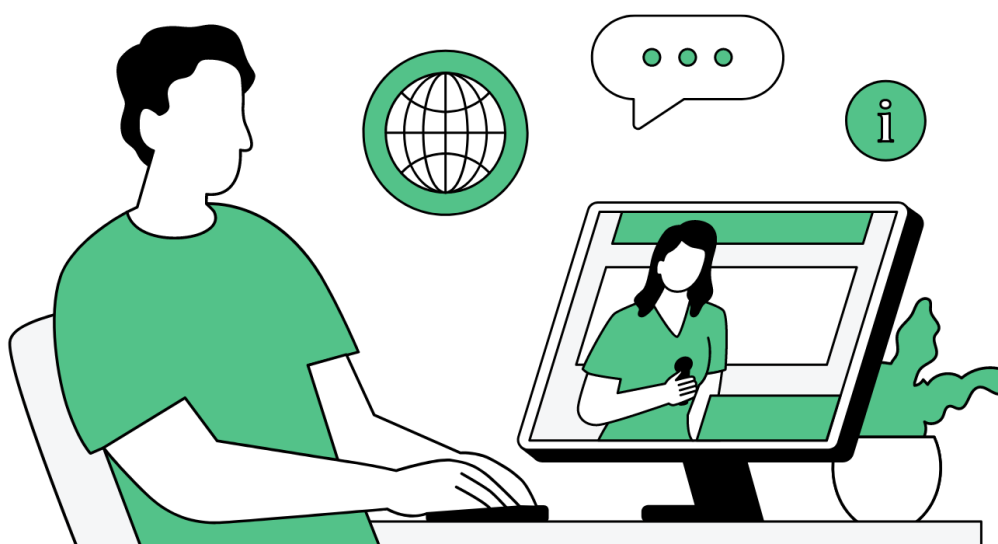
Identification of the initiative / programme / organisation	Škola medijske kulture (eng. Media Culture School)
Implementor(s) or Promoter(s)	Croatian film clubs' association
Website	https://smk.hfs.hr/
Group(s) addressed	Educators, teachers
Description of the good practice / initiative	<p>Media Culture School is a ten day long educational program for educators that has been implemented already for 25 years. It is considered to be one of the top 5 most important media literacy projects in Croatia, and one of the 150 most important on the EU level.</p> <p>It is seen as a place for upgrading, expanding or first meeting with the world of film, photography, radio and media. All the content within the program is delivered by experts in the field.</p> <p>One of the main pillars of this program is the belief that by investing in educators who are in love with the world of media, we invest in future generations of children and youth.</p>
Methodology applied	Collaborative, constructivist, inquiry-based
Structured - learning/training topics covered	<p>There are two formats of this educational program - seminar based and workshop based.</p> <p>Seminar based format consists of two levels and covers the following topics:</p> <ul style="list-style-type: none"> • First level lays the theoretical foundation and covers the following topics: General history of animation, film theory, film history, film structure, Croatian film history, film kinds, styles and genres, media culture in Croatian language, radio drama, multimedia in theory and practice • The second level offers further specialised knowledge and covers different topics from year to year which enables the same participants to take the program again every year and expand their knowledge and expertise which turns it into a life-long learning experience. Topics include contemporary film and media as well as other relevant topics and phenomena. <p>Workshop based format consists of the following independent workshops:</p> <ul style="list-style-type: none"> • Documentary • Motion picture film • Animated film • Camera and recording • Editing

	<ul style="list-style-type: none"> • Photography • Radiophony • Experimental film • Digital photo editing and visual effects • TV journalism • Music video • Film script • Drama pedagogy
Results	<p>During the last 25 years of implementing Media Culture school there were:</p> <ul style="list-style-type: none"> • more than 3000 participants in the program • more than 17 programs implemented every year • 90 hours of work during the program • more than 40 lecturers, associates and experts
Contact persons / youth workers implementing the initiative	<p>Tatjana Aćimović: tatjana.acimovic@hfs.hr Sanja Zanki Pejić: sanja.zanki@hfs.hr</p>



Identification of the initiative / programme / organisation	Project 'Media Literacy is Important'
Implementor(s) or Promoter(s)	Association Pragma (in cooperation with other partners)
Website	https://www.udruga-pragma.hr/ https://mov.com.hr/o-projektu/
Group(s) addressed	Youth and youth workers, educators, trainers who work with youth, as well as all citizens, experts working in the fields of culture and education on local, regional and national levels.
Description of the good practice / initiative	<p>Association Pragma aims at promoting, improving and developing of democratic political culture, human rights protection, international cooperation in the field of education and decreasing poverty, publishing expert and scientific work, doing social work and providing social services as well as mental health and addiction prevention. One of the main aims of the association is to implement activities and projects of media and digital literacy as well as to establish a connection between emotional intelligence and media literacy.</p> <p>One of the most important projects of the association is 'Media Literacy is Important' because it resulted in guidelines for the development of media education within formal and non-formal education.</p> <p>The project puts in focus how important media education is for learning new things and developing skills for successful navigation through the complexities of the digital world, for critical analysis of data and active participation in society. This project recognizes the importance of educators and includes them in programs of strengthening the capacity of educational institutions to further develop their media education programs.</p> <p>By implementing those guidelines, it is possible to create an educational environment which empowers children and youth, nurtures critical thinking and leads towards successful implementation in all areas of media literacy.</p>
Methodology applied	Constructivist, inquiry-based
Structured - learning/training topics covered	<p>Project 'Media Literacy is important' addresses the topic of media literacy in different ways. One way is through their guidelines in which the following topics are addressed: media literacy, formal education, non-formal education, socio-emotional skills and media politics.</p> <p>Video materials created within the project cover the following topics: youth in media, science in media, media platforms and gig economy, influencers and how they impact our habits and behaviour, algorithms and how they impact our behaviour, reasons for people to be fond of fake news and conspiracy theories, showing human body in media and on social media, mems, etc.</p>

	Educational platform aims at providing interactive materials, quizzes, multimedia content and links for further understanding of the topic of media literacy for educators, and all interested citizens.
Results	<p>There were multiple results of this project including:</p> <ul style="list-style-type: none"> • a web page dedicated to the project which consists of the information about the project activities, social influence analyses, guidelines on promoting media literacy, the most important research conducted on the topic of media literacy, educational e-learning platform on media literacy and relevant video content around the topic of media literacy • six sets of guidelines for promoting and implementing media literacy programs (which are all available for free download) including: <ul style="list-style-type: none"> ○ media literacy in elementary schools, ○ media literacy in high schools ○ media literacy and civil education ○ media literacy in non-formal education ○ socio-emotional skills and media literacy ○ media literacy and media politics
Contact persons / youth workers implementing the initiative	<p>Nedjeljko Marković: markovic@udruga-pragma.hr</p> <p>Jelena Adamlje: pragma@udruga-pragma.hr</p>



6. Annex: Detailed Research Results per Country



6.1. Detailed results: Portugal

Table 1: Which of these items do you have at home - Portuguese sample

Item	Yes	No	Do not know
TV	89.4 %	8.8 %	1.8 %
Smartphone	95.3 %	3 %	1.8 %
Laptop	91.1 %	6 %	3 %
Radio	42.9 %	50 %	7.1 %
PC	30.5 %	64.7 %	4.8 %
Landline phone	47 %	49.4 %	3.6 %
Video game console	45.2 %	52.4 %	2.4 %
Tablet	48.2 %	48.8 %	3 %
E-book reader (ex. Kindle)	12.6 %	80.8 %	6.6 %

Table 2: How frequently do you use each of these items - Portuguese sample

Item	Every day / Almost every day	At least once a week	At least once a month	Once in three months	Never	Do not have this item	Don't know
TV	52.1 %	21.9 %	5.9 %	4.1 %	7.7 %	6.5 %	1.8 %
Smartphone	93.4 %	2.4 %	0 %	0 %	1.2 %	1.2 %	1.8 %
Radio	7.1 %	14.9 %	5.4 %	8.9 %	17.3 %	43.5 %	3 %
Laptop	66.3 %	16.3 %	3.6 %	3 %	4.2 %	4.8 %	1.8 %
PC	8.5 %	7.3 %	6.7 %	6.1 %	14 %	54.3 %	3 %
Landline phone	3.6 %	6 %	8.4 %	13.9 %	26.5 %	39.2 %	2.4 %
Video game console	6.7 %	14.5 %	9.1 %	7.9 %	15.2 %	44.8 %	1.8 %
Tablet	19.9 %	9 %	7.8 %	4.8 %	11.4 %	44 %	3 %
E-book reader (ex. Kindle)	5.5 %	5.5 %	3 %	0.6 %	11.5 %	71.5 %	2.4 %

Table 3: How frequently do you use each of these media - Portuguese sample

Item	Every day / Almost every day	At least once a week	At least once a month	Once in three months	Never	Don't know
Internet on the phone	92.3 %	3 %	1.2 %	0.6 %	1.2 %	1.8 %
Internet on any other device	79.2 %	10.1 %	3 %	1.8 %	2.4 %	3.6 %
Watch TV	51.5 %	19.4 %	4.8 %	5.5 %	13.9 %	4.8 %
Read on-line news	40.4 %	29.5 %	11.4 %	4.8 %	9 %	4.8 %
Listen to the radio	11.6 %	14.6 %	12.8 %	4.9 %	47 %	9.1 %
Play a video or computer game	17 %	15.8 %	9.7 %	11.5 %	40 %	6.1 %
Read printed newspaper	3 %	6.7 %	11.6 %	13.4 %	55.5 %	9.8 %
Read a book (on- line/printed)	25.6 %	23.2 %	14 %	11 %	22 %	4.3 %
Go to the cinema	7.3 %	12.7 %	18.8 %	44.2 %	10.9 %	6.1 %

Table 4: Critical news media literacy - Portuguese sample

Item	Strongly disagree	Somewhat disagree	Neither disagree nor agree	Somewhat agree	Strongly agree
The owner of media company influences the content that is produced	2.1 %	7.9 %	18.5 %	49.7 %	21.7 %
News companies choose stories based on what will attract the biggest audience	0.5 %	7.4 %	6.3 %	38.9 %	46.8 %
Individuals can find news sources that reflect their own political values	1.1 %	5.3 %	22.3 %	41.5 %	29.8 %

Item	Strongly disagree	Somewhat disagree	Neither disagree nor agree	Somewhat agree	Strongly agree
People pay more attention to news that fits their beliefs than those news that don't	0.5 %	7.4 %	16.4 %	35.4 %	40.2 %
Two people might see the same news and get different information from it	1.1 %	4.2 %	10.1 %	37.6 %	47.1 %
People are influenced by news whether they realize it or not	1.6 %	2.1 %	11.1 %	42.3 %	42.9 %
News coverage of a political candidate will influence people's opinions	0.5 %	2.1 %	16.9 %	38.6 %	41.8 %
News is designed to attract the audience's attention	1.6 %	11.6 %	19.0 %	32.8 %	34.9 %
Light in TV studio is used to make certain people in the news look good or bad	6.4 %	11.7 %	46.3 %	25.0 %	10.6 %
When taking pictures, photographers choose what is the most relevant	1.1 %	5.8 %	16.9 %	39.7 %	36.5 %
News makes things more dramatic than they really are	0.5 %	7.4 %	31.9 %	41.5 %	18.6 %
A news story that has good pictures is more likely to show up in the news	2.1 %	6.9 %	25.4 %	38.6 %	27.0 %

Item	Strongly disagree	Somewhat disagree	Neither disagree nor agree	Somewhat agree	Strongly agree
A story about conflict is more likely to be featured prominently	0.5 %	4.3 %	21.3 %	36.7 %	37.2 %
A journalist's first obligation is to tell the truth	1.1 %	1.6 %	11.6 %	16.9 %	68.8 %

Table 5: How is youth portrayed in the media - Portuguese sample

Negative characteristic	1	2	3	4	5	6	7	Positive characteristic
Passive	1.8 %	15.9 %	9.4 %	17.1 %	18.2 %	21.8%	15.9%	Active
Uneducated	3.0 %	6.5 %	13.1 %	19.6 %	26.2 %	24.4%	7.1%	Educated
Rude	4.2 %	23.8 %	20.8 %	26.2 %	13.7 %	7.1%	4.2%	Polite
Unorganized	4.7 %	16.0 %	27.2 %	27.2 %	14.2 %	8.3%	2.4%	Organized
Disinterested	13.6 %	17.2 %	21.3 %	20.1 %	9.5 %	11.2%	7.1%	Curious
Intolerant	7.7 %	10.1 %	20.8 %	23.8 %	23.2 %	12.5%	1.8%	Tolerant
Unimaginative	5.3 %	7.7 %	14.8 %	27.2 %	21.9 %	14.8%	8.3%	Creative
Dependent	20.7 %	19.5 %	18.9 %	20.1 %	7.1 %	7.1%	6.5%	Independent
Violent	4.1 %	8.3 %	23.1 %	34.9 %	14.8 %	11.2%	3.6%	Peaceful
Apolitical	10.7 %	13.0 %	17.8 %	28.4 %	14.8 %	10.1%	5.3%	Political

Table 6: How concerned are you about the truthfulness of information you receive from the following sources - Portuguese sample

Item	Completely not concerned	Somewhat not concerned	Nor not concerned or concerned	Somewhat concerned	Completely concerned
Messengers	7.7 %	14.8 %	25.3 %	30.8 %	21.4%
X (ex Twitter)	10.6 %	11.7 %	31.3 %	24.0 %	22.3%
YouTube	5.5 %	18.2 %	26.0 %	28.2 %	22.1%
Portals or applications for news distribution	4.4 %	19.8 %	17.0 %	30.8 %	28.0%
Facebook	11.0 %	9.9 %	29.8 %	21.5 %	27.6%
Reddit	8.9 %	9.4 %	44.4 %	20.0 %	17.2%
Instagram	6.1 %	9.5 %	17.9 %	43.0 %	23.5%
TikTok	11.7 %	6.1 %	23.3 %	23.9 %	35.0%
Linkedin	8.9 %	13.4 %	42.5 %	19.0 %	16.2%

Table 7: Internet information search skills - Portuguese sample

Item	Strongly disagree	Somewhat disagree	Neither disagree nor agree	Somewhat agree	Strongly agree
Sometimes I end up on websites without knowing how I got there	16.7 %	27.2 %	13.3 %	30.0 %	12.8%
Sometimes I find it difficult to verify the information I have retrieved	5.6 %	16.7 %	13.3 %	49.4 %	15.0%
I find it hard to decide what keywords are the best to use for online searches	11.9 %	29.9 %	19.2 %	27.1 %	11.9%
I get tired when looking for information online	13.9 %	23.3 %	22.2 %	31.7 %	8.9%
I find it hard to find a website I visited before	25.6 %	35.0 %	21.7 %	15.0 %	2.8%
I should take a course on finding information online	24.0 %	27.4 %	24.0 %	15.6 %	8.9%

Table 8: Content production skills - Portuguese sample

Item	Strongly disagree	Somewhat disagree	Neither disagree nor agree	Somewhat agree	Strongly agree
I know how to decide whether a software or application is safe to download	6.3 %	17.2 %	21.3 %	42.0 %	13.2%
I can create new content from existing Internet images, music or video	5.8 %	19.1 %	20.2 %	35.8 %	19.1%
I know which intellectual property rights apply to all online content	16.1 %	29.3 %	29.3 %	17.2 %	8.0%
I can make basic changes to the content that someone else has created (such as Internet images, music or video)	8.0 %	22.4 %	21.3 %	33.3 %	14.9%
I know how to design a website	31.6 %	19.0 %	16.7 %	17.8 %	14.9%

Table 9: What are the reasons you use Internet for - Portuguese sample

Item	Yes	No
e-mail exchange	87.9 %	12.1 %
Searching for information about products/services	96.6 %	3.4 %
Uploading video or music content	60.5 %	39.5 %
Writing blog	17.9 %	82.1 %
Streaming movies	89.1 %	10.9 %
Streaming music	93.1 %	6.9 %
Reading news	75.3 %	24.7 %
Internet banking	55.8 %	44.2 %
On-line shopping	79.3 %	20.7 %
Communicating on social media	91.9 %	8.1 %
Communicating with public institutions	59.3 %	40.7 %
Communicating on messengers	94.8 %	5.2 %
Participating in public debates	19 %	81 %
Using shared folders (ex. Google docs)	80.5 %	19.5 %
Video calls	80.5 %	19.5 %
Using cloud services	83.7 %	16.3 %

Table 10: Have you ever used AI for creating content - Portuguese sample

Item	Yes	No
Using AI for creating content	43.1 %	56.9 %

Table 11: How often have you used AI in creating content - Portuguese sample

Item	1 – 2 times	2-5 times	6-10 times	10-15 times	More than 15 times
Frequency of using AI	22.1 %	27.9 %	20.6 %	2.9 %	26.5 %

Table 12: Trust in AI generated content - Portuguese sample

Item	Completely disagree	Somewhat disagree	Neither disagree nor agree	Somewhat agree	Completely agree
Content made with the help of AI can be trusted	12.1 %	31.5 %	30.3 %	24.2 %	1.8 %
It is difficult for me to tell if the content was made by an AI or a human	3.6 %	29.1 %	32.7 %	27.9 %	6.7 %
Due to the use of AI, it will be more difficult to trust the media	6.1 %	12.1 %	32.7 %	35.2 %	13.9 %

Table 13: Critical thinking about media and green topics - Portuguese sample

Item	Strongly disagree	Somewhat disagree	Neither disagree nor agree	Somewhat agree	Strongly agree
Media provides insufficient information on how regular citizens can use renewable energy	0.7 %	14.8 %	24.8 %	40.9 %	18.8%
Media provides more information about economic than social aspect of renewable energy	NA %	6.7 %	32.9 %	36.9 %	23.5%
Media depicts only positive aspects of renewable energy	3.3 %	19.3 %	34.7 %	29.3 %	13.3%
Media reports about the increase of air pollution, but not how to reduce it	2.7 %	11.4 %	30.2 %	39.6 %	16.1%

Item	Strongly disagree	Somewhat disagree	Neither disagree nor agree	Somewhat agree	Strongly agree
Media reports about negative influences of air pollution on one's health, but not the benefits of clean air on one's health	2.0 %	16.1 %	30.2 %	35.6 %	16.1%
I cannot tell what agenda media has regarding biodiversity	4.0 %	16.8 %	36.9 %	30.9 %	11.4%
Media provides specific instructions on how to slow down climate change processes	16.9 %	29.7 %	32.4 %	18.9 %	2.0%
Media links the changes in biodiversity with the climate changes	4.8 %	16.4 %	34.9 %	37.7 %	6.2%
Media instructs individuals how they can revert climate change processes	11.5 %	29.1 %	35.1 %	20.3 %	4.1%
Media describes climate change as a process which is out of human control	13.5 %	27.0 %	33.1 %	19.6 %	6.8%
If there were not for the media, climate changes would not be such a salient topic today	4.7 %	14.8 %	34.9 %	34.9 %	10.7%
Media writes about recycling to help major recycling companies make more profit	6.7 %	18.0 %	50.0 %	18.0 %	7.3%

Item	Strongly disagree	Somewhat disagree	Neither disagree nor agree	Somewhat agree	Strongly agree
Media depicts fossil fuels (oil, gas...) in a very negative light	4.1 %	21.1 %	42.9 %	21.8 %	10.2%
Media portrays protesters against fossil fuels as saviors, omitting the fact they use fossil fuels as well	10.8 %	22.3 %	41.9 %	18.9 %	6.1%
Media rarely states that nuclear energy is still more stable source of energy than renewable sources of energy	4.1 %	3.4 %	45.9 %	24.3 %	22.3%
Media depicts recycling as a sustainable solution, without mentioning the amount of energy needed to recycle items	1.4 %	2.7 %	25.7 %	40.5 %	29.7%

Table 14: Please rate how much you trust the social media in your country when reporting about each of the following green topics - Portuguese sample

Item	Completely do not trust	Somewhat do not trust	Neither do not trust nor trust	Somewhat trust	Completely trust	Can not assess
Air pollution	7.6 %	8.3 %	15.2 %	50.3 %	8.3 %	10.3 %
Land use	7.6 %	11 %	29.7 %	23.4 %	9 %	19.3 %
Biodiversity	4.2 %	11.8 %	18.8 %	42.4 %	8.3 %	14.6 %
Climate change	5.5 %	9.7 %	13.1 %	53.8 %	11 %	6.9 %
Noise pollution	6.2 %	7.6 %	27.6 %	33.8 %	7.6 %	17.2 %
Natural resources	6.3 %	10.5 %	24.5 %	38.5 %	6.3 %	14 %
Sustainable soil use	8.3 %	11.1 %	27.1 %	30.6 %	5.6 %	17.4 %
Water management	8.4 %	11.2 %	21.7 %	40.6 %	4.2 %	14 %
Urban ecology	4.9 %	16 %	22.9 %	29.2 %	5.6 %	21.5 %

Item	Completely do not trust	Somewhat do not trust	Neither do not trust nor trust	Somewhat trust	Completely trust	Can not assess
Deforestation	6.2 %	17.9 %	13.8 %	43.4 %	6.2 %	12.4 %
Ozone repair	5.5 %	17.9 %	20 %	34.5 %	4.8 %	17.2 %

Table 15: Understanding the difference between a sustainable green approach and greenwashing - Portuguese sample

Item	Yes	No
I understand the difference between a sustainable green approach and greenwashing	57.1 %	42.9 %

Table 16: Please rate how much you trust media portrayals of products and organizations from your country regarding their greenwashing practices - Portuguese sample

Item	Completely do not trust	Somewhat do not trust	Neither do not trust nor trust	Somewhat trust	Completely trust	Can not assess
If a product has a green label, media depicts it as a guarantee for environmental friendliness	6.3 %	18.2 %	30.1 %	30.8 %	5.6 %	9.1 %
Media transparently shows corporate green practices	19.4 %	29.2 %	25 %	15.3 %	2.8 %	8.3 %

6.2. Detailed results: Estonia

Table 17: Which of these items do you have at home - Estonian sample

Item	Yes	No	Do not know
TV	92.2 %	7.3 %	0.5 %
Smartphone	95.1 %	3.9 %	1 %
Radio	55.8 %	43.2 %	1 %
Laptop	91.3 %	7.3 %	1.5 %
PC	57.3 %	41.3 %	1.5 %
Landline phone	20.4 %	77.7 %	1.9 %
Video game console	17.5 %	81.1 %	1.5 %
Tablet	53.9 %	44.2 %	1.9 %
E-book reader (ex. Kindle)	57.8 %	40.8 %	1.5 %

Table 18: How frequently do you use each of these items - Estonian sample

Item	Every day / Almost every day	At least once a week	At least once a month	Once in three months	Never	Do not have this item	Don't know
TV	64.1 %	18 %	4.9 %	3.9 %	3.4 %	3.9 %	1.9 %
Smartphone	91.7 %	2.9 %	1.9 %	0 %	1.9 %	0.5 %	1 %
Radio	25.7 %	17.5 %	9.7 %	8.7 %	7.8 %	29.6 %	1 %
Laptop	62.1 %	17.5 %	8.7 %	5.8 %	0 %	4.9 %	1 %
PC	30.1 %	14.6 %	6.3 %	5.8 %	7.3 %	34.5 %	1.5 %
Landline phone	7.8 %	5.3 %	2.4 %	6.3 %	11.7 %	63.6 %	2.9 %
Video game console	15 %	12.6 %	13.6 %	9.2 %	10.7 %	36.4 %	2.4 %
Tablet	20.4 %	12.6 %	13.6 %	8.7 %	9.7 %	33.5 %	1.5 %
E-book reader (ex. Kindle)	5.3 %	4.4 %	6.3 %	4.9 %	13.1 %	62.6 %	3.4 %

Table 19: How frequently do you use each of these media - Estonian sample

Item	Every day / Almost every day	At least once a week	At least once a month	Once in three months	Never	Don't know
Internet on the phone	88.7 %	5.9 %	2.5 %	1.5 %	1 %	0.5 %
Internet on any other device	70.6 %	14.9 %	4.5 %	3.5 %	4.5 %	2 %
Watch TV	59.3 %	25.6 %	5.5 %	6 %	2.5 %	1 %
Read on-line news	44.8 %	35.8 %	10 %	3 %	5.5 %	1 %
Listen to the radio	35.8 %	26.3 %	12.8 %	14 %	9.5 %	1.7 %
Play a video or computer game	25.3 %	25.3 %	15.3 %	14.7 %	17.9 %	1.6 %
Read printed newspaper	9 %	17 %	19.1 %	28.7 %	23.4 %	2.7 %
Read a book (on- line/printed)	19.5 %	28.2 %	20.5 %	16.4 %	11.3 %	4.1 %
Go to the cinema	6.4 %	6.4 %	21.6 %	51 %	6.9 %	7.8 %

Table 20: Critical news media literacy - Estonian sample

Item	Strongly disagree	Somewhat disagree	Neither disagree nor agree	Somewhat agree	Strongly agree
The owner of media company influences the content that is produced	1.5 %	9.7 %	21.4 %	46.6 %	20.9 %
News companies choose stories based on what will attract the biggest audience	1.9 %	6.3 %	9.7 %	36.9 %	45.1 %
Individuals can find news sources that reflect their own political values	4.4 %	11.7 %	22.8 %	41.7 %	19.4 %

Item	Strongly disagree	Somewhat disagree	Neither disagree nor agree	Somewhat agree	Strongly agree
People pay more attention to news that fits their beliefs than those news that don't	2.9 %	6.3 %	12.6 %	41.3 %	36.9 %
Two people might see the same news and get different information from it	1.9 %	7.8 %	9.2 %	42.2 %	38.8 %
People are influenced by news whether they realize it or not	1.5 %	6.8 %	12.1 %	43.2 %	36.4 %
News coverage of a political candidate will influence people's opinions	1.0 %	8.7 %	12.1 %	47.6 %	30.6 %
News is designed to attract the audience's attention	2.9 %	8.7 %	9.2 %	47.6 %	31.6 %
Light in TV studio is used to make certain people in the news look good or bad	1.9 %	5.3 %	15.0 %	48.5 %	29.1 %
When taking pictures, photographers choose what is the most relevant	2.9 %	16.0 %	21.8 %	41.3 %	18.0 %
News makes things more dramatic than they really are	1.9 %	4.9 %	25.2 %	43.7 %	24.3 %
A news story that has good pictures is more likely to show up in the news	1.0 %	6.8 %	12.6 %	51.0 %	28.6 %

Item	Strongly disagree	Somewhat disagree	Neither disagree nor agree	Somewhat agree	Strongly agree
A story about conflict is more likely to be featured prominently	2.4 %	4.9 %	14.1 %	42.2 %	36.4 %
A journalist's first obligation is to tell the truth	4.4 %	10.2 %	10.2 %	30.1 %	45.1 %

Table 21: How is youth portrayed in the media - Estonian sample

Negative characteristic	1	2	3	4	5	6	7	Positive characteristic
Passive	6.8 %	8.7 %	12.1 %	23.3 %	23.3 %	18.0%	7.8%	Active
Uneducated	6.8 %	7.8 %	10.2 %	17.5 %	18.0 %	23.3%	16.5%	Educated
Rude	12.6 %	13.6 %	16.5 %	15.5 %	19.4 %	10.7%	11.7%	Polite
Unorganized	8.3 %	7.3 %	19.4 %	23.3 %	23.8 %	10.2%	7.8%	Organized
Disinterested	2.4 %	6.3 %	14.6 %	18.4 %	21.8 %	23.3%	13.1%	Curious
Intolerant	6.8 %	8.7 %	11.2 %	25.2 %	17.0 %	16.0%	15.0%	Tolerant
Unimaginative	7.8 %	7.3 %	8.3 %	21.4 %	25.7 %	19.9%	9.7%	Creative
Dependent	8.7 %	18.9 %	9.2 %	21.8 %	18.0 %	14.1%	9.2%	Independent
Violent	9.2 %	12.1 %	12.6 %	21.8 %	22.8 %	10.7%	10.7%	Peaceful
Apolitical	8.3 %	9.2 %	7.8 %	32.5 %	23.3 %	11.2%	7.8%	Political

Table 22: How concerned are you about the truthfulness of information you receive from the following sources - Estonian sample

Item	Completely not concerned	Somewhat not concerned	Nor not concerned or concerned	Somewhat concerned	Completely concerned
Messengers	8.7 %	18.4 %	25.7 %	31.1 %	16.0%
X (ex Twitter)	11.2 %	13.6 %	27.2 %	32.0 %	16.0%
YouTube	7.8 %	22.3 %	20.4 %	36.4 %	13.1%
Portals or applications for news distribution	6.8 %	26.7 %	21.8 %	38.8 %	5.8%
Facebook	4.9 %	16.0 %	17.0 %	39.3 %	22.8%
Reddit	12.1 %	16.0 %	39.8 %	25.2 %	6.8%
Instagram	6.3 %	20.4 %	20.9 %	37.9 %	14.6%
TikTok	5.3 %	12.6 %	13.1 %	36.4 %	32.5%
Linkedin	8.3 %	18.9 %	47.6 %	18.0 %	7.3%

Table 23: Internet information search skills - Estonian sample

Item	Strongly disagree	Somewhat disagree	Neither disagree nor agree	Somewhat agree	Strongly agree
Sometimes I end up on websites without knowing how I got there	22.8 %	28.6 %	18.4 %	25.7 %	4.4%
Sometimes I find it difficult to verify the information I have retrieved	7.3 %	26.7 %	15.0 %	44.7 %	6.3%
I find it hard to decide what keywords are the best to use for online searches	26.7 %	41.7 %	11.2 %	17.0 %	3.4%
I get tired when looking for information online	13.1 %	33.0 %	12.1 %	34.5 %	7.3%
I find it hard to find a website I visited before	35.4 %	39.3 %	10.2 %	12.1 %	2.9%
I should take a course on finding information online	34.0 %	36.4 %	14.6 %	13.1 %	1.9%

Table 24: Content production skills - Estonian sample

Item	Strongly disagree	Somewhat disagree	Neither disagree nor agree	Somewhat agree	Strongly agree
I know how to decide whether a software or application is safe to download	4.4 %	12.6 %	21.4 %	48.5 %	13.1%
I can create new content from existing Internet images, music or video	8.3 %	25.2 %	17.5 %	41.7 %	7.3%
I know which intellectual property rights apply to all online content	7.3 %	28.6 %	24.8 %	34.5 %	4.9%

Item	Strongly disagree	Somewhat disagree	Neither disagree nor agree	Somewhat agree	Strongly agree
I can make basic changes to the content that someone else has created (such as Internet images, music or video)	9.7 %	32.0 %	21.8 %	30.1 %	6.3%
I know how to design a website	19.9 %	24.8 %	17.0 %	30.6 %	7.8%

Table 25: What are the reasons you use Internet for - Estonian sample

Item	Yes	No
e-mail exchange	94.7 %	5.3 %
Searching for information about products/services	93.2 %	6.8 %
Uploading video or music content	55.3 %	44.7 %
Writing blog	20.9 %	79.1 %
Streaming movies	79.1 %	20.9 %
Streaming music	87.9 %	12.1 %
Reading news	85.4 %	14.6 %
Internet banking	92.7 %	7.3 %
Communicating with public institutions	68 %	32 %
On-line shopping	89.8 %	10.2 %
Communicating on social media	93.7 %	6.3 %
Communicating on messengers	78.2 %	21.8 %
Participating in public debates	38.8 %	61.2 %
Using cloud services	80.6 %	19.4 %
Using shared folders (ex. Google docs)	75.7 %	24.3 %
Video calls	72.3 %	27.7 %

Table 26: Have you ever used AI for creating content - Estonian sample

Item	Yes	No
Using AI for creating content	49.5 %	50.5 %

Table 27: How often have you used AI in creating content - Estonian sample

Item	1 – 2 times	2-5 times	6-10 times	10-15 times	More than 15 times
Frequency of using AI	35.3 %	33.3 %	10.8 %	9.8 %	10.8 %

Table 28: Trust in AI generated content - Estonian sample

Item	Completely disagree	Somewhat disagree	Neither disagree nor agree	Somewhat agree	Completely agree
Content made with the help of AI can be trusted	10.7 %	34 %	35.9 %	16.5 %	2.9 %
It is difficult for me to tell if the content was made by an AI or a human	6.8 %	22.3 %	27.2 %	35.9 %	7.8 %
Due to the use of AI, it will be more difficult to trust the media	3.9 %	17.5 %	31.6 %	33.5 %	13.6 %

Table 29: Critical thinking about media and green topics - Estonian sample

Item	Strongly disagree	Somewhat disagree	Neither disagree nor agree	Somewhat agree	Strongly agree
Media provides insufficient information on how regular citizens can use renewable energy	2.4 %	15.5 %	27.7 %	43.7 %	10.7%
Media provides more information about economic than social aspect of renewable energy	2.4 %	18.4 %	39.3 %	34.0 %	5.8%
Media depicts only positive aspects of renewable energy	4.9 %	12.6 %	34.0 %	33.5 %	15.0%
Media reports about the increase of air pollution, but not how to reduce it	4.4 %	19.4 %	23.3 %	38.8 %	14.1%

Item	Strongly disagree	Somewhat disagree	Neither disagree nor agree	Somewhat agree	Strongly agree
Media reports about negative influences of air pollution on one's health, but not the benefits of clean air on one's health	3.4 %	14.6 %	28.6 %	35.0 %	18.4%
I cannot tell what agenda media has regarding biodiversity	4.4 %	7.8 %	42.2 %	35.4 %	10.2%
Media provides specific instructions on how to slow down climate change processes	10.7 %	32.5 %	31.6 %	20.4 %	4.9%
Media links the changes in biodiversity with the climate changes	2.9 %	14.6 %	38.3 %	34.5 %	9.7%
Media instructs individuals how they can revert climate change processes	4.9 %	20.4 %	41.3 %	27.7 %	5.8%
Media describes climate change as a process which is out of human control	12.1 %	27.2 %	22.3 %	28.6 %	9.7%
If there were not for the media, climate changes would not be such a salient topic today	4.4 %	12.1 %	22.8 %	45.1 %	15.5%
Media depicts fossil fuels (oil, gas...) in a very negative light	4.4 %	17.0 %	23.8 %	37.4 %	17.5%

Item	Strongly disagree	Somewhat disagree	Neither disagree nor agree	Somewhat agree	Strongly agree
Media portrays protesters against fossil fuels as saviors, omitting the fact they use fossil fuels as well	3.9 %	17.0 %	34.0 %	29.6 %	15.5%
Media rarely states that nuclear energy is still more stable source of energy than renewable sources of energy	3.4 %	10.2 %	43.7 %	29.1 %	13.6%
Media depicts recycling as a sustainable solution, without mentioning the amount of energy needed to recycle items	2.9 %	12.1 %	31.6 %	39.8 %	13.6%
Media writes about recycling to help major recycling companies make more profit	4.9 %	13.6 %	39.3 %	35.9 %	6.3%

Table 30: Please rate how much you trust the social media in your country when reporting about each of the following green topics - Estonian sample

Item	Completely do not trust	Somewhat do not trust	Neither do not trust nor trust	Somewhat trust	Completely trust
Air pollution	11.2 %	21.4 %	25.7 %	34 %	7.8 %
Biodiversity	8.7 %	19.4 %	34.5 %	32.5 %	4.9 %
Climate change	14.6 %	20.9 %	24.3 %	32 %	8.3 %
Land use	8.7 %	21.8 %	34.5 %	26.2 %	8.7 %
Natural resources	9.7 %	18 %	27.7 %	35 %	9.7 %
Noise pollution	12.1 %	19.9 %	32.5 %	27.7 %	7.8 %
Sustainable soil use	10.2 %	18.4 %	39.8 %	26.2 %	5.3 %
Water management	8.3 %	17 %	34 %	33 %	7.8 %
Urban ecology	11.2 %	19.4 %	34 %	28.6 %	6.8 %
Deforestation	13.1 %	21.8 %	26.7 %	31.1 %	7.3 %
Ozone repair	11.7 %	22.3 %	37.4 %	22.3 %	6.3 %

Table 31: Understanding the difference between a sustainable green approach and greenwashing - Estonian sample

Item	Yes	No
I understand the difference between a sustainable green approach and greenwashing	65 %	35 %

Table 32: Please rate how much you trust media portrayals of products and organizations from your country regarding their greenwashing practices - Estonian sample

Item	Completely do not trust	Somewhat do not trust	Neither do not trust nor trust	Somewhat trust	Completely trust	Can not assess
If a product has a green label, media depicts it as a guarantee for environmental friendliness	9.7 %	20.9 %	20.4 %	37.9 %	8.7 %	2.4 %
Media transparently shows corporate green practices	9.7 %	29.1 %	29.1 %	22.3 %	5.3 %	4.4 %

6.1. Detailed results: Croatia

Table 33: Which of these items do you have at home - Croatian sample

Item	Yes	No	Do not know
TV	97 %	2.1 %	0.8 %
Smartphone	97.5 %	0.8 %	1.7 %
Radio	66.5 %	28 %	5.5 %
Laptop	93.7 %	5.5 %	0.8 %
PC	54.9 %	37.9 %	7.2 %
Landline phone	54.9 %	42.6 %	2.6 %
Video game console	47.9 %	48.3 %	3.8 %
Tablet	57.6 %	39.8 %	2.5 %
E-book reader (ex. Kindle)	11.1 %	85.1 %	3.8 %

Table 34: How frequently do you use each of these items - Croatian sample

Item	Every day / Almost every day	At least once a week	At least once a month	Once in three months	Never	Do not have this item	Don't know
TV	46.8 %	21.5 %	10.5 %	9.7 %	5.9 %	2.1 %	3.4 %
Smartphone	97.9 %	0 %	0 %	0.4 %	0 %	0 %	1.7 %
Radio	18.2 %	20.3 %	8.9 %	9.7 %	23.3 %	14.8 %	4.7 %
Laptop	44.7 %	29.1 %	16 %	2.1 %	4.2 %	2.5 %	1.3 %
PC	16.9 %	12.7 %	8.5 %	7.2 %	23.7 %	25.4 %	5.5 %
Landline phone	5.1 %	8.4 %	7.6 %	12.2 %	31.2 %	30.4 %	5.1 %
Video game console	8.4 %	7.6 %	10.1 %	15.2 %	19.4 %	35.9 %	3.4 %
Tablet	8.9 %	6.8 %	10.2 %	11 %	29.7 %	29.7 %	3.8 %
E-book reader (ex. Kindle)	3.4 %	2.5 %	1.7 %	3.4 %	23.6 %	61.6 %	3.8 %

Table 35: How frequently do you use each of these media - Croatian sample

Item	Every day / Almost every day	At least once a week	At least once a month	Once in three months	Never	Don't know
Internet on the phone	92.4 %	3 %	1.3 %	1.3 %	0.8 %	1.3 %
Internet on any other device	64.3 %	23.4 %	3 %	4.7 %	1.7 %	3 %
Watch TV	41 %	28.6 %	9 %	12.4 %	7.3 %	1.7 %
Read on-line news	28 %	28.4 %	14 %	12.3 %	13.6 %	3.8 %
Listen to the radio	24.2 %	21.2 %	10.6 %	11.9 %	28.4 %	3.8 %
Play a video or computer game	19.6 %	12.3 %	15.7 %	15.7 %	31.5 %	5.1 %
Read printed newspaper	3.4 %	4.7 %	9.3 %	15.7 %	60.6 %	6.4 %
Read a book (on-line/printed)	11.1 %	12.8 %	23 %	19.6 %	26.8 %	6.8 %
Go to the cinema	4.3 %	1.7 %	15.7 %	62.6 %	5.5 %	10.2 %

Table 36: Critical news media literacy - Croatian sample

Item	Strongly disagree	Somewhat disagree	Neither disagree nor agree	Somewhat agree	Strongly agree
The owner of media company influences the content that is produced	4.4 %	6.3 %	17.9 %	35.3 %	36.1 %
News companies choose stories based on what will attract the biggest audience	4.0 %	3.2 %	10.7 %	19.4 %	62.7 %
Individuals can find news sources that reflect their own political values	2.8 %	5.2 %	29.4 %	36.5 %	26.2 %

Item	Strongly disagree	Somewhat disagree	Neither disagree nor agree	Somewhat agree	Strongly agree
People pay more attention to news that fits their beliefs than those news that don't	4.0 %	6.7 %	20.6 %	34.9 %	33.7 %
Two people might see the same news and get different information from it	6.3 %	1.6 %	9.9 %	11.5 %	70.6 %
People are influenced by news whether they realize it or not	3.6 %	3.2 %	11.6 %	28.7 %	53.0 %
News coverage of a political candidate will influence people's opinions	3.2 %	10.7 %	34.9 %	31.7 %	19.4 %
News is designed to attract the audience's attention	4.4 %	3.6 %	18.3 %	26.3 %	47.4 %
Light in TV studio is used to make certain people in the news look good or bad	4.8 %	2.0 %	15.9 %	25.4 %	52.0 %
When taking pictures, photographers choose what is the most relevant	5.2 %	5.6 %	23.4 %	36.5 %	29.4 %
News makes things more dramatic than they really are	4.4 %	5.2 %	25.4 %	29.0 %	36.1 %
A news story that has good pictures is more likely to show up in the news	4.8 %	2.4 %	11.2 %	26.3 %	55.4 %

Item	Strongly disagree	Somewhat disagree	Neither disagree nor agree	Somewhat agree	Strongly agree
A story about conflict is more likely to be featured prominently	4.8 %	2.4 %	13.5 %	26.7 %	52.6 %
A journalist's first obligation is to tell the truth	7.5 %	4.8 %	17.9 %	14.3 %	55.6 %

Table 37: How is youth portrayed in the media - Croatian sample

Negative characteristic	1	2	3	4	5	6	7	Positive characteristic
Passive	8.4 %	12.7 %	20.7 %	28.3 %	12.7 %	12.7%	4.6%	Active
Uneducated	7.1 %	8.8 %	16.0 %	22.3 %	22.3 %	17.2%	6.3%	Educated
Rude	12.2 %	20.6 %	15.5 %	27.7 %	8.4 %	9.7%	5.9%	Polite
Unorganized	9.7 %	11.0 %	25.3 %	29.5 %	12.2 %	8.0%	4.2%	Organized
Intolerant	6.7 %	8.8 %	18.8 %	34.3 %	15.1 %	9.6%	6.7%	Tolerant
Unimaginative	8.0 %	10.1 %	10.9 %	29.4 %	19.3 %	13.0%	9.2%	Creative
Violent	13.0 %	15.1 %	17.2 %	34.5 %	8.4 %	5.9%	5.9%	Peaceful
Apolitical	18.9 %	11.8 %	8.0 %	40.3 %	7.1 %	5.9%	8.0%	Political
Disinterested	17.8 %	18.2 %	15.3 %	19.9 %	11.4 %	9.7%	7.6%	Curious
Dependent	11.0 %	18.2 %	17.4 %	32.6 %	8.1 %	6.8%	5.9%	Independent

Table 38: How concerned are you about the truthfulness of information you receive from the following sources - Croatian sample

Item	Completely not concerned	Somewhat not concerned	Nor not concerned or concerned	Somewhat concerned	Completely concerned
Messengers	17.7 %	10.1 %	48.4 %	18.5 %	5.2%
X (ex Twitter)	23.4 %	10.9 %	39.9 %	20.2 %	5.6%
YouTube	21.5 %	14.6 %	40.9 %	18.2 %	4.9%
Portals or applications for news distribution	11.3 %	9.3 %	35.5 %	33.1 %	10.9%
Facebook	18.5 %	11.7 %	36.3 %	23.8 %	9.7%
Reddit	22.2 %	14.1 %	41.1 %	16.9 %	5.6%
Instagram	17.3 %	11.3 %	33.1 %	30.2 %	8.1%
TikTok	15.7 %	8.5 %	30.6 %	27.4 %	17.7%
Linkedin	25.0 %	15.3 %	45.6 %	8.9 %	5.2%

Table 39: Internet information search skills - Croatian sample

Item	Strongly disagree	Somewhat disagree	Neither disagree nor agree	Somewhat agree	Strongly agree
Sometimes I end up on websites without knowing how I got there	19.6 %	12.7 %	20.8 %	29.0 %	18.0%
Sometimes I find it difficult to verify the information I have retrieved	6.5 %	6.9 %	22.0 %	40.2 %	24.4%
I find it hard to decide what keywords are the best to use for online searches	17.9 %	21.1 %	27.6 %	21.1 %	12.2%
I get tired when looking for information online	17.5 %	19.9 %	30.5 %	21.5 %	10.6%
I should take a course on finding information online	59.3 %	12.6 %	17.5 %	7.7 %	2.8%
I find it hard to find a website I visited before	27.3 %	24.9 %	25.7 %	14.3 %	7.8%

Table 40: Content production skills - Croatian sample

Item	Strongly disagree	Somewhat disagree	Neither disagree nor agree	Somewhat agree	Strongly agree
I can create new content from existing Internet images, music or video	7.4 %	7.4 %	21.8 %	25.1 %	38.3%
I know which intellectual property rights apply to all online content	14.4 %	9.9 %	41.6 %	23.0 %	11.1%
I can make basic changes to the content that someone else has created (such as Internet images, music or video)	9.5 %	9.5 %	27.2 %	30.5 %	23.5%

Item	Strongly disagree	Somewhat disagree	Neither disagree nor agree	Somewhat agree	Strongly agree
I know how to design a website	29.2 %	14.8 %	27.6 %	16.9 %	11.5%
I know how to decide whether a software or application is safe to download	4.1 %	12.0 %	29.3 %	38.0 %	16.5%

Table 41: What are the reasons you use Internet for - Croatian sample

Item	Yes	No
e-mail exchange	97.1 %	2.9 %
Searching for information about products/services	93 %	7 %
Uploading video or music content	63.4 %	36.6 %
Writing blog	3.3 %	96.7 %
Streaming movies	89.7 %	10.3 %
Streaming music	86.4 %	13.6 %
Reading news	66.3 %	33.7 %
Internet banking	58 %	42 %
On-line shopping	88.4 %	11.6 %
Communicating on social media	93.8 %	6.2 %
Communicating with public institutions	30.6 %	69.4 %
Communicating on messengers	97.9 %	2.1 %
Participating in public debates	13.6 %	86.4 %
Using cloud services	74.5 %	25.5 %
Using shared folders (ex. Google docs)	71 %	29 %
Video calls	51.4 %	48.6 %

Table 42: Have you ever used AI for creating content - Croatian sample

Item	Yes	No
Using AI for creating content	49.8 %	50.2 %

Table 43: How often have you used AI in creating content - Croatian sample

Item	1 – 2 times	2-5 times	6-10 times	10-15 times	More than 15 times
Frequency of using AI	28.3 %	31 %	23.9 %	6.2 %	10.6 %

Table 44: Trust in AI generated content - Croatian sample

Item	Completely disagree	Somewhat disagree	Neither disagree nor agree	Somewhat agree	Completely agree
Content made with the help of AI can be trusted	10 %	23 %	39.1 %	22.6 %	5.2 %
It is difficult for me to tell if the content was made by an AI or a human	4.3 %	16.5 %	35.1 %	35.1 %	9.1 %
Due to the use of AI, it will be more difficult to trust the media	4.4 %	5.7 %	26.2 %	32.8 %	31 %

Table 45: Critical thinking about media and green topics - Croatian sample

Item	Strongly disagree	Somewhat disagree	Neither disagree nor agree	Somewhat agree	Strongly agree
Media provides insufficient information on how regular citizens can use renewable energy	4.6 %	4.6 %	40.4 %	29.8 %	20.6%
Media provides more information about economic than social aspect of renewable energy	2.7 %	3.2 %	40.2 %	32.4 %	21.5%
Media depicts only positive aspects of renewable energy	1.8 %	13.2 %	44.1 %	23.2 %	17.7%
Media reports about the increase of air pollution, but not how to reduce it	3.2 %	9.6 %	34.7 %	27.9 %	24.7%

Item	Strongly disagree	Somewhat disagree	Neither disagree nor agree	Somewhat agree	Strongly agree
Media reports about negative influences of air pollution on one's health, but not the benefits of clean air on one's health	3.2 %	7.7 %	39.1 %	23.2 %	26.8%
I cannot tell what agenda media has regarding biodiversity	5.0 %	9.5 %	52.7 %	22.3 %	10.5%
Media provides specific instructions on how to slow down climate change processes	15.1 %	22.8 %	45.7 %	13.7 %	2.7%
Media links the changes in biodiversity with the climate changes	4.6 %	11.5 %	52.8 %	23.4 %	7.8%
Media instructs individuals how they can revert climate change processes	14.6 %	16.4 %	51.1 %	12.8 %	5.0%
Media describes climate change as a process which is out of human control	7.8 %	17.4 %	46.6 %	16.0 %	12.3%
If there were not for the media, climate changes would not be such a salient topic today	4.6 %	11.9 %	41.6 %	24.7 %	17.4%
Media depicts fossil fuels (oil, gas...) in a very negative light	3.2 %	8.7 %	48.9 %	24.7 %	14.6%

Item	Strongly disagree	Somewhat disagree	Neither disagree nor agree	Somewhat agree	Strongly agree
Media portrays protesters against fossil fuels as saviors, omitting the fact they use fossil fuels as well	4.6 %	10.0 %	53.0 %	19.2 %	13.2%
Media rarely states that nuclear energy is still more stable source of energy than renewable sources of energy	4.1 %	5.9 %	56.6 %	20.5 %	12.8%
Media depicts recycling as a sustainable solution, without mentioning the amount of energy needed to recycle items	1.8 %	4.1 %	47.3 %	23.2 %	23.6%
Media writes about recycling to help major recycling companies make more profit	5.0 %	10.0 %	56.8 %	18.2 %	10.0%

Table 46: Please rate how much you trust the social media in your country when reporting about each of the following green topics - Croatian sample

Item	Completely do not trust	Somewhat do not trust	Neither do not trust nor trust	Somewhat trust	Completely trust	Can not assess
Air pollution	2.8 %	13.8 %	31.3 %	37.8 %	7.8 %	6.5 %
Biodiversity	4.1 %	9.2 %	39.2 %	28.1 %	5.5 %	13.8 %
Climate change	5.5 %	10.6 %	26.3 %	38.7 %	11.1 %	7.8 %
Land use	4.6 %	12.4 %	41.9 %	23 %	5.1 %	12.9 %
Natural resources	4.1 %	11.5 %	35 %	28.1 %	6.5 %	14.7 %
Sustainable soil use	4.2 %	10.7 %	38.6 %	25.6 %	5.1 %	15.8 %
Water management	3.7 %	13.4 %	39.6 %	24.4 %	6.5 %	12.4 %

Item	Completely do not trust	Somewhat do not trust	Neither do not trust nor trust	Somewhat trust	Completely trust	Can not assess
Noise pollution	6 %	12.1 %	40.9 %	16.7 %	8.4 %	15.8 %
Urban ecology	5.1 %	13.4 %	38.7 %	22.6 %	6.5 %	13.8 %
Ozone repair	6.9 %	9.2 %	42.4 %	19.4 %	8.8 %	13.4 %
Deforestation	6 %	7.9 %	34.7 %	27.3 %	11.1 %	13 %

Table 47: Understanding the difference between a sustainable green approach and greenwashing - Croatian sample

Item	Yes	No
I understand the difference between a sustainable green approach and greenwashing	34 %	66 %

Table 48: Please rate how much you trust media portrayals of products and organizations from your country regarding their greenwashing practices - Croatian sample

Item	Completely do not trust	Somewhat do not trust	Neither do not trust nor trust	Somewhat trust	Completely trust	Can not assess
If a product has a green label, media depicts it as a guarantee for environmental friendliness	3.7 %	7.4 %	41.2 %	25.9 %	10.2 %	11.6 %
Media transparently shows corporate green practices	7.4 %	10.6 %	49.3 %	14.7 %	4.1 %	13.8 %

7. Literature



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