



Digital Media Literacy
for Active Citizenship



Building the DIMELI4AC@SCHOOL DIGITAL ACTION PLAN

FROM THE SCHOOL TO THE EU LEVEL – POLICY RECOMMENDATION FOR
UPSCALING AND SUSTAINABILITY

**May
2021**



Co-funded by the
Erasmus+ Programme
of the European Union



Project information

Project Title:	Digital Media Literacy for Active Citizenship
Project Acronym:	DIMELI4AC
Grant Agreement Number:	2018-1-DE03-KA201-047411
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1. Reader's Expectation

This document will firstly provide the reader an overview of the DIMELI project with a short explanation of each intellectual output developed up until now. Then, an exploitation strategy which will ensure sustainability of products, further exploitation and expansion based on the idea of the “DIMELI@SCHOOL DIGITAL MEDIA LITERACY INITIATIVE” will be developed. More specifically, this document aims to evaluate the TOOL KIT for the creation of School Clubs and to design and explain the DIMELI@SCHOOL POLICY STRATEGY PACK for upscaling, transferability, exploitation and sustainability of the project's products at the local, regional, national and EU level for further exploitation.

Overall, this is the complete DIMELI Digital Action Plan: From the School to the EU level – Policy Recommendation for upscaling and sustainability.

2. Introduction

Our lives are full of new information coming from the media and the internet. We can read about the same topic in different sources without having the expertise to understand whether they are trustworthy or not. Our exposure to digital data driven largely by inscrutable algorithms creates clear risks and requires more than ever well-developed critical thinking and the fundamental ability to engage positively and competently in the digital environment.

Hence, Digital and Media Literacy is a necessary skill that all people nowadays need to possess in order to protect themselves from any online dangers and to ensure their active participation in the digitised society of today. In fact, the 2016 Council Conclusions urged Member States to promote Media Literacy, Critical Thinking and Digital Competences and in support to the above, the 2021-2027 Digital Education Action Plan emphasised on tackling the challenges developed by the rapid digital transformation of our society and the importance of enhancing citizen's digital literacy skills, including fighting disinformation.

Digital and Media Literacy is a matter that concerns everyone, young and old, men and women, even the ones that do not use the Internet that often as more and more services are migrating to it, making its use inevitable. However, it is fundamental for the children to be educated from early on how to behave on and around the internet, especially since they become active users from a young age, quite often oblivious that there is any danger at all.

This document is aimed at supporting policy makers and relevant stakeholders to adopt elements of the DIMELI4AC programme into their practices. The project consortium hopes to take the key themes and best practices within DIMELI4AC beyond the project lifetime to ensure sustainability, further exploitation and increased impact at a local, regional, national and EU level.

The Policy Recommendation Pack includes a range of information, advice and guidance for educators, school leaders and decision makers. The information provided is aimed at supporting a strategic approach to increasing media literacy education for students.

3. Project Description

The DIMELI4AC project, or Digital and Media Literacy for Active Citizenship project, is co-funded by the Erasmus+ programme of the EU. Its objective is to equip students with the necessary skills to deal with today's digital society, in a fun and innovative way.

More specifically, the project aims:

- To empower young students to become responsible, critical, global citizens for the digitalised and connected world, while creating blended learning opportunities to acquire digital and media literacy skills to safeguard democracy and common values
- To utilise the non-working time of schools in order to set up online and In-house Digital Media Literacy Labs and Observatories based on synergies to be created among teachers, parents, schools, organisations, stakeholders which will endorse the Campaign and sign the Memorandum of Commitment of the project.
- To introduce the idea of an interactive assessment tool in the form of a game based on an avatar (DC-MELI) where students follow various challenges in order to be awarded the Badge showing a respectful, responsible and safe use of the technology based on the digital citizenship, democratic values and critical thinking.
- To strengthen the profiles of teachers and in doing so to upgrade the quality of teaching learning services provided in formal schooling.
- To promote whole school approaches towards dealing with cross-sectoral issues.

The main results of the DIMELI project are the following:

1. The complete DIMELI Tool Kit to support schools to develop their own "Digital Media Literacy Action Plan" for active citizenship, while safeguarding critical thinking and democratic values within the school culture.
2. The Multilevel Educational Pack which includes (1) numerous learning resources to be collected and created such as videos, resources, games, simulations to promote specific aspects of the Framework developed and (2) an upskilling programme for teachers and parents for the acquisition of digital and media skills (C1 staff training & later KA1 Learning Mobility).
3. The Assessment and Validation Tool in the form of a game with the DIMELI Avatar that will be for monitoring, recording, evaluating and validation the acquisition of digital and media literacy skills.
4. The dynamic and interactive portal/platform which will serve different purposes and have different functionalities, such as an e-Ambassadors (communication platform) for teachers and students to disseminate their work, an e-Tool Kit with resources, materials and good practices as well as an e-Academy where teachers can find a Training Course dedicated to them on-line.

5.

The DIMELI School Clubs, accompanied by a strong multidisciplinary campaign for promoting digital and media literacy for active citizenship.

6. The DIGITAL AND MEDIA LITERACY SUMMER SCHOOL which will be pilot-tested as the idea of offering blended learning opportunities for the promotion of digital and media literacy.

4. Project's Road Map

The DIMELI project followed a logical method to ensure the creation of high-quality products that meet the needs of our target groups. Based on research and surveys conducted with students, parents and teachers, we reached accurate conclusions on the topics that needed to be covered, and proceeded with the framework which was the basis for the development of the learning materials. Next, we proceeded with the development of the Educational Back Pack with the learning and teaching materials as well as extra resources. At the same time, the Avatar Game was being developed, in addition to the Open Badges certification. Then, we created the Tool Kit, and finally the Sustainability campaign.



Project Results

In each Intellectual Output, the consortium strived to produce materials of the highest quality and usefulness, aiming to attract as many participants from all target groups as possible.

IO1 – DIMELI4AC: Digital Media Literacy in Schools: From the EU to local schools’ needs, challenges, practices and prospects

In the first Intellectual Output, lengthy research was conducted in all participating countries in order to get information of the national situation on digital skills and digital media literacy of each partner. National legislations, policies and campaigns were taken into consideration. Then, three different questionnaires were developed (one for students, one for teachers and one for parents), in order to investigate their opinions and levels of competence in the digital sector. The findings of the surveys and the desktop research in each participating country were used to compose National Reports and all of them developed the **DIMELI comparative report**. This report was then translated in the languages of the participating countries. You can find the [translated versions on the DIMELI website](#)

IO2 – Building the DIMELI@School Digital Action Plan: Competence Framework and Policy Agreement

In Intellectual Output 2, partners used the findings of the Comparative Report produced in IO1 to identify the current needs and to analyse the competences that need to be developed. Based on this, the partners decided the subjects that need to be given emphasis, and divided them in 6 modules, assigning one to each partner: **Online Safety, Media Industry, Information and Media Literacy, Digital Manipulation, Personal Threats and Digital Identity**. As a whole, these 6 modules generate the [DIMELI Competence Framework](#) which is based on two important criteria: benchmarks¹ and indicators².

¹ Benchmarks indicate the specific objectives that a learner should accomplish.

² Indicators mark the level of acquisition of a specific competence.

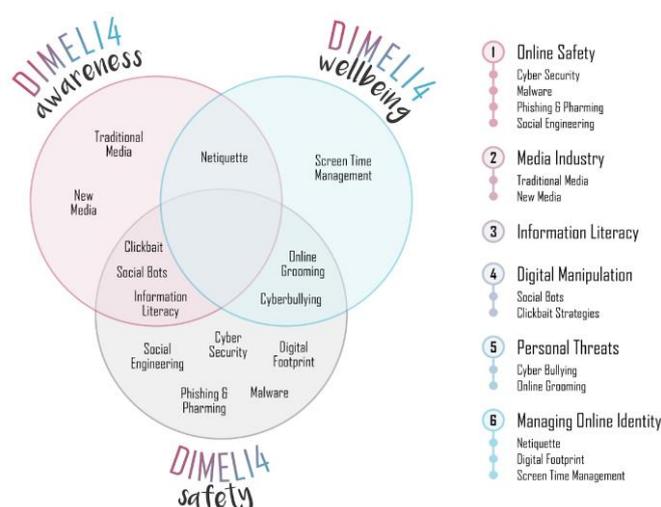


Figure 1: The DIMELI Framework Diagram

In addition, the **DIMELI Memorandum of Cooperation and Endorsement** was created, aiming to explain the project to the public, attract and recruit supporters and share the goals and aims with our target groups in a formal and visually appealing manner.

IO3 – Building the DIMELI@School Digital Action Plan: Multi-targeted Educational Pack for teaching and learning – teachers, parents and students

The Intellectual Output 3 was the longest and the most complicated one. As a continuation of the work done with the Competence Framework, the Learning Pack was part of this IO and was the collection of resources which were going to be needed for the acquisition of Digital Citizenship skills. Each partner produced the following materials for the module they were in charge of:

1. Learning presentations for students:

To be used by DIMELI Mentors in-class to teach the students.

2. Learning presentations for parents and teachers

To be used by aspiring DIMELI Mentors who wish to educate themselves before tackling the task of teaching the material.

3. Teachers' notes/Lesson plans

To be used by DIMELI Mentors in-class to teach students. It includes step-by-step guides on how to teach each module, with some additional information that might be useful for the students. In addition, there are guidelines and advice on how to use the additional material, as well as indications concerning which stages of the lesson they would be most appropriate and useful.

4. Additional material

The additional material includes exercises, in-class activities and games, handouts and other resources that can be used to enhance the learning experience of students and to make the lesson more interesting and interactive. Depending on the material, it can also help the teachers assess how the learners are doing in the class.

5. Informative booklets

The informative booklets are accompanying documents. There is one short booklet per Module, and it encompasses the most important information and key elements of each module in a visually appealing format, so that students can refer to them if they forget something. Since they are so short, they can also be printed out for future reference.

All these materials are designed to be used alongside each other, but they can also work independently. They can be found on the [DIMELI e-learning platform](#), but they can also be downloaded from the project's website.

IO4 – Building the on-line DIMELI@School: The eco-system of assessment and validation through the Dimeli Game-Avatar

In IO4, the DIMELI consortium was responsible to develop the DIMELI Avatar Game, the DIMELI e-learning platform, the assessments for the students, and the DIMELI Open Badges validation ecosystem.

For the **DIMELI Avatar Game**, we went with a format that reminds the player of a good old-fashioned board game. Players start by choosing an Avatar, or character. Each character has special abilities and/or limitations. All the players start at the same tile, and spin a wheel to see how many tiles they may advance. The game is not antagonistic as players do not play against each other, but they need to work as a team in order to reach the Digital Classroom at the end of the board within a pre-determined number of rounds. If the whole team does not reach the Classroom before the rounds run out, then the whole team loses.

For the creation of the [DIMELI e-learning platform](#) a simple and easy-to-navigate user interface was developed, aiming to make it easy and structured for all target groups to find what they are looking for. The platform hosts all the materials developed in IO3, as well as the downloadable files in order to install the DIMELI game on any computer. Additionally, it will be used as an assessment and validation tool, as it hosts the quizzes that students need to take in order to automatically obtain the DIMELI Badge.

For the **assessments**, the consortium wanted to create easily quantifiable exercises, to allow for easier and not complicated validation of competences and ensure the project's sustainability even after the funding from the European Commission. These were then transferred onto the DIMELI e-learning platform, and were associated with the Open Badges ecosystem.

The **DIMELI Open Badges** were designed as a reward after students would prove their competences and knowledge on the topics developed in the competence framework of IO2.

Finally, the criteria to achieve the badges were integrated into the DIMELI e-learning platform, which allows you to connect with Open Badge-collecting services such as [Badgr](#). The consortium also created the DIMELI Guide which provide to the users a detailed explanation of how the badges work and how to obtain one.

IO5 – Building the DIMELI@School Digital Action Plan: A to Z Pack for implementation

In IO5 everything came together and became a coherent, cohesive whole, the DIMELI Toolkit, a comprehensive DIMELI guide which aimed to instruct and support organisations in the implementation of the project.

This toolkit consisted of two parts. The first part was all the work already done in the previous Intellectual Outputs, gathered and compiled, so that all the information on the project's background and methodology was found in a single document. The second part consisted of the DIMELI Toolkit's guidelines for the organisations on how to implement the project in a way that makes sense in their own context. IO5 developed detailed information and resources necessary for preparation, advice, various suggestions and tips for the implementation of the project in order to ensure its efficiency. You can find the DIMELI@SCHOOL Digital Action Plan: A to Z pack for implementation [here](#).

6. Building the DIMELI4AC@School Digital Action Plan: From the school to the EU level – Policy Recommendation for upscaling and sustainability (IO6)

This last IO will focus on the design of the exploitation strategy which will ensure sustainability of products in all levels (from local to European), further exploitation and expansion based on the idea of the “DIMELI@SCHOOL DIGITAL MEDIA LITERACY INITIATIVE” and utilising the opportunities provided as part of the EU DIGITAL MEDIA LITERACY WEEK, or any other related national days/events. IO6 ensures the commitment of the consortium to plan the sustainability of the products and reflect on the prospects and potentials opening up for the at all levels.

6.1 Evaluation of TOOL KIT for the creation of DIMELI@School Clubs

To start with, a key element of the DIMELI4AC project was the establishment of the DIMELI4CD@SCHOOLCLUBS. These 'DIMELI@SCHOOL CLUBS' are aimed at providing a physical space on school grounds or local community venues that provide media literacy training, advice and guidance to students or other interested parties.

Unfortunately, due to the restrictions imposed by the pandemic of COVID-19 worldwide, the creation of the DIMELI@SchoolClubs as was planned initially was hard to be put into practice. Here is a short summary of the evaluation of the pilot testing that took place in different countries as part of the DIMELI4AC project:

✓ The Case of Greece

Two pilot tests took place in Ellinogermaniki Agogi Primary School. The first one was performed in class on the 7th July 2020 as part of the summer course. One teacher and seven students tested the DIMELI game. The second one was a large-scale pilot testing with 9 teachers and 164 students as participants. Students logged in to the DIMELI platform, had access to the material, used the glossary, completed the quizzes and played the game. This trial lasted three weeks (November-December 2020) and was performed online because all Greek schools were closed this period of time due to the pandemic.

Before the beginning of the trials teachers carefully discussed about the resources of the platform and planned through online meetings the implementation in class. They used the material of the platform, but they creatively adapt it in their own needs. In particular, they used the PowerPoint Presentations of the platform but they enriched them with some real life examples that they found in the learning scenarios embedded in the platform. The main problem was the time since it is time consuming to teach the six modules. For this reason, students had access to the material from their homes and they also completed the quizzes at home. Additionally, after the first trial the teachers declared that the DIMELI avatar game is an educational tool attractive mainly because it motivates students to be engaged in the learning process.

✓ The Case of Cyprus

The pilot testing event in Cyprus was organised by Emphasys Centre in March 2021, in collaboration with the Regional High School of Xylophagou and took the form of blended virtual learning activities (synchronous and asynchronous) due to the restrictions imposed by the COVID-19 pandemic. The pilot implementation of the project was promoted through social media channels and also through Emphasys' network, in order to approach different schools in Cyprus.

The synchronous part of the training took the form of a virtual training event which was organized in two sessions one in the morning and one in the afternoon. As part of the event, the students had the opportunity to learn more about the DIMELI4AC programme, the functionalities of the e-learning platform, the DIMELI game and the validation system of the project (Open Badges System). Additionally, participants took part in a discussion and online workshops regarding managing digital identity and online grooming.

The asynchronous part of the pilot implementation continued after the training event, where participants registered into the platform, experimented with the material developed, the validation system of the Open Badges and the DIMELI game. The trainers offered support during the registration procedure, downloading the DIMELI game and explained the validation process and any other issues the participants might have encountered. The overall feedback received was positive from both students and trainers.

✓ The Case of Germany

Due to the Covid-19-pandemic the pilot testing could not be exercised as planned in January 21, since the subjects of sociology and ICT are not part of the distance-learning strategy, that the participating school performed during this period. Therefore, the following information is based on feedback received by the participating teacher and students and not on classroom activities. Regarding the modules, all of the topics mentioned are very relevant for the students and would have fit well into the curriculum as described above. At the IGS, they also offer weekly disposition lessons (class teacher lessons) in which these topics can also be dealt with (especially cyberbullying, online security, digital manipulation). Ultimately, however, these topics can be covered in each grade in class teacher lessons, in sociology lessons, and presumably also in values and norms lessons as part of a short unit (if necessary, based on a current incident).

In this class, the teacher would have used the presentation and worksheets. The teacher would have had the students first collect associations to the topic "Internet", then briefly introduce essential aspects of the presentation and finally collect dangers and advantages in the Think-Pair-Share procedure. Afterwards, the teacher would have deepened the topic with the worksheet on clickbait. The students would have created their own clickbaits in small groups, presented them in plenary and had other students evaluate their impact. In the context of distance-learning it would have been possible to let the students read the presentation texts independently and collect pros and cons in a padlet. Via videoconference the teacher would have presented this intermediate state and discussed it briefly. Afterwards, the teacher would have presented and problematized an example of clickbait, and the students would have had time to create their own clickbait in breakout rooms at Zoom, which they would have continued as homework.

Despite the successful organization of online training activities and workshops, the project consortium strongly recommends the establishment of such clubs in the future as they can be a focal point for using the materials and resources developed as part of the DIMELI4AC programme. These hubs can be established by individual schools, colleges or universities on their own premises or in community/ youth centres with the support of local stakeholders and take the form of intensive summer school or after-school clubs.

6.2 Setting up the DIMELI@School Clubs/Observatories

There are few things to consider when decide to establish DIMELI@SCHOOL Clubs:

✓ Location of the Club

Where to locate your DIMELI@SCHOOL hub is a key decision that will impact the success of the initiative. It is recommended that the hub should be located in a communal area accessible to as large a percentage of your student cohort as possible. This could be in your careers advice office, communal study space or campus library. If you are unable to establish the hub on your premises due to limited space or financial restrictions, then you may be able to work alongside community organisations to establish the hub in a local community venue. Working together with other educational institutions, charities, community organisations or other local stakeholders may enable the establishment of a communal hub based in a local youth centre or community space. The pooling of resources may enable you to overcome any restrictions faced when working with limited means.

✓ Stakeholders

In order for your hub to provide the necessary support it is vital that you include suitable local stakeholders in the planning and implementation processes. Relevant stakeholders can involve experts/ organisation in media literacy topics, national bodies, NGO's or charities. The wider the range of stakeholders that you can involve in the initiative the better. A diverse number of voices, ideas and experiences will enable your hub to provide the best information, advice and guidance possible. The key aim is to bring together all the relevant stakeholders that will inspire, encourage and potentially support your learners to thrive. More information about networking with relevant key stakeholders can be found in Section 6.2.1.

✓ Roles

It is recommended that you assign specific roles to key individuals with the responsibility of supporting the implementation of your hub, these may include teachers, support staff, members of the student cohort and external stakeholder representatives.

Key roles may include:

- **Hub Coordinator** – this role involves overseeing the planning and implementation of the hub. They are responsible for the establishment, implementation and general running of the hub. This could be a teacher who is given extra time out of the classroom or a manager who takes the hub under their remit. This could also be a senior student who is looking to develop their leadership and management skills as an extra-curricular activity. This task is vital to the success of the initiative so it is important to assign the role to someone who is able to take on the responsibility and time commitment.
- **Communication Lead** – This role will support the coordinator in the dissemination and communication of the hub activities to the wider school community and local stakeholders. Their role will be to encourage participation and share good news stories where appropriate. They may use social media, advertising and press releases to

communicate with as wide an audience as possible. This could be a member of your marketing / community engagement team or a member of your student cohort looking to advance their experience and develop the relevant skills.

- **DIMELI Champions** - This role will ideally be from the student cohort and serve as an accessible peer voice and role model to the wider student community. They may be actively involved in activities regarding relevant topics outside of school life or simply have the correct attitude and desire to take on the responsibility. This role will also provide a key student voice when planning and implementing media literacy activities.
- **Mentors** – This role will ideally involve members of your local stakeholders who will volunteer their time to attend the hub and provide their expertise to support learners as required. They may simply provide advice, motivation and guidance or take on a more active role in supporting individual learners to develop their skills and competences. This should be conducted in line with your institutions safeguarding policies.

6.2.1 Synergies Created through the implementation of the project

Implementing the DIMELI Toolkit at schools offers a great opportunity to create synergies between schools and other organizations or stakeholders – for more information on how to create effective synergies, please check Section B of the [DIMELI Toolkit: A-Z pack for implementation](#). This section aims to provide more details about synergies that were created with key stakeholders through the DIMELI project, and share tips and guidelines on how to sustain those synergies.

✓ Case of Cyprus

In the case of Cyprus, disseminating the activities of the project through social media and newsletters was a good way to attract the interest and support of key stakeholders. Specifically, a synergy was created with the Cyprus Computer Society, a national NGO who represents all ICT experts-professionals in Cyprus. A dissemination activity organized at the Mall of Cyprus also offered a good opportunity to create networking with teachers, schools and other stakeholders who shown an interest to the project. Those synergies were very useful, during the course of the project through providing feedback and supporting the implementation of the project. Some challenges faced when approaching key stakeholders is that it requires time, planning and dedication. A useful tool to use is the Stakeholder Analysis Matrix Template, which can help you to identify key stakeholders, including their level of influence, which issues are important to them and how they will be engaged – You can find the Stakeholder Analysis Matrix Template [here](#).

✓ Case of Greece

Ellinogermaniki Agogi (EA) supported the dissemination of this project through social media and other various activities. The network of teachers interested in using the DIMELI@School programme has been further expanded due to the aforementioned efforts. Teachers of Ellinogermaniki Agogi school participated in the workshop that we organized in EA school presenting the methodology and the tools of the project. Moreover, an online workshop was held on the 19th of March 2021 in which Greek teachers from a number of Greek schools participated and shared their views regarding the state of the art of digital media literacy in Greece. On April 2021 we plan another workshop in collaboration with the Institute of Educational policy in Greece for further dissemination. An additional event will take place in July 2021 during the summer school organized by Ellinogermaniki Agogi with the participation of teachers not only from Greece but from several European countries as well for enhancing the mixture of experiences (<https://esia.ea.gr/>). Finally, it is worth mentioning that we have created a community of the project within the OSOS portal in which 2356 teachers around Europe are currently members. (<https://portal.opendiscoveryspace.eu/en/community/digital-media-literacy-active-citizenship-dimeli4ac-861547>).

✓ Case of Germany

Leibniz University of Hannover worked on connections with teachers as part of the first output. Teachers from schools with experience in digital media literacy and digital media education were addressed in particular. These teachers were then asked to report on DIMELI4AC in their schools, thus attracting more potential interested parties to the project. Additionally, the project was disseminated within the faculty of political education and the CINC-network (Center for Inclusive Citizenship). In this process also teachers in training were informed about the project and its didactic strategy. An e-mail distribution list for all newly recruited interested parties was set up and provides regular information about the the latest developments in the project. In addition, the social media channels (Instagram, Facebook, Twitter), the website and in the future the DIMELI4AC platform are important elements of the sustainable dissemination strategy in Germany.

6.2.2 Reflection – practical steps and tips for maintaining your networking with key stakeholders

Building collaborations and synergies is only the beginning, equally important though is to be able to maintain the stakeholders support, in order to maximize the long-term impact of the project. Here we gathered a few tips to help you maintain those key networks established:

∅ Building strong relationships via active and ongoing communication is a great way to keep stakeholders engaged, involved and included on ideas, challenges and growth – an example might be to invite them to events or co-create an event for media literacy.

Ø

Encourage them to show their support through the Memorandum of Endorsement, Support and Commitment prepared for the DIMELI project (<http://dimeli.eu/memorandum/>)

Ø Share your work and good practices – share lessons you have learned, publish documents and/or monthly newsletters to showcase your work.

Ø Use questionnaires and data to measure the impact on local and national level, and share this with your network.

Ø Create testimonials and case studies from participants who benefited from this project, and share this with your network.

6.2.3 The DIMELI4AC Network

The DIMELI4AC Network includes participants, institutions, organisations and projects which gradually got heavily interested in the DIMELI4AC project and its outcomes. The idea behind this network was to offer staff training assignments in the form of job shadowing for future Erasmus+ staff mobility projects. Second, the network will be a basis of a further Horizon Europe and Erasmus+ proposals in the areas of digital media literacy. We maintain an emailing list (respecting all GDPR issues) of the below stakeholders which are informed about any future developments of the project such as new evaluations, outreach activities, new game versions, or exploitation plans of the project. As depicted in the table below the project closes with a collection of stakeholders and potential collaboration aspects for the future.

Country	Affiliation
Greece	Institute of Educational Policy, Ministry of Education
	Trilateral Research (EUNOMIA project)
	Computer Technology Institute and Press "Diophantus" (the ICT research and technology organization of the Ministry of Education)
	University of Athens - Department of Early Childhood Education

Germany	
Cyprus	Cyprus Computer Society
	Pedagogical Institute of Cyprus
	EU Digital Learning Network (DLEARN)
	High School of Xylophagou
Belgium	
Ireland	

6.3 Design of the DIMELI@School Policy Pack for upscaling – Sustainability Strategy

6.3.1 SWOT Analysis

To ensure the sustainability of this project we decided to perform a SWOT analysis to identify the strengths, weaknesses, opportunities and threats of the DIMELI@SCHOOL program. This analysis is mainly based on the results of the pilot testing of the DIMELI methodology and

DIMELI Digital Action Plan



technology in classes. In particular, it is based on the feedback we received from the teachers' and students' questionnaires.

As it is depicted in the table below the DIMELI@SCHOOL program is a powerful tool for students, teachers and parents. Its power derives from the fact that it encourages active and independent learning as students can have access to various resources from their homes and resolve any activities at their own pace. In addition, they can collaborate with their classmates by using the forum of the DIMELI platform or by playing the DIMELI game. Both the quizzes integrated in the platform and the game could also be a great opportunity for them to acquire skills of self-assessment. As far as teachers are concerned it is true that nowadays they are in the process of redefining teaching and learning. Due to the COVID-19 pandemic and the closure of the schools, teachers had to deal with new challenges and need new resources and online tools to engage students in learning. By using the DIMELI @ School program teachers have at their disposal a variety of materials and on-line tools which can be adapted to their own needs. Furthermore, digital advances have led to new needs for Europe's students and teachers. Teachers should prepare students to participate critically and responsibly in a world filled with social media and digital technologies and integrate them to the digital era. Both students and teachers stated that the DIMELI@ SCHOOL program contributed to the development of their digital media literacy skills. Finally, the DIMELI materials and tools could support parents in dealing with media literacy challenges.

Strengths

Toolkit

- Free to use
- On-line tool
- Easy to use
- Attractive in terms of graphics
- Provision of Badges

Students:

- Learn in a fun way
- Work independently and collaboratively
- Have flexibility in terms of learning schedule

Teachers

- Upgrade the quality of their teaching (A variety of resources, tools and learning scenarios are at their disposal)
- Learning could be appealing and motivating
- Can try it out without commitments
- Save time in class if students have also access at home

Weaknesses

Toolkit

- Regular updates might be needed
- Technical problems may occur
- It is accessible via internet connection

Students

- Need to ensure that they have the necessary technical skills
- Compare to the traditional methods more time is required in front of a screen leading to fatigue.

Teachers

- Some teachers lack basic skills regarding technology.
- Some teachers are resistant to change.
- It may be challenging to fit to the curriculum.
- It is time consuming to plan and effectively implement the DIMELI@school program in class.

Opportunities

Students:

- Acquire skills of self -assessment
- Acquire skills of collaboration
- Are integrated to the digital era

Teachers:

· Their profiles and skills will be strengthened

· They can transform traditional education to 21st century learning environment

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Parents:

- Supported in dealing with media literacy challenges

Threats

Toolkit:

- Competition
- Rapid changes in technology

Students:

- Lack of personal motivation due to less interaction with the teacher

6.3.2 DIMELI@School Policy Initiative – Ways of Exploitation and Promotion

Moreover, the DIMELI@SCHOOL Policy Initiative focus on the exploitation of the products developed as part of the DIMELI4AC Programme, in order to ensure their sustainability and to draw attention to the need of students to develop media literacy skills. A good opportunity to raise awareness and promote DIMELI4AC materials is by utilizing opportunities such as EU/ International days focused on Media Literacy or any other related events.

Who

The target groups of this movement correspond to the general target groups of the project, which are:

- School leaders
- Teachers
- Local authorities
- Other stakeholders relevant to each partner's national context

Secondary target groups include also:

- Students (ages 10-15, with a focus on those with fewer opportunities)
- Parents
- ICT and media experts
- Media companies
- Other stakeholders relevant to each partner's national context

How

Here you can find different ways and tips on creating and implementing a movement in support for the importance of media literacy skills for students. Through this movement the sustainability of the products developed as part of the project will ensured, and the aims to support young people to participate safely, effectively, critically and responsibly in the digital world will be promoted.

How can you get involved? There are many ways you can get involved!

Firstly, you can show your support by promoting the existing DIMELI4AC Campaign through:

- ✓ Signing the Memorandum of Endorsement, Support and Commitment for DIMELI4AC Stakeholders - <http://dimeli.eu/memorandum/>
- ✓ Like and share the DIMELI4AC social media page - <https://www.facebook.com/dimeli4ac/>

DIMELI Digital Action Plan



- ✓ Use hashtags (#) related to DIMELI4AC - #DIMELI4AC #digitalliteracy #medialiteracy + more specific hashtags if you're posting about a specific module (e.g. #hatespeech, #cyberbullying etc.)
- ✓ Become a DIMELI4AC Ambassador – an official supporter of the DIMELI4AC project, supporting in the promotion of the aims and objectives of the project.

However, to make a real impact the consortium would like to see educators, school leaders and key decision makers across the EU, to take positive actions in order to empower young people to become responsible, critical, global citizens in the digitalized and connected world we live in. Activities may include:

- Launching your own local campaign with the support of media experts;
- Hosting regular events/ seminars that brings together learners and experts in the field;
- Increasing the information provided in your organisation in media literacy related themes;
- Establish your own DIMELI CLUB in your school or in your local community venue to serve as a focal point for learners to find information and access support.

Possible events you may look at to use as a 'launch pad' for your own initiatives or campaign may include:

- ✓ **ALL DIGITAL WEEK:** the ALL DIGITAL Week is a yearly campaign which aims to promote digital inclusion and empowerment through events held in schools, digital competence centres, libraries and other venues. The initiative is decentralized across the EU (and beyond, to a smaller extent) and gathers thousands of events that promote digital literacy under a single label, giving them visibility and cohesion - <https://alldigitalweek.eu/>
- ✓ **Safer Internet Day:** another great opportunity to raise awareness, as every year relevant stakeholders all round the world join together to make the internet safer and better place for all, and especially children and young people - <https://www.saferinternetday.org/>
- ✓ Any other event/ initiative related to the aims/ objectives of the programme at a national level!

7. Conclusion

Overall, this document consists of the explanation of the last Intellectual Output: DIMELI4DC@School Digital Action Plan: From the school to the EU level – Policy Recommendation for upscaling and sustainability. This final IO is about ensuring the sustainability and exploitation of the project in a broader level, an important step after the completion of the DIMELI4AC project in order to keep it alive.

Local, regional, national and EU wide initiatives are required to continue the successes of this project and many others. However, grassroots actions from individual schools, colleges, universities and stakeholders are necessary but will always have increased impact if supported by government policy. The DIMELI4AC team encourages all educational leaders and decision makers to keep the issue of media literacy highlighted in discussions within their educational networks, associations and governing bodies, in order to take a positive step for our learners to fulfil their potential as digital citizens.