

## Your response

Question	Your response
<p><b>Question 1:</b> Do you agree with our proposals in this section? Please explain your reasons and provide any relevant supporting evidence.</p>	<p>The goals and activities outlined to achieve them appear logical and timely. To enhance the approach for Goal Four, I recommend developing a unified survey, akin to a test, to assess the level media literacy skills and vulnerability to disinformation. This survey could be administered by various organisations and would facilitate the standardisation of indicators across key media literacy entities.</p> <p>The importance of this lies in addressing the question, "what works?" The nature of interventions varies—such as campaigns, training sessions, and online courses. While pre- and post-intervention results typically show improvement for each, they may not necessarily indicate which method is most efficient or has the greatest long-term impact. Encouraging the consistent use of the same test, perhaps on an annual basis, could yield valuable insights. This approach would allow for more reliable comparisons and a better understanding of the effectiveness and durability of different interventions.</p>
<p><b>Question 2:</b> Do you agree with our proposals in this section for working with platforms? Please explain your reasons and provide any relevant supporting evidence</p>	<p>The proposed goals and activities appear reasonable and timely.</p>
<p><b>Question 3:</b> Do you agree with our proposals in this section? Please explain your reasons and provide any relevant supporting evidence. We are particularly interested in any views and evidence about whether a Media Literacy Week would be impactful.</p>	<p>The described approach appears proficient and logical. I would like to emphasise Goal Two and Activity 4.11, which focus on working with providers of professional development (CPD) courses. IREX in Ukraine has been collaborating for three years with teacher retraining institutions and pedagogical faculties that educate future teachers, as part of the FCDO-funded project. The main goal was to integrate media literacy into instructors' activities. This approach was well-received, and an external</p>

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	<p>evaluation conducted in 2021 demonstrated its effectiveness.</p> <p>Specifically, the qualitative and quantitative stages of the study revealed that participation in the project significantly enhanced the participants' media literacy skills. It also improved their understanding of the need to take an active role in information consumption and to act correctly to stay informed and receive reliable information.</p> <p>Focus group participants, including representatives from both in-service and pre-service institutions, noted that they integrated media literacy and critical information consumption (CIC) skills into their teaching processes. This was achieved by adding relevant material, enriching existing subjects with media literacy content, creating new courses and programmes, and developing and conducting training sessions, seminars, and interactive activities such as games. Representatives from in-service institutions highlighted that this integration made courses for teachers more engaging and emphasised their emotional component. Representatives from higher education establishments noted that this increased the popularity and frequency of students choosing their courses.</p> <p>Furthermore, making media literacy a universal priority should include more interventions targeting government decision-makers at both local and hyper-local levels (relevant for goal 4 and 5). It is important to approach them in two ways: as media consumers (and potentially vulnerable individuals) and as those who develop or implement media literacy policies on the ground. This could include embedding media literacy into their retraining courses. In the IREX project in Ukraine, funded by the US government, which involved over 2,100 schools and teachers, special efforts were devoted to engaging local government to promote media literacy. We have observed that this has a significant impact. At the same time, we targeted civil servants as training participants in 2021-22, evaluation confirmed that it helps to raise their awareness about the disinformation compared to the control group, the same as improving ability to verify information.</p> <p>Regarding the implementation of Media Literacy Week, the Ukrainian experience has demonstrated that this period is highly effective for national events and large-scale</p>

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	<p>information campaigns. The National Media Literacy Project, Filter, in cooperation with IREX, conducted a National Media Literacy Test during this week and a National Media Literacy Lesson in the lead-up to it. These initiatives successfully engaged a significant number of Ukrainians (would be glad to provide more details if needed).</p>
<p><b>Question 4:</b> Do you agree with our assessment of the potential impact on specific groups of persons?</p>	<p>The proposed approach to assessment appears thoughtful, well-considered, and expert.</p>
<p><b>Question 5:</b> Do you agree with our assessment of the potential impact of our proposals on the Welsh language?</p>	<p>I don't feel sufficiently informed about the Welsh situation to provide an expert commentary on it.</p>