



MIL-CC: A Media Literacy Training Programme for Public Librarians



FuJo
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About the Project

MIL-CC (Media and Information Literacy Community Connections) is a pilot project running in Ireland, Spain, and Portugal. It aims to explore how best to design and deliver media literacy training for public librarians.

Funded by the European Media and Information Fund, the project is supported by public library authorities in each country and by the Brussels-based Public Libraries 2030. In Ireland, it is supported by the Local Government Management Agency (LGMA) and draws on the expertise of Media Literacy Ireland and EDMO Ireland.

Aim

Librarians already play a key role in supporting public access to information, but they often lack tailored resources or training on media literacy. Existing media literacy resources are often designed for schools and students and don't always fit the needs of public libraries, which serve a wider and more diverse public.

The core aim of MIL-CC is to develop a practical, relevant training programme that:

- Increases public librarians' knowledge and understanding of media literacy
- Builds librarians' confidence to curate events and engage with the public on media literacy topics
- Adapts to the realities of library work including limited time, diverse audiences, and low-tech environments

MIL-CC is a pilot project to test the feasibility and relevance of this training approach.

What to expect

This is a flexible, low-tech training programme, built with busy librarians in mind. It will test different formats and content approaches to find out:

- What works well in library settings
- What supports or formats are most useful
- What barriers exist to delivering media literacy activities

What will we do with the findings?

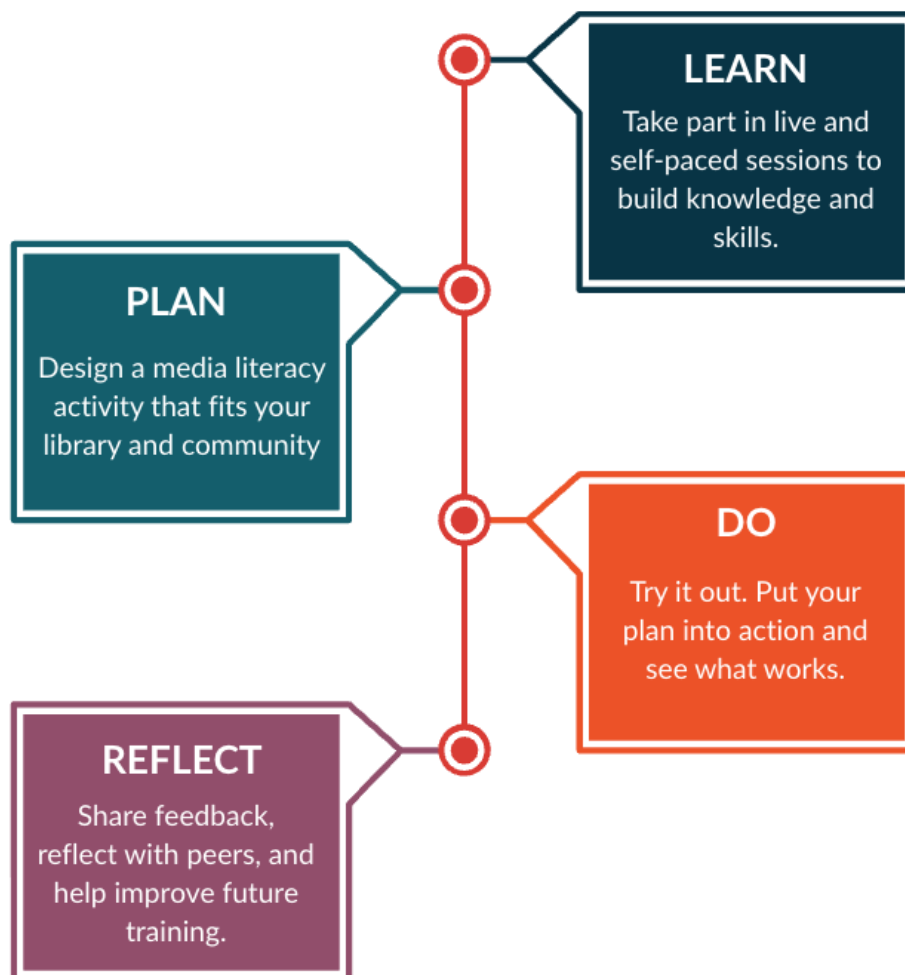
The insights from this pilot will help shape future media literacy training for public libraries—not just in Ireland, but across Europe. Your participation will contribute directly to a stronger, more inclusive approach to media literacy.

How it Works

This training programme is designed to build your knowledge, skills, and confidence so you can commission, curate, or deliver media literacy events in your library.

It combines live sessions (in-person and online) with self-paced learning through short, accessible online materials. You'll then apply what you've learned by designing and delivering a media literacy activity—big or small—in your library. Finally, you'll take part in a review process with feedback and peer support.

The diagram below shows how the programme works, from learning to reflection.



For self-paced learning, the articles are hosted on the website Learn to Check (<https://learntocheck.org/en/>). A link to relevant articles will be provided in a digital version of the training overview.

Training Overview

<i>Module</i>	<i>Block Description</i>	<i>Format</i>	<i>Complete by</i>
Module 1: Introduction	Block 1.1 Introduction and foundations of Media Information Literacy (MIL)	Live: In-Person Workshop 3 hours	June 13
	Block 1.2 Understanding influence, disinformation and its consequences	Self-paced Articles 1.5 hours	Mid July
	Block 1.3 Understanding influence, disinformation and its consequences	Live: Online Lecture 1.5 hours	First week of July
Module 2: Teaching MIL	Block 2.1 Activities and strategies to teach Media Information Literacy (MIL)	Live: Online Lecture 1 hour	Third week of July
	Block 2.2 Activities and strategies to teach Media Information Literacy (MIL)	Self-paced Articles 1 hour	End July
Module 3: Developing MIL Activities	Block 3.1 Creating a draft training session, drawing on existing resources	Self-paced Articles 4 hours	End August
	Block 3.2 Using EDMO MIL guidelines and project templates	Live: Online Lecture 2 hours	Second week of August
	Block 3.3 Feedback and peer review on draft proposal	Live: Online Workshops 3 x 1 hours TBC	Mid September
Module 4: Implementation Review and Evaluation	Block 4.1 Delivery of community Media Information Literacy (MIL) activities Ideally carried out in pairs.	Self-paced independent work 5 hours approx.	Mid October
	Block 4.2 Review and evaluation of activities. ideally carried out in pairs.	Self-paced independent work 3 hours approx.	End October

Module 1 in Detail

To give you a sense of how the training works, here is a detailed overview of Model 1:

Block 1.1 – In-Person Workshop (3 hours):

This session introduces you to the overall project, the concept of media literacy, and the potential role of libraries in promoting media literacy within their communities.

Block 1.2 – Self-Paced Learning (Approx. 1.5 hours):

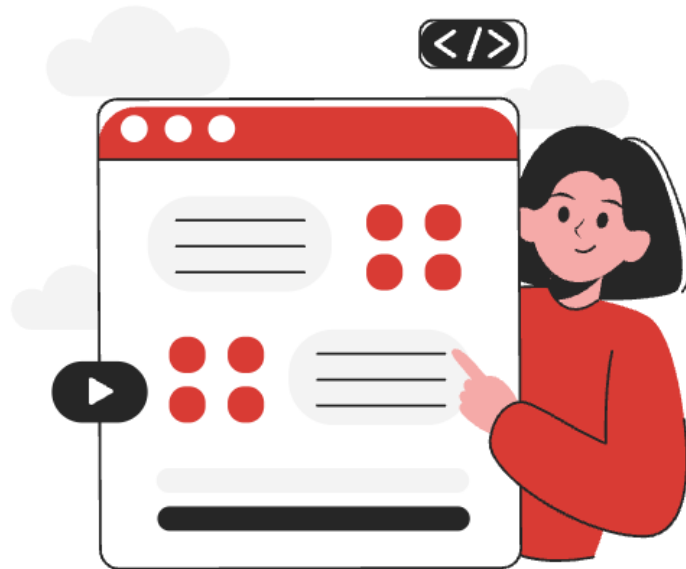
In your own time, you'll read a selection of short, accessible online articles that complement the workshop and prepare you for the next live session. You may wish to revisit some of the articles later in the training to reinforce your learning.

The articles are hosted on **Learn to Check** and will be linked in the online overview. Topics include:

- Understanding influence
- Cognitive biases
- Glossary of disinformation terms
- A thousand ways to lie: types of disinformation and strategies
- Internet scams: how they try to trick us
- What are conspiracy theories?
- Disinformation and human rights
- AI basics: what it is, how it works, risks and benefits
- Climate change disinformation
- Electoral disinformation

Block 1.3 – Live Online Lecture:

This live session builds on the previous materials, exploring key media literacy concepts, different types of bias, and the current disinformation landscape in Ireland and Europe. It will include a focus on two case studies: climate change disinformation and electoral disinformation.



Designing your media literacy initiative

Designing and delivering a media literacy initiative might sound daunting, but you're not on your own. There is clear guidance to help you plan, and a wide range of existing resources covering all kinds of media literacy topics.

In the following pages, you'll find a selection of useful materials to explore, adapt, and build on in your own library setting.

Everyday Media Literacy

The terms 'media literacy' and 'media information literacy' sound very formal, maybe even a bit pedantic. But the truth is, most of us are already engaged with media literacy even if we don't use those terms.

You are already engaging with media literacy anytime you:

- Wonder if you can trust the news,
- Worry about how addictive a social media app is,
- Love a film or a show so much you want to tell others why,
- Notice whether influencers are being transparent about their sponsors,
- Get annoyed at how people or issues are misrepresented,
- Admire a well-told story,
- Get curious (or concerned) about AI

At its core, media literacy is about the knowledge and skills we need to make sense of, navigate, and participate in today's media-rich world. UNESCO defines media literacy (as part of Media and Information Literacy, or MIL) as the ability to "access, analyze, evaluate, and create media in a variety of forms" and to "understand the role of media and information in democratic societies."

Media Literacy is often described as a "21st century skill," but really, it's just part of everyday life. So don't get bogged down in terminology. This training is here to boost your confidence and give you practical ways to explore these questions with your community. Whether or not you use the phrase media literacy, the issues it covers are already part of the conversations you're having.



In 2024, over 400 young people from local Waterford schools took part in a dynamic media-focused conference titled "Dismiss the Noise" without ever being told they were attending a media literacy event.

Organised by Waterford SLí, the Waterford Youth Information Centre, Waterford City Libraries, and the Europe Direct Centre, the event invited students to reflect on the constant "noise" of digital media in their daily lives and to explore ways to take back control of their digital spaces.



European Digital Media Observatory

The European Digital Media Observatory (EDMO) is an EU-funded initiative that brings together fact-checkers, media literacy experts, and academic researchers to build resilience to disinformation.

The EDMO media literacy guidelines are for anyone working on media literacy initiatives, whether planning a training workshop, organising a public talk, creating educational resources, or designing a long-term programme.

The guidelines are grouped into three areas: development, delivery, and review.

Development

1. **Set clear goals** – Define what the initiative aims to achieve.
2. **Empower participants** – Support people to engage critically and confidently.
3. **Promote media understanding** – Help participants understand how the media ecosystem works.
4. **Be relevant and consultative** – Engage with the target audience during planning.
5. **Use evidence** – Base decisions on research and proven approaches.
6. **Be inclusive** – Work with relevant organisations and networks.
7. **Act ethically and ensure access** – Respect participants' rights and remove barriers to participation.

Delivery

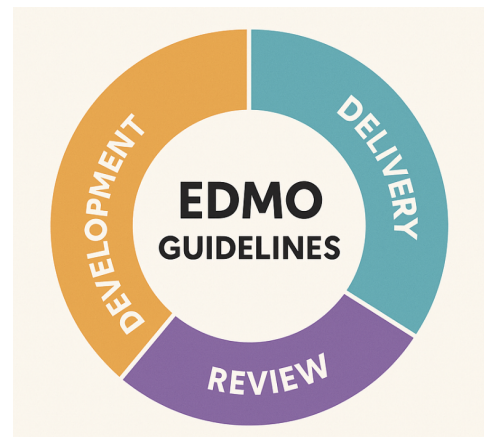
8. **Be transparent** – Clearly state your aims and funding sources.
9. **Be prepared** – Ensure you have the time, people, and tools you need.
10. **Be flexible** – Adapt based on feedback and changing needs.

Review

11. **Support long-term impact** – Provide resources and follow-up actions that last.
12. **Evaluate and share** – Assess what worked and share your results with others.

There's no one-size-fits-all approach because every initiative is different. But taking time to reflect on each stage - development, delivery, and review - can make your work more meaningful and impactful.

A detailed summary of the EDMO Media literacy guidelines is available at <https://edmo.eu/>





EDMO Ireland is the Irish hub of the European Digital Media Observatory (EDMO), a Europe-wide initiative that brings together fact-checkers, researchers, and media literacy experts to tackle disinformation and promote informed public debate.

In Ireland, EDMO Ireland works to monitor and analyse disinformation, support media literacy efforts, and inform public policy. It's a collaboration between Irish universities, fact-checking organisations, and civil society groups, funded by the European Commission. Visit: edmohub.ie

Factchecking

The Journal's FactCheck team is a key partner in EDMO Ireland, providing expert analysis and verification of misleading claims circulating in Ireland, particularly during major public events like elections.

The Journal also offers a useful resource that explains how fact-checking works, and why certain topics - like migration, climate change, or vaccines—often attract disinformation or distorted coverage.



For the latest factchecks visit
<https://www.thejournal.ie/factcheck/news/>



Equip yourself with the information and tools to be your own fact-checker.

To browse the knowledge bank visit
<https://www.factchecking.ie/>

Be Election Smart

Elections and referendums are regular features of Irish public life and they often come with a surge of misinformation and disinformation. In 2024, EDMO Ireland supported the EU-wide Be Election Smart campaign ahead of the European Elections.

The campaign was translated into Irish by Coimisiún na Meán and promoted with the help of Media Literacy Ireland. It was relaunched for the General Election and will be repurposed for the upcoming Presidential Election.

Be Election Smart Stickers



The Be Election Smart message is simple and timely. You can reuse or reinforce this message in your library by accessing the campaign materials at edmohub.ie

Election periods are also a great opportunity to remind people to get accurate, up-to-date voting information directly from the Electoral Commission: www.electoralcommission.ie.

Media Literacy Ireland



Media Literacy Ireland (MLI) is an informal alliance of individuals and organisations who work together on a mainly voluntary basis to promote media literacy in Ireland. Facilitated by Coimisiún na Meán, MLI has over 350 members drawn from a broad range of sectors.

MLI acts as an enabler for media literacy stakeholders in Ireland and provides a platform for facilitating dialogue, the exchange of ideas, and the development of sustainable media literacy projects. Visit: <https://www.medialiteracyireland.ie/>

MLI runs the annual MLI Awards programme which includes a Best Community-Based Media Literacy Initiative category. This category is very suitable for media literacy activities undertaken by libraries. Visit: <https://www.medialiteracyireland.ie/awards/>

Be Media Smart Campaign

Be Media Smart is a campaign coordinated by MLI to help people 'Stop, Think and Check' that the information they are getting is accurate and reliable.

The website provides tips, advice on fact-checking and an Ask the Expert section. Free 'Top Tips' posters in Irish and English can be downloaded and used in libraries and community settings.

Visit: www.bemediasmart.ie

A vertical poster for the Be Media Smart campaign in Irish. The title is "BÍODH TUISCINT AGAT AR NA MEÁIN_LEIDEANNA". Below the title, it says "Tá faisnéis ag teacht chugainn as gach áit agus bíonn sé deacair anois agus arís a bheichte nó a iontaofa agus atá an fhaisnéis sin." The poster is divided into three main sections: "STOP" (red background), "SMAOINIGH" (teal background), and "SEICEÁIL" (purple background). Each section contains a list of tips. At the bottom, it says "bemediasmart.ie" and "Tacatth ag Coimisiún na Meán agus DCU Fula".

BÍODH TUISCINT AGAT AR NA MEÁIN_LEIDEANNA

Tá faisnéis ag teacht chugainn as gach áit agus bíonn sé deacair anois agus arís a bheichte nó a iontaofa agus atá an fhaisnéis sin.

Bain úsáid as an modh oibre – STOP / SMAOINIGH / SEICEÁIL le cuidiú leat teacht ar fhaisnéis chruinn iontaofa.

STOP

- Léigh níos mó ná na ceamlínte
- Ná glac leis go bhfuil an scéal ar fad á chur in iúl i bpicitúr ná i ngnangraf
- Ní hionann fómhú mharscaipthe nó fómhá a bheith ag treochtáil agus fómhá atá beacht

SMAOINIGH

- Go cúramach ar an bhfaisnéis agus céard dó a bhfuil sí
- Ar do chlaontacht féin
- Féach an bhfuil tuairiscíú á dhéanamh ar an bhfaisnéis in aon áit eile

SEICEÁIL

- Féach an bhfuil an an fhaisnéis á tuairiscíú aon áit eile
- Féach go cúramach ar sheoladh an líithreáin
- Féach ar na míonsonraí, an bhfuil siad cruinn?
- Cuir ceist ar shaineolait

bemediasmart.ie Tacatth ag Coimisiún na Meán agus DCU Fula

Be Media Smart Workshop in a Box

The Be Media Smart Workshop in a Box is a free resource developed by EDMO Ireland and Media Literacy Ireland.

It provides teachers, librarians, community leaders and other educators with the resources to deliver a Be Media Smart workshop in their communities where people can learn about engaging with digital media content, as well as disinformation and its impact on the society.



Resources include an editable slide-deck, teaching notes, facilitator resources and handouts, as well as template posters for advertising your workshop.

<https://www.medialiteracyireland.ie/training-development/workshop-in-box/>

Be Media Smart Library Talks



This is a PowerPoint presentation that has been used in public libraries as part of the Be Media Savvy, Be Media Smart initiative.

It covers some fundamental media literacy topics such as understanding data, algorithms, AI, online fraud and misinformation. The deck is editable and includes speaking notes.

Guidelines for the development of MIL projects and activities

Authors: Vítor Tomé, Martina Chapman, Nereida Carrillo, Eileen Culloty, Marina Meseguer, Ana Pinto Martinho, and Dina Margato

Introduction

A core component of the MIL-CC course is the design, delivery and evaluation of your own community-based MIL activity. There is no 'one-size-fits-all' method for developing MIL projects and it is expected that the projects and activities that will be produced as part of the course will vary greatly in size, type and approach.

For example, some participants may want to use an adapted version of the Be Media Smart 'Workshop in a Box' methodology, developed and tested by Media Literacy Ireland, while others may want to start with more simple activities like a talk for patrons, or an exhibition. Other libraries may want to do something more ambitious based on the additional support available to them by local actors, such as local media and local academics or other experts.

As an option, librarians could add a 'practice' stage to the project, enabling them to test the public activity with colleagues beforehand.

This document provides some guidance for the activities included in Modules 3 and 4 of the MIL-CC such as:

- Designing a community-based MIL project that takes into account the specific context and needs of the local area, and which should be guided by the structure provided by the MIL CC project (**Annex I**);
- Designing and implementing at least one MIL activity linked to the overall project (following a structure provided by the MIL CC team, available in **Annex II**);
- Monitoring and critical evaluation of the implemented activity(ies), namely the implementation process and the resulting product(s);
- Presentation of the work and its results and preparation of a final digital report (following a structure provided by the MIL CC team, available in **Annex III**).

When designing projects, it is important to work in an interdisciplinary way, both within small groups and between groups. Your own values, knowledge, critical thinking skills and attitudes, as well as those of your colleagues, may already form the basis for MIL skills – such as your skills in areas such as languages, IT, history, philosophy, mathematics, statistics or environmental science involve information verification which is the foundation of identifying disinformation.

It is also important to provide safe spaces for dialogue and tolerance for the public who are participating in the community MIL projects and activities that you will develop and deliver. It is helpful to produce and disseminate media content according to interests (e.g. games, algorithms, *deepfakes*) and/or using equipment that is familiar.

Creating projects and activities in a training environment

From the outset, it's essential to distinguish between a project and an activity and understand the relationship between the two. For example, the project might be the creation of a YouTube channel focussed on a specific topic. An associated activity might be the planning, production and publication of one or more videos (the activities) about the specific topic on the YouTube channel (the project).

With this in mind, we have created and made available a basic model for organising projects (Annex I) and another for planning activities (Annex II).

When developing the project seven central aspects should be taken into account (Council of Europe, 2018), namely:

- Theoretical foundation (including, for example, key concepts such as MIL, algorithm literacy, AI literacy or disinformation);
- Characterisation of the context through, for example, a SWOT analysis of the community in relation to the 10 domains of Education for Digital Citizenship.
- A strategy for effective participation by the learners in the project's activities, such as a learning-by-doing strategy (e.g. how to involve all the actors in the community, albeit gradually);
- Expected results in terms of cooperation with the community (define actions to be developed for collaboration with key local stakeholders in the community, e.g. local authorities);
- Monitoring and evaluation (e.g. time to review and improve the project; creation of support instruments, including the evaluation of resources and the evaluation system strategy - meta-evaluation);
- Dissemination of good practices and results (internally and externally, e.g. via meetings, community events and librarian conferences at national level and, possibly, internationally, such as the International Federation of Libraries Association conference);
- Sustainability plan (e.g. drawing up a three-year sustainability plan, which should be reviewed at the end of each year; form a team to take on this task, including various community representatives).

When developing a project of this nature it is essential that the local actors and stakeholders who might be involved in the delivery are engaged as early as possible to facilitate the development of the project in a participatory manner.

Structure for project creation

As part of the course you are invited to organise a project using the following structure (Annex I):

- i. Project name
- ii. Description (up to 100 words)
- iii. Project objectives
- iv. Target audience (What sector(s) of the community is the project targeting and why)
- v. Project stakeholders
- vi. Project methodology
- vii. Project resources
- viii. Project team
- ix. Project plan
- x. Results indicators (outcomes and outputs)
- xi. Project evaluation strategy
- xii. Sustainability plan

Project name

What you call your project is entirely up to you (item i), however care should be taken to choose something that will be attractive and appropriate to the target audience. Although the Project Name is item i, it may be useful to leave this blank until the other items have been identified.

Project description

The Project Description should be a short summary of the project which describes what it is, who is involved, why it is a good idea and when and where it will take place. The Project Description is what you will use when you trying to 'sell' the idea to other stakeholders or when you trying to promote it. Although the Project description is item ii, it may be useful to leave this blank until the other items have been identified.

Project objectives

Developing the Project objectives is a critical part of the development process and should clearly explain what the project aims to achieve and why. Where possible, objectives should be set based on evidence and insights. For example, what is the MIL learning need that this project is trying to address? What is the evidence of that need? What difference will it make to the target group? What will success look like? How do the project objectives strategically and practically fit with other library objectives or activities, or the objectives of other local actors or stakeholders?

Good objectives are SMART – Specific, Measurable, Achievable, Relevant (and Resourced) and Time-Bound.

You should explore whether the project objectives that you set for your MIL project aligns to any of the library's other existing objectives or projects.

Target audience

Careful consideration should be given to what sector(s) of the community the project is targeting and why. The more specific the target audience is, the more target the activities can be. It is important to understand as much as possible about the target audience, for example:

- Age range
- Gender
- Number of participants (MIL CC suggests 20 per activity)
- Location
- Etc...

Are they participants in a particular library project, users of the senior university, parent/guardian associations, local council officials, members of other organisations, formal or informal, that exist in the community? How will they be encouraged to participate in the project?

It is also useful to explore what the barriers to participation might be for the target group as well as what the motivation for participation might be for the target group. Where possible it can be very beneficial to consult directly with the target group to best understand their needs, interests and barriers to participation.

Project stakeholders

MIL underpins so many aspects of people's lives now, that it is likely that other stakeholders may also be interested in collaborating on the project. You should investigate what other organisations or networks are engaged with the target audience and how they could be involved in the project planning or delivery.

For example, local media professionals, may be able to fulfil key roles in an MIL training activity offered by public libraries, and even more so if this activity is integrated into a community intervention project. Journalists have training in ethics and deontology (Journalists' Code of Ethics), as well as knowledge of the Press Law and other associated laws, in addition to being subject to the regulatory rules.

These three aspects are fundamental in MIL training, especially in situations where it is crucial, for example, to distinguish journalism from what it is not. Local media professionals can also explain how the media work, both as companies and as communication organisations. They can explain the process of producing and selecting news items (concepts such as *news-making*, *gatekeeper*, *newsworthiness criteria* and *news values*) using theoretical content, but also experience in the field. This is fundamental

for critically analysing news content and other media content, and therefore for validating information and combating disinformation.

Journalists can support librarians (and others) in the production of media messages by demonstrating journalistic language and techniques for producing journalistic pieces in multiple media (text, photography, audio, multimedia). Many local media and journalists are now incorporating media literacy projects and activities into their traditional work.

Project methodology

It is important to carefully consider what project methodologies / pedagogies would be appropriate and effective.

A number of methodologies may be applied to community-based MIL projects.

Module 1 of the course content ('Inspirational activities from libraries') may provide some insights on the most effective methodologies to use to deliver MIL to the public. Some of the activities may be readily replicated, while others may need to be adapted according to what is believed to be most appropriate for the audience.

In addition, Module 3 ('Resources for MIL teaching: videos, games, activities for MIL') suggests the use of digital platforms and websites that provide resources in multiple formats (e.g. video, audio, still image, cartoon, text), available in a variety of formats and suitable for use in MIL activities in different learning contexts.

You should consider a wide range of activities and choose the ones most suitable for the community. Activities could include:

- An online campaign with memes about the consequences of disinformation
- A video production and publication competition
- A blog or website
- A multi-platform newspaper
- A library newsletter (print/online)
- A video project on *YouTube* to give participants a voice
- A podcast
- Creating content for the local or regional newspaper/radio or television.
- The production of documentaries
- A page on a collaborative network (e.g. Facebook, WhatsApp)
- A campaign to combat disinformation
- Creating online games (e.g., escape room implementing a reading club on disinformation, AI and MIL)

Project resources

The resources required to deliver a project will depend on the specifics of the project, and the methodologies to be adopted. Resourcing a project usually involves a mix of things (posters, videos, websites), funding and people.

In order to develop a project plan (item ix), you will need to decide what support or resources might be required to deliver the project. To avoid waste and duplication, research should be carried out into what support or resources already exist and might be available to the project and how existing resources could be made relevant/appropriate to the target group. Similarly, research should be carried out into what new resources might need to be developed in line with the methodologies and procedures being followed.

It is also worth considering what might be the unintended consequences of the project resources.

Existing library projects should be explored to see whether they could support the MIL project. However, please note, the MIL projects to be developed as part of the MIL CC training are not intended to change pre-existing library projects, but to enhance them in an integrated and sustained way in a community intervention project. What may need to be changed, and only on the initiative of the librarian(s), is the adoption of resources, techniques and strategies that are different from those that were planned.

Project team

The team that develops the project should involve, whenever possible, a diverse set of members, including librarians, local authority officials and representatives of other organisations in the community, especially those that already collaborate with the public library.

Everyone on the team should know what their role and responsibilities are, and how their work impacts the project. Projects tend to work better when there is one clearly identified team leader who communicates in a clear and timely manner with all other team members and stakeholders.

Project plan

The Project Plan is the blueprint for the delivery of the project. It can only be developed once detailed information on all aspects of the projects has been produced. The Project Plan should include a list of all the project elements associated with the project (such as events, initiatives, campaigns, partnerships, communications etc), as well the resources required and plans for the development of new resources. The Project Plan should also include a timeline for the delivery of the project, as well as who is responsible for delivering the various elements and associated deadlines. For bigger,

more expensive projects, a risk analysis and mitigation procedure might be required, to make sure that all eventualities are covered.

Results indicators

There can sometimes be confusion about the difference between Project objectives (item iii) and Results Indicators (item x). Project Objectives are what the project is trying to achieve. Results Indicators are what was produced during the project (quantitative outputs) or the impact that the project had (qualitative outcomes).

For example, the objective might be for participants to learn how to produce videos about disinformation on the YouTube platform. The result indicators could be the production of three videos (outputs) on the YouTube platform that were used by local community groups to talk about avoiding disinformation (outcomes).

Project evaluation

Developing an evaluation strategy for each project is essential in order to be able to make an informed judgement about the impact and effectiveness of the project as well as the implementation process. The data collected as part of the evaluation, and the results obtained after interpreting it, are an essential part of the trainees' report.

It is important to develop an effective evaluation strategy and the EDMO Guidelines can be helpful in this context. Ideally, the evaluation strategy for the project should be developed as part of the planning process to allow for data collection throughout the project life-cycle and to ensure that the views of the participants are being captured. It is also recommended that there is a mechanism in place to ensure that information gathered during the project that might improve the project outcomes, can be effectively fed back and the project amended as appropriate.

It is also important that the organisations responsible for libraries are informed about the results of the MIL project, as well as other organisations in the educational community that may or may not decide to fund the sustainability plan of the community intervention project.

When developing the evaluation strategy, it is useful to consider the report you have to produce at the end of the training (Annex III), so you know what data needs to be collected, taking into account the context and type of project. The evaluation tools must be simple and can be developed during the training.

Given the range of projects that might be developed, data collection might be very diverse, as a project can consist of a series of online campaigns to combat disinformation, but it can also consist of producing videos, podcasts, a page on a social network, or creating content for a local, traditional or digital media outlet.

Project Sustainability

The sustainability plan is both the final item in the Media Literacy project development model and the report that each pair of librarians will have to produce at the end of the MIL CC project course. This is an important aspect of the overall MIL-CC project because if the projects created are not continued, the MIL course will not achieve part of its main objective: to organise, implement, monitor and evaluate community intervention projects in MIL that extend beyond the training course.

Cross-referencing the design grid with the EDMO Guidelines

We recommend that the [EDMO Guidelines](#) are referred to as your project is being designed, implemented and evaluated. The EDMO Guidelines have been produced in a participatory way and are aimed at any person or organisation that wants to develop MIL projects or initiatives. The guidelines have been produced as a tool for project owners to use as they see fit, and some guidelines may not apply to some projects. It is therefore up to those designing the projects to choose the guidelines they consider relevant and adapt them to their specific context.

EDMO is focused on multiple ways of combating disinformation. Its guidelines are intended to be useful for all types of MIL projects and initiatives. The guidelines are relevant to both new and existing projects - contributing to their improvement, for example through more robust monitoring and evaluation.

In Table 1 below, we have cross-referenced the project creation grid provided in Appendix I with the guidelines and we have numbered the EDMO guidelines as follows:

Development

1. A good media literacy initiative:
 - 1.1. has clearly defined goals and principles
 - 1.2. is empowering
 - 1.3. promotes critical understanding of the media ecosystem
 - 1.4. consultative and relevant
 - 1.5. takes an evidence-based approach
 - 1.6. is inclusive
 - 1.7. is ethical and accessible

Delivery

2. A good media literacy initiative:
 - 2.1. is transparent
 - 2.2. is prepared
 - 2.3. adaptable

Review

3. A good media literacy initiative:
 - 3.1. endures
 - 3.2. reflects, shares and evaluates

Table 1 - Cross-referencing the project creation grid with the EDMO Guidelines

Project Creation Grid Item	EDMO Guideline Relevance	Alignment description
1. Project Name	1.7 "is inclusive" and 2.1 "is transparent"	Naming the project appropriately and in a way that will attract the target audience is transparent (2.1) and is accessible (1.7)
2. Project Description	1.7 "is inclusive" and 2.1 "is transparent"	Clearly and accurately describing the project is transparent (2.1) and is accessible (1.7)
3. Project Objectives	1.1 "has clearly defined goals and principles"; 3.2 "reflects, shares and evaluates"	Clearly defined, measurable, achievable, relevant, and time-bound (SMART) objectives (1.1) are crucial. They should directly support the project's overarching goals and facilitate effective evaluation (3.2) by providing clear benchmarks for assessing progress and impact.
4. Target Audience	1.6 "is inclusive"; 1.4 "consultative and relevant"; 2.3 "is adaptable"	The EDMO guidelines emphasise inclusivity (1.6) and relevance (1.4). Adaptability (2.3) is key for addressing diverse audience needs, and having audiences' perspectives in mind
5. Community Involvement (including journalists)Project Stakeholders	1.3 "promotes critical understanding of the media ecosystem"; 1.4 "consultative and relevant"; 1.6: "is inclusive"; 2.1 "is transparent"; "is ethical and accessible"	The project's relevance (1. 4), inclusivity (1. 6), and transparency (2.1) are significantly enhanced by involving other stakeholders in the community engagement project, especially the involvement of local journalists. Their expertise fosters a critical understanding of the media ecosystem (1.3), empowering participants to analyse information effectively and combat disinformation. Establishing clear communication channels for collaboration is essential. Working with stakeholders can also ensure ethical considerations and accessibility (1.7) are addressed.
6. Project Methodology	2.3 "is adaptable"; 1.6 "is inclusive"; 1.7 "is ethical and accessible"	The methodology should align with principles of adaptability (2.3), inclusivity (1.6), ethical considerations and accessibility (1.7) to ensure the project reaches its intended audience effectively. Employ active learning methods to encourage engagement and knowledge retention.
7. Project Resources	1.5 "takes an evidence-based approach"	Resource selection should adhere to an evidence-based approach (1.5). Prioritise resources that align with established best practices in media literacy, drawing on reputable sources such as academic research, successful programs, and expert opinions.
8. Project Team	1.6 "is inclusive"; 2,2 "is prepared"; 2.3 "is adaptable"	Team composition should align with the inclusivity principle (1.6), representing diverse backgrounds and perspectives and incorporating individuals and organisations from the target community, and envisaging more general goals (e.g., national international). The right project team also means that the project can be adaptable (2.3) and prepared (2.2)

9. Project Plan	1.2 (p.5) are "empowering"; 2.2 (p.8): "prepared"	Meticulous planning, as emphasised in the EDMO guidelines (2.2), is crucial for creating empowering (1.2) and well-defined activities. This includes outlining specific activities, scheduling, allocating resources, and anticipating potential challenges.
10. Result Indicators	1.1 "has clearly defined goals and principles"; 3.2 "reflects, shares and evaluates"	Clearly defined, measurable, achievable, relevant, and time-bound (SMART) outcomes (1.1) are crucial for assessing the project's success and demonstrating impact (3.2). Develop specific, quantifiable indicators to track progress towards achieving these outcomes.
11. Project Evaluation Strategy	3.2 "reflects, shares and evaluates"; 1.7 "is ethical and accessible"	A comprehensive evaluation strategy (3.2) should incorporate multiple methods to assess participant learning, activity effectiveness, trainer performance, and self-reflection. Consider using pre- and post-tests, surveys, focus groups, and observations. Data handling must be ethical and compliant with relevant regulations (1.7). Establish clear procedures for data collection, storage, analysis, and sharing. Ensure data privacy and security. Sharing findings contributes to the evaluation process (3.2) and broader dissemination of knowledge.
13. Sustainability Plan	3.1 "endures"	A well-defined sustainability plan (3.1) is crucial for ensuring the project's long-term impact. This includes identifying and securing ongoing resources, developing strategies for community ownership and engagement, and creating mechanisms for maintaining the project's activities beyond the training period.

Evaluation of the MIL CC training course

As part of this course, trainees must produce and deliver a final digital report (Annex III) to the trainer which includes an evaluation of the activities carried out as part of the project developed by the librarians.

Data from these evaluation reports will be used in an anonymised way as part of the overall MIL-CC project evaluation. The series of questions posed in the form are designed to facilitate the production of the trainer's final report.

Annex I - Grid for developing the Project

IMPORTANT NOTE: responses are not limited to the size of the space provided

Part I

1 - Project Name
2 - Project Description (up to 100 words)
3 - Project Objectives
4 - Target Audience
5 - Project Stakeholders
6 - Project Methodology
7 - Project Resources
8 - Project Team

Part II

9 - Project Plan
10 - Results Indicators (Outcomes and Outputs)

Part III

12 - Project Evaluation Strategy 12.1 Resources for Evaluating Participant Learning 12.2 Resources for Evaluating Activity Effectiveness 12.3 Resources for Evaluating Trainer Performance 12.4 Resources for Trainer Self-Assessment 12.5 Data processing and sharing of results
13 - Sustainability plan

Annex II - Grid for developing MIL activities

IMPORTANT NOTE: responses are not limited to the size of the space provided

1- Name
2- Description
3- Objectives
4- Target audience
5- Resources & references
6- Team and Stakeholders
7- Plan (in stages)

Annex III - Final report structure - LIBRARIANS

IMPORTANT NOTE: responses are not limited to the size of the space provided (To be delivered to the trainers at the end of the training course)

- a) The report should be between three and five A4 pages (Trebuchet MS, 12-point font, 1.5 spaces), labelled and does not need to be bound.
- b) It can have attachments (photos, videos on CD, sentence records, student products);

1. Title
2. Fulfilment of the project planning phases <ol style="list-style-type: none">a) From when to whenb) Time spent with participants (hours)c) MIL values, attitudes, skills and knowledge that were addressedd) Stakeholders – who was involved, why and how successful they weree) Complied/not complied with planningf) Strengthsg) Possible constraintsh) Strategies adopted to resolve unexpected problems
3. Project evaluation strategy <ol style="list-style-type: none">a) By the trainersb) By the participants
4. Results <ol style="list-style-type: none">a) Achievedb) Not reached + justification
5. Sustainability proposals after the training course <ol style="list-style-type: none">a) Project continuity (next phases)b) Re-use of materials and equipment acquired as part of the projectc) Possible new stakeholders
6. Annexes <ol style="list-style-type: none">a) Project planning sheet (final version)b) Activity planning sheetsc) Presentation (in PPT or other format used in the final session - only in PDF format)d) Links (to outputs created within the project, if any)e) (In)formative sheets usedf) Other documents used

For any queries about the project please contact

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