

SERVICE LEARNING FOR MEDIA LITERACY - KA210-YOU-5DBA5A00

# DEVELOPMENT OF YOUNGSTERS' OWN MEDIA USING A SOCIAL NETWORK PLATFORM

## COMMON REPORT



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## PROJECT OVERVIEW

The Service Learning for Media Literacy project represents a collaborative effort between three partner organizations: AEA (Spain), CPIP (Romania), and SEDA (Poland). The project was designed to enhance media literacy skills among young people by engaging them in the creation and management of digital media platforms that address relevant community topics.

### Objectives

- **Practical Application of Media Literacy:** Equip participants with the ability to apply theoretical knowledge in real-world settings by developing, managing, and publishing content on media channels.
- **Promotion of Responsible Media Use:** Foster awareness of ethical and informed content creation, enabling participants to combat misinformation and engage audiences responsibly.
- **Skill Development:** Build participant confidence in platform management, content creation, and audience interaction, helping them grow as competent digital citizens.
- **Community Engagement:** Encourage collaboration between participants, community members, and facilitators to strengthen the connection between media literacy and civic engagement.

## 1. IMPLEMENTATION SUMMARY

### 1.1 Participants and Demographics

The project brought together 30 participants across three partner countries, each representing diverse age groups, educational backgrounds, and social contexts:

- CPIP (Romania):
- Participants: 10 high school students from "Grigore Moisil" Theoretical High School, Timișoara.
- Age Range: 15-19 years.
- Gender: Balanced representation with 6 girls and 4 boys.
- Background: Students from urban settings, spanning grades 9-12 in a real-profile high school. Their existing familiarity with digital tools and theoretical media literacy skills formed a strong foundation for the project.



- AEA (Spain):
- Participants: 10 young adults engaged in Red Cross Almeria educational programs.
- Age Range: 20-27 years.
- Gender: 6 girls and 4 boys.
- Background: A mix of students and working individuals, bringing diverse perspectives and maturity to the project. This group benefited from the program's flexibility, which accommodated their varying schedules and commitments.
- SEDA (Poland):
- Participants: 10 high school students from I LO w Limanowej.
- Age Range: 17-18 years.
- Gender: Predominantly female (8 girls, 2 boys).
- Background: Young participants with limited prior exposure to professional digital content creation but high enthusiasm for exploring creative and technical media management skills.

This diverse cohort enabled the project to address unique cultural and regional contexts while fostering a shared commitment to media literacy.

## 1.2 Media Topics and Platforms

Participants were encouraged to choose topics reflecting their personal interests and the needs of their local communities. This approach fostered ownership, creativity, and relevance in their work. The selected platforms were chosen based on participant familiarity and the content's target audience.

Platforms Used:

- Blogger: Ideal for long-form, detailed articles on specialized topics like board games, hiking, and digital fraud.
- Instagram: Suited for visually appealing content such as modern food concepts, cultural heritage, and regional tourism.
- Facebook: Focused on community-driven topics, leveraging its interactive features for discussions and outreach.



### Common Themes Across Partners:

- Global Issues: Topics like environmental protection, climate change, and digital fraud were explored to raise awareness and educate audiences.
- Community-Focused Topics: Local news, tourism, cultural heritage, and social issues were highlighted to strengthen ties with the community.
- Personal Growth and Interests: Topics like personal development, emotional intelligence, board games, and technology evolution allowed participants to explore their passions.
- Current Events: For example, coverage of the US elections and media manipulation addressed contemporary global concerns.

### Specific Topics by Partner:

#### CPIP (Romania):

- [Descoperă Timișoara \(Discover Timișoara\)](#)
- [Mișcarea pentru Educație Media \(Media Literacy Movement\)](#)
- [Amatori de Literatură \(Literature Amateurs\)](#)
- [Mentalitate Sănătoasă \(Healthy Mentality\)](#)
- [Sustenabilitate și Stil de Viață Verde \(Sustainability and Green Lifestyle\)](#)
- [Exploratori Urbani \(Urban Explorers\)](#)
- [Moștenirea și Cultura Banatului \(Heritage and Culture of Banat\)](#)
- [Voluntariat și Schimbare Socială \(Volunteering and Social Change\)](#)
- [Tehnologie și Inovație \(Technology and Innovation\)](#)
- [Inspirație în Carieră \(Career Inspiration\)](#)

#### AEA (Spain):

1. Instagram: Elections in the USA. News related to the electoral campaign in the US. [https://www.instagram.com/ibcep\\_eeuu?igsh=MXEyZHIueHk1NTk4MQ%3D%3D&utm\\_source=qr](https://www.instagram.com/ibcep_eeuu?igsh=MXEyZHIueHk1NTk4MQ%3D%3D&utm_source=qr)
2. Instagram: Cultural life in Andalucia. Pictures of places of historical interest. [https://www.instagram.com/cultura\\_andalucia/profilecard/?igsh=MW1nbTExd2plM3BzaQ==](https://www.instagram.com/cultura_andalucia/profilecard/?igsh=MW1nbTExd2plM3BzaQ==)
3. Instagram: New food concepts. Pictures of modern food concepts. [https://www.instagram.com/gastro\\_concept/profilecard/?igsh=MTdibWN3eDh0bzljeg==](https://www.instagram.com/gastro_concept/profilecard/?igsh=MTdibWN3eDh0bzljeg==)
4. Blogger: Film reviews on movies related to the topics of information, communication and digital world. <https://mundocinerepensado.blogspot.com/>



5. Blogger: History of board games. Each post is related to a specific board game, how it appeared, its rules and how to play it. <https://historiadelosjuegosdemesa.blogspot.com/>
6. Blogger. Football in Spain. Football news in Spain and Europe, as well as posts of general interest for football fans. <https://futbolyentrenamientos.blogspot.com/>
7. Blogger. Mobile apps. Posts about how to use different mobile applications. <https://appschulas.blogspot.com/>
8. Blogger. Famous people from Almeria. Each post is dedicated to one famous person who came from or lived in Almeria. <https://almeriensesfamosos.blogspot.com/>
9. Blogger. Hiking routes in Almeria. Suggestions of hiking routes in Almeria province. <https://mejorsenderismoporalmيريا.blogspot.com/>
10. Blogger. Digital frauds. Examples of modern digital frauds and recommendations how to protect yourself. <https://nocaigasenlasestafas.blogspot.com/>

SEDA (Poland):

1. Safety in media: <https://www.facebook.com/p/slml-bezpiecze%C5%84stwo-w-mediach-61562336490789/>
2. Manipulation in media: <https://www.facebook.com/profile.php?id=61562064071580>
3. Service-Learning: <https://www.facebook.com/profile.php?id=61562450398007>
4. Animal protection: <https://www.facebook.com/profile.php?id=61561860181970>
5. Technology evolution: <https://www.facebook.com/profile.php?id=61562250033746>
6. Tourism in Małopolska: <https://www.facebook.com/profile.php?id=61561855321932>
7. Traveling near and far: <https://www.facebook.com/profile.php?id=61562246733852>
8. Climate change: <https://www.facebook.com/profile.php?id=61563040551292>
9. A culinary world: <https://www.facebook.com/profile.php?id=61563360691892>
10. Cultural heritage: <https://www.facebook.com/profile.php?id=61562640369749>

## 2. ACTIVITIES AND TRAINING

Each partner implemented a tailored training and support framework, ensuring participants received consistent guidance and mentorship throughout the project. These



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sessions combined theoretical and practical elements to equip participants with essential skills and confidence for media platform management.

#### CPIP (Romania):

- Conducted 14 structured meetings, blending online and in-person formats.
- Focus Areas:
  - **Content Creation:** Provided step-by-step guidance on crafting engaging and well-researched articles tailored to community interests.
  - **Platform Setup:** Assisted participants in setting up media channels, optimizing profiles, and understanding platform-specific functionalities.
  - **Audience Engagement:** Covered strategies for interacting with followers, moderating comments, and encouraging meaningful discussions.
- Timeline:
  - **July to November 2024:** Meetings were held regularly, with increased frequency during September and October to support content publication and resolve technical challenges.

#### AEA (Spain):

- Organized 24 sessions, emphasizing flexibility to accommodate the participants' diverse schedules.
- Training Modes:
  - **Face-to-Face Group Meetings:** Initial sessions in June provided foundational training on blog creation and platform selection.
  - **One-on-One Phone Consultations:** Personalized guidance for addressing individual challenges and refining content.
  - **Feedback and Monitoring:** Mid-project calls in September and October assessed progress and provided recommendations.
- Topics Included:
  - Exploring various social media tools.
  - Designing visually appealing content using **Canva**.
  - Adapting topics to platforms like Blogger and Instagram for maximum impact.

#### SEDA (Poland):

- Conducted 5 formal meetings, supported by continuous communication through Facebook Messenger.
- Key Activities:
  - **Introductory Sessions:** Two face-to-face meetings in June focused on platform functionalities, topic selection, and creative strategies.
  - **Virtual Monitoring:** Regular video calls in September and October addressed participant queries and evaluated progress.



- **Asynchronous Support:** Participants received on-demand assistance via Messenger, ensuring accessibility and real-time troubleshooting.
- Emphasis on automation tools (Meta Business) allowed participants to maintain posting schedules despite busy academic schedules.

## 2.2 Tools and Techniques

A wide range of tools and methodologies were employed across the partner organizations to ensure participants developed comprehensive digital media skills:

- **Content Design:**
  - Canva: A versatile design tool introduced to create professional-quality visuals, infographics, and banners for posts. This enhanced the visual appeal of content and improved engagement.
  - Training involved creating templates for specific platforms, such as Instagram stories and Facebook headers, tailored to participant themes.
- **Copyright and Ethical Practices:**
  - Participants were trained on copyright rules to ensure responsible use of images and media. Topics included sourcing royalty-free content, citing references appropriately, and avoiding copyright infringement.
- **Post Scheduling and Automation:**
  - Meta Business Suite: Introduced to simplify post scheduling and maintain consistency in content publication. Participants learned to:
    - Automate posts to accommodate academic and personal schedules.
    - Monitor audience analytics to refine posting strategies.
- **Platform-Specific Functionalities:**
  - Each session included platform demonstrations, such as:
    - Optimizing Blogger layouts for readability.
    - Utilizing Instagram's features (hashtags, reels, and story highlights) for visibility.
    - Leveraging Facebook's audience engagement tools like polls and event pages.

These tools and techniques not only empowered participants to produce high-quality content but also instilled a sense of professionalism, enabling them to manage their platforms effectively and independently.

## 3. CONTENT AND COMMUNITY IMPACT

### 3.1 Content Production

The participants across all partner organizations demonstrated remarkable creativity and dedication, producing diverse and impactful content that resonated with their target audiences.



#### CPIP (Romania):

- Output: Approximately 70 articles were produced, showcasing a broad range of topics such as:
  - Emotional Intelligence: Exploring strategies for personal development and mental well-being.
  - Technology: Analyzing trends in innovation and the impact of digital tools on everyday life.
  - Sustainability: Highlighting eco-friendly practices, climate change awareness, and lifestyle adjustments to promote environmental responsibility.
- Channels: Content was published on various personalized media channels, such as Discover Timișoara and Healthy Mentality, creating a vibrant and relevant digital footprint.

#### AEA (Spain):

- Platforms: Participants utilized Blogger for detailed, long-form posts and Instagram for visually engaging, concise updates.
- Output: On average, participants created 9-10 posts per account, with topics ranging from:
  - US Elections: Breaking down campaign developments and their global implications.
  - Cultural Heritage: Featuring historical landmarks and traditions in Andalusia.
  - Hiking and Food Concepts: Showcasing innovative culinary trends and scenic routes in Almeria.
- Focus: The balance between visual and textual content catered to different audience preferences.

#### SEDA (Poland):

- Output: Participants achieved between 12-23 posts per platform, maintaining consistency through automation tools.
- Topics: A variety of engaging themes were explored, including:
  - Media Safety and Manipulation: Educating audiences on misinformation and ethical media practices.
  - Cultural Heritage and Climate Change: Promoting local culture and sustainability efforts.
  - Travel and Technology: Offering insights into tourism and digital advancements.
- Platforms: Content was published primarily on Facebook, leveraging its interactive features for audience connection.

### 3.2 Audience Engagement

The media channels created by participants generated significant interest and engagement, with varying levels of reach and interaction across the partner organizations:





- CPIP (Romania):
  - Followers: Total of 203 followers across platforms.
  - Reactions: Content received 491 reactions (likes, shares, and comments).
  - Shares and Comments: A combined 9 shares and 8 comments, indicating growing interest and audience involvement.
  - Impact: Early-stage results demonstrated strong potential for audience growth as participants continued their activities.
- AEA (Spain):
  - Blogger Engagement: Each blog attracted an average of 25 visitors, primarily driven by peer and community sharing.
  - Instagram Metrics: Accounts averaged 10 followers, with participants actively promoting their pages among friends and family.
  - Insight: While early engagement was modest, the project encouraged participants to focus on content quality and consistency to build long-term audience interest.
- SEDA (Poland):
  - Followers: Facebook pages achieved between 18 and 73 followers, with some participants surpassing expectations in audience building.
  - Reactions and Shares: Posts consistently garnered positive reactions, with participants effectively engaging their teachers, classmates, and families.
  - Use of Automation: Scheduling tools like Meta Business helped maintain a steady stream of posts, contributing to audience retention.

Across all partners, participants successfully cultivated online communities, demonstrating their ability to apply media literacy skills in real-world contexts. These efforts not only enhanced their digital competence but also encouraged meaningful dialogue and knowledge sharing within their communities.

## 4. CHALLENGES AND SOLUTIONS

### Challenge 1: Summer Inactivity

- **Issue:** The summer holiday caused a pause in activities, leading to a loss of momentum and participant engagement.
- **Solution:** Post-holiday training sessions (CPIP) and flexible reintroduction schedules (AEA) were implemented to help participants resume their tasks. Additional guidance and motivational discussions ensured a smooth transition back into the project.

### Challenge 2: Time Constraints of Participants

- **Issue:** Participants, especially older ones in AEA and high school students in SEDA, struggled to balance their project responsibilities with academic, work, and personal commitments.



- **Solution:** Partners offered flexible timelines and emphasized the use of tools like Meta Business for scheduling posts in advance. Regular asynchronous communication (e.g., Messenger for SEDA and phone calls for AEA) provided support tailored to participant availability.

### Challenge 3: Initial Hesitation in Posting

- **Issue:** Some participants, particularly in SEDA, hesitated to start posting due to a lack of confidence and unfamiliarity with platform functionalities.
- **Solution:** Hands-on training sessions introduced platform features, and facilitators provided practical examples and continuous encouragement. Early successes and positive feedback helped participants gain confidence and engage more actively.

## 5. PARTICIPANT FEEDBACK

### Skill Development

Participants across all partner organizations reported significant improvement in key competencies essential for media creation and management:

- **Writing and Content Creation:** Many participants highlighted enhanced skills in writing engaging and well-structured articles, creating informative posts, and tailoring content to their chosen audience. They appreciated learning to convey complex topics effectively through digital platforms.
- **Digital Management:** Training in tools like Canva and Meta Business improved their abilities to design visually appealing content, schedule posts efficiently, and manage their platforms independently.
- **Information Sourcing:** Participants gained proficiency in conducting thorough research, verifying information, and curating reliable content. They became more adept at navigating online resources and distinguishing credible sources from misinformation.

### High Satisfaction

The project was overwhelmingly well-received:

- **Quantitative Ratings:** Over **70% of participants** rated their experience as 5/5, with the remaining majority giving 4/5. This high level of satisfaction reflected the relevance of the project activities and the support provided by facilitators.
- **Qualitative Feedback:** Participants described the initiative as enjoyable, empowering, and impactful. They appreciated the balance of creative freedom and structured guidance, which allowed them to learn while actively contributing to meaningful projects.

### Future Aspirations

The project inspired participants to continue exploring media-related activities beyond its conclusion:



- **Sustained Engagement:** Many expressed a desire to keep developing their platforms, expand their content portfolios, and engage with wider audiences.
- **Career Implications:** Some participants indicated that the skills they developed during the project aligned with their future career interests, particularly in journalism, digital marketing, or community advocacy.
- **Community Contributions:** A few participants expressed interest in using their media platforms to drive positive change in their communities, tackling issues like environmental awareness, cultural preservation, and social inclusion.

This feedback highlights the transformative impact of the project, not only in skill acquisition but also in fostering long-term interest and motivation to contribute meaningfully in the digital and community spaces.

## 6. RECOMMENDATIONS FOR FUTURE IMPROVEMENTS

1. **Early Activity Launch:** Begin the project earlier to allow participants sufficient time to engage and accommodate their schedules effectively.
2. **Expanded Technical Training:** Provide advanced tutorials on design tools, video editing, and analytics to enhance content quality and performance evaluation.
3. **Encourage Interaction:** Focus on strategies to increase audience engagement, such as responding to comments, using trends, and creating interactive content.
4. **Sustained Monitoring:** Schedule regular check-ins to provide feedback, address challenges, and ensure participants stay on track.
5. **Incorporate Peer Learning:** Facilitate knowledge sharing among participants to encourage collaborative growth.
6. **Enhanced Resources:** Offer access to premium tools and resources to improve content creation capabilities.

## 7. CONCLUSION

The **Service Learning for Media Literacy** project demonstrated its effectiveness in equipping young participants with essential media literacy skills while fostering meaningful community engagement. By integrating theoretical knowledge with practical applications, the project successfully empowered participants to take active roles in addressing social, cultural, and global issues through innovative digital media projects.

### Key Success Factors

- **Empowerment Through Practical Learning:** Participants gained hands-on experience in content creation, platform management, and audience engagement, transforming them into informed and responsible media creators.



- **Tailored Training and Support:** The combination of structured sessions, individualized guidance, and ongoing mentoring ensured participants were well-prepared to navigate the challenges of digital media management.
- **Flexibility in Execution:** The project's adaptable approach accommodated diverse schedules and skill levels, maintaining high levels of participant engagement and productivity.
- **Diverse and Relevant Content:** By encouraging participants to select topics aligned with their interests and community needs, the project ensured that content was both meaningful and impactful.

### Scalability and Replication Potential

This initiative serves as a scalable model that can be adapted to different contexts and target groups. Its modular structure, which includes training, support, and hands-on project execution, makes it suitable for broader adoption across various educational and social settings. Future iterations could further refine and expand this framework to reach even larger audiences and address emerging digital challenges.

### Lasting Impact

Beyond the immediate outputs of media platforms and content, the project fostered:

- **Personal Growth:** Participants developed critical skills in digital communication, creative thinking, and teamwork.
- **Community Engagement:** The media platforms created served as tools for raising awareness, sparking dialogue, and addressing local and global issues.
- **Foundation for Future Initiatives:** Many participants expressed a desire to continue their media activities, ensuring the sustainability of the project's outcomes.

In conclusion, the **Service Learning for Media Literacy** project successfully bridged the gap between education and action, creating a lasting impact on both participants and their communities. It represents a valuable step forward in preparing young people to navigate and contribute to the digital world responsibly and effectively.

