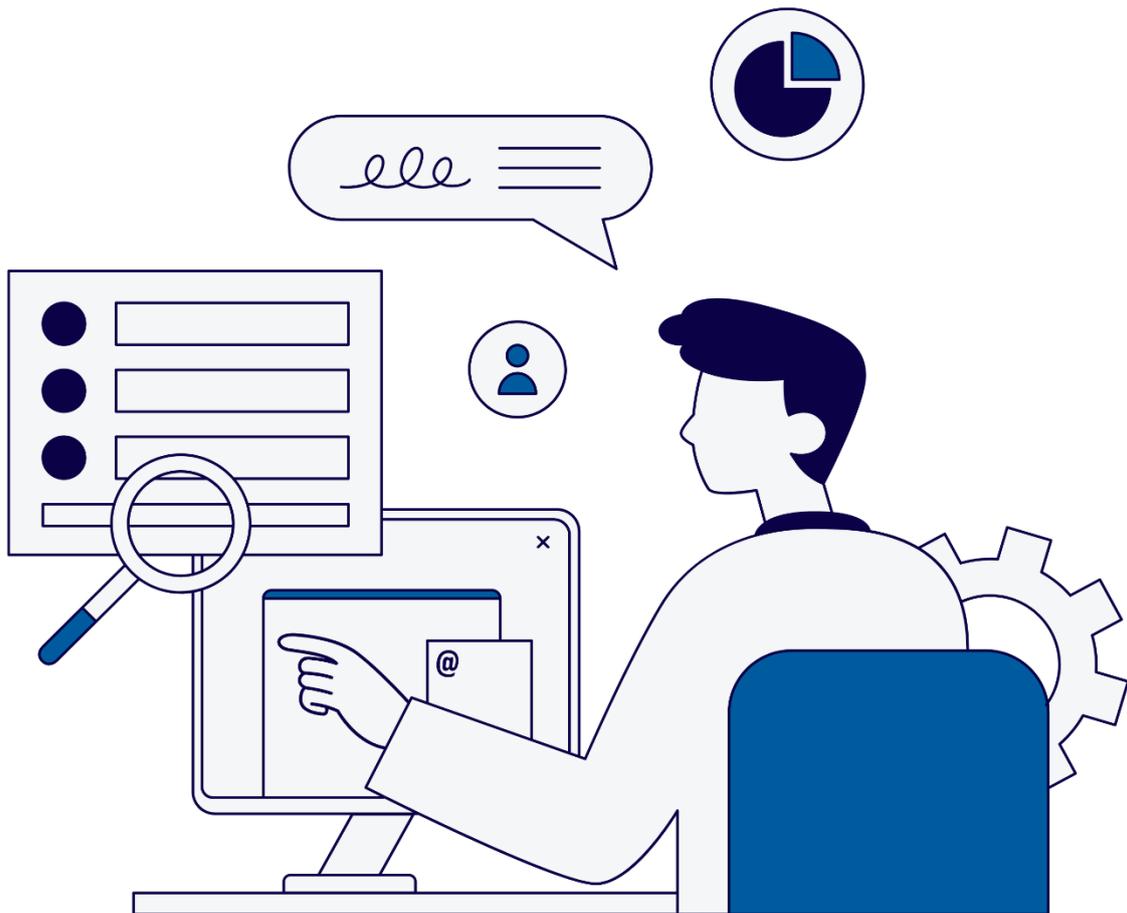


Mapping the activities

of the Media Literacy+ platform members



Monitoring the Activities of the Media Literacy+ Platform

The Council for Media Services mapped activities in the field of media and digital literacy among members of the Media Literacy+ platform. The survey focused on initiatives carried out in 2024 and the first half of 2025, as well as on target groups, thematic focus, and the regional scope of individual actors at the level of regions and districts. The mapping also examined whether and how organisations evaluate the impact of their activities.

The aim of the monitoring was to obtain a comprehensive overview of the current range of activities and to create conditions for better coordination and cooperation within the platform. Twenty-nine members of the Media Literacy+ platform participated in the survey.

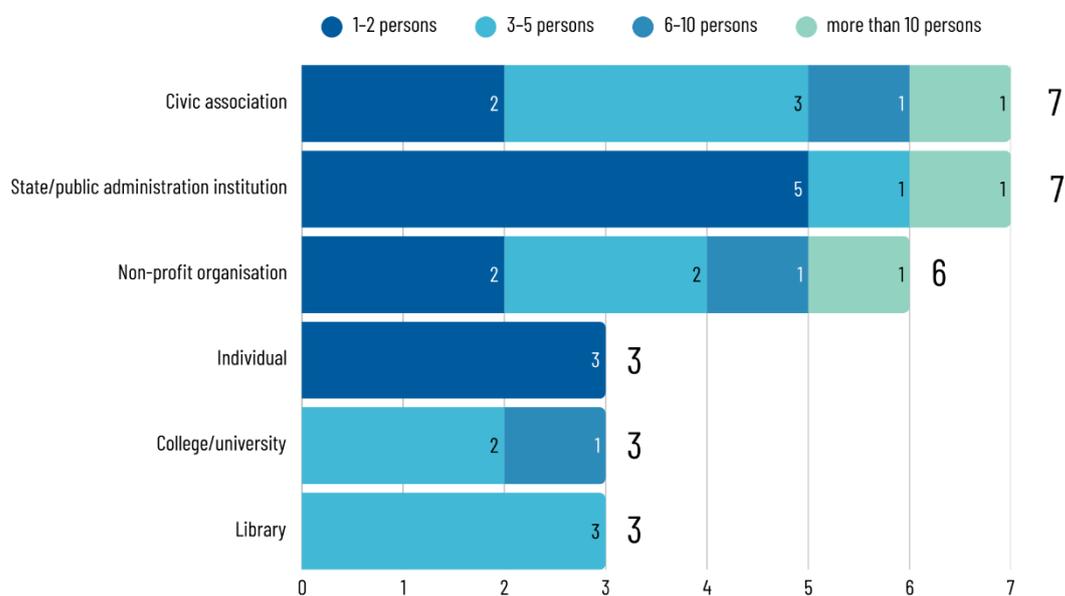
The platform brings together diverse institutions, mostly with small teams

The composition of respondents involved in mapping the activities of the Media Literacy+ platform is institutionally diverse. Civic associations and entities from state or public administration are the most represented, with seven respondents each. They are followed by non-profit organisations, six of which participated in the survey. Individuals, universities, and libraries were also included in the mapping, confirming the platform's broad reach across various types of actors.

However, in terms of staffing capacity, most members operate in small teams. As many as twelve entities reported that their activities are carried out by teams of one to two people, while another eleven organisations work with a capacity of three to five people. Only a smaller share of respondents declared larger teams with more than six staff members.

Limited staffing is particularly pronounced among members operating in state and public administration, where five of the seven entities function with teams of up to two people. The data thus indicate that a significant portion of media literacy activities emerges under conditions of limited human resources, which may affect both the scope and long-term sustainability of individual initiatives.

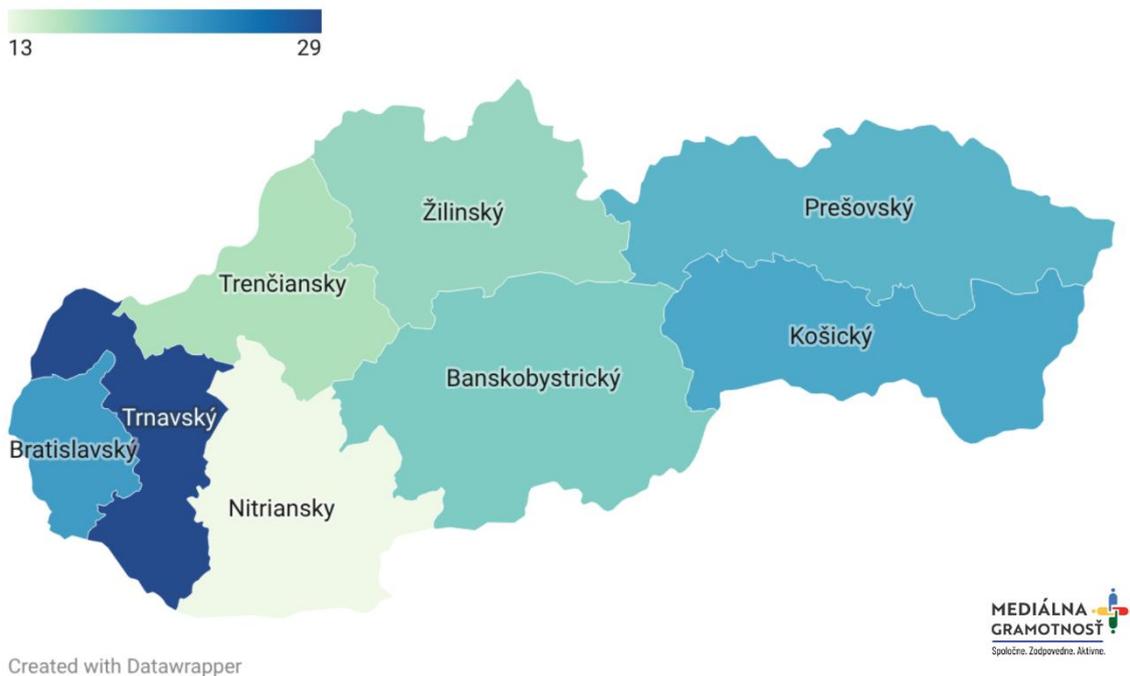
Size and type of organisation



Media literacy activities are concentrated in larger cities

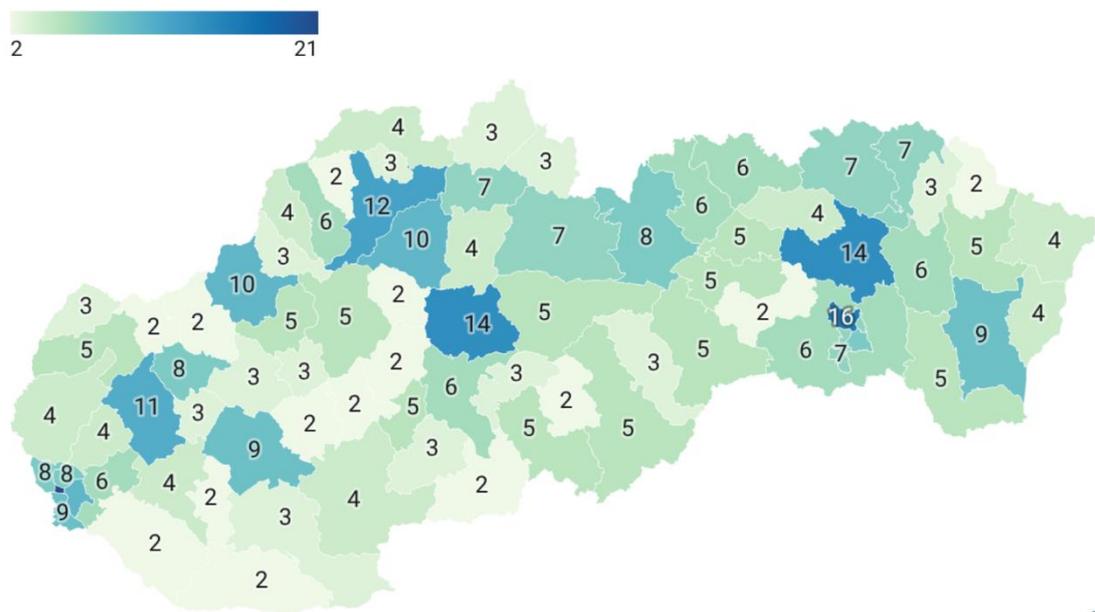
From a regional perspective, the activities of Media Literacy+ platform members are concentrated mainly in the Trnava (29 organisations), Bratislava (22), and Košice (21) regions. At the opposite end of the ranking are the Nitra (13) and Trenčín (16) regions. The territorial distribution of members' operations points to uneven access to media literacy education across Slovakia. The data suggest the need to deliberately support the development of activities in regions with lower representation, for example through regional partnerships or educational initiatives implemented directly in smaller towns and municipalities.

Number of organisations operating in the given regions



A more detailed look at the district level confirms a strong concentration of activities in larger cities. The greatest presence of platform members is found in the districts of Bratislava I (21 organisations), Košice I (16), Banská Bystrica (14), and Prešov (14). By contrast, several smaller districts (Bytča, Dunajská Streda, Gelnica, Komárno, Medzilaborce, Myjava, Nové Mesto nad Váhom, Poltár, Šaľa, Turčianske Teplice, Veľký Krtíš, Žarnovica, Žiar nad Hronom, and Zlaté Moravce) show a low presence of activities, with only two organisations operating in some of them. These findings highlight significant differences in the availability of media literacy between large cities and smaller regions and support the need to create incentives for expanding activities beyond the main centres.

Number of organisations operating in a given district



In addition to regional operations, the mapping also captured online activities that were not tied to a specific district or region. During the monitored period, fifteen platform members implemented online activities with nationwide reach, one member reported online activities with international reach, and thirteen members did not carry out such activities. Most platform members focused exclusively on the domestic environment during the period under review. Only a smaller number of organisations (8) conducted activities abroad, mainly in the Czech Republic or within international cooperation frameworks.

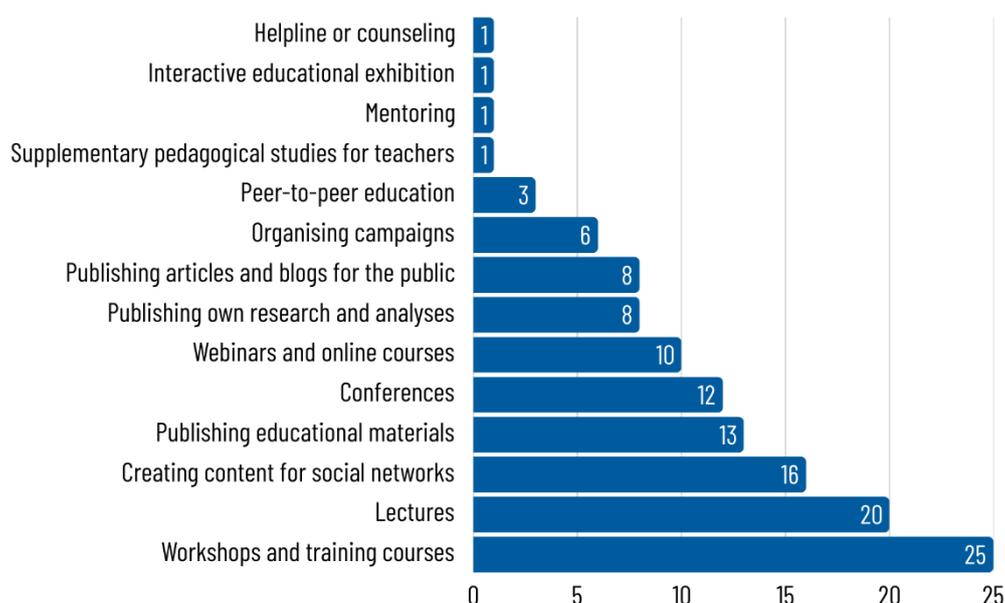
Proven educational formats are used most frequently

The activities of Media Literacy+ platform members aimed at increasing media and digital literacy take diverse forms, with proven educational formats predominating. Workshops and training sessions are the most common, implemented by the majority of participating entities, followed by lectures and the creation of content for social media. The publication of educational materials—such as brochures, videos, manuals, and e-learning programs—as well as the organisation of conferences and webinars, is also well represented.

Alongside these formats, other types of activities appear to a lesser extent, such as peer-to-peer education, public campaigns, or the publication of organisations' own research and analyses. Less frequent are formats that require longer-term engagement or specialised capacities, such as mentoring, supplementary pedagogical studies for teachers, interactive

educational exhibitions, or helplines and counselling services. The distribution of formats reflects the varied organisational and staffing conditions under which platform members carry out their activities.

Forms of implementation of platform members' activities

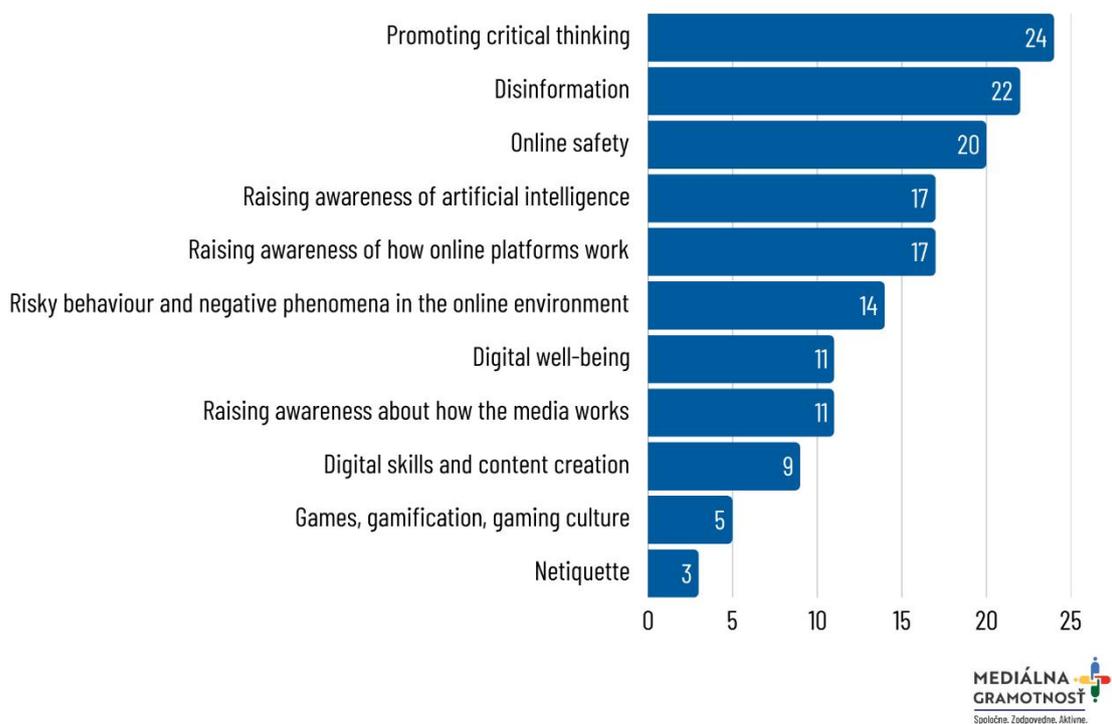


Thematic focus reflects current challenges of the digital environment

From a thematic perspective, members' activities concentrate mainly on supporting critical thinking (24), the issue of disinformation (22), and online safety (20), which are among the most frequently cited areas. Topics related to artificial intelligence (17) and the functioning of online platforms, including algorithms and content personalisation (17), are also strongly represented.

Other topics—such as digital well-being, the functioning of the media, or risky behaviour in the online environment—appear at a moderate level. A smaller range of activities is devoted to areas such as netiquette, gaming culture, gamification, or the development of digital skills and content creation. The thematic distribution thus captures a broad spectrum of areas addressed by platform members in line with their professional focus and the needs of their target groups.

Thematic focus of activities

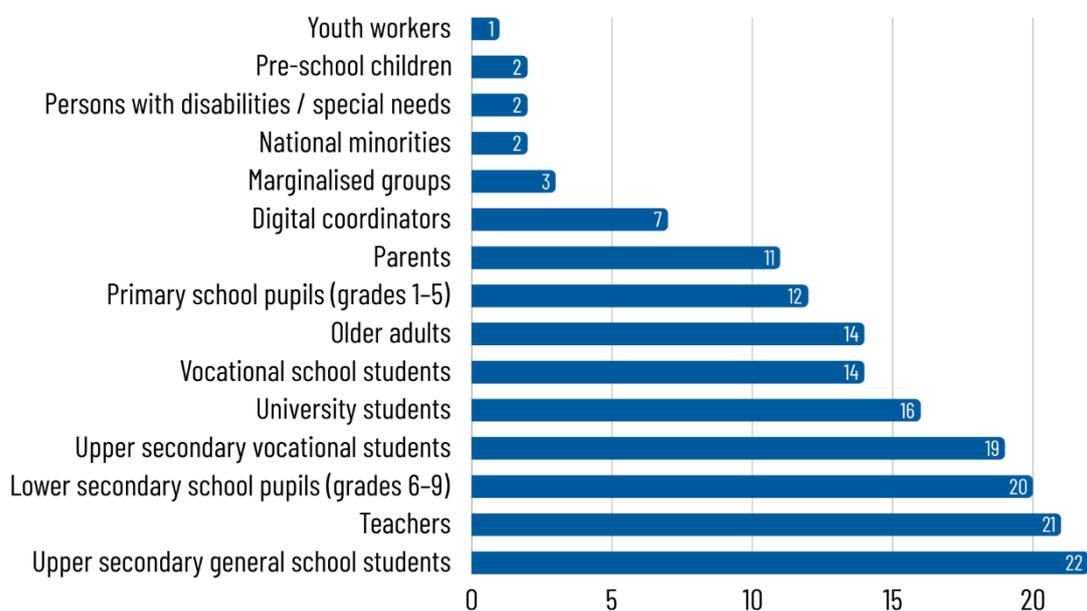


Activities are primarily directed toward schools

A look at target groups shows that the largest share of activities focuses on lower secondary school pupils (6th to 9th grade), upper secondary students—particularly from general schools and vocational secondary schools—as well as teachers. University students, seniors, and parents are also significantly represented, reflecting an effort to reach multiple generations within both formal and non-formal education.

To a lesser extent, activities are aimed at preschool children, youth workers, persons with disabilities or special needs, as well as marginalised and national minority groups. The distribution of target groups thus primarily highlights platform members' focus on the school environment and the broader public, while also capturing activities oriented toward more specific population groups.

Target groups of activities



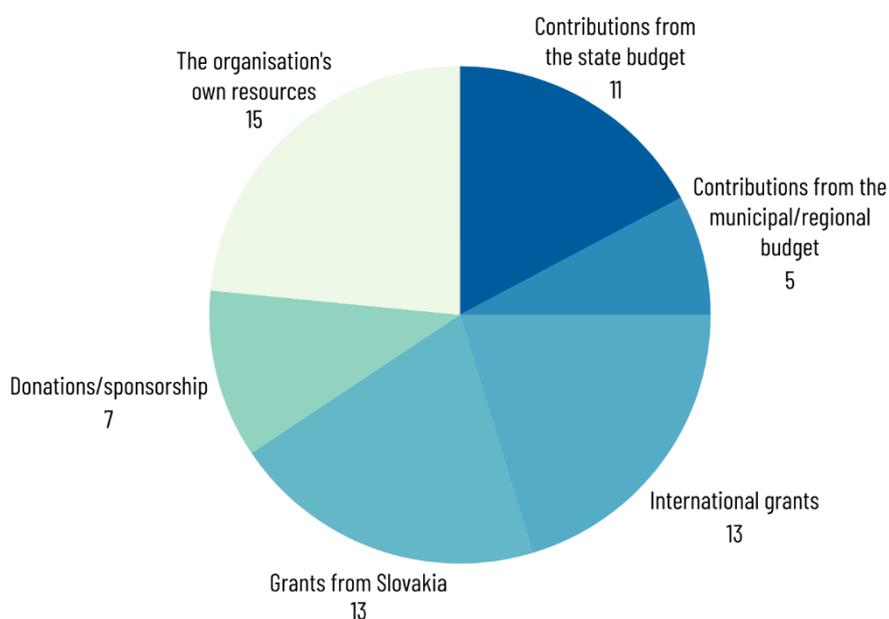
The data presented are based on a questionnaire survey in which respondents could select multiple forms of activities, thematic areas, and target groups. The number of responses therefore does not reflect the intensity of individual activities but rather their prevalence across the platform. The distribution of formats, topics, and target groups is also linked to the staffing capacities of individual members, as a significant portion of organisations operate in smaller teams and implement activities commensurate with their capabilities.

Own resources and grants play a key role in financing activities

During the monitored period, activities aimed at increasing media and digital literacy were financed from several sources. Organisations most frequently reported the use of their own resources, declared by fifteen respondents. Grant schemes also played an important role, with the same number of organisations drawing funds from international grants and from grants provided at the national level.

Contributions from the state budget were reported by eleven respondents. This funding source is primarily tied to public institutions involved in the platform, which implement media literacy activities as part of their statutory, professional, or coordinating responsibilities. In practice, this mainly involves financing from the regular budget chapters of individual institutions rather than separate grant or program schemes.

Sources of financing for activities



A smaller share of activities was financed through donations and sponsorship, reported by seven organisations, and through contributions from municipal and regional budgets, declared by five respondents. Overall, the distribution of sources points to a combined financing model in which organisations' own capacities, grant support, and institutional public resources intersect.

At the same time, during the monitored period there was no separate, centrally tracked financial framework allocated exclusively to support media literacy. The current financing approach—based on a combination of project-based and institutional sources—creates an increased degree of systemic vulnerability in this field, particularly in terms of long-term stability and predictability of support.

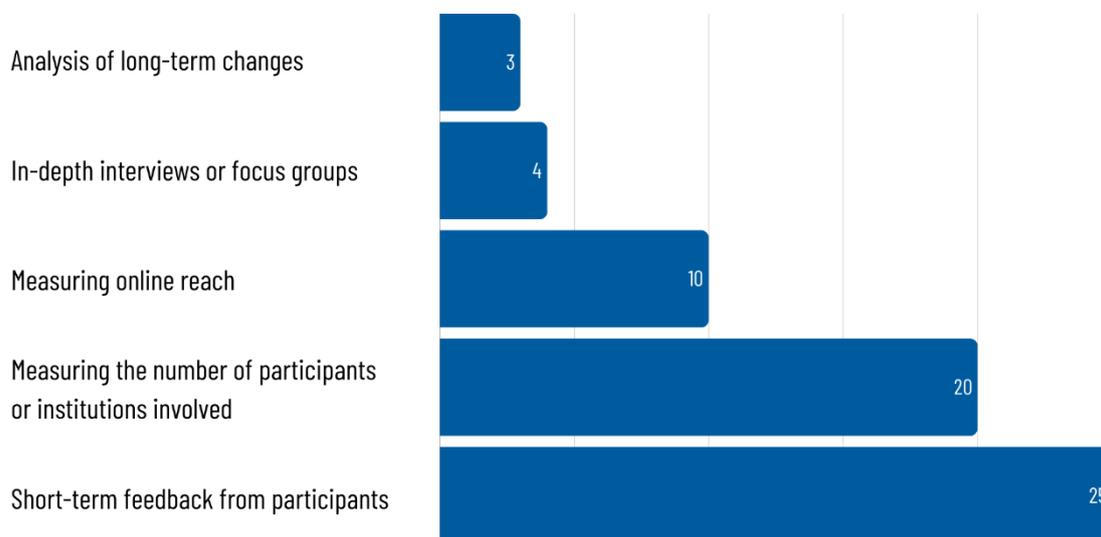
Short-term evaluation tools dominate impact assessment

Members of the Media Literacy+ platform most often evaluate the results of their activities through immediate feedback from participants. Most organisations use short-term evaluation tools, such as post-activity questionnaires, verbal assessments, or evaluation forms, which allow them to quickly capture participants' reactions and satisfaction.

The measurement of quantitative indicators—particularly the number of participants or involved institutions—as well as tracking online reach through views, clicks, or shares, is also well represented. These approaches provide a basic overview of the reach and visibility of activities.

Organisations less frequently work with tools that require a longer time horizon or deeper analysis, such as in-depth interviews, focus groups, or monitoring long-term changes in participants' behaviour or knowledge. The distribution of methods used thus reflects the practical capacities of organisations and the nature of the activities implemented, ranging from short-term educational formats to online campaigns.

Methods of evaluating results and impact of activities



Monitoring findings open space for further development

The Council for Media Services intends to continue regularly monitoring the activities of the Media Literacy+ platform in future periods in order to capture developments and trends in the field of media and digital literacy. Repeated data collection will make it possible to track changes in thematic focus, target groups, regional coverage, as well as in funding and impact evaluation methods, while also creating comparable data over time. Continuous mapping will therefore provide a clearer picture of how the field of media literacy in Slovakia is evolving and what trends are gradually taking shape within it.

At the same time, the findings from the current monitoring point to several challenges for the period ahead. These primarily include more balanced regional coverage of activities, broader

engagement of diverse target groups, the development of a more varied range of educational formats, and the strengthening of more stable conditions for the long-term functioning of media literacy initiatives. Regular mapping can serve as a shared reference framework for further cooperation among platform members and for informed decision-making about the direction of this field.