

A PLAN FOR MEDIA EDUCATION

A **media education plan** supports the implementation, assessment and predictability of activities. Clearly planned work is easier to make visible also for others. A plan makes media education work easier to make visible to others. The plan can help to clarify the shared vision on the role and opportunities of media education in your own organisation. Outlining operating conditions establishes peace to develop and do high-quality work.

This guide helps you to prepare a media education plan. The plan and its preparation can be made in many different ways and in different scope. The themes and questions of the guide help to take into account the different aspect of media education work. You can choose the relevant questions based on your own perspective.

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1

Clarify the Goals

Describe the activities
and plan the assessment

2

3

Consider the target group
and operating environment

Leadership, resources
and responsibilities

4

5

Share and distribute
the results of the activities



Start here

Following questions help you to plan the preparation:


- Who is responsible of the preparation process?
- Who are the people important to take part in the process?
- How much time is reserved for the preparation process?
- In what methods the preparation is done in practice?
- In what form the plan will be published?
- What are the main sections of the plan?

1


Clarify the goals

Discuss together the following questions:

- What is meant by media education in our work?
- What areas of media literacy do we want to promote in our work?
- What is the target group of our activities?
- What are the most important contents and topics of media culture to which we pay attention in media education?

 If the scope of the activities is very broad, you can address these themes more comprehensively by focusing on different issues on different months/years.

- What kind of media education do we not do?
- What goals of our organisation do we pursue to meet with media education in our activities?
- What period or activity level is the plan prepared for?

 For example, the content of the annual plan of activities is more precise than the organisation's general media education policy. The general policy, on the other hand, should be supplemented with more precise action plans so that its implementation can be assessed.

2

Describe the activities and plan the assessment

Discuss together the following questions:

- Baseline analysis: What have we done so far and how?
 - What works, what does not?
 - What kind of media education activities are we going to do?
 - What is the content and schedule of each action?
 - What are the goals and possible intermediate goals of each action for the planning period?
 - How do the selected actions meet the goals we have previously defined?
 - To what extent can we utilise previous work (made by us or others) and what needs to be done from scratch?
 - Does the plan leave room for experimenting and tackling any current situations?
 - How is the plan going to be assessed?
 - Can the success of the measures be measured with quantitative or qualitative indicators?
- ⓘ It may not be possible to fully assess all measures, but it does not prevent you from assessing other measures.
- How is the data collected for the assessment?
 - What is the schedule for the assessment?

3

Consider the target group and operating environment

Discuss together the following questions:

- Whose media literacy are we promoting in our work?
- Are our activities designed to meet our target group's needs?
- Does our communication reach our target group?
- How can the people of the target group participate in and influence the planning, implementation and assessment of the activities?
- Are our activities accessible and non-discriminatory?
- Are there any obstacles to participation that should be removed?
- How is our work connected to other existing structures such as guidelines, policies and legislation governing the activities?
- Are there any changes happening in the operating environment that we should take into account when we plan our activities?
- What are our most important stakeholders?
- Are the contact details up to date and are we familiar with the work related to the stakeholders' media education?
- Who are we already cooperating with? Who could we cooperate with in the future?
- Because we chose (in section 1) what kind of media education we will exclude from our work: is there an organisation among our stakeholders to whom we can guide people when needed?
- Are we familiar with the latest research regarding our (media education) activities?
- How does researched information affect the planning and implementation of our work?


Discuss together the following questions:

- Is media education part of the broader plans of the organisation?
- Is media education visible in the structures? For example in the job descriptions of the personnel.
- Who is responsible for the media education as a whole?
- Whose duties is media education part of?
- If there are more than one people responsible, do they have an opportunity to develop things together and share their knowledge?
- How and how much are that part of the personnel engaged whose duties do not include media education?
- What kind of expertise does our organisation have in media education?
- What issues might we need more expertise on?
- How is the expertise improved and within what timeframe?
- How is the expertise maintained?
- How are new employees trained?
- What kind of resources do we have for media education?
- What is our budget for the implementation of media education?
- How much time is reserved for media education for those people who are responsible for it?
- What kind of equipment and devices are available for us?
- If funds are applied for elsewhere: who is responsible for the application process as well as the time management and other resourcing related to it?

5

Share and distribute the results of the activities

Discuss together the following questions:

- How are the results of the work shared for others to use?
- Planning the communication channels, methods and schedule
- What kind of cooperation we can do with other stakeholders to distribute the results? Who are the main stakeholders?
-  The distribution of the results of the work is easier if there is an opportunity to share them free of charge using open licenses.
- Can we model our methods and share the results with others?
- Is there an opportunity to have a broader-scale influence with the results of the work? E.g. at the level of the municipality, state or professional field?
- What could we learn from others?



Can we help you to prepare your media education plan?

In line with the Finnish media literacy policy we offer complimentary consultation support in Finland to prepare and conduct media education plans. Support can include for example shared ideation, discussion and commenting. If you are starting to prepare a media education plan, you can contact us if needed. We are happy to help!

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