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## INTRODUCTION

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The era of fake news and disinformation is upon us; and research tells us that Europeans are struggling to deal with it. What worries people most, is that so many of us are unable to tell whether a story is real or false (Statista, 2018). The frequency with which we encounter disinformation and its potential to influence the way we think, how we vote, and what we believe, has made it an important issue in society today. On average, 66% of European citizens encounter fake news or disinformation on a weekly basis, with 37% of citizens witnessing disinformation on their news feeds every day (Statista, 2019).

The term 'fake news' refers to media content that shares 'misinformation' or 'disinformation'. While 'misinformation' is the unintentional sharing of false information online; disinformation is more sinister. It describes the deliberate and targeted spread of false information with the aim of influencing or deceiving its audience. Disinformation drives the 'fake news' apparatus.

Disinformation and fake news are designed to inundate our capacity to make sense of information. This pervasive use of disinformation undermines democratic processes by creating distrust, confusion and thwarting the common ground necessary for a democracy. Disinformation only serves to spread fear, anxiety, suspicion, hatred, racism, xenophobia, and prejudice among our society. It is time that a new approach is found to support European citizens to address the spread of disinformation in society and mitigate its impact on their local community.

Through the MEDIA-HACKS project, we are aiming to develop an approach to enhance the media literacy of local communities from the ground-up; by supporting local community members to be producers of reliable media content for their own communities and as well as ethical consumers of content.

We want to support local communities to be accountable for the information that they share with others online; helping to replicate the media ethics of reliable news outlets within a community-media environment. As such, the focus of the MEDIA-HACKS project is to build a community media framework that equips local communities with all the knowledge, skills, and competences to develop, manage and maintain a comprehensive media service to residents.

## PURPOSE OF THE TOOLKIT

The purpose of this toolkit is to support project partners, and others, to implement an asset-based community development approach to harness the assets within their local communities and bring them together under a common community media banner intent on promoting real news about the local area to residents. This toolkit sets out a step-by-step guide to a participatory action research approach to asset-based auditing.

This Audit Toolkit has been developed for use during a global pandemic, therefore many of the planned face-to-face activities that are typical in both Asset Based Community Development (ABCD) and Participatory Action Research (PAR) approaches have been substituted with collaborative online tools that, if implemented correctly, can achieve similar results.

The MEDIA HACKS Community Audit has 5 core steps:



In keeping with best practice in community development, partners will avoid a 'doing to' or 'doing for' approach to the community audit but will instead focus on a range of methodologies that builds capacity within local communities pursuing a 'doing with' approach. The conducting of the community audit will be the first opportunity to encourage local community groups and residents to take the initiative in the development process and ownership of the eventual outputs of the Project.

In keeping with this philosophy, the community audit process will follow a 'Participatory Action Research' methodology engaging and supporting the local Media Action Group to complete the asset-based audits cultivating positive attitudes among the selected communities while simultaneously collating the required data. It will be a challenging activity to make these connections given the COVID-19 restrictions in all partner countries, but the project partners will adopt a multi-modal approach that provides for flexibility and creativity along the way.

This toolkit contains the main questionnaire to be used in field research and a guide to desk-based research resources and actions. It is also accompanied by a short (3-hour) induction training programme explaining the benefits and processes of participatory action research to support the members of the local teams that are embarking on this task.

## MEDIA HACKS APPROACH

At the heart of the MEDIA HACKS community audit process is the Asset Based Community Development (ABCD) approach as it builds on the assets that are found in the community and mobilises individuals, associations, and institutions to come together to realise and develop their strengths. This makes it different to a deficit-based approach that focuses on identifying and servicing needs. From the start, an Asset Based approach spends time identifying the assets of individuals, associations and institutions that form the community. And for the MEDIA HACKS project this is important as we want to develop an approach to enhance the media literacy of local communities from the ground-up and build a community media framework that allows these communities to develop, manage and maintain a comprehensive media service to residents into the future. The recommendations and ideas in this section of the Toolkit have been adapted from the work of Nurture Development and the ABCD Institute .

The key to ABCD is beginning to use what is already in the community. Then to work together to build on the identified assets of all involved. The first key method of the ABCD approach is that development begins with the recognition of asset categories that can be uncovered in any community and place. When applying ABCD principles communities are not thought of as complex masses of needs and problems, but rather diverse and capable webs of gifts and assets. Each community has a unique set of skills and capacities it can channel for community development, and in our case, Community Media.



Asset Based Community Development categorises asset inventories into five groups:

**1. Individuals – everyone has assets and gifts.**

At the centre are residents of the community who all have gifts and skills. Individual gifts and assets need to be recognised and identified. In community development you cannot do anything with people’s needs, only their assets. Deficits or needs are only useful to institutions.



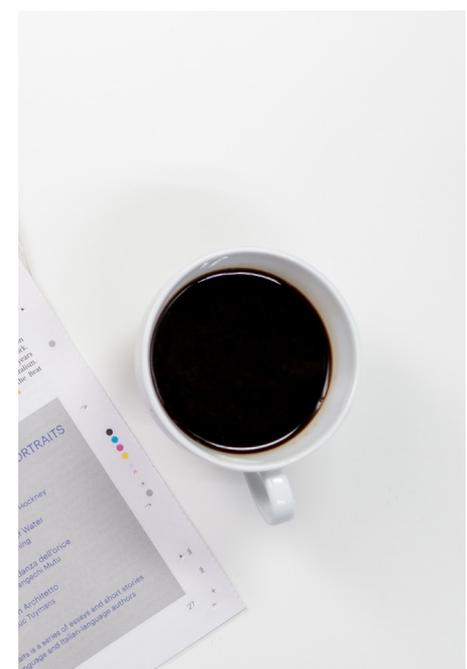
**2. Associations – people discover each other’s gifts.**

In building our local Media Action Teams, we are bringing together small informal groups of people with a common interest to act as volunteers in our project. These local Media Action Teams (called associations in ABCD) are critical to community mobilisation envisaged as part of this project. They do not control anything; they are just coming together around a common interest by their individual choice.



**3. Institutions – people organised around assets.**

Paid groups of people that generally are professionals who are structurally organised are called institutions. They include government agencies and private business, as well as schools, etc. They can all be valuable resources. The assets of these institutions help the community capture valuable resources and establish a sense of civic responsibility. These institutions are the stakeholders in our project and will be captured as part of the audit process in our stakeholder map.



<sup>1</sup> <https://www.nurturedevelopment.org/about-abcd/>  
<sup>2</sup> <https://resources.depaul.edu/abcd-institute/Pages/default.aspx>

#### **4. Place-based assets – people live here for a reason.**

Land, buildings, heritage, public and green spaces are all examples of assets for the community. Every place where people choose to be, was chosen for good reasons, and whilst people remain those reasons remain. A place might be a centre of natural resources, a hub of activity, living skills, transit connection or marketplace. Whatever the strengths of a place are, the people of the community will be the closest to understanding it. It is important here to articulate why you picked your chosen community to pilot the MEDIA HACKS project in.

#### **5. Connections – individuals connect into a community.**

Asset Based Community Development recognises that the exchange between people sharing their gifts and assets creates connections, and these connections are a vital asset to the community. The social relationships, networks and trust form the social capital of a community. ABCD recognises the value of these assets and is a practical application of building relationships to increase social capital.

Hand in hand with the ABCD approach is that of Participatory Action Research. Participatory Action Research (PAR) is an approach to inquiry which has been used since the 1940s. It involves researchers and participants working together to understand a problematic situation and change it for the better. There are many definitions of the approach, which share some common elements. PAR focuses on social change that promotes democracy and challenges inequality; is context-specific, often targeted on the needs of a particular group; is an iterative cycle of research, action, and reflection; and often seeks to 'liberate' participants to have a greater awareness of their situation to act. PAR uses a range of different methods, both qualitative and quantitative, which are outlined in the section Audit Methodologies below.

### **Asset Based Community Development in Practice**

ABCD is an approach built on tried and tested methods from sustainable community development practice. It is not a set formula that can be prescribed in a one size fits all manner. Here are basic common steps reflecting the experience and principles of applying an asset-based approach.

#### **1. Collect stories**

Stories are collections of the cultural capital of a community. The listening conversation can engage people's experience of successful activities that will help to uncover the gifts, skills, talents, and assets within the community. From the stories, what people care about and their motivations to act can be discovered. Importantly this form of inquiry does not diminish but reinforces citizens as the centre of their community.

## **2. Bring together a core group**

From the stories, people will emerge who have shown commitment and leadership in the past or who are currently taking a leadership role. Bring together a group of these committed individuals who are interested in exploring the community's assets, identifying opportunities, and leading developmental action. Engaged and motivated to act on what they care about, using their strengths and gifts, these individuals will open networks of relationships inside the community. In the context of the MEDIA HACKS project, this is the Local Media Action Group.

## **3. Map the capacities and assets of individuals, associations, and local institutions**

It is important that the members of the community do the asset mapping so that they begin to build new relationships, learn more about the contributions and talents of community members, identify connections that open opportunities and enable change. The objectives of our community mapping exercise are to:

- Identifying associations

List the associations, community groups and public institutions operating in the community and then begin to cluster by type. Identify those associations most likely to participate in and support the project. Complete the stakeholder mapping template to help with this activity.

- Identifying individual assets, skills, and capacities

In this step, it is important to show people that their abilities and contributions are appreciated. A skills inventory can be developed listing these capacities in categories such as community-building, journalism, networking, media skills, public speaking, writing, technical skills, etc. The categories should reflect the self-identified strengths of the community.

- Identifying the assets of local institutions

This includes government services, non-government service providers and private sector businesses. These assets could be the services they provide, meeting places, the equipment, and other supplies they can make available, communications links and staff who can envision the wider benefits for the whole community of stronger relationships.

- Identifying physical assets and natural resources

This is a list of the potentials of a community - because access and use have different conditions those which are communally owned and managed should be identified separately from those which are individually owned and managed.

#### **4. Find and engage connectors who can build relationships**

Possibly the most vital step of Asset Based Community Development is encouraging the building of new relationships and strengthening and expanding existing ones. This is the heart of community building and community development and will lead to the immeasurable benefit that communities protect and support what they create.

#### **5. Ask the gathered community to lead the creation of a community plan**

Asset Based Community Development's core idea is that communities can drive the development process themselves by identifying and mobilizing existing, but often unrecognised assets. This requires a strong commitment to community driven efforts through active citizenship and participatory democratic methods. The community can meet the challenge to match assets with opportunities and decide their organising theme. A concrete, achievable and understood activity should be selected within that organising theme to begin working on right away. In our context, this is the MEDIA HACKS project.

#### **6. Engage the self-mobilisation of the community's assets by action**

When people know what to do to succeed, know what success looks like, can see where to start and that it can be achieved within available resources, the chosen activity will have a unifying and strengthening outcome. This creates self-mobilisation as an ongoing process.



## **BUILDING YOUR LOCAL MEDIA ACTION GROUP - WHO TO INCLUDE?**

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Different participants can bring valuable intelligence, viewing assets from varying points of view depending on their individual experience of that asset; for example, the user of a community centre will bring different insights to the organisation responsible for maintaining the centre –all insights are equally valid and need to be encouraged.

It is apparent that to activate the MEDIA HACKS project in our local communities, it is necessary to establish a Local Media Action Group (LMAG). The role of this group in the project is to:

- Receive induction training to support their auditing activities.
- Co-lead the implementation of the Community Audit at local level.
- Work with the project partners to prepare the national audit report and validate the findings.
- Input and test the community media resources that we develop once the audit results are known.
- Some members of the local media action groups will participate in a 5-day mobility visit (exchange) to Ireland, meeting with other local media action group members and exchanging their experiences.
- Work with the project partners to develop and create local media content as a result of their learning and mobility experiences.
- Support the project partners in planning the local Community Media Summits and showcase their talents and assets, establishing a European community of practice.

There are three recommended approaches to establish your Local Media Action Group

1. Work with an existing local community group that are willing to support and guide the implementation actions of the MEDIA HACKS Project.
2. Create a new association, advertising your desire to establish a local team and invite volunteers to join the local community media group.
3. Bring together existing community leaders with an interest in community media to form a core group and then invite new members to augment the skills of the current membership.

Throughout the community audit process, there should be a clear and open invitation for new members to join your Local Media Action Group. Please ensure that this is communicated transparently throughout your communications, promotions, and activities.

## AUDIT METHODOLOGIES

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### Desk-based Research Approaches

#### **Profile of your local Community**

The community profile is a summary of baseline conditions and trends in a community. It establishes the context for assessing potential impacts and for project decision-making. Developing a community profile involves locating notable features in the community and assessing social and economic conditions and trends in the community and region that have a bearing on the project. Preparing a community profile is often an iterative process. Although some information can be collected early in the community audit process, other important information about the community may not be uncovered until later in the process. Please use the branded template provided (Annex 3)

#### **Google Mapping Exercise (Street Audit or Walk about)**

As it is not possible to bring the community together face to face to map the local physical assets of the community, Google mapping is a free viable alternative method of mapping virtually. Working collaboratively with your local Media Action Group place markers with a variety of icons on the Google map of your community, town, or region. When clicking upon each marker, you can create a pop-up bubble containing text and any other content you should wish to add. You can use lines and shapes to mark out specific areas and assets in the community, showing the critical mass of assets that are available. Insert links to relevant web content such as the websites of organisations you are mapping or news articles about specific markers (e.g., a local newspaper writes a web article about your project, you can insert a link to this article in your pop-up bubble). It is also possible to embed photos or videos into the pop-up bubbles so they can be viewed instantly without having to follow a link. Google mapping is a great way of demonstrating your findings and tracking any changes that you can bring about.

#### **Stakeholder Mapping**

As a result of the community audit using the ABCD approach, it is important to identify and capture the institution or stakeholders that can support the activities of the project both now and over the project lifecycle. Please use the branded template provided (*Annex 4*)

#### **Profile of your Local Media Action Group**

Short description of the membership of your local Media Action Group. As this is a requirement of the project, you must ensure that you have the permission of the team to share their personal information. This information will also be needed for those attending the mobility exchange in Ireland as part of the project. Membership of your Local Media Action Group may change over time, therefore please ensure that the profile is up to date. Archive old profiles on the Google drive rather than deleting them. Please use the branded template provided (*Annex 5*)

## **Participatory Action Research (alternatives)**

The aim of the community audit process is to animate and engage with local communities to assess their views on community media, identify their media preferences, assess their media literacy skills and to recognise potential assets that are available in the community to support the implementation of the MEDIA HACKS project.

As we are working during a global pandemic and many of the partner organisations are restricted from delivering their normal day-to-day activities due to European wide lockdowns and restrictions; we are proposing a series of online collaboration tools that can be used by project partners to reach and engage with residents and community members.

## **Digital methods to conduct your community audit**

### **Community Conversations**

Community Conversations are a way to tap into your community's aspirations and concerns and are typically designed for groups of 6 to 15 people. The goal is to authentically engage members of the community and generate public knowledge that can be used to inform decision-making of all kinds. Through Community Conversations you are seeking to obtain input from a diverse cross-section of the community.

Using collaborative media tools such as Zoom, WebEx, Google Meet or Microsoft Teams for example it is possible to host a series of community conversations – open forum and open membership meetings where partners and the LMAGs can introduce the MEDIA HACKS project and begin to gather and collect data from participants on the topic of community media. Key questions from the questionnaire can be used to lead the discussions.

### **Online or Telephone Surveys**

While it is not possible to meet face-to-face, using a Google form-based questionnaire and email/telephone, we have created a detailed survey that covers the main topics of our project and invites members of the public to share their views, opinions, and experiences with us. As an approach, it allows respondents to give honest and direct input and the results are relatively easy to analyse using the features in Google Sheets. It is also an effective way for members of the LMAG to disseminate the survey within their networks of community contacts.

### **Running Online Polls or Suggestion Boxes across our Social Media Channels**

If completing the online survey through an invitation to join a 'community conversation' is too time consuming or problematic for some residents; we have the option to run online polls or open suggestion boxes across the social media channels of the project and the project partners. Choosing some of the key questions from the questionnaire would allow project partners to run weekly polls to engage residents and community members. It would also generate awareness for our project and may encourage people to join our local Media Action Group. For those with higher level social media and technical skills, it is also possible to share thematic Mentimeters surveys or Padlets through the Media Hacks Facebook page and invite different communities to answer to different questions through a series of links.

## AUDIT SURVEY - KEY QUESTIONS

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This section presented the key audit questions that will be used by all project partners in the community audit process. This questionnaire has also been created in Google Forms to facilitate the online collection of results during the pandemic.

### PROFILE

#### *Gender:*

- Female
- Male
- Prefer not to say
- Other

#### *Age Range:*

- under 18 years
- 18 – 25 years
- 25 – 35 years
- 35 – 45 years
- 45 – 55 years
- 55 – 65 years
- 65 – 75 years
- 75 years +

### Going online and accessing content

#### **1.** *Are you a regular internet user?*

- Yes
- No

#### **2.** *Do you go online using any of these devices? Tick all that apply:*

- Smartphone (like an iPhone or Samsung Galaxy)
- Tablet (like an iPad, Kindle Fire or Google Nexus)
- Computer – Laptop, desktop, or netbook computer (PC or MAC)
- Games console or handheld games player
- Smart TV set
- Wearable technology like a smartwatch or fitness tracker (like and Apple Watch, Fitbit)
- Smart speaker which can respond to voice commands (like Amazon Echo/ Alexa, Google Home, Apple Home Pod)
- Other type of device

**3. How long ago did you first start going online?**

- In the past year
- In the past 2 years
- In the past 3-4 years
- In the past 5-9 years
- Ten years ago or more
- Can't remember

**4. Have you personally experienced any of the following issues in the past 12 months?**

*Tick all that apply:*

- A computer virus on any device you use to go online
- Your email or social media account being hacked (someone accessing your account without your permission)
- Your financial or other personal information being stolen and/ or used online without your permission or knowledge
- Lost money online (i.e. got scammed or ripped off)
- Any form of online bullying/ harassment/ trolling
- Been threatened or stalked online
- Online contact from someone who was pretending to be someone else
- None of these
- Don't know

**5. Which of these reasons describe why you do not go online? Tick all that apply:**

- The equipment needed to go online is too expensive/ not worth the money
- Being connected to the internet is too expensive/ not worth the money
- Getting online/ getting connected to the internet is too complicated
- Using the internet, finding your way around on the internet is too complicated
- I don't have the right equipment
- I don't have the right help to know how to start
- It's just not for people for like me/ I don't see the need/ I'm not interested in doing this
- I don't trust the internet/ being online is not safe/secure/ data privacy issues
- None of the above apply

**6. How would you rate your ICT digital skills, your ability to use a computer?**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
<b>Basic</b>	○	○	○	○	○	<b>Advanced</b>

7. Overall, how confident are you as an internet user?

<b>Not at all confident</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Very confident</b>
	<input type="radio"/>					

### You and your media literacy skills

8. Where do you access news and media content? (tick all that apply)

- TV
- Radio
- Local Newspapers
- Broadsheets
- Tabloids
- Social Media

9. When you see or read things online, how confident are you in recognising what is advertising and what isn't?

<b>Not at all confident</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Very confident</b>
	<input type="radio"/>					

10. When you view media content, can you easily identify who the piece is aimed at and why?

- Always
- Often
- Sometimes
- Never

11. Are you able to assess from what perspective a story is being told? i.e., conservative, environmentalist, populist, left-wing, right-wing, etc.

- Always
- Often
- Sometimes
- Never

**12.** *How is mainstream media mostly funded?*

- License fee/ by the public
- Sales of programmes and/ or services to other channels/ countries
- By the government
- Advertising
- Programme sponsorship
- Those with Sky/ Amazon/ Netflix pay for it/ subscription
- Other
- Don't know

**13.** *How often do you check the source of the media content you consume?*

Never	Rarely	Sometimes	Often	Always
1	2	3	4	5

**14.** *How often do you check the credentials of online journalists and bloggers?*

Never	Rarely	Sometimes	Often	Always
1	2	3	4	5

**15.** *Are you aware of any instances of fake news on a national level?*

- Yes; fake news is a widespread problem
- Yes; there are a few instances of fake news that I can think of
- No

If yes, please give an example for explain your answer.

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**16.** *How would you rate your media literacy? (Definition of Media Literacy - ‘... the ability to access, analyse, evaluate and create media in a variety of forms’ medialit.org)*

<b>Basic</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Advanced</b>
	o	o	o	o	o	

**17.** *Would you be interested in training to help you develop your media literacy?*

- o Yes
- o No
- o Maybe

**18.** *Have you ever completed media-related training*

- o Yes
- o No

If yes, please give an example for explain your answer.

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**19.** *Have you worked in a media-related role in the past or at present?*

- o Yes
- o No

If yes, please give an example for explain your answer.

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**20.** *Have you ever considered starting a blog or YouTube Channel to vlog about your daily activities?*

- Yes
- No

*What has stopped you/ encouraged you to develop this blog/ vlog?*

- I wanted to share my life with others and tell my story
- I wanted to attract an audience
- I wanted to use it as a learning experience
- I wanted to highlight an issue that was import to me
- It is really hard work and it takes a lot of your time, so I get discouraged
- I was worried that it may negatively impact on my mental well-being
- Other, please specify

**21.** *Would you support the production of a community newsletter, online channel, blog, etc.?*

- Yes
- No

What topics do you think should be covered by this local media?

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**22.** *Would you be interested in participating in a local media team that will produce community media content for our area?*

- Yes
- No
- Maybe

## Supporting Community Media - locally available resources and assets

**23.** *Is there somewhere in the community (local area) where residents can access IT infrastructure and Internet?*

- Yes
- Not that I am aware of
- No

**24.** *Can you identify a local space that would be available free of charge, or for a small fee, to a local community media team to meet/train/work?*

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**25.** *Can you identify local community groups who may have access to media making equipment? i.e., camera, microphones, mixing desk etc. If yes, please mention them here.*

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**26.** *What physical assets do you think a local team would need to develop a community media project? Examples: access to a meeting facility, recording equipment, etc.*

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**27.** *Can you identify any local supports where these physical assets can be provided to the community media team? Example: a community radio station, community hall, etc.*

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**28.** *Where do you find out about community news now? Please share these sources if possible?*

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**29.** *In your local community which medium would work best to share good news stories and high-quality news content*

- Dedicated Social Media Page
- Community Radio
- Community Newspaper
- Community email bulletin
- Other, please specify

**30.** *If you would like to stay in contact with the Media Hacks Project and get involved in our local Media Action Group, please provide your basic contact details: Name and Email Address*

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## GLOSSARY OF KEY TERMS

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### **Media<sup>3</sup>**

This is a term which covers all the means of communication which have functions such as informing, raising awareness, education, socialisation, entertainment, and agenda setting, including all kinds of oral, written, and visual images.

### **Social Media<sup>4</sup>**

Social media is a collective term for websites and applications which focus on communication, community-based input, interaction, content-sharing, and collaboration. Forums, microblogging, social networking, social bookmarking, social curation, and wikis are among the different types of social media.

### **Media Literacy<sup>5</sup>**

Media literacy enables people to have the skills, knowledge and understanding to make full use of the opportunities presented by both traditional and new communication services. Media literacy also helps people to manage content and communications and protect themselves and their families from the potential risks associated with using these services.

### **Citizen Journalism**

Citizen journalism is that conducted by people who are not professional journalists but who disseminate information using websites, blogs, and social media.

### **Asset-based Community Development**

Asset Based Community Development's premise is that communities can drive the development process themselves by identifying and mobilising existing, but often unrecognised assets. Thereby responding to challenges and creating local social improvement and economic development.

### **Participatory Action Research<sup>6</sup>**

PAR seeks to understand and improve the world by changing it. At its heart is collective, self-reflective inquiry that researchers and participants undertake, so they can understand and improve upon the practices in which they participate and the situations in which they find themselves.

### **Fake News**

The term 'fake news' refers to media content that shares 'misinformation' or 'disinformation'. While 'misinformation' is the unintentional sharing of false information online; disinformation is more sinister. It describes the deliberate and targeted spread of false information with the aim of influencing or deceiving its audience.

<sup>3</sup> <https://www.igi-global.com/dictionary/media/18142>

<sup>4</sup> <https://whatis.techtarget.com/definition/social-media>

<sup>5</sup> <https://www.ofcom.org.uk/search?query=about+media+literacy>

<sup>6</sup> <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2566051/>

### **Disinformation**<sup>7</sup>

Information that is false and deliberately created to harm a person, social group, organisation, or country.

### **Misinformation**

Information that is false, but not created with the intention of causing harm.

### **Mal information**

Information that is based on reality, used to inflict harm on a person, organisation, or country.

### **Deep Fake**<sup>8</sup>

The term deep fake is typically used to refer to a video that has been edited using an algorithm to replace the person in the original video with someone else (especially a public figure) in a way that makes the video look authentic.

### **Internet Trolling**<sup>9</sup>

To antagonise (others) online by deliberately posting inflammatory, irrelevant, or offensive comments or other disruptive content.

### **Clickbait**

Something (such as a headline) designed to make readers want to click on a hyperlink especially when the link leads to content of dubious value or interest.

### **Filter bubble (or Confirmation Bias)**<sup>10</sup>

An environment and especially an online environment in which people are exposed only to opinions and information that conform to their existing beliefs.

### **Conspiracy Theory**

A theory that explains an event or set of circumstances as the result of a secret plot by usually powerful conspirators; a secret of great importance that is being kept from the public.

### **Influencer**

A person who can generate interest in something (such as a consumer product) by posting about it on social media.

### **Digital Media Ethics**<sup>11</sup>

Digital media ethics deals with the distinct ethical problems, practices, and norms of digital news media. Digital news media includes online journalism, blogging, digital photojournalism, citizen journalism and social media. It includes questions about how professional journalism should use this 'new media' to research and publish stories, as well as how to use text or images provided by citizens.

<sup>7</sup> <https://ethicaljournalismnetwork.org/tag/fake-news/page/4>

<sup>8</sup> <https://www.merriam-webster.com/words-at-play/deepfake-slang-definition-examples>

<sup>9</sup> <https://www.merriam-webster.com/dictionary/troll>

<sup>10</sup> <https://www.merriam-webster.com/dictionary/filter%20bubble>

<sup>11</sup> <https://ethics.journalism.wisc.edu/resources/digital-media-ethics/>

# ANNEX 1 – TEMPLATE FOR THE NATIONAL COMMUNITY AUDIT REPORTS

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## Executive Summary

This summary should be prepared at the end, after the report has been completed, and it should provide an overall description of the purpose and objectives of the report, a brief overview of the community engagement and data collection methods, and a brief presentation of the main findings as they pertain to the selected area. Include key conclusions and reflections here.

**(250-350 words)**

## Introduction

In this section, a general introduction provides background information on community and on survey base (see annex 1a for a specific template).

**(150-250 words)**

## Methodology - Engaging Stakeholders

Use this section to describe how MEDIA HACKS was introduced to the overall community; how stakeholders were engaged; how local teams formed and anything particular to the stakeholder engagement with the project.

**(200-400 words in this section)**

Please insert between 2 and 6 quotes from local stakeholders in this section.

- How did you communicate / describe the project? Elevator pitches, narratives, straplines, images etc
- What materials were used? brochure, posters, advertisement, Facebook posts, etc.
- Where they designed in house locally / lead partner / local designers or team
- Public presence (online and face-to-face) – Describe any displays, locations, radio, newspaper presence etc.
- Where was it easy / challenging to communicate the project, its intentions, and its potential?

**(200-400 words in this section)**

## Data Collection

- How did you carry out your community audit?
- What online meetings were held, attended etc?
- How were interviews and questionnaires carried out?
- What other methods did you use from the Audit Guide?

How many engaged and by what method, i.e., how many filled out questionnaires, how many filled out 'invitations to join in' or 'online polls', how many attended online community conversations, meetings or focus groups?

- In this section, the procedures followed to collect the research data should be described. The data collection methods should be presented as well as a brief description of the participants for each one. For example, if interviews were held, it should be stated how many interviews were conducted and their format (online, phone, etc.)
- There should also be a brief overall summary of stakeholders engaged from the local community.
- There should also be a description of community members involved in the process (data collection team, people or organisations that assisted or got involved in part or the entire audit as hosts, advisors etc.)
- There should be some images here of the community audit activities.

**(500-700 words for this section)**

## Data Analysis

In this section, a brief overview of the data analysis methods that were used should be provided for both quantitative and qualitative data (e.g., how were interviews analysed to extract information pertaining to the thematic research areas? In reviewing other methods, how was the data reflected on?). Some reference to the participatory nature of the process should be outlined here. Some questions to support this section are:

- Once you collected the data, what did you do with it to reflect on results?
- How did you reflect on it with the community? Who was involved?
- How did you make sense of it? How did you start pulling out the results?
- What did you notice during the process?
- Which questions were most revealing?
- Were you surprised?
- What themes or topics did you focus on specific to your community?

**(200-400 words)**

## Results and reflections

This is the most important section of the report, as it presents the results of the community audit. The results should provide both qualitative and quantitative data collated, and findings as analysed from the whole experience.

Results should be presented per research question (as outlined below). The information collected through these questions should be provided here in a narrative and coherent form. Communication of results should include charts +/- tables +/- narrative +/- photographs +/- graphic illustration.

Results broken down per sections as follows:

1. Basic profile of respondents (use of charts would be good here)
2. Going online and accessing content
3. You and your media literacy skills
4. Supporting Community Media - locally available resources and assets

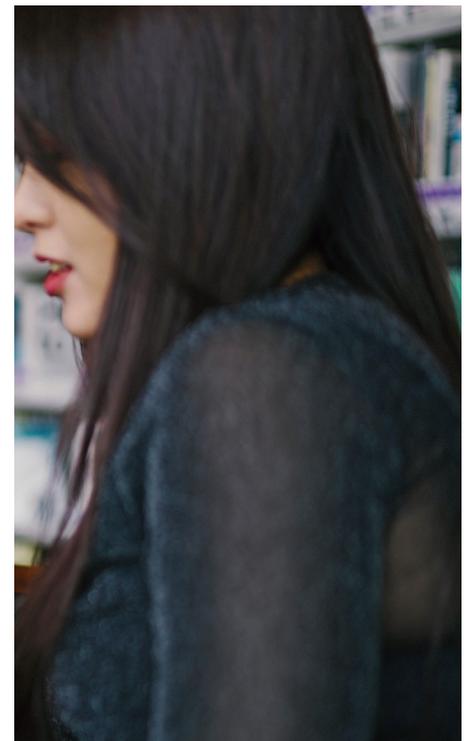
## Other

What else is interesting to report? What else did you find out? What was surprising, challenging, and useful for the next steps of the project? What's useful for future MEDIA HACKS community groups elsewhere?

## Stakeholder voices

There should be a good selection of quotes, questions, ideas from stakeholders here. These can be woven into the text or offered as a separate section. Also include a selection of any images gathered by the stakeholders as part of the data collection process.

**(100-130 words)**



### **What Now? Strategy Moving Forward: Implications, Recommendations and Next Steps**

A brief conclusion should be provided outlining the key points that emerged from the data collection and any general comments that need to be addressed, especially questions from the community. If any limitations were noted, they can also be pointed out in this section.

Reflect on what you have learnt, linking findings to next stages of MEDIA HACKS in your community. Comments on how to generate interest in MEDIA HACKS in the community – where are the opportunities and open doors, where are the challenges? Refer to any specific observations where relevant.

Identify elements of sustainability / matchmaking the existing assets and needs (or the “supply” and “demand”): Looking for ‘opportunities’.

#### **This section should include:**

1. Recommendations for your local MEDIA HACKS design and content
2. Recommendations for community engagement once MEDIA HACKS is online
3. Recommendations / questions for partnership opportunities and project scope / remit.
4. Recommendations for the project in your local community

**(300 - 400 words)**

#### **Images**

- Please illustrate your report with images of the process
- Please give brief caption and photo credit as appropriate

## ANNEX 2 – COMMUNITY AUDIT INDUCTION PROGRAMME

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The aim of the Community Audit Induction Programme is to introduce the MEDIA HACKS project and to explain the benefits and processes of participatory action research to the members of the local Media Action Groups in each partner country.

It has been developed as a short 3-hour workshop that can be facilitated online, in small group settings, or used for self-directed learning. It is presented as a PowerPoint presentation and accompanies this Toolkit and is available for download and use from the MEDIA HACKS website [www.mediahacks.eu](http://www.mediahacks.eu).





## ANNEX 3 - COMMUNITY PROFILE (2 pages maximum)

Name of Community/Town/City/Region:	
Demography	
Location	
Occupations	
Social Structures	
Tradition/ Culture/ Languages	
Festivals and Events	
Environment (Urban, Rural, Peri-Urban)	
Lifestyles and Daily Life	
Local Amenities	
Community Participation	

## ANNEX 4 - STAKEHOLDER MAPPING

No.	Name of Organisation	Purpose of the Organisation	How can they assist in the implementation of the project	Impact on the Project (low, medium, high)
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				

*Add more rows if needed.*

## ANNEX 5 - PROFILE OF YOUR LOCAL MEDIA ACTION GROUP

Name	Contact Email	Skills, Experience and Assets	GDPR* Consent (Y/N)

\*GDPR – Please ensure that you have the individual’s consent to store and process their personal data, as a member of the Local Media Action Group, for the period of the project and one year thereafter for auditing purposes.

KNOWLEDGE

# HACKS

*Harnessing the Power of Community Media to Combat Disinformation*



INSTITUTO PARA EL FOMENTO DEL DESARROLLO Y LA FORMACION



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