



# Wires-Crossed Community Audit Report

English Summary  
Dante  
Rijeka, Croatia



**Developing Community Media to Mitigate  
the Impact of Fake News**

# WIRES-CROSSED Community Audit Report Summary, Rijeka, Croatia

## Introduction

This document presents a summary of a Community Audit carried out on a sample of 100 participants in Rijeka, Croatia. The Audit was carried out as part of the Community Audit Toolkit and Report within the WIRES-CROSSED project. A series of qualitative and quantitative questions were included in the Audit in order to measure both competence assets and needs in the local community regarding ICT and media literacy. The participants were adults – citizens, learners participating in training/education, users of library services, and book club participants, as well as experienced education professionals and teacher trainers.

## Methodology

### Stakeholder involvement

A Local Media Action Group was formed to help carry out the Community Audit and was familiarised with the aims, objectives, and planned outputs of the WIRES-CROSSED project during separate in-person meetings in January 2020. The members of the Local Media Action Group comprise a director of the local library (Niko Cvjetković, head of the Rijeka City Library), a teacher advisor at the local branch of the national teacher training agency (Patrizia Pitacco, advisor at AZOO - Education and Teacher Training Agency), a final-year university student of pedagogy (Antonela Đermadi, as part of her obligatory in-service training hours at Dante), and teachers and project managers at Dante (Siniša Smiljanić, Antonela Marjanušić).

In addition to online dissemination channels (Facebook, Dante's website), the Local Media Action Group members were used to reach possible Audit participants, present the WIRES-CROSSED project to them during different events (training sessions, course lessons, book club meetings, internal staff meetings) and encourage them to take part in the Audit.

### Data collection

Following the WIRES-CROSSED Community Audit Guide, the Asset Based Community Development (ABCD), Needs Based Community Development (NBCD), and Participatory Action Research (PAR) approaches were used.

Both quantitative data (closed-ended questions) and qualitative data (open-ended questions and interviews) were collected.

Initially, the Community Audit was to be distributed online via Google Forms (the link to the questionnaire sent by email directly to participants by the Local Media Action Group members), but due to an inadequate number of responses (less than 15%), the majority of the Audit was carried out via pen-and-paper questionnaires (approximately 65%). The Local Media Action Group members used the piggy-back method for the paper questionnaires, taking advantage of already planned events and gatherings to implement the Audit (training sessions, course lessons, book club meetings, internal staff meetings). Due to the COVID-19 pandemic and the following closure of all non-essential institutions and organizations, the final sample of participants was reached via online audio and video calls (20%), implemented by Dante's language teachers during online course sessions.

## Data Analysis

Qualitative and quantitative data analysis methods were used, and the findings were discussed and analysed in cooperation with the Local Media Action Group members via email and Skype video calls.

All gathered data (paper, Google Forms, online phone and video calls) were entered into and analysed with the help of Excel. Graphical representations of the responses were also produced via Excel.

Keywords and notions were marked and counted in participants' open-ended responses in order to find patterns and summarize them. During the analysis, most frequent as well as interesting answers were isolated.

Dante's team found it interesting how highly respondents marked their digital competence (considering Croatia's poor DESI<sup>1</sup> results) and how many claimed they would support the production of a community newsletter or an online channel.

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<sup>1</sup> <https://ec.europa.eu/digital-single-market/en/news/digital-economy-and-society-index-desi-2019>

## Results and Reflections

The interpretation of data obtained via the questions on media literacy led to the following results:

Over 86% of the respondents use social media to access news and media content (Fig. 1), heavily favouring Facebook (81%) (Fig. 2). The most frequently selected traditional media channels are TV (74%), radio and local newspapers (both approx. 50%).

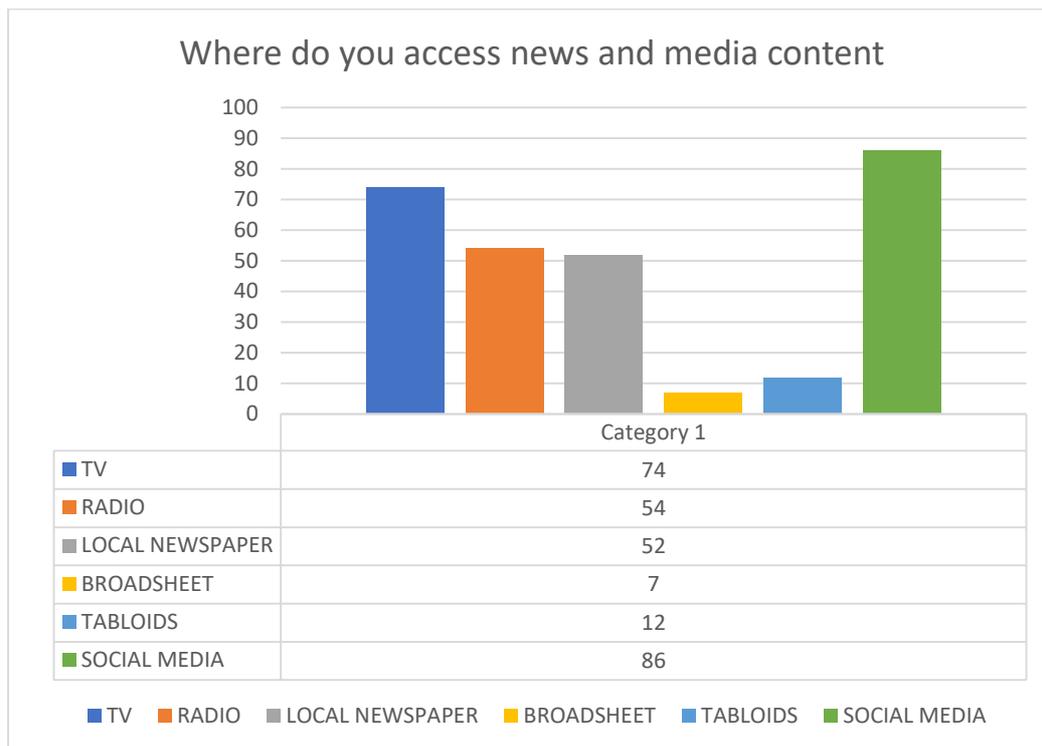


Figure 1: News and media content access

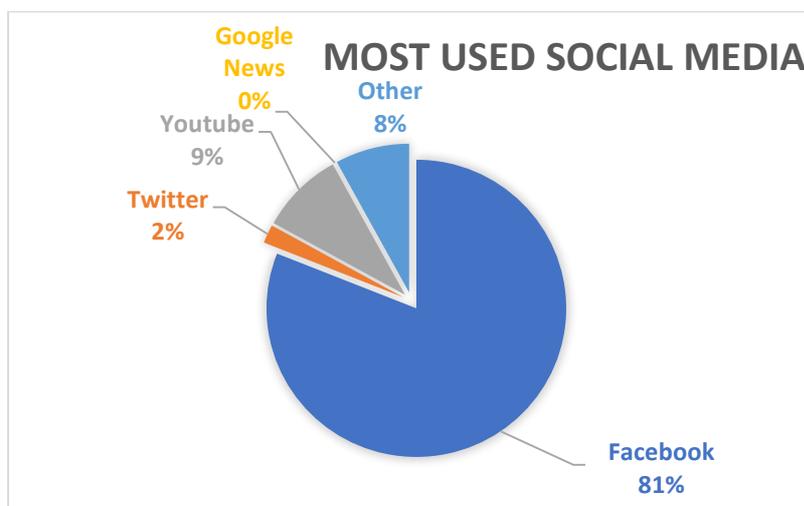


Figure 2: News and media content access via digital platforms

It is interesting to note that while they are familiarised with the term clickbait (54% noted that they had heard of the term), a majority of the respondents (68%) stated that they fell for clickbait strategies, listing social media and news portals as the main source of clickbait. This is in line with the finding that only 11% sometimes check the source of the media content they consume, while the majority (65%) do not have that habit, believing that the journalists and bloggers they follow are reputable and do not require checking.

A majority of the respondents (79%) claim to be aware of fake news instances, but mostly in connection with political issues and reporting.

The interpretation of data obtained via the questions regarding media assets assessment led to the following results:

Approximately 92% of the respondents have access to a smartphone and 63% of them to a laptop (Fig. 3). The same trend is evident concerning Internet access (93%) (Fig. 4).

Although they reported a moderately high level of ICT skills (14,2% basic, 52,2% intermediate, 33,6% advanced) and media literacy (19,5% basic, 57,9% intermediate, 22,6% advanced), most of the respondents have not participated in media-related training, with a few that searched YouTube on the topic of fake news. Only 7 respondents stated that they worked for a local newspaper/radio station in the past, with the majority never considering starting a blog or a vlog (listing lack of free time, adequate knowledge or creative ideas as their reasons).

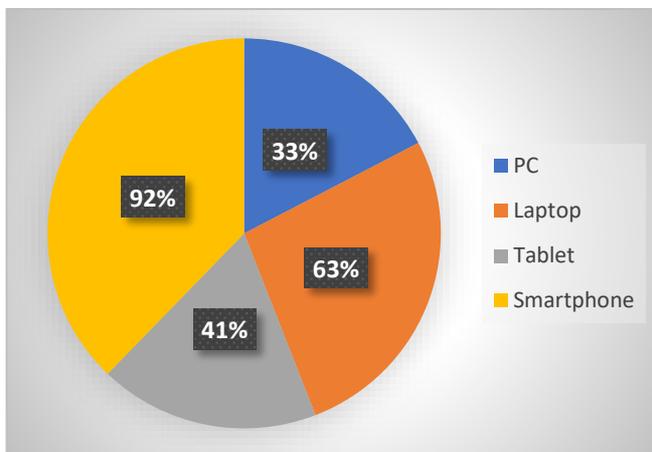


Figure 3: Devices used

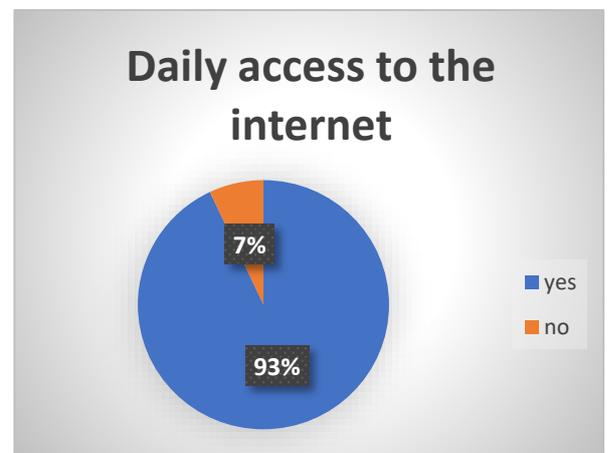


Figure 4: Internet access

However, a surprisingly high number (81%) would support the production of a community newsletter or an online channel, with 64% claiming to be interested in participating in a local media team. The respondents mostly expressed interest in topics related to boosting local tourist offer, sport, art, and music.

The interpretation of data obtained via the questions regarding physical assets assessment led to the following results:

More than half of the respondents do not know a place where community members can have access to IT and the internet, with only a few mentioning the City Library or the Centre for Technical Culture in Rijeka.

Similarly, most of the participants also do not know any local groups that have access to media equipment, again listing the City Library or the Centre for Technical Culture as possible sources.

Respondents provided mixed answers to the question on which physical assets would be needed, but the most common responses included a skilled team leader, a facility, financial support, and technical equipment (laptops and computers).

## Implications, recommendations and next steps

The analysis indicates both the inconsistencies in respondents' answers as well as the need for implementing the WIRES-CROSSED project in the local community.

One of the major inconsistencies is related to participants' ICT and media literacy skills – while their closed-ended answers indicate a moderately high competence development, their open-ended answers reveal serious gaps in their knowledge, especially related to critical evaluation of media they consume and awareness of local opportunities and support in digital literacy development. It is recommended that the following digital competence areas<sup>2</sup> are more emphasized during the training: information and data literacy, digital content creation, and problem solving.

The second major inconsistency is related to the willingness of community members to participate in WIRES-CROSSED project activities – while majority claim they would support a new community initiative, their answers related to their past experiences reveal that they might be easily discouraged by a number of barriers (lack of time due to other obligations, low self-confidence, perceived difficulty). It is recommended to use a variety of motivational and engagement strategies to attract possible participants in project activities, taking on a more personal and supportive approach.

In order to support community engagement in the WIRES-CROSSED project, Dante plans on more heavily promoting the project via digital channels as well as using Local Media Action Group members to inform more local community members about the project and encourage them to take part in WIRES-CROSSED project activities.

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<sup>2</sup> <https://ec.europa.eu/jrc/en/publication/eur-scientific-and-technical-research-reports/digcomp-21-digital-competence-framework-citizens-eight-proficiency-levels-and-examples-use>

# Wires - Crossed



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