FPI Results Framework - Indicator Methodology Note

1. Indicator Name and Code

Number of schools including Media and Information Literacy (MIL) as an extra-curriculum activity

OPSYS Code: 17367

2. Technical Details

Unit of measure: Number of schools.

Type of indicator: Quantitative; Actual (ex-post); Cumulative (not annual).

Level of measurement: This indicator can be used either at **Output** or **Outcome** level depending on the scope and objective of the intervention. At output level, it would typically be associated with results such as "Increased availability of MIL-related extracurricular opportunities in schools", or "Improved access to MIL tools and activities facilitated through school-based initiatives". At outcome level, it would typically be associated with results such as "Improved institutional commitment to integrating MIL in extracurricular programming", "Increased student engagement with critical thinking and media analysis", or "Enhanced resilience to disinformation and harmful narratives".

Disaggregation: None.

3. Description

This indicator tracks institutional uptake of Media and Information Literacy (MIL) beyond formal curricula, by counting schools that implement MIL-focused activities in non-mandatory educational settings such as school clubs, awareness days, media labs, or peer-education sessions. It reflects how EU/FPI-funded interventions promote critical thinking, resilience to disinformation, and responsible digital engagement among students through informal or complementary education mechanisms. The indicator is particularly relevant in fragile or polarised environments, where media literacy contributes to conflict prevention, youth empowerment, and democratic culture.

4. Calculation of Values and Example

The value of this indicator is calculated by counting the number of schools that include Media and Information Literacy (MIL) as an extracurricular activity during the reporting period, as a result of support provided by the EU/FPI-funded intervention.

Technical definitions:

Media and Information Literacy (MIL): A set of competencies that enable individuals to access, critically evaluate, and effectively use media and information. It includes the ability to recognise misinformation, understand how media content is produced, and engage with information ethically and safely. MIL fosters critical thinking, responsible media use, and informed civic participation. (Source: UNESCO, 2021).

Counting Guidance:

- **Basic counting rules:** Count each school once, even if multiple MIL activities are conducted. Only schools that implemented MIL activities involving student engagement (e.g. workshops, media clubs, peer-led sessions) should be included. Schools that received training or resources but did not implement any MIL activity during the reporting period should be excluded.
- **Extracurricular activity:** Refers to any organised learning activity outside the formal curriculum and timetable. This includes after-school clubs, thematic events, competitions, student-led campaigns, or workshops held outside regular class time. MIL integrated into standard class curricula is not counted under this indicator.

- **Attribution:** Only include schools that were directly supported by the concerned EU/FPI-funded intervention through capacity building, technical support, provision of materials, coordination, or financial assistance.
- **Avoid double counting:** Schools should not be counted more than once per reporting period, even if they run multiple MIL activities or are involved in different components of the intervention.

Quality Control Checklist:

1. Is the reported value based on documented records confirming that the school implemented MIL activities with student participation?
2. Has it been verified that the activities were conducted outside the formal curriculum?
3. Is there a clear link between the concerned EU/FPI intervention and the MIL activity conducted by the school?
4. Has each school been counted only once for the reporting period?
5. Are data sources consistent and traceable (e.g. activity reports, attendance lists, monitoring visits)?

Example:

In Year Y, an EU/FPI-funded intervention in Country X aimed to strengthen resilience to disinformation through youth engagement. The project trained 60 teachers from 50 schools, provided MIL toolkits, and supported the organisation of media clubs and workshops in secondary schools. By the end of Year Y, 35 schools had effectively implemented MIL extracurricular activities with student participation and outside the regular curriculum. By contrast, 15 institutions that received training did not implement any activities. The value to be reported for Year Y is 35 schools.

5. Data Sources

Reported values should derive primarily from the internal monitoring systems of EU-funded interventions. Data must be collected and reported by the implementing partner and verified by the Operational Manager (OM).
Examples of data sources: School activity reports or logs documenting extracurricular MIL activities; Monitoring reports from implementing partners confirming MIL implementation in schools; Attendance records or participant lists from MIL clubs or workshops; Feedback forms or short surveys from teachers or students involved in extracurricular MIL; Field visit reports or on-site verification missions by EU/FPI staff or third parties.

6. Other Uses / Potential Issues

This indicator can support the monitoring of strategic objectives related to youth empowerment, digital literacy, and resilience to disinformation, particularly in contexts where formal curricula do not yet include MIL components.

Potential issues: Over-reporting due to inconsistent interpretations of what qualifies as an extracurricular MIL activity. To mitigate this, implementing partners should be provided with a clear definition and examples of eligible activities. Additionally, schools may claim to have included MIL without verifiable student participation; therefore, only documented and traceable activities should be counted. Finally, since the indicator does not capture whether MIL initiatives are sustained over time, complementary outcome indicators should be used to assess institutionalisation and long-term impact.