



Baltic Engagement
Centre for Combating
Information Disorders

A REVIEW OF MEDIA AND INFORMATION LITERACY MATERIALS AND APPROACHES IN THE BALTIC GLAM SECTOR



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SUMMARY OF KEY FINDINGS

The Media and Information Literacy (MIL) landscape within the Baltic GLAM (galleries, libraries, archives, and museums) sector is transitioning from a traditional model of information provision to becoming a crucial pillar of digital inclusion and democratic resilience. Across the region, libraries have taken the central role in this ecosystem due to their high public accessibility and strong national coordination strategies. In many rural areas, libraries have evolved into "community digital support centers," helping vulnerable populations navigate the digital divide. However, a significant systemic gap remains across all three Baltic states regarding the participation of archives and smaller museums, which suffer from low visibility and are distinctly underrepresented in MIL programming.

Country-Specific Strategies and Approaches

While the Baltic countries share foundational goals and challenges, each has developed a unique strategic approach to MIL:

- **Estonia:** The focus is heavily on libraries acting as critical "lifeboats" that fill gaps left by the reduction of physical state and banking services. This creates a significant ethical dilemma for librarians, who frequently must handle sensitive personal data (e.g., banking transfers or health declarations) to assist patrons. The primary bottlenecks in Estonia are financial uncertainty, time constraints, and a shortage of personnel, which collectively lead to staff burnout. Furthermore, different regions face distinct issues: libraries in the North struggle with AI-generated hallucinations, while libraries in the South face attitudinal resistance or tech fear among older staff members.
- **Lithuania:** Lithuania's ecosystem stands out for its high structure, innovation, and central coordination. The Martynas Mažvydas National Library leads the national framework through the MIRKT portal, while the VMU UNESCO Chair connects academic research with practical, inclusive applications. Lithuania is distinguished by its innovative public engagement formats, moving beyond traditional lectures to use mobile installations like the "Cookie Truck," gamified escape rooms, and documentary-based toolkits like "Nepatogus Kinas".
- **Latvia:** Latvia's approach is strongly policy-driven and heavily relies on its cultural heritage. Coordinated by the National Library and supported by the Ministry of Culture, Latvia utilizes "train-the-trainer" models to equip cultural workers with MIL competencies. A distinctive feature of the Latvian model is the integration of its rich cultural heritage—such as using the Digital Library of Latvia and primary historical audiovisual archives—to teach source evaluation and critical thinking.

The information is based on BCME's long-term overview of the Baltic GLAM-sector MIL activities, as well as insights from the University of Tartu.

Shared Systemic Challenges

Despite their individual strengths, the Baltic GLAM sectors face several common systemic barriers. The most prominent obstacle is financial uncertainty, as a pervasive reliance on short-term project funding makes long-term strategic planning nearly impossible. Other shared issues include an ongoing shortage of MIL specialists, increasing staff burnout, the rapid pace of technological change, and a distinct lack of unified metrics to evaluate the actual outcomes of MIL interventions.

Strategic Solutions and Future Actions

To combat these structural challenges, pan-Baltic strategic solutions emphasize resource efficiency and creative outreach. Proposed methods include deploying travelling regional specialists to alleviate local staff burdens, scheduling "smart hours," and creating physical "digital competence folders" to assist seniors. For working-age adults—who frequently experience tech pitfalls like AI hallucinations but often avoid formal training—institutions employ "Trojan Horse" strategies, subtly embedding MIL lessons into engaging discussions on topics like road safety or visual illusions. Engaging youth relies heavily on gamification and comparative search experiments to highlight discrepancies between algorithms and verified sources. Finally, regional collaborations, such as the BaltsTeachMIL webinars, are actively providing crucial training on GDPR compliance, data processing, and digital security to help GLAM staff safely manage their expanding roles as community anchors.

ESTONIA

Media Literacy Development is Influenced by Time, Money, and People

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The analysis of the Estonian GLAM sector's approach to MIL is grounded in primary research conducted by Developing Media Literacy (3 ECTS) course students from the University of Tartu in the autumn of 2025. To identify systemic bottlenecks and practical challenges, the students conducted qualitative interviews with staff members from 53 different memory institutions. Because libraries serve as the most publicly accessible hubs for knowledge and digital support, the overwhelming majority of respondents (36 out of 53) were library workers. Based on the interviews, several clear bottlenecks in developing media literacy emerged. The three most frequently mentioned interrelated

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factors limiting the capacity of these institutions are people, money, and time.

Financial uncertainty affects everything

The greatest obstacle is financial uncertainty—mentioned by 29 out of 36 library workers, though it was also noted in other memory institutions. This indicates a broader problem within the cultural sector. In many institutions, media literacy development depends on project-based funding, which makes long-term planning and consistency difficult.

"Our budget is set in stone," a library worker from a small town in South Estonia said, referring to the rigidity of the financial situation and the difficulty of finding additional resources for new initiatives. This figurative comparison reflects the reality of many libraries: there is the idea and the will, but the opportunities remain scarce.

Financial constraints also affect the technical and physical environment of libraries. Several institutions highlighted that computers and equipment are outdated and lack modern multimedia tools, which actually limits the possibilities for developing media literacy. In smaller libraries, outdated, uncomfortable, and visually unattractive spaces are also a problem, making them unpleasant environments for learning or organizing training sessions.

Beyond equipment and the physical environment, the lack and instability of funding also affect people and their use of time, reducing the capacity to involve and retain competent specialists. This problem was highlighted in 21 libraries. All of this diminishes the ability of memory institutions to function as centers providing digital and educational support.

The shortage of people includes both a lack of specialists and excessive staff workload and time pressure. Employees must fulfill multiple roles, and the problem is exacerbated by the fact that a small staff must cope with an increasing number of tasks; the workload grows while resources shrink. Often, there is no specific employee in the library whose task is solely to develop media literacy. Consequently, this work depends on the knowledge and time of existing personnel. Libraries are increasingly being turned to for technology-related concerns, and workers' fear of falling behind technologically has grown. There is a felt need for consistent digital and media literacy training for staff.

Different regions struggle with different concerns

Employee competence and training needs vary by region. The capabilities and habits of memory institutions fluctuate from systematic monthly professional development to independent self-education.

In North Estonian libraries, problems related to the rapid spread of artificial intelligence

have emerged. Visitors increasingly seek works recommended by AI that do not actually exist. In such situations, the worker must be able to explain how technology creates information and how to understand if a source is reliable. In North-East Estonian libraries, the bottleneck is the lack of professional development and modern training opportunities. Employees mostly improve their skills independently, but this leads to fragmented knowledge.

Recognizing misinformation is difficult even for experienced specialists, which is why both visitors and staff need regular support. For example, one employee described an incident in which an elderly person asked for help installing a program that would have given a stranger access to their computer and money. To prevent such incidents and intervene at the right moment, a library worker must be sufficiently aware and confident.

"We don't have a single year where nothing changes," stated a library worker from West Estonia. It is not easy to stay thoroughly informed on all media literacy topics when the field develops so rapidly. In Central and South Estonian libraries, the limited media literacy and technological skills of older employees came to the fore. The older generation of workers often lacks the proficiency to guide visitors in using new technology. There is a felt need for training that supports both older employees and visitors and helps avoid "techno-fear."

In South Estonia, attitudinal barriers were also highlighted, as some experienced workers do not consider self-improvement necessary and fear change. In one library, a position held by a worker of nearly half a century was recalled: that they already knew how things worked.

Low salaries for library workers exacerbate the difficult situation, as it is hard to find employees with new skills, and excessive demands cannot be placed on existing ones.

Despite these problems, it is well understood that developing people's media literacy is within the responsibility of libraries. One library director noted that no other institution is better suited for teaching this than the library.

When helping becomes an ethical dilemma

The purpose of libraries is much more multifaceted than before. The digital age has placed Estonian libraries in a situation where assistance no longer means just finding information, but also maintaining a sensitive balance between responsibility and privacy. In rural areas, libraries have become essential digital support centers—especially in South Estonia, where bank and state services are no longer available on-site. Increasingly, people turn to the library for help with bank transfers and using national e-services.

The biggest ethical conundrum involves the processing of personal data. Since library workers often assist clients with e-services—such as filling out health declarations, digital signing, making bank transfers, and even renewing driving license health certificates—they come into contact with data they should not be processing in the course of their work. According to a South Estonian library worker, it is surprising how important the library is in the daily lives of local people. "It particularly made me think about how many data-sensitive and personal transactions library workers must perform for people or under their guidance," they said.

Workers must find a balance between the desire to help and the need for intervention. In South and West Estonia, it was mentioned that a library worker cannot prevent visitors from performing actions that might lead to scams; in the North-East, it was emphasized that a worker must not monitor people's activities, even if they see a danger. Misinformation and scams spread quickly, and even experienced specialists sometimes struggle to tell what is reliable. In South Estonia, examples of fraud staged so convincingly that even museum and library workers hesitated were given. In such situations, media literacy is no longer just a skill, but an essential safety tool.

Our analysis shows that the need for developing media literacy and digital skills in libraries is growing. Although libraries increasingly function as providers of digital support for the community, their capacity is limited by the lack of systematic training, the impact of AI, the cautiousness of older staff, and the ethical and data protection risks of the digital environment. Libraries often fill the gaps in state services and support people in coping with misinformation, but their capability depends directly on resources. If money, people, and time are scarce, the full potential of libraries as developers of the community's digital and life skills cannot be realized.

LITHUANIA

Innovation and National Coordination Drive Media Literacy

Author: *Agnese Ēķe-Cēsniēce*

Lithuania has developed one of the most structured Media and Information Literacy (MIL) environments in the Baltic region. This ecosystem is characterized by a strong active methodological community and a highly organized national framework where central institutions provide the tools and branding that regional hubs then implement.

The National Library of Lithuania (Martynas Mažvydas NLL) serves as the primary coordinating body, managing national activities through the MIRKT portal and leading the national MIL week. The NLL is responsible for extensive training programs that target both professional librarians and local communities.

A unique pillar of the Lithuanian model is the UNESCO Chair on Media and Information Literacy at Vytautas Magnus University. This chair bridges the gap between academic research and practical application, providing strategic direction for inclusive MIL approaches and teacher education. Regional implementation is driven by county libraries in Panevėžys, Šiauliai, Kaunas, and Klaipėda, which function as implementation hubs.

Innovative Outreach: From "Cookie Trucks" to Escape Rooms

The Lithuanian GLAM sector is distinguished by its high level of innovation in public engagement. Rather than relying solely on traditional lectures, the sector utilizes diverse, interactive formats:

- **Mobile Installations:** Projects such as the "Cookie Truck" bring digital privacy education directly to citizens through mobile installations.
- **Gamified Learning:** The use of escape rooms, quizzes, and community challenges (such as those at the Nemakščiai Library) to make MIL interactive.
- **Targeted Toolkits:** The "Nepatogus Kinas" (Awkward Cinema) toolkit uses documentary films as a basis for MIL education.
- **Inclusive Design:** A specific focus on accessible reading formats through the Accessible Books Consortium ensures equitable MIL access for persons with disabilities.

Systemic Challenges

Despite these strengths, the participation of museums and archives remains limited compared to the dominant library sector. There is an ongoing need for structured cross-sector cooperation and the development of systematic evaluation tools to measure the actual impact of MIL interventions. Additionally, some regions continue to rely on short-term project funding rather than sustained, long-term programming.

Key Lithuanian Resources & Initiatives

Resource	Short Description	Official Link
MIRKT Portal	The central national MIL platform for libraries.	mirkt.lt
UNESCO Chair (VMU)	Research and training center for inclusive MIL.	vdu.lt
Cookie Truck	Mobile installation teaching digital privacy.	panbiblioteka.lt
Nepatogus Kinas	Documentary-based MIL educational toolkit.	nepatoguskinas.lt

An expanded version of this data is available in Table 1 (Appendix).

Policy-Driven Development and Heritage Tools

Author: *Agnese Ēķe-Cēsniēce*

Latvia's GLAM sector exhibits a strong, library-led MIL ecosystem supported by cultural policy and national coordination. The field is characterized by the use of "train-the-trainer" models to equip librarians with accredited MIL competencies and the innovative use of digital heritage to teach critical thinking.

The National Library of Latvia (NLL) acts as the central coordinator, providing methodological tools and training. This work is bolstered by the Ministry of Culture, which funds initiatives emphasizing MIL's relevance to social cohesion and democratic resilience. Latvia also utilizes UNESCO frameworks to reinforce international alignment and run awareness campaigns.

Latvia distinguishes itself by using its rich cultural heritage as a tool for modern media literacy:

- Digital Library of Latvia: A core infrastructure used to teach source evaluation and digital skills using digitized collections.
- Primary Sources: Libraries use audiovisual archives and historical photographs to practice source-critical learning.
- Social Resilience: Organizations like LAPAS highlight how libraries serve as anchors for trustworthy information and democratic dialogue during crises.
- Art & Science: The RIXC Center for New Media Culture partners with the NLL to expose audiences to critical perspectives on digital media through data-driven art installations.

Targeted Community Programs

Latvian initiatives are often tailored to specific vulnerable groups:

- Seniors: The pilot project "Ar viedumu medijpratībā" (With Wisdom in Media Literacy) uses regional libraries as hubs to help seniors detect online fraud and misinformation.
- Youth: The "Jaunieši un bibliotekāri" (Youth and Librarians) path promotes co-creation of MIL activities between students and library staff.
- Digital Testing: The NEPLP interactive test allows citizens to assess their ability to identify deepfakes and AI-generated content.

The primary challenges in Latvia include the low visibility of archives in MIL programming and the lack of standardized evaluation metrics across the sector. Similar to its neighbors, Latvia faces an uneven MIL presence in smaller museums and a reliance on individual projects rather than permanent programs in some regions.

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Key Latvian Resources & Initiatives

Resource	Short Description	Official Link
NEPLP MIL Database	Central national platform for research, lesson plans, and tools.	medijpratiba.neplp.lv
Digital Library of Latvia	Aggregates research and teaching materials for heritage-based MIL.	digitalabiblioteka.lv
Ar viedumu medijpratība	Senior-focused program on misinformation and online fraud.	lnb.lv
RIXC Center	Art and science festivals focusing on digital media systems.	rixc.org

An expanded version of this data is available in Table 2 (Appendix).

STRATEGIC SOLUTIONS FOR ADDRESSING THE DIGITAL DIVIDE: A PAN-BALTIC PERSPECTIVE

Interviews conducted in the fall of 2025 with 53 staff members of Estonian memory institutions have confirmed that libraries serve as the primary "lifeboats" for individuals navigating the digital divide. These findings offer practical solutions for directing community media skills while preventing staff burnout. The text was written by Inger Klesment and originally published by [National Library of Estonia \(RaRa\)](#).

For the **senior demographic (65+)**, whose access to life-essential services has shifted almost entirely online, the need for time-intensive personal counseling remains a significant pressure point. To address this structurally, the implementation of roving specialists who rotate through branch libraries is proposed to provide expert training, thereby ensuring consistent quality and relieving local staff of the burden of being all-encompassing technical experts. Resource efficiency can be further improved through scheduled "smart hours" and the distribution of physical "digital competence folders" that provide step-by-step guides for common digital tasks, such as signing documents. Successful intergenerational models, such as those pairing seniors with youth centers, allow for a mutual exchange where youth provide technical assistance while seniors share life skills like cooking, strengthening communal bonds.

Projects like "Digimentors" further support this by providing free educational resources on platforms such as meedia.ut.ee. Collaborative efforts with vocational IT students and authorized figures like police officers also prove effective, as they bring specialized knowledge and authoritative voices to critical topics such as cybersecurity and fraud prevention. For those unable to visit libraries in person, such as the homebound or those

in care homes, increased cooperation with social workers and the implementation of home visits ensure that training occurs in a familiar, low-stress environment, using the individual's own devices. These efforts are underpinned by national infrastructure such as the rara.ee portal, specialized training for non-native speakers via "Media Radar," and cybersecurity resources from the Information System Authority.

Reaching **working-age adults (30–50)**, particularly men, remains a challenge due to their perceived overconfidence and skepticism toward formal training. This demographic frequently experiences the pitfalls of modern technology, such as AI hallucinations, yet they are unlikely to attend sessions labeled as "media literacy training". To overcome this, libraries utilize "Trojan Horse" strategies where literacy skills are embedded in engaging topics like visual illusions, propaganda history, or myth-busting regarding road safety and alcohol. In smaller communities, informal group discussions on current events often provide a more natural and effective setting for developing critical thinking without the stigma of formal schooling. Furthermore, libraries are optimizing their own outreach by using AI tools to assist in administrative tasks, project writing, and the creation of social media content and marketing materials. Logistics in rural areas are addressed through "bus circles" that bring residents to central events, while shared technical resources between local institutions, such as libraries and music schools, maximize regional capacity and participation.

Engagement with **youth and students** is most successful when libraries and schools share physical facilities or work in close proximity. Given that youth often struggle with source evaluation and over-rely on AI, libraries have conducted comparative search experiments to highlight discrepancies between algorithmic answers and verified sources. Gamified approaches, including city-wide search games utilizing QR codes and digital apps, successfully combine physical activity with information retrieval.

For younger students, "smart hours" focused on digital footprints and cyberbullying, alongside the use of literature to discuss digital safety and trust, establish early foundational skills. Incentivized creative competitions and long-standing online games like "Netikirjariin" remain popular tools for enhancing search skills and copyright awareness. These collective strategies demonstrate that modern libraries have evolved into community hubs where successful media literacy education relies on creative, audience-focused solutions rather than traditional pedagogical formats.

FROM RESEARCH TO ACTION: ADDRESSING THE "DIGITAL LIFEBOAT" DILEMMA

In direct response to these research findings, the project team is conducting a series of bimonthly BaltsTeachMIL webinars, led by BCME. The webinar series follows a proven model developed during BECID1: each session begins with a joint introduction in English, followed by country-specific breakout discussions in Estonian, Latvian, and Lithuanian. The programme is designed as a bimonthly series (six sessions per year, 18 in total),

ensuring both continuity and sustained impact.

To date, four webinars have been successfully conducted, each building on previous insights and addressing emerging needs.

To date, four webinars have been successfully conducted:

November 24, 2025 – Launch and sector needs mapping

The first webinar marked the official launch of the series and brought together over 50 GLAM professionals from Estonia and across the Baltics. The session introduced the broader research context, including a study by University of Tartu students, who conducted interviews with memory institution professionals to map practices, audiences, resources, and gaps in media literacy support. A central focus of the session was identifying the sector's most pressing needs. Key themes included:

- a strong demand for **AI literacy support**, including safe tool use, responsible recommendations, and understanding risks;
- the need for **clear guidance on misinformation, scams, and manipulation**;
- increased emphasis on **digital safety and data protection**;
- a shift from teaching information retrieval toward broader **media awareness**;
- demand for **practical, ready-to-use materials** (e.g. short videos, step-by-step guides, updated resources on fraud);
- the need for **media-literate staff**, not just materials;
- challenges in **reaching and motivating audiences**, especially those with low digital skills;
- and a call for **stronger institutional support structures**, particularly when libraries are expected to assist with e-services.

The session provided a clear baseline of sector needs and directly informed the design of subsequent webinars.

December 8, 2025 – Developing media literacy in memory institutions

The second webinar brought together approximately 150 participants from Estonia, Latvia, and Lithuania. Following a joint introduction, discussions continued in country-based breakout rooms, allowing participants to reflect both national contexts and shared regional challenges.

The discussions focused on how memory institutions currently support media literacy and what is needed to address emerging information disorders, including disinformation, digital fraud, and AI-generated content. Across all groups, participants emphasised the importance of **practical, easily integrated approaches** rather than standalone initiatives.

Insights from University of Tartu student research provided an important evidence base,

helping to identify both strengths and gaps in current practices. The session reinforced the value of cross-Baltic knowledge exchange and helped shape the direction of future activities.

February 2, 2026 – The role of culture in countering disinformation

The third webinar gathered 172 participants from across the Baltic region and explored how culture and the arts can strengthen societal resilience to disinformation and foreign information manipulation (FIMI).

The session highlighted that culture is both a target of manipulation—through the distortion of identity markers such as history, language, and traditions—and a powerful tool for resistance. Cultural practices help build shared meaning, reinforce trust, and support critical engagement.

Speakers demonstrated how creative approaches can address information disorders in impactful ways. On the Lithuanian side, journalist Tomas Valkauskas presented how documentary storytelling formats (e.g. *Voice of Protest* and *Šaltibarščiai*) can counter disinformation narratives. In Estonia, Krista Tramborg from Vaba Lava shared insights from the production *Spy Girls*, exploring social media manipulation and ethical questions around storytelling. In Latvia, Joren Dobkiewicz introduced participatory art approaches, including the mono-performance *Man and the Tyrant*, as tools for strengthening critical thinking and narrative awareness.

Across all breakout sessions, a key takeaway was that **trusted cultural institutions and local networks play a crucial role in rebuilding trust and countering manipulative narratives.**

Building on this thematic focus, our media literacy expert Maria Murumaa-Mengel contributed an article to Media & Learning, outlining why arts and culture play a critical role in countering disinformation. You can read more [here](#).

April 7, 2026 – Legal clarity and practical guidance for the sector

On April 7 2026, a webinar was held for memory institution professionals from the Baltic States, with 136 participants from Estonia, Latvia, and Lithuania. This session focused on data protection in the digital environment, addressing both practical and legal aspects of daily operations.

The webinar discussed how the digital environment is not separate from daily life but an integral part of it, where the protection of personal data plays a central role. Discussions covered how to legally collect, process, and store personal data, and how to balance service accessibility with user privacy in institutions such as libraries, museums, galleries,

service accessibility with user privacy in institutions such as libraries, museums, galleries, and archives.

The topic was further explored in country-specific workshops. In the Estonian-language session, Gunnar Gabriel Einlo from the Data Protection Inspectorate provided an overview of key data protection principles and legal frameworks. His presentation emphasized that privacy is a fundamental right and that personal data includes all information that can directly or indirectly identify an individual. He noted that processing covers a wide range of activities, from collection to deletion.

He outlined the legal grounds for processing data (e.g., consent, contract, legal obligation, or legitimate interest) and stressed the importance of the principles of minimality and purpose limitation—collecting and sharing only as much data as is necessary to fulfill a specific objective. Additionally, Einlo addressed restrictions on processing sensitive data, data retention, and security (including cloud services). He provided practical examples from library work, such as the use of patron data and security risks associated with public computers. He also introduced individual rights regarding their data and highlighted potential breaches, such as risks associated with using personal email for work.

In the Latvian-language session, Sabīne Simsone, Legal Advisor at the Prevention Department of the Latvian Data State Inspectorate, focused on data protection in the digital environment. She emphasized that digital space is a natural extension of daily life, closely linked to personal data protection. She covered the practical and legal aspects of collecting, processing, and storing personal data, particularly in institutions like libraries. This included ensuring lawful processing, maintaining a balance between accessibility and privacy, and avoiding common data protection errors.

In her presentation, Simsone also highlighted organizational responsibilities, such as establishing internal policies, training staff, and preparing for data security incidents, as well as individual responsibility in understanding and applying data protection principles. Furthermore, practical cybersecurity recommendations were provided, covering risks related to digital tools, social media, cookies, and artificial intelligence, while emphasizing the importance of critical thinking and responsible technology use in protecting personal data.

In the Lithuanian-language session, data processing specialist Gertrūda Pliaukšytė focused on data protection in daily work, specifically regarding the handling of personal data. She discussed the laws and requirements regulating the processing and storage of personal data, which are particularly relevant when working with visitor data in museums, libraries, galleries, and archives.

She also reviewed key principles for how organizations can strengthen employee skills to

prevent data leaks and shared examples of data breaches in Lithuania, along with the potential consequences of insufficient personal data protection.

TABLE 1. COMPREHENSIVE OVERVIEW OF MEDIA AND INFORMATION LITERACY (MIL) RESOURCES AND INITIATIVES IN LITHUANIA

Nb.	Material / Approach	Short Description	Official Link	Direct Resource Link
1	NLL Strategic Directions for MIL	National Library's strategic priorities for MIL development.	https://www.lnb.lt	https://www.lnb.lt/mediju-ir-informacinis-rastingumas
2	MIL Development Model for Public Libraries	Conceptual/practical model guiding public library MIL.	https://www.bibliotekavisiems.lt	https://www.bibliotekavisiems.lt/mirkt/metodines-priemones
3	MIL Situation Analysis 2023	National analysis covering MIL across GLAM institutions.	https://www.lnb.lt	https://www.lnb.lt/media-ir-informacinio-rastingumo-analize-2023.pdf
4	MIL Country Report – Lithuania (BCME)	European mapping of MIL roles and institutions.	https://bcm.e.eu	https://bcm.e.eu/wp-content/uploads/2025/04/ML_Mapping_Lithuania_2022.pdf
5	UNESCO Lithuania – MIL Resources	Conceptual materials and guidance from UNESCO.	https://unesco.lt	https://unesco.lt/mediju-ir-informacinis-rastingumas
6	NLL MIRKT Q&A	Expert MIL Q&A service.	https://www.lnb.lt	https://www.mirkt.lt/klausk

7	MIRKT Portal	National MIL platform for libraries.	https://www.lnb.lt	https://www.lnb.lt/mediju-ir-informacinis-rastingumas
8	National MIL Week	UNESCO MIL Week implemented by libraries.	https://www.bibliotekavisiems.lt	https://www.bibliotekavisiems.lt/mirkt/saivaite
9	Regional MIRKT Programmes	County-level MIL event programmes.	https://savb.lt	https://savb.lt/mirkt-2025
10	IFLA Pop-Up MIL Interventions	International case study on Lithuanian library pop-ups.	https://www.ifla.org	https://www.ifla.org/news/media-literacy-pop-up-interventions-in-lithuanian-libraries-interview
11	Methodological Booklet 'Medijų raštingumas'	Practical MIL guide used by libraries.	https://www.lnb.lt	https://www.lnb.lt/uploads/documents/Methodine_mediju_rastingumas.pdf
12	'Nepatogus Kinas' Toolkit	Documentary-based MIL toolkit.	https://nepatoguskinas.lt	https://nepatoguskinas.lt/educacija/mediju-rastingumas
13	Lazdijai Library MIL Programme	Youth-focused MIL training.	https://www.lazdijai-rvb.lt	https://www.lazdijai-rvb.lt/mokymai-mediju-rastingumas
14	MIRKT Adult Training	Adult MIL education network.	https://www.mirkt.lt	https://www.mirkt.lt/suaugusieji
15	Cookie Truck	Mobile installation teaching digital privacy.	https://www.panbiblioteka.lt	https://www.panbiblioteka.lt/cookie-truck

16	Annual Library Statistics	Reports include MIL-related data.	https://www.lnb.lt	https://www.lnb.lt/statistika
17	Library Sector Study	Early analysis of digital transformation & MIL.	https://www.lnb.lt	https://www.lnb.lt/wp-content/uploads/library-sector-21st-century.pdf
18	Lithuanian Council for Culture MIL Funding	Funding stream for MIL projects.	https://www.ltk.lt	https://www.ltk.lt/finansavimas/medijurastingumas
19	Gargždai Library MIL Communication	Community-focused awareness materials.	https://www.klaipedosrvisuomenebiblioteka.lt	https://www.klaipedosrvisuomenebiblioteka.lt/medijurastingumas
20	Nemakščių Library MIL Activities	Local MIL games and challenges.	https://www.raseiniaibiblioteka.lt	https://www.raseiniaibiblioteka.lt/mirkt-nemaksciu-bibliotekoje
21	Accessible Books Consortium Lithuania	Accessible formats supporting equitable MIL.	https://www.labiblioteka.lt	https://www.labiblioteka.lt/prieinamasis-turinys
22	UNESCO MIL Chair (VMU)	Research and training on inclusive MIL.	https://www.vdu.lt	https://www.vdu.lt/en/unesco-chair-media-and-information-literacy
23	Digital Content Labelling Guide	Explains digital credibility indicators.	https://www.lnb.lt	https://www.lnb.lt/zy-metas-turinys

24	MIL in Libraries Social Network	Community MIL knowledge exchange.	https://facebook.com/medijurastingumasbibliotekose	https://www.facebook.com/medijurastingumasbibliotekose
25	Panevėžys MIL Week Programme	County-level MIL programming.	https://www.panbiblioteka.lt	https://www.panbiblioteka.lt/mirkt-2025
26	Cultural Policy Profile 2025	MIL integrated into national cultural policy.	https://www.culturalpolicies.net	https://www.culturalpolicies.net/profile/lithuania

TABLE 2. COMPREHENSIVE OVERVIEW OF MEDIA AND INFORMATION LITERACY (MIL) RESOURCES AND INITIATIVES IN LATVIA

Nb.	Material / Approach	Description (MIL & GLAM focus)	Official Link	Direct Resource Link
1	NLL media & information literacy trainings (incl. “Ar viedumu medijpratība”)	The National Library of Latvia (NLL) Library Development Centre runs systematic media literacy training for librarians and communities, including the senior-focused pilot “Ar viedumu medijpratība” which uses local libraries as learning hubs. The focus is on critical evaluation of information, online fraud, and misinformation in everyday life.	https://www.lnb.lv	https://www.biblioteka.lv/istenots-lnb-biblioteku-attistibas-centra-pilotprojekts-ar-viedumu-medijpratiba/

2	Informational material “Ar viedumu medijpratībā: padomi bibliotekāriem darbā ar senioriem”	A practical booklet created by NLL’s Library Development Centre with tips for librarians on working with seniors on media literacy. It uses examples from regional libraries and encourages conversations around misinformation, scams, and digital exclusion.	https://www.lnb.lv	https://medijpratiba.nep.lv/datubaze/informativais-izdevums-ar-viedumu-medijpratiba-padomi-bibliotekariem-darba-ar-senioriem/
3	NEPLP Media Literacy Database	National Electronic Mass Media Council’s (NEPLP) media literacy database is the main national platform collecting research, lesson plans, webinars, and tools, including many created by libraries, museums and archives. It is widely used by librarians and educators to design MIL activities.	https://medijpratiba.nep.lv	https://medijpratiba.nep.lv/datubaze
4	NEPLP research on media literacy in Latvia	A recurring national survey and analytical reports on the media literacy of Latvian residents. The findings help libraries and other GLAM institutions tailor their educational activities and identify vulnerable audiences.	https://datubaze.nep.lv	https://datubaze.nep.lv/categories/petijums/

5	Webinars and seminars on media literacy (NEPLP + NLL)	NEPLP's database includes webinars co-organised with NLL on topics such as media literacy and safety in crisis situations. These events often explicitly position libraries as community anchors for trustworthy information.	https://medijpratiba.neppl.lv	https://database.neppl.lv/categories/seminars/
6	"[Multi]Medijpratība" (Goethe-Institut & NLL)	A joint project of Goethe-Institut Riga and NLL that engaged youth groups via libraries to create videos on disinformation, deepfakes, cyberbullying and other MIL topics. Libraries hosted mentoring sessions and screenings, becoming creative MIL labs.	https://www.goethe.de/ins/lv/lv/kul/sup.html	https://www.goethe.de/ins/lv/lv/kul/sup/mmk.html
7	[Multi]Medijpratība entry in the NEPLP database	The project is also documented as a resource in the national media literacy database, emphasising its use for librarians, teachers and youth workers. It showcases how library-based video production can strengthen critical viewing skills.	https://medijpratiba.neppl.lv	https://medijpratiba.neppl.lv/datubaze/projekts-multimedijpratiba/
8	"Media literacy in Latvian libraries – building networks of knowledge" (E. Rotgalvis)	A recent presentation/study focusing specifically on how Latvian libraries act as knowledge hubs in media literacy. It analyses national and regional initiatives, and provides case examples relevant for BECID2 planning.	https://digitalabiblioteka.lv	https://digitalabiblioteka.lv/?all=1&id=oi%3Athe.european.library.DOM%3A1368976&of=3-34&order=desc&subjectATS=563&tab=1

9	Senior media literacy pilot project (Digital Library object)	This digital object documents the senior media literacy pilot “Ar viedumu medijpratībā” across several regional libraries. It shows how GLAM spaces can support intergenerational dialogue on information risks.	https://digitalabiblioteka.lv/	https://digitalabiblioteka.lv/index.php?id=1005.oai%3Athe.european.library.DOM%3A1053155
10	Article “Jaunieši un bibliotekāri – kopīgs ceļš medijpratībā”	A Ministry of Culture / NLL support material that promotes partnership between youth and librarians in developing media literacy activities. It emphasises libraries as safe spaces for co-creation and critical discussion.	https://www.km.gov.lv/v/jaunums/pieejams-jauns-medijpratibas-veicinasanas-atbalstamaterials-jauniesi-un-bibliotekari-kopigs-cels-medijpratiba	https://www.km.gov.lv/v/jaunums/pieejams-jauns-medijpratibas-veicinasanas-atbalstamaterials-jauniesi-un-bibliotekari-kopigs-cels-medijpratiba
11	RCB article on the national media literacy platform	Rīga Central Library introduces the NEPLP media literacy database to its users, showing how public libraries mediate national-level MIL resources for local communities.	https://www.rcb.lv	https://www.rcb.lv/2023/06/ikviena-m-interesenta-m-pieejam-latvijas-medijpratibas-datubaze/

12	“Medijpratība – grāmatu lappusēs un ārpus tām” (biblioteka.lv)	A thematic article on the Latvian Library Portal highlighting how libraries work with media literacy through collections, events and exhibitions. It explicitly frames libraries as key mediators between citizens and trustworthy information.	https://www.biblioteka.lv	https://www.biblioteka.lv/medijpratiba/
13	Online event “Libraries and museums as a safe space for dialogue and information literacy”	A Ministry of Culture-hosted online event exploring how libraries and museums can become safe spaces for conversations about disinformation, conflict, and social cohesion. It links MIL to heritage, exhibitions and community work.	https://www.km.gov.lv	https://www.km.gov.lv/en/article/online-event-libraries-and-museums-safe-space-dialogue-and-information-literacy-summary
14	Conference “Localising the SDGs through museums and libraries”	A Baltic-level conference series (including Latvian partners) on how museums and libraries contribute to Sustainable Development Goals, with strong emphasis on access to information, critical thinking and resilient communities.	https://muzeji.lv	https://muzeji.lv/lv/notikumi/museums-and-libraries-as-a-support-for-localising-of-sustainable-development-goals-in-communities

15	“Local Social Resilience Explained. Case of Libraries” (LAPAS)	A compendium of practices showing how Latvian libraries strengthen local social resilience, including handling crisis information and combating misinformation. It provides practical examples of libraries as hubs for democratic dialogue.	https://lapas.lv	https://lapas.lv/en/resources/metodikas-un-rokasgramatas/07_as_moldova_2022/assets/metodika_En.pdf
16	Digital Library of Latvia – media literacy relevant content	The National Digital Library aggregates research, presentations and teaching materials on media literacy, often produced by NLL and partners. It is a core infrastructure for GLAM-based MIL work.	https://digitalabiblioteka.lv	https://digitalabiblioteka.lv/?all=1&order=desc&setlang=en&subjectATS=33950&tab=1
17	NEPLP test “Vai spēj atšķirt patiesību no maldiem internetā?”	An interactive media literacy test on the NEPLP platform that helps users assess their ability to detect fake news, manipulative advertising and AI-generated content. Libraries promote such tools during workshops.	https://medijpratiba.nep.lv	https://medijpratiba.nep.lv/datubaze/tests-vai-spej-atskirt-patiesibu-no-maldiem-interneta/
18	Study “Public perceptions of media literacy policy in Latvia”	Academic research on the development of media literacy policy in Latvia, frequently cited in discussions about the role of libraries and public institutions. It provides a policy context for GLAM-based MIL initiatives.	(publisher via NEPLP DB)	https://medijpratiba.nep.lv/wp-content/uploads/2023/03/cejoc13_2-1-60-87_2020-06-24_09-17-28.pdf

19	“Assessing the significance of media literacy in Latvia – a critical tool of societal resilience”	An online article discussing media literacy as a resilience tool and highlighting the role of the National Library of Latvia in providing MIL trainings for youth and adults. Useful for framing BECID2 messaging.	https://www.lai.lv	https://www.lai.lv/viedokli/assessing-the-significance-of-media-literacy-in-latvia-a-critical-tool-of-societal-resilience-687
20	Nordplus project “Media Literacy, Reuse and Heritage in Education”	A regional project where Latvian Academy of Culture and partners from Lithuania, Estonia, Finland and Denmark used film and heritage materials to strengthen media literacy in schools and cultural institutions.	https://www.kf.vu.lt/en/research/project-activities/international-projects/2018-2019-media-literacy-reuse-and-heritage-in-education	https://digitalabiblioteka.lv/?all=1&order=desc&setlang=en&subjectATS=33950&tab=1
21	RIXC – education and media literacy programmes	RIXC Center for New Media Culture develops media education and art-science programmes, often in partnership with the National Library of Latvia. These events expose audiences to critical perspectives on digital media systems.	https://rixc.org/en/center/	https://rixc.org/en/center/

22	RIXC Art & Science Festivals at NLL (e.g. ECODATA, PostSensorium)	Annual art-science festivals often hosted partly at NLL use media art and data-driven installations to provoke reflection on information environments. They show how libraries can be used as experimental MIL and digital culture spaces.	https://rixc.org/en/center/	https://festival2020.rixc.org/location-and-venue/
23	Baltic SDG / MIL conference review “The future begins today”	A conference review (NLL / Baltic partnership) reflecting on SDGs, museums, libraries and their role in addressing global challenges. It ties sustainable development debates to information access and critical literacy.	https://baltic-museums-libraries-sdg.lnb.lv/wp-content/uploads/2021/12/E-Kalnina-EN.pdf	https://baltic-museums-libraries-sdg.lnb.lv/wp-content/uploads/2021/12/E-Kalnina-EN.pdf
24	State Chancellery “Meln uz balta” project (MIL angle)	The State Chancellery’s “Meln uz balta” project provides videos and analytical content on manipulation techniques and disinformation. It explicitly references NEPLP’s media literacy database and is often promoted together with library activities.	https://www.mk.gov.lv	(example PDF mention). https://www.mk.gov.lv/en/media/24509/download?attachment ≡

25	NEPLP platform overview for libraries (Turība University page)	This description of NEPLP's media literacy database explains its purpose as a sustainable platform realised together with state institutions, NGOs and academic partners – many of them from the GLAM sector.	https://www.turiba.lv	https://www.turiba.lv/lv/studentiem/biblioteka/tiessaistes-datubazes/neplp-medijpratibas-datubaze
26	Ministry of Culture / NLL medijpratība news and campaigns	Regular Ministry and NLL communication (including Global MIL Week in Latvia) presents libraries and museums as core actors in promoting media and information literacy. These announcements frame the sector's role at policy level.	https://www.lnb.lv	https://www.e-klase.lv/aktualitates/zinas/latvijas-nacionala-biblioteka-aicina-uz-medijpratibas-aktivitatem