



## Result Information

**Deliverable Title:** Stakeholder mapping and needs analysis report

**Work Package:** WP 2

**Type of Result:** report

**Level:** International

**Target Groups:** HE teachers, media and communications students, media professionals

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## Description

The Stakeholder Mapping and Needs Analysis Report was developed within WP2 of the SUMED project as a foundational result supporting the redesign of media education curricula in line with sustainability principles. The report is based on a structured collection of qualitative interviews conducted with representatives of the media sector, creative industries, freelancers, and institutional stakeholders.

The interviews focused on identifying current professional practices, required competencies, sustainability challenges, and expectations towards graduates entering the media sector. Particular attention was given to environmental responsibility, carbon awareness in media production, digital transformation, and occupational well-being.

The collected data were systematically analysed and synthesised to provide a clear overview of labour market needs and gaps between existing educational provision and professional expectations. The report served as an evidence-based input for further curriculum development activities within the project.

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## **Summary of Stakeholder Interview Findings**

The stakeholder interviews (9) were conducted with representatives of media organisations, production companies, digital media outlets, journalism initiatives, communication agencies, and organisations operating in the creative and media sectors across partner countries.

### **1. Organisational Profiles and Roles**

The respondents represented a diverse range of organisations, including digital media platforms, audiovisual production companies, journalistic initiatives, NGOs, and communication and marketing entities. Typical roles within these organisations included journalists, content creators, communication and PR specialists, marketing professionals, audiovisual producers, and freelancers.

### **2. Key Competencies Required in the Media Sector**

Stakeholders identified several core competencies as essential for media professionals:

- strong communication and storytelling skills,
- ability to build and manage relationships and public trust,
- creativity and adaptability across different media formats,
- digital and platform-specific competencies,
- professional ethics and social responsibility,
- teamwork skills and the ability to work independently in project-based environments.

### **3. Skills Gaps Among Graduates**

Respondents noted recurring gaps in graduates' preparation, particularly in:

- analytical thinking and data literacy,
- strategic communication planning,
- project and workflow management,



- understanding of the economic and organisational aspects of media work,
- ability to measure the impact and effectiveness of media activities.

Many respondents also highlighted that graduates often lack experience in managing time pressure, multitasking, and real-world production constraints.

#### **4. Changes in Journalism and Media Production**

According to stakeholders, the media sector is undergoing rapid transformation:

- digital and social media platforms are becoming dominant channels,
- content life cycles are becoming shorter,
- visual and multimedia formats are increasingly important,
- traditional newsroom and production models are losing relevance.

Stakeholders emphasised the growing importance of **solution-oriented journalism**, which focuses on constructive narratives rather than problem-only reporting.

#### **5. Sustainability and Environmental Responsibility**

There was strong agreement among respondents on the increasing importance of:

- environmental responsibility in media production,
- reducing the carbon footprint of audiovisual and digital content,
- ethical working practices,
- occupational health and mental well-being in the media sector.

At the same time, stakeholders pointed out that sustainability knowledge and measurement tools are still insufficiently embedded in formal media education.

#### **6. Recommendations for Higher Education**

Based on the interviews, stakeholders recommended that higher education institutions should:



- strengthen links between curricula and labour market realities,
  - integrate sustainability as a core component of media education,
  - teach methods for measuring environmental impact in media production,
  - develop students' analytical, strategic, and project-based skills,
  - create learning environments that simulate real professional working conditions.
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## **Relevance for the SUMED Project**

The findings from the stakeholder interviews provided a crucial evidence base for WP2 and directly informed subsequent project activities, including teacher training (WP3), student pilots (WP4), and the development of MOOCs and e-booklets (WP5). The relevance and quality of this needs analysis were confirmed through external evaluation, highlighting its strong alignment with labour market needs and sustainability challenges in the media sector.



**Project title:** Sustainable Multidimensional Media Contents (SUMED)

KA220-HED - Cooperation partnerships in higher education

## Quality Assurance and Evaluation

This result was developed and validated within the SUMED project and **evaluated by an external evaluator**. The external evaluation confirmed: high quality and relevance of the result, alignment with project objectives, strong potential for sustainability and wider use.

## Authors

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