



Question what you get. Media education to fight Disinformation

# Desk research

## Annex 1

University of the Basque Country (UPV/EHU), Iberika, Stimmuli, CESIE, X Liceum, Maldita.es



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# Spain

2. Measures against disinformation	Answer
<p><b>2.1 Indicate the main strategies your country has followed to fight disinformation in the last 5 years (possible regulatory framework, possible creation of agencies, forums or expert groups...).</b></p>	<p>The Spanish regulatory framework and the public policies currently in force in Spain in the fight against disinformation are derived from the European framework (IBERIFIER Reports, 2023), and it is advisable that this remains the case (Ministry of the Presidency, Relations with Parliament and Democratic Memory, 2022).</p> <ul style="list-style-type: none"> <li>• In this regard, in 2019 the Spanish cybersecurity strategy recognised the danger of disinformation (Government of Spain, 2019), an issue that has been assigned to the bodies and entities of the National Security System (Department of National Security, 2019). The National Intelligence Centre (CNI) is in charge of monitoring agents associated with disinformation campaigns, and at the national level and within its competences, the State Security Corps is also involved (Department of National Security, 2022). Also in 2019, the National Cryptologic Centre (CCN), which reports to the CNI, creates a unit on disinformation.</li> <li>• In 2020, the Department of National Security publishes the procedure for action against disinformation (Ministry of the Presidency, 2020), which obtains the backing of the European Commission. It also created a group of experts from civil society to carry out, together with representatives of the public administration, an analysis of the threat and possible strategies to combat it from a social, informational, technological and regulatory perspective (Office of Science and Technology of the Congress of Deputies, 2023).</li> <li>• In 2021, the National Security Strategy includes as its main update the risks derived from disinformation campaigns, as well as the challenges to manage them (Department of National Security, 2021), although the specific threats had been included since COVID-19 in the annual national security reports (Presidency of the Government, 2020).</li> <li>• In 2022, the National Forum against disinformation campaigns was created in Spain for consultative purposes. In this forum, civil society, the private sector and the administration cooperate in nine working groups that address all dimensions of the problem (Department of National Security, 2023).</li> <li>• In 2023, both the expert group and the Forum and the administrations involved agree on the need to articulate a national strategy against disinformation, which they are currently working on developing (Department of Homeland Security, 2022).</li> </ul>

<p><b>2.2 Mention at least two academic studies from your country in which the authors state the need to incorporate media literacy contents in formal and/or informal education.</b></p> <p><b>Briefly summarize their conclusions.</b></p>	<ul style="list-style-type: none"> <li>Sádaba, C. &amp; Salaverría, R. (2023). Combating disinformation with media literacy: analysis of trends in the European Union. <i>Revista Latina de Comunicación Social</i>, (81), 1-17. <a href="https://doi.org/10.4185/RLCS-2023-1552">https://doi.org/10.4185/RLCS-2023-1552</a></li> </ul> <p>The authors examine reports and legal texts from Europe and EU countries, and conclude that in order to tackle disinformation, "a clear commitment to the presence of media literacy in formal and informal education" is necessary (Sádaba and Salaverría, 2023: 27). In order for teachers to acquire the necessary knowledge to promote this competence, "the involvement of communication professionals emerges as essential for the success of any initiative", the authors point out in their conclusions.</p> <ul style="list-style-type: none"> <li>Herrero-Curiel, E. &amp; La-Rosa, L. (2022). Secondary school students and media literacy in the age of disinformation. <i>Comunicar</i>, 73, 95-106. <a href="https://doi.org/10.3916/C73-2022-08">https://doi.org/10.3916/C73-2022-08</a></li> </ul> <p>The authors conclude that media and information literacy is still a pending subject in secondary school curricula (Herrero-Curiel and La-Rosa, 2022). Their research includes 77 in-depth interviews with secondary school teachers, teachers who point out "the absence of critical thinking when dealing with media content" (Herrero-Curiel and La-Rosa, 2022: 103). During their research, the authors surveyed 1,651 students in Compulsory Secondary Education (ESO) throughout Spain, warning that despite being used to surfing the Internet and using social networks on a recurrent basis, "they present a deficit in basic competences related to media literacy".</p>
<p><b>2.3 Name at least two organizations in your country that provide media literacy training for teachers to combat disinformation in the classroom.</b></p> <p><b>Briefly summarize their work.</b></p>	<ul style="list-style-type: none"> <li>Maldita.es Foundation</li> </ul> <p>Partner of the QYourself project, Maldita.es is a non-profit foundation/media that fights against disinformation in Spanish and promotes transparency through fact-checking, education and data journalism. Maldita.es believes that the best way to tackle disinformation is education.</p> <p>Hence Maldita Educa, a department with extensive experience in media literacy and in the development of materials and workshops for different audiences, including young people, training more than 2,000 people each year. Among other tools, it has developed a repository of educational content for teachers to find resources on media literacy, from texts to games and infographics that they can use in class.</p> <p>Maldita.es co-leads Iberifier, the digital media and verification observatory for Spain and Portugal, funded by the European Commission and linked to the European Digital Media Observatory (EDMO). In this project, the organisation works, among other activities, on the definition of a standardised curriculum to teach fact-checking and media literacy to journalists and universities.</p>

	<ul style="list-style-type: none"> <li> <b>EFE Verifica</b>            EFE Verifica is a tool of Agencia EFE against disinformation. EFE is Spain's leading news agency, whose <i>raison d'être</i>, according to the agency itself, is to tell the facts as they are, without conveying its own opinions. The agency adheres to the principles of professional journalism ethics laid down by UNESCO, the Council of Europe and the International Federation of Journalists. To respond to disinformation, EFE launched its verification service in 2019: EFE Verifica. Since then, it has been providing useful information against falsehoods in Spanish, whether through messages, videos, photographs or statements. The aim, according to the agency, is to "contribute to the improvement of public debate and informed decision-making". EFE Verifica is also part of Iberifier.         </li> <li> <b>Newtral</b>            Newtral is a Spanish media-startup, founded in 2018 by journalist Ana Pastor, to fight disinformation. It has Newtral Educación, a department launched in 2019 with the aim of promoting critical thinking in schools, colleges, universities and other training centres. In 2022, it gave 40 talks and courses, according to Newtral on its website. Newtral also collaborates as a fact-checker in Iberifier.         </li> </ul>
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# Germany

2. Measures against disinformation	Answer
<p><b>2.1 Indicate the main strategies your country has followed to fight disinformation in the last 5 years (possible regulatory framework, possible creation of agencies, forums or expert groups...).</b></p>	<p>Germany had been actively working to combat disinformation through various strategies, including regulatory measures, the establishment of a law, agencies, and collaboration with experts. The Federal Ministry of Education and Research (BMBF), for example, is now funding 10 new projects in which scientists research fake news and other forms of disinformation in order to develop countermeasures:</p> <ol style="list-style-type: none"> <li>1. DeFaktS: In the project "DeFaktS – Recognizing and disclosing factors and stylistic devices of disinformation campaigns," researchers analyze messages from social media and messenger groups. They want to use the data to train an artificial intelligence. She should learn to recognize the factors and stylistic devices that are characteristic of disinformation. The aim of the project is an app that warns its users when suspicious stylistic devices occur in messages.  <a href="https://www.forschung-it-sicherheit-kommunikationssysteme.de/projekte/defakts">https://www.forschung-it-sicherheit-kommunikationssysteme.de/projekte/defakts</a></li> <li>2. DESIVE2: In the project "DESIVE2 – Better recognize and understand scientific-looking disinformation," researchers are analyzing the mechanisms of the digital spread of supposedly scientific disinformation. To do this, they want to ask citizens what makes them spread information (unverified). Based on the findings, a model for dealing with disinformation will then be developed.  <a href="https://www.forschung-it-sicherheit-kommunikationssysteme.de/projekte/desive2">https://www.forschung-it-sicherheit-kommunikationssysteme.de/projekte/desive2</a></li> <li>3. DYNAMO: In the project "DYNAMO - Understanding, recognizing and combating highly dynamic forms of dissemination of disinformation", researchers are investigating how disinformation spreads in messenger services and how it "spills over" into other social media. They also analyze the extent to which recurring patterns exist from which control strategies can be derived. Research will also be carried out into the patterns behind disinformation campaigns and the influence that emotional content has on its spread. The aim is to develop tools that counteract the spread of disinformation.  <a href="https://www.forschung-it-sicherheit-kommunikationssysteme.de/projekte/dynamo">https://www.forschung-it-sicherheit-kommunikationssysteme.de/projekte/dynamo</a></li> </ol>

4. FakeNarratives: In the project "FakeNarratives - Research into narratives of disinformation in public broadcasting and alternative news videos", researchers are investigating the narratives of disinformation in public broadcasting news broadcasts and alternative information videos. They use discourse and linguistic analyzes as well as research methods from the digital humanities. In addition, patterns should be recognized using machine learning. The aim is a digital tool that can systematically reveal the mechanisms and strategies of disinformation narratives.

<https://www.forschung-it-sicherheit-kommunikationssysteme.de/projekte/fakenarratives>

5. HybriD: In the "HybriD – Real-time detection of disinformation campaigns in online media" project, researchers are developing a software-based analysis tool that is intended to help experts better assess disinformation campaigns. The researchers combine machine analysis with human expertise to detect disinformation campaigns. The analysis tool is intended to make it possible to evaluate large amounts of data from online media and social networks in real time and to record temporal patterns. Based on this data, experts can comprehensively assess disinformation campaigns and their effects.

<https://hybrid.social/>

6. IKIP: In the project "IKIP – Innovative communication strategies for intervention and prevention in disinformation campaigns" (IKIP), scientists are researching narrative patterns and stylistic devices of narratives in connection with psychological issues and personality traits that make people susceptible to disinformation. On this basis, they then develop training courses, workshops, educational concepts and communication strategies that counteract susceptibility to disinformation.

<https://www.forschung-it-sicherheit-kommunikationssysteme.de/projekte/ikip>

7. noFAKE: In the project "noFAKE - Efficient fact checks through artificial intelligence and crowdsourcing", researchers are developing an assistance system for the detection of disinformation that is intended to automatically sift through large amounts of data: Suspicious text and image material is pre-sorted, associated with similar material and the distribution routes of the material are determined traced. The assistance system is intended to support previously trained personnel in assessing the trustworthiness of information material.

<https://www.forschung-it-sicherheit-kommunikationssysteme.de/projekte/nofake>

8. NOTORIOUS: In the project "NOTORIOUS - The Role of Celebrities in Disinformation Campaigns in the Eyes of Science", scientists are researching the role celebrities play in political communication and in spreading disinformation on social media. Since celebrities are typically featured on multiple digital platforms, they can easily be used as markers for the spread of disinformation across platforms. Through a scientific analysis of the distribution

channels of disinformation, the underlying distribution patterns should be researched.

<https://www.forschung-it-sicherheit-kommunikationssysteme.de/projekte/notorious>

9. PREVENT: In the project "PREVENT - Training approach for teaching measures to prevent digital disinformation campaigns", researchers want to enable offices, authorities and organizations to counteract intentional manipulation of opinion. To this end, the researchers are developing a training tool that, on the one hand, simulates the emergence and targeted spread of disinformation and, on the other hand, assesses the effect of the countermeasures to be developed. The simulations are carried out using realistic training scenarios (e.g. Covid-19 pandemic).

<https://www.forschung-it-sicherheit-kommunikationssysteme.de/projekte/prevent>

10. VERITAS: In the project "VERITAS - Recognising and combating disinformation on health topics with artificial intelligence", researchers want to create a data set that includes information from public news portals, social media and specialist and expert knowledge. They are using data mining and artificial intelligence methods to extract and structure the data. With the help of the data set, citizens should be able to recognise fakes and disinformation more quickly when searching for information.

<https://www.forschung-it-sicherheit-kommunikationssysteme.de/projekte/veritas>

In 2017 Germany also created the law NetzDG (Network Enforcement Act), which requires social media platforms to promptly remove illegal content, including hate speech and fake news. Platforms failing to comply may face significant fines.

They also have:

GADMO: The German-Austrian Digital Media Observatory (GADMO) is an alliance of fact-checkers, media literacy experts and scientists taking a coordinated approach to combating disinformation and misinformation. To this end, the leading fact-checking organisations in the German-speaking world are collaborating for the first time: Deutsche Presse-Agentur (dpa), Agence France-Presse (AFP), Austria Presse Agentur (APA) and the non-profit independent newsroom CORRECTIV. They cooperate with communication and data scientists from the Institute of Journalism and the Faculty of Statistics at the Technical University of Dortmund and the AIT Austrian Institute Of Technology.

<https://gadmo.eu/en/>

GMK: Gesellschaft für Medienpädagogik und Kommunikationskultur in der Bundesrepublik Deutschland e.V. - The Association for Media Education and Communication Culture (registered, non-profit organisation) is a nationwide professional association for education, culture, and media. It stands for the advancement of media education and media literacy. The association brings



	<p>together interested and engaged people from research and practice, and ensures the exchange of information.</p> <p><a href="http://www.gmk-net.de">http://www.gmk-net.de</a></p> <p>Other strategies developed by the country have been:</p> <p>The Federal Press Office's Task Force: Germany established a task force within the Federal Press Office to monitor and analyze disinformation campaigns. This group works to identify and counter false information, particularly during election periods.</p> <p>Collaboration with Tech Companies: The German government has engaged in discussions and negotiations with major tech companies such as Facebook, Twitter, and Google to encourage them to take more responsibility for the content on their platforms. This involves addressing the spread of misinformation and implementing measures to curb its impact.</p> <p>Awareness Campaigns: The government has run public awareness campaigns to educate citizens about the risks of disinformation and how to critically evaluate information they encounter online.</p> <p>Support for Fact-Checking Organizations: Germany has provided support to independent fact-checking organizations that work to verify information and debunk false narratives. These organizations play a crucial role in identifying and correcting misinformation.</p> <p>European Union Cooperation: Germany, as a member of the European Union, has collaborated with other EU member states on initiatives aimed at countering disinformation. This includes sharing best practices, coordinating responses, and addressing cross-border disinformation campaigns.</p> <p>Media Literacy Programs: The German government has invested in educational programs to enhance media literacy among the population, helping individuals to discern credible sources of information and resist the influence of disinformation.</p>
<p><b>2.2 Mention at least two academic studies from your country in which the</b></p>	<p>So many good references to research on the topic were found!!! We can find more specific references about the topic here: <a href="https://www.gmk-net.de/publikationen/artikel/">https://www.gmk-net.de/publikationen/artikel/</a>. And we also believe that the best ones are part of</p>

<p><b>authors state the need to incorporate media literacy contents in formal and/or informal education.</b></p> <p><b>Briefly summarize their conclusions.</b></p>	<p>the project “Digitales Deutschland”, as it includes a section on its website with numerous scientific articles on this subject.</p> <p>“Digitales Deutschland”: the goal of the “Digital Germany   “Monitoring the digital competence of the population” is to create the basis for promoting competence of the entire population in the face of digitalization. Digital Germany prepares studies and specialist literature in a database and develops further empirical studies and expertise. The project magazine “kompetent” illuminates current debates and terms – understandably and compactly. Since 2020, there has also been a particular focus on the topic of artificial intelligence. <a href="https://digid.jff.de/">https://digid.jff.de/</a></p> <p>1. Schüller, K., Busch, P., &amp; Hindinger, C. (2019). Future Skills: Ein Framework für Data Literacy – Kompetenzrahmen und Forschungsbericht (Arbeitspapier Nr. 47). Hochschulforum Digitalisierung.</p> <p><a href="https://hochschulforumdigitalisierung.de/wp-content/uploads/2023/09/HFD_AP_Nr_47_DALI_Kompetenzrahmen_WEB.pdf">https://hochschulforumdigitalisierung.de/wp-content/uploads/2023/09/HFD_AP_Nr_47_DALI_Kompetenzrahmen_WEB.pdf</a></p> <p>In this report, the authors develop a competency framework for digital skills using digital literacy as an example. The publication features representatives from various disciplines who comment on the topic of data literacy (e.g. the relevance of data literacy) in their respective fields. This includes competencies, their definition and behavioral indicators derived from them. Based on this, a measuring instrument will also be designed to support those responsible for curriculum development and teachers at universities in evaluating digital literacy. In the context of data literacy, the authors describe both cognitive and affective learning goals. In numerous specialist disciplines, decisions are increasingly being made based on data, which means that the interpretation and derivation of recommendations for action from data is becoming increasingly important.</p> <p>Digital Literacy, Data Literacy, Information Literacy and Statistical Literacy cannot be completely differentiated from one another. However, ethical literacy can be viewed as a meta-competence, as the question of what is correct from an ethical perspective always arises. The reason for this is that the collection, use, processing and analysis of data cannot be seen separately from their interpretation and application. The authors locate the various concepts of competence from a process perspective. For them, competencies are “clusters of effective behaviors and attitudes to fulfill a definable task” (p. 24). The authors describe digital literacy on the one hand as the ability of experienced experts to create data products, but on the other hand also as the competent handling of data by end users.</p> <p>2. Seufert, Sabine; Guggemos, Josef; Tarantini, Eric: Digitale Transformation in Schulen – Kompetenzanforderungen an Lehrpersonen - In: Beiträge zur Lehrerinnen- und Lehrerbildung : Zeitschrift zu Theorie und Praxis der Aus- und Weiterbildung von Lehrerinnen und Lehrern 36 (2018) 2, S. 175-193 - URN: urn:nbn:de:0111-pedocs-170969 - DOI: 10.25656/01:17096</p> <p><a href="https://www.pedocs.de/volltexte/2019/17096/pdf/BzL_182_175-193Seufert.pdf">https://www.pedocs.de/volltexte/2019/17096/pdf/BzL_182_175-193Seufert.pdf</a></p>
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	<p>Digital transformation has far-reaching effects on the economy and on society. This also applies to the education sector and thus to teachers. Our article deals with developmental paths of the digital transformation in the education sector. These developmental paths serve as a normative point of reference for defining essential «digital competencies» of teachers. Our framework for modelling digital competencies of teachers is based on the concept of professional competence and extends it. This makes it particularly clear that it is not only a question of dealing with digital content, but that digital transformation also has implications for methods of teaching and school development. Referring to a sample of 215 teachers at nine commercial schools in German-speaking Switzerland, we present results concerning the teachers' development of important competence facets and discuss implications for teacher education.</p> <p>3. Lorenz, Ramona [Hrsg.]; Yotyodying, Sittipan [Hrsg.]; Eickelmann, Birgit [Hrsg.]; Endberg, Manuela [Hrsg.]: Schule digital – der Länderindikator 2021. Lehren und Lernen mit digitalen Medien in der Sekundarstufe I in Deutschland im Bundesländervergleich und im Trend seit 2017. Münster ; New York : Waxmann 2022, 212 S. - URN: urn:nbn:de:0111-pedocs-246067 - DOI: 10.25656/01:24606</p> <p><a href="https://www.pedocs.de/frontdoor.php?source_opus=24606">https://www.pedocs.de/frontdoor.php?source_opus=24606</a></p> <p>The 2021 national indicator now presents control results and knowledge for school teaching and learning with digital media for Germany and in a comparison of the federal states for the fourth time. In terms of educational monitoring, the study provides a current overview of teaching and learning processes in the classroom from the perspective of high school teachers. Furthermore, framework conditions related to digitalization in schools, which are becoming increasingly important in the context of the corona pandemic, are examined. With the topics of school IT equipment and support, the use of digital media, teachers' media-related skills and the promotion of students' IT and information skills, four main areas of the study of the national indicator are addressed in terms of trends and developments through comparisons with the results of the 2017 national indicator. Furthermore, the current cycle of studies is dedicated to examining the effects of federal and state IT investment programs perceived in schools, reflecting on the drive for digitalization in teaching and learning processes triggered by measures following the Corona pandemic, as well as in the future. aspects aimed at the professionalization of teachers related to digitalization.</p>
<p><b>2.3 Name at least two organizations in your country that provide media literacy training for teachers to combat disinformation in the classroom.</b></p> <p><b>Briefly summarize their work.</b></p>	<p>These are notable organizations in Germany that have been involved in promoting media literacy and combating disinformation include:</p> <p>1. Medienanstalt Berlin-Brandenburg (mabb): Medienanstalt Berlin-Brandenburg is the media authority for the states of Berlin and Brandenburg. While its primary focus is on regulating broadcasting, mabb is involved in various initiatives related to media education and literacy. They collaborate with schools, educators, and other stakeholders to promote media literacy among students and teachers.</p> <p><a href="https://www.mabb.de/">https://www.mabb.de/</a></p>

2. KboM: Keine Bildung ohne Medien - "No to Education without the Media!" Initiative to promote a permanent and sustainable anchoring of media education in all areas of education!

<https://www.keine-bildung-ohne-medien.de/>

3. CORRECTIV is a media company focused on the public interest that strengthens democracy. As an award-winning editorial team, they champion investigative journalism. They promote public debates, work with citizens in our research and promote society with educational programs.

<https://correctiv.org/>

4. klicksafe: klicksafe is a German initiative funded by the European Commission with a focus on promoting online safety, media literacy, and responsible use of the internet. While its primary audience is children and young people, klicksafe also provides resources and training for educators and parents. They aim to empower teachers with the knowledge and tools to address digital challenges, including disinformation, in the classroom.

<https://www.klicksafe.de/>

5. Lie Detectors: is a newly founded non-profit organization awarded by the European Commission with the aim of strengthening critical thinking and news literacy among young people and their teachers across Europe. They use professional journalists from recognized specialist media in classrooms to talk to students and educators about the phenomenon of false news, to present testing methods, and to introduce them to professional journalism and the challenges of ethical reporting.

<https://lie-detectors.org/were-hiring-programm-direktorin-deutschland/>

6. Mimikama is one of the leading platforms in German-speaking countries for detecting false reports and fraud on the Internet. Their mission is to educate the public about fake information and fraudulent activity online, thereby contributing to a safer and more trustworthy Internet.

<https://www.mimikama.education/>

# Greece

2. Measures against disinformation	Answer
<p><b>2.1 Indicate the main strategies your country has followed to fight disinformation in the last 5 years (possible regulatory framework, possible creation of agencies, forums or expert groups...).</b></p>	<p>Legal Framework:</p> <ol style="list-style-type: none"> <li>1) The first Greek law, which refers to market manipulation through the dissemination via the mass media, the Internet, or by any other means of information which gives or is likely to give false or misleading information about financial instruments or rumours or misleading news, if the disseminator knew or ought to have known that the information, rumours or news were false or misleading, was enacted in 2025.</li> <li>2) A provision of the penal code, which was approved by the Greek Parliament on 11 November 2021, criminalizes the spread of "false news." The amended Penal Code targets the dissemination of false information likely to cause concern or fear among citizens or to undermine public confidence in the national economy, the country's defense capacity, or public health, punishable by up to five years' imprisonment. The law was published in the Government Gazette on 12 November and subsequently came into force. However, there is a serious risk that this provision could be misused to punish media professionals, civil society, and anyone who criticizes or takes a stand against government policies, thus serving as a deterrent to freedom of speech and media (Source: Human Rights Watch). Due to these concerns, the government has withdrawn the controversial Article 191 of the Penal Code regarding the dissemination of fake news, which had sparked a storm of reactions from institutions, but mainly from journalists' associations, during its adoption in November 2021. This provision, denounced as a form of censorship, had broadened the definition of false news by including it in the offenses of "abstract endangerment," meaning without requiring the occurrence of a specific result for conviction.</li> <li>3) So, in December 2022, with the main criticism being that the provision was deemed dangerous to free speech, the penal code article was amended. It now specifies that for an offense to be committed and criminal proceedings initiated, it is no longer adequate to merely demonstrate an "abstract" danger; instead, there must be evidence of the "result" of causing fear rather than just concern. In other words, actions and outcomes must be supported.</li> <li>4) According to data published annually by Reporters Without Borders (RSF) in 2022, Greece dropped thirty-eight places compared to last year in terms of press freedom and now ranks 108th out of 180 countries.</li> </ol> <p>National Institutes:</p> <ol style="list-style-type: none"> <li>5) National Center of Audiovisual Media and Communication: The National Centre of Audiovisual Media and Communication – EKOME was founded by Law 4339/2015 of the former Ministry of Digital Policy Telecommunications</li> </ol>

	<p>and Media (current Ministry of Digital Governance) and started its operation in December 2017. It is a legal entity operating under private law and supervised by the Ministry of Digital Governance, with a mission to foster and promote public and private initiatives, foreign and domestic, in all sectors of the audiovisual industry. EKOME is constantly developing training and education programmes for professionals (reskilling, upskilling). Having a solid cooperation with professional associations and educational institutions and bodies in the audiovisual sector, systematically seeks synergies and funding schemes and participates in relevant training programmes. <a href="https://www.ekome.media/">https://www.ekome.media/</a></p> <p>6) Hellenic Audiovisual Institute (I.O.M.): The Hellenic Audiovisual Institute is the national applied research organization in the field of audiovisual communication in Greece, established in 1994. IOM is engaged in carrying out methodical research projects, mainly concerning the audiovisual media: radio, television, cinema, multimedia and new technologies. In addition to its research capacities, however, the institute constitutes the national representative and coordinating body of Greece's positions on European procedures and programs for the support of the audiovisual industry, such as the "Media Plus" program and the pan-European "European Audiovisual Laboratory.": <a href="https://www.translatum.gr/forum/index.php?topic=189265.0">https://www.translatum.gr/forum/index.php?topic=189265.0</a></p>
<p><b>2.2 Mention at least two academic studies from your country in which the authors state the need to incorporate media literacy contents in formal and/or informal education.</b></p> <p><b>Briefly summarize their conclusions.</b></p>	<p>1. Andriopoulou, I. (2010, December 10). Introducing Media literacy in Greek schools: A hurdle race [Conference Presentation]. The Media Education Association and the Center for the Study of Children, Youth and Media, University of London. <a href="https://milunesco.unaoc.org/mil-articles/introducing-media-literacy-in-greek-schools-a-hurdle-race/">https://milunesco.unaoc.org/mil-articles/introducing-media-literacy-in-greek-schools-a-hurdle-race/</a></p> <p>Briefly Summarize: The aim of the paper is to define the media literacy scene in Greece as it has developed in the last decade, through reference to the social parameters that withhold it from becoming fully integrated into the educational system. Most importantly, it will explore the interrelation and interaction with the conservative roots of the formal educational system that have functioned as an impediment rather than paving the way for media education.</p> <p>2. Andriopoulou, I., Papadimitriou, S., &amp; Kourti, E. (2014, May 1). Media and Information Literacy Policies in Greece [Part of the TRANSLIT project.]. ANR TRANSLIT and COST "Transforming Audiences/Transforming Societies". <a href="https://www.researchgate.net/publication/334698176_Media_Information_Literacy_Policies_in_Greece">https://www.researchgate.net/publication/334698176_Media_Information_Literacy_Policies_in_Greece</a></p> <p>Briefly Summarize: Teachers and students in Lower High and Primary School participate in various projects on a large scale using the opportunities offered by Web 2.0, in order to cooperate and exchange ideas, knowledge and information. On the other hand, the White Paper Report from the University of Athens notes that, teachers wouldn't like to move away from traditional teaching practices and feel insecure, due to their lack of participation in certain initiatives. The report proposes the development of a group of Digital core qualified teachers, who will work and will act as trainers and thus as multipliers of the action locally by organizing workshops, seminars and conferences. Participants would be informed and familiarized with innovative ideas, and the integration of media in learning with practical applications linked to the curricula. All such proposals require a strategic planning and coordination of actions through the cooperation of relevant public bodies and stakeholders. Media are used in national and European educational projects, administration, quality assurance and communication on a large scale. Integrating media education as a part of the compulsory education curriculum and in teacher training is a strategic goal in</p>

	<p>education policies towards a complex, changing and mediatized world. In addition, more and more adults need a second chance in education attending distance courses besides working full time. A greater flexibility is needed which leads to the increasing importance of e-learning and blended learning environments. Media literacy is crucial in order to accomplish goals of participation, communication and collaboration, in all educational levels. Therefore authorities need to keep elaborating constantly in all changing directions in 21st century education and incorporate them in the curricula, following evaluative process efforts that leverage new technologies according to clearly defined pedagogical criteria.</p> <p>3. Drigas, A., Bravou, V., Demertzi, E., &amp; Papagerasimou, Y. (2019). Media And Digital Literacy Report Template Media And Digital Literacy Country Report: Greece. (1st ed.). Part of the Project: Media Literacy in the Digitalised Era: Supporting Teachers Through a Whole-School Approach. <a href="http://meldeproject.eu/wp-content/uploads/2021/10/MeLDE-National-Report-Greece.pdf">http://meldeproject.eu/wp-content/uploads/2021/10/MeLDE-National-Report-Greece.pdf</a></p> <p>Briefly Summarize: This report is part of Intellectual Output 1 of the MELDE project and provides an overview of teachers' digital skills and the digital technologies used in teaching, based on a detailed examination of research conducted in Greece. The report concludes that despite the familiarity of both teachers and students with digital devices and technologies, the majority of them possess deficient knowledge in security matters, particularly online. Most teachers have not received training on staying safe online in the past year, and although most students have, they both overlook basic security information. This underscores the necessity of providing appropriate training on security as well as media literacy matters for both teachers and students.</p> <p>Project Website: <a href="http://meldeproject.eu/">http://meldeproject.eu/</a></p>
<p><b>2.3 Name at least two organizations in your country that provide media literacy training for teachers to combat disinformation in the classroom.</b></p> <p><b>Briefly summarize their work.</b></p>	<p>1) Psaroloco Media Literacy Project: <a href="https://www.psaroloco.org/">https://www.psaroloco.org/</a></p> <p>The Psaroloco Media Literacy Project (Labs) promotes media literacy with skills of creative access and critical content analysis and integrating teachers as the primary actors of this new audiovisual literacy through cinema. It holds film screenings (Psaroloco International Film Festival for Children &amp; Young People) experiential workshops specially designed for children and adolescents as well as educational workshops for parents and primary and secondary school teachers.</p> <p>2) Symbiosis: <a href="https://symbiosis.org.gr/">https://symbiosis.org.gr/</a></p> <p>The objectives of Symbiosis' education program include:</p> <ul style="list-style-type: none"> <li>• Upholding and promoting human rights, democracy and the rule of law through quality education</li> <li>• Developing competencies for democratic culture</li> <li>• Fighting discrimination.</li> </ul> <p>Also, they have implemented the workshops on "Information Disorder: Understanding Propaganda Techniques During a War Infodemic," with the aim of supporting participants in developing their understanding of the sources of misleading and/or false information and activating critical thinking and media literacy skills in recognizing and responding to these phenomena, including by making their own stories.</p>



3) Karpos- CENTER FOR EDUCATION AND INTERCULTURAL COMMUNICATION: <https://karposontheweb.org/?lang=en>

Karpos was founded by three experienced professionals who believe that audiovisual media, new technologies, teaching, and teamwork support creativity and the exchange of ideas. We are interested in young people and adults becoming more active citizens in a multicultural society. We believe that expression through image and sound is a medium that is direct, intimate, and engaging, relevant to young people, and that adults can explore.

Through simple, but structured, activities, everyone can express their own personal discourse and present their own version of the world around them. Our aim is, within each group, to cultivate the possibility of communication and to help develop personal criteria towards the stimuli that are offered to us for consumption on a daily basis.



2. Measures against disinformation	Answer
<p><b>2.1 Indicate the main strategies your country has followed to fight disinformation in the last 5 years (possible regulatory framework, possible creation of agencies, forums or expert groups...).</b></p>	<p>The main lines of the national strategy on media literacy are contained in the National Digital School Plan (PNSD), provided for by the 'La Buona Scuola' law, which focuses on innovation in the school system and the opportunities of digital education. The strategy helps to 'catalyse' the use of multiple resources in favour of digital innovation, starting with the resources of the European Structural Funds (PON Education 2014-2020) and the funds of Law 107/2015 itself. The Plan aims to create the conditions for all schools to access the information society, making the 'Right to the Internet' a reality and covering the entire chain of digital access in schools, to enable digital teaching. It envisages enhancing the presence of digital tools in schools and their connectivity through three actions, respectively, on the deployment of ultra-wideband fibre to the door of every school, the internal wiring of all school spaces, and the connectivity fee: the right to the Internet starts at school. An important component for the dissemination of actions linked to the Digital School Plan as well as the promotion of actions to train teaching staff and enhance students' skills on innovative teaching methodologies are the territorial training teams, established by Law No. 145 of 30 December 2018. The Regional School Offices coordinate and monitor at a territorial level the training teams for the reference region. The regional innovative training poles ('Future Labs' programme) have the task of linking and supporting the activities of the teams in synergy with the respective USRs.</p> <p>The schools to which the team members belong play an active role in facilitating and providing technical and organisational support. The team teachers were selected on the basis of a comparative procedure.</p> <p>Among the actions that the teams offer to the schools are:</p> <ul style="list-style-type: none"> <li>• support and accompaniment within local educational institutions for the development and dissemination of solutions for the creation of digital environments with innovative and sustainable methodologies;</li> <li>• promotion and support for experimentation with new organisational models, aimed at achieving methodological and teaching innovation, and for the development of projects on digital didactics, digital citizenship, digital economy, and media education;</li> <li>• support and accompaniment for the design and implementation of workshop training courses for teachers on didactic and digital innovation in local educational institutions, also in order to encourage the animation and participation of the school community, through the organisation of workshops and/or training laboratories;</li> </ul>

- documentation of the experiments underway in the educational institutions, in the field of innovative teaching methods, monitoring and evaluation of the training actions adopted.

In the PNRR, the action 4 “Environments for integrated digital didactic” of the PNSD, wants to promote the realization of lab spaces and the provision of digital tools suitable for the sustainment of school learning and for the teaching of STEM (Science, Technology, Engineering and Mathematics) subjects in schools.

The strengthening of STEM teaching constitutes a priority of the educational systems at global level, for educating students to the wider comprehension of the present challenges and the control over scientific and technological tools needed to exercise citizenship rights but also to improve and increase the competences required by the economy and by the work field.

The innovation in learning and teaching methodologies for STEM in schools represents a fundamental challenge for the improvement of school efficiency and for the acquisition of technical, creative, digital, communicational, collaborative competences, together with problem solving, flexibility, adaptability to change and critical thinking. The final aim is the creation of an ecosystem for digital competences able to accelerate the digital transformation of school organization and of teaching and learning processes, consistent with the European framework for digital competences DigComp 2.1 (for students) and DigCompEdu (for teachers). The action call for the creation of a multidimensional system for the continuous education of teachers and school operators for the digital transition, articulated in a coordination centre on digital education promoted by the Ministry of Education and Merit, to strengthen digital didactic and to spread the teaching of STEM and multilingualism, both in schools and universities. At the same time important investments have been foreseen for infrastructures, both for the digitalization of learning spaces and for compensating the weaknesses of school buildings in terms of safety and energetic efficiency.

In “Italy 2025 Strategy” of the Minister for Technological Innovation and Digitization (December 17, 2019), the initiative “Repubblica Digitale” has an important role on the assumption that the digital transformation of the country is rooted in the growth and diffusion of digital culture. The dramatic impact of the epidemic made even more evident how important is the use of digital technology for social and economic life, as well as for education. This Strategy has been drafted jointly with the help of Ministries, Regions, Provinces, municipalities, universities, research institutes, companies, professionals, the National Public Broadcasting, associations and the various public sector organizations, the organizations belonging to the National Coalition, and with the informal exchanges with the European Commission, under the direction of the Technical Steering Committee of “Repubblica Digitale”, and the coordination of the Department for Digital Transformation - Presidency of the Council of Ministers on behalf of the Minister for Technological Innovation and Digitization. Based on the strategic goals, and within a comprehensive framework, four lines of intervention have been identified, in line with the four pillars of the European Coalition for Digital Skills and Jobs:

1. Higher Education and Training - for the development of e-skills for young people within the mandatory education cycles; the initiative is coordinated by the Ministry of Education (MI) and the Ministry of University and Research (MUR).

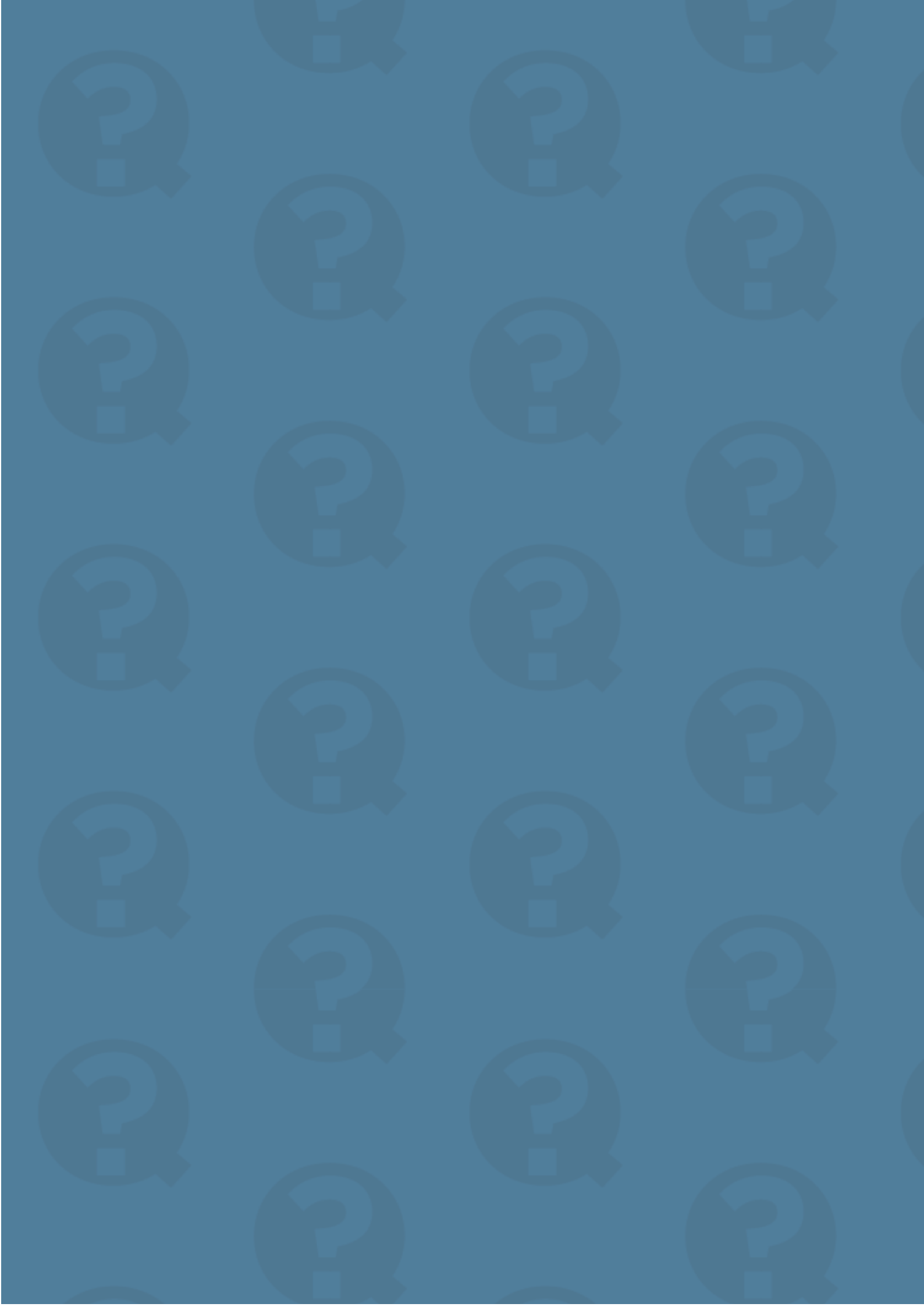
	<ol style="list-style-type: none"> <li>2. Active workforce - to ensure adequate e-skills in both the private and public sectors, including e-leadership skills; the initiative is coordinated by the Ministry of Economic Development (MISE) and Minister for Public Administration (MIPA).</li> <li>3. ICT specialist skills - to enhance the country's ability to develop skills for new markets and new jobs, with a specific focus on emerging technologies and key competencies for future jobs; the initiative is coordinated by the Ministry of University and Research (MUR) and the Ministry of Economic Development (MISE).</li> <li>4. Citizens - to develop the digital skills needed to exercise citizenship rights and promote active participation in the democratic life; the initiative is under the coordination of the Minister for Technological Innovation and Digitization (MID).</li> </ol>
<p><b>2.2 Mention at least two academic studies from your country in which the authors state the need to incorporate media literacy contents in formal and/or informal education.</b></p> <p><b>Briefly summarize their conclusions.</b></p>	<p>The report of the Digital Economy and Society Index (DESI) 2020 states: "Italy is launching initiatives to strengthen digital skills and address digital inclusion. Intensifying and focusing efforts would help to reduce the digital divide between the population and ensure that the majority of people have at least basic digital skills. Another important step in this area would be a comprehensive approach to upgrading skills and retraining among the workforce, including the enhancement of advanced digital skills." In the DESI 2020, in the Human Capital area, Italy is among the worst performing countries. The lack of digital skills - the reason why Italy among the European countries ranks so poorly in the Human Capital</p> <p>dimension - is one of the most severe obstacles for the social and economic development of the country and for its recovery from the current crisis. This is why the issue of digital skills needs to become a strategic priority for Italy.</p> <p>According to the ISTAT 2019 data, the level of digital skills of the Italian citizens is low and raises alarms.</p> <p>42% of citizens do not have basic skills and more than one million Italians (3.4%) do not have any digital skills at all. 29% of internet users aged 16-74 have high digital skills, while 26% reach basic skills.</p> <p>The percentage of the population with at least basic digital skills reaches a maximum of 67% in the 20-24 age group and 70% among all graduates, while it stops at 15% in the 65-74 age group. Even among young people aged 20-24, 28% of the population has lower than basic skills; the same is true for the graduate population, where just over half have advanced digital skills (52%). 51% of the working age population do not use the Internet, do not have digital skills, or do not reach the basic level.</p>
<p><b>2.3 Name at least two organizations in your country that provide media literacy training for teachers to combat disinformation in the classroom.</b></p>	<p>1) Cooperativa Sociale E.D.I. Educazione ai Diritti dell'Infanzia e dell'Adolescenza: A new model against educational poverty that strengthens and networks all the actors of the educational community, with the school and the youth protagonist at the center and that promotes the positive use of digital technologies. It is S.C.AT.T.I., the national project funded by the Social Enterprise With children under the Fund for the fight against child educational poverty, involving 27 partners between local authorities, schools and third sector organizations led by the Cooperative Social E.D.I. - Education to the Rights of Childhood and Adolescence. The acronym S.C.AT.T.I. stands for School, Community, Activation, Territories, Innovation: five key words that represent the cornerstones of the project. Specifically, the project, which focuses on the school, revolves around three main axes: youth participation</p>

<p><b>Briefly summarize their work.</b></p>	<p>and the educational community, the protection of children and young people (child safeguarding) and digital technologies. A comprehensive attention to digital: Teachers and educators will follow specific training activities for a conscious and positive use of new technologies, as well as parents and local operators. Also planned the activation of permanent school laboratories, with a focus on online risks and the creation of a website for the exchange of information and experience. (<a href="https://www.youtube.com/channel/UCscF_DmJsJZrRbRw8oaVNUg/videos">https://www.youtube.com/channel/UCscF_DmJsJZrRbRw8oaVNUg/videos</a>)</p> <p>(<a href="https://www.facebook.com/progettoscatti/">https://www.facebook.com/progettoscatti/</a>)</p> <p>2) MED – Associazione Italiana Media Education: Media Education (ME) is an educational and didactic activity, aimed at developing critical information and understanding about the nature and categories of media, the techniques they employ to build messages and produce sense, genres and specific languages. The ME indicates: education with the media considered as tools to be used in general educational processes; it refers to the critical understanding of the media, understood not only as tools, but as language and culture. The aim of media education is not only to offer new generations the keys to understanding the media, but also to promote a better quality of media and a constructive contribution of their culture. MED was founded in 1996 by the meeting of scholars, university teachers, professionals, school teachers, educators. The MED works in the field of training of teachers, school leaders, educators, university students, community workers, involving professionals in the communication sector and university professors. In addition to the regional educational proposals, it organizes every year the traditional July Summer School and other national events such as Winter and Spring School. The Association, which focuses on the strategies of education and training aims to link those who are sensitive to the problem of education of young people to the media and adults as media users and educators of minors. In particular: scholars and professionals of communication and education; universities and institutes, training and research centers active in this field; the managerial and teaching staff of schools of all levels; broadcasters and other audiovisual and publishing production centres; national and international associations and organisations; third sector associations; parents and educators of youth groups; promote the training and updating of media educators and communication and culture animators to promote the study of communication and media reception in the educational function; the testing of media education curricula in schools; the design and testing of media education methods in families and communities; encouraging opportunities for dialogue and research to promote fair and democratic information in the area; able to activate in users a competent critical conscience in the face of the complexity of the current socio-cultural context of which the mass media are expression; promote a critical attention to the social structures of the media, and the economic and political constraints of mass communication, intervening in the public sphere with appropriate initiatives such as debates, conferences, editorial activities, press interventions; propose itself as a laboratory of ideas and training of education and communication workers (trainers, teachers, youth educators, communication professionals)</p> <p>(<a href="https://www.medmediaeducation.it/">https://www.medmediaeducation.it/</a>)</p>
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# Poland

2. Measures against disinformation	Answer
<p><b>2.1 Indicate the main strategies your country has followed to fight disinformation in the last 5 years (possible regulatory framework, possible creation of agencies, forums or expert groups...).</b></p>	<p>8.12.2022 – Forum on Counteracting Disinformation in Poland. Recommendations for systemic solutions. (over 40 experts worked on the recommendations)</p> <p>31.03.2023 – a resolution of the Polish Senators on the issue of counteracting disinformation in Poland stating there is a need to develop a system that would support the civil society. The main fields to be included within the strategies: education, law, media, security policy.</p> <p>Some general documents that regulate some aspects of media literacy: „Digital Poland Program for years 2014-2020”; „Open Educational Network Program”. However, there is no coherent strategy on media literacy on the national level for the time being, as well as there is little or no supervision over the programs on media literacy. The focus is put on digital education in terms of technical competence.</p>
<p><b>2.2 Mention at least two academic studies from your country in which the authors state the need to incorporate media literacy contents in formal and/or informal education.</b></p> <p><b>Briefly summarize their conclusions.</b></p>	<p>1. Media, Information and Digital Education Model (2019 Krakow and Warsaw)</p> <p>Authors: Dorota Górecka-O'Connor, Tomasz Komorowski, Ewa Korzeniowska, Barbara Krywoszejew, Alicja Pacewicz, Grzegorz Ptaszek</p> <p>Conclusion of the authors: “ The point is for teachers of all subjects, at all educational stages and ages to see not only the need to use new media and technologies and the resulting benefits, but also to understand the point of continuous, in-depth conversation about their specificity, the economic, political and cultural dependencies they are subjected to, and finally – about their potential and related threats.”</p> <p>2. “Education and Technology”; Media Literacy as a Challenge (2019 Warsaw)</p> <p>Author: Michał Fedorowicz</p> <p>Conclusion: Media literacy and critical thinking should be introduced to education as crucial competence as they lead to in-depth search for answers. It is expected to raise awareness of differences in cultures or points of view and to put the learner in the central role of the learning process itself. This is to develop competence of understanding the pluralism of horizons by giving space to share information, ask questions as well as listen to others.</p>

<p><b>2.3 Name at least two organizations in your country that provide media literacy training for teachers to combat disinformation in the classroom.</b></p> <p><b>Briefly summarize their work.</b></p>	<ol style="list-style-type: none"> <li>1. Demagog - association of fact-checking  This organisation provides a number of courses for the business sector as well as educators and students (Academy of Fact-Checking). It is the first non-profit organisation in Poland that was founded in 2014 and since then has been publishing information on fake news on their website (demagog.org.pl)</li> <li>2. The Institute of Critical Thinking (Instytut Krytycznego Myślenia)  The institute has been leading courses and projects on the issue of critical thinking for over 20 years. It offers courses on media literacy for teachers. However, the courses are not free of charge as the institute is not a non-profit organisation.</li> </ol>
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Question what you get. Media education to fight Disinformation

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