

LEARN TO DISCERN

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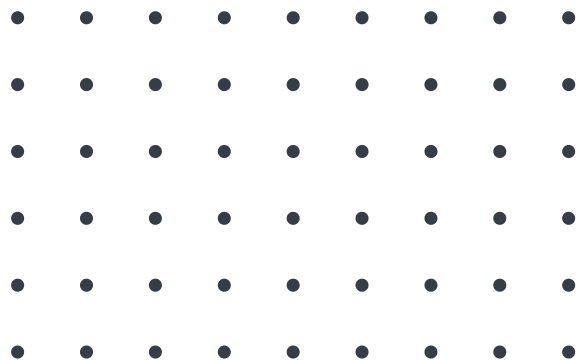


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MEDIA LITERACY

An exploratory analysis
among young people



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PROJECT RESULT 2

PART #1

DESK ANALYSIS

-  Association Fenêtres
-  Incirlioiva Genclik Kultur Sanat ve Gelisim Dernegi
-  Demostene Centro Studi per la Promozione dello Sviluppo Umano
-  EESTI People to People
-  Asociacion de Investigacion de la Industria del Jugete Conexas y Afines
-  Sdrushenie Walk Together

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About the Desk Research

This paper aims to analyse the situation regarding MediaLiteracy in the partnership countries.

The partnership carried out an in-depth analysis of the situation in each country by studying the literature.

Each partner provided an analysis according to the following scheme, which will also be used in this document:

1. National Definition about Media Literacy
2. The situation in each country: Statistics and official data about Fake news / misinformation / decontextualisation / Hate speech / Ads and marketing content
3. National policies and job misures about that
4. Best practices and/ or case studies
5. Any Training/Course available in each country in the project topic
6. Relevant national publication on that (Analysis of Literature)
7. Main Gaps identified (list gaps identified)
8. Bibliography

Before presenting the result of the analysis, it is necessary to establish a few reference concepts. To this end, the following section will provide a glossary to define the terminology.



Glossary

Media literacy terms are often mistakenly used as synonyms in everyday language. With this glossary, we try to clarify and fix some concepts.

- **FAKE NEWS:** according to the Center for Information Technology and Society at UC Santa Barbara¹, The term *fake news* means “news articles that are intentionally and verifiably false designed to manipulate people’s perceptions of real facts, events, and statements. It is about information presented as news that is known by its promoter to be false based on facts that are demonstrably incorrect, or statements or events that verifiably did not happen. Fake news “is fabricated information that mimics news media content in form but...lack(s) the news media’s editorial norms and processes for ensuring the accuracy and credibility of information”. It overlaps with misinformation (false or misleading information) and disinformation (false information purposely spread to mislead people). *Clickbait* is a common way that fake news (and any kind of content) is spread. Clickbait depends on creating a “curiosity gap,” an online cliff-hanger of sorts that poses headlines that pique your curiosity and lead you to click the link and read on. The gap between what we know and what we want to know compels us to click. To an extent, the more outrageous a teaser message is, the more successful clickbait may be. Besides curiosity and outrage, clickbait often uses a number of language characteristics that draw people in. Many clickbait headlines offer a list of some kind – these 10 things that will blow your mind about... — and the titles have a number in them (and usually start with it). According to a review by Martin Potthast and colleagues, clickbait teasers contain strong nouns and adjectives, but use simple, easily readable language. They use these and this a lot.

- **MISINFORMATION:** in 2018, Dictionary.com chose the term 'misinformation' as its word of the year. This provides a measure of how pervasive misinformation has now become in our lives. The Dictionary.com definition of the word 'misinformation' is²: ““false information that is spread, regardless of whether there is intent to mislead.” So, the main difference with Fake News lies in the possible absence of voluntariness in the dissemination of wrong or incorrect information.

¹ <https://www.cits.ucsb.edu/fake-news/what-is-fake-news>

² <https://www.dictionary.com/browse/misinformation>



- **DISINFORMATION:** according to a study written by Alexandre Alaphilippe, Alexis Gizikis and Clara Hanot of EU DisinfoLab, and Kalina Bontcheva of The University of Sheffield³, disinformation “includes all forms of false, inaccurate, or misleading information designed, presented, and promoted to intentionally cause public harm or profit.” (Buning et al, 2018). Often it is not easy to distinguish misinformation and disinformation. Disinformation is also related to propaganda: “as a systematic form of purposeful persuasion that attempts to influence the emotions, attitudes, opinions, and actions of specified target audiences for ideological, political or commercial purposes through the controlled transmission of one-sided messages (which may or may not be factual) via mass and direct media channels.”
- **DECONTEXTUALIZATION:** as from Eunsol Choi, Jennimaria Palomaki, Matthew Lamm, Tom Kwiatkowski, Dipanjan Das, Michael Collins; Decontextualization: Making Sentences Stand-Alone. *Transactions of the Association for Computational Linguistics* 2021⁴, “Given a sentence-context pair (s, c) , a sentence s' is a valid *decontextualization* of s if: (1) the sentence s' is interpretable in the empty context; and (2) the truth-conditional meaning of s' in the empty context is the same as the truth-conditional meaning of s in context c . A context c is a sequence of sentences preceding s , and the empty context is the empty sequence.
- **HATE SPEECH:** UN Strategy and Plan of Action on Hate Speech defines hate speech as “*any kind of communication in speech, writing or behaviour, that attacks or uses pejorative or discriminatory language with reference to a person or a group on the basis of who they are, in other words, based on their religion, ethnicity, nationality, race, colour, descent, gender or other identity factor.*”⁵
- **ADS AND MARKETING CONTENT:** “Content marketing is a strategic marketing approach focused on creating and distributing valuable, relevant, and consistent content to attract and retain a clearly defined audience — and, ultimately, to drive profitable customer action. Instead of pitching your products or services, you are providing truly relevant and useful content to your prospects and customers to help them solve their issues.”⁶

³ [https://www.europarl.europa.eu/RegData/etudes/STUD/2019/624278/EPRS_STU\(2019\)624278_EN.pdf](https://www.europarl.europa.eu/RegData/etudes/STUD/2019/624278/EPRS_STU(2019)624278_EN.pdf)

⁴ https://doi.org/10.1162/tacl_a_00377

⁵ <https://www.un.org/en/hate-speech/understanding-hate-speech/what-is-hate-speech>

⁶ <https://contentmarketinginstitute.com/what-is-content-marketing/>



National Definition about Media Literacy in each country

3.1 France

The evolution of society is marked by the increase and acceleration of information flows, and by an easier access to information from a very large diversity of actors, notably from identified or anonymous individuals. Students are thus confronted with a flow of information that is unprecedented in its quantity, the diversity of its sources and the multiplicity of its media. This evolution renews and reinforces the need to educate students by awakening their intellectual curiosity, developing their capacity for analysis and discernment, teaching them to distinguish between facts and their interpretations and, more generally, to inform themselves and analyze before judging. This is why Media and Information Literacy (MIL), which is at the heart of the training of future free and enlightened citizens, is a component of the actions related to the values of the Republic and must be reinforced. This reinforcement responds to an expectation of the educational community, which was strongly expressed during the "Etats généraux du numérique pour l'éducation" (General Assembly on Digital Education) through proposal no. 12 "Develop digital citizenship and reinforce Media and Information Literacy".

The MIL must thus be given a new dynamic based on the development of educational projects, the strengthening of networks of actors and the support of educational practices in schools.

Putting media and information literacy at the heart of the educational project of French schools

The stakes

The objective of Media and Information Literacy is to enable students to exercise their citizenship in an information and communication society, to train enlightened and responsible citizens, capable of informing themselves in an autonomous way by exercising their critical spirit.

The MIL is part of :

the common base of knowledge, skills and culture : to use different research tools in a thoughtful way and to compare sources to validate a content; to identify the different media, to know their nature, to understand the stakes and the general functioning; to use with discernment the digital communication and information tools by respecting the social rules of their use and all their potentialities to learn and work; to process information, to organize it to make it objects of knowledge;



the citizen's pathway : MIL is linked to the analysis of stereotypical representations, hate speech, disinformation/misinformation; it is linked to issues of education for individual and collective responsibility, and is deployed in a world marked by the omnipresence of digital technology and easy access to unverified content, particularly on subjects related to science and sustainable development;

the artistic and cultural education pathway : the MIL makes it possible to work on contextualization, the question of point of view, otherness, the expression of a singular viewpoint, languages, the representation of the world and the way in which a creation transmits ideas and arouses emotions. The MIL is part of the priority area "Developing critical thinking" of the roadmap "Achieving 100% artistic and cultural education" of the ministries of education and culture.

MIL is one of the 21st century skills (critical thinking, creativity, communication and collaboration) identified by the European Commission and international organizations (OECD, UNICEF, Council of Europe).

As such, it should allow for the development of cross-cutting skills, including :

- critical thinking, discernment (distinguishing a fact from an opinion/belief, contextualizing and evaluating information, knowing how to verify and cross-reference sources of information)
- be able to express themselves orally or in writing (persuade and convince, express a point of view)
- be creative and innovative (create and run a school media with curiosity and open-mindedness)
- knowing how to collaborate (and what team spirit implies in terms of social-behavioral skills: respect for others, trust, empathy, etc.);
- engage (especially through school media) and develop a capacity to act.

3.2 Italy

Educazione ai Media, in EN Media education is an expression that came into use with the technological development of the mass media and refers to the training of skills in the appropriate use of the mass media. It should therefore not be confused with media education, which is generally referred to as 'technology education' or 'educational technology', where the media are merely considered from an instrumental perspective.

Media Education was born in the 1970s, in the period of the spread of



mass media. Until those years, media education was conceived as an antidote to the threat posed by the media to authentic culture. Beginning with Roland Barthes' groundbreaking work, 'Mythologies', this approach is questioned and the distinction between 'high culture' and 'low culture' is definitively dropped. The concept of 'non-transparency of the media' is introduced: they are not reality but a representation of it: the task of Media Education is to provide tools to 'deconstruct' media texts. The ME thus becomes a decoding–encoding tool. In the 1980s, the ME became the main method for revealing the true nature of the media: they are not 'natural', but 'constructions' dictated by economic and ideological interests, manufactured through the language of the culture industry.

In Italy, the first association to deal with this issue was MED –Associazione Italiana per l'Educazione ai Media e alla Comunicazione. The MED, founded in 1996 by a group of university lecturers, media professionals, teachers and educators, deals with training and research in the field of Media Education, <https://www.medmediaeducation.it/>

Thanks to MED, we can provide a scientifically accurate definition of Media Education, or Media Literacy⁷:

*Media Education (ME) is an **educational and didactic activity** aimed at developing in young people a critical information and understanding of the nature and categories of the media, the techniques they use to construct messages and produce meaning, the genres and specific languages. ME indicates education with the media considered as tools to be used in general educational processes; **media education**, which refers to the critical understanding of the media, understood not only as tools, but as language and culture; **media education**, a level aimed at training professionals. The purpose of media education is not only to offer new generations the keys to understanding the media, but also to **promote a better quality of the media** and a **constructive contribution of their culture to human civilisation**.*

3.3 Estonia

The term “critical understanding” is not used in the Estonian national curricula; however, concepts like “critical thinking” can be found on different occasions (e.g., in the general goals of basic school and upper secondary school.

http://ppemi.ens-cachan.fr/data/media/colloque140528/rapports/ESTONIA_2014.pdf

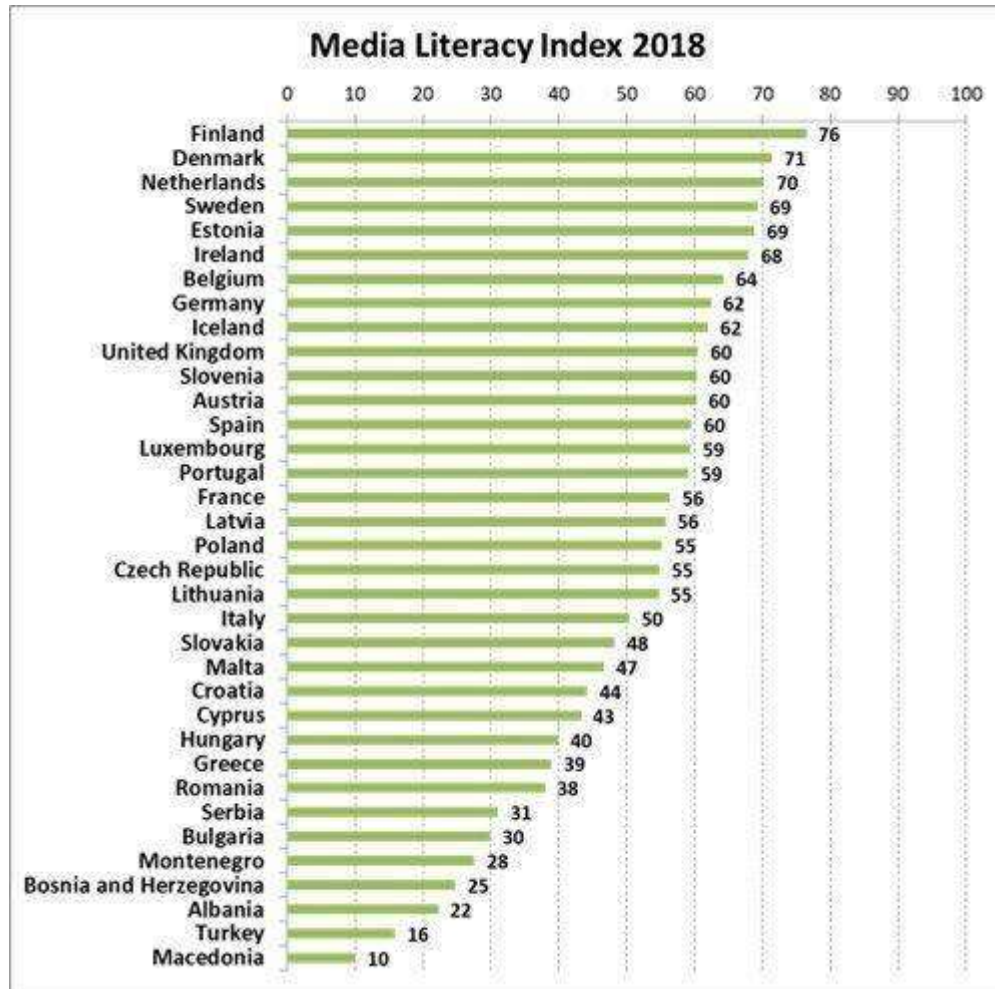
⁷ <https://www.medmediaeducation.it/cosa-e-la-media-education/>



According to the analysis by the Bulgaria-based Open Society Institute, Estonia ranks fifth in Europe in media literacy. The institute says in its study that the best equipped countries to resist the post-truth, fake news and their ramifications are the Northwestern European countries – i.e. the Scandinavian ones, the Netherlands as well as Estonia and Ireland. Estonia has both – excellent media literacy education and free media.

The Media Literacy Index was created in 2017 as a response to the ‘post-truth’ phenomenon. It aims to

measure resilience to ‘post-truth’, ‘fake-news’ and their consequences in a number of European countries and offer useful instrument to finding solutions.⁸



3.4 Spain

In Spain, Media Literacy has traditionally been formulated as an objective of educational policy and is generally understood as a skill to be acquired. Little by little, Media Literacy has begun to be treated as a right, the right to education.

Authors from various fields (law, communication, etc.; De Cara, Tornero, (2012)) seek to help conceptualize Media Literacy in the broader context of communicative and citizen rights, and

⁸ <https://estonianworld.com/knowledge/estonia-ranks-fifth-in-europe-in-media-literacy-analysis/>



therefore try to underline the new aspect of Media Literacy as a right and, perhaps, as a right close to those considered fundamental.

However, beyond a theoretical exercise, the authors have wanted to situate their discussion and their proposals in the concrete framework of Europe and Spain. For this, they have taken into account the appearance of the concept of Media Literacy in various legal texts and how it has been articulated and developed through the General Law of Audiovisual Communication (LGCA).

It is precisely the effort to overcome discontinuities that has highlighted the need to support a new concept of literacy. Beyond the traditional basic literacy, today it is necessary to aspire to what is often called informational, digital or Media Literacy. This can be defined as “the ability to access, analyze and evaluate the power of images, sounds and messages that we face every day and that are an important part of our contemporary culture, as well as the ability to communicate competently disposing of the means of communication in a personal capacity”. Media Literacy refers to all media, including television and film, radio and music recordings, print media, the Internet, and other new digital communication technologies. This literacy, once acquired, would favor a type of citizenship educated in the media, that is, that has access to Media Education.

If in the past having the ability to read, write and perform some arithmetic and mathematical operations was enough to get by in life, today, to that ability must be added the ability to use the computer and some of its programs, to properly select information and having the mental autonomy to process it critically. As can be seen, the concept of basic literacy has been enriched and expanded.

3.5 Bulgaria

In Bulgaria, we define disinformation as the intentional dissemination of empirically false information with a claim to truth about a new and important social fact or event.

There are two types of "fake news". The first type describes the deliberate production of pseudo-journalistic false information, and the second the political instrumentalization of the concept in order to delegitimize established news media.

We generally define "fake news" in the broadest sense as (manipulative) disinformation.

The general perception is that "fake news" gains public importance through digital communication, especially through so-called social media.



Through twisting the perception of actual news is what "fake news" intentionally or knowingly tries to do through misleading facts, which are not based on oversight.

There are many different types in which we can see Fake news. These types come as disinformation, false posts, conspiracy theories and misleading photos –these are all examples of information, deliberately manipulated to deceive. In recent years, this issue has become an increasingly prominent worldwide phenomenon.

With its customization features, social media makes it simple to disseminate false information. They frequently appeal to emotions to get viewers' attention and encourage clicks based on economic or ideological motives. Despite being young, digitally aware individuals also struggle to recognize fake news. Surprisingly, six out of ten users who share news pieces on social media never even read them.

The ability of young people to think critically and to be fully engaged and active citizens is closely tied to their ability to find and use information. Only 50% of kids in schools today have the ability to evaluate the veracity of information.

In order to create digital and media competences, there are 5 core skills which everybody has to adopt—information literacy, communications and cooperation, creation of digital material, safety, and problem solving—media literacy lessons and were first introduced in Bulgaria during the academic year of 2018–2019. Despite the Ministry of Education and Science's efforts, teachers and students still require enough resources for preparation and instruction in these classes. This is applicable particularly to underdeveloped locations with poorer environments.

3.6 Turkey

Media Literacy is the ability to produce media messages, access messages of media from various kinds such as visual, hearing, and print and evaluate the accessing media by a critical view. There are both positive and negative effects of media on children in physical, cognitive and social development. Creating our media content consciously and presenting it to other people with innovations of all new media areas used with technology and the internet mostly are parts of media literacy. That's media literacy is the whole ability to use media properly. A good media literate is not only using media appropriately but also knowing that other people prepare media content as he/ she does. Media literate does not accept what is told in any media content, he/she re–interprets it by filtering it through his/her own mind and knowledge and knows to evaluate both true and false content, also they are always conscious of the content of violence, hate and opponent in media. With the ability of media literacy, people can comprehend the forms and



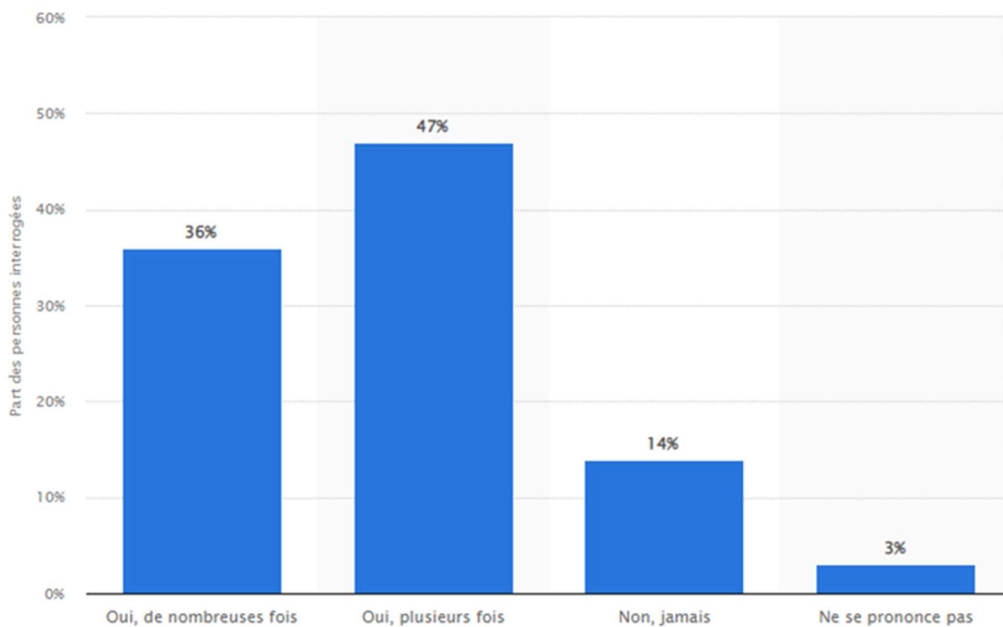
methods of creating the meaning of media messages, realize the perception that media content producers want to create, are aware that the events presented in the media are not told to us in all their aspects, produce and share our own media messages.

The situation in each country: Statistics and official data about Fake news / misinformation / decontextualisation / Hate speech / Ads and marketing content

4.1 France

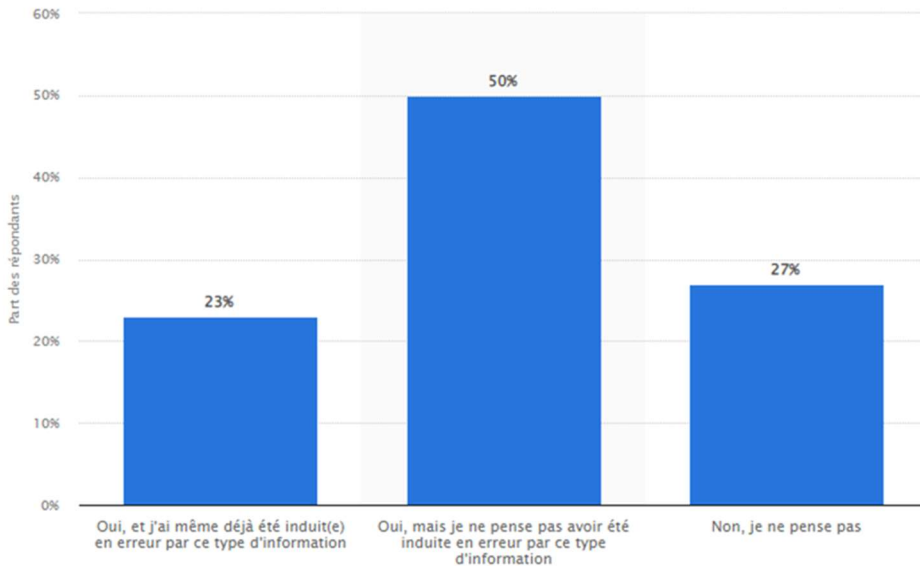
The phenomenon of "fake news" in France, or "infox", is particularly important in the digital age. While information circulates more freely than ever, it is still difficult to be sure of its reliability. This false information represents a considerable challenge, which can be used for disinformation purposes, or to increase the traffic of an article by going viral on social networks.

Have you ever spotted fake news or rumors on social networks?



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On the Internet, on websites or social networks, do you think you have ever been confronted with false information intended to influence you?



© Statista 2023

The hunt for reliable information is thus proving to be more difficult than ever, and the public has to show ingenuity in order to collect the most factual data possible. Young people in particular are surfing the Internet more often and are more aware of the danger of misinformation. To counteract this, many young people cross-check the information they have read with other sources. Nearly a third of French people said they had already unknowingly relayed a rumor or information that turned out to be false about political news.

"Fake news": 30% of French people admit to having already relayed infox

Social networks remain the preferred platform for the proliferation of these infoxes : more than half of the Internet users declared having spotted fake news several times on their social media, and a third of them recurrently. Despite their high exposure, the French are generally convinced that they know how to recognize them, while a quarter of them have admitted to having already been misled by fake news.

According to an Odoxa Dentsu-Consulting 2021 survey for franceinfo and Le Figaro, 30% of French people admit having already relayed "fake news". As for those who get their information mainly via social networks, almost one in two (45%) have done so.



More precisely, 30% of French people have already relayed information to their friends and family or via social networks, realizing later that it was false. A stable result over time since they were 31% last year.

A phenomenon certainly underestimated.

Concerning the profile of these involuntary relayers of false information, the survey shows that the most numerous are the 18–24 years old (38%). But it is mainly those who inform themselves mainly via social networks rather than traditional media that relay this information: they are 45%. Note that this 30% statistic only takes into account the answers given by "lucid" people who realized the nature of the information afterwards. They are also "honest" according to the terms of the survey since they did not relay these infoxes on purpose and are able to recognize their mistake. The real proportion of those who relay false information is therefore probably even higher than this 30% figure.

Politics remains a major issue in the fake news phenomenon, both as a source or target of false information. A large proportion of French people are also convinced that politics is the primary target of fake news, ahead of international news and celebrities.

Manipulation for political purposes

The first of these characteristics lies in the very frequent use of fake news for political propaganda purposes. In the United States, as in Europe, individuals or structured networks, often located on the extreme right of the political spectrum, resort to the production of rumors to disqualify their political opponents and raise awareness among Internet users about their favorite themes. This practice seems to have taken on an unprecedented scale, particularly during the 2016 American and 2017 French election campaigns.

A quantitative analysis, carried out by the Bakamo company and focusing on eight million links shared on Twitter and Facebook during the French presidential election, concluded that a quarter of these links corresponded to disinformation attempts (The Role and Impact of Non-Traditional Publishers in the 2017 French Presidential Election, www.bakamosocial.com).

It should be noted here that if this false information is produced for propaganda purposes, in order to influence the behavior of voters during the election period, there is no indication that it has had a real impact on public opinion. Rather, some studies tend to show the opposite. A survey conducted in 2014 in the United States on political advertising on Facebook showed that voters who had been exposed to it did not remember the names of the candidates more than others, nor did they change their voting intentions (Davis E. Broockman and Donald P. Green, "Do Online Advertisements Increase Political Candidates' Name Recognition or Favorability?", *Political Behavior*, vol. 36, no. 2, June 2014). Most did not even remember being exposed to a political advertisement.



In general, studies of electioneering tend to show that it has a limited effect, reaching primarily politicised and convinced voters, thus confirming their opinions.

Public opinion is also generally in favor of a law against fake news, thinking that it would be a good initiative to make information on social networks and internet platforms more responsible.

Governments and web giants

In a number of countries, public authorities have undertaken to legislate in order to limit the circulation of false information on social networks, especially during election campaigns. This is the case in France.

The proposed law on the fight against false information, which is being prepared at the time of writing, has two main components. The first one consists in imposing transparency obligations on social networking platforms concerning their advertising space allocation process: in concrete terms, it would mean that Internet users would be able to find out the identity of the organizations or individuals who have paid to sponsor the content they consult on Facebook or Twitter.

The second, more controversial, part of the bill is based on the creation of a summary judgment procedure that would make it possible to delete content, derefer a site or close an account within 48 hours. This measure raises concerns about a certain form of censorship that it could bring to bear on freedom of expression during election periods, potentially blocking the publication of revelations by journalists or limiting the possibilities of political expression by citizens and civil society.

The prevention among the concerned public is a possibility with the mobilization of civil society. Because there is an actor who is often forgotten in these debates on the fight against false information: the Internet users themselves, who produce and share content on social networks. Some associations have called for the mobilization of collective intelligence forms specific to the contributory web to identify online information sources. In what could be likened to a "Wikipedia of information sites", the reliability of content would be assessed collectively and transparently (Louise Merzeau, "Fake news, a magnifying mirror of influence struggles", INA Global, May 2017). This type of initiative has the merit of underlining that an effective fight against misinformation will also have to rely on the forms of coordination and lay expertise specific to the web, in order to produce trust between the regulatory authorities and the communities of Internet users.

If fake news can be an obstacle to the proper conduct of public debate, overly strict regulation of the circulation of information on social networks also poses a threat to the exercise of freedom of expression. In a context of generalized distrust, it seems important to place the principles of transparency and accountability at the heart of measures against disinformation, by



communicating the criteria on the basis of which information can be filtered or blocked online, and by offering recourse to Internet users who are victims of censorship. These principles are now seen as necessary to ensure that social networks remain infrastructures for citizen expression.

However, the State must also fight by forcing the platforms concerned to develop good practices.

4.2 Italy

According to data collected by We are social and Hootsuite⁹ in their 2021 report “Digital 2021 Italia”, there are 50.54 million internet users in Italy (83.7% of the population). 41 million people are social media users (67,9% of the population). 97% of Italians own a smartphone and 74.1 of them use a PC or a laptop. Italian people spend among 6 hours a day surfing the internet and quite 2 hours connected to social networks (98% of them use a smartphone).

About social media behaviours:

- a) 98.5% of Italians visited or used a social network or a messaging service in the month preceding the survey;
- b) 85.2% of Italians were actively engaged or contributed to social media in the month preceding the survey;
- c) In Italy there are 7.8 average social media accounts per internet user;
- d) 31,4% of social media users does it for work purposes.

The most clicked platforms are YouTube, Whatsapp, Facebook and Instagram. Peculiar is the exponential growth of Tik Tok: driven by a user base with a very low average age, this social network doubled the number of interactions in 2021 and we are sure it has not stopped its growth.

The Digital Ethics Movement (Movimento Etico Digitale) analysed the online behaviour and habits of young Italians¹⁰ in 2022: the analysis is based on a sample of people born between 1996 and 2010, the so-called Generation Z.

The Generation Z is abandoning platforms frequented also by adults, migrating towards more interactive and playful portals. Twitch is a prime example of these new habits: young people in these web micro-tribes also financially support content creators through micro-donations. It seems that young people want to help each other in order to enjoy entertaining content and information that they consider valuable. This also means that there is a detachment from the

⁹ <https://wearesocial.com/it/blog/2021/01/digital-2021-italia/>

¹⁰ <https://socialwarning.it/essere-giovani-digitali-nel-2022-un-anno-di-osservatorio-scientifico/>



adult world and habitual information channels. This behaviour could mean also a dangerous propensity for distorted information, which could in the future form an unsustainable gap for our society.

42% of young Italians says that there is no limit to the time spent online, which often exceeds four hours per day (21% of the sample claims to be always connected).

About the “dark side” of the net:

- a) cyberbullying affects 30% of adolescents, revenge porn 10 % of them and hate speech 55% of them;
- b) 40.9% of the sample believes that adults have very low ability to use social networks and 35.5% of them claims that their parents cannot recognize fake news;
- c) 30% of young Italians never checked privacy settings of their social network accounts;
- d) 62,7% never thought that the content posted on social media could be evaluated by those who would review it for a job selection.

Another insight into the relationship of Italians with the media and the news circulating online is provided by the report “LA BUONA COMUNICAZIONE DELL’EMERGENZA QUOTIDIANA”, by Ital Communications and Censis¹¹. First the pandemic emergency, then the war, were phenomena that markedly influenced the demand for information. The 97.3% of Italians in the last year have searched for news on all available sources, off and online, for an average of 2.7 sources consulted per each. The most important novelty lies in the audience: the news seeker is no longer a passive object, he no longer just waits to receive the information, but contributes to its creation and dissemination. This type of construction of information from below has led, on the one hand, to the democratisation of access to it, and on the other to the construction of parallel, and often antithetical, realities. 83.4% of Italians have been exposed to at least one fake news story about a pandemic and 66.1% to a fake news story about war. For this very reason, the report suggests implementing public protection policies, with particular attention to minors, a growing segment of the online audience. For 51% of Italians, the safety and well-being of minors online is top of the list of priorities for proper web use.

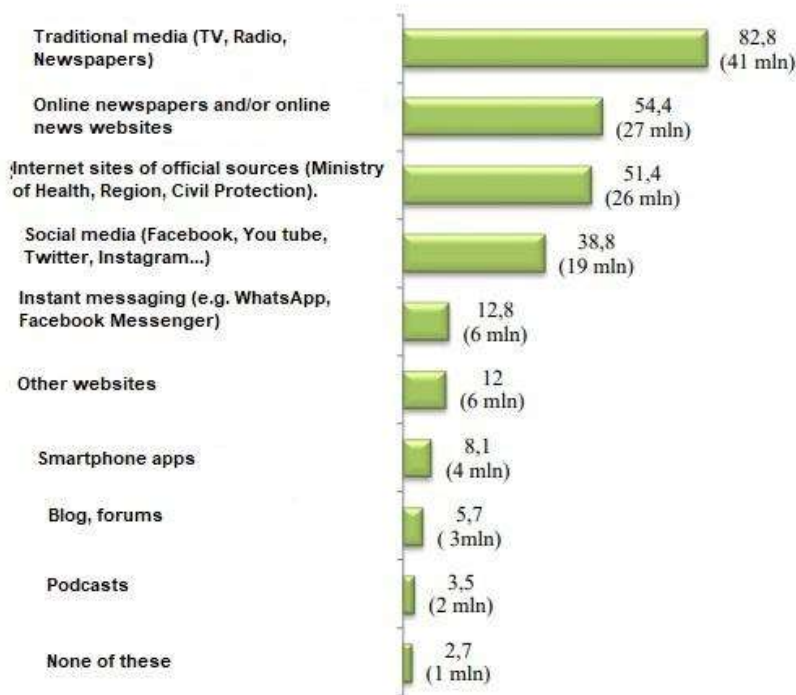
The circulation of fake news is one of the most tangible effects of the massive use of social and media during global emergencies. The traditional media, unprepared for such a scenario, have abdicated their role of providing information and mediating between news from the top and emotions from the bottom and have preferred to sacrifice quality to audience. 64.2% of Italians believe that the official media now favour emotions over rationality.

¹¹ <https://www.censis.it/comunicazione/la-buona-comunicazione-dellemergenza-quotidiana>



The Covid emergency provided an opportunity to monitor the behaviour of Italians and study their interaction with information (Fig.1): 97.3% of Italians used media and social media to find out about the pandemic. 41 million Italians (82.8% of adults) have sought news in the traditional

Fig. 1 - Media used by Italians to find out about the pandemic (%)



Il totale non è uguale a 100 perché erano possibili più risposte

Source: Censis Report, 2022

media (television, radio, newspapers), favouring a more passive and one-way fruition. 39 million Italians, 78.6 per cent of those over the age of 18, have searched the web (websites, online media and social media) for news about the epidemic and what to do about it. The upward trend of traditional news channels stopped at the end of the pandemic, settling on 2019 numbers. The social media usage numbers, on the other hand, show uninterrupted growth.

Censis also developed an interesting table (Fig2.) to correlate the characteristics of Italians and their 'media diet' followed during the pandemic.



Among the news circulating on the net, as we have seen, 83.4% of Italians have come across false news about the pandemic. As the Censis report states, "The disinformation circuit is composite and complex, made up of news deliberately created by professionals to do business, by politicians to gain consensus, but also of news produced and circulated by ordinary citizens to provoke, criticise, satirize, and gather consensus".

But what are the elements that fake news in Italy is based on? The first of these is undoubtedly the lack of trust in the institutions, of which official information is considered an emanation: 56.5% of Italians (73% among those with a medium-low educational qualification) are convinced that there is a worldwide

caste of super-powers that controls everything. 35.9% of Italians have criticised government decisions online in recent years. 45.5% of Italians prefer to rely on informal sources they trust, i.e. friends, relatives, acquaintances met in person or on social networks without having to ask themselves whether the news they find, share, comment on is true or not and, above all, without ever having to confront those who have different ideas from their own.

Unfortunately, these are precisely the ideal environments in which fake news is produced and fake news through posts, likes and shares.

Fig. 2- Characteristics of Italians by "media diet" followed during the pandemic (%)

Characteristics	Conservators (Only traditional media)	Innovative (Online only)	Balanced (Mx of traditional and online media)	TOT.
Sex				
Male	42,9	52,3	49,3	48,2
Female	57,1	47,7	50,7	51,8
Tot	100	100	100	100
Age				
18-34	7,7	35,9	20,7	20,8
35-64	29,8	55,4	56,6	51,3
More than 65	62,5	8,7	22,7	27,9
Tot	100	100	100	100
Qualification				
At most secondary school	30,8	12,7	10,9	15,4
Diploma	50,2	54,4	52,2	51,8
University degree or postgraduate degree	18,9	32,9	36,9	32,8
Tot	100	100	100	100
Occupation				
Occupied	21,6	52,7	52	46,3
Not employed of which:	78,4	47,3	48	53,7
Homemaker	13,8	9,9	9,7	10,3
Retired	52,3	10,9	23,7	26,9
Tot	100	100	100	100
Family type				
Unipersonal	20	21,2	15,3	16,8
Couple without children	44,0	22,9	28,7	30,9
Family with children	32,9	55,9	55,1	51
Tot	100	100	100	100
Geographical area of residence				
North West	25,1	24,7	28,0	26,9
North East	19,7	20,9	19,1	19,6
Centre	18	22,9	20,2	20
South and Islands	37,1	31,5	32,6	33,5
Tot	100	100	100	100

Source: Censis Report, 2022



4.3 Estonia

Estonia has so far not had any serious experiences with *fake news* in own language, so Estonian can only read about them through the experiences of other. <https://www.propastop.org/eng/tag/delfi/>

One of the main website for media literacy in Estonia at the moment is <https://www.stopfake.org/en/tag/estonia/> where is possible to learn about fake news and misinformation. There are published researchers, opinions, video, tools how to identify a fake and also information about COVID19.

Troubled by reports of disinformation and fake news in the United States and with regard to the United Kingdom's Brexit referendum vote, Estonia's State Electoral Office in 2016 created an inter-agency task force to combat the influence of false messaging on its democratic process. To guide its work, the small staff of the State Electoral Office adopted a network approach by engaging partners from other government agencies, intergovernmental organizations, civil society, social media companies, and the press to identify and monitor disinformation and to work with the press to correct false statements. It also developed a curriculum that would help high school students improve their ability to separate fact from fiction. https://successfulsocieties.princeton.edu/sites/successfulsocieties/files/TM_Estonia_Election_FINAL%20edited_JG.pdf

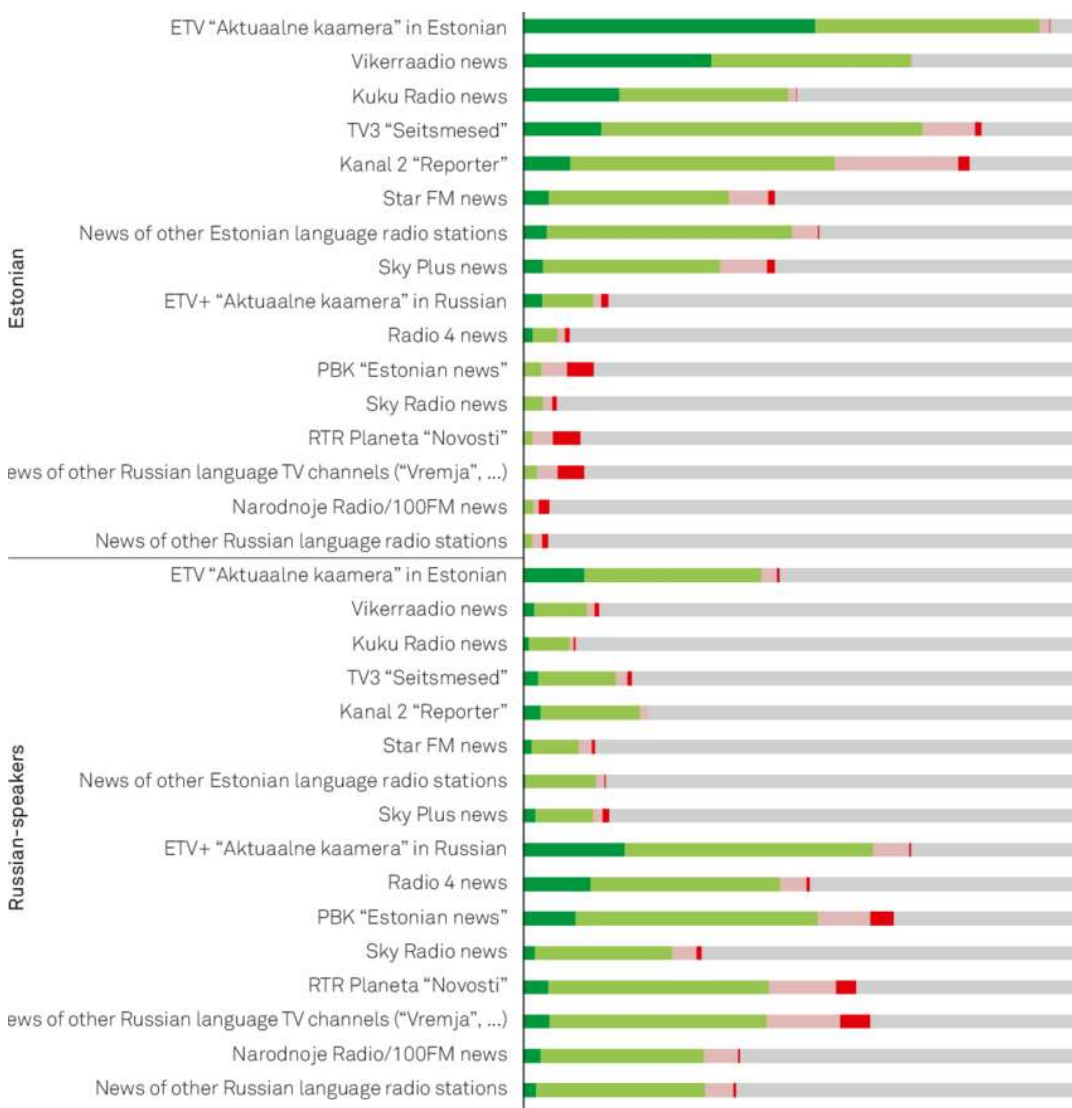
Estonians less likely to encounter fake news – according to themselves. At the same time, it turned out that in their own opinion, Estonian people are less likely to come across fake news than the residents of most other EU countries. Only slightly more than half (54%) of Estonian people come across fake news at least once a week; in the EU, it is two-thirds of the population (68%). Only the Lithuanian and Finnish people are less likely to recognise fake news, compared with Estonians.

In addition, the respondents were asked how confident they were in their ability to recognise fake news. Nearly two thirds (64%) of the Estonian people found they were able to distinguish fake news, with the EU average being 71%. Danish residents are the most confident, with 87% considering themselves capable of recognising fake news.



When asked about the dangers of fake news, people in Estonia were less critical than other people in the EU. About three quarters (74%) consider fake news a problem for democracy.

Estonian media feel the need to restructure established media systems. In a situation where new services will be provided by different actors of the digital economy, the role of public service media (PSM) requires attention. If, generally, PSM are under pressure in Europe, the situation in small national markets as Estonian is even more complicated. Trust in the news programmes offered by the different providers in Estonia among Estonian and Russian-language respondents in 2019 shows that most trusted in Estonia are news on Estonian national television. Also National radio programs (Vikerraadio and Radio-4 news) are popular as trusted media in Estonia.



https://www.researchgate.net/figure/Trust-in-the-news-programmes-offered-by-the-different-providers-in-Estonia-among_fig4_340412230



Anti-propaganda blog Propastop, which also has an English-language page, [says](#) that articles posted on the Facebook accounts of the main media sites in Estonia concerning the coronavirus tend to attract significantly higher numbers of comments than other articles, often stretching into the hundreds, compared with a couple of dozen in the case of other topics.

While coronavirus articles may often in any case attract more interest than those on other themes, Propastop says many of the Facebook accounts it has monitored which regularly comment on coronavirus pieces by portal Delfi, daily Postimees, and public broadcaster ERR, bear hallmarks of being fake accounts. <https://news.err.ee/1232575/anti-propaganda-portal-covid-19-facebook-misinformation-on-the-rise>

There's a considerable amount of hype surrounding **blockchain**. For many people the first association might be bitcoin or something super complicated and unfathomable for the common person. However, something very important that compliments blockchain is actually integrity. Blockchain is all about validating – be it data or processes – but the outcome is always something you can trust.

In Estonia, blockchain is used to ensure the transparency and accountability of many public-sector services, including the e-Health Records, e-Prescription database, e-Law and e-Court Systems, e-Land Registry and many more. The same technology is actually used by the NATO Cooperative Cyber Defence Centre of Excellence, European Union IT Agency, US Defence Department, Lockheed Martin and Ericsson among others. <https://e-estonia.com/fighting-fake-news-with-blockchain/>

4.4 Spain

The issue of Media Literacy occupies an essential place in all educational and economic policies and implies awareness of the need to enhance the capacities of citizens in the context of the information society. But Media Literacy has gained in breadth and depth, it is not only a matter of skills related to the media, but how these skills can help improve the exercise of civic rights and the transformation and deepening of democracies.

Media Literacy, as currently described, promotes active citizenship and a model of citizen committed to the search for valid information, the creation of new information and, ultimately, participation in social processes.

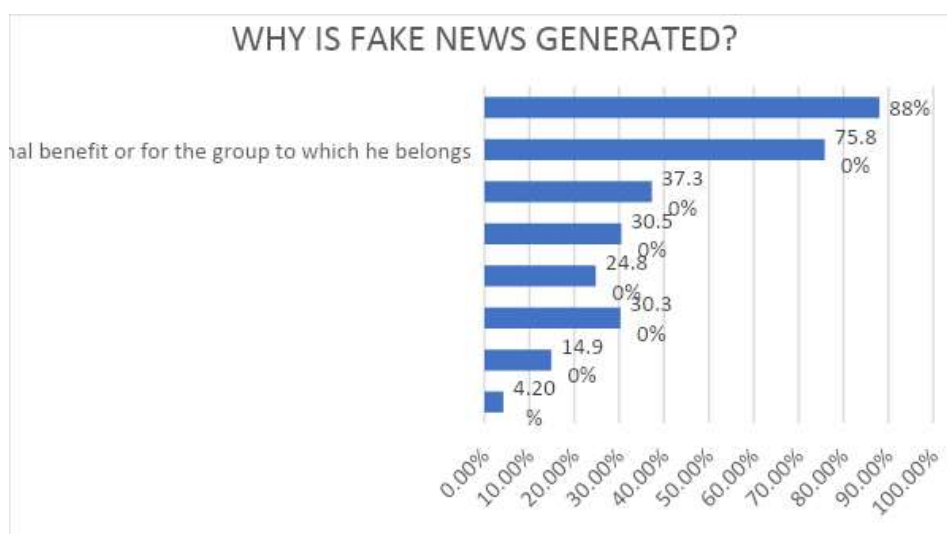


Having critical and independent thinking is key when making decisions freely. Fake news, due to its nature, content and objective, prevent the construction of a rational and well-formed judgment. By not having a factual basis, distorting reality and discrediting information contrary to this false news, they negatively condition the decision-making of individuals who consume this type of content. On the contrary, an uninformed public opinion, whose logic is based on false information and from an unknown source, will tend to be manageable by those who dominate a sentimental rhetoric. In short, the quality of the information handled by public opinion will have an impact on its ability to form critical and free thinking. Fake news opposes this principle, by giving priority to sensationalist content over verified and rational news. A solid democracy cannot be explained without a well-informed public opinion that fosters a rich debate and that gives rise to public policies that improve the quality of life of citizens.

The results of the research carried out by the National Telecommunications Observatory (ONTSI; Martínez, García, Benito, (2021)) are presented below. The Public Business Entity Red.es, attached to the Ministry of Industry, Tourism and Commerce through the Secretary of State for Telecommunications and for the Information Society, is legally entrusted with a series of functions that are intended to contribute to the development of telecommunications and the Information Society in our country. Given the panorama of strong momentum of social networks from the ONTSI has been performing since 2010 and throughout 2011 the preparation of this study:

Generation of false news and its detection.

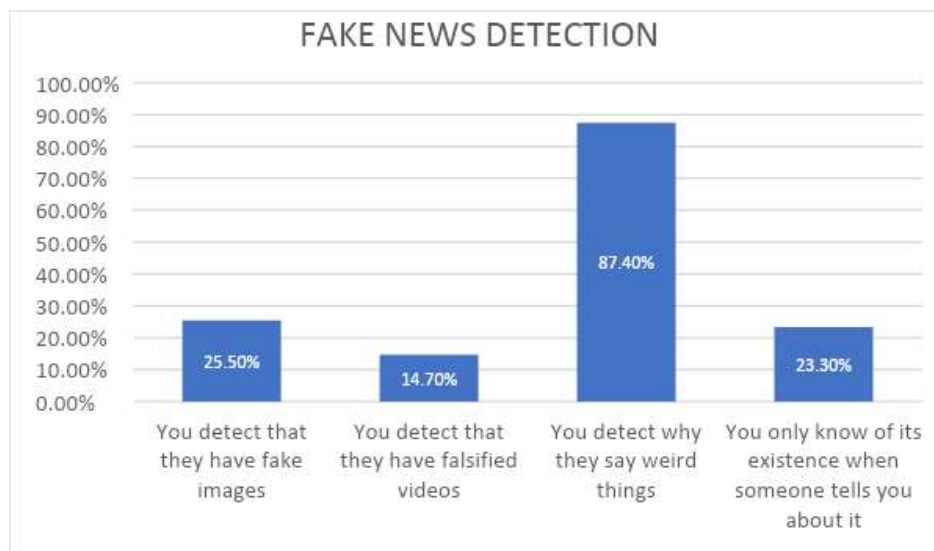
In the era of immediacy and disintermediation, fake news takes on a special role. What is the reason why they are created and spread?





The two options with more weight for the participants for which false news is generated (1) are "to harm the image and reputation of people or organizations" (88%) and "because whoever generates it believes that they can get a personal benefit or for the group to which it belongs (75.8%). Only 14.9% choose "because of a misunderstood joke".

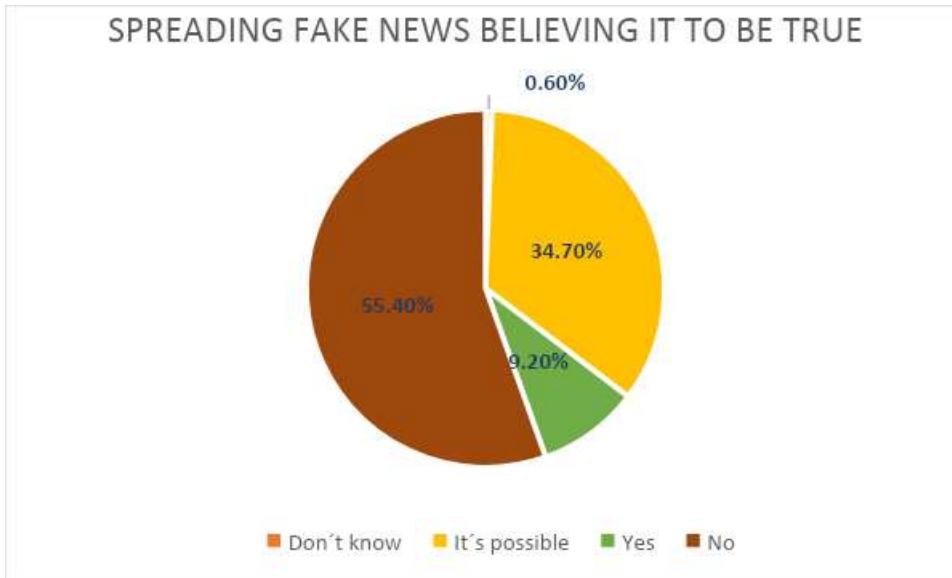
On the other hand, when reading, watching or listening to something that looks like news, the audience can perceive details that make them doubt. But, what is the reason that leads to "suspicion" of said content?



The vast majority of those consulted (87.4%) indicate that they detect false news that "say things that do not fit them" (G4). With similar percentages (25.2% and 23.3%), there are the options "detects them by fake images" and "only discovers the fake news when someone tells them about it". Journalists are the ones who most perceive the falsity in the images (46.2%); and it is the liberal professionals who to a greater extent confess that they are aware of false news when someone discovers it and makes it public. Business managers are the most aware of the falsity of fake news when some information does not fit them (94.7%).

Voluntary and involuntary dissemination of false news. Reaction after involuntary diffusion.

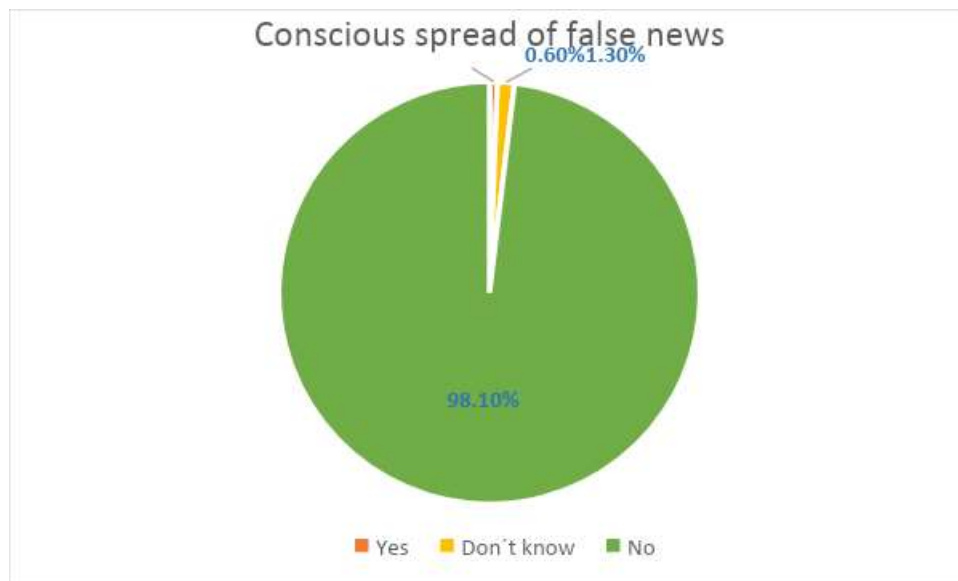
Falsehoods sometimes reach such a high degree of sophistication that they are "disguised" as real news. This is why the receivers come to share them trusting their veracity. In what proportion? 55.4% of those interviewed deny having spread false news, believing it to be true, but 34.7% consider the possibility of having shared this type of content. Only 9.2% claim to have spread false news, trusting its veracity.



The most certain of not having unconsciously spread false news are journalists (65.4%) and the least certain are politicians (52.5%). Business managers are the ones who most believe they may have

been deceived (42.1%). Is it possible for someone to spread fake news, a hoax, etc. consciously and be willing to confess it? That was the intention of our next question.

Apart from the resounding 98.8% of respondents who deny having knowingly spread false news (4), we have preferred to look at those who have done so and, if possible, why. They do not reach, as can be seen, 1%; but if it is possible to be surprised by something, it is by that 1.3% that did not answer and that duplicated those who said yes. Perhaps it can be understood that those who do not answer are



implicitly confirming that they have spread them. Returning to those who answer affirmatively, there are those who say that the reason for doing so is as a method to "question their credibility" (that of the false news), while others give answers such as "laughing with the people who I have sent them", showing that it was a joke spread among a group of acquaintances. Interesting is the comment of one of the interviewees, who wrote the following: "Rather than being false, I did the experiment of posting on FB a bizarre piece of news from an EMT-type joke news portal, but less well-known, to see who they remained in the headline and did not enter the news itself

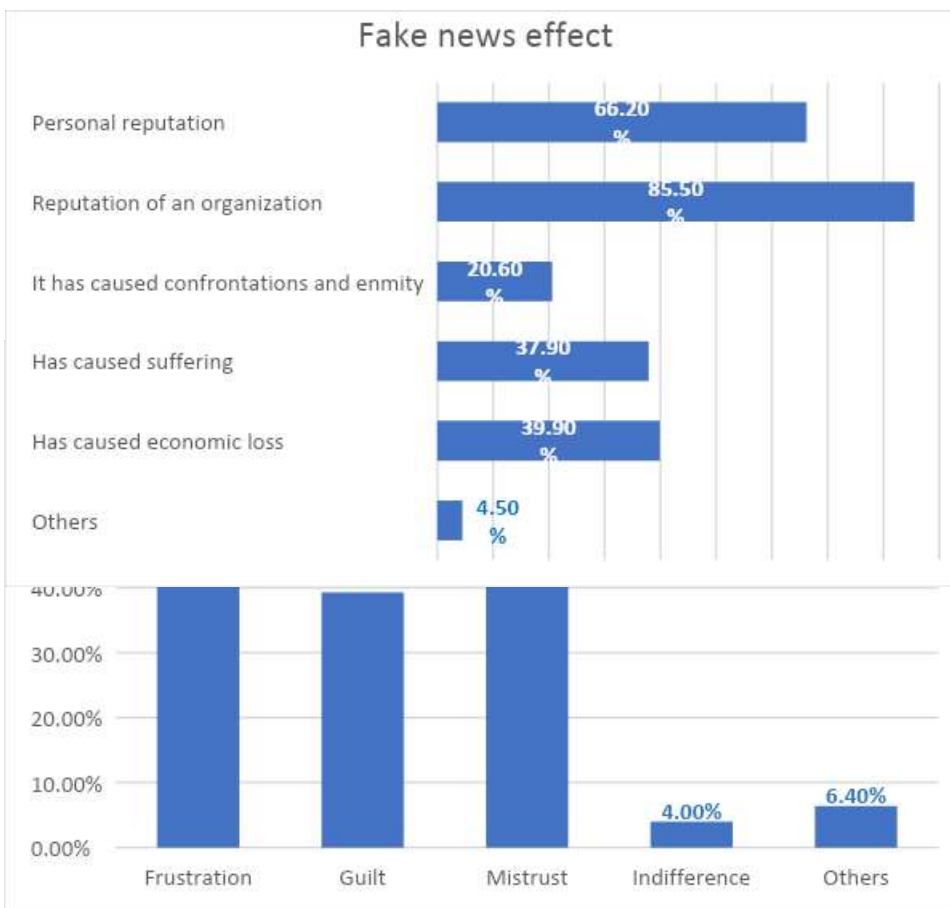


(when you entered you realized that it was fake). The proportion was to cry. In some way, the person who writes this is pointing out to the recipients that they are responsible for accepting the false news as true because it remains only in the headline. We asked the interviewees, in another order of things, to tell us about their feelings after the spread of false news, not being aware that it was, or, if they had not been in that situation, to put themselves in the place of who had suffered.

As can be seen in the graph (5), those consulted coincide in pointing out, with 56.5% in both cases, that the feelings faced with the involuntary dissemination of false news are one of frustration and distrust. Only 4% show "indifference" to the broadcast of fake news on their part. Those who experience the greatest sense of frustration are the communicators (64.4%) and the most indifferent, the journalists (8%) and the liberal professionals (6.5%).

Damages of fake news in people or organizations.

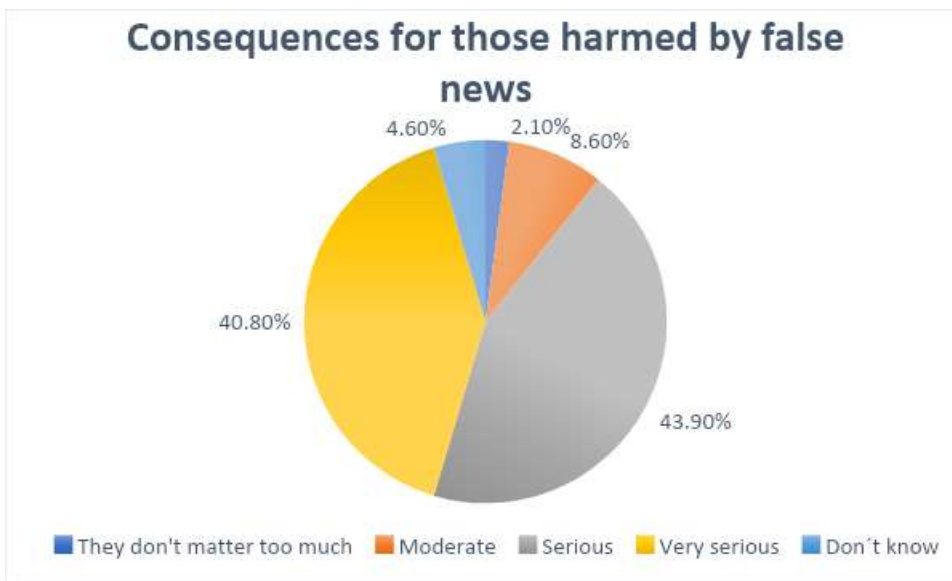
The harmful effects after the publication of fake news on people or organizations can be limited to various areas: from personal to economic.



The interviewees believe that the greatest damage is to reputation, both organizational (85.5%) and personal (66.2%). Economic losses (39.9%) and suffering (37.9%) also obtained a high number of mentions. Those least likely to think that the reputation of organizations is



harmed are business managers (77.8%), while liberal professionals are the ones who to a greater extent (46.5%) consider that there is an economic loss. For the youngest of the participants (20 to 30 years old), the suffering caused by false news (39.5%) is more notable than for the older ones, surely because it is considered malicious. For those over 60 years of age, there is also a differential figure: 26.6%, six points above the average, believe that fake news creates confrontations and enmities. Knowing the types of damage that false news can cause, it is worth investigating the degree of seriousness that the interviewees attribute to them.



For 84.7% of those consulted (7), the consequences are very serious (40.8%) or serious (43.9%). 8.6% consider them moderate and only 2.1% give little importance. Politicians are the ones who, to a greater

extent, consider them very serious or serious (95%). There are differences in perception by age. Those over 60 years of age see serious or very serious consequences in 91.2%, while at the opposite extreme of age (20 to 30 years), only 69.4% of this group perceive it that way.

Conclusions

According to the National Telecommunications Observatory (ONTSI; Martínez, García, Benito, (2021)), 94.1% of the study participants stated that they use the network to access information provided by the media. Participants believe that fake news is spread "to harm the image and reputation of people or organizations" (88%) and "because whoever generates it believes that they can benefit personally or for the group to which they belong" (75, 8%). The communicators consider, above the rest of the participants, that the reason for spreading false news is to generate content (37.7%, seven points above the average). The vast majority of those consulted (87.4%) indicate that they detect false news because "they say things that do not fit them", compared to doctored images or videos. 34.7% of those who have answered the questionnaire believe it is possible that they have unconsciously shared false news, although only 9.2% claim to have spread false news trusting its veracity. Among those who respond that they have

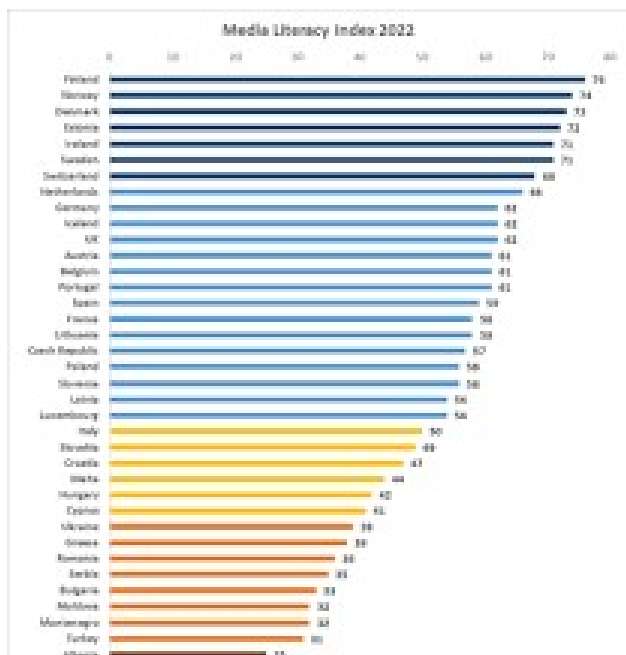


knowingly spread false news, there are those who say that the reason for doing so is as a method to "question their credibility" (that of the false news), while others give responses such as "laughing with the people I sent them to". Those consulted coincide in pointing out, with 56.5% in both cases, that the feelings in the face of the involuntary dissemination of false news are "frustration" and "distrust". The interviewees believe that the greatest damage of fake news is reputation, both organizational (85.5%) and personal (66.2%). Also economic losses (39.9%) and suffering (37.9%), although the least likely to think that the reputation of organizations is harmed are business managers (77.8%, almost eight points below average). For 84.7% of those consulted, the consequences of harm caused by false news are very serious (40.8%) or serious (43.9%). The online press (75.7%) is the communication medium in which, in the opinion of those interviewed, there is more probability of generating false news. The official websites (55.9%) and the printed press (52.3%), where it is considered unlikely largely. For the participants, the online press and television (69.2% in both cases) are the media with the greatest chance of generating false news. In the case of television, it is the group where there is the greatest distrust, with 19 percentage points above the average. In news agencies, it is unlikely that false news will occur for 44.6% of those interviewed.

4.5 Bulgaria

When it comes to media literacy Bulgaria is in one of the last places in Europe. This is proven

through many different ranking reports made and researches made within the country. One of these researches shows that Bulgaria ranks last in the EU for media literacy index developed by the European Policy Initiative (EuPI) of the Open Society Institute – Sofia. The index assesses resistance to the spread of fake news in 35 European countries. In the ranking, our country occupies one of the bottom places, 30th place. Only Montenegro, Bosnia and Herzegovina, Albania, Turkey and Macedonia are behind.



Media Literacy Index 2022 from Open Society Institute- Sofia and Initiative for European Policies

Media Literacy Index 2022				
Rank (1-35)	Country	Score (100-0)	Cluster	
1	Finland	76	1	
2	Norway	74		
3	Denmark	73		
4	Estonia	72		
5	Ireland	71		
6	Sweden	71		
7	Switzerland	68		
8	Netherlands	66		
9	Germany	62	2	
10	Iceland	62		
11	UK	62		
12	Austria	61		
13	Belgium	61		
14	Portugal	61		
15	Spain	59		
16	France	58		
17	Lithuania	58		
18	Czech Republic	57		
19	Poland	56		
20	Slovenia	56		
21	Latvia	54		
22	Luxembourg	54		
23	Italy	50	3	
24	Slovakia	49		
25	Croatia	47		
26	Malta	44		
27	Hungary	42		
28	Cyprus	41	4	
29	Ukraine	39		
30	Greece	38		
31	Romania	36		
32	Serbia	35		
33	Bulgaria	33		
34	Moldova	32		
35	Montenegro	32		
36	Turkey	31		
37	Albania	25		5
38	BiH	24		
39	Kosovo	23		
40	North Macedonia	23		
41	Georgia	20		

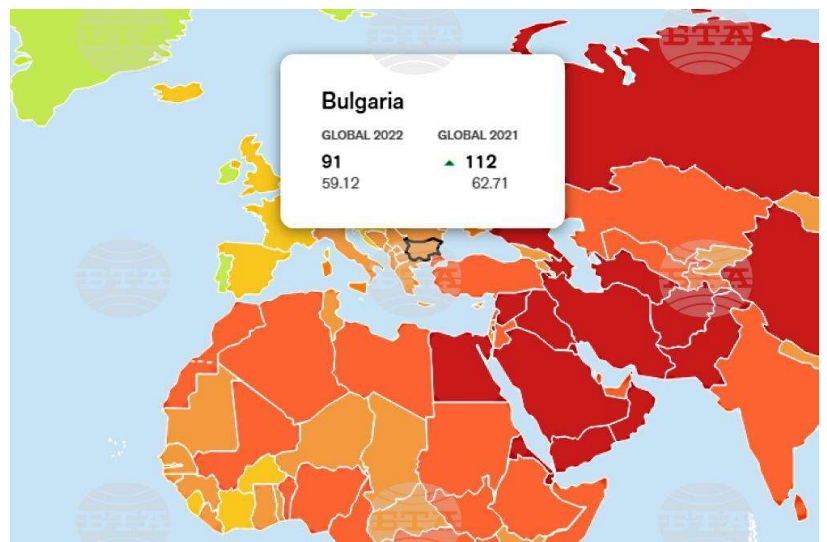
Media Literacy Index Ranking

Bulgaria is also last among the EU member states in the ranking of the Media Literacy Index for 2022. Our country is in 33rd place in the study prepared by the Open Society Institute – Sofia within the framework of the Initiative for European Policies. This index assesses the potential for resilience against fake news in 41 European countries using indicators of media freedom, quality of education and public trust.

Another source from the “Reporters Without Borders” report that Bulgaria is ranked 111th in the world for its commitment to free speech. This occurred when the organization released its 2021 data. Bulgaria is currently in 112th place, which represents a one–point decline from the previous year's ranking when it was in that position.

Bulgaria continues to rank worst in the EU in terms of speech freedom in 2021, just like it did in the previous year.

The reason why Bulgaria keeps getting ranked amongst so many indexes is due to the lack of governance over the social media platforms. The low ranking amongst the indexes is the result of a low level of reading literacy evidenced by PISA evaluations, a bad appraisal of media freedom in international reports by Freedom House and Reporters Without Borders, and a low degree of public trust.



Freedom of Speech 2022- Bulgaria 1 Freedom of Speech 2022- Bulgaria

Several legislative measures to limit misinformation and “fake news” were attempted in Bulgaria during the first half of 2020. These attempts have so far been unsuccessful, and they are widely thought to violate Bulgarian law and the Constitution.



The fundamental issue with the present efforts, however, is the failure to define “disinformation” in a way that is not overly wide and ambiguous, and that is consistent with the Bulgarian Constitution, international human rights norms, and EU institutions publications on the subject. For the time being, none of the three measures that have been introduced have provided a functional legal framework that is compatible with existing laws. Most importantly, neither proposal was in accordance with the Bulgarian Constitution, which guarantees freedom of expression, press freedom, and access to information.

Furthermore, it puts problematic expectations and duties on anybody who posts online or maintains an online platform, by automatically declaring such individual’s data controllers, and, last but not least, by granting the CPDP broad powers to exert excessive control over online material.

Up to which degree “fake news” can be a useful and powerful tool we can see in the following example, for political parties to gain greater power and influence, they simply journalists, or even a whole television network, to manipulating and divide society.

Hate speech is yet another aspect of media literacy. Within the digital platforms used in Bulgaria this different aspect of media literacy, hate speech, has always been an issue since there aren't many online regulations. Hate speech is a widespread phenomenon in the Bulgarian political and media landscape. In 2018, about half of the respondents in a nationally representative public opinion survey (51%) reported they had heard public statements expressing disapproval, hatred or aggression towards ethnic, religious or sexual minority groups in the last 12 months.

This was the fourth survey carried out in the last five years showing the trends in public attitudes towards hate speech in Bulgaria. The results have not changed much over the last five years, though there has been a decrease compared to 2016, when 58% of respondents declared that they had heard such statements.

In 2018, there was a decrease in the share of people reporting that they had encountered hate speech towards Turks and Muslims. The Roma population remains the main target of hate speech, with 81% of respondents stating that they had encountered hate speech directed toward this group.

The survey shows that a considerable majority of citizens (77%) disapprove of public statements expressing disapproval, hatred or aggression towards representatives of ethnic, religious or sexual minorities. Only 14% of the respondents approve of such statements. The majority of citizens (63%) also believe that the prosecutor’s office should initiate criminal proceedings against politicians and journalists who propagate aggressive nationalism and against those who publicly express disapproval, hatred or aggression against minorities (57%).



The lack of criminal convictions in flagrant cases of hate speech leads to reduced public support for the penal policy as a means of counteracting hate speech. In 2018, there was a decrease in the share of people who knew that hate speech and violence motivated by ethnic, racial or religious hatred is a crime.

4.6 Turkey

Fake news is one of the biggest threats to each citizen of the country due to effecting in terms of many areas, especially in the media. When people are spending time on the media, they come across much fake news related to what they look at or research. A 2018 Reuters Institute poll found that 49% of Turkish citizens said they have been exposed to entirely false (fake) news items. A new media law that Turkey's parliament approved could result in sentences of up to three years in prison for anyone who distribute "false news" or "disinformation," raising questions about free speech in the nation to decrease and make a better situation.

"Hate speech" refers to objectionable language that may endanger societal harmony and targets a group or a person based on inborn qualities (such as race, religion, or gender). The research, which was created as part of the Media Watch on Hate Speech project, revealed that in Turkey, 4,364 articles and news items attacked various national, ethnic, and religious groups. 108 of these articles and stories contained hate speech in several categories that targeted multiple groups. In these texts, 5,515 instances of hate speech were found to be directed at 80 distinct groups. When the duplicated content is removed, the report states that 2,160 of the texts under examination were column pieces and 2,099 were news reports.

Hate speech was found in 105 distinct works that were classified as "other," including press archive sites, files, postings on readers' pages, book reviews, and similar materials.

Related to misinformation, 49% of respondents stated they have come across 'stories that are completely made up for political or commercial reasons'. The average across all 37 countries in the Digital News Report is 26%.

Left-wing respondents reported more exposure to completely made-up news at 59%, the figure is also very high for respondents on the centre and the right at 49% and 48% respectively.



National policies and job misures about that

5.1 France

Disinformation is one of the major concerns of democratic countries. Behind fake news often lie strategies to manipulate public opinion and weaken states and their institutions.

False rumors and disinformation have long been a global threat to freedom and democracy. But today, the danger is even greater as digital platforms increase the speed of the spread of false information campaigns. In recent years, we have witnessed an acceleration in the flow of information, but also of disinformation, as shown in particular by the "infodemia" that spread on social networks during the COVID-19 pandemic.

To combat misinformation, it is essential to encourage coordination between these key actors: technology companies, civil society, fact checkers and academic institutions. Strategic communication is also a key instrument that needs to be approached in a broad way. In general, disinformation campaigns are not limited to the dissemination of fake news; they also claim to construct a misleading narrative with the intention to harm, hence the close link between countering disinformation and strategic communication, public diplomacy, and digital communication.

In June 2018, the European Council entrusted the European Commission and the High Representative of the Union for Foreign Affairs and Security Policy with the task of presenting by December 2018, in cooperation with the Member States and in line with the conclusions of the European Council of March 2015, an action plan for a coordinated response against disinformation. This action plan was presented and endorsed at the European Council of 13 and 14 December 2018.

Among the measures provided for in the European Action Plan against disinformation, it is worth highlighting, due to its eminently practical nature, the creation of an early warning system (SAR), which came into being in March 2019 with the establishment of a network of national contacts. When they detect a disinformation campaign, they can immediately launch an alert on a specialized digital platform, which facilitates the exchange of information between the Member States and the Union. This mechanism, which guarantees the necessary coordination between



European partners, allows them both to monitor networks to identify campaigns and other actions of disinformation and, if necessary, to define common responses.

In France, CLEMI (Centre pour l'éducation aux médias et à l'information) is responsible for media and information education (MIE) throughout the French education system. With a long history in the teaching community and strong partnerships with the media for over 30 years, its missions are organized around several axes :

- the training of teachers (1st and 2nd degree, all disciplines) and trainers/educators;
- the production and dissemination of resources to accompany actions with students, from kindergarten to high school;
- Media and information literacy actions for families (guide, workshop kit, TV series... of the Tout-Écran family);
- advice and expertise, in France and internationally;
- the organization of events, measures and competitions for media and information education (Press and Media Week in schools, school media productions – Médiatiks, #ZéroCliché, Wikiconcour Lycéen...);
- the animation of the network of academic coordinators.

Its mission is to promote, both at the national level and in the academies, particularly through training, the pluralist use of the media in education in order to foster a better understanding by students of the world around them while developing their critical faculties.

Its objectives are:

- To train teachers and teach students to use the media in a civic-minded way in order to develop a critical mind, whatever the information or communication media used (written press, audiovisual, Internet, social networks).
- Produce or co-produce educational resources and tools on all media to support teachers and students, by offering them IME activities for the classroom.
- Assist in the creation and development of school media (newspapers, websites, blogs, Web Radios, Web TV...).
- Supporting families through the production and distribution of media and information literacy tools for all.



5.2 Italy

Italy lags far behind on policies dealing with online disinformation.

Decree Law No. 82 of 14 June 2021 established the *Cybersecurity Agency*¹²(Agenzia Nazionale per la Cybersicurezza – ACN). This agency mainly deals with cyber security to ensure the country's digital development. It acts as a coordinating and implementing body for European policies, in cooperation with enterprises and universities. It also supports specific training courses for workers and awareness–raising campaigns.

In the document outlining the agency's strategies for national cybersecurity¹³, the systemic risks of the online world include the "spread, through cyberspace, of fake news, deep fakes and disinformation campaigns that tend to confuse and destabilize the citizens of a country by immersing them in an information space extremely dynamic and horizontal information space, characterized by an almost infinite set of news sources that polarise opinions and change the way we perceive reality."

Precisely for this reason, one of ACN's objectives is the "implementation of a national coordination action, consistent with the initiatives adopted at the European level and in synergy with like–minded countries, to prevent and counter online disinformation, which, exploiting the characteristics of the cyber domain, aims to condition/influence political, economic and social processes in the country."

On 2 August 2022, the Undersecretariat for Information and Publishing issued a notice entitled "*Grants for projects aimed at countering the phenomenon of fake news with particular regard to the health sector*"¹⁴: it is clear that the years of the pandemic emergency have adversely affected the quality of online information, and the Italian Government aims to curb this phenomenon by favoring activation and innovation projects. The objective of this specific call is to make citizens informed and aware, capable of making conscious choices about their health. The winning projects will receive funding of €200,000 for this purpose.

¹² <https://www.acn.gov.it/>

¹³ <https://www.acn.gov.it/strategia-nazionale-cybersicurezza>

¹⁴ <https://www.informazioneeditoria.gov.it/it/bandi-e-avvisi/avviso-pubblico-per-la-selezione-di-progetti-finalizzati-a-contrastare-il-fenomeno-delle-fake-news-con-particolare-riguardo-al-settore-della-salute/presentazione/>



5.3 Estonia

In the current Estonian [school curriculum](#) updated in 2014, "communication competence" and "digital competence" are mentioned as general competences to be developed among pupils. The curriculum also identifies eight cross-curricular topics, among which information environment is the most relevant to media literacy.

The Estonian word *pädevus* for "competence" has a positive tone associated with qualification, and the word *haridus* (as in *meediaharitus* for "media education") refers to practice.

5.4 Spain

With the background of the followers of the pedagogical renewal movements, the interest in incorporating the media as an educational resource began to develop and experiment in Spain during the design of the LOGSE, following the first indications of UNESCO in the 1980s.

In subsequent years, media education (Morón, Ruiz, Páez, Hernández, (2011)) was carried out in an isolated and uncoordinated way, promoted by associations or universities interested in the subject, or encouraged by public education teachers trained in the experimental stage prior to the LOGSE.

During the process of preparing the LOGSE, in the 1980s, the Ministry of Education and Science promoted different experiences with the media in classrooms, organized by media outlets, through the Press School programs (written press); Mercury (audiovisual media) and Athena (Computer Science). In all three cases, the didactic-utilitarian vision of technologies and media at the service of the school prevailed. One of the most positive aspects of the experimental programs promoted by the MEC (Ministry of Education and Culture) in the 1980s was the delivery of hundreds of training courses for teachers and the carrying out of thousands of pilot experiences that had a strong impact on the education system.

The change of political sign in the central government in 1996 translated into new educational policies and priorities that in no case intended to amend the deficits of media education (Morón, Ruiz, Páez, Hernández, (2011)). However, and despite the absence of official initiatives after the LOGSE, numerous projects promoted by groups of teachers survived. Different and varied initiatives related to media education continued to be carried out in the different Autonomous Communities of the State, some of which continue today. Two aspects seem especially noteworthy: on the one hand, the large number of communities in which projects related to



cinema were initiated and, on the other, the existence of numerous training actions aimed at teachers.

In 2003, the MEC signed an Agreement with the Association of Spanish Newspaper Publishers (AEDE) to promote the reading of the written press in the classroom. In the context of this agreement, some initiatives were carried out, such as the publication by the Research Center and Educational Documentation (CIDE) today Teacher Training Institute, Research and Educational Innovation (IFIIE), of a book on the educational use of the press or the publication of an on-line course¹⁰ by the Higher Institute for Teacher Training and Network Resources (INSTIC), formerly the CNICE, today the Institute of Technology Educational (ITE) on the same subject.

The new educational law (LOE), approved on April 7, 2006, constitutes, as we will see in the chapters that follow, a propitious framework for promoting Media Literacy, since many of the contents of this area of knowledge are addressed in the curricula of the different areas and subjects and are also present in the characterization of the different basic skills.

On the other hand, in this context, the normative projection of Media Literacy that has its origin in the European legal framework, has been carried out in our legal system through the General Law of Audiovisual Communication (LGCA–Law 7/2010, of March 31st). This law has focused on the recognition of a series of rights of the public and on the establishment of an independent regulatory authority (the State Council for Audiovisual Media–CEMA) with competences in matters of Media Literacy.

The powers and functions of the CEMA include adopting sanctions against practices contrary to the law. But, by affecting the right to free communication, the law requires that any decision or resolution in this regard must be justified based on constitutional principles and rules. Such justification becomes particular in relation to the protection of fundamental rights, as central axes of the discussion.

The control that the regulatory authority (CEMA) can exercise in the media to ensure the adequacy of audiovisual content with the current order or with the self-regulatory codes, implies that three functions are exercised that traditionally were far from the main role of an administrative body in matters of fundamental rights and which are more characteristic of the courts of justice. In this context, it must be taken into account that it is logical to admit that certain administrative measures that affect the right to freedom of communication may eventually interrelate with measures of prior censorship, the constitutional prohibition of which is provided for in article 20.2 of the Spanish Constitution. By this precept, preventive interventions by public authorities that could have the purpose of prohibiting or modulating the dissemination of audiovisual messages are excluded (Muñoz, 2012).



5.5 Bulgaria

The National Council for Radio and Television was disbanded at the end of 2001, and in its place, the Council for Electronic Media (CEM) was founded as the country's media regulator (Law Amending the Radio and TV Act, published in State Gazette (SG) No. 96 of 9 November 2001). The CEM's structure and makeup have undergone numerous alterations over the years. The Council for Electronic Media (CEM) is a state-run organization in Bulgaria that oversees the country's media services and guards against violations of the laws governing their delivery on the country's soil as well as the public interest and the rights and liberties of Bulgarian residents. CEM is a separate, collegial organization that reports to no executive entity. You can complain to the Council for Electronic Media if you believe that your rights as a user of electronic media services are being violated. The Radio and Television Act governs a variety of topics, including the protection of private life, the distribution of pornography, the glorifying or justification of cruelty or violence, and the inciting of racial, sexual, religious, or national hatred. Any media service provider, whether privately or publicly sponsored, may be the target of the complaint. The CEM may be contacted in writing with the complaint, or it may be submitted online using a specific form. When CEM investigates your complaint, it may punish the perpetrator if it determines that the law has been broken.

The Council for Electronic Media oversees media service providers' operations to ensure they adhere to the Radio and Television Act, makes decisions regarding the issuance, amendment, withdrawal, transfer, and termination of a license for radio and television activities, and penalizes media service providers who break the law, performs registration of radio and television programs, amends and deletes registration, issues certificates of registration, and monitors the activities of media service providers in cases permitted by law. It also issues mandatory instructions to media service providers, notifies competent authorities of violations of normative acts in the implementation of media services, and registers radio and television programs.

A Bulgarian Coalition against Disinformation with some 60 members has set itself the task to work against fake news and false content in digital media. The initiative has brought together the European Commission, representatives of several national institutions, including ministries and agencies, and Bulgarian media. This coalition aims to create an “e-Government” which can govern the virtual environment through sets of new laws and measures applied.

The Center for the Development of Media (CDM) was founded in 1998 with the intention of aiding in the development of free speech, the unhindered exchange and dissemination of information, in order to support the independent media in Bulgaria, the promotion of contemporary Bulgarian



journalism, as well as the expansion of cooperation between the state administration, the private sectors, educational institutions, and non-governmental organizations with a view to the further development of these goals. The organization joined the partner group EAVI which is a group of associations and institutions from all of Europe in 2017. The partner group's aim is to strengthen media literacy within Europe. They represent Europe's citizens' interest through conducting research, creating discussions through conferences, creating partnerships, developing projects and the creation of best practices to tackle fake news in the digital environment.

Another example of measures that are being taken from the government is done through the Coalition for Media Literacy which organizes an event "Days for media literacy". The goal of the campaign is to popularize the impactfulness of media literacy within the country, but as of 2022 their main goal is to educate teachers how to properly transfer their knowledge of tackling fake news to their students through formal and non-formal education.

5.6 Turkey

Authorities for media literacy in Turkey include RTUK and the Ministry of Education. Inter-ministerial processes also function there, with RTUK, the Ministry of Education, Ministry of Social and Family Policy. For instance, in 20124, a partnership between these three ministries organized a two-day training with the term "media literacy." The declaration of this workshop states that media literacy instruction should be based on practice in media content analysis and production; it should be in a framework for lifelong learning, with students, teachers, and families as its primary actors; NGOs, media outlets, syndicates, and public institutions are defined as stakeholders. Link with other players is well-established; in particular, facilities and projects are run by local governments and civil organizations with the assistance of NGOs like the Child Foundation.



Best practices and/ or case studies

6.1 France

The Ministry of Culture, in particular through its annual calls for projects, supports multiple tools and resources for professionals carrying out media education actions and for the general public. Here is a selection.

Platforms and routes to flush out fake news and conspiracy theories and to develop critical thinking:

"Spicee Educ", a video platform dedicated to media and information literacy, the fight against disinformation and conspiracy (Spicee Educ)

"YouVerify!", a set of educational resources to fight against online disinformation conveyed by images and videos (YouVerify! – Savoir*Devenir, Home | YouVerify)

"Press Drawings & Fundamental Freedoms" to raise awareness of pedagogy through press drawing and human rights (Dessins de presse & libertés fondamentales);

"The true of the false", an animation tool for decrypting informations (Le Vrai du Faux);

"#Mytho", a YouTube channel that unravels truth from falsehood for a teenage audience (<https://lumieres.info/nos-outils/videos-decryptage/>).

Pedagogical tools to develop MIL activities:

"Kikagi?", a board game to raise awareness of our media uses (Kikagi pour l'éducation aux médias ? – Les petits citoyens);

"Des-Infox", an educational kit / interactive media education exhibition for teenagers (<https://www.des-infox.com/>);

"Infox trackers", a media education escape game for the Judicial Protection of Youth (Protection Judiciaire de la Jeunesse – PJJ) audiences (ÉDUCATION AUX MÉDIAS | lesdeclencheurs);

"Escape Fake", an escape game dedicated to media literacy (Escape Fake);



The kit "Press cartoon: knowing how to decipher and debate" to learn how to read a news cartoon (Le Kit dessins de presse : savoir décrypter & débattre);

"Master your web", an educational tool for young people with disabilities (Maîtrise ton web).

6.2 Italy

Amnesty International Italia Campaign "Io non odio" ("Countering online hate speech")



Amnesty International Italia promoted the campaign "Io non odio"¹⁵ in order to fight against hate speech and ensure online inclusiveness. The campaign moves in four complementary directions:

- *Analysis*: one of the results of this campaign is the "Hate barometer" about misinformation on migrants and vulnerable people. The latest report refers to studies conducted on the citizenship law and analysed more than 6 million contents posted on social networks by pages from politics, information and culture. The results are available at

¹⁵ <https://www.amnesty.it/campagne/contrasto-allhate-speech-online/>



<https://www.amnesty.it/barometro-dello-odio-senza-cittadinanza/> . Some of them are alarming: 56.9 per cent of the comments express negative views, criticism, polemics and hate speech; during the monitoring period, the topic that conveyed the greatest flow of hate speech was the pandemic, which was often used to counteract other relevant topics with decontextualized and aggressive comments similar to 'the pandemic has left us stranded, we have to think about that, not the Ukrainians'; about citizen law 8 out of 10 comments are negative and the topics that generate the most hate speech are the Roma community, immigration, religious minorities, lgbtiqa+ rights and women.

- *counter-narrative*: Amnesty Italia founded a special Task Force. A group of activists is constantly trained to identify hate content online, report it and promote open and inclusive language based on positive emotions and behavior.
- *Awareness*: this topic is focused on this topic is aimed more at the very young. Amnesty Italy created the video game 'HateSick': the protagonist, Alter, finds himself catapulted into a world where hate speech has become real and girls and boys must help him find his way home.
- *Education*: Amnesty Italia invests a lot of energy in the education of school-age girls and boys. Through age-specific programmes, it brings the fight against hate speech into schools.

Alongside these initiatives, Amnesty Italy promotes the adoption of appropriate laws to combat online hate speech and to foster healthier virtual environments.

"Una vita da Social" the traveling educational campaign of the State Police¹⁶



In its tenth edition, the itinerant awareness-raising campaign 'Una vita da social' started this year from the 'Curie Vittorini' high school in Grugliasco (Turin). In previous editions, State Police officers met with some two and a half million students, 220,000 parents, 125,000 teachers in a

¹⁶ <https://www.commissariatodips.it/una-vita-da-social.html>



total of 18,500 schools and over 350 cities across the Country. The initiative's Facebook page has over 134,000 followers and over 12 million monthly interactions. The aim of the campaign is to 'ensure that the rampant phenomenon of cyberbullying and all the various forms of prevarication linked to a distorted use of technology, no longer claim any victims'. This goal can be achieved by educating the younger generations and, through them, families in the responsible use of the Internet. The State Police, in support of the initiative, also provides alarming data on the behaviour of young people online: 1 out of 3 young people, on their social network of reference, has a fake account: about 28% say they have one in addition to the 'official' one, while 5% are present but only with a fake; 1 out of 3 young people say they 'live for the likes' and complain of repercussions on their mood based on the social interactions they receive; friendships and personal relationships are built through the war of likes: only 56% are willing to give a positive opinion to a content posted by a person who generally does not reciprocate a person who generally does not like them back.



6.3 Estonia

European Media Literacy Week.

On March 18–22, 2019, Estonia participated in the first **European Media Literacy Week**. The title of the week "I think first, then I share" emphasized the role of each individual in preventing the spread of misinformation. The first Media Literacy Week was part of the European Commission's and the EEAS's action plan against misinformation. The aim of the week was to call on



schoolchildren, teachers and the general public to maintain critical thinking in the information space and to teach them to identify lies. About 140 general education schools in Estonia participated in various activities.

The organisers of the Media Literacy Week in Estonia were the Ministry of Education and Research and the State Chancellery, partners Innove Foundation, Education Information Technology Foundation, NGO Back to School, University of Tartu, Tallinn University Baltic Film and Media School, Cinema Bus, Estonian Film Institute, Cinema Sõprus, Estonian Electric Theater, Tartu Electric Theater Ministry of Culture, Integration Foundation and National Library.
<https://www.hm.ee/et/meediapadevuse-nadal-2019-enne-motlen-siis-jagan>

30: Orientation, Optimization and Organisation or Social media networks as tools in youth work

“30: Orientation, Optimization and Organisation or Social media networks as tools in youth work” is Erasmus+ KA1 project created by Eesti People to People team for CREATOR NGO (Poland) with the aim to train youth workers how to use social media networks in youth work, so they can incorporate new competences into their work with young people.

Eesti People to People trainers created methodology and materials based on previous projects and activities about media and information literacy. The objectives were:

- * to explore social media networks and their role in youth work;
- * to instil skills to use social media networks as tools in youth work;
- * to develop competences in creating new social media networks;
- * to discuss involvement in social media networks youth with fewer opportunities;
- * to support non-formal education and cooperation in the field of youth in EU Programme countries.

The project included a preparatory stage, training course, dissemination and follow-up activities. The training course brought together 32 participants from Poland, Bulgaria, Estonia, Greece, Italy, Latvia, Lithuania and the Netherlands. There were youth workers, youth leaders and volunteers among participants. The training course was implemented in Rzeszow, Poland between August 1–10, 2021.



During practical workshops attendees learned how to detect biases that appear in the information they receive from social media and now they can teach young people to analyze social media content with critical eye.

Participants went through a set of workshops and got a detailed information about biases that might appear on social media. They worked on the set of exercises on how to identify and distinguish various types of fallacies that may cause media bias on social media.

Moreover, participants shared competences and information from their respective countries and backgrounds, learned together about the usefulness of social media in youth work. They discussed present situation and general trends in social media, as well as current important issues covered by media in their own countries and internationally.

Youth workers discussed the role of media literacy as important issue that needs to be addressed because the social media and mass media today plays a significant role in forging social representations, conditioning perceptions and shaping young people's attitudes and behaviors.

Participants were introduced to Agenda-setting theory that describes the "ability of the news media to influence the salience of topics on the public agenda." In the context of media discourse analysis participants discussed how what are the main problematic and challenges of the social media and saw how the social media filter and shape the portrayal of the reality.

During the World Caffe working groups participants discussed social media ownership concentration that may lead the public to receive similar worldwide narratives.

Media Literacy, Heritage and Reuse in Education

Baltic Film and Media School of Tallinn University run Nordplus project "Media Literacy, Heritage and Reuse in Education" and organized different events in Film Museum in Tallinn. Project involved experts from Baltic and Nordic countries. <https://www.tlu.ee/bfm/uudised/nordplus-projekt-audiovisuaalsest-kirjaoskusest-media-literacy-heritage-and-reuse>

Covering COVID-19 through Digital Media Literacy

E-Twinning project "Covering COVID-19 through Digital Media Literacy" is related to the pandemic and fighting misinformation. <https://www.etwinning.net/et/pub/etwinning-plus/projects/project.cfm?id=220563>



6.4 Spain

The "Unravel" project

The Ministry of Education and Sports of the Junta de Andalucía and the Andalusian press associations and the Professional Association of Journalists (CPPA) have joined forces to promote media and information literacy in Secondary Education centers.

The "Unravel" project aims to offer students, in a dynamic and participatory way, the necessary tools that allow them to understand the world we live in, delve into global development problems, critically analyze reality and dismantle prevailing stereotypes. through knowledge of the media and social networks.

In this first edition, 40 Secondary Education centers participate, led by journalists with experience and training in this matter. "Desenreda" was born after the meeting held by the representatives of the Andalusian press associations and the CPPA with the Minister of Education and Sports.

The project, which runs from February to May, is made up of three training modules, each lasting two hours, which will be taught by journalists with experience and training in Media Literacy.

The first, "Journalism vs Disinformation", aims to familiarize students with the fundamentals of journalism and the responsibility and social function of journalism and its professionals in democratic societies, as well as to provide students with the necessary tools to be able to analyze critically. the information they receive, generally, through social networks, and verify its veracity.

In the module "Social Networks and Committed Journalism", digital platforms will be delved into, how they become the main agents for the spread of hoaxes and false news, and how the media and social networks perpetuate certain stereotypes around the representation of women or the migratory phenomenon.

In the third module "We are journalists", it is the students who take the initiative. You will be able to develop your own content with the notions acquired in the workshop, which will form part of a web space where the blogs of the centers will be uploaded with the news and information that the students make and which will be the meeting point of the participating centers in all the Andalusian provinces.



TechPeopleCare

The R&D&I Observatory of the Polytechnic University of Madrid (UPM) develops audiovisual learning material for basic digital literacy in new technologies, specifically designed in co-creation for each target population (elderly people, immigrants, rural population, people from developing countries, etc.).

Our methodology for the creation of audiovisual material for teaching is unique because the courses do not need a teacher, each student learns at their own pace and without schedules. Our competitors need teachers for all their courses in addition to strict group schedules and learning rhythms.

We market by technology transfer UPM:

- 1) audit service to detect needs,
- 2) consulting service to propose specific training solutions and
- 3) training materials development service.

6.5 Bulgaria

The Commission recently called a session for all interested parties to discuss the problem of internet misinformation. A Board made up of specialists, academics, media, and members of civil society organizations, as well as a working group made up of people from the major internet platforms and the advertising sector, make up the Forum. A code of self-governance for online platforms, the advertising industry, and advertisers was to be developed by the task group. The Board was entrusted with reviewing the Code of Good Practice, adopting a position on it, and overseeing its implementation.

The participants in this Code of Conduct agree to take five specific actions, including halting advertising on specific accounts and websites that disseminate false material. Making political advertising more transparent, taking action against fake accounts and online bots, giving users the ability to report cases of misinformation and access different news sources while enhancing the visibility and discoverability of high-quality content, and giving the research community the ability to monitor online misinformation by gaining access to data on privacy-friendly platforms are just a few of the measures being taken.



Social media, search engines, online advertising networks, and advertisers are all invited to sign the code. Each of these organizations offers various services through various technologies to various audiences. In order to resolve these disparities, the Code was created, allowing adherents—referred to as "relevant signatories"—to specify the pertinent commitments they will make in accordance with the Code and to specify in an appendix to the Code the particular policies and procedures they will implement.

A few years ago, the European Commissioner of Bulgarian descent, Maria Gabriel, applauded the proposal for a Code against fake news, but she also advised the platforms to step up their efforts to stop the spread of misinformation.

She claims that this is the first time ever that the industry has voluntarily agreed to a set of self-regulatory standards to combat misinformation, pledging to take a wide range of actions, including increasing transparency in political advertising, removing fake profiles, and demonetizing misinformation distributors. The duty of overseeing the successful implementation of the measures and enforcing penalties against those who violate them has been taken on by the European Commission.

Before the European Parliament elections in May 2019, one of the primary responsibilities of the Code of Good Practice was to support an online campaign that was transparent, equitable, and trustworthy while still respecting freedom of expression, freedom of the press, and pluralism.

The code includes a provision for the suspension of advertising revenue for accounts and websites that disseminate false information.

There are several best practices to apply when trying to spot fake news from real news. These practices involve actions such as verifying the source of information which is being used for the popularization of the information. This is done through checking the web address for the page that is being examined. Sometimes, fake news sites may have spelling errors in the URL or use less conventional domain extensions such as ".infonet" or ".offer".

Another approach towards tackling fake news is to verify the author and the sources being used for this article/news. This is done through researching the author's credibility based on different outputs regarding them from other online users. Verifying the sources' integrity is done through measuring how reputable this news outlet is based on the accuracy of information they have shared before and whether or not they are well-known sources of information.



6.6 Turkey

Governmental or non-governmental organizations carry out European Projects about media literacy. For instance, projects carried out by Incirliova Kultur Sanat ve Gelisim Derneği are; Media Smarts, Zoom Media, Spectator or An Actor, Infodemic, Learn Find Tell Act. These projects aim to improve media literacy skills, raise awareness, and make critical thinking, aware of misinformation, and fake news pertaining to media literacy. Also, gathering students and teachers coming from different countries enable people to get their ideas and get more conscious about media literacy.

The Radio and Television Supreme Council who is aware of media literacy and thinks that teaching children in early age is rewarding for awareness of media literacy among all ages has prepared a five-part media literacy cartoon series for pre-school and primary school age groups to get acquainted with the achievements of media literacy and to raise awareness on different issues related to the concept. Each of the five cartoons has been additionally supported with sign language translation and audio description in order to be a disabled-friendly production. In cooperation with the schools, the Turkish Educational Volunteers Foundation (TEGV) organized a few workshops and programs on media literacy and computer literacy.

As part of the Kocaeli Governorate Provincial Directorate for National Education's Provincial Action Plan, the Kocaeli University Communication Faculty is providing in-service training on media literacy. Students from the Journalism, Radio, TV, Film, and Communication Departments of Kocaeli University served as the program's instructors. The program's stated goal is to "raise responsible young citizens" who are able to read the contents of the media, differentiate between fiction and reality/actuality, and engage in critical reflection. Participants in the program (20 social science teachers) will receive information to evaluate the media in various dimensions. There are 30 teaching hours in this program, covering topics including "introduction to communication, mass communication, media ethics, television, radio, newspapers and periodicals, the internet, movies, and the influence of media on children."



European case study: Eu vs Disinfo¹⁷

EUvsDisinfo is a project of the European External Action Service's East StratCom Task Force. It was established in 2015 to better forecast, address and respond to the Russian Federation's disinformation campaigns.



Its objective is to aware people to identify and understand Kremlin's disinformation operations, and to help citizens in Europe and beyond develop resistance to digital information and media manipulation.

Through data analysis, EUvsDisinfo identifies, compiles, and exposes disinformation cases originating in pro-Kremlin media that are spread across the EU and Eastern Partnership countries. This cases are collected and searchable in the project database which currently omprises over 12,000 samples of pro-Kremlin disinformation. This database is updated every week.

¹⁷ <https://euvsdisinfo.eu/about/>



EUvsDisinfo regularly publish articles and analyses to expose new disinformation methods and practices. Election interference is one of the most important areas of work: there is a special page on the site to warn against manipulation of the democratic process.

EUvsDisinfo also train European Institutions, Member State governments, journalists, and civil society organisations, and regularly speak at international conferences.

Any Training/Course available in each country in the project topic

8.1 France

In France, there are several courses on Media and Information Literacy. Here some of them:

Respect / Groupe SOS's media education, a platform that supports all pedagogical supervisors to develop media education with online and face-to-face training (RESPECT EMI);

"Info Hunter", a program to facilitate and create information deciphering pathways for young people, a program that creates courses for young people to analyze digital information in a class or a workshop for them to develop their critical thinking and to give them necessary skills for assessing information and content (Info Hunter);

"The Watchers of Information", an educational path to equip education professionals and fight against infox and conspiracy theories (Les Veilleurs de l'info, Les veilleurs de l'info – Vidéos | Lumni);

"1 day 1 news – Reporters of the world", a media education platform for schools, colleges and leisure centres (Reporters 1Jour1actu);

"Getting well informed, you can learn!", an educational kit to get started in MIL (Media and Information Literacy) with children (Nouveau ! Une mallette pédagogique « Éducation aux médias et à l'information »);

"DATAlirelaDATA", a platform to teach young people to be actors in the world of data (<https://datalireladata.com/>)

"Fake news: how to raise awareness and protect young people?"

Day of training and appropriation of pedagogical and animation tools for youth professionals.



Radicalization is a process by which an individual adopts an increasingly extreme belief and which may result in a violent form of action. These last years have shown us that we can all be concerned by this phenomenon even if some are concerned by this phenomenon, even if some people may be more vulnerable to the radical offer.

It is therefore essential to reinforce prevention among certain groups, especially young people. This is why the CRPRS proposes to help professionals working with families and young people with the prevention tools that already exist to prevent radicalization. These tools can be translated into

in different ways, notably through workshops aimed at developing critical thinking skills, questioning to develop critical thinking skills, to question identity malaise, or to learn how to spot fake news.

Today, information circulates at an impressive speed. It's a race to see who can make the buzz at the risk of divulging erroneous, unverified or modified information. How can we find our way around? How can we distinguish false information from true information? This training day, in the presence of Aude Favre, independent journalist and specialist in this field, aims to remind us of the stakes involved, but above all to enable professionals to allow the professionals to appropriate tools allowing the young people to develop their critical spirit and measure the consequences of their diffusion.

The intervention is planned for 15 professionals welcoming a young public.

Program :

Fake news: what are we talking about?

Aude Favre, freelance journalist, specialist in fake news, creator of her Youtube channel WTFake and of the association Fakeoff which fights against disinformation among young people.

– Fake news and conspiracy theories: what are we talking about? How to spot them? Why do we believe them? What are the stakes involved?

– Reminder of the role of a journalist and why trust him.

Workshops for appropriating the tools.

The participants choose a workshop that will allow them to appropriate the proposed tool (moderation methods – pedagogical process – points to watch out for). The workshop time allows them to prepare the practical session.

Workshop 1 – Newscraft

Newscraft is a serious game that immerses young people in the world of journalism. They have to put themselves in the shoes of a journalist and create information from the data they have.



Thanks to this experience, the young person learns about the stakes and the complexity of creating information while developing his critical mind. The objective of this game is to teach them to be better informed.

Intervener : Amandine Kervella, lecturer in information and communication sciences at the University of Lille¹ and member of the Geriico laboratory.

Link : <https://newscraftseriousgame.com/>

Workshop 2– Déclic'critique

Déclic'critique is a tool developed by the Center for Media and Information Education (CLEMI). On social networks, there are many videos circulating, but how do you know which ones are true information? Thanks to this tool the young person will learn how to verify the authenticity of a video before sharing it on social networks.

Speaker: Benjamin Taverne, in charge of media and information education at CLEMI.

Link: <https://www.clemi.fr/fr/declic-info-intox.html>

Putting the tool into practice

Participants will try their hand at using the tool by presenting it to the other group.

8.2 Italy

In Italy it is still difficult to find examples of media education courses.

A virtuous example is undoubtedly the *City of Florence*¹⁸: since 2015 it has been organizing media education courses aimed mainly at the 0–6 age group. Alongside the activities aimed at children, however, we find specific training aimed at both educators and families.

In short, the planned activities are:

❖ for children:

- building toys with 3D printers;
- I-Theatre;
- eTwinning;

¹⁸ <https://educazione.comune.fi.it/pagina/0-6-anni/media-education>



- Robot@School;
- Image education, media education and digital citizenship.

- ❖ for educators:
 - Media Education Zerosei: a digital laboratory for education of trainers and teaching staff;
 - Digital genial;
 - Media Education in Early Childhood: from the perspective of continuity 0–6
 - Image education, media education and digital citizenship.

- ❖ for families:
 - Conference Zerosei Digit@I Children. Media Education in the nursery and pre-school;
 - 2.0 Families Conference. Practicing Media Education with Children, Girls and Families;
 - 2.0 families questionnaire.

Already mentioned in the first paragraph of this country snapshot, another virtuous example is the *Italian Media Education Association (MED)*. This centre organises several Media Education courses, mainly aimed at teachers, and annual summer schools for intensive training. These courses use an online platform for training.

Some examples of workshops activated in previous years:

- Photography to educate for well-being and freedom;
- Data behind the scenes. Data literacy paths in schools;



- Radio at school, school in radio;
- Designing educational games: how creativity can foster knowledge.

The Ministry of Education, in cooperation with the European Union, has launched the portal *generazioniconnesse.it*. on this site it is possible to find educational kits aimed at children and educators. Each didactic kit deals with a specific module and allows the download of in-depth didactic material. The module that deals with Media Education offers the possibility of deepening four aspects:

- Cyber stupidity (a sort of introduction to a correct online behaviour);
- managing social communication;
- hate speech;
- new media education.

Each of these modules offers teachers the opportunity to download teaching materials to address these issues in school.

8.3 Estonia

Young people are interested to gain media literacy competences. First of all, media literacy is about critical thinking, about disinformation, misinformation and post-truth. There no special lessons about this at schools, only departments of journalism in Tartu and Tallinn Universities provide special courses.

Currently Estonian schools have no recommendations about how to interpret and realize any of the cross-curricular themes (e.g. media, safety, sustainable development, ICT, and carrier development). Thus, the cross-curricular theme can be easily transformed into an elective subject as it is done with the theme Media in 43 gymnasiums around Estonia.

Presently there is no overview of what is taught in those “Media education” classes. The content and themes of the class mostly depend on teacher’s views and preparation. Furthermore, usually there is no or very little control of what is taught in media classes. Private discussions with



several media teachers allow to presume that the emphasis in those classes is often on teaching journalistic genres – news, feature, interview, etc. – especially for written press.

One of possible approaches like film education, or critical reading, are covered in some schools. Since the different paradigms of media literacy are not even discussed in Estonia, every teacher uses one's better understanding and personal experiences of media education – which in most cases leads to aesthetic paradigm. Media literacy is present as a part of other subjects, especially mother tongue. The English version of Estonian national curricula is available at: <http://www.hm.ee/index.php?1511576>

8.4 Spain

MyriadX

The MiriadaX platform hosts, for the seventh consecutive year, the MOOC: "Educating for new media: media competence for teachers". Teachers from the Alfamed Network offer this free online course that values Media and Digital Literacy, essential to generate the critical thinking required by the hyperconnected society in which we find ourselves.

In this way, it is intended that, hand in hand with experts in the field, referents in the current academic and scientific panorama, they train teachers, favoring the implementation of innovative and active methodologies focused on digital and communication media, so that develop the critical and creative capacity of children and young people in the consumption and production of audiovisual messages. In short, it is about them acquiring skills and attitudes to become media prosumers.

The course, which articulates both theoretical and practical content in four modules, offers a broad view of Media Competence, delving into the media as a teaching resource and as curricular content. In addition, didactic proposals that generate teaching–learning processes applicable in different educational environments are analyzed, and the keys to success in becoming an educommunicator are shared with the teacher.

Online Media Literacy course for journalists

The Malaga Press Association (APM) organizes an online Media Literacy course for journalists whose objective is to provide them with the necessary specialization so that they know and master this subject and increase their edu–communicative capacity among citizens.



The quality of the information we receive influences our freedoms, so we must have the ability to discern between what responds to the principles of journalism, in terms of accuracy and rigor, and what responds to other types of interests and are of origin. misinformation and falsehood. Media Literacy provides citizens with the necessary skills to fully develop and enjoy the benefits of freedom of expression and the right to information. It is an increasingly essential training in today's society, given the overabundance of existing information and not all of quality.

Media education allows citizens to learn how it works and develop a reasoned and critical understanding of its techniques and the effects they produce, which gives them the ability to promote free, independent and reliable media and information systems. pluralists. However, educommunication is a serious lack of our society in all sectors of the population, especially among children, adolescents and the elderly, groups more exposed to the problems of disinformation.

8.5 Bulgaria

Media literacy skills are included in the educational standards of every country — in language arts, social studies, health, science, and other subjects. Many educators have discovered that media literacy is an effective and engaging way to apply critical thinking skills to a wide range of issues.

Association Walktogether Bulgaria hosted a youth exchange with partners from North Macedonia, Lithuania, Greece, Croatia and helped young people to understand that we live in a media reality which is affecting our opinions and our decision-making. They also helped through guidance how to identify common hoaxes that are entering social media and spreading very quickly thanks to the accumulation of shares, shocking titles and “easy explained truth”.

The objectives of the youth exchange were to develop critical thinking skills and skills on how to advocate for media justice, identify the problem why young people can't recognize the legitimate source of news, recognize bias, misinformation, lies and what the media maker wants us to believe or do, identify how are stereotypes generated and used by media and the manners in which stereotypical concepts affect young people's attitudes.

This project helped young people in developing level of key competences of media literacy and also promoted their participation in democratic life in Europe and the labour market, active citizenship, intercultural dialogue, social inclusion and solidarity.



The "Think Critically, Act Logically" international training session on countering fake news was performed in Kranevo, Bulgaria between June 15 and June 24. The participants' involved in the training session were supplied with a professional education and access to a workspace. This event consisted of 32 youth workers from 7 different European nations—Armenia, Georgia, Greece, Romania, Portugal, Ukraine, and Bulgaria. With the help of excellent trainers and the diversity and experience of the group, eight days of learning, exchanging thoughts and experiences, forging connections, forming partnerships, and networking were possible. The training course had as goals to developed the participants critical thinking when it comes to online media, they sought to achieve that through media literacy and critical thinking skills to analyze and evaluate the impact of media images and messages on youth work and society, as well as exploring and promoting tools (digital and offline), activities, and methodologies to combat fake news and disinformation. It also included carrying out and disseminating educational toolboxes for youth workers to combat fake news in their communities through follow-ups.

Another event organized by the teachers' training program on media and information literacy, which is a component of the Erasmus+ KA3 project IN-EDU – INclusive communities via media literacy and critical thinking EDUcation, is another excellent example. The training Media Literacy Days in Bulgaria began with a training session put on by the Sofia Development Association. The course gave 39 teachers both theoretical information and practical assignments on February 5th in SofiaLab. Those who successfully finished the training received different educational tools and materials, as well as certification. The training will be helpful for the forthcoming civic hackathon where student teams will compete and build campaign activities around media and information literacy. An international team of specialists has created the training course and the reference materials as part of the INclusion Communities via Media Inclusion and Critical Thinking EDUcation (IN-EDU) project, which is funded in part by the EU's Erasmus + program.

A similar example is the youth exchange "Media Literacy for Youth" that took place from 19th to 26th August in Lovech, Bulgaria. Throughout the course of just 7 days, by participating in many fun, creative games, they managed to explore concepts like media manipulation, fact-checking, fake news, machine learning algorithms tampering with people's newsfeeds.

Next to that, Norsensus Mediaforum participated in the "Stop Hating Start LOVEing" project, which used graffiti to promote the No Hate Speech Movement and combat hate speech in a non-violent manner. In accordance with Erasmus+ KA1, the project was run by Bulgarian partners Alternativi International in Bansko, Bulgaria, from May 20-27, 2016.



During this event, 30 participants from Estonia, Bulgaria, Hungary, Portugal, Macedonia, and Norway shared their knowledge and experience from various economic and geographic backgrounds to learn more about hate speech, its sources, and its effects. They have also exchanged information regarding the prevalence of hate speech in their respective countries as well as effective methods of combating it through the use of graffiti.

Lastly, between May 18 and May 26, 2022, a youth exchange program called "Real or Fake – Time to AwakE+," which was also supported by the Gabrovo Municipality, was held.

A group of students from the youth departments of our branches took part in an interactive youth exchange program on "Media and Internet Risks" in Gabrovo with 25 young volunteers from Spain, Germany, the United Kingdom, Serbia, and Bulgaria as part of the EU Erasmus+ programs.

The initiative made an effort to improve young people's media literacy, internet security, and fake news literacy skills. As a result of the research and activities, a pamphlet about the project was created, and the locals were informed of the findings of the survey that was carried out in Gabrovo as part of the project.

8.6 Turkey

There are available training and courses at schools, universities and some institutions about media literacy in Turkey. The relevant institutions began to take new steps for media literacy since the media literacy term became important and necessary for Turkey. By this idea, many meetings, conferences and e.c were organized for new training and courses about media literacy. It is more accurate to examine training and courses in media literacy historically somehow. Here are some historical process of media literacy in Turkey;

Firstly, It was held a communication meeting about media literacy awareness to create new steps for education with the participation of the Turkish Radio and Television Corporation and Radio and Television Supreme Council on 20–21st February in Ankara. One of the major issues of the meeting is that aimed to begin the studies harmonized with European Union which can provide for social and individual education and culture, protect children from detrimental broadcasts without affecting mental health adversely. And also it was added some policies to meeting topics about adding new media literacy lessons which provide awareness for both children and younger, especially in lesson plans of primary and secondary school. The Radio and Television Supreme



Council declared a pronouncement about why media literacy is essential in International Media Literacy Conference which was held by Marmara University first time in 2005. It was analysed and researched the results of some programs and studies.” Public Opinion Research of Watching Television Habits of primary children” which organized by the Radio and Television Supreme Council in 2006 showed that students watched television about three hours a day and revealed some crucial results pertaining to habits of listening radio and internet usage of students. It was created a commission with the attendance of academicians from some universities of the country. The examples of the U.S.A and Europe were analysed and domestic and foreign articles and other studies on the subject were evaluated in detail. In parallel with the developments in the world, new approaches to teaching programs have come to the fore. By a commission consisting of the Presidency of Education and Discipline Board, Radio and Television Supreme Council experts and communication science academicians, Media Literacy Course Curriculum and Teacher's Guide” has been prepared. Thus, a new understanding that is activity-centred, that balances knowledge and skills, that takes into account the student's own life and individual differences, and that allows interaction with his environment, has been tried to be implemented. “Primary Education Elective Media Literacy Course Curriculum” was accepted after discussion at the Ministry of National Education Board of Education on 31 August 2006. In this direction, in the 2006–2007 academic year, the media literacy course was started to be taught in five pilot provinces determined by the Ministry of National Education, and as of the 2007–2008 academic year, it started to be taught as an elective course in the 6th, 7th and 8th grades of primary schools. Not only primary schools but also some universities have media literacy courses in their syllabus. Online education which has become important since the pandemic is a way of getting media literacy courses. Also, you can get a certificate when you take lessons from distance education. Gedik University, Istanbul University, Ministry of Education e.t can be exemplified for institutions.

Relevant national publication on that (Analysis of Literature)

9.1 France

https://www.assemblee-nationale.fr/dyn/15/rapports/cion-cedu/115b0990_rapport-fond



The law against the manipulation of information, which aims to better protect democracy against various forms of intentional dissemination of fake news, was voted in second reading in the National Assembly on November 20, 2018.

The text addresses the massive and extremely rapid spread of fake news via digital tools, including the propagation pipes that are social networks and media under the influence of a foreign state.

The focus is particularly on the campaign periods, just before and during elections, to concentrate the tools on the real danger, i.e. attempts to influence the results of elections (as we saw at the time of the last US presidential election or the Brexit campaign). The following measures are planned during these periods:

Transparency obligation for platforms, which will have to report sponsored content, publishing the name of its author and the amount paid. Those that exceed a certain volume of connections per day will have to have a legal representative in France and make their algorithms public.

Creation of a summary legal action to quickly stop the circulation of fake news. It is the judge of summary proceedings who qualifies the "false news", according to the definition of the law of 1881, with 3 criteria:

- the false news must be obvious,
- be spread massively and artificially,
- lead to disturb the public peace or the sincerity of a vote.

Outside of election periods, the text creates a duty of cooperation for platforms, to oblige them to put in place measures against false news, and to make these measures public. The control of this duty has been entrusted to the Conseil supérieur de l'audiovisuel (CSA), which will also be able to prevent, suspend or interrupt the broadcasting of television services controlled by or under the influence of a foreign State, and undermining the fundamental interests of the nation. The text is aimed at deliberate attempts to manipulate information and will have no impact on journalistic work, which may consist of revealing, at any time, information on issues of public interest.

It creates a legal framework that is more protective than a situation that is not regulated by law, where platforms censor content on their own, without even being required to explain the criteria for this censorship.

PRESS ETHICS

At a time of abundance of content, the distinction must be more marked between professional information, obeying demanding journalistic standards, and other informative content. The



question is equally acute for the printed press, its digital variations, the audiovisual media and the exclusively digital media.

As part of the second reading of the proposed law, a mission has been entrusted to Emmanuel Hoog, former president of AFP. The aim of this mission is to come up with an operational proposal for a press ethics body bringing together journalists, publishers and civil society. This proposal could be translated into a legislative or regulatory text.

WHY? Faced with the new threat to democracy posed by the dissemination of false news, the British Parliament has set up a commission of inquiry; the German Parliament has passed legislation; the Italian authorities have set up a platform for reporting false news. France could not stand still.

WHERE DOES IT STAND?

December 20, 2018: the Constitutional Council validates the law and delimits its scope

November 20, 2018: final adoption of the law by the National Assembly

November 6, 2018: motion by the Senate to oppose the preliminary question

October 9, 2018: adoption of the bill on second reading, with amendments, by the National Assembly

July 26, 2018: motion by the Senate to oppose the previous question

July 3, 2018: adoption of the bill on first reading, with amendments, by the National Assembly

26 March 2018: accelerated procedure initiated by the Government

March 16, 2018: the bill is tabled in the National Assembly

9.2 Italy

- Rosa Giuffrè, *Social Education*, Flaccovio Dario Editore, 2017:

it is a book aimed at so-called 'digital latecomers' who experience the social networking environment on a daily basis for pleasure, hobbies, to look for work or to develop new successful professional relationships. It provides target readers with a series of useful tips for building good online relationships, a path of awareness that guides them in the knowledge of both the written rules that aim to protect your personal digital safety, and the implied rules that improve and foster correct communication and thus valuable relationships between users. The topics covered are: digital identity, compiling a correct profile, privacy, fake profiles, communication with newsletters or in groups, online communities, up to fake news. The course concludes with



insights into the most dangerous practices widespread on the Net, the psychological and legal consequences of Internet or social network abuse, with advice on how to defend oneself and who to turn to.

- Umberto Galimberti, *Il libro delle Emozioni (parts four and five)*, Feltrinelli, Milano, 2021: the Italian philosopher explores the approach of digital natives to the 'world' of the internet and its effects, such as 'de-realisation' and 'de-socialisation'. Galimberti also studies the fallout of social use on young people's emotions, highlighting the progressive transformation of homo sapiens into homo videns.
- Riccardo Tennenini, *Schiavi digitali. Alienazione, narcisismo e controllo al tempo dei social network*, Passaggio al bosco edizioni, 2019;

the human being is now reduced to the role of cyborg in an increasingly interconnected society that can no longer distinguish between what is real and what is virtual. Among the most cogent dramas of our time is undoubtedly the very strong dependence on social media and smartphones of contemporary man, increasingly at the mercy of digital capitalism .

- Elena Bissaca, Massimo Cerulo, Cosimo Marco Scarcelli, *Giovani e social network. Emozioni, costruzione dell'identità, media digitali*, Carocci Editore, 2021;

the authors explore the youth universe through a sociological survey conducted in the cities of Padua, Turin, Perugia, Cosenza and Palermo on 400 young people. The focus is on the transformations taking place in the world of youth with regard to the construction of identity, the manifestation of emotions, the different forms of sociality that are established both in public and in private, and the functions played by social networks in these processes.

- Giuseppe Riva, *Nativi digitali. Crescere e apprendere nel mondo dei nuovi media*, Il Mulino, 2019:

the author the impact of technology on Generation Y, i.e. the young people who were born and raised with it, on the way they think, feel and relate. He explores the changes between talking to a friend by looking him in the eye or posting a message on his Facebook wall. Does the virtuality of new media alienate us from reality or, on the contrary, help us face the challenges of modernity? And how can educational structures educate digital natives?



9.3 Estonia

Estonia works on media literacy on all levels of formal education. The main information can be founded in Kadri Ugur dissertation in Tartu University “Implementation of the concept of media education in the Estonian formal education system” (2010).

https://dspace.ut.ee/bitstream/handle/10062/15899/ugur_kadri.pdf?sequence=1&isAllowed=y

There is good analysis of “Media and Information Literacy Policies in Estonia“ published in Tartu University in 2014. Authors wrote that in the 1990s after Estonia had regained independence, media education started to acquire new features. A group of about 30 teachers of Estonian language had and extensive in–service training, which included in addition to the gender education also critical reading, media economy, media ethics, etc.

Interesting facts are in research made by Maarit Jaakkola, PhD, Associate Professor, the co–director at Nordicom, a centre for Nordic media research at the University of Gothenburg, Sweden. He wrote that despite similarities, there are also striking differences between the Baltic countries. When it comes to conditions of promoting media literacy, the neighbors show notable

Country	Official language	Government	School	Civil society
Estonia	Estonian	Media (and communication) education (<i>meedia- ja kommunikatsiooni-] haritus, meediakasvatus</i>)	Communication competence (<i>suhtluspädevus</i>) and digital competence (<i>digitaalne pädevus</i>), information environment (<i>teabekeskkond</i>) as cross-curricular topic	Media competence (<i>meediapädevus</i>), media (and information) literacy (<i>meedia- lja info]kirjaoskus</i>)
Latvia	Latvian	Media literacy (<i>medijpratiba, mediju pratiba</i>)	Digital literacy (<i>digitālā pratiba</i>)	Media literacy (<i>medijpratiba</i>)
Lithuania	Lithuanian	Media and information literacy (<i>mediju ir informacinis raštingumas</i>)	Media and information literacy (<i>mediju ir informacinis raštingumas</i>)	Media and information literacy (<i>mediju ir informacinis raštingumas</i>), media literacy (<i>medijų raštingumas</i>)

differences.

Source: Jaakkola, Maarit (2020). [Editor’s introduction: Media and information literacy research in countries around the Baltic Sea](#) Central European Journal of Communication 13 (2/26), p. 151.

The report entitled “A study on the state and trends of media policy” written by academics from the Universities of Tartu and Tallinn, suggested that the improvement of media and language education should be a better–prioritized aspect in media policy. According to the report, strategy documents should pay much more attention to the media and communication education. The report points out that media education in Estonia has primarily been associated at the policy



level to the fields of strategic communication, marketing communication, and general information literacy. New plans related to media literacy issues may therefore be expected in the near future. <https://media-and-learning.eu/type/featured-articles/media-literacy-in-the-baltics-similar-backgrounds-but-different-approaches/>

Estonian audiences have greater trust in online offerings, while older age groups have the greatest trust in television and radio. Commercial channels are still less trusted than the public service channels. https://www.researchgate.net/figure/Trustworthiness-of-ERR-private-broadcasting-and-print-media-among-the-Estonian_fig2_340412230

9.4 Spain

- Strategies for Media Literacy: audiovisual skills and citizenship in Andalusia

The research project presented here is aimed at introducing the context of "audiovisual competences" in Andalusian citizenship through the analysis of the main deficiencies and needs of citizens, as well as establishing a broad evaluation program to arrive at training initiatives. and conclusions.

This study aims to offer an updated conceptualization of "audiovisual competence" in the digital environment, and transpose it to a specific intervention environment, in order to detect needs and deficiencies, plan global strategies for the Administration and create training programs for the various sectors involved.

In this sense, the language of the still or moving image should become a basic skill so that citizens can fight against possible manipulations. Technological advances have reached unsuspected limits with regard to the dissemination of images, and with regard to the interests of the audience. However, efforts to articulate training in the critical spirit have not been developed at the same pace. In general, the concept of audiovisual competence has not been analyzed too often. There are few studies that analyze the degree of knowledge and understanding of the elements of the audiovisual media, especially among the most vulnerable groups in society, such as children and adolescents.

Parallel to the wave of transformations that we are witnessing, communication tools for children and adolescents are currently even more complex, and are manifested in different formats that are continually updated. Therefore, in order to create constructive leisure programs that promote



reading and media comprehension, it would be necessary to determine the actual level of competence, scientifically analyzing both the context and the subject matter itself.

- Mediamorphosis and misinformation in the infosphere: Media, digital and information literacy in the face of changes in information consumption habits.

From theoretical reflection, this work (Aguaded, Romero-Rodríguez, 2015) shows that the current communication and digital ecosystem is endogenous and systemically misinformative, as it has gradually become an oversaturating and infoxicating scenario, crossed by a dynamic of mediamorphosis, in the one in which traditional media seek to compete for the preference of the audience against the range of digital proposals due to their economic subsistence, generally trying to spread pseudo-informative content of great limbic value, but lacking in utility in the decision-making process. Thus, this article seeks to analyze the aforementioned problem through the review of different multidisciplinary academic contributions to later refer to those that, from within the theories of media, digital and information literacy, contribute with recommendations and pragmatic strategies to face the situation.

The work focuses on the media-digital society in a context of media convergence and multiple screens, outlining the social changes in which audiences are currently inserted.

As a result, it was obtained that it is necessary to adapt an "infodiet" or media ecology from the user's perspective, alternating moments of disconnection, without abandoning the efforts that from Educommunication and communication policy could contribute to social transformation, in order to promote quality educational, cultural and informative content from a perspective of pluralism, citizen participation.

- Media Literacy in family scenarios: diagnosis, needs and training proposal.

The processes of Media Literacy that occur in a sample of families from all over Spain are described around their critical capacity against the use of technical language, effective and responsible management, discrimination of values and trends transmitted by the media, their assessment of the information transmitted, their training, commitment and participation as consumers thereof; In addition, their most pressing demands and concerns regarding the means they normally use are collected. The methodology applied is qualitative and the information is extracted through the application of the Focus Group in nine Spanish provinces (González et al, 2019).



9.5 Bulgaria

The relevant national publications regarding fake news mainly focus on the idea of how widely spread they are across the country. Even though all of these researches that were made in order to create awareness for the fake news surrounding the online environment seem to be neglected. An important part to notice from these researches is that they were mainly executed by external companies not allocated within the country or related to it. This goes to suggest how “actively” the national government has been trying to educate the citizens within the country. All of the researches describe where the issue is and also describe approaches as to how to tackle these issues related to fake news. In recent days the government has begun being more operative by showing proactiveness towards educating its people.

One of the most recent approaches taken was to create training sessions that go in-depth as to how to tackle these issues with fake news, as previously described these training sessions were led by teachers and professors.

Another approach being taken by the government is to create a governmental body which is strictly related to regulating the online platforms and the information that is being exposed to the people. This governmental body is yet to be established, but its formation is a sign of how severe fake news has become within the country.

The high level of security and purity of the information within the digital environment can be achieved through actively educating and qualification of its users. This is the current aim of the government and its way to fight the pandemic of fake news. Schools and universities are beginning to actively teach their students how to identify and use best practices within the digital environment. The aim of the current institutions that are actively using these methods of teaching is to summarize these methods and the instructions that they provide in order for them to be assimilated easily to recognize fake news. The scientific applied value of the present works gives an added value in enhancing digital culture and critical thinking of readers, improves their experience and knowledge of recognition for fake news and disinformation.

Education is a key aspect in tackling fake news. Researches have shown that educated people have a higher success rate of recognizing fake news and it's less likely that they fall victim to fake news, since they have been taught how to distinguish them.



9.6 Turkey

The first international media literacy lecture was held at Marmara University in 2005. Many academicians from various universities attended. It was discussed about meaning, functions and origins of media literacy, the process of information. One another meeting pertaining to media literacy was held at Selçuk University by Slovenian researcher assoc. prof. dr. Karmen Medica. She dealt with the issue by saying that "Media, especially social media usage is widespread all over the world. Increasing social media usage times and the negativity that comes with it is a global reality. We cannot ignore this fact. However, minimizing it is with media literacy, that is, with conscious media users possible." said.

Main Gaps identified (list gaps identified)

10.1 France

The Superior Audiovisual Committee

After analysis of the data collected, the CSA formulates a series of recommendations to online platforms, among which those of :

simplify the reporting tool with a better visibility so that the sending of a report can be finalized in three clicks maximum;

better inform the authors of alerts of the procedures and risks involved with a precision on the deadlines;

maintain human intervention, in addition to automated systems, in the means of detecting false information even in periods of acute crisis and influx of questionable information.

Concerning the systems of algorithms set up to detect false information, the CSA suggests :

to be more explicit about the way they work towards the users ;

to declare all resources, tools, modifications made to fight against biased information.

IN BRIEF

Fight against false information online: what mechanisms are in place?

Eleven platforms concerned



The CSA study targets eleven platforms exceeding a connection threshold of five million unique visitors per month which are, in accordance with the law, required to cooperate. They are : Dailymotion, Facebook, Google, LinkedIn, Microsoft, Snapchat, Twitter, Unify (Doctissimo), Webmedia (jeuvideo.com), Wikimedia Foundation, Verizon Media (Yahoo search).

The CSA observes a very heterogeneous level of answers even if it notes a progression in the quantity and the quality of the transmitted answers.

the means implemented by advertisers to fight against the manipulation of information and the potential advertising revenues from accounts spreading false information; figures on the effectiveness of the means deployed.

However, mechanisms for reporting false information have been put in place by all of these operators, with the exception of the Wikimedia Foundation, whose content is continuously updated by the moderators.

Compared to the 2019 assessment, the CSA notes an increase in the amount of information transmitted by operators but regrets a lack of transparency towards users, particularly with regard to automated systems and content recommendation.

Other points of improvement mentioned: the sources of authority are better identifiable on the sites and the measures against accounts propagating false information are on the rise. The CSA regrets nevertheless a heterogeneity of the levels of warnings against information manipulation with a multiplicity of terms used which can produce confusion (infox, fake news, misinformation, disinformation...).

10.2 Italy

Comparing the data collected, the most prominent gaps found in young Italians in relation to the media are:

- *social media addiction*: it is quite clear that Italian youngsters find it difficult to disconnect from their smartphones. The need to feel connected to the rest of the world for as long as possible has obvious repercussions in the various areas of our youngsters' social lives. In addition, it could lead to other psychological consequences such as a poor ability to concentrate, a reduction in social skills, a distorted way of perceiving themselves and others, etc.;
- *hate speech*: The distorted perception of the boundary between real and virtual encourages online aggression. *Cyberbullying* is constantly increasing among youth communities and often



leads to serious consequences in the real world (altered emotionality, altered self-esteem, self-harm, up to more dramatic phenomena such as suicide);

- *poor parental control*: especially the very young, are often left alone in front of smartphone and tablet screens. Young parents seem to give technological devices a baby-sitting role, as they are not aware of the dangers this entails. Parents, on the contrary, should supervise and encourage the correct use of new technologies. Yet we suffer from poor media literacy especially in those who should act as guides. In the data collected, the younger generation is well aware of this deficiency and they could be the ones to promote correct behavior in their families.

10.3 Estonia

There is need for better critical thinking for young people. The main educational barrier is that Estonian population is the least critical of the dangers of fake news in the European Union, according to a recent Euro-barometer survey. The Estonian people are among the most trusting when it comes to the media in the European Union.

The majority of Estonian people trust the radio (87% of people, while the EU average is 78%); social media and communication applications are trusted the least (52%; 36% in the EU). There is a clear tendency to trust classical media channels more than web-based channels in Estonia and in the EU in general.

This surveys show that there is need to have better education about misinformation but there is lack of training providers in the field of adult education, so mostly education happened via media and social media.

10.4 Spain

At the national level, the Digital Agenda 2025 (Gómez-Hernández, Vera-Baceta, 2021) establishes digital training among its 10 priority axes, with the aim of "reinforcing the digital skills of workers and citizens as a whole" and pursuing the goal of ensuring that 80% of the Spanish population have basic digital skills at the end of their programming period.



Spain starts from a relatively advanced position in the field of the Digital Economy and Society (it ranks 11th out of the then 28th in the DESI1 global index) which, however, exhibits disparate results in terms of human capital:

- Almost half of the Spanish population (43%) lack basic digital skills and 8% have never used the internet.
- The proportion of ICT graduates only represents 4% of all graduates.
- The share of ICT specialists in total employment is 3.2%.
- The participation of women ICT specialists has stagnated over the last four years at around 1% of total female employment.

For this reason, although the evolution of Spain is positive, the lack of digital skills, both basic and advanced, is a brake on digital transformation, which will have to face the following challenges:

1. Let no one be left behind in their inclusion in the digital world.
2. Reduce the digital gap due to gender, increasing the number of women enrolled, graduated and working in ICT sectors.
3. Guarantee the acquisition of adequate digital skills for education, both by teachers and students at all levels of the education system.
4. Guarantee the acquisition of advanced digital skills for employed and unemployed people.
5. Guarantee that Spanish companies in general, and SMEs in particular, have sufficient digital skills to face their digital transformation process.
6. Guarantee that Spain has a sufficient training offer to respond to the need for digital specialists in the different productive sectors (the demand for these profiles grows up to 4 times faster than the offer).

In this context, this National Plan for Digital Competencies aims to overcome each of these challenges, providing a roadmap to identify the necessary measures to ensure that all citizens have the necessary tools to acquire and develop digital skills.

The Plan distinguishes seven lines of action and a total of sixteen measures, aimed at improving digital skills in seven different areas: (1) citizenship in general, guaranteeing digital inclusion;



(2) reduction of the digital gap due to gender; (3) acquisition of digital skills for the education of teachers and students at all levels of the educational system; (4) advanced digital skills of the active population; (5) digital skills of people at the service of Public Administrations; (6) digital skills for Spanish companies in general, and SMEs in particular; and (7) promotion of ICT specialists.

10.5 Bulgaria

The main gaps can be identified in many fields regarding media literacy. These gaps are within education, hate speech regulations, lack of basic digital skills and lack of knowledge on how to practice critical thinking.

Although, within the education sector things are just starting to develop and teachers are yet to be educated on how to tackle fake news and improve their critical thinking and to be able to transfer that valuable knowledge later to their students. This process is not executed by all educational institutions, but only by a handful of them.

Hate speech is another big gap within the educational institutions. Many of them do not address topic such as discrimination, what is hate speech, what are stereotypes and prejudices. This knowledge is of critical importance to be provided to the students and younger pupils and without it progress is stalled and they are uninformed about the impact it can have on society.

The average age of the country is above 45 years of age and the majority of them have no knowledge of how to distinguish fake news, since they have never been taught of any approaches to do so. Critical thinking is less developed within this age group and above and the lack of knowledge is the main reason for it. These age groups are heavily reliant on the news and articles they find online, but they do not have the skills to distinguish whether what they are reading is accurate or misleading.

Another main gap is that there is a sizable lack of information regarding journalists which have been prosecuted for spreading misleading information. Which inclines that the government does not take an action towards them. There are many fake products and fake adverts online which are published by different types of people and organizations which aim only to deceive people for their goods. These fake adverts are in no way tackled by the government or prosecuted.



Although there are many main gaps, they can be regulated by the government through enforcing different types of laws and taking action against people who spread them.

10.6 Turkey

When it comes to Turkey, the first problem is the need for more awareness about the matter of media literacy and the proper use of internet sources. Most people have no access to sufficient knowledge and may have no idea about the term media literacy or do not take it seriously. The spread of fake news and the exposition of them greatly affect people, especially the ones vulnerable to harmful or fake content. On the other hand, although there are some studies to include media literacy in the education system, it is still not enough to reach the majority of students. The existing approach of the policies covers only a limited group and should be extended. Besides, the education of children has huge importance in their lives. Education starts at home and continues at school. That is why the level of awareness of teachers and parents plays a vital role in the process. However, their lack of information may be problematic in the process of media literacy education. Since these people have no sufficient knowledge of the subject, they could have difficulty in teaching the matter.

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