



Question what you get. Media education to fight Disinformation

A.1. DESK RESEARCH

Greece



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2. Measures against disinformation	Answer
<p>2.1 Indicate the main strategies your country has followed to fight disinformation in the last 5 years (possible regulatory framework, possible creation of agencies, forums or expert groups...).</p>	<p><u>Legal Framework:</u></p> <ol style="list-style-type: none"> 1) The first Greek law, which refers to market manipulation through the dissemination via the mass media, the Internet, or by any other means of information which gives or is likely to give false or misleading information about financial instruments or rumours or misleading news, if the disseminator knew or ought to have known that the information, rumours or news were false or misleading, was enacted in 2025. 2) A provision of the penal code, which was approved by the Greek Parliament on 11 November 2021, criminalizes the spread of "false news." The amended Penal Code targets the dissemination of false information likely to cause concern or fear among citizens or to undermine public confidence in the national economy, the country's defense capacity, or public health, punishable by up to five years' imprisonment. The law was published in the Government Gazette on 12 November and subsequently came into force. However, there is a serious risk that this provision could be misused to punish media professionals, civil society, and anyone who criticizes or takes a stand against government policies, thus serving as a deterrent to freedom of speech and media (Source: Human Rights Watch). Due to these concerns, the government has withdrawn the controversial Article 191 of the Penal Code regarding the dissemination of fake news, which had sparked a storm of reactions from institutions, but mainly from journalists' associations, during its adoption in November 2021. This provision, denounced as a form of censorship, had broadened the definition of false news by including it in the offenses of "abstract endangerment," meaning without requiring the occurrence of a specific result for conviction. 3) So, in December 2022, with the main criticism being that the provision was deemed dangerous to free speech, the penal code article was amended. It now specifies that for an offense to be committed and criminal

	<p>proceedings initiated, it is no longer adequate to merely demonstrate an "abstract" danger; instead, there must be evidence of the "result" of causing fear rather than just concern. In other words, actions and outcomes must be supported.</p> <p>4) According to data published annually by Reporters Without Borders (RSF) in 2022, Greece dropped thirty-eight places compared to last year in terms of press freedom and now ranks 108th out of 180 countries.</p> <p><u>National Institutes:</u></p> <p>5) National Center of Audiovisual Media and Communication: The National Centre of Audiovisual Media and Communication – EKOME was founded by Law 4339/2015 of the former Ministry of Digital Policy Telecommunications and Media (current Ministry of Digital Governance) and started its operation in December 2017. It is a legal entity operating under private law and supervised by the Ministry of Digital Governance, with a mission to foster and promote public and private initiatives, foreign and domestic, in all sectors of the audiovisual industry. EKOME is constantly developing training and education programmes for professionals (reskilling, upskilling). Having a solid cooperation with professional associations and educational institutions and bodies in the audiovisual sector, systematically seeks synergies and funding schemes and participates in relevant training programmes. https://www.ekome.media/</p> <p>6) Hellenic Audiovisual Institute (I.O.M.): The Hellenic Audiovisual Institute is the national applied research organization in the field of audiovisual communication in Greece, established in 1994. IOM is engaged in carrying out methodical research projects, mainly concerning the audiovisual media: radio, television, cinema, multimedia and new technologies. In addition to its research capacities, however, the institute constitutes the national representative and coordinating body of Greece's positions on European procedures and programs for the support of the audiovisual industry, such as the "Media Plus" program and the pan-European "European Audiovisual Laboratory.: https://www.translatum.gr/forum/index.php?topic=189265.0</p>
<p>2.2 Mention at least two academic studies from your country in which the authors state the need to incorporate media literacy contents in formal and/or informal education.</p>	<p>1. Andriopoulou, I. (2010, December 10). <i>Introducing Media literacy in Greek schools: A hurdle race</i> [Conference Presentation]. The Media Education Association and the Center for the Study of Children, Youth and Media, University of London. https://milunesco.unaoc.org/mil-articles/introducing-media-literacy-in-greek-schools-a-hurdle-race/</p> <p><u>Briefly Summarize:</u> The aim of the paper is to define the media literacy scene in Greece as it has developed in the last decade, through reference to the social parameters that withhold it from becoming fully integrated into the</p>

<p>Briefly summarize their conclusions.</p>	<p>educational system. Most importantly, it will explore the interrelation and interaction with the conservative roots of the formal educational system that have functioned as an impediment rather than paving the way for media education.</p> <p>2. Andriopoulou, I., Papadimitriou, S., & Kourti, E. (2014, May 1). <i>Media and Information Literacy Policies in Greece</i> [Part of the TRANSLIT project.]. ANR TRANSLIT and COST “Transforming Audiences/Transforming Societies”. https://www.researchgate.net/publication/334698176_Media_Information_Literacy_Policies_in_Greece</p> <p><u><i>Briefly Summarize:</i></u> Teachers and students in Lower High and Primary School participate in various projects on a large scale using the opportunities offered by Web 2.0, in order to cooperate and exchange ideas, knowledge and information. On the other hand, the White Paper Report from the University of Athens notes that, teachers wouldn’t like to move away from traditional teaching practices and feel insecure, due to their lack of participation in certain initiatives. The report proposes the development of a group of Digital core qualified teachers, who will work and will act as trainers and thus as multipliers of the action locally by organizing workshops, seminars and conferences. Participants would be informed and familiarized with innovative ideas, and the integration of media in learning with practical applications linked to the curricula. All such proposals require a strategic planning and coordination of actions through the cooperation of relevant public bodies and stakeholders. Media are used in national and European educational projects, administration, quality assurance and communication on a large scale. Integrating media education as a part of the compulsory education curriculum and in teacher training is a strategic goal in education policies towards a complex, changing and mediatized world. In addition, more and more adults need a second chance in education attending distance courses besides working full time. A greater flexibility is needed which leads to the increasing importance of e-learning and blended learning environments. Media literacy is crucial in order to accomplish goals of participation, communication and collaboration, in all educational levels. Therefore authorities need to keep elaborating constantly in all changing directions in 21st century education and incorporate them in the curricula, following evaluative process efforts that leverage new technologies according to clearly defined pedagogical criteria.</p> <p>3. Drigas, A., Bravou, V., Demertzi, E., & Papagerasimou, Y. (2019). <i>Media And Digital Literacy Report Template Media And Digital Literacy Country Report: Greece</i>. (1st ed.). Part of the Project: Media Literacy in the Digitalised Era: Supporting Teachers Through a Whole-School Approach. http://meldeproject.eu/wp-content/uploads/2021/10/MelDE-National-Report-Greece.pdf</p>
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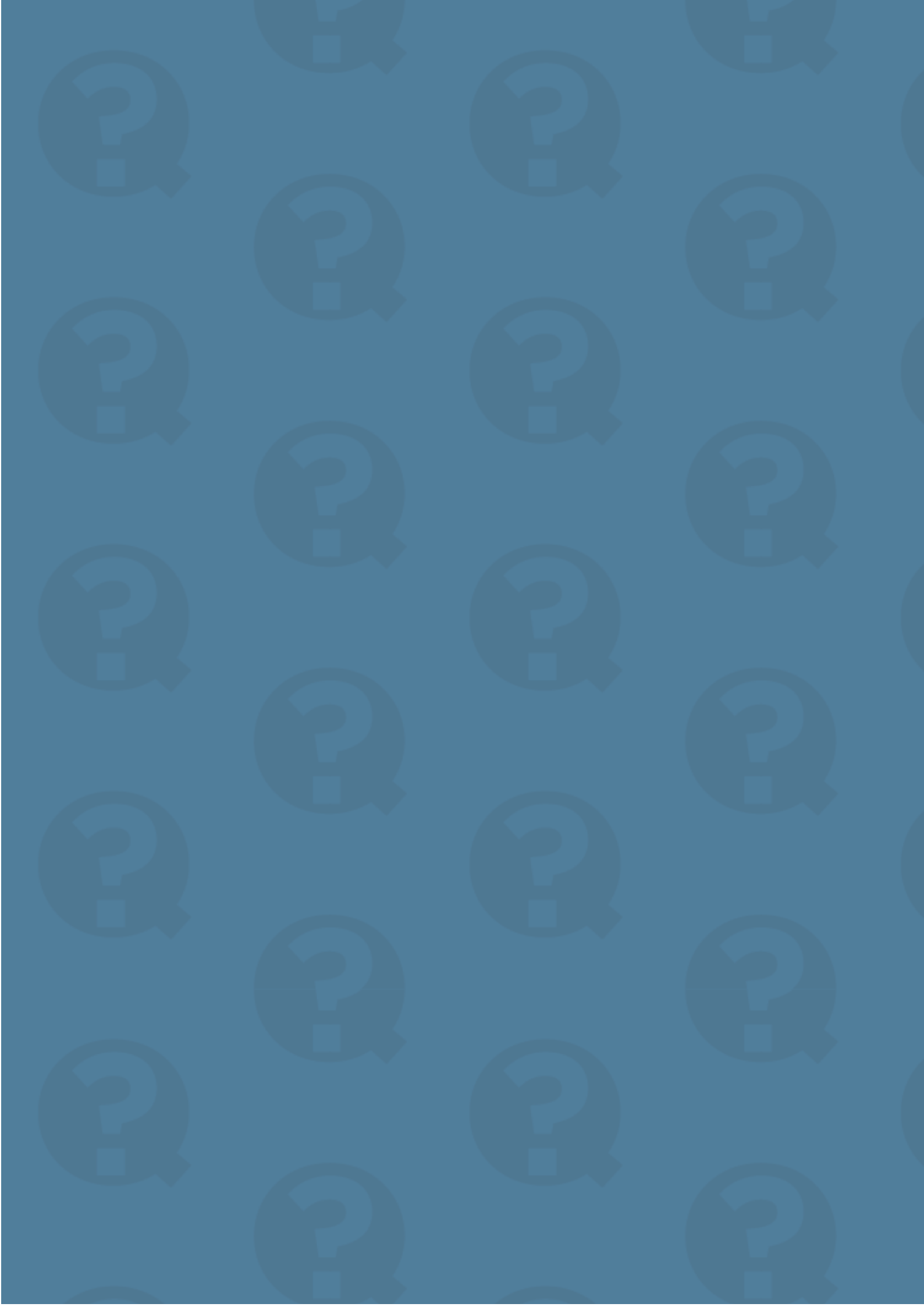
	<p><u>Briefly Summarize:</u> This report is part of Intellectual Output 1 of the MELDE project and provides an overview of teachers' digital skills and the digital technologies used in teaching, based on a detailed examination of research conducted in Greece. The report concludes that despite the familiarity of both teachers and students with digital devices and technologies, the majority of them possess deficient knowledge in security matters, particularly online. Most teachers have not received training on staying safe online in the past year, and although most students have, they both overlook basic security information. This underscores the necessity of providing appropriate training on security as well as media literacy matters for both teachers and students.</p> <p>Project Website: http://meldeproject.eu/</p>
<p>2.3 Name at least two organizations in your country that provide media literacy training for teachers to combat disinformation in the classroom.</p> <p>Briefly summarize their work.</p>	<p>1) Psaroloco Media Literacy Project: https://www.psaroloco.org/ The Psaroloco Media Literacy Project (Labs) promotes media literacy with skills of creative access and critical content analysis and integrating teachers as the primary actors of this new audiovisual literacy through cinema. It holds film screenings (Psaroloco International Film Festival for Children & Young People) experiential workshops specially designed for children and adolescents as well as educational workshops for parents and primary and secondary school teachers.</p> <p>2) Symbiosis: https://symbiosis.org.gr/ The objectives of Symbiosis' education program include:</p> <ul style="list-style-type: none"> • Upholding and promoting human rights, democracy and the rule of law through quality education • Developing competencies for democratic culture • Fighting discrimination. <p>Also, they have implemented the workshops on "Information Disorder: Understanding Propaganda Techniques During a War Infodemic," with the aim of supporting participants in developing their understanding of the sources of misleading and/or false information and activating critical thinking and media literacy skills in recognizing and responding to these phenomena, including by making their own stories.</p>

3) **Karpos-** CENTER FOR EDUCATION AND INTERCULTURAL COMMUNICATION:

<https://karposontheweb.org/?lang=en>

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

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





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Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Project Number: 2023-1-ES01-KA220-ADU-000153626