

**D7. RECOMMENDATIONS FROM  
THE HIGH LEVEL EXPERTS -  
GREECE**



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CONTRIBUTION OF**



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The 3 groups of professionals who have participated in the High Level Experts meeting in Greece (professionals, coming from the youth work sector; professionals who have experience working with elderly people and finally professionals coming from the field of education and journalism) have discussed during the event(s) about the outcomes of the online survey results and drafted some recommendations for future activities.

The identified recommendations and themes were grouped into two main target groups and then in categories. The two target groups that those recommendations were addressed concerned:

- A. Information/news recipients,
- B. Information/news senders.

Concerning information/news recipients the recommendations were divided into the following sub-categories:

- 1. Media literacy - understanding social media,
- 2. Conscious news consumption and news reporting;

## Recipients

### Media literacy – understanding social media

Rec-No	Specific recommendation
Rec-A1	Explain in simple terms the nuances of fake news, disinformation, and misinformation.
Rec-A2	News recipients should become more literate in terms of understanding how their social media functions. The main goal of this recommendation is to aid the recipients in avoiding falling into filter bubbles and comprehending how the algorithms in social media function.
Rec-A3	Demonstrating the importance of cross-checking in different platforms and with the primary sources along with other languages was also deemed an important topic by the experts.
Rec-A4	Similar to A2, the importance of accessing news from recognised institutions such as WHO, OSCE, WEF, et al. was also deemed crucial for fighting fake news.
Rec-A5	Improve the ability of recipients to recognise fake news by specific signs.
Rec-A6	Inform recipients on how to get information about the potential biases of each media (e.g., TV channels).
Rec-A7	Provide tips on how to get informed during crisis situations (pandemics, earthquakes, floods, etc.).
Rec-A8	Demonstrate ways to make news scrolling not an idle practice but a conscious activity.
Rec-A9	Showcase the importance of using fact-checkers via specific activities.

## Conscious news consumption and news reporting

Rec-No	Specific recommendation
Rec-A10	Demonstrate ways of becoming more active in reporting fake news (taking action when identifying fake news).
Rec-A11	Demonstrate the advantages of paying for news.
Rec-A12	Showcase ways to become more active in sharing content that expresses them: understand the underlying psychological mechanisms that push towards specific actions (e.g., irrational news sharing).

## Senders

### Strengthening editorial standards - Maintaining credibility and trustworthiness

Rec-No	Specific recommendation
Rec-B1	Demonstrate the importance of maintaining a trustworthy image (e.g., sharing sources of income).
Rec-B2	Importance of fact-checking, rigorous source verification, diversifying sources, et al.
Rec-B3	Importance of adhering to the journalist code of conduct.
Rec-B4	Make available training for journalists to enhance their skills in addressing issues of fake news.
Rec-B5	Promote collaboration of journalists, news platforms and channels with fact-checkers.
Rec-B6	Training for editors in the latest developments of fact-checking.
Rec-B7	Establish a standard procedure for correcting in case of accidentally sharing misinformation.

### Additional suggestions and tips

During the discussions, some additional factors were noted in order to create a more engaging environment, which can enhance the chances of realising the goals of the local meetings:

- Utilise engaging materials e.g., such as games (online, offline), specific stories, quizzes, videos, and infographics relevant to fake news;
- Prepare activities for the participants where they will train together in the practical application (e.g., real-time fact-checking);
- Mix in small groups, young adults and elder adults (65+);
- Adapt content to the needs of elder adults;
- Utilise facilitators who can participate in the mixed young/elder adult groups to provide guidance and support;
- Involvement of groups working in the fact-checking field;
- Utilise both debunking and prebunking methods for participants;
- Take into account accessibility issues;
- Provide additional resources that participants can go back to.