EVENT DESCRIPTION SHEET

PROJECT	
Participant:	1. CODACONS - COORDINAMENTO DELLE ASSOCIAZIONI PER LA DIFESA DELL'AMBIENTE E DEI DIRITTI DEGLI UTENTI E CONSUMATORI ASSOCIAZIONE (CODACONS) 2. CARDET CENTRE FOR THE ADVANCEMENT OF RESEARCH & DEVELOPMENT IN EDUCATIONAL TECHNOLOGY LIMITED (CARDET), 3. KENTRO MERIMNAS OIKOGENEIAS KAI PAIDIOU (KMOP) 4. VIESOJI ISTAIGA NEPRIKLAUSOMU KUREJU GILDIJA (NKG) 5. CONFEDERACION DE AMBITO ESTATAL DECONSUMIDORES Y USUARIOS CECU (CECU) 6. ISTITUTO EUROPEO PER LO SVILUPPO SOCIO ECONOMICO ASSOCIAZIONE (ISES)
PIC number:	1. PIC 923367445 2. PIC 999738552 3. PIC 969224486 4. PIC 903730280 5. PIC 938546587 6. PIC 948848666
Project name and acronym:	[An intergenerational active debate on how countering disinformation to empower citizens] — [MEDIAWISE]

EVENT DESCRIPTION	
Event number:	[7]
Event name:	[Bad News Travels Fast, Fake News Travels Faster - High Level Experts Meeting - international]
Type:	[Mutual Learning]
In situ/online:	[online]
Location:	[Cyprus, Greece, Italy, Lithuania and Spain]
Date(s):	[26/10/2023]
Website(s) (if any):	https://www.mediawise-project.eu/
Participants	
Female:	54
Male:	70
Non-binary:	NA
From country 1 [Italy]:	29

From country 2 [Cyprus]:	18		
From country 3 [Greece]:	33		
From country 4 [Lithuania]:	29		
From country 5 [Spain]:	15		
Total number of participants:	124	From total number of countries:	5

Description

Provide a short description of the event and its activities.

On October 26th, 2023 the experts who participated in the national high level experts meetings organised by MEDIAWISE partners convened online to discuss with their peers of other countries their opinions about the results of the survey and draft the programme of local events for citizens.

The event programme was thus drafted following the results of the project online surveys and the recommendations emerged from the national high level experts meetings organised in each partner's country.

Specifically:

The State of Play – What is the status of mis and disinformation in our countries? (MEDIAWISE Online survey results)
CARDET, WP Leader, presented the results of the comparative analysis emerged by the online survey in order to reprise the framework of topics which have led to the national high level experts meetings.

Education in a Time of Misinformation
On the one hand, educators have a new, critical responsibility to ensure that their students are equipped with the knowledge and strategies that can guard them against the snake oil salesmen and the agents of duplicity that inhabit the internet. How can students develop competency that is enduring and that can be used independently of knowledge of the content of any specific subject? Without this, individuals are adrift at sea. On the other hand, older adults are especially susceptible to fake news online, possibly because they are less digitally literate compared to younger individuals.
So, who should be responsible for their education?

How does good quality information enhance intergenerational dialogue?
Active participation is closely linked to the citizens' media literacy competencies. Due to the Covid-19 pandemic, inequalities in access, use, and understanding of the information conveyed by the media became more evident. Digital skills are essential to encourage co-learning and active ageing among different generations.
Evidences from previous studies and projects suggest that, by placing grandparents and grandchildren side by side, they have different perspectives on communication and digitally mediated interaction, mainly related to age factors and media literacy skills. As for fake news, although grandparents and grandchildren show awareness of the phenomenon, for the youngest it might be complex to identify characteristics or the spaces where they are disseminated. We can think the young adults are the most proficient and autonomous digital media user and self-conscious.
But are we sure about this?

Fake news about migrants and migration issues
Narratives and an understanding of a "common identity" are an effective legitimisation for European integration. Furthermore, perceptions, e.g. on human rights and democracy, have an impact on migration; and feedbacks from migrants back to their country of origin can affect migration both in a positive and negative way, and, thus, also influence the image or perception of Europe.
Disinformation can harm migrants who take on a dangerous journey or are the recipients of false expectations and misleading narratives. Furthermore, it has the potential misperceptions among policy makers and practitioners, who might have an incomplete understanding of migrants' knowledge of Europe, as well as their motivations and aspirations.
What are the political effects of migration-related fake news, disinformation and conspiracy theories in Europe?

Is disinformation gendered?
This focus emerged from the understanding that digital platforms represent an increasingly conflicted space where women, gender non-conforming people, and marginalised groups are disproportionately targeted and harassed. All too often these groups must either struggle to make their voices heard or fear for their safety when they do. The effect is that women and marginalised groups are leaving online spaces, forgoing their fundamental right to participate in civil and political life and the full enjoyment of their freedom of expression and opinion.

Whose responsibility is it to Fix the Problem?
How do mainstream news organisations discern disinformation from distortions, spin from propaganda, and liberties with language from outright lies? How do they communicate the difference transparently with news consumers and give clarity to that sorting process?
How can media companies establish trust and defend journalism against attacks of partisanship when engaged in calling balls and fouls—seeded decades ago and renewed with vigour in the modern era— and what role do those presenting the news play in preventing perceptions of bias and unfairness?

Check, please!
Accompanying the increasing amount of fake news and misinformation online, there are numerous platforms on the web for authentication, verification, or fact-checking the truthfulness of news stories. The systems themselves are very useful. The limitations in their effectiveness in helping dispel fake news seem to come from their being under-used.
But how and why fake news are constructed and spread by media and information providers, and to make them aware of the negative consequences of spreading fake news/false information.

Conclusions
Experts agreed that the discussed topics are all relevant for citizens of any age and education level.
However, in all the participating countries there are many projects, actions, campaigns to increase the critical thinking and the level of knowledge and awareness of citizens about fake news and disinformation.
For this, the concrete proposal emerged at the end of the meeting is to select a topic target of fake news (migrants, LGBTQ+…) and analyse how it is portrayed online.

In this way, participants will:
- o   Increase their knowledge on a topic.
- o   Increase their critical thinking by learning how news are created and some topics are portrayed.
- o   Learn by doing how fact checking works.

Ultimately, considering the target groups age of the participants (young people and 65+), it will be interesting to see how each of them approach the very same news, especially in case it's a fake one.