

Mapping of national best practices and initiatives in Germany for tackling disinformation

by

Alliance4Europe

info@alliance4europe.eu

<https://alliance4europe.eu/>



***The contents of this publication are the sole responsibility of Alliance4Europe gGmbH
and do not necessarily reflect the opinion of the European Union.***

Publication date:

10.3.2023

Contact Information:

Project Manager Carola Hesse

Content Coordinator George Bandy

carola.hesse@alliance4europe.eu / +49 17622203615

george.bandy@alliance4europe.eu / +49 152 03385027

info@alliance4europe.eu

Table of contents

About Read Twice (R2)	4
National Executive Summary	6
Introduction	7
National Key Findings	10
Methodology	12
Approach	12
Challenges	14
Findings	16
General overview of selected initiatives	16
Best practices in Germany	20
Conclusion	32
Annex - Overview of Best Practice	33

About Read Twice (R2)

The European Commission recognises that disinformation poses major risks to European democracies and societies, and it needs to be addressed in order to preserve European values and freedoms. Fake news undermines the trust of citizens in democracy and democratic institutions and contributes to the polarisation of public views. Considering this, it is crucial to teach people how to assess content critically, especially online, and make them more aware of the phenomenon of disinformation, how it can interfere with democracy and human rights.

Project objective:

In this respect, the project READ TWICE will counter disinformation and limit the spread of fake news by enhancing citizens' skills to assess information critically, identify vicious and harmful media content and distinguish between facts and opinions, thus improving their media literacy competences.

The project consortium involves organisations coming from both countries with high and low media literacy capacity. To ensure exchange of knowledge and best practices, and transfer of know-how two international capacity building trainings are envisaged – in Portugal and in Germany. The events will aim at improving the capacity of 30 young media practitioners to identify disinformation and implement state-of-the-art practices for media literacy.

Furthermore, 9 media literacy trainings for university students, 3 seminars for local stakeholders and multipliers in the field of media literacy will take place in Bulgaria, Romania and Croatia thus involving almost one thousand people.



In addition, an international webinar will increase the access and use of digital tools for countering disinformation and the social media campaign “Read twice, don't repeat lies” will encourage citizens to stop, read again and check if the information is accurate and reliable before sharing it. At the end of the project, an international conference will take place in Brussels capitalising lessons learnt and promoting active participation in the EU policy-making process.

Partnership:

The project is coordinated by Euro Advance Association (Bulgaria), in partnership with Udruga za promicanje aktivnog građanstva - ECHO (Croatia), Asociația Se Poate (Romania), COFAC Cooperativa De Formação E Animação Cultural CRL (Portugal), Alliance 4 Europe gGmbH (Germany).

Timeframe:

1 October 2022 - 31 March 2024

Contact information:

Aseniya Dimitrova, Read Twice Project Manager

office@euroadvance.eu

National Executive Summary

Results:

In Germany countering disinformation is dispersed between government, trade union, education associations and institutions, and media. Importantly, many of these sources of best practices for countering disinformation are integrated with wider European Union initiatives and organisations. This is the case for example with the German-Austrian Digital Media Observatory (GADMO), a node of the European Digital Media Observatory (EDMO).

Objectives of the Mapping:

- Identify best practices in countering disinformation
- Identify best practices in media literacy and civic education & training

Methodology:

The methodology of this mapping report is a desk study of best practices regarding disinformation and instruction in media literacy. In this case the document analysis was primarily digital in nature, to include policies and procedures collected from websites as well as ebooks and manuals in pdf format. It is noteworthy that not every source of best practices is included here, rather we have concentrated on those related specifically to Germany that most closely align with EU practices (i.e., EDMO).

Introduction

From the Eurobarometer¹ it appears that only 15% of the respondents said they are very confident to identify “fake news”. It is necessary to make people aware of the phenomenon of disinformation, how it can interfere with democracy and to teach them how to react; by making them capable of distinguishing between false and genuine news. The project R2 will place a strong emphasis on media literacy as the main and most powerful instrument against fake news spread. As a result, citizens will be able to make informed decisions without being misled by intentionally distributed lies aimed at hindering their readiness to actively participate in society.

Recent developments in the field of IT expertise by the German Federal interior minister Nancy Faeser, who appointed the new President of the Federal office for Information and technology for Information security. This step will further enable digital civic rights and IT security and inspire NGOs, Civil Society organisations to disseminate methods of best practices and critical engagement with the information.

In this respect, READ TWICE will counter disinformation and limit the spread of fake news by enhancing citizens` skills to assess critical information, identify vicious and harmful media content and distinguish between facts and opinions, thus improving their media literacy competences.

Specific Objectives of Read Twice:

- To exchange know-how and improve the capacity of 30 young media practitioners to identify disinformation and implement state-of-the-art practices

¹ https://data.europa.eu/data/datasets/s2183_464_eng?locale=en

for media literacy by involving them in international capacity building in Portugal and Germany;

- To promote Germany and Portugal's experience and positive results in addressing disinformation, including through promoting media literacy by identifying at least 20 best practices and local initiatives;
- To increase citizens' abilities to recognise and react to disinformation by engaging 450 university students, from 3 EU countries that face challenges in addressing effectively disinformation, in 9 trainings aimed to enhance their critical thinking and online media literacy;
- To promote the role, and increase the access and use of digital tools, such as fact checking platforms, games, mobile applications and e-learning resources for countering disinformation, through the organization of an international webinar;
- To provide opportunities for young journalists and media experts from different European countries to actively participate in the EU policy making process by organizing an international conference in Brussels as a platform to discuss with EU officials issues in the field of disinformation;

National Legislation:

As aforementioned, the recent developments are in the field of IT with the appointment of the new President of the Federal office for Information and technology for Information security. This step will further enable digital civic rights and IT security and inspire NGOs, Civil Society organisations to disseminate methods of best practices and critical engagement with the information.

Secondly, after the reform of the GWB digitalization act of 2021, it further advances with the digital services and market act. The European Parliament approves the comprehensive regulatory package for online platforms. It contributes to a safe, predictable and trustworthy online environment and the smooth functioning of the EU internal market for intermediary services.

The ministries and authorities continuously analyse the news situation within the scope of their competence. For example, the Federal Ministry of Health is dealing with any false reports on the corona pandemic. The Federal Foreign Office (AA) focuses on disinformation as a targeted means of foreign states. To this end, the Federal Foreign Office is in regular and intensive dialogue with international partners, bilaterally and within the framework of the EU, the G7 and NATO.

Among other things, the Network Enforcement Act (NetzDG) obliges them to process complaints from users quickly. On the part of the Federal Government, the Federal Ministry of Justice is responsible for legislation. At the European level, further regulations have recently been adopted within the framework of the Digital Services Act. Based on revised guidelines, the European Commission presented a strengthened Code of Conduct in June 2022.

National Key Findings

In Germany countering disinformation is dispersed between government, trade union, education associations and institutions, and media. Importantly, many of these sources of best practices for countering disinformation are integrated with wider European Union initiatives and organisations. This is the case for example with the German-Austrian Digital Media Observatory (GADMO), a node of the European Digital Media Observatory (EDMO).

The German government initiatives have included, but are not limited to, information available through the government website. This information provides definitions of and guides regarding how to understand and identify disinformation. Included are content specific links, for example disinformation regarding climate change, training modules, and to GADMO.

Trade Unions and professional associations are also providing information and resources to promote media literacy and the identification of disinformation. Examples are *IG Metall, which provides training modules in recognizing and countering disinformation*. The Deutscher Volkshochschul-Verband has also generated podcasts outlining strategies to recognize disinformation.

Media in Germany is pursuing the issue of disinformation as well. Die Reporterfabrik – WebAkademie des Journalismus has created workshops for young journalists to train them in identification of and countering disinformation. It should be noted that Reporterfabrik does not singularly focus their attention on disinformation and media literacy, rather these themes are a part of their existing education pursuits and offerings. Finally, Zweites Deutsches Fernsehen (ZDF) has announced an international research

project “Public Spaces Incubator”. Together with public broadcasters from Canada, Switzerland and Belgium, the goal of the project is to develop online-based solutions enabling civic engagement and democratic discourse in the digital space.

Methodology

The methodology of this mapping report is a desk study of best practices regarding disinformation and instruction in media literacy. Desk studies use document analysis, useful for triangulation. Triangulation makes use of documents to corroborate, explain, or expand findings across data sources helping to mitigate bias (Gross 2018, 545). In this case the document analysis was primarily digital in nature, to include policies and procedures collected from websites as well as ebooks and manuals in pdf format. One benefit of adopting a desk study as a research method is the expansion of the number of observations, which is the number of sources searched and identified (King et al. 1994). It is noteworthy that not every source of best practices is included here, rather we have concentrated on those related specifically to Germany that most closely align with EU practices (i.e., EDMO).

Inclusion of sources of best practices is based on the element of education and training in media literacy and identification of disinformation. Sources inconsistent with this particular element were not included in the mapping report.

Approach

The objectives of this mapping were to:

- Identify best practices in countering disinformation;
- Identify best practices in media literacy and civic education & training.

Strategies for identifying best practices:

- Identify best practices generally based on reliability of source and generally recognized as the source of best practices (e.g. UNESCO, NATO, recognised thought leaders);

- Match the identified practices found in Germany with existing best practices not specifically German.

Data Collection:

- Data collection carried out through desk research searches of organisations known to engage in media literacy and disinformation education and or training;
- Internet search engines and library catalogues, and databases.
- Active engagement with expert networks in the field.

Validation and Verification:

- The criteria for inclusion of the documents and sources are based on the relevance and explanatory value regarding best practices regarding countering disinformation and media literacy training and education;
- The choice to use some documents and sources but not others is based primarily on their relevance to the objectives of the mapping report;
- The basis for comparison is based in part on the reputation of the sources as providing a reliable baseline. This is particularly the case regarding sources from the European Union, Finland and the DISARM framework;
- Verification of the sources identified in the mapping report is gained through the cross sectional comparison of sources and their methods for media literacy and counter disinformation training.

Data Analysis Procedures and Interpretation of Results

- As previously mentioned data analysis consisted of comparison of sources to the established best practices of the EU and Finnish media literacy and disinformation policies (since Finland is regarded as the most advanced country when it comes to countering disinformation and fake news in Europe);
- On comparison of sources, only those reflecting either education or training processes and/or procedures were included.

Ethical Considerations

- No human subjects were involved in the collection of data for the mapping report. There are no concerns regarding the use or protection of individual or identifying information;
- As no individual human subjects were included we were not required to either collect or submit informed consent forms;
- This mapping report is limited by time, scope, and use of search terms in databases and online search engines. This may indicate some bias is introduced in the results of the report. As this is not a quantitative study, we can only offer the acknowledgement at this time of this potential bias.

Challenges

Challenges related to conducting the mapping report are primarily the relatively recent developments in the field of media literacy and disinformation. In 2007 UNESCO combined the terms media and information literacy (Lau and Grizzle 2022). Finland adopted media literacy in schools in 2004 and published their national policy in 2013, the first European country to do so. More recent policies have been adopted globally and by the European Union, and there are a number of initiatives generated by governments, media and non profit organisations, and educational institutions. The

implications for building a reliable map of media literacy and disinformation training resources are that best practices are most reliably traced back to the original sources. These sources are two based on how long the training has been in process, leading to policy and training development. These (UNESCO and Finland Media Literacy Policy) then provide a baseline from which we can benchmark additional resources.

A second challenge, as previously identified, is the time and scope involved in undertaking a mapping report. This is complicated by the limitation of and focus on mapping in Germany specifically. As noted above, most of the resources in Germany are recent, to say these recent training programs are effective is difficult to determine. Because many programs and resources have not been in place long enough to generate reliable data regarding effectiveness, the comparison of these more recent resources can only be said to be reliable to the degree that they have been tested (i.e., DISARM) or are in keeping with the best practices of UNESCO and Finland's media literacy policy.

Findings

General overview of selected initiatives

Selected initiatives are primarily focused on Germany, but may include some issuing from the European Union.

Promoter/Sector:

- Government
 - German government initiatives to train citizens in media literacy;
 - GADMO node collects and examines the disinformation circulating in Europe, provides assessments of how the moderation of the platforms works and offers media skills training;
 - Digital Services Act and Digital Markets Act adopted by the EU Commission.
 - The RESIST II toolkit for the UK government, which has been in use by NATO.
- Trade Union
 - IG Metall trade union offering training in recognizing and countering disinformation.
- Education Association
 - Deutscher Volkshochschul-Verband provides links to resources to educators regarding disinformation and media literacy.
- Media
 - Die Reporterfabrik – WebAkademie des Journalismus conveys journalistic knowledge and skills to interested citizens, it makes the work of traditional and social media transparent and attempts at disinformation recognizable;

- Deutsche Welle Akademie is working to increase MIL in countries around the globe. And to better understand how exactly disinformation spreads and what narratives threaten to stick in people's minds, DW Akademie is also building new social media analysis skills through its partner organizations;
- ZDF Public Spaces Incubator aims to develop and test innovative building blocks for open and respectful online discussions. The focus is on the interests of the users.

- Target groups
 - General population, any persons with access to the internet has access to most of these resources and best practices;
 - Young professionals, specifically those engaged in employment sectors related to media, digital media, and journalism;
 - civil society organizations promoting media literacy and countering disinformation;
 - Journalists and communicators with a specific interest in disinformation analysis and Open Source Intelligence (OSINT)

- Typologies
 - Online workshops;
 - Tech platforms and tools;
 - policy documents providing guidance for implementation of media literacy training in national and EU policy;
 - Best practice toolkits.

- Media literacy and information skills addressed
 - training to recognize unreliable sources of information;
 - training to identify and counter disinformation.

- Geographical distribution
 - Germany
 - European Union
 - Europe
 - International

- Funding of initiatives
 - German government
 - European Union
 - United Nations Education, Scientific, and Cultural Organization
 - Government of Finland
 - Philanthropic foundations
 - Media organisations/companies

- List of Organizaitons, including:
 - Alfred Landecker (grantee network)
 - Bundesregierung
 - Carnegie Endowment for International Peace
 - CeMas
 - Deutscher Volkhochschul-Verband
 - Deutsche Welle Akademie
 - Die Reporterfabrik – WebAkademie des Journalismus

- DISARM Foundation
- Finland Media Education
- German-Austrian Digital Media Observatory (GADMO)
- Goodly Labs
- IG Metall
- HateAid
- UNESCO
- UK government
- ZDF

Best practices in Germany

Alfred Landecker Foundation grantee network

- a. **General Description:** The Alfred Landecker Foundation is a philanthropic foundation, has made a commitment to not only researching the causes and effects of the Holocaust, but to combat anti-Semitism, protect minorities, strengthen social cohesion and democratic coexistence. Their commitment to these goals is ongoing.
- b. **Promoter(s)/ Sector(s) involved:** The Foundation funds and supports interdisciplinary projects that advocate for and support democratic values and institutions to create a network of partners. This includes support for digital democracy, early warning systems to identify and warn against antisemitism, disinformation, and providing legal support for those targeted by digital violence.
- c. **Target audience:** Political leaders and civil society.
- d. **Type of Funding:** Joh. A. Benckiser B.V. has therefore committed itself to providing 250 million Euros over the next ten years to implement the purpose of the Alfred Landecker Foundation.
- e. **Objectives:** To combat anti-Semitism, protect minorities, strengthen social cohesion and democratic coexistence.



HateAid

- a. **General Description:** HateAid is a non-profit organization that campaigns for human rights in the digital space and fights against digital violence and its consequences on a social and political level.
- b. **Promoter(s)/Sector(s) involved:** Politicians and society in general.
- c. **Target audience:** Marginalized people - LGBTQ+, religious and ethnic minorities.
- d. **Type of Funding:** HateAid is a member of the "Initiative Transparent Civil Society (ITZ)" and is funded largely by public and private funds.
- e. **Objectives:** To create a network in which freedom of expression is protected and participation is made possible.



UNESCO

Singh, Jagtar, Paulette Kerr, and Esther Hamburger eds. *Media and information literacy: reinforcing human rights, countering radicalization and extremism*. Paris: United Nations Educational, Scientific and Cultural Organization, 2016.

- a. **General Description:** The first edition of the MILID Yearbook was published in 2013 with the theme, “Media and Information Literacy and Intercultural Dialogue”. The 2014 edition of the yearbook was on “Global Citizenship in a Digital World”, while the edition in 2015 focused on “Media and Information Literacy for the Sustainable Development Goals;”

The 2016 edition focused on a highly relevant theme of “**Media and Information Literacy: Reinforcing Human Rights, Countering Radicalization and Extremism**”. It is a relevant reference point to initiate discussion and offer perspectives to stakeholders seeking to apply MIL as a tool to counter violent extremism. There is an evident need for evidence-based research, assessment and evaluation that can provide insight into the impact of media and information literacy on societies. UNESCO trusts that this publication will contribute to ongoing scholarship and debate on these key topics;

b. Sectors Involved: The MILID Yearbook is a peer-reviewed academic publication and a joint initiative of the UNESCO-UNAOC University Cooperation Programme on Media and Information Literacy and Intercultural Dialogue (UNESCO-UNAOC-MILID-UNITWIN), and the UNESCO-initiated Global Alliance for Partnerships on Media and Information Literacy (GAPMIL). The cooperation programme was launched in 2011 within the framework of the UNESCO University Twinning Programme (UNIT WIN). The MILID University Network now consists of 22 universities from all regions of the world;

c. Target audience: General global public.

d. Type of Funding: UNESCO resources include curricula development, capacity building, policy advocacy, research, networking and social media movement, and support for the Global Alliance for Partnerships in Media and Information Literacy;

- e. Objectives:** Strengthen and deepen the knowledge concerning Media and Information Literacy and Intercultural Dialogue (MILID) on global, regional and national levels including in the frame of human rights, dialogue, democracy and peace; widen and deepen the collaboration and exchange between academics and partners on media and information literacy. Visualize and stimulate research and practices within as well as outside the MILID UNITWIN Network in the field of MILID while promoting a more holistic perspective of Media and Information Literacy (MIL);



Die Reporterfabrik – WebAkademie des Journalismus

- a) General description:** The reporter factory wants to help to qualify the public: it conveys journalistic knowledge and skills to interested citizens, it makes the work of traditional and social media transparent and attempts at disinformation recognizable.
- b) Promoter(s)/ Sector(s) involved:** The reporter factory is run by Cordt Schnibben , editor at ZEIT, reporter and department head at SPIEGEL. The managing director of the reporter factory is David Schraven , publisher of the non-profit research center CORRECTIV and award-winning investigative reporter. Working in a team:

Miriam Bunjes, Thorsten Franke, Nico Rüter, Jörg Sadrozinski, Dominik Steiniger, Maja Weber.

- c) **Target audience:** To help to educate the public; to contribute to the further training of journalists.
- d) **Type of funding:** The Reporter Factory – Web Academy of Journalism is an educational project of CORRECTIV - research for the society non-profit GmbH in Essen. The cooperation partner is the Reporter-Forum eV in Hamburg.
- e) **Objectives:** The Reporter Factory would like to contribute to the further training of journalists, to make them better at using the new digital possibilities of research, storytelling, publishing. It would like to bring journalists closer to a new relationship with the audience: the journalist also becomes a receiver, the reader and viewer also becomes a sender. In this way, an editorial society can emerge for the benefit of all - it's about the readers of tomorrow, about the journalism of the future.



German-Austrian Digital Media Observatory (GADMO), part of the EDMO network

- a) **General description:** GADMO stands for German-Austrian Digital Media Observatory and consists of news agencies, fact checkers and scientists from German-speaking countries. It is a part of a Europe-wide network, at the heart

of which the European Digital Media Observatory (EDMO) stands. This organization aims to pool efforts in the fight against disinformation. It is an important part of the European platform regulation process (Digital Services Act , Code of Practice, Media Freedom Act).

- b) **Promoter(s)/ Sector(s) involved:** European Commission; German Government
- c) **Target audience:** general public
- d) **Type of funding:** European Union; German Government
- e) **Objectives:** GADMO wants to join forces and build the largest German-language fact-check archive. It is the basis in the fight against disinformation strategies and from there further measures can follow: for example analyzing how the platforms moderate and pre- or debunk their content; i.e. correct incorrect information afterwards or point out possible disinformation in advance. Want to launch a newsletter informing about current fact checks and guide the general public to use the media more critically.



IG Metall

- a) **General description:** IG Metall brings together over 2.2 million employees from the areas of metals and electricals, iron and steel, textiles and clothing, wood and plastics, crafts and services and information and communication technology. Together with the employees they campaign for good working conditions, fair

remuneration, job prospects, secure jobs, employee participation and democracy in the workplace.

- b) **Promoter(s)/ Sector(s) involved:** Companies and their employees; however seminars are open participation to the general public.
- c) **Target audience:** Business administration, personnel development and other fields of work
- d) **Type of funding:** Union members may participate without paying fees and associated costs. Non-members are responsible for fees and any other associated costs of participation in the seminar (i.e., travel and accommodation).
- e) **Objectives:** Analyze gaps in company public relations and broken communication structures between committees and employees and develop a strategy plan for the (re)construction of helpful structures. They take a look at what fake news is, what motivates people to spread it and why some are happy to accept it. They develop how to deal with fake news and hate messages and learn how to set up good communication structures and public relations. The legal framework for action also plays a role. And they give you a few helpful tools.



f)

Center for Monitoring Analysis and Strategy

a. General Description:

The nonprofit organisation CeMAS consolidates years of interdisciplinary expertise on the topics of conspiracy ideologies, disinformation, antisemitism and right-wing extremism.

By means of systematic online monitoring and modern research designs, CeMAS analyses current developments in order to derive innovative strategies.

b. **Promoter(s)/Sector(s) involved:** journalism, data science, and civil society.

c. **Target audience:** Primarily targeting social actors, civil society, media, and politics

d. **Type of Funding:** Funding provided by the Alfred Landecker Foundation

e. **Objectives:** The objective of CeMAS is to develop strategies against conspiracy ideological, anti semitic and right-wing extremist incitement. The goal of the organisation is to counter challenges at an early stage.

f.



Deutscher Volkshochschul-Verband

a. **General Description:** The German Adult Education Association. DVV represents the interests of the approximately 900 adult education centres

- (Volkshochschulen) and their state associations, the largest further education providers in Germany.
- b. **Promoter(s)/Sector(s) involved:** Members of the association and the educational centres throughout Germany.
 - c. **Target audience:** The work of DVV focuses on literacy and basic education, vocational training, global and intercultural learning, environmental education and sustainable development, migration and integration, refugee work, health education, conflict prevention and democracy education.
 - d. **Type of Funding:** DVV finances its work through funds from the Federal Ministry for Economic Cooperation and Development (BMZ), the German Federal Foreign Office, the European Union, as well as other donors.
 - e. **Objectives:** The purpose of the association is to promote further education and educational work in the vhs and to represent the interests of its members and adult education centers at federal, European and international level.
 - f.



- g. **DVV International**

Bundesregierung

- a. **General Description:** The Federal Government of Germany.
- b. **Promoter(s)/Sector(s) involved:** Ministry of Health, the Federal Foreign Office, Federal Ministry of the Interior, the Office for the Protection of the Constitution
- c. **Target audience:** The target audience is the population of Germany. Further, these resources are available to any person with access to the government website.
- d. **Type of Funding:** Federal government budget

- e. **Objectives:** To uncover and analyse disinformation, react in a coordinated and decisive manner, combat the spread of disinformation, research the phenomenon, and education and sensitise citizens.



f.

Deutsche Welle Akademie

- a. **General Description:** DW Akademie strengthens the human right to freedom of expression. Together with their partners, they play a leading role in the development of free media systems, creating access to information, setting standards for education and independent journalism.
- b. **Promoter(s)/Sector(s) involved:** Federal Government of Germany
- c. **Target audience:** journalists, global access to training modules. In addition, DW supports the development of independent, transparent media systems, quality journalism and media expertise. The organisation helps rebuild media in post-crisis and post-conflict environments and contribute internationally to the professional training of media workers.
- d. **Type of Funding:** Deutsche Welle is funded from federal grants taken from the federal tax revenue. Since the reorganisation of broadcasting as a result of German reunification, Deutsche Welle has been the only remaining broadcasting corporation under federal law.
- e. **Objectives:** DW promotes the ideals of an independent media and responsible journalism, because they are essential worldwide. Because of Germany's history, DW embraces the idea that people should be able to freely express their views

and have access to independent sources of information. They consider this to be an important prerequisite for peace and democracy.



f. _____

Zweites Deutsches Fernsehen (ZDF)

- a. **General Description:** ZDF is a German public-service television broadcaster based in Mainz, Rhineland-Palatinate. It is run as an independent nonprofit institution, which was founded by all federal states of Germany (*Bundesländer*). ZDF is financed by television licence fees and advertising revenues.
- b. **Promoter(s)/Sector(s) involved:** ZDF is a media company and a member of the European Broadcasting Union and has cooperation agreements with broadcasters globally. The Television Board of 60 members supervises ZDF and authorises the budget.
- c. **Target audience:** Users of online platforms.
- d. **Type of Funding:** ZDF is financed by a licence fee paid by all households in Germany, except handicapped people and persons on social aid. This income is shared with ARD and Deutschlandradio. The fees are not collected directly by ZDF, but by the collection service, ZDF also has income from sponsorships and programming and advertising sales.

- e. **Objectives:** The international research project "Public Spaces Incubator" aims to develop and test innovative building blocks for open and respectful online discussions. The focus is on the interests of the users.



Conclusion

The aforementioned initiatives exemplify the critical practices used by German and International initiatives to counter disinformation. These initiatives align with the TEFU article 2, enabling the fundamental values of the European Union. Along with desk study and triangulation to mitigate the bias to bring best practices, and the newly adopted directives from the EU on tackling disinformation, this mapping offers the state-of-the-art of media literacy and practices. Target audiences are an array of actors, including the general public, government entities and NGOs. The initiatives offer media and information literacy, vocational training, and democracy education to bridge the gap between information practices. Germany's best media practices tackle the disinformation flow that violates the fundamental rights of the EU citizens. With the help of all these practices, one comes closer to the efforts made by the actors to counter disinformation and build better information practices.

Annex - Overview of Best Practice

Media Literacy Best Practices: foundational best practices for media literacy

This sheet provides a number of resources intended to assist with: where to find best practices; tools and toolkits intended to counter disinformation; a list of resources for further information; and games and other fun ways to learn about disinformation.

Best Practices:

UNESCO:

This is one of the first publications of best practices concerning media literacy (MIL). The link below is to an ebook in English focusing on youth education and community based approaches.
<https://unesdoc.unesco.org/ark:/48223/pf0000246371>

NESET:

This is a report of best practices in effective media literacy teaching:
https://nesetweb-eu.webpkgcache.com/doc/-/s/nesetweb.eu/wp-content/uploads/2019/06/AR2_Full_Report_With_identifiers_Teaching-Media-Literacy.pdf

Finland Media Education:

Finland's national media literacy education policy, established the first integration of media literacy into educational programs.
<https://medialukutaitosuomessa.fi/mediaeducationpolicy.pdf>

Training Resources:

Videos:

Crash Course Media Literacy
<https://www.youtube.com/playlist?list=PL8dPuuaLjXtM6jSpzb5gMNsx9kdmqBfmY>

European Commission: Tackling online disinformation
<https://digital-strategy.ec.europa.eu/en/policies/online-disinformation>

Training modules/workshops/webinars:

Die Reporterfabrik – WebAkademie des Journalismus
<https://reporterfabrik.org/workshops/>

Deutsche Welle Akademie
<https://akademie.dw.com/en/disarming-disinformation/s-61364119>

American Psychological Association
<https://www.apa.org/topics/journalism-facts/misinformation-disinformation>

Toolkits: Toolkits provide a common place for resources in one place to formulate and coordinate activities with others.

Media Literacy Gateway of North Rhine-Westphalia

<http://www.medienkompetenzportal-nrw.de/grundlagen/forschung.html>

Lehrer Online: Medienkompetenz: Mediennutzung und Medienkompetenz

<https://www.lehrer-online.de/fokusthemen/>

News Literacy Project - empowers learners to identify credible information and understand the importance of a free press

<https://get.checkology.org/about/>

Strategic Communication Program - a tool for civil society organisations, active citizens and any curious individuals who want to know more about helping free societies from the pressure of disinformation and false news.

<https://counterdisinfo.org/>

RESIST 2 Disinformation Toolkit

<https://gcs.civilservice.gov.uk/publications/resist-2-counter-disinformation-toolkit/>

A toolkit to help support governments and communicators to effectively reduce the impact of mis- and disinformation through strategic communications. RESIST stands for Recognise mis- and disinformation, Early warning, Situational insight, Impact analysis, Strategic communication, Tracking effectiveness.

Disinformation Resources:

ABCDE Framework - Carnegie Endowment for International Peace, by Prof. James Pamment

A categorisation of the components of influence operations

<https://carnegieendowment.org/2020/09/24/eu-s-role-in-fighting-disinformation-crafting-disinformation-framework-pub-82720>

DISARM - DISARM is the open-source, framework of disinformation tactics for fighting influence operations and online harms through data sharing and coordination of effective action.

<https://www.disarm.foundation/>

Center for an Informed Public - provides resources for countering misinformation including educational tools and strategies.

<https://www.cip.uw.edu/>

Goodly Labs - Public Editor - a media literacy training and collective intelligence tool.

<https://www.publiceditor.io/>

Other Resources:

UNESCO MIL Alliance: links to calendar of activities, newsletters, partners, and more.

<https://en.unesco.org/themes/media-and-information-literacy/gapmil>

Bundesregierung <https://www.bundesregierung.de/breg-de/themen/umgang-mit-desinformation>