

Media literacy and disinformation response readiness in Croatia

Needs assessment and state-of-play analysis



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Editorial information

Association ECHO

Udruga za promicanje aktivnog građanstva ECHO (Association ECHO) is a non-profit, non-governmental organization founded in 2016 with the aims of promoting of civil society and protection of human rights, especially of children and young people; migrants and women. The activities of association are: raising awareness of target groups by promoting the values of the society of equal opportunities for all citizens, especially the promotion of media literacy, gender equality, affirmation of rights and integration into society of persons with disabilities and to combat all forms of violence, especially gender-based violence and all forms of social exclusion, discrimination and stereotypes. We are committed in raising awareness of young people and promoting quality of life through sports, commitment to ecology and sustainable development and the fight against all forms of addiction. We are encouraging the development and strengthening of local and regional communities; increasing public awareness of the role of civil society organizations in society; promoting the idea of active involvement of citizens in community life and to supporting civil initiatives through non-formal education and employment of young people and marginalized groups.

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Objective

This document is part of the EU-funded project Read Twice. It aims at identifying the skills and knowledge gaps and needs of the project target groups regarding media literacy training.

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, nine 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

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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 gradanstva - ECHO (Croatia), Asociatia Se Poate (Romania), COFAC Cooperativa De Formacao E Animacao Cultural CRL (Portugal), Alliance 4 Europe GMBH (Germany).

Timeframe:

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Aseniya Dimitrova, Project Manager

Executive Summary

The aim of the present document is to identify the skills and knowledge gaps and needs of the project target groups (young media practitioners, young people, local stakeholders and civil society organisations, social media users) regarding education and training concerning media literacy, fake news and disinformation in Croatia.

Even though the current document does not present a scientific or representative research, through social media polls, online questionnaires and in person interviews, it identifies the important challenges of online media users and highlights important recommendations in order to resolve the current issues and gaps.

This document presents an overview of medial literacy curriculum in Croatia within the formal education, as well as existing best practices regarding fact checking, which were launched after the start of the pandemic.

The results of this desk research shows that media and information literacy runs through almost all of classes/subjects in elementary education. In subjects where we do not find them independently, we will find them in a part of correlation with other subjects and cross-curricular topics, such as the use of information and communication technology. As for media and information literacy, the content is there, but teachers need to be taught, systematically strengthened with knowledge and skills, motivated and encouraged to a different kind of creativity. However, there is no concrete curricula on media literacy for secondary and higher educational institutions. The topic is covered under some lectures, especially on faculties such as communication science and journalism, but it does not exist as an independent lecture.

Within the analysis of interviews with six national stakeholders (journalists, law and communication science professors, and trainers in the field of media literacy), we have also identified the necessity of implementing media literacy as an independent curricula within the educational system, starting from the elementary school, as well as the need for quality training of teachers. The systematic approach needs to be adapted according to fake news and disinformation in Croatia society. Our citizens need to be taught since early age about basics of media literacy. However, not only youngsters fall into traps of

fake news and disinformation, especially vulnerable are elderly citizens who are spreader of disinformation on social media in larger extent than other age groups.

All these findings were confirmed during the analysis of a national survey conducted online (social media poll and online questionnaires) targeted total 142 respondents, young media practitioners, young people, local stakeholders and civil society organisations, social media users from all parts of Croatia. 85.2 % of respondents stated that in Croatia there is an issue related to the spread of false news or disinformation in our society. Linked to the fact that Croatia does not have a national policy for media literacy, 81.7% of respondents stated that they have never taken a class or course on media literacy and 91.5% have never taken a class/course on fake news and disinformation. Since the respondents are young people, this reflects on the notion that at least in the last 10 years (during their education), the educational system did not implement the media literacy into formal educational curricula.

It is also necessary to highlight that Croatia does not have a national policy for media literacy; the development of media literacy is only implemented by the Agency for Electronic Media, as well as non-governmental organizations.

Acknowledgments

Hereby we would like to express our gratitude to Croatian Pan European Union in organization of local activities for young students.

We would also like to thank prof. dr. sc. Pavo Barišić, prof. dr. sc. Danijel Labaš and Vanja Gavran, dipl. soc. - assistant at the Faculty of Croatian Studies, who assisted young media professionals in implementing local trainings and added additional value to the local trainings.

Introduction

In the last few years, the problem of spreading misinformation online has been recognized as one of the key challenges for democracy, and in the context of the COVID-19 disease pandemic, for public health and human lives. Disinformation is not a new phenomenon, but in the modern information environment, it is a series of whole new methods, techniques and technologies for the production of manipulations and their spread at speed reach that was not possible before. On the one hand, the volume and variety of news and sources increased, which potentially contributes to the democratization and pluralism of public debate. On the other hand, it seems more dominant parties, the amount of online information, informants and commentators, resulted information disorder in which it is difficult for citizens to distinguish between credible and misleading information. Such an environment encourages distrust in traditional media and other institutions, and for a significant number of users of social networks, it positions alternative sources, of questionable credibility, as spokespersons of the truth.

The entire information environment has changed with the emergence of new technologies and new actors, changed habits of media audiences and new practices of the media themselves, which is that they are becoming more and more dependent on social networks when finding topics and sources, distributing their own content and more dependent on reaching the audience. Online platforms, such as social networks, search engines, news aggregators, messaging applications or short videos, are positioned as central places of information and exchange of information and news. Thus, the platforms assume the role that the media have had until now, while they mostly do not produce their own content but mediate content that was produced by their users and driven primarily by commercial rather than public interest. Algorithmic processes ranking and determination of greater or lesser visibility of content affect the reach of misinformation, in relation to credible sources and information.

The contemporary media system in Croatia is decisively shaped by turbulent historical, political and social framework, as well as global changes in the media and communication environment.

The directions of development of the media system in Croatia are consistent with the development of media systems in other countries of Central and Eastern Europe (CEE).

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Media transformation in Central and Eastern Europe is fundamentally determined by four "critical points" - modernization, socialism, post-socialist democratization and communication milestones.

The transition from socialism to democracy, which is the subject of most scientific works by media systems in Central and Eastern Europe, as well as changes in global communication environment, such as the development of new media technologies, digitization, mediatisation, decisively determined development, structure and quality of the contemporary media scene in Croatia.

In addition to the time phases and processes that Croatia shares with the rest of CEE, the development of modern media scene in Croatia was strongly influenced by the War for independence (1991 - 1995). During and after the war, the media was under the strong influence of the state, and on the economic level, the media transition of the 1990s was marked by "nationalization, privatization and marketization". The events of the 1990s paved the way to the development of the modern media system, which is characterized by "the late development of the mass press, weak professionalization of journalism, strong political parallelism and a strong role of the state. Since the 1990s, media play an important role in the democratization of Croatian society and remain an important democratic pillar and social corrective.

The three basic laws regulating the media in Croatia are the Electronic Media Act, The Act on Media and the Act on Croatian Radio and Television. Although the institutions are nominally consecrated on promoting the diversity of media content, Croatia has been facing challenges since its independence in terms of competitiveness and media pluralism. In this regard, in countries where the state has stopped insisting on media diversity and pluralism through legislation framework, pluralism reduced under the relentless influence of the media market.

The Agency for Electronic Media is the regulatory body for electronic media in the Republic of Croatia, which, in addition to regulatory affairs, leads key national media literacy projects, starting in 2020; manages a project to encourage journalistic excellence by awarding grants to journalists for works in electronic publications on topics of public interest; and manages the Promotion Fund for pluralism and diversity of electronic media. The fund supports the production and broadcasting of content from public interest, such as programs that promote the rights of national minorities, exercise of rights of citizens

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on public information, gender equality, environmental protection, education, science, art and other topics prescribed by the Law on Electronic Media.

The current situation also points to problems in the area of standards and protection of journalists, who are particularly at risk of the so-called SLAPP lawsuits (strategic lawsuits against public participations). In the area of social inclusion, access to the media for women and media literacy are indicators of high risk. Although on public and commercial television women often have leading editorial positions, they are still underrepresented in the executive and management level of the public service and commercial television companies, and they are often shown in the news stereotypically. Moreover, considering that **Croatia does not have a national policy for media literacy**, the development of media literacy is **ONLY** implemented by the Agency for Electronic Media, as well as non-governmental organizations.

In 2022, the World Press Freedom Index placed Croatia in 48th place out of 180 countries in terms of media freedom. This is an improvement compared to 2021, when Croatia was 56th, and especially compared to 2020, when it was in 59th place. In the Freedom House report for 2022, Croatia is classified as a “free country” with a “highly polarized media” that is “generally free from open political interference and manipulation” although journalists continue to face “threats, harassment and occasional attacks”. Despite a satisfactory degree of freedom and journalistic autonomy, Reporters without borders continue to point to significant problems in media freedom and the status of journalists, which is in accordance with the conclusions of the Media Pluralism Monitor.

Methodology

For the purposes of collecting data, we have used desk research, social media polls and online questionnaires. In order to target young people, people, local stakeholders and civil society organisations, social media users from all parts of Croatia, we have prepared Google Forms survey and shared it via our Association's Facebook page. To assure wide range of representatives and both genders, we have boosted the post, selected age range from 18-30, selected equal participation of both genders and selected all regions of Croatia, not only major cities but also rural areas and islands.

For conducting interviews with journalists, we have also used Google Forms survey because journalists' high workload it was difficult to arrange one-on-one interviews. Therefore, online questionnaire allowed them to answer the questions when it was most suitable for them.

For data collection, we have used Google forms since it is a free online tool, which allowed us to collect information easily and efficiently. Besides, the interface is very easy to use and it automatically stores the feedback received and is integrated with Google spreadsheets therefore we were able to access a spreadsheet view of the collected data. Most importantly, the analysis of collected data is generated without any interventions from the organization preparing survey so data is analysed in high precision thus assuring no human errors.

However, since we used the Facebook platform to conduct social media poll and online interviews, and since the post was boosted outside our regular followers, the comments section of the post exclusively was used by people who are disseminating anti-vaccination messages and conspiracy theories, expressing negative comments on the questionnaire, our work, project, non-governmental organizations etc.

During the local trainings, evaluation was done by filling in the printed evaluation reports as well as completing the EU survey.

Findings

Overview of curriculum related to media literacy

Media education is understood as a lifelong process of acquiring certain competencies that include the possession of various skills for using media and technology, which together form one educational product - media literacy. Namely, we live in a time where we are exposed to a multitude of information and messages, education is (for most) accessible,¹ and literacy is a human right and the basis of all learning. The term literacy, first, means elementary, primary, alphabetic literacy, which implies knowledge of writing, reading and arithmetic. However, when we talk about literacy for the 21st century, it is clear that the term includes secondary and tertiary literacy.

Secondary or functional literacy means understanding written instructions in everyday life, such as using certain products, filling out different forms, understanding social changes.

Tertiary literacy includes all new technologies such as IT, Internet, SMS and computer literacy. Secondary and tertiary literacy also consist of new skills that we need in order to, first of all, be informed and educated citizens, capable of performing their virtual obligations arising from the following knowledge bases: e-citizen, e-health (referrals, insurance, notifications), e-banking (payments, fees), e-business and all other e-services that are currently available to Croatian citizens. Secondary and tertiary literacy are part of the lifelong learning process, which means that **learning begins with formal education and never ends.**

Due to the ever-faster flow of information, its daily multiplication and the spreading influence of the media, especially social media, it is necessary to protect children by teaching them media literacy. Newer and traditional media are increasingly dominating children's lives - research conducted in Turkey in 2016 shows that children are already exposed to screens from the age of two (and younger) (Dinleyici, Carman, Ozturk and

¹ The EU scientific centre - Open Education Consortium and Open Education Working Group (OER, OEP) operate at the European Commission, which represent a global network and group for open education to enable all people to learn anywhere, at any time, using any of the available devices, and with appropriate support. Open educational resources (OER) represent an educational resource, open (fully licensed or licensed with restrictions), free and free access to materials, their use, redistribution and adaptation. Open access is treated as a public interest that removes barriers, improves transparency, eliminates inequality and enables wider access to knowledge, thus ensuring greater competitiveness, capabilities and social opportunities. European Commission, 2016

Sahin-Dagli, 2016). One of the reasons for this is the wide availability of devices through which it is possible, for example, to watch animated films. If someone has an iPad at home, there is a much greater chance that the child will use that iPad, than a child who does not own such devices. Of course, the possession of electronic devices can also have its positive effects, which is why it is difficult for parents to draw the line, whether they should allow their child to use mobile devices or tablets, and if allowed, to what extent it is necessary to monitor what the child does on these devices and control how exposed to different information. The answers to such and other similar questions are hidden in **media literacy**.

When it comes to children, it is extremely important to be careful with the use of media content. More specifically, it is important to choose appropriate media content so that children are protected from unwanted media information. It is important to mention that the use of media by children most often appears in the family context because it is not necessarily someone's own choice to use media, but is most often the result of social influence, i.e. the desire to fit in, or to imitate other members of the community in which the child is. Due to the increasing availability of electronic devices, children are becoming more skilled in using media with each generation, but this does not mean that they are also media literate.

There is no doubt that they know the technical aspects of media use – they are able to open videos on YouTube, turn on the TV, correspond with friends, understand the language, and interpret photos. However, another, one could say even more important, aspect of using the media is missing - critical thinking about the received information. It is interesting that children still use traditional media, such as television, even though compared to previous times, the availability of content has increased, i.e. today it is possible to access different types of data via mobile devices, from news to animated films.

In 2014, UNICEF and the Agency for Electronic Devices (AEM) conducted a survey on television viewing habits among children and young people. The research was conducted by questioning parents about the habits of 1,561 children and showed that most children (56%) spend one to three hours a day watching television, and that about half of that time is unsupervised by parents or other adults. It is important to note that the fact that 81% of citizens believe that children are not taught media literacy enough showed that citizens are aware of the challenges when it comes to the influence of the media on children

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(UNICEF.org, n. d.), therefore they need to be helped and become media literate in order to reduce the dangers of using the media.

In the modern information society, media become educators of children in addition to family and school, so it is crucial to emphasize the need for media literacy. Media literacy implies critical thinking about media messages and the ability to create media content. Both older and younger people need it, but especially the younger ones because they are more vulnerable and do not have their own attitudes and values. The use of media by children most often appears in the family context because it is not necessarily someone's own choice to use the media, but is most often the result of social influence, that is, the desire to fit in or imitate other members of the community in which they are located. The increasing exposure of children to social media leads to numerous negative consequences such as mental health problems and insecurities about physical appearance.

In order for the introduction of media literacy in primary school education to be successful, it is necessary to meet certain conditions such as teacher education, the creation of a safe school environment and investment in local institutions and organizations that can help schools with the introduction of media education. In conclusion, it is necessary to continue investing in new media literacy projects, programs and initiatives, and to make both older and younger people aware of how important it is today to develop their own critical thinking skills. Technology and media continue to develop rapidly, so it is necessary to arm yourself with knowledge against negative influences.

Media culture/literacy is taught in **elementary schools**² as part of Croatian language classes. The Croatian language is a compulsory subject taught throughout primary and secondary school, and it includes four subject components: Croatian language, literature, language expression and media culture. So, one of the tasks of Croatian language teachers is to educate their students through the media. More extensive tasks concerning media culture have also been determined: training for communication with the media (film, theatre, radio, press, and comics) and for evaluating television and radio shows, as well as reception of films, theatre plays, radio and television shows.

² <https://zir.nsk.hr/islandora/object/ffzg%3A4698/datastream/PDF/view>

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In addition, for each grade of elementary school there are specific areas and topics of media culture that must be covered:

- First grade: animated film, puppet show and library
- Second grade: film story, theatre, television and children's magazines
- Third grade: children's film , radio show and use of encyclopaedia
- Fourth grade: documentary film, comparison of film with literary work, computer, use of vocabulary and school spelling
- Fifth grade: media, film genres, animated film, press, theatre
- Sixth grade: film means of expression, network (internet), comics - seventh grade: feature film, television shows, radio, library
- Eighth grade: screenplay, recording book, documentary film, Zagreb School of Cartoon Film, in search of a book (Decision on adopting the curriculum for the subject Croatian language for elementary schools and high schools in the Republic of Croatia, 2019).

According to the mentioned plan, one gets the impression that media education in Croatian primary schools is ideal, but the question arises whether it really looks like that in practice, that is, whether it is possible to process all the mentioned material with quality in order to make children media literate.

A survey conducted in 2013 among teachers of the Croatian language in primary schools showed that as many as 57.8% of teachers believe that students after finishing primary school are not sufficiently media literate based on what they learned as part of Croatian language classes." In addition, states that the previous analysis of teaching materials about media culture from the Croatian language and the in-depth interviews that were conducted with media culture lecturers in schools show that the media culture program is outdated and that students are rarely encouraged to think critically and create their own media content.

For this purpose, the Agency for Electronic Media developed a media literacy web site with medial literacy curricula for teachers, parents, pupils, and it provides a various set of tools for this target groups (<https://www.medijskapismenost.hr/>).

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As for **secondary and higher educational institutions**, there is no concrete curricula on media literacy. The topic is covered under several lectures for Media culture, especially on faculties such as communication science, public relations, philosophy and journalism, but it does not exist as a formal lecture, but rather as part of some other lecture or as an elective course.³

The aim of Media culture course is to acquaint students with the basic concepts of media culture, its (historical) development and the impact it has on people's everyday behaviour. The course starts from the consideration of the media as an intermediary in communication. In this part of the course, students learn about the development and types of media and their specific grammar, from which comes the need to learn to "read" content that is mediated through different media. In the second part of the course, the medium is considered as a media system, i.e. as an organization that creates and distributes media products whose primary purpose is to influence people's attitudes. The values, beliefs, lifestyles and behaviour patterns promoted by these media contents form a media culture that is common to all people in the modern globalized and networked world. It is about the subtle fabrication of desires whose primary purpose is to promote in the minds of citizens a certain model of behaviour that we call consumerism. One of the basic goals of this course is to make students media literate, i.e. to teach them to take a critical distance towards the media content they consume, to build their own attitude and critical thinking. Finally, after mastering the knowledge of how media culture functions, students are trained in the competent use and application of media technology and will acquire the basic media knowledge and skills needed to manage media communication.

Stakeholders' interviews

This part of the analysis is based on expert interviews with representatives of educational, civil society and media sector.

³ <https://www.bak.hr/hr/studijski-programi/strucni-diplomski-studiji/komunikacijski-menadzment/nastavni-plan/redovni-medijska-kultura>

<http://www.uaos.unios.hr/diplomski-sveucilisni-studij-medijska-kultura/>

<https://inf.ffzg.unizg.hr/index.php/hr/10-nastava/nastava-preddiplomski-studij/18-medijska-kultura>

http://inet1.ffst.hr/predmet/medkul_c

The interviews were conducted with the aim of identifying the attitudes towards media literacy training and countering fake news and disinformation and of identifying the main problems, challenges and needs of the target groups, which the respondents work with.

According to their opinion, and they all provided same or similar answers, the systematic problem in Croatia is lack of Media literacy as a formal curricula in all educational levels (primary, secondary and HE). The questions they were invited to answer are available in the annex to this document.

According to the last edition of the Media Literacy Index (2022, Open Society Institute, Sofia), our country ranks 25th out of 41 countries analysed. What do you think is the reason behind this score?

When answering to this question, all respondents highlighted several aspects as a reason for this score, such as: lack of Media literacy as a formal curricula in all educational levels (primary, secondary and HE); widespread of fake news and disinformation on social media; low trust in policy and decision makers as well as low level of media freedom (media influenced by the government).

Regarding the issue of **exposition of Croatian society to fake news**, especially in the context of Covid-19 pandemic and the war in Ukraine, our interviewees consider that lack of trust in the government, especially health and justice institutions, as well as an increasing number of reported cases of corruption, enabled a “fruitful” ground for spreading fake news and disinformation within Croatian citizens.

“The global health crisis caused by the COVID-19 pandemic, the earthquakes in the Republic of Croatia in 2020, and other emergencies, show that the impact of fake news on both people’s behaviour and the successful management of crises can be pronounced.” - Doc. Ph.D.Sc. Davor Muhvić and Ph.D.Sc. Ivana Rešetar Čulo, Faculty of Law, University of Rijeka.

The biggest threat to journalism nowadays seems to come from within the profession. Commercialization, coupled with digitalization and merciless struggle for survival, eventually led news media to succumb to tabloid-style journalism and to radically downplay their professional standards. According to several studies conducted in Croatian newsrooms, journalists seem to be aware of the erosion of journalistic standards

but also seem to accept it as the ‘new normal’. Moreover, they have upgraded their ‘watchdog’ role by adopting an “adversarial” populist narrative in which the media side with honest people against corrupt elites. This narrative permeates Croatian media discourse and is characterized by excessive cynicism and negativity in political reports.

“...Although the role of the media as a social corrective remains undisputed, the increasing transformation of the media from freedom fighters into tabloid avengers, seems to cultivate ‘media fatigue’ and further distrust in political institutions. In such an ethically challenging environment, Croatian newsrooms and professional organizations remain for the most part silent about eroding professional standards.” - Marijana Grbeša, Faculty of Political Science, Department of Strategic Communication, University of Zagreb and Marija Volarević, VERN University

It is emphasised that young children and elderly are **most likely to become victims of fake news and disinformation** due to the lack of critical thinking. Elderly, who were raised and grew up in the former totalitarian regime, are more likely to believe the media than younger people growing up in the 80’s and 90’s of last century.

“The systematic approach needs to be adapted according to fake news and disinformation in Croatia society. Our citizens need to be taught since early age about basics of media literacy. However, not only youngsters fall into traps of fake news and disinformation, especially vulnerable are elderly citizens who are spreader of disinformation on social media in larger extent than other age groups.”

The biggest gaps related to knowledge and skills of young people/students/media users/other target groups, when it comes to fake news and disinformation was identified as a lack of formal education for media literacy.

Tatjana Krpan Mofardin, professor and graduate librarian, Head of elementary school librarians of Primorsko-goranska county states that *“Students and young people are particularly inclined to uncritically accept fake news whose goal is precisely to manipulate the audience. Although digital generations have grown up with the Internet, their attitude towards the information they receive is not critical enough in distinguishing information from misinformation.”*

However, the **positive steps and good initiatives** have been taken to fight against fake news and disinformation. They have been done on national level (government) as well as by **institutions our interviewees represent**.

Several IT initiatives have been made by Croatian universities in order to develop fact-checking programmes. In addition, Ministry of Culture and Media and Agency for Electronic Media have issued a public call for the allocation of grants for the establishment of a system for verifying the accuracy of information as part of the measure "Establishment of the verification of media facts and the system of public publication of data". The subject of the Public Call is co-financing of activities related to the implementation of projects for the establishment of a system for checking the accuracy of information published in the public space, media and social networks.

In addition, since 2015, Agency for Electronic Media regularly co-finances media literacy projects through public calls for CSO's.

The web platform <https://www.medijskapismenost.hr/> provides medial literacy curricula for teachers, parents, pupils, and it provides a various set of tools for this target groups.

However, it remains noticed that the media literacy in Croatia, as well as fight against disinformation and fake news relies sole on civil society organizations, non-for profit sector, few financial "injections" done by the Agency for electronic media (AEM), but mostly on teachers and their individual initiatives to use the materials rendered by the AEM in their daily work with children.

When we speak of **online disinformation**, our respondents mentioned that the **best solution to mitigating its impact** is education and training of citizens, raising awareness, fact checking tools and higher level of professionalism within the journalism.

"Disinformation is a problem of education at all levels - general education, civic education, science education, and in the case of scientists who themselves adopt a disinformation agenda, and science education. And just as this crisis is present on multiple fronts, the (lack of) responses to it are also multidimensional."

It is necessary to:

- **Emphasize the importance of transparency, independence and impartiality of organizations that collect data from open sources and fact-checking organizations.**

The International Network of Fact Checkers has its own Code of Ethics, which prescribes the work principles that guarantee the professional work of the editorial staff. It is not a one-time accreditation, but a process of continuous confirmation of the commitment of newsrooms to these principles. Institutions, media, platforms and the public should be informed why it is so important to have procedures that ensure compliance with these criteria (and why actors who do not do so should not be immediately trusted just because they present themselves as fact-checkers).

- **Introduce fact-checking techniques into the daily work of newsrooms.** Large technology companies, which in the jargon are also called Big tech, are trying to find technological solutions to the problem of fake news. However, it is almost impossible to automate the recognition of the truth, because almost every successful fake news is built around at least partially correct information, and this makes people, that is, journalists and people with technological knowledge, irreplaceable in the verification chain. Using some of the techniques used by specialized fact-checking newsrooms can significantly contribute to preventing disinformation from breaking into the content of the media mainstream.

- **Systematic implementation of civic education with media education, from the earliest educational cycles.** This systematic support is necessary for journalism to gain a critical mass of capacitated audience: readers, listeners and viewers who need journalism and who understand that social networks cannot take over its social role.

Civic education aims to educate media audiences who:

- ▶ can and want to participate in media speech without trolling, cynicism and violence,
- ▶ acquire a greater capacity for consensus and are more resistant to polarization as a result of exposure to extreme views,
- ▶ understand the difference between propaganda and reporting,
- ▶ they understand the importance of their own speaking out: they decide for their own voice to be heard (voice) instead of silence (loyalty) or withdrawal (exit).

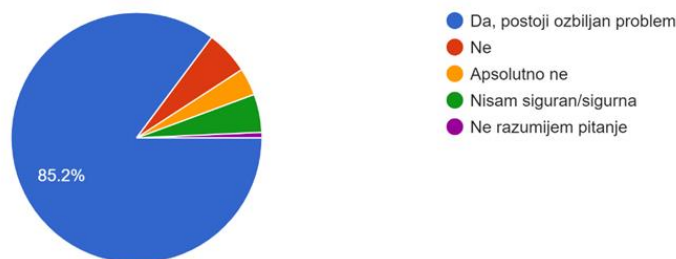
- **Clearer separation of university departments and journalism studies from public relations departments and studies.** The professionalism of both actors is extremely important for a healthy space of public debate, but their work is not the same. At the level of the profession, the association of male and female journalists who care about the fundamental values of the profession should be encouraged.

“It is also important to advocate the education of new journalistic forces to resist pressures and raise the quality of journalism. Journalists' associations should seek stronger professional support in educational, empowering initiatives from environments that can offer them.”

General overview of the needs and skills gaps

National survey that was conducted online (social media poll and online questionnaires) targeted total 142 respondents, young media practitioners, young people, local stakeholders and civil society organisations, social media users from all parts of Croatia. 85.2 % of respondents stated that in Croatia there is an issue related to the spread of false news or disinformation in our society.

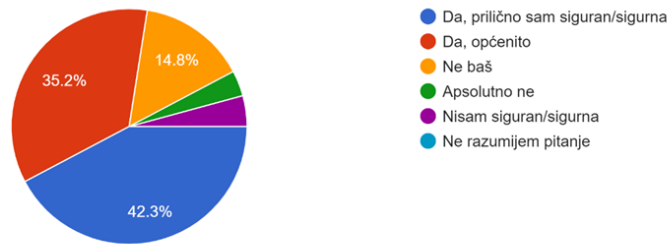
1. Mislite li da postoji problem vezan uz širenje lažnih vijesti ili dezinformacija u našem društvu?
142 responses



However, 42.3% of respondents feel sufficiently prepared to spot false information and disinformation on media and social networks, and only 3.5% feel absolutely not prepared.

2. Osjećate li se dovoljno spremnima uočiti lažne informacije i dezinformacije u medijima i društvenim mrežama?

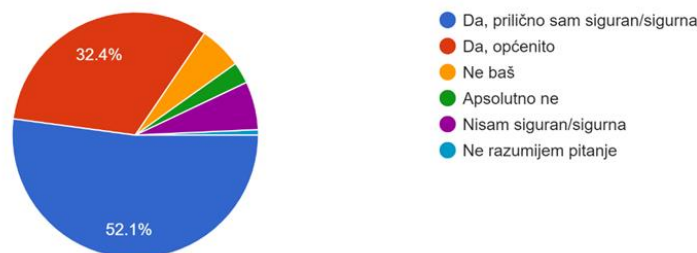
142 responses



Regarding the feeling of being sufficiently prepared to withstand false information and disinformation 52.1% of respondents feel confident and 2.8% feel incompetent.

3. Osjećate li se dovoljno spremnima oduprijeti se lažnim informacijama i dezinformacijama?

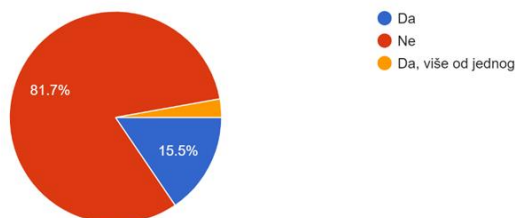
142 responses



Linked to the fact that Croatia does not have a national policy for media literacy, 81.7% of respondents stated that they have never taken a class or course on medial literacy.

4. Jeste li ikada pohađali tečaj/tečaj o medijskoj pismenosti?

142 responses

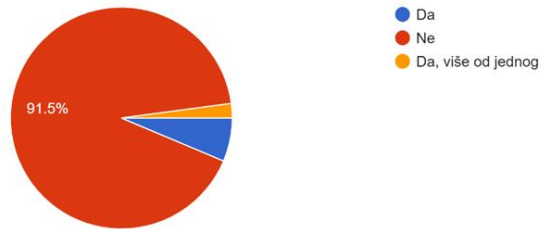


91.5% have never taken a class/course on fake news and disinformation. Since the respondents are young people, this reflects on the notion that at least in the last 10 years

(during their education), the educational system did not implement the media literacy into formal educational curricula.

5. Jeste li ikada pohađali predavanja/tečaj o lažnim vijestima i dezinformacijama?

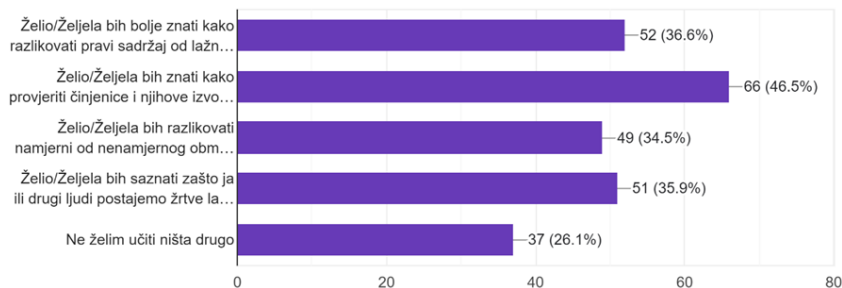
142 responses



Participants of the survey expressed their willingness to learn how to distinguish genuine from false or misleading content (36% of respondents), how to fact check the information and its sources (46%), how to distinguish between intentional from unintentional misleading content (34%), how to learn why they or other people fall victim to fake news and disinformation (35%). However, 26% of the respondents do not want to learn anything else on these topics.

6. Što biste još željeli znati ili savladati u vezi s dezinformacijama?

142 responses

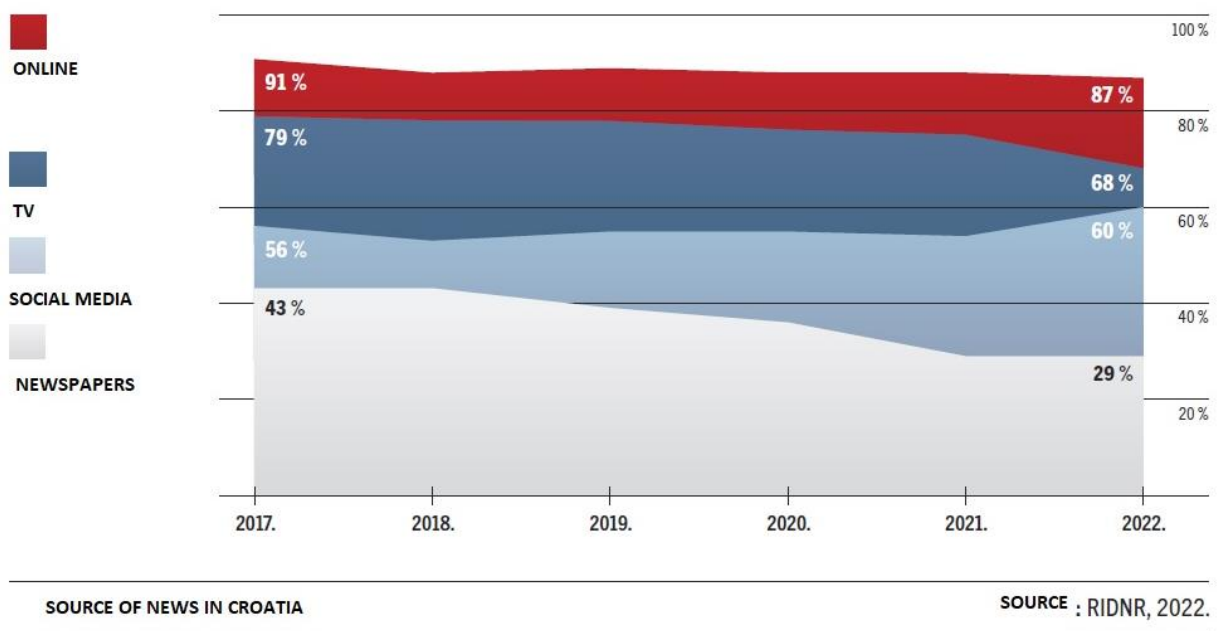


Best practices

Changes in the national and global media market, which went hand in hand with strong technological changes, fundamentally changed the media habits of the Croatian audience. For example, in 2010, television was the main source of news for the majority of Croatian citizens, but also the source most trusted by citizens, while the Internet was the third in terms of importance. Today the situation is significantly different. According to RIDNR (2022), online media (including social networks) is a source of news for as many as 87% of respondents in Croatia (see Graph)⁴.

In second place is the television through which people get the news.

Social networks are the most important source of news for 60% of respondents, which is a jump compared to last year when that figure was 54%. Print media is the least represented source of information in Croatia (29% of respondents, this year as well as last year).⁵



⁴ https://www.aem.hr/wp-content/uploads/2022/09/Studija_dezinformacije_2-izdanje.pdf

⁵ <https://www.aem.hr/wp-content/uploads/2023/06/Komentari-govor-mrz%CC%8Cnje-dezinformacije-i-regulacija-javne-komunikacije.pdf>

In the following section, we are presenting existing initiatives, which were launched after the start of the pandemic:

1. Pro-fact: Research, education, fact-check and debunk COVID-19 related disinformation narratives in Croatia

ProFact is a project whose goal is education and fact-finding in the context of misinformation about COVID-19 in Croatia through multidisciplinary research, raising public awareness and increasing capacity for verification⁶.

The project was implemented from November 2021 until January 2023 and it was funded by DG Connect. The total value of the grant was 410.178,54 EUR.

Research, education, fact-check and debunk COVID-19 related disinformation narratives in Croatia' is tackling disinformation related to COVID-19 on multiple levels by a multidisciplinary and inter-sectoral approach. Through research, awareness raising, and capacity-building methods, the project comprehensively approaches the social, political, and health problem of spreading disinformation campaigns related to COVID-19.

Results of the implemented activities will contribute to the objectives:

- Efficiently exposed COVID-19 related disinformation campaigns in Croatia through research, debunking, and dissemination,
- Strengthened capacities of the multidisciplinary team in Croatia for detecting and combating disinformation campaigns through the exchange of expertise and networking,
- Increased media literacy competencies of journalists and the general public in Croatia, with the focus on fact-checking of COVID-19 related disinformation, through the educational resources and campaigns.

⁶ www.fpzg.unizg.hr/znanost_i_istrazivanja/projekti/medunarodni_projekti/pro-fact

2. Multilayer Framework for the Information Spreading Characterization in Social Media during the COVID-19 Crisis (InfoCoV)

InfoCoV⁷ is a project of the Department of Informatics at the University of Rijeka.

The objective of this project is to define approaches that enable the characterisation of information spreading in social media during the COVID-19 pandemic.

The project is fully supported by the Croatian Science Foundation and it was implemented from 15.7.2020 until 14.1.2022.

Communication through social media has been gaining importance in responses to major crises, such as COVID-19. In emergency situations, there is an urgent need to rely on trustworthy information. On the other side, we are all witnessing a huge amount of misinformation (fake news, conspiracy theories) also spreading on social media, especially during a crisis. In this light, understanding and recognising the information spreading patterns in social media plays an important role and opens various possibilities for alleviating fear, stereotyping and uncertainty, strengthening responsible individual and group behaviour and trust in public authorities in social media communications. The automatic recognition of information spreading patterns may improve various aspects of crisis communication, such as: the classification of positive and negative public attitudes to certain policies and restrictions; choosing the best communication patterns to promote important information in social media; the detection, prediction and preventing of fake news spreading; and many more. Hence, it is important to recognise how different types of information are transmitted and dispersed through social media during crisis communication.

The main goal of research is to perform a quantitative and qualitative analysis of textual information in social media related to COVID-19 and to identify which characteristics of information spreading can differentiate between various information spreading patterns.

Within the project they define a novel formalism multilayer framework that captures three aspects of information spreading: (i) content, (ii) context and (ii) dynamics. The research combines deep learning, natural language processing approaches and social network analysis.

⁷ <https://infocov.uniri.hr/>

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3. Embeddia

EMBEDDIA⁸ is a Horizon 2020 project on which an international consortium is working with the aim of developing an NLP model that is applicable to multiple languages targeting primarily the languages of the European Union, including Croatian. Among the results of this project is cseBERT language model) as well as a model for detecting offensive user comments in Croatian. It was implemented from 1 January 2019 until 31 March 2022

Access to the internet is no longer a luxury—it is a basic component of everyday life and civic engagement, but one in which language continues to be a challenge for fair and equitable access. As Europe becomes more multicultural and personal and professional mobility between cultures rapidly increases, access to fundamental resources such as local news and government services is limited by the great diversity of the EU's 37 languages. For the EU to realise a truly equitable, open, multilingual future internet, new tools allowing high quality transformations (not translations) between languages are urgently needed.

The EMBEDDIA project seeks to address these challenges by leveraging innovations in the use of cross-lingual embedding coupled with deep neural networks to allow existing monolingual resources to be used across languages, leveraging their high speed of operation for near real-time applications, without the need for large computational resources. Across three years, the project's six academic and four industry partners will develop novel solutions including for under-represented languages, and test them in real-world news and media production contexts.

4. TakeLab Retriever

TakeLab Retriever⁹ is a project developed by the laboratory TakeLab49 from the Faculty of Electrical Engineering of computer science in Zagreb. The goal of the project is to build a system that collects indexes and processes with advanced NLP methods, newspaper texts available on Croatian portals from their creation. The system is still under development and is not open to the public, but it can already be used for scientific projects. It uses some of the word processing methods used in fact checking such as

⁸ <http://embeddia.eu/>

⁹ <https://retriever.takelab.fer.hr/>

recognizing named entities and connecting them, and collects data also from portals where there is a possibility that incorrect data can be found.

TakeLab Retriever is a platform that scans articles and their metadata from Croatian news outlets and does text mining in real-time. They have already analysed over eight millions of articles, and analyse 15000 new articles every day.

Retriever allows you to analyse the articles using advanced text-searching mechanisms powered by machine learning and natural language processing. You can sift through Croatian news outlets using phrases, organizations, people, locations, and much more. Reveal trends, patterns, and correlations in the outlets with just a few clicks and keystrokes.

While Retriever is primarily intended for academics (such as political scientists, media analysts, psychologists, and sociologists) who wish to analyse media thoroughly and painlessly in just a few clicks, it can be used by anyone with non-commercial interests. TakeLab Retriever is a window into the present and history of online Croatian media. As such, it is a must-use for researchers who want to find trends, patterns, and correlations, which are otherwise inscrutable when searching with other, general-purpose search engines, such as Google, Bing, or Yahoo.

5. Establishment of verification of media facts and the system of public disclosure of information

This funding scheme is a part of the National Recovery Plan and resistance, whose holders are the Ministry of Culture and Media and the Agency for Electronic Media¹⁰.

It will strengthen society's resistance to misinformation by reducing the amount of misinformation and fake news in the public space, strengthening information reliability and security when consuming media content and using social networks, strengthening the quality of journalism and credible reporting and strengthening of media literacy.

The specific goals of the program are:

¹⁰ <https://npoo.aem.hr/2023/07/04/novi-javni-poziv-za-uspostavu-fact-checking-sustava/>

- a) Strengthening existing competencies and developing new independent ones verifier of the accuracy of information published in the public space, media and social networks,
- b) Development of technological programs and platforms for work on information verification,
- c) Strengthening the media's resistance to misinformation and the encouragement of quality and credible journalism;
- d) Encouragement media literacy projects based on education on countering misinformation and
- e) Creation of a collaborative repository of verified information that should also serve as a collaborative platform for exchange of tools, methodologies and knowledge in the field of combating disinformation and fact checking.

6. Media literacy days

Media literacy days¹¹, organized by the Agency for Electronic Media and the UNICEF Office for Croatia, in cooperation with numerous partners and with the support of the Ministry of Culture and Media and the Ministry of Science and Education, were held from 24th to 30th April 2023, with activities in the weeks before and after that.

The main goals of the project is to raise public awareness of the importance of media literacy and critical thinking about media content, create opportunities for media education for as many citizens as possible, especially children and young people, and support teachers and educators by providing educational materials for the development of media literacy.

On the www.medijskapismenost.hr portal, which is the main communication platform of the Media Literacy Day, 33 educational materials and 30 video lessons are available for free download, which have been downloaded more than 900,000 times since the publication of the first materials in 2018.

¹¹ <https://www.medijskapismenost.hr/dani-medijske-pismenosti-2023/>

The project involves numerous kindergartens, schools, faculties, libraries, cinemas, media houses, associations and other institutions that organize lectures, workshops, film screenings, panel discussions and other activities with the aim of promoting media literacy – in person or online.

This year, the slogan of the Media Literacy Day is "In balance - online and offline" and the focus is on the influence of media and social networks on the mental health of children and young people, as well as on the problem of misinformation and the importance of critical reflection and media education.

Accordingly, the theme of the film competition organized by the Agency for Electronic Media, UNICEF and the Croatian Film Association as part of the Media Literacy Day this year was "Relationships and Friendships - Online and Offline". Young authors - elementary and high school students and their mentors, submitted their films until April 7th, and 77 applications were received.

How Read Twice responds to the needs of young people in Croatia?

Capacity building young media practitioners from Croatia in Porto and Berlin

Ten young media professionals (seven women and three man) from Croatia participated in capacity building activities in Berlin and Porto. The main topics they were interested were:

- Examples of disclosure of fake news and disinformation;
- How to deal with echo chambers and propaganda, algorithm problems and solutions;
- How to stop fake news in EU;
- How news manipulated public in the past and how that can affect particular society in general;
- How to recognize fake news, how to recognize their goal, how to stop them from spreading, understand the point of their creation, what kind of types of fake news there are, how to avoid them and not spread them.

The general evaluation of the events was more than satisfying, especially the visits to media outlets in Germany (Der Spiegel) and in Portugal (Público and Rádio Nova). Participants also acquired new skills on peer learning and they were equipped to become trainers on local trainings for students.

Local trainings for students

Association ECHO in cooperation with the Croatian Pan-European Union, held three workshops for students on the topic of combating fake news and disinformation.

The trainings were organized on 18th April, 16th and 23rd May 2023 in Zagreb, Croatia

As part of the implementation of the EU project Read Twice, ten young people from Croatia participated in capacity building workshops in Berlin and Porto. The project engaged 30 young experts from the fields of journalism, PR and political science, as well as people who write blogs from Bulgaria, Croatia and Romania.

Young media professionals who gained new skills and knowledge through capacity building activities in Berlin and Porto, conducted local workshops for more than 170 students from Croatia. They educated and informed them about tools and techniques to combat and recognise fake news and disinformation so participants learned about various aspects of these issues and tested classic and modern tools for countering the phenomenon of disinformation in the digital space. Besides presenting the before mentioned topics and tools, at the very beginning of each training, a short insight was given on following topics: Fake news and truth in the age of digital media; Fake news, propaganda and media literacy; How does fake news shape hate speech?

After each topic and tool presented, there was a Q&A session organized. According to the questions asked, discussions opened, high level of attendance as well as the positive feedback/evaluation of each training, we can say that the events had a great impact on the students and their knowledge on fake news and disinformation. Trainings targeted young people and students from diverse fields.

The aim of the trainings was to raise participants' awareness on the impact of disinformation on democracy and to demonstrate how it undermines the trust in the society and its institutions. As a result, participants learned how the online environment works, how online news articles and social media posts are generated and paid for, and how to critically analyse the content they consume. Furthermore, methods used to deceive readers on social media were presented, including image and video manipulations, intimidation, false profiles, bots, and trolls.

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During the trainings, journalists` practices for fact checking were presented, thus equipping the young people with skills to access content critically, identify fake news, and counteract through verified and reliable information. At the end of the trainings, young people engaged in the discourse of fake news, and they were empowered with knowledge and tools to promote the benefits to society of reliable and verified information.

The trainings were more than needed as well as useful, since, as mentioned in the previous section, Croatia does not have a national policy for media literacy, so media literacy projects are only implemented by the Agency for Electronic Media, as well as by non-governmental organizations.

Validity/Constraints

A sample is representative, if the results from analysing the sample can also be deemed true for the completely corresponding population.

The term representative always requires a “for”, e.g. within this project - representative for the internet population between 18 and 30 years.

The surveys conducted do not mean to be representative for the entire population 18-30, but shall only be used as a reference to some existing trends. Besides, the survey was not bias towards the population of a specific city, since we targeted respondents from all parts of Croatia.

In addition, it is getting harder to draw a perfect random sample. Telephone or personal interviews for example have to deal with a growing proportion of people refusing to participate in research projects. Therefore, we decided to implement online survey/interviews.

The following steps have been taken while conducting survey/interviews in Croatia:

COVERAGE BIAS

In Europe, an average of 74% of the people use the internet. Especially in Western and Northern Europe, the internet penetration is significantly higher. Online research misses less than 5% of the overall population. In many cases, the results just need to be representative for the online population though, especially when the research topic is about e-commerce, online advertisement or similar topics.

As the topic of the project is directly linked to media literacy and consumption of fake news and disinformation, especially on social media, by implementing online research, which targeted the participants from whole Croatia, we assured that the results were not coverage bias.

SELECTION BIAS

To assure a wide range of representatives and both genders, we have boosted the post, selected age range from 18-30, selected equal participation of both genders and selected

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all regions of Croatia, not only major cities but also rural areas and islands. Therefore, we were in control of who is joining the panel so results were not selection bias.

NON-RESPONSE BIAS

To avoid skewed distributions in our final data, we have set quotas (minimum 140 responses). When we collected enough feedback from this target group, respondents were not able to complete the interview, so non-response bias could not distort quality of our results.

EXCLUSION BIAS

The survey template allowed mobile users to answer our questionnaire, so we did not miss out systematically on a large proportion of the population. Depending on the country, about two thirds of the population frequently use the internet with a smart phone or tablet computer. Hence, excluding them from a survey could have had a massive impact on the overall quality of your study.

Recommendations

The global communication environment has completely changed with the advent of new technologies and actors. The development of the Internet and later social networks democratized public space and made it possible for citizens to participate in a public debate that was not possible before. However, accelerated digitization and at the same time, platformization brought a number of challenges for citizens, traditional media and journalism as a profession. The digital transformation of the media and information market has completely changed the "media diet" of the audience, who are turning more and more to find news internet search engines, social networks and non-journalistic sources.

The role of the media in this process is twofold - they are victims and part of the problem at the same time. Taken into consideration that that online platforms dominate digital advertising, media are forced to develop alternative business models to ensure sustainability and remain relevant. However, in that process, they often follow the imperative of speed, at the expense of accuracy. In the same way, editorial decisions are increasingly based on the "attention economy", web analytics and clickbait headlines rather than news value and public interest assessment.

This process of "de-professionalization" of journalism and the media's inability to respond adequately and quickly enough to technological changes and disinformation challenges opened the space and the need for specialized organizations to verify information and establish fact-checkers.

Societies with a low level of trust in institutions insufficiently developed political culture and low professional standards in journalism, such as Croatia, are particularly vulnerable and susceptible to disinformation campaigns. This was especially visible during the pandemic COVID-19, which showed that a certain number of Croatian citizens tend to believe the conspiracies theories, and that the level of trust in mainstream sources, such as state institutions and the media, and professional authorities, such as health workers, significantly lower than the European Union average.

Because of all this, Croatia must strengthen society's resistance to misinformation, respecting recommendations of all relevant institutions, initiatives and projects.

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Key recommendations:

- 1) **Emphasize the importance of transparency, independence and impartiality of organizations that collect data from open sources and fact-checking organizations.** The International Network of Fact Checkers has its own Code of Ethics, which prescribes the work principles that guarantee the professional work of the editorial staff. It is not a one-time accreditation, but a process of continuous confirmation of the commitment of newsrooms to these principles. Institutions, media, platforms and the public should be informed why it is so important to have procedures that ensure compliance with these criteria (and why actors who do not do so should not be immediately trusted just because they present themselves as fact-checkers).
- 2) **Improvement of professional standards in journalism by introducing fact-checking techniques into the daily work of newsrooms.** Large technology companies, which in the jargon are also called Big tech, are trying to find technological solutions to the problem of fake news. However, it is almost impossible to automate the recognition of the truth, because almost every successful fake news is built around at least partially correct information, and this makes people, that is, journalists and people with technological knowledge, irreplaceable in the verification chain. Using some of the techniques used by specialized fact-checking newsrooms can significantly contribute to preventing disinformation from breaking into the content of the media mainstream.
- 3) **Systematic implementation of civic education with media education, from the earliest educational cycles.** This systematic support is necessary for journalism to gain a critical mass of capacitated audience: readers, listeners and viewers who need journalism and who understand that social networks cannot take over its social role.

Civic education should aim to educate media audiences who:

- can and want to participate in media speech without trolling, cynicism and violence,
- acquire a greater capacity for consensus and are more resistant to polarization as a result of exposure to extreme views,
- understand the difference between propaganda and reporting,

- they understand the importance of their own speaking out: they decide for their own voice to be heard (voice) instead of silence (loyalty) or withdrawal (exit).
- 4) **Clearer separation of university departments and journalism studies from public relations departments and studies.** The professionalism of both actors is extremely important for a healthy space of public debate, but their work is not the same. At the level of the profession, the association of male and female journalists who care about the fundamental values of the profession should be encouraged.
 - 5) **Strengthening the cooperation of key stakeholders and the synergy of all research, development, educational and fact-checking activities,** for which it is crucial to secure public support funds, through a system of direct and indirect subsidies.

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Annexes

Questionnaire for expert interviews

1. According to the [last edition of the Media Literacy Index](#) (2022, Open Society Institute, Sofia), our country ranks [Bulgaria – last in the EU/Romania – last but one in the EU/ Croatia – 25th out of 41.] What do you think is the reason behind this score?

Prema posljednjem izdanju Indeksa medijske pismenosti (2022., Institue Open society, Sofija), naša država nalazi se na 25. mjestu od ukupno 41 država Europe. Što mislite koji je razlog za ovu ocjenu?

2. The same Index shows that Bulgarian respondents believe they are very often exposed to disinformation and fake news – more often than any other group in the EU. From your point of view, what are the main contributing factors to this? [Alternative formulation: *The same Index identifies fake news and disinformation as an ever growing threat to our societies, since the Covid-19 pandemic and the war in Ukraine. From your point of view, how exposed our society is and what are the main contributing factors?*]

Isti indeks identificira lažne vijesti i dezinformacije kao sve veću prijetnju našem društvu, od pandemije Covid-19 do rata u Ukrajini. S vašeg stajališta, koliko je naše društvo izloženo i koji su glavni uzroci tome?

3. Who do you think is most vulnerable to falling victim to fake news and disinfo in our society and why?

Što mislite tko je najosjetljiviji da postane žrtva lažnih vijesti i dezinformacija u našem društvu i zašto?

4. You work with [young people/students/media users/other target groups]. What would you identify as the biggest gaps related to their knowledge and skills, when it comes to fake news and disinformation?

Što biste identificirali kao najveće nedostatke u znanju i vještinama mladih ljudi, kada je riječ o lažnim vijestima i dezinformacijama?

5. How about the advances or positive sides on the topic?

Smatrate li kako postoji napredak u društvu u posljednjih godinu dana vezano uz prevenciju širenja lažnih vijesti i dezinformacija?

6. Does the institution you represent do anything to address or limit the propagation of fake news and disinformation? If yes, what?

Poduzima li institucija koju predstavljate bilo što kako bi riješila ili ograničila širenje lažnih vijesti i dezinformacija? Ako da, što?

7. Do you know of any good initiatives, projects that aim to tackle the spread of fake news and disinformation?

Jeste li upoznati s nekim dobrim inicijativama, projektima koji imaju za cilj suzbiti širenje lažnih vijesti i dezinformacija?

8. When we think of online disinformation, what could be the best solution to mitigating its impact? Educating/training citizens, raising awareness, holding whoever spreads them responsible, technical solutions or something else?

Kada razmišljamo o internetskim dezinformacijama, koje bi moglo biti najbolje rješenje za ublažavanje njihovog utjecaja? Obrazovanje/osposobljavanje građana, osvještavanje, odgovornost onih koji ih šire, tehnička rješenja ili nešto treće?

9. Do you think that issues related to media literacy, fake news and disinformation should be taught in the study curriculum or rather – that it is more for those who take special interest in it? If yes, which education level and subject do you think would be the most appropriate?

Smatrate li kako bi se teme vezane uz medijsku pismenost, lažne vijesti i dezinformacije trebale poučavati u kurikulumu studija ili je to više samo za one koje to posebno zanima? Ako da, koja razina obrazovanja i predmet mislite da bi bili najprikladniji?

10. If yes, who do you think should teach it – general teachers, journalists or other professionals?

Ako da, što mislite tko bi trebao podučavati kurikulum – učitelji, novinari ili drugi stručnjaci?

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Questionnaire for target groups

1. Have you ever taken a class/course on media literacy?

Jeste li ikada pohađali nastavu/tečaj o medijskoj pismenosti?

2. How about fake news and disinformation?

Jeste li ikada pohađali nastavu/tečaj o lažnim vijestima I dezinformacijama?

3. If yes, do you think they were practical enough?

Ako da, mislite li da su bili dovoljno praktični?

4. Do you think it involved enough theoretical components?

Mislite li da je uključivalo dovoljno teorijskih komponenti?

5. Did it cover topics of recency and relevancy?

Je li predavanje/tečaj pokrivaio teme o nedavnosti i relevantnosti?

6. If not, would you take one and why?

Ako ne, biste li pohađali nastavu /tečaj na navedene teme i zašto?

7. Do you think media literacy, including how to fight fake news and disinformation should be taught at educational institutions?

Mislite li kako bi se medijska pismenost, uključujući kako se boriti protiv lažnih vijesti i dezinformacija, trebala poučavati u obrazovnim institucijama?

8. If yes, at which level? [Suggestions: primary, secondary, higher, professional education, private training, project level only, etc?]

Ako da, na kojoj razini? [Prijedlozi: osnovno, srednje, visoko, stručno obrazovanje, privatno usavršavanje, samo projektna razina itd.?]

9. In which school/university subjects should it be discussed or should it be a separate subject?

U kojim školskim/sveučilišnim predmetima bi se o tome trebalo raspravljati ili bi to trebao biti zaseban predmet?

10. Who do you think is most vulnerable to falling victim to fake news and disinfo in our society and why? [Suggestions (offer only if the respondent is hesitant): young people, the elderly, people with lower educational levels, foreigners, users of social media, etc.]

Što mislite tko je najosjetljiviji da postane žrtva lažnih vijesti i dezinformacija u našem društvu i zašto? [Prijedlozi (ponuda samo ako je ispitanik neodlučan): mladi, starije osobe, osobe s nižim stupnjem obrazovanja, stranci, korisnici društvenih mreža itd.]

11. What kind of topics or tools should a training on media literacy, fake news and disinformation include? [Suggestions (offer only if the respondent is hesitant): fact-checking, different types of disinformation, instruments to check credibility of a source, text, video or image, searching for credible sources of information, etc]

Kakve bi teme ili alate trebala uključivati obuka o medijskoj pismenosti, lažnim vijestima i dezinformacijama? [Prijedlozi (ponuda samo ako je ispitanik neodlučan): provjera činjenica, različite vrste dezinformacija, instrumenti za provjeru vjerodostojnosti izvora, teksta, videa ili slike, traženje vjerodostojnih izvora informacija itd.]

12. How confident do you personally feel in discerning fake news or disinformation in news articles online?

Koliko se osobno osjećate sigurnim u razaznavanju lažnih vijesti ili dezinformacija u novinskim člancima na internetu?

13. How about other media, including on social networks?

Što je s drugim medijima, uključujući društvene mreže?

14. What prevents you from being more confident?

Što vas sprječava da budete samouvjereniji?

15. Would you like to add anything else?

Želite li još nešto dodati?

16. Name

Ime

17. Gender

Spol

18. Age

Dob

19. Occupation

Zanimanje

20. Highest educational level attained

Najviša postignuta obrazovna razina

Questions for social media polls

1. Do you think there is an issue related to the spread of false news or disinformation in our society – Yes, there is a serious issue/No/Absolutely Not/Not sure/do not understand the question

Mislite li da postoji problem vezan uz širenje lažnih vijesti ili dezinformacija u našem društvu? Da, postoji ozbiljan problem/Ne/Apsolutno ne/Nisam siguran/ne razumijem pitanje

2. Do you feel sufficiently prepared to spot false information and disinformation on media and social networks? Yes, I am pretty confident/ Yes, overall/ Not really/ Absolutely not/ Not sure/do not understand the question

Osjećate li se dovoljno spremnima uočiti lažne informacije i dezinformacije u medijima i društvenim mrežama? Da, prilično sam siguran/ Da, općenito/ Ne baš/ Apsolutno ne/ Nisam siguran/ne razumijem pitanje

3. Do you feel sufficiently prepared to withstand false information and disinformation? Yes, I am pretty confident/ Yes, overall/ Not really/ Absolutely not/ Not sure/do not understand the question

Osjećate li se dovoljno spremnima oduprijeti se lažnim informacijama i dezinformacijama? Da, prilično sam siguran/ Da, općenito/ Ne baš/ Apsolutno ne/ Nisam siguran/ne razumijem pitanje

4. Have you ever taken a class/course on media literacy? Yes/No/More than one

Jeste li ikada pohađali nastavu/tečaj o medijskoj pismenosti? Da/Ne/Više od jednog

5. Have you ever taken a class/course on fake news and disinformation? Yes/No/More than one

Jeste li ikada pohađali nastavu/tečaj o lažnim vijestima i dezinformacijama? Da/Ne/Više od jednog

6. What more would you like to know or master regarding disinformation?

- I would like to know better how to distinguish genuine from false or misleading content
- I would like to know how to fact check the information and its sources (including images, videos, publishers)
- I would like to distinguish between intentional from unintentional misleading content
- I would like to learn why me or other people fall victim to fake news and disinfo
- I do not want to learn anything else

Što biste još željeli znati ili savladati u vezi s dezinformacijama?

- *Želio bih bolje znati kako razlikovati pravi sadržaj od lažnog ili obmanjujućeg sadržaja*
- *Želio bih znati kako provjeriti činjenice i njihove izvore (uključujući slike, videozapise, izdavače)*
- *Želio bih razlikovati namjerni od nenamjernog obmanjujućeg sadržaja*
- *Želio bih saznati zašto ja ili drugi ljudi postajemo žrtve lažnih vijesti i dezinformacija*
- *Ne želim učiti ništa drugo*