Mapping of national best practices (public and private) for tackling disinformation

Portugal

UNIVERSIDADE LUSÓFONA

CICANT

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Project information

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

Timeframe

1 October 2022 - 31 March 2024

More information

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Acknowledgments

Introduction

Nowadays, as a result of the rapid transformation of the internet and digital technologies, information reaches large audiences at a high speed regardless of its veracity or not. Therefore, there is a growing concern about the dissemination of non-validated content that can jeopardise the status of the internet as a space for free and informative debate and as a tool for social inclusion, essential to participate freely and fully integrate the various socialisation arenas.

Although we commonly speak of "fake news", the problem is broader and more complex. According to Wardle & Derakhshan (2017, p. 10), the phenomenon is called "information disorder" and comprises three concepts that, although they may overlap, are distinguished by their purpose and impact - the intent to spread falsehoods or to purposely cause harm. According to the authors,

> Dis-information - Information that is false and deliberately created to harm a person, social group, organisation or country; Mis-information - Information that is false, but not created with the intention of causing harm; and Mal-information - Information that is based on reality, used to inflict harm on a person, organisation or country (Wardle & Derakhshan, 2017, p. 20)

The creation and dissemination of falsified, unverified information that lacks clarity or transparency and aims to mislead, confuse and distance citizens from factual knowledge of reality can have several impacts on democracy, including on media credibility. For this reason, disinformation is a global problem and has received attention from worldwide institutions. At the European Union level, a concerted effort has been made to tackle it, both through awareness-raising campaigns and the development of strategic actions, and through the development of monitoring programmes and collaboration with observatories[1][2].

Although Portugal is, according to the Digital News Report 2020 (Newman et al., 2020), the second European country where citizens are most concerned about the authenticity and validity of information, data also shows that the mechanisms of disinformation are quite participated by them. And, therefore, this problem has received special attention from various sectors:

a) media and other associations: proven by the number of initiatives developed in recent years, mapped in this document, and whose main goal is based on the reinforcement of media and digital literacy profiles of the Portuguese society; and, also, some surveys of the main fake news sites in Portugal (it is the case of the list presented by the page Truques da Imprensa Portuguesa [Tricks of the Portuguese Press] and the book "Viral: A Epidemia de Fake News e a Guerra da Desinformação" ["Viral: The Fake News Epidemic and the War of Disinformation"] by Fernando Esteves and Gustavo Sampaio).

b) the national media regulator, Entidade Reguladora para a Comunicação Social [Portuguese Regulatory Authority for the Media], which in addition to enforcing the

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[1] https://digital-strategy.ec.europa.eu/en/policies/online-disinformation

[2] https://eurocid.mne.gov.pt/artigos/uniao-europeia-e-o-combate-desinformacao

press and television laws and ensuring the registration and identification of the media, developed a report[3] on disinformation in a national context for parliamentary discussion. This report even gave rise to a book: A desinformação - Contexto Europeu e Nacional [Disinformation - European and National context] (ERC, 2022) .

c) the portuguese parliament which approved Carta Portuguesa de Direitos Humanos na Era Digital[4] [Portuguese Charter on Human Rights in the Digital Age], dated May 2021. This widely discussed diploma foresees, in general terms and after rectification, that the Portuguese State ensures the fulfilment of the European Action Plan against Disinformation, in order to strengthen the response and cooperation capacity of member states against disinformation.

References

Wardle, C., & Derakhshan, H. (2017). Information Disorder: Toward an interdisciplinary framework for research and policymaking. Council of Europe. Available at https://rm.coe.int/information-disorder-report-2017/1680766412

Entidade Reguladora para a Comunicação Social (2022). *A desinformação - Contexto Europeu e Nacional.* Almedina.

Newman, N., Fletcher,R., Schulz,A. Andı, S., Nielsen, R. K. (2020). Reuters Institute Digital News Report 2020. Available at https://reutersinstitute.politics.ox.ac.uk/sites/default/files/2020-06/DNR_2020_FINAL.pdf

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[3] https://www.parlamento.pt/Documents/2019/abril/desinformacao_contextoeuroeunacional-ERC-abril2019.pdf
[4] https://dre.pt/dre/legislacao-consolidada/lei/2021-164870244

National Key Findings

The survey and analysis of the initiatives listed in this mapping provide us an overview of the efforts that have been made in Portugal to tackle information disorder, such as disinformation, and the attention that various sectors of society have given to the development of strategies to detect and empower citizens for early detection of information disorder. In general terms, we can state that:

1. Most of the initiatives identified are **fragmented and short-term.**

2. The **education, media and higher education/research** sectors are the biggest **promoters** of initiatives focused on combating disinformation and empowering citizens.

3. Most of the **initiatives** identified began about **4 years ago**, even if the oldest - and the most long-lasting - started in 1989.

4. The **objectives** of the initiatives are **common and in line with the European guidelines and strategies** for empowering citizens, promoting media literacy and combating the spread of misinformation.

5. Most of the initiatives produced their **own content and made available tools that aim to stimulate citizen's critical reflection about the phenomena,** whether through games or other playful materials. The initiatives promoted by the **media** favour mostly the **production of journalistic content**, valuing **journalism as an essential practice for democracy**.

6. Most initiatives focus on **school-age and broad audiences**. **Few initiatives** address specifically **intergenerational** perspectives or **older age groups.**

7. Several initiatives focus on **involving target groups** in **active learning** and **knowledge co-creation** activities.

8. **Lack** of initiatives **related to advertising.**

Methodology

Approach

This mapping aimed to collect information and to list a set of initiatives that represent Portugal's experience and expertise in addressing disinformation and media literacy-related issues. It was intended to provide an overview of the various areas where the issue of disinformation is addressed, with a main goal in sight: to present a comprehensive and incisive collection of information on initiatives promoted by public and private entities.

Based on the expertise of the research team in media literacy, media education and audience studies, a first list of initiatives was drawn up (n=20[5]). The collection took into account a time period of 12 years - since 2010 -, with a special focus on the last 6 years[6]. Then, a search was made on the websites of the listed initiatives in order to gather preliminary information - including objectives, topics covered, target audience, and duration. Research was also carried out in websites of previously identified promoters.

After analysing all gathered information, 3 **Top Selection** initiatives and 10 + 1 **Best Practices** were selected and in-depth project summaries were drawn up. Along with **temporality**, the initiatives were selected according to **diversity** criteria **(in terms of target groups and sectors)** and their **perceived impact at the national level**. **Top Selection** are those considered most relevant for their quality, impact, and dimension. As **Best Practices** we considered initiatives that provide good examples of activities and approaches in various areas of activity.

The data collected was analysed from a qualitative perspective. The aim was to look at the approaches and strategies adopted by the various initiatives listed, in order to identify parallels and specificities. We tried to make a general overview of the type of initiatives identified as Top initiatives and Best Practices, the sources of funding and the sectors that most frequently promote them. In annex 2 an infographic of the process is available.

Challenges

The challenges encountered during the mapping process were essentially related to the topicality of the subject and the **dispersion of information** about the projects. Firstly, the task of **identifying projects and initiatives** carried out at the national level during the **first part of the decade** was challenging. Then, **very few projects** - especially at the educational level - **focus solely** on the topics of **disinformation and fake news**. In addition, a repository of information on projects and initiatives related to disinformation and fake news has not been identified at the national level. For this reason, it became necessary to conduct a more in-depth search on the websites of previously identified promoters.

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[5] The list of the 20 initiatives identified in the initial phase of the research is available in annex 1.

[6] Although this was the time period considered, due to its longevity, an initiative that started in the late 1980s was included in the initial listing.

Findings

General overview of Best Practices

The research carried out in Portugal resulted in an initial listing of 20 initiatives[7] totally or partially focused on information disorders and citizen empowerment against fake news, carried out during the last 10-12 years. The critical analysis of these 20 initiatives resulted in a **Top Selection** (3 initiatives) and a list of **Best Practices** (10 +1). All these initiatives were selected according to the criteria defined and presented in the previous section.

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[7] The list of the 20 initiatives identified in the initial phase of the research is available in annex 1.

Top selection

Público na Escola [Público at School]

Público na Escola is an initiative promoted by the Público newspaper aimed mainly at school-age readers and teachers. Through this project, Público, one of the most relevant national newspapers, seeks to play a key role in the **training of new generations of readers**, key actors for an **enlightened and plural society**.

Given the importance of **media literacy** as a key skill for citizens to make informed readings of the world around them, and to intervene as critical, attentive and committed actors, as well as the central role of the school in this process, Público na Escola aims to **contribute** to a **closer relationship** between current **media and school/young readers**. It does so by providing new **tools to teachers** and new **opportunities for students** to express themselves. It does so by providing new tools to teachers and new opportunities for students to express themselves, engaging them in journalism practices.

Source: Público na Escola website

The initiative - that has been running since 1989 - aims to help **decode** the language of the **press** and the **media** in general, to develop **critical thinking**, to contribute to a **closer relationship between the media and the school**, to encourage the creation of **school newspapers**, to **give a voice to students,** and to **empower teachers** with new working tools to promote media literacy in the school context. Público na Escola's activity is anchored in skills included in the Perfil dos Alunos à Saída do Ensino Secundário [Students Profile by the End of Compulsory Education] - a document that intends to highlight key competences and to sustain the definition of strategies and pedagogical approaches in teaching practice.

Público na Escola [Público at School]

Table 1 - Overview of Público na Escola

| Promoter	Público newspaper (promotor) with the support of Ministry of Education and Belmiro de Azevedo foundation
Sector	Media/ Education
Geographical information	National
Target audience	School-age children and young people, Educators
Funding	Private/ National
Main goals	- To promote basic media and digital literacy skills - To promote a critical literacy competences - To promote active citizenship and civic engagement - To deconstruct the work of journalism and the roles of the media - To foster school journalism
Years of activity	1989-
Website	https://www.publico.pt/publico-na-escola

Source: Público na Escola website

Polígrafo [Polygraph]

Polígrafo is an online journalistic project that began in 2018. It defines as its main goal to investigate the truth in the public space. Through **fact-checking**, Polígrafo aims to promote **citizens' critical literacy** and **citizenship skills**. It does so by daily checking information conveyed by several fronts and actors - traditional and digital media, politicians, commentators, influencers, artists, among others. Polígrafo's team also carries out **research to verify information** suggested by its readers. The verification is done using an **evaluation scale of 7 levels (ranking)**, following the example of international fact-checking references, such as Agência Lupa (Brazil) or maldita.es (Spain). Through this scale, Polígrafo ranks each news item according to its level of veracity.

Polígrafo has a **policy of transparency and proximity**. Therefore **describes** clearly and objectively all the **steps** that the **verification** of a piece of information requires. By doing so, it also seeks to inform readers about the information they should look for in their daily media consumption.
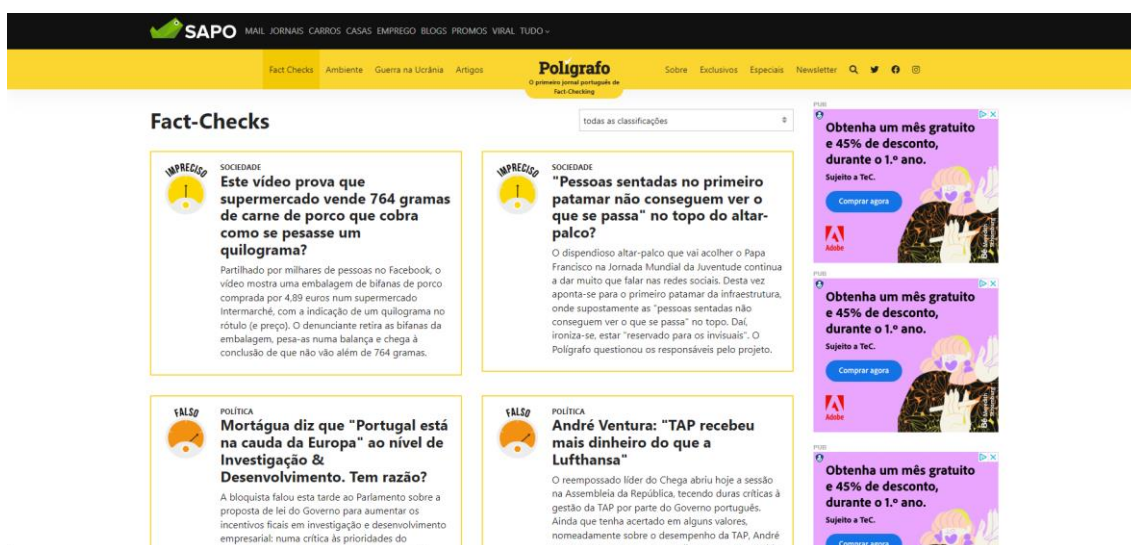
Source: Polígrafo website

Polígrafo also has a **weekly space in the night news** of SIC, a private open signal television channel. In this weekly edition, the most important and **up-to-date news are discussed and deconstructed**. In each news piece, the information, the authors and the fact-checking process are scrutinised. The process ends with the **ranking attribution.**

Its presence on the internet and on national free-to-air television contributes to having a great reach, **entering the homes of a large section of the national population**. It should also be noted that, by using a **simple language** and **seeking to demystify the media discourse**, Polígrafo intends to reach **all age groups and socio-economic strata**.

Source: [Polígrafo website](#)

Table 2 - Overview of Polígrafo

Promoter	Polígrafo with the support of SIC
Sector	Media
Geographical information	National
Target audience	General audience
Funding	Private/ National
Main goals	- To promote basic media and digital literacy skills - To promote a critical literacy competences - To promote active citizenship and civic engagement - To deconstruct the work of journalism and the roles of the media
Years of activity	Launched in 2018
Website	https://poligrafo.sapo.pt/

Cidadão Ciberinformado [Cyberinformed Citizen]

Cidadão Ciberinformado is a short-duration course promoted by the National Cybersecurity Center (CNCS), aimed at **all citizens who consult online information, use digital devices,** and are interested in the topic. It is a **self-paced**, **e-learning**, **free course** that addresses issues related to **misinformation** and **falsified information**. The course was developed in partnership with LUSA - national news agency. It intends not only to alert people to the **dangers of uncritical consumption** of information, but also to share knowledge about verification of online information.

The course has a total duration of about **3 hours** and includes diversified contents that are accompanied by texts, videos and other **support materials**. After its conclusion, the participants can download a **Certificate of Conclusion**.

Source: [Nau website](#)

By the end of this course, participants are intended to **understand** what **fake news** are, how they appeared and **how they spread**; understand the **importance of fighting fake news** and how to do it; **verify** the **veracity** of a news or information online, and also, understand why we should believe in journalism and not stop consuming information online.

Table 3 - Overview of Cidadão Ciberinformado

Promoter	National Cybersecurity Center (CNCS) with the support of Lusa
Sector	Social Innovation/ Media
Geographical information	National

Target audience	All citizens that use digital devices and consult online information
Funding	Public/ National
Main goals	- To promote basic media and digital literacy skills - To promote a critical literacy competences - To promote active citizenship and civic engagement - To deconstruct the work of journalism and the roles of the media
Years of activity	Launched in 2020
Website	https://www.nau.edu.pt/pt/curso/cidadao-ciberinformado/

Target audience	All citizens that use digital devices and consult online information
Funding	Public/ National

10 + 1 Best Practices

Academia Media Veritas [Media Veritas Academy]

Academia Media Veritas was a social innovation initiative focused on fighting media illiteracy and journalistic manipulation and misinformation. It mainly targeted senior communities located in Vila Nova de Gaia municipality (district of Porto, Portugal). Specific activities also addressed younger age groups. The activities aimed at empowering these groups to access, analyse, evaluate, produce and act upon media messages.

Media Veritas organised **training actions** and workshops dedicated to **media literacy, disinformation, and journalism**. Besides this, it developed a **manual** aimed to older people with tips on **how to detect and avoid false information**; a **quizz**, aimed at young people aged between 14 and 25 years old, to **evaluate** their **knowledge** and **competences** related to **fake news** and **false information detection**; an **informative video** on **media and information**, the media's **social constructions** and **journalistic production**.

Source: Facebook Media Veritas

Table 4 - Overview of Academia Media Veritas

Promoter	Associação Portuguesa de Imprensa [Portuguese Press Association] with the support of Google.org
Sector	Media/ Social Innovation
Geographical information	Vila Nova de Gaia (Porto district)
Target audience	Older people in particular. Specific activities engaged younger age groups
Funding	Public/ National
Main goals	- To promote media access and use skills; - To enhance critical reflection on the media and the information disseminated by the media; - To enhance skills to detect and report fake news and information; -To promote media production competences.
Years of activity	2019-2022

Website	https://mediaveritas.pt/

Source: Facebook Media Veritas

[Desinformação em contexto de Guerra](#) [Disinformation in the context of war]

Desinformação em contexto de Guerra is an annual awareness campaign aimed at children and young people. The first edition was launched in 2022. It included a set of **illustrations with recommendations on the veracity and reliability of information** and aimed not only to warn, but also to **raise awareness towards the problem of disinformation** in times of war in Europe. In addition to illustrations, the campaign also included **testimonials** and recordings of **meetings** and **webinars** on related themes.

In 2023, in commemoration of the "School Day for Nonviolence and Peace" (30th January) the second edition was presented. This year, along with materials on the subject, the **educational communities** were challenged to develop initiatives in this area - **exhibitions** of student work, **debates**, **lectures**, **theatrical performances**, **initiatives by newspapers**, **radio and television channels** and **school clubs**. In order to reach a **wider public**, **families** were invited to **share the contents created by the educational communities**, **municipalities**, **youth associations**, among others.

Source: [SeguraNet website](#)

Table 5 - Overview of Desinformação em Contexto de Guerra

Promoter	Direção-Geral da Educação [Directorate-General for Education] with Centro de Sensibilização SeguraNet [SeguraNet Awareness Centre]
Sector	Educational
Geographical information	National
Target audience	Children and Young People, Teachers, Families, Educational communities, Municipalities,Youth associations
Funding	Public/ National
Main goals	- To enhance critical reflection on the media and the information disseminated by the media; - To enhance skills to detect and report fake news and information; - To promote creativity and media production competences.
Years of activity	2022-2023
Website	https://www.seguranet.pt/pt/noticias/dia-escolar-da-nao-violencia-e-da-paz-campanha-desinformacao-em-contexto-de-guerra

[Hora da Verdade](#) [The Hour of Truth]

Hora da Verdade was an initiative that resulted from a partnership between the private generalist television channel TVI and the online generalist newspaper Observador. Observador was the first Portuguese media outlet to join the International Fact-checking Network (IFCN). On a weekly basis, Hora da Verdade offered a space dedicated to **fact-checking,** bringing together **journalists and experts** to **deconstruct false information. Hot topics** were usually chosen**.** Alongside **deconstructing information** and explaining the **various ways in which news is manufactured**, the programme used a **barometer** to rank the information under scrutiny.
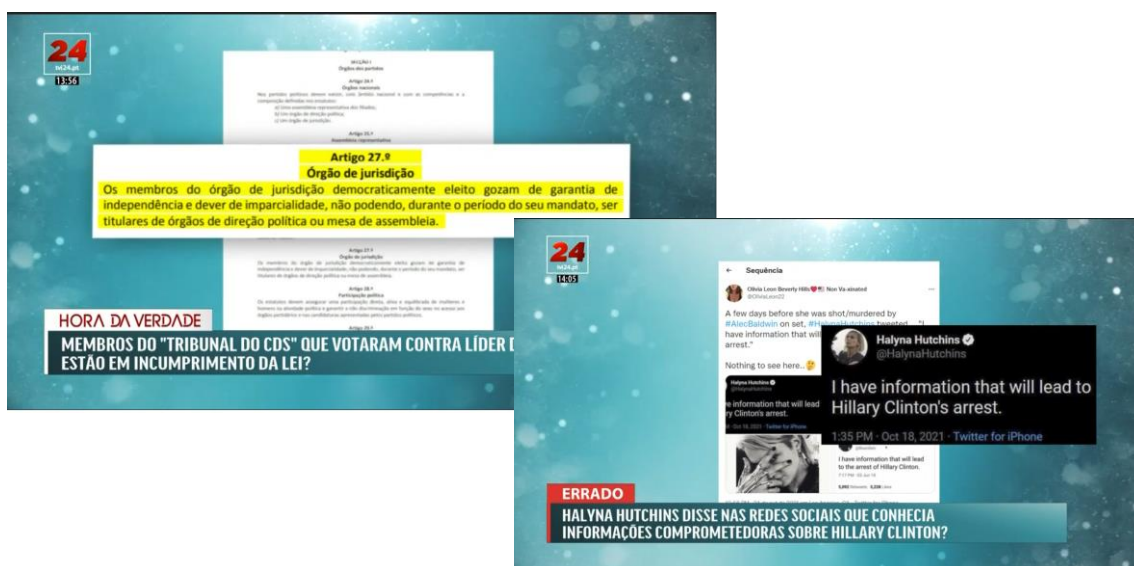
Source: [Hora da Verdade website](#)

Table 6 - Overview of Hora da Verdade

Promoter	TVI with the support of Observador
Sector	Media
Geographical information	National
Target audience	General audience
Funding	Private/ National
Main goals	- To deconstruct news information - To empower citizens with critical reading skills and the ability to detect falsified information
Years of activity	2020-2021

Website	https://tviplayer.iol.pt/programa/hora-da-verdade/5f7fa87b0cf2ae07a253f644

ISCTE-EDMO IBERIFIER

IBERIFIER is an **Iberian hub**, a digital media observatory that aims to **combat disinformation** in Spain and Portugal. It brings together a consortium of 23 partners, composed of 12 universities, 5 independent fact-checking organisations and news agencies, and 6 leading institutions in strategic analysis, computer and data science, and media research.

With the support of public authorities from both countries, prominent media organisations, several scientific and professional associations, as well as other stakeholders, IBERIFIER is conducting 1) **scientific research** and analysis for the **security** and **development** of the **Iberian digital media ecosystem**; 2) **fact-checkin**g in three languages (Spanish, Portuguese, and Catalan); (3) computer and data research aimed at **developing system for early detection of disinformation**; (4) **strategic analyses** about the **impacts of disinformation** on areas such as politics, economy, social and security issues, science and technology, and the media industry; and (5) development of **media literacy**, through a set of **activities targeted mainly to young people, journalists and citizens in general.**

Table 7 - Overview of IBERIFIER

Promoter	University of Navarra (Coordinator) <u>Spanish partners</u>: Asociación Maldita contra la desinformación: periodismo, educación, investigación y datos en nuevos formatos, Universidad Carlos III, Universidad de Granada, Universidade de Santiago de Compostela, Universitat Politècnica de València, Universidad Politécnica de Madrid, Universidad Miguel Hernandez, Associació Verificat, Universidad Rey Juan Carlos, Fundacion Universitaria San Pablo, Agencia EFE, Fundación Española Para La Ciencia Y La Tecnología (FECYT), Universitat de València, Real Instituto Elcano, Barcelona Supercomputing Center <u>Portuguese partners</u>: ISCTE - Instituto Universitário de Lisboa, Polígrafo, Centro Protocolar de Formação Profissional para Jornalistas (CENJOR), Universidade de Aveiro, Observatório da Comunicação (OberCom), Agência Lusa, Associação Literacia Para os Media e Jornalismo
Sector	Higher Education/ Research
Geographical information	Iberian
Target audience	General audience (Academic and professional sectors + young people and citizens in general)

| Funding	Public/ European
Main goals	- develop scientific research and analysis to improve security, fact-checking strategies and systems; - enhance professionals competencies towards disinformation - promote media literacy competencies among young people, journalists and citizens in general.
Years of activity	2021-
Website	https://iberifier.eu/

Source: IBERIFIER website

Media Trust.Lab

MediaTrust.Lab – Local Media Lab for Civic Trust and Literacy is a national research project that focuses on disinformation in contexts of proximity in Portugal. The project arises from the **lack of attention** that has been given to **disinformation** and **fake news** in **smaller territories and local media**, from the frequent **financial restrictions** and **dependence** of State support that these **regional media outlets** face, and also the **local news deserts**, that mostly affect more remote spaces and far from the large territories.

MediaTrust.Lab aims to **identify** and **analyse strategies** and **practices** of **fact-checking** by **local journalists**. Besides this, the project also considers the potential collaboration of local media audiences in the process and intends to look into this.

"O jornalismo não pode batalhar no mesmo campo da desinformação"

19 de Julho, 2022

Os meios de comunicação social, sejam nacionais ou locais, não devem apenas batalhar por tráfego e utilizar os mapas de métricas de audiência como critério editorial. Desta forma, estariam lutando no mesmo campeonato que a desinformação, sacrificando a qualidade da informação, defendeu Paulo Pena, membro do Investigate Europe, durante o webinar "Mecanismos de Combate à [...]
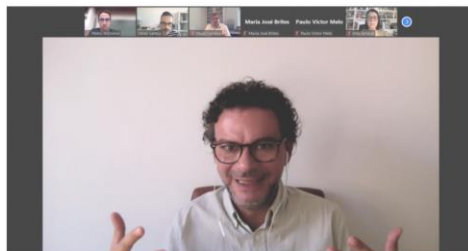
MediaTrust.Lab publica primeiro estudo sobre "desertos de notícias" na Europa

1 de Dezembro, 2022

"Desertos de Notícias Europa 2022: Relatório de Portugal" ou "News Deserts Europe 2022: Portugal Report". É este o título do relatório, bilingue, que resulta de um estudo MediaTrust.Lab, coordenado por Pedro Jerónimo e realizado em coautoria com Giovanni Ramos e Luísa Torre. "Durante três meses e reportando aos dados disponíveis na base de dados da [...]

*Source: MediaTrustLab website*

Table 8 - Overview of MediaTrust.Lab

Promoter	LabCom – Communication and Arts and University of Beira Interior and University of Coimbra
Sector	Higher Education/Research
Geographical information	National, with a Regional focus
Target audience	Local news media outlets; journalists
Funding	Public/Fundação para a Ciência e Tecnologia
Main goals	- Identify strategies, practices and contexts of local media; - Identify and analyse the impact of disinformation content on local media; - Explore how local media audience perceives and reacts to contexts of disinformation; - Implement a media literacy program centred on new dynamics of civic participation and journalistic information verification practices, aiming to train audiences and journalists to recognise and act in contexts of disinformation; - Develop tools and applications that support the fact-checking process.
Years of activity	2021-
Website	https://mediatrust.ubi.pt

Prova dos Factos [Proof of the Facts]

Prova dos Factos is a fact-checking initiative promoted by Público newspaper that aims to **verify and deconstruct information and detect dis/misinformation**. In this section, Prova dos Factos analyses **information shared in digital media**, as well as information disseminated by politicians and public figures, in order to identify its veracity or falsity. Through this deconstruction process, Prova dos Factos seeks to actively involve readers in the process. Therefore, it accepts suggestions of information to be verified. As explained in the webpage dedicated to the initiative, when analysing the information, a **rating** is given to each piece of information signalling its **degree of truthfulness or falsity.**
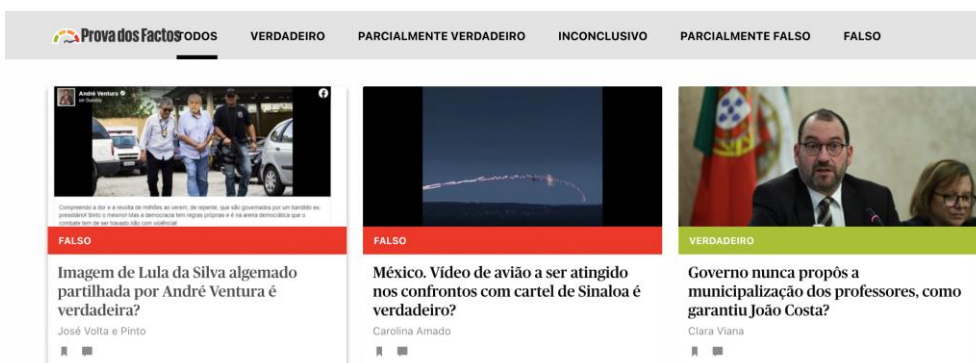
Source: Prova dos Factos website

Table 9 - Overview of Prova dos Factos

Promoter	Público
Sector	Media
Geographical information	National
Target audience	General Audience
Funding	Private/ National
Main goals	- Enhance media literacy basic competences;

	- Promote critical reading skills and the deconstruction of information conveyed in and by the media; - Promote transparency in the fact-checking process; - Actively involve citizens in the process of verifying information.
Years of activity	2016-
Website	https://www.publico.pt/prova-dos-factos

[Público ou Inimigo Público](#) [Public or Public Enemy]

Público ou Inimigo Público is an online game created in the context of the 15th anniversary of Inimigo Público [Public Enemy], a satirical journalistic supplement. Inimigo Público was distributed with the newspaper Público until 2021 and is currently distributed on a weekly basis with Expresso newspaper, another of the portuguese leading newspapers.

The **game** stems from the perception that sometimes reality surpasses fiction and that the unusual and **cartoonish episodes of everyday life** can make it **difficult to distinguish the headlines** that belong to serious and **real media outlets** and those that are created and disseminated by other **satirical or fake media**. This example applies to other satirical media outlets. Thus, through the game, readers' **critical reading skills** are put to the test, with special focus on **distinguishing between fact and opinion/satire.**

Table 10 - Overview of Público ou Inimigo Público

Promoter	Público
Sector	Media

Geographical information	National
Target audience	General Audience
Funding	Private
Main goals	- Enhance media literacy basic competences; - Promote critical reading skills and the deconstruction of information conveyed in and by the media; - To learn to distinguish between facts and various types of disinformation.
Years of activity	2018
Website	https://www.publico.pt/inimigo/interactivo/quiz-publico-inimigo-quem-escreveu-este-titulo

SMaRT-EU

The SMaRT-EU project was conducted with the aim of providing **tools**, **suggestions**, and **resources** to train **young people, older adults and educators** to be more **resilient to misinformation and fake news**. The project particularly focused on the various forms that false information can take on social media and on fake news phenomena.

The project had an intergenerational approach and conducted several activities. The team developed and made available a **repository of materials targeted at each end-user group** and related to the three main themes covered by the project **(Media Literacy keys concepts; Online Civic Engagement and Resilience to Disinformation and Fake news)**. **Materials** (e.g. booklets, training materials) were created to provide useful and **easily usable content for ordinary citizens** or in diverse **educational contexts**. Besides this, **YouTube contents** were created, to address the project's themes in an easy way.
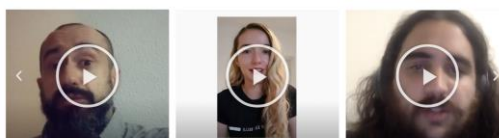
Source: SMaRT-EU website

In addition, the project carried out **workshops** in all partner countries on **fake news, critical agency for social media** and **media for civic agency** on a local level with **young people** and **older adults**. As a final result, the project launched a **b-learning course** that covers a variety of issues related to **disinformation** aimed mainly at **educators** who work with both young and older people.

Table 11 - Overview of SMaRT-EU

Promoter	Lusófona University, CICANT (coordinator) (Portugal) Partners: Pontydysgu SL (Wales/Spain), Društvo za komunikacijsku i medijsku kulturu - DKMK (Croatia), Mediawijs (Belgium), University of Tartu (Estonia), ERYICA (Luxembourg)
Sector	Higher Education/ Research
Geographical information	European with a national approach
Target audience	Intergenerational project aimed at younger people, educators, older people
Funding	Public/ European
Main goals	- To empower participants in critical and agentive media literacy - To produce teaching materials target at intergenerational publics - To promote critical reading skills and the deconstruction of information conveyed in and by the media; - To learn to distinguish between facts and various types of disinformation.
Years of activity	2020-2021
Website	https://http://smart-toolkit.eu/

Tiras BD SeguraNet [SeguraNet Comic Strips]

Tiras BD SeguraNet are a set of pedagogical resources aimed at promoting Digital Citizenship and Media Education in schools created by Centro de Sensibilização SeguraNet [SeguraNet Awareness Centre].

The **small comic strips** use an **appealing visual language** for the **younger public** and created with the intention of being used as an **educational resource**. Among the **various themes** addressed are the **veracity of the information** circulating on the internet and the **dangers of perpetuating false information**.

Comic strip about how a rumour spreads. One of the students tells his classmates that he read on the school website that the holidays start the next day and that everyone will get full marks. The classmates question where he really read the information and why he thinks it is true. The conclusion shows that websites with well-written content are not always true and do not always belong to the institutions that are mentioned.

Source: [Tiras BD SeguraNet website](#)

Table 12 - Overview of Tiras Bd SeguraNet

Promoter	Centro de Sensibilização SeguraNet [SeguraNet Awareness Centre]
Sector	Education
Geographical information	National
Target audience	School-age children and young people, Educators
Funding	Public/ National
Main goals	- To promote basic media and digital literacy skills - To promote a critical view and reading of everyday events - To promote active and enlightened citizenship

Years of activity	2010-2020
Website	https://www.seguranet.pt/pt/tiras-bd-seguranet

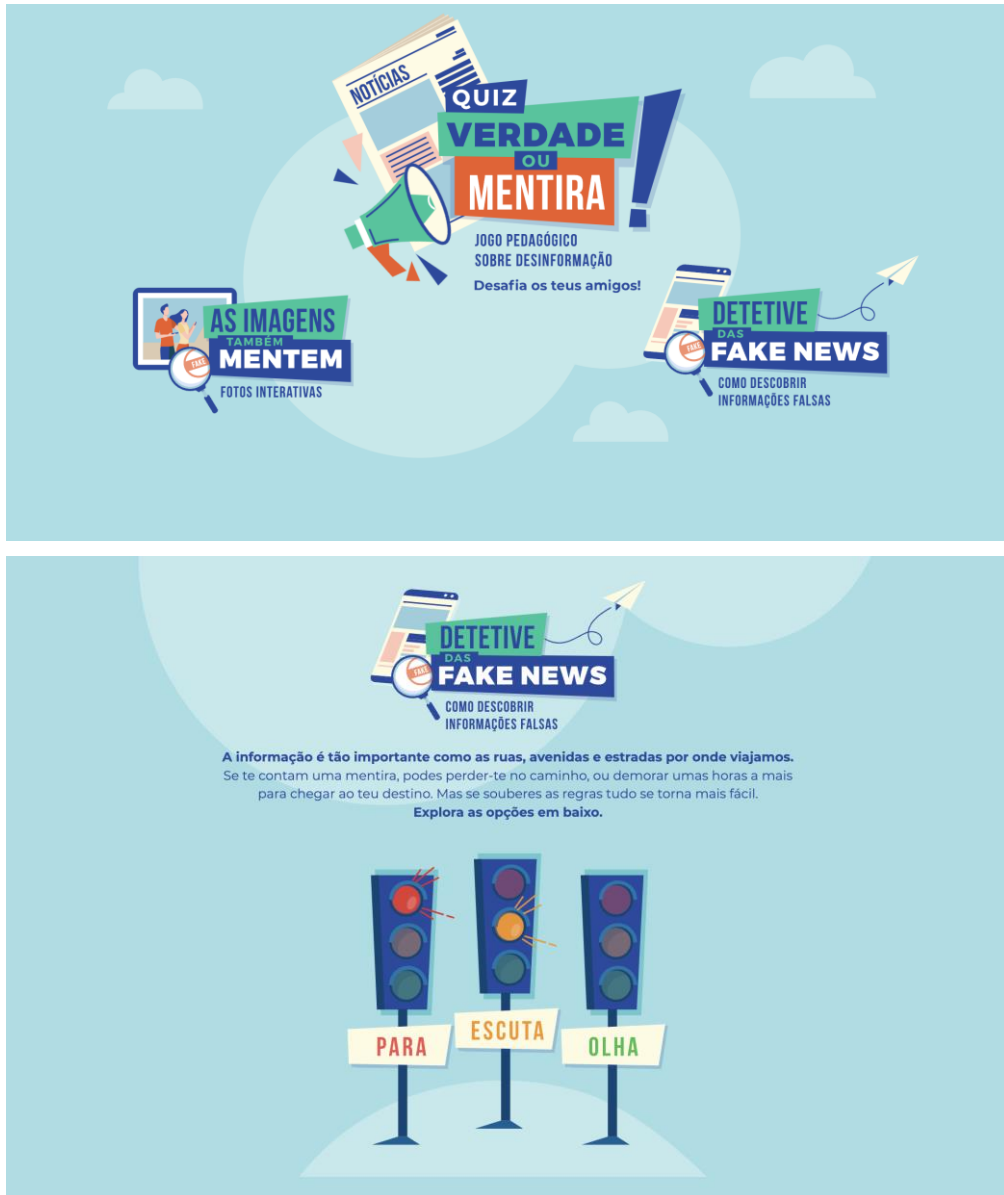## Verdade ou Mentira [Truth or Lies]

Verdade ou Mentira is a game that results from the activity developed by the Media Literacy Kit Working Group, a group established by the Assistant Secretary of State for Education and the Secretary of State for Cinema, Audiovisual and Media, with the purpose of creating resources for primary and secondary school teachers to work and promote media literacy skills with their students.

The game, aimed at students, adopts the format of a **quiz**, and covers issues related to **misinformation/fake news**. By using branching strategies and **gamification**, it seeks to alert students to the topic, promoting their **civic sense** and reflections on other subjects within the **Media Education/Citizenship and Development** domain.

Table 13 - Overview of Verdade ou Mentira

Promoter	Direção-geral da Educação [Directorate-General for Education]
Sector	Education
Geographical information	National
Target audience	Educators & Students
Funding	Public/ National & European
Main goals	- Promote the empowerment of children and young people in the face of risks arising from the internet and new media - Promote active citizenship and civic engagement - To promote basic media and digital literacy skills - To promote a critical view and reading of everyday events - To promote active and enlightened citizenship
Years of activity	2020
Website	https://verdadeoumentira.dge.mec.pt/

Source: Verdade ou Mentira website

Vozes de Gaia [Voices of Gaia]

Vozes de Gaia was a project conducted by the Público newspaper and the INATEL Foundation, with the participation of the Municipality of Vila Nova de Gaia (social investor). The project, which aimed to reproduce the **context of a newsroom and newspaper editorial staff dynamics**, was guided by two objectives: to promote media literacy and media education for senior citizens aged 55 or more. The activities were mainly conducted in the municipality of Vila Nova de Gaia (Porto district).

The project was organised in **sessions** (each lasting three months). Each of the groups participated in training sessions of six hours a week focused on writing **journalistic materials**, **field reporting** and **interviews** and aimed not only to **deconstruct the journalistic work**, but also to **empower older citizens** to **understand the news**, the **risks** associated with **dis/misinformation,** and the **social constructions** arising from the **media**.

Source:
Facebook Vozes de Gaia

Table 14 - Overview of Vozes de Gaia

Promoter	Público newspaper & INATEL Foundation (promoters) with the support of the Municipality of Vila Nova de Gaia
Sector	Media/ Social Innovation
Geographical information	Regional
Target audience	Older people aged 55 years old and above
Funding	Public/ National
Main goals	- To promote basic media and digital literacy skills - To promote a critical literacy competences - To promote active citizenship and civic engagement - To deconstruct the work of journalism and the roles of the media
Years of activity	2021-2022
Website	https://vozesdegaia.publico.pt/

Source: Facebook Vozes de Gaia

Conclusions

Media literacy and media education are concerns that have been gaining increasing importance in the Portuguese context since the 1980s. Either in formal or informal contexts, a set of initiatives has been developed aiming not only to touch the bases of media competencies, but also to provide in-depth knowledge on current issues that generate concern at the international level - as is the case of information disorders. The number of initiatives identified in the mapping here presented demonstrates the Portuguese goal of preparing citizens with skills to deal with the new information contexts and with all the challenges and dangers that arise from them.

In addition, and looking at the initiatives listed in this mapping, it is clear that from the youngest to the oldest and from the public in educational contexts to media professionals there is a concern to empower all those who access, consume, and create media to become critical citizens with enlightened media habits. This concern is also evident in the type of initiatives, contents developed, and promoters identified.

While this mapping highlights the importance of continuing working in the sense that the initiatives developed are not limited to a certain time period or to younger age groups, the Portuguese example and experience can serve as a model for countries that rank lower in the Media Literacy Index. The Best Practices pinpointed indicate that the civil society has been responding to the challenges of the digital age, aligning itself with the policies and strategies developed at the European, highlighting experiences that can be replicated in other European and international contexts. Besides, the identified initiatives are in line with the strong Portuguese tradition of developing school activities about the media or benefiting from the participation of the media (as is the case of school newspapers or Público na Escola). They are also in line with the visibility that the journalistic work as an agent of combat against the phenomenon has had, especially from fact-checking initiatives.

Annexes

Annex 1 - Overview of the 20 selected initiatives

	Name	Type of initiative	Sector	Promotor
1	Academia Media Veritas	Project	Media/ Social Innovation	Associação Portuguesa de Imprensa [Portuguese Press Association] with the support of Google.org
2	Cidadão Ciberinformado	Training	Social Innovation/ Media	National Cybersecurity Center (CNCS) with the support of Lusa
3	Combate às Fakes news/ ContraFake	Projeto	Media	Lusa
4	Desinformação em contexto de Guerra	Campaign/ Information materials	Educational	Direção-Geral da Educação [Directorate-General for Education] with Centro de Sensibilização SeguraNet [SeguraNet Awareness Centre]
5	Fake News e Desinformação [Fake News and Disinformation]	Training	Educational	CENJOR
6	Hora da Verdade	Fact-checking initiative	Media	TVI with the support of Observador
7	ISCTE-EDMO IBERIFIER	Project/ Observatory	Higher Education/ Research	University of Navarra (Coordinator) Spanish partners: Asociación Maldita contra la desinformación: periodismo, educación, investigación y datos en nuevos formatos, Universidad Carlos III, Universidad de Granada, Universidade de Santiago de Compostela, Universitat Politècnica de València, Universidad Politécnica de Madrid, Universidad Miguel Hernandez, Associació Verificat, Universidad Rey Juan Carlos, Fundacion Universitaria San Pablo, Agencia EFE, Fundación Española Para La Ciencia Y La Tecnología (FECYT), Universitat de València, Real Instituto Elcano, Barcelona Supercomputing Center Portuguese partners: ISCTE - Instituto Universitário de Lisboa, Polígrafo, Centro Protocolar de Formação Profissional para Jornalistas (CENJOR), Universidade de Aveiro, Observatório da Comunicação (OberCom), Agência Lusa, Associação Literacia Para os Media e Jornalismo
8	Media Trust.Lab	Project	Higher Education/ Research	LabCom – Communication and Arts and University of Beira Interior and University of Coimbra
9	Mestrado em Literacia dos Media e da Informação e Cidadania Digital	Training	Higher Education	Lusófona University
10	Monitorização de propaganda e desinformação nas redes sociais	Projet	Media/ Higher Education/ Research	MediaLab (ISCTE-IUL) and Diário de Notícias (partner)
11	Polígrafo	Fact-checking initiative	Media	Polígrafo with the support of SIC
12	Prova dos Factos	Fact-checking initiative	Media	Público
13	Público na Escola	Project	Media	Público
14	Público ou Inimigo Público	Game	Media	Público

15	Referencial de Educação para os Media [Media Education Guidance]	Publication	Educational/ Higher Education/ Research	Direção-Geral da Educação [Directorate-General for Education]
16	SMaRT-EU	Project	Higher Education/ Research	Lusófona University, CICANT (coordinator) (Portugal) Partners: Pontydysgu SL (Wales/Spain), Društvo za komunikacijsku i medijsku kulturu - DKMK (Croatia), Mediawijs (Belgium), University of Tartu (Estonia), ERYICA (Luxembourg)
17	TeamUp! - Media for adult education	Project	Educational/ Social Innovation	KARPOS (Greece), Forma.Azione (Italy), 4Change (Portugal) and ERIM (France)
18	Tiras BD SeguraNet	Campaign/ Information materials	Educational	Centro de Sensibilização SeguraNet [SeguraNet Awareness Centre]
19	Verdade ou Mentira	Game	Educational	Direção-geral da Educação [Directorate-General for Education]
20	Vozes de Gaia	Project	Media/ Social Innovation	Público newspaper & INATEL Foundation (promoters) with the support of the Municipality of Vila Nova de Gaia

Mapping of national best practices and initiatives (public and private) for tackling disinformation. Portugal.

Annex 2 - Infographic of the mapping process