

GenderED Coalition

National Report

Gendered disinformation in Greece

2024

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The purpose of the report is to identify the “good practices” that exist within the four European partners (Bulgaria, France, Greece, Italy) on the topic of gendered disinformation as a threat to achieving inclusive environments on social media platforms (and other media), with a high Media and Information Literacy (MIL) component. The data gathered will hopefully contribute to a clearer understanding of the similarities and differences between the European countries, especially in terms of the various actors involved in the process.

Three major areas are considered that might yield pertinent answers: 1/the public policies on gender, education, disinformation (official documents, standard setting tools); 2/ the capacity-building forces and tools (competences, resources, funding and the actors); and 3/ the role of communities of practices and networks (private sector, civil society ...).

For the purpose of this study, “good practices” are defined as projects involving strategies and/or activities that have proven to be effective, sustainable and/or transferable, relying on resources and materials that have been shared and tested, with desired results, to be found via a dedicated website. They therefore reflect what is visible, with an online display, due to the focus on gendered disinformation via social media; they do not necessarily the full range of existing strategies and actors. For feasibility purposes, national experts were asked to select a limited corpus of 5 “good practices” reflecting a mix of MIL, gender education and/or online disinformation among a larger number of initiatives. The expected results are therefore not fully exhaustive but reflect a modicum of representativity – and institutional as well as financial support – across a short period of time (2015--). They cannot be generalized but can point to major trends and emerging practices.

Such a mapping process can serve as a pilot for a more extensive diagnostic tool and as an inspirational guide to evaluate policies and practices in the European countries considered, so as to promote change in the area. The data gathered will be published as country reports on the Gender-ED website (<https://www.genderedcoalition.net/>) and compiled in a cross-country comparison report also published on the website. The results will be disseminated in diverse venues and shared with policy-makers in the shape of strategic policy recommendations.

Methodology

-Identify 5 projects (from 2015--) that, according to the experts’ experience, deal with a mix of gender, online disinformation, and MIL. Enter the description of each using the online grid to create an ID card for each project with 12 dimensions (ranging from competences to stakeholders to funding and evaluation).

-Produce a synthesis (20 pages), with 1/brief national history/context, 2/national legal and political framework, 3/ most outstanding results of comparison of 5 projects, 4/ Conclusions derived from results (major trends, identified gaps...), and 5/ recommendations for public policies.

The starting date 2015 is based on EU legislation and frameworks such as Equality in action; Roadmap for equality between women and men (2010); Strategy for equality between women and men (2010-2015). It is also based on the moment when disinformation was identified as a real democratic issue in the USA and the EU (2015--). The “good practices” approach was adopted as it is the most likely to yield concrete results in the case of issues like MIL or Gender education that are optional and cross-cutting, with no baselines for evaluating them.¹

¹ See <https://www.obs.coe.int/en/web/observatoire/-/mapping-of-media-literacy-practices-and-actions-in-eu-1>; see also <https://www.taylorfrancis.com/chapters/edit/10.4324/9781315628851-2/mapping-media-information-literacy-policies-divina-frau-meigs-irma-velez-julieta-flores-michel>

Executive Summary

Competences: There are three projects that mention MIL education framework, and only one project that mentions a gender competency framework, however there is no project that combines gender and MIL education framework.

Gender: The majority of the projects are not in any ways characterized by gendered-themed agendas or ideologies. Two of the projects target specifically women and/or femininities and identify themselves as feminist groups (DIOTIMA and GlobalGirl). The rest of the projects are specifically focused on Media Literacy and are not directly linked to any feminist, anti-patriarchal conversation.

Social media and disinformation: Most projects do not seem to include social media both as a way of self-promotion, or as a vessel through which we can locate gendered disinformation. The two projects that are most relevant to a gender-related approach are also focusing on social media and their role regarding gender disinformation, while they also target young people as their target group.

Systemic structuring at large: There is a lack regarding good practices that focus specifically on gendered disinformation, or on the coalition of gender and MIL education. The evaluation processes are under-reported since neither internal nor external evaluation mechanisms are mentioned or analyzed by most projects. From the projects' selected, the funding sources indicate Greece's unwillingness to promote and communicate the phenomenon of gendered disinformation even highlighted through so little projects (in Greece). Social media in relation to gender is a topic that seems to be far from being included in public policy processes. While cyber-violence is an issue gaining visibility in Greece in the last couple of years, gender and media literacy education do not seem to collide in any of the projects (in this case), as there is no project where gender and MIL education frameworks are applied at the same time. This can lead to incapability of manufacturing policies that alleviate the phenomenon of gendered disinformation.

Public policies recommendations

REC#1 – Introduce Media Literacy workshops and creative courses and classes in Secondary education by:

1. Creating and keeping up to date a competency framework that combines MIL and gender education,
2. Endorsing existing MIL and gender frameworks (national, EU and international),
3. Targeting young people and Secondary education teachers through a combination of traditional and social media,
4. Updating the curriculum on current research (Media Literacy and gender research) and international frameworks (SDG),
5. Broadening the themes scope to include emerging issues in gender disinformation (pornography, IA biases, mental health...).

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1. Historical framework of gender equality legislation & policies

The 1975 Constitution of Greece enshrined for the first time the principle of gender equality (Article 4 par. 2) as a specific expression of the general principle of equality. Article 4(4) of the 1975 Constitution states that "Greeks have equal rights and obligations", wording that enshrines equal rights of both sexes. The introduction of this explicit provision in the 1975 Constitution was a victory for the country's women's movement, which had already claimed and made important steps in this direction. In the previous Constitution of 1952, no such provision existed, although it was generally accepted that gender equality was part of the general principle of equality in Article 3².

The road to substantive gender equality was broadened by the provision of Article 116(2), which resulted from the constitutional revision of 2001. This provision abolished deviations from the principle of gender equality and ensured that the State adopted specific positive measures to eliminate discrimination against women. From 2001 to 2013, the General Secretariat for Gender Equality (GSGE), the government body responsible for planning, implementing, and monitoring the implementation of policies for equality between women and men in all sectors, prepared and implemented three (3) National Action Plans for Gender Equality, which develop the respective objectives for the strategic development of policies on the relevant issues. The General Secretariat for Gender Equality initially prepared the National Action Programme for Equality (2001 - 2006), which included Greece's framework strategy for the integration of equality policies in all areas of action (gender mainstreaming). The General Secretariat for Equality presented for the period 2004 - 2008 a strategic Intervention-Recommendation to the Government Committee "National Policy Priorities and Action Axes for Gender Equality ", in order to highlight both the national importance and the European dimension of equality issues between men and women.

Subsequently, the National Programme for Substantive Gender Equality 2010 - 2013 was implemented, which was structured in three pillars that include respectively: a) the proposed legislation that improves family law, reforms and strengthens laws on violence and introduces new provisions aiming at substantive gender equality, b) the specialized policies for gender equality of the GSGE (interventions in selected thematic areas of public policy and creation of institutions, structures and organs of policy production), and c) the interventions of other Ministries and public bodies with which they integrate gender equality in public policies (gender mainstreaming). The central financial framework of the policies was the National Strategic Reference Framework (NSRF) 2007 - 2013 / Operational Programme (OP) "Administrative Reform". In addition, the Programme was linked to the scientific community, research, and gender studies, as well as to civil society, women's, and feminist organizations, in order to exploit the results of scientific knowledge on gender issues, as well as the experience of active citizens.

The General Secretariat for Gender Equality, aiming at eliminating inequalities between women and men, incorporates in the National Action Plan for Gender Equality 2016-2020 the basic principles and strategic objectives set by the National Programme for Gender Equality 2010-2013 and updates them, taking into account the specific needs and conditions that emerged and shape the field of gender equality during the economic crisis.

The updated National Action Plan for Gender Equality was developed through a process of needs' exploration

² Papagiannopoulou, M. (2013). Empowering women and upskilling. Strengthening their participation in positions of responsibility in trade union structures and decision-making bodies.

and consultation with women and men equality experts, representatives of civil society, academia, politics, and Public Administration. The 2016–2020 National Pension Fund comes one year after the refugee crisis and the influx of large numbers of refugees in Greece; it is of national scope and the strategic objectives set for the new period, among others, include the protection of women's human rights, with emphasis on vulnerable population groups and migrant and refugee women. The combination of the two directions in interventions follows the strategy for the promotion of gender equality, as established in 1995 in the UN Beijing Platform and the Communication of the European Commission on gender mainstreaming³.

The new National Action Plan for Gender Equality 2021–2025 is designed at a time that has been marked by the effects of the COVID-19 coronavirus pandemic⁴. Greece for the year 2020 ranks last in the EU in terms of the Gender Equality Index with data from 2018, remaining in the same position since 2010, despite the slight improvement of the indicator compared to 2010 and 2017. According to Eurostat, 7 women were killed by their partner in 2020, while data on female victims of intentional homicide by a family member are not available. Therefore, there are still significant needs for the specification of the implementation of laws 4531/2018 and 4604/2019 and the integration of gender perspectives in sectoral policies and at local level, while stereotypical perceptions and inequalities continue to exist and diffuse in all areas of life, such as political, social, personal, and professional.

Regarding the issue of gender-based and domestic violence, the year 2020 was the year of the implementation of Law 4531/2018 by which the "Istanbul Convention" was ratified, followed by the evaluation of the country for the proper implementation of the Convention by the mandated Independent Authority of Experts of the Council of Europe (GREVIO), in September 2021, with an evaluation time horizon of 3 months. Considering women's participation in social and political life, in 2020, the percentage of women in the Council of Ministers was only 10%, while in 2013 the percentage was 16.1%. It is worth mentioning that the corresponding figure in the European Union is 32%. In terms of women's participation in the labour market, in 2018 the employment rate of women, in Full Time Equivalent (FTE), it amounted to 31.4%, while that of men reached 50%. Compared to the respective figures of 2015 (29.8% and 47.2%), although women's employment appears to be improving, the gender gap is increasing. The low participation of women in the labour market is identified as one of the main problems of the Greek economy in the Report on the Development Plan for the Greek Economy, with a significant impact on productivity, as the average educational level of those outside the labour market is high. Employment rates in education, human health and social work are 22.8% for women compared to just 8.2% for men. Regarding the pay gap, ELSTAT data for 2018 show that the difference in women's average annual earnings is 20.6% lower than men's.

In relation to the digital skills of the general population, the gender gap appears to be smaller: 63% of women use the internet daily compared to 66% of men (Eurostat, 2021), 22% of women possess digital skills that go beyond simple manipulation compared to 25% of men. However, in relation to education and the labour market in the ICT sectors and in research and engineering, the separation of breeds is remarkable. In 2018, 39% of ICT graduates are women and 61% men, while scientists and engineers in high-tech sectors are only 21% women, compared to 79% of men. An ongoing issue is gender balance in science, technology, engineering, and mathematics (STEM) studies and careers. Across the EU, 14% of women graduate in a STEM

³ General Secretariat for Gender Equality (2017). National Action Plan for Gender Equality (2016–2020).

⁴ General Secretariat for Demographic and Family Policy and Gender Equality (2021). National Action Plan for Gender Equality 2021–2025.

field compared to 40% of male students. Therefore, the effort is focused on increasing the number of women choosing STEM studies.

The European Commission's 2018 report on Women in the Digital Age finds that having more women in digital jobs could generate an annual increase in EU GDP of €16 billion, while attracting more women to the STEM sector, including ICT, will lead to economic growth, with more jobs, of up to 1.2 million by 2050, with ICT employment growth exceeding 8 times the average employment growth in the EU, according to Eurostat data.

2. Brief national legal and political framework on Digital Literacy and Media Education

Media literacy in Greece aligns with the European Union's definition, which emphasizes the technical, cognitive, social, civic, and creative capacities needed to engage with media critically. This broad definition underscores the interdependence of digital literacy and media literacy. Without digital competence, achieving media literacy is challenging. Early research on digital literacy in Greece began in the early 2000s, coinciding with the advent of broadband Internet and Web 2.0 technologies. Following the EU's official recognition of media literacy as a goal in 2007, Greece implemented several measures to enhance digital literacy and e-skills, including the Digital Convergence Project and the Lifelong Learning Act of 2008.

Media education (or media literacy) in Greece, referred to as "paedeia sta mesa", is characterized by a linguistic variety and media semiotics that have resulted in multiple definitions. Terms such as "audiovisual education," "media capacity," "media alphabetism," "digital education," and "critical alphabetism" are commonly used. Despite this diversity, there is a principal conceptual agreement that media education focuses on the critical analysis and evaluation of media messages and mechanisms, as well as on the development of new media skills for creation and communication purposes. The Greek formal reference adopts the EU definition as outlined in the EU Communication COM (2007)833, which highlights the importance of access, critical skills development, and creative expression in media.

The Hellenic Audiovisual Institute approached media education broadly, viewing it as an agent capable of exerting social, political, and economic influence in the media industry. A conceptual tension exists between "media education" and "media literacy." Media education often refers to the pedagogical process within classrooms, while media literacy encompasses a holistic understanding and cognitive engagement with media. After the abolition of the IOM in 2011, Greece lacked a binding legal framework for media education policy, relying instead on the European Commission's media literacy policy through various directives and recommendations.

In 2015 the National Centre of Audiovisual Media & Communication (EKOME) was established by Law 4339/2015, as the national centre for media literacy, film and digital literacy in the lifelong learning field and the creative industry. The mission of the new institution was to act as an intermediary for actions and initiatives that promote critical, social and communication skills of all citizens, in all media platforms and contexts. As it is stated in its first policy paper (EKOME white paper, 2019) EKOME maintained that media and information literacy not only constitute an ethical responsibility of the media stakeholders but also a social imperative for everyone, to take advantage of the benefits of the digital age.

Regulatory and Policy Framework

The Hellenic Telecommunications and Post Commission (EETT), established in 1992 and fully functional by 1995, serves as the national regulatory authority overseeing telecommunications and postal markets. EETT's responsibilities include monitoring, regulating, and supervising electronic communications, which encompass fixed and mobile telephony, wireless communications, and Internet access providers. EETT collaborates closely with the Ministry of Digital Policy, Telecommunications and Media, established in 2016, to align with European Digital Agenda 2020 objectives and to draft digital policies aimed at eliminating the digital divide. In 2016, the Greek government consolidated several secretariats into the Ministry of Digital Policy, which became responsible for implementing the National Digital Strategy (NDS) for 2016–2021. Greece transposed

Directive 2018/1808 (Audiovisual Media Services Directive) into national law (L.4779/2021) on February 20, 2021. Article 33a of the AVMD is transposed in Article 35 of L. 4779/2021, titled "Promotion of Media Literacy." This article mandates that the Secretariat General for Communication and Media, the National Council for Radio and Television, and all competent public administration bodies, along with media service providers and video sharing platforms, take initiatives to develop public skills, critical thinking, and education for effective and safe media use. The General Secretariat for Communication and Media oversees and coordinates these actions, reporting to the European Commission by December 19, 2022, and every three years thereafter.

Legal and Institutional Developments

Digital rights, including the right to Internet access, are enshrined in Greek law. Article 5A of the Greek Constitution, introduced in 2001, guarantees the right to participate in the Information Society and mandates the state to facilitate access to electronically transmitted information. In 2011, the Ministry of Administrative Reform and e-Governance introduced the first law (N3979/2011) regulating Information and Communication Technologies use in the public sector, aiming to enhance e-Government services and ensure citizens' rights to communicate with public agencies via ICTs. The Hellenic Audiovisual Media Institute (IOM), established in 1994, played a critical role in media literacy policy until its abolition in 2011. Media literacy education faced setbacks following IOM's dissolution, but efforts resumed in 2016 with initiatives from the Ministry of Digital Policy and the Ministry of Education, which now oversee digital and media literacy.

Current Trends in Digital Culture and Education

The development of digital culture, the integration of new learning objects, interactive learning, and personalized education are current trends that Greek educational policy must consider. The stated strategy of the Ministry of Education and Religious Affairs, in collaboration with the Ministry of Digital Governance, is to strengthen the digital experience at every operational level of education, from administration to the educational process and services offered to citizens. The primary goal is to develop digital skills within the entire educational community, fostering a comprehensive digital learning culture.

As outlined in the Digital Transformation Book 2020-2025, priority is given to fostering a digital learning culture. This includes developing digital content, synchronous and asynchronous distance learning tools, and enhancing infrastructure and equipment across all educational levels. One of the strategic intervention axes is Digital Capabilities and Skills, which includes objectives such as promoting digital citizenship for children aged 4-15+ and enhancing digital skills in both compulsory and higher education.

At the core of this strategy is the National Academy of Digital Skills, which, through the Directorate of Digital Skills, aims to:

- Accelerate digital literacy, especially among vulnerable populations, to promote social cohesion and a smooth transition to a digital society, alleviating educational, economic, and social inequalities.
- Strengthen the digital profile of employees to expedite the transformation of the country's development model.
- Transform the educational model across all levels to guide the nation towards a digital future.

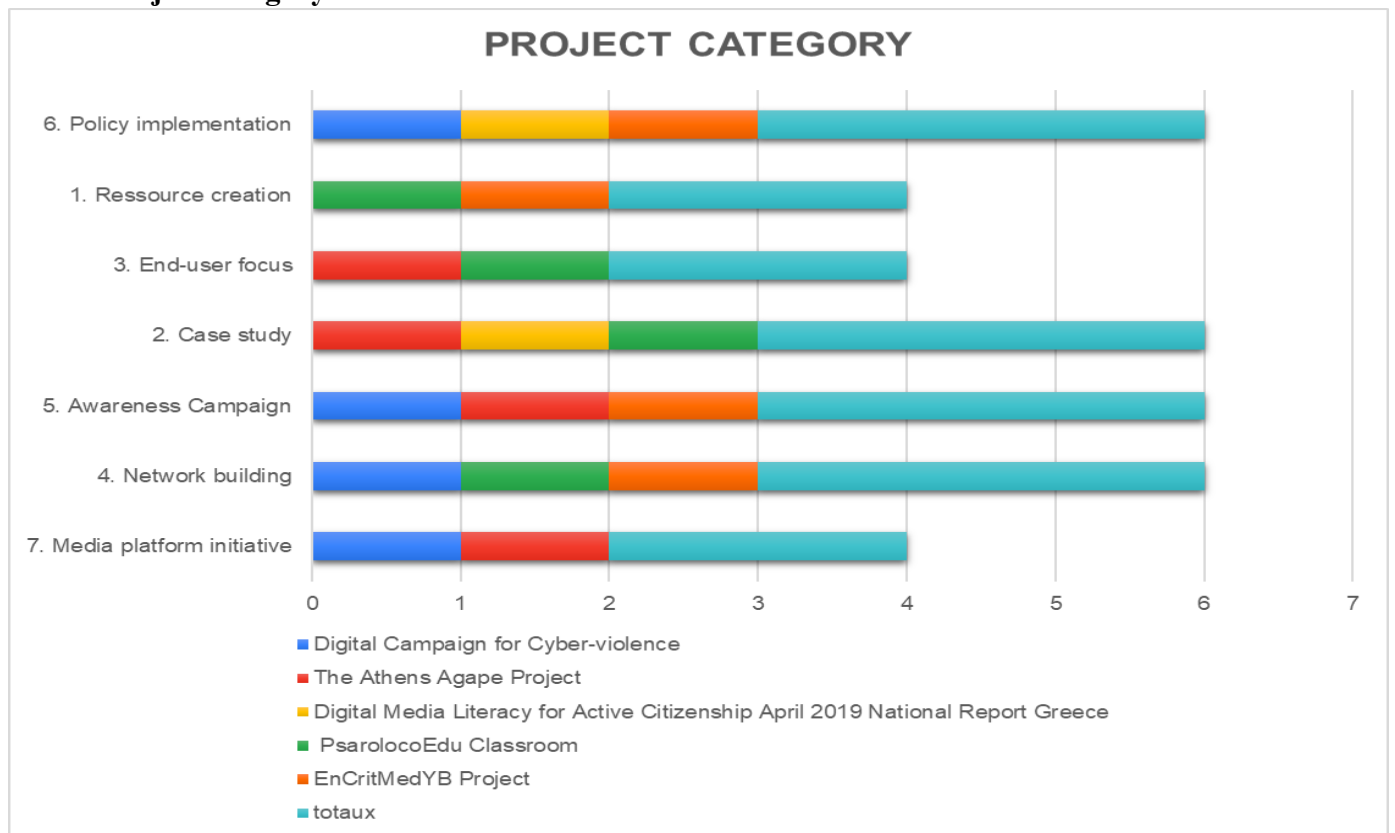
In Greece, the National Alliance for Digital Skills and Employment, a coalition of organizations, works to bridge the digital gap and promote digital skills. The General Secretariat of Digital Governance & Simplification of

Procedures of the Ministry of Digital Governance oversees the Alliance's operations at national, European, and international levels. This effort includes initiatives to enrich and digitally transform learning and teaching, provide incentives for teacher training, and enhance digital skills among employees, the unemployed, and other groups to support the digital economy.

3. Most outstanding results of comparison of 5 projects

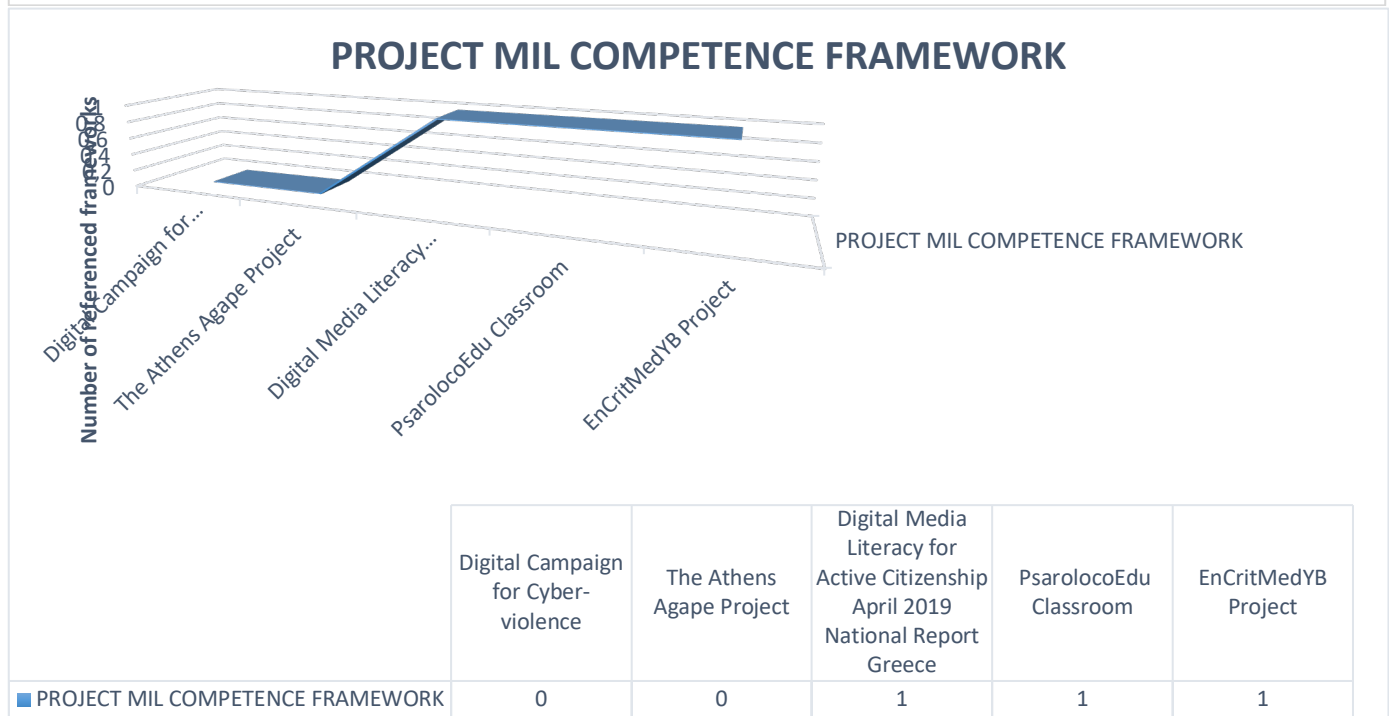
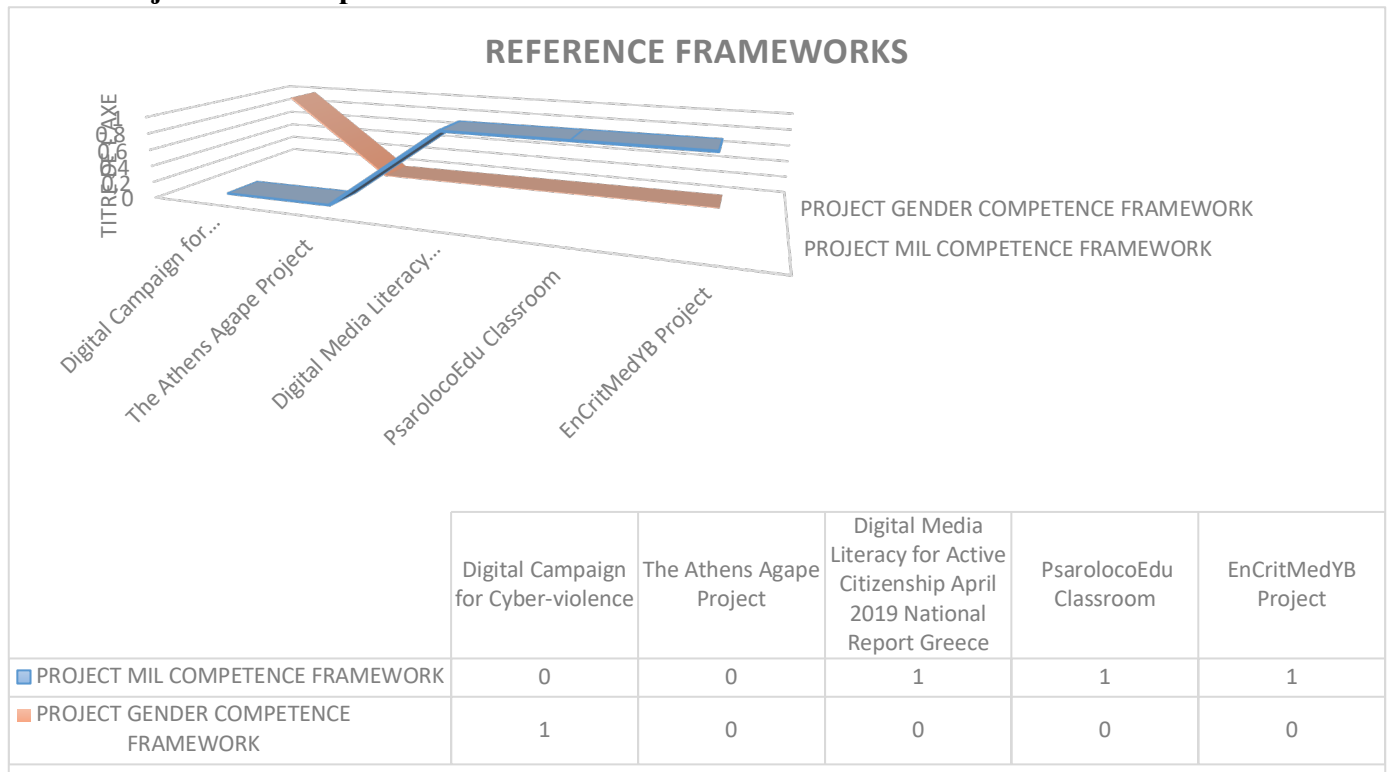
Evaluation of the 12 dimensions of the project across the 5 projects selected

1.1. Project category



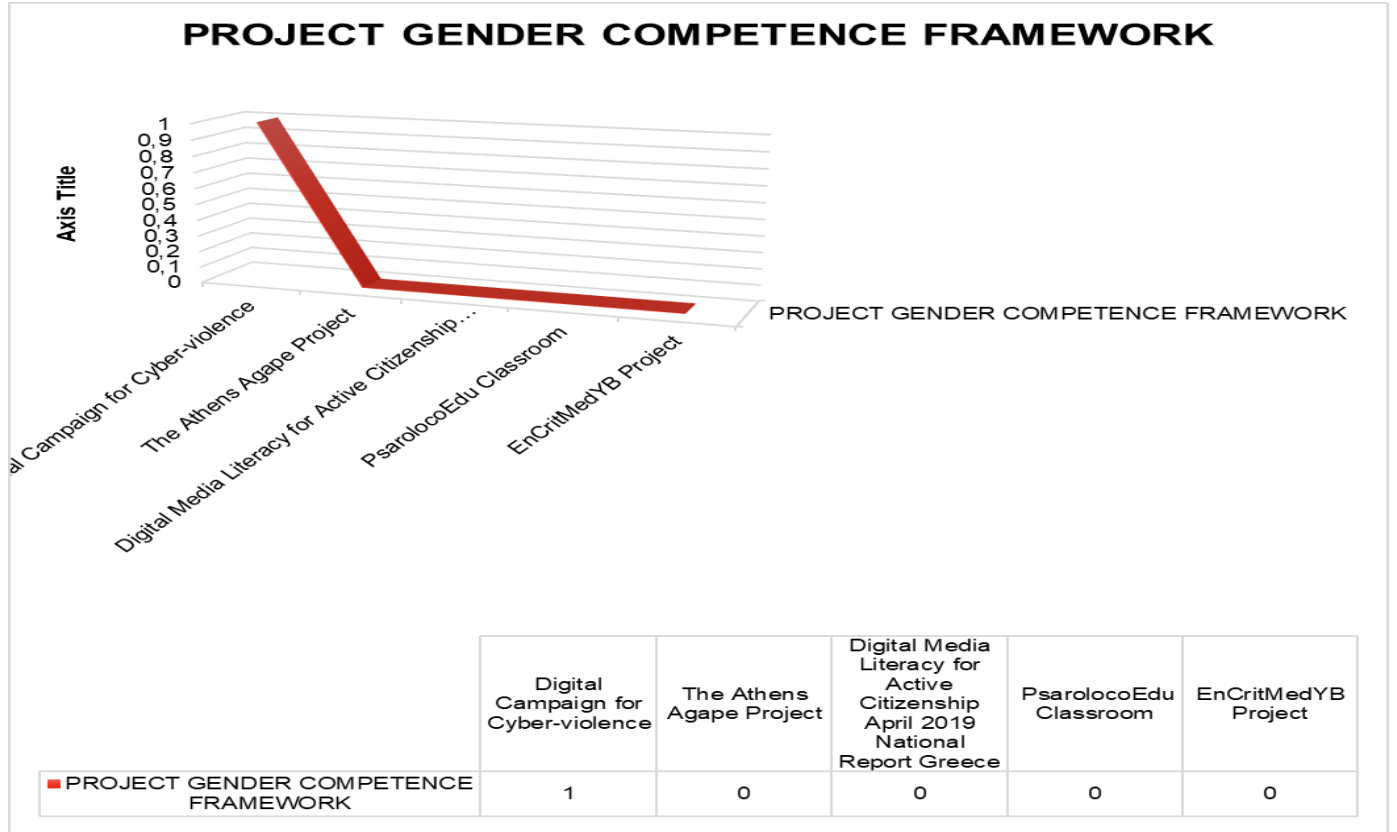
- *All projects apply to more than one categories, as the project category by itself is blurry. The categories of “Policy Implementation”, “Case study”, “Awareness campaign” and “Network building” are the most popular ones where at least 3 out of 5 projects apply to.*
- *The results show the advantages afforded by network building and campaigns ar being used with less emphasis attributed to resource creation*

1.2. Project MIL competences that mention Gender



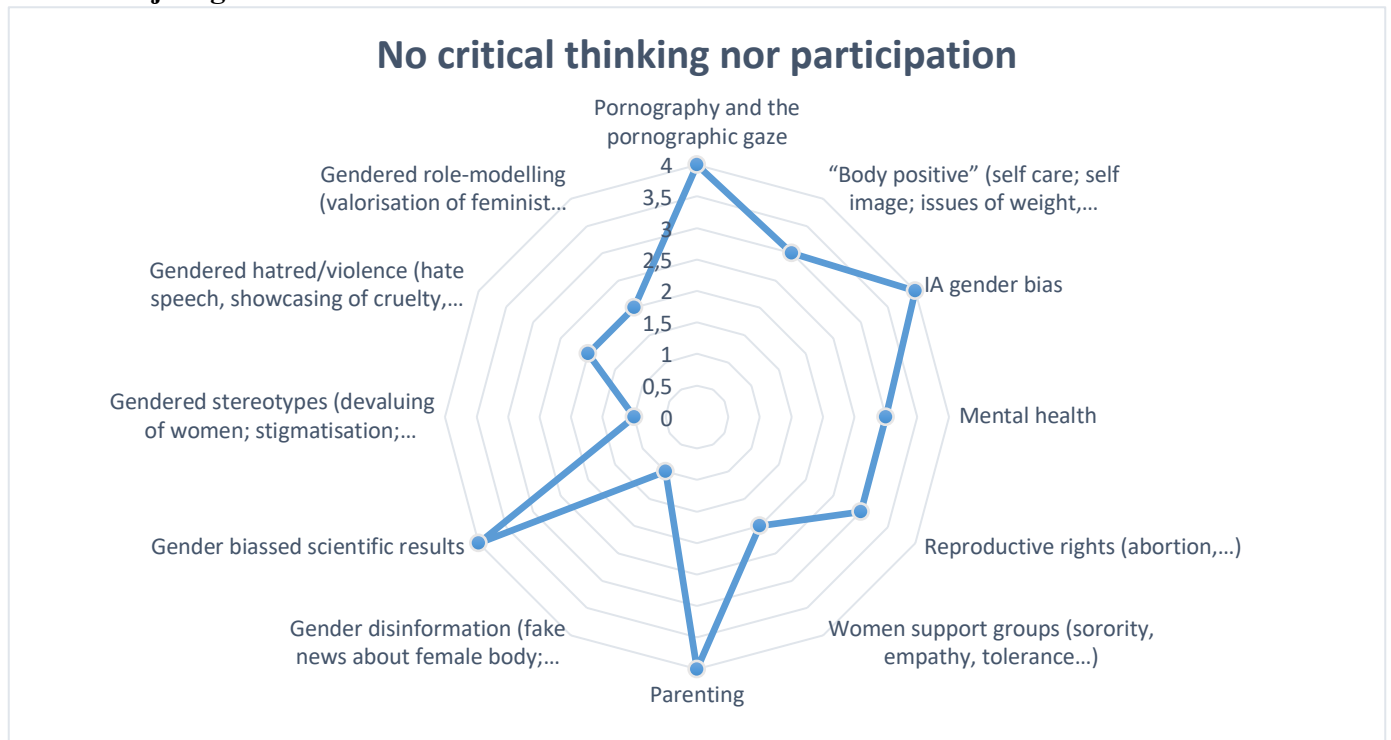
- *The MIL COMPETENCE Framework applied to these projects were difficult to notice, as shown by the “REFERENCE FRAMEWORKS” chart there is no project where MIL competence and gender competence framework coexist.*

1.3. Project gender competences that mention Social media and/or MIL



- Apart from the Digital Campaign for Cyber-Violence (DIOTIMA, 2022) there is no obvious reference to a gender competence framework from the rest of the projects

1.4. Project gendered disinformation themes

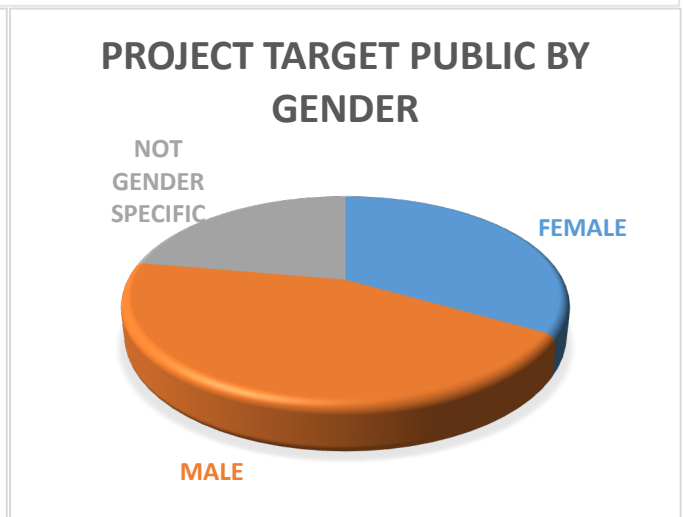
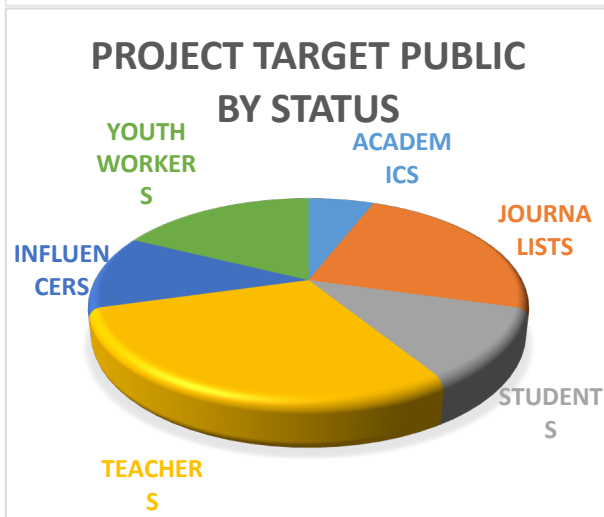
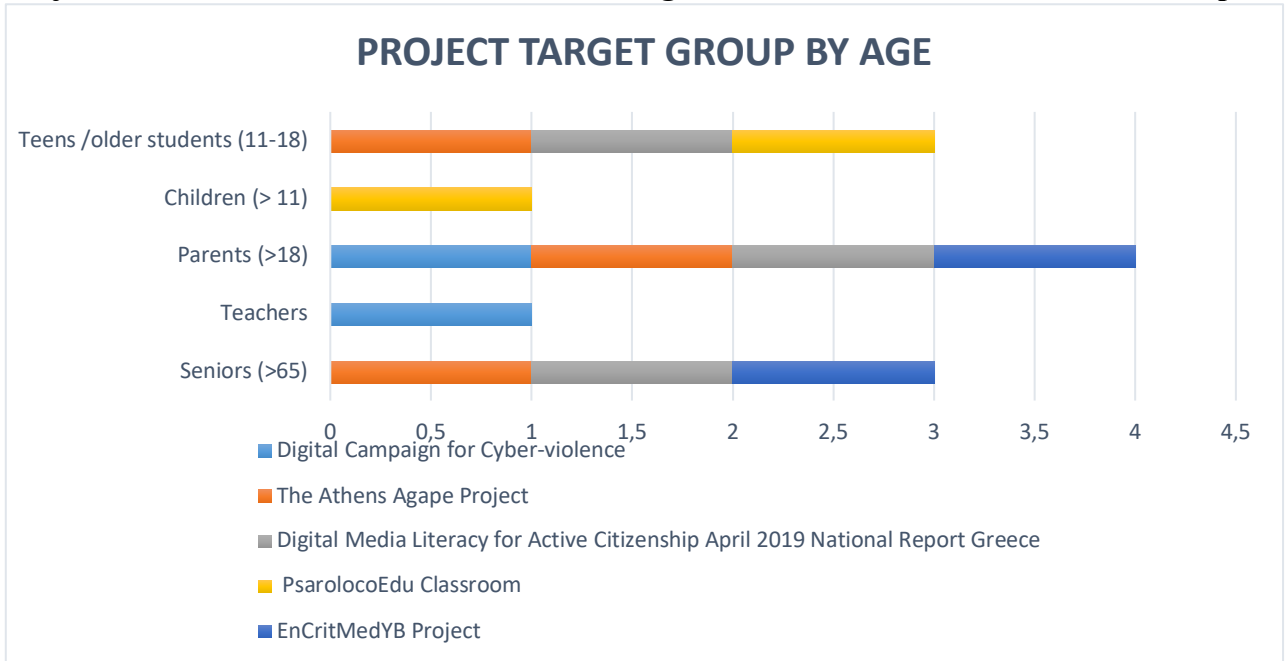


- The “Radar” chart shows the area where there is no critical thinking nor participation encouraged or promoted in the context of the projects. The rest of the surface remaining outside of this shape, is the area that is covered by the context of the projects. Hence, the inside of this polygon/multi-dimensional shape, is what we need to work on.

1.5. Project

target

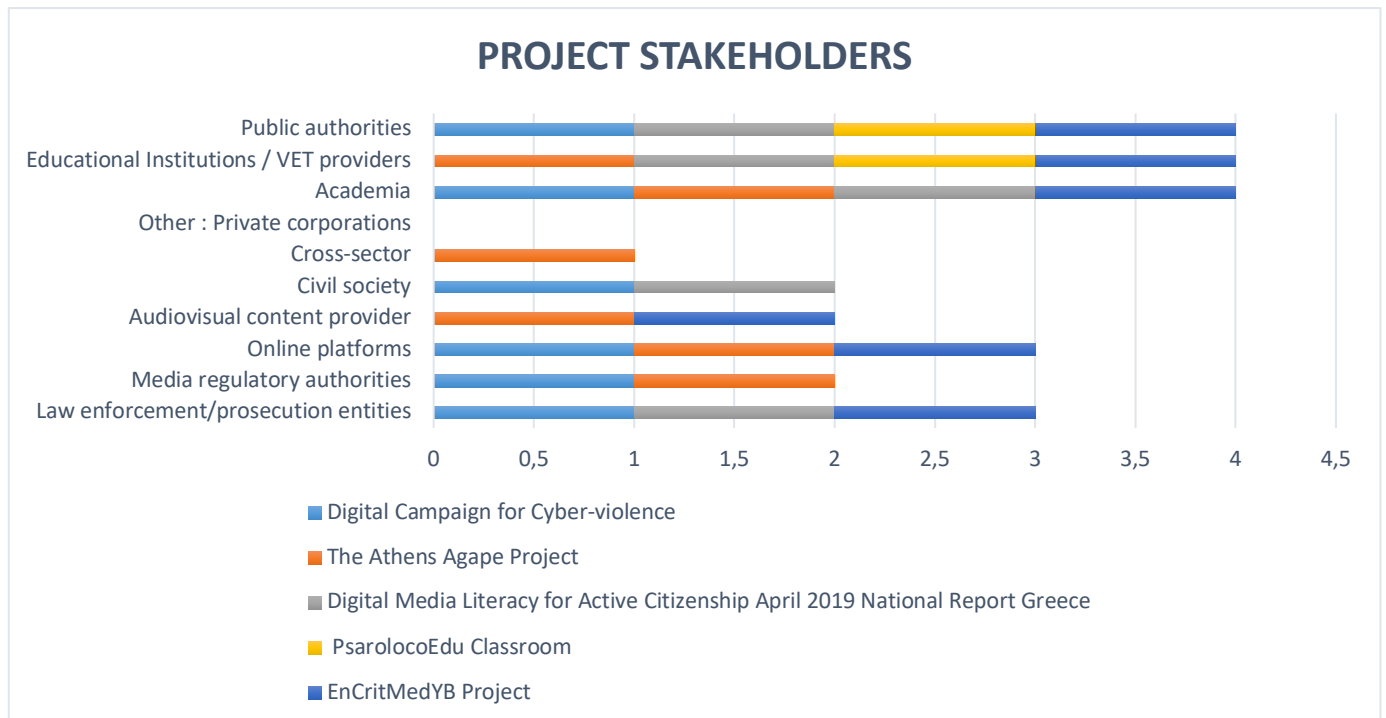
public



- *Regarding the age and status group categories, parents, teachers and individuals over the age of 18 are the biggest age group targeted by most of the projects, while children are only directly targeted by the “PsarolocoEdu” project. Regarding the gender categories, men and women are almost targeted on the same level. Individuals that don’t identify with those categories are not the targeted group by all 5 projects, as some of them follow national and European guidelines about gender categories.*

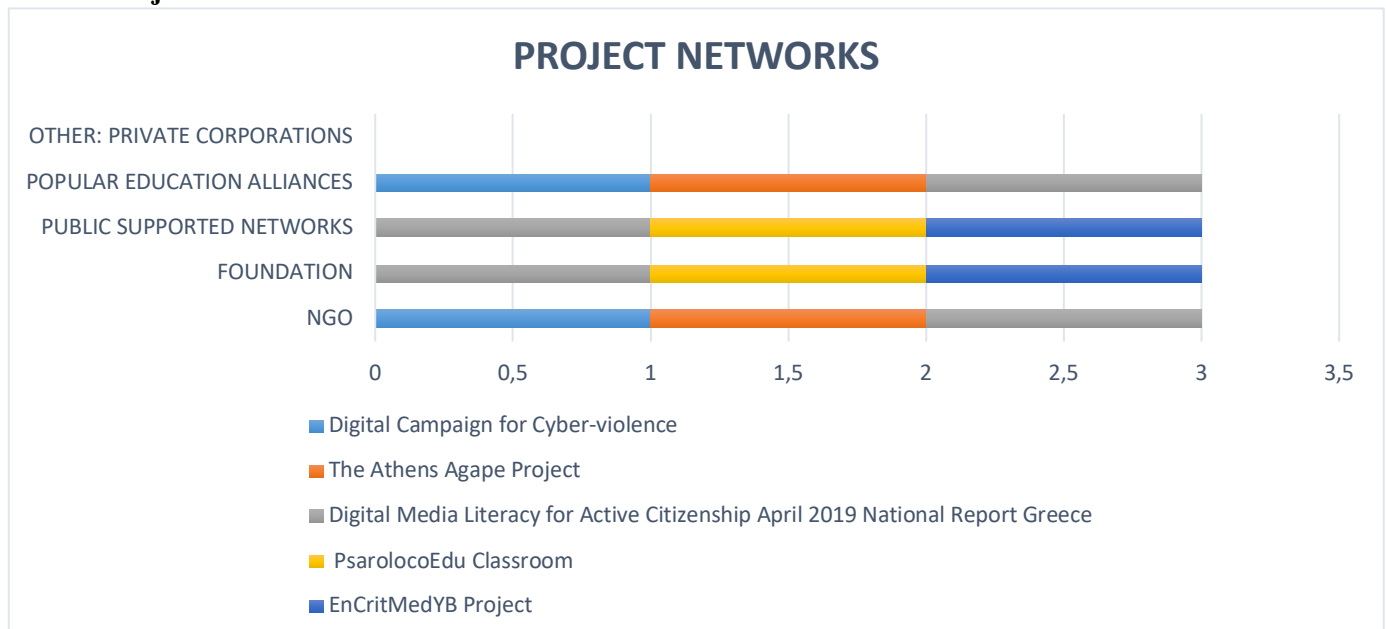
1.6. Project

Stakeholders



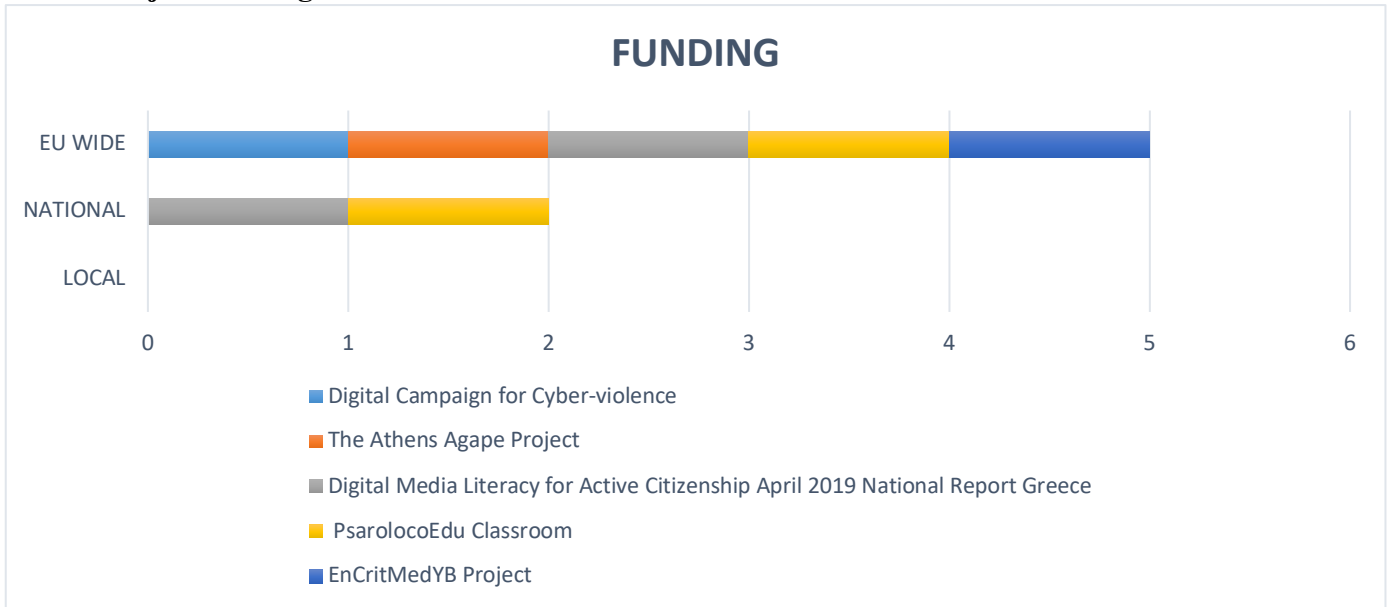
- *Public Authorities and educational institutions are the main stakeholders of the projects selected. Online platforms and Law enforcement entities are the next in line, while the private sector is not the target regarding the stakeholders list to any of the 5 projects.*

1.7. Project networks



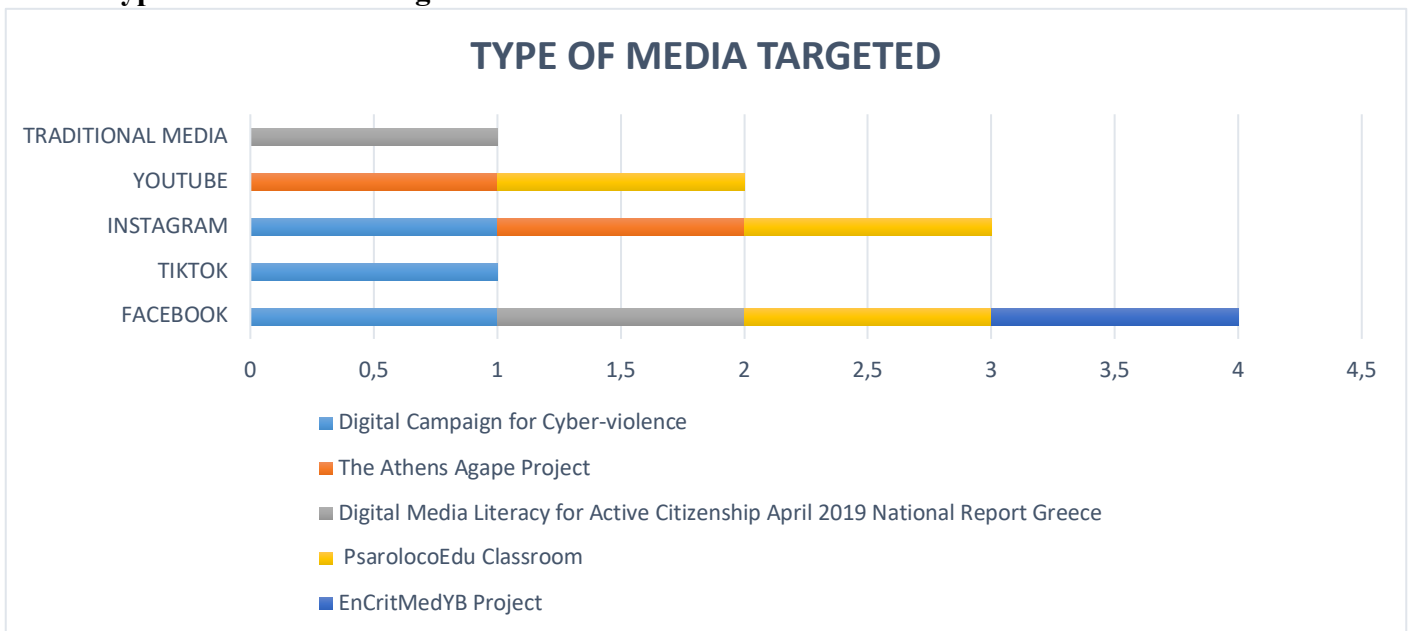
- *Aligning with the previous chart, popular educational alliances and public supported networks are central to all of the projects. Foundations and NGOs are also included in the projects' network.*

1.8. Project fundings



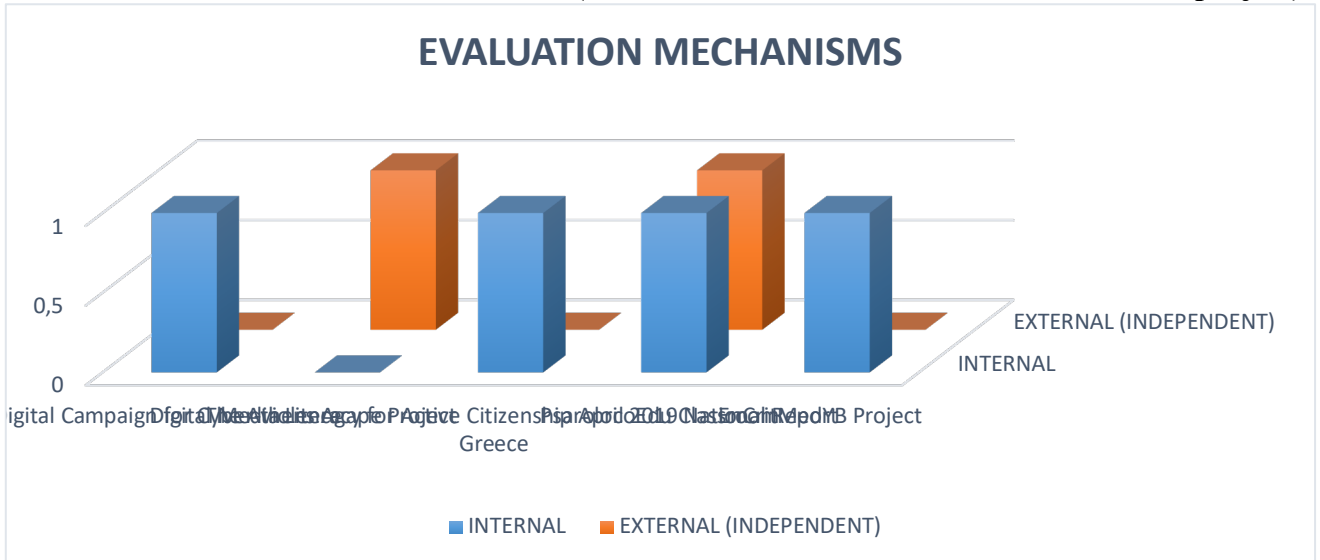
- *All of the projects are funded by EU fundings, while the “Psaroloco” project and the “Digital Media Literacy for Active Citizenship April 2019 National Report Greece” was also supported with national funds.*

1.9. Type of media used/targeted



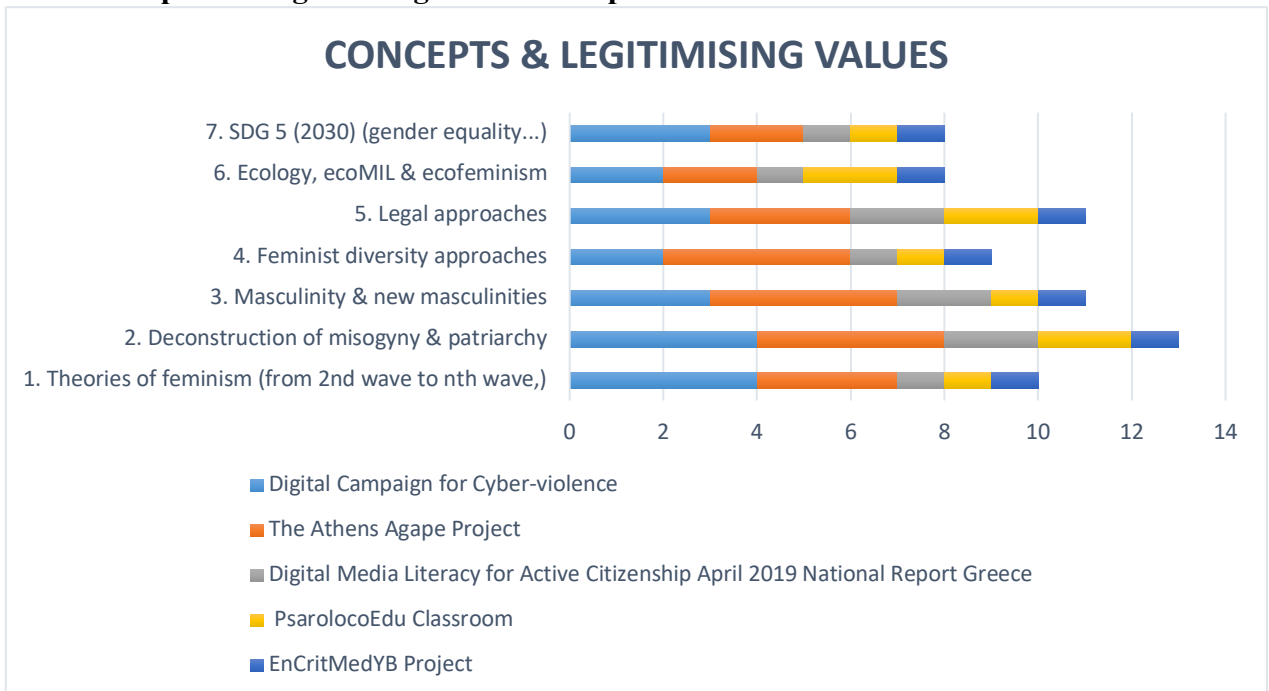
- *Facebook is the dominant media platform, where only one of the 5 projects do not have a channel. Instagram is the one that follows, while the “Athens Agape Project” and “Psaroloco” also count of Youtube’s platform.*

1.10. Evaluation mechanisms (inside and outside project)



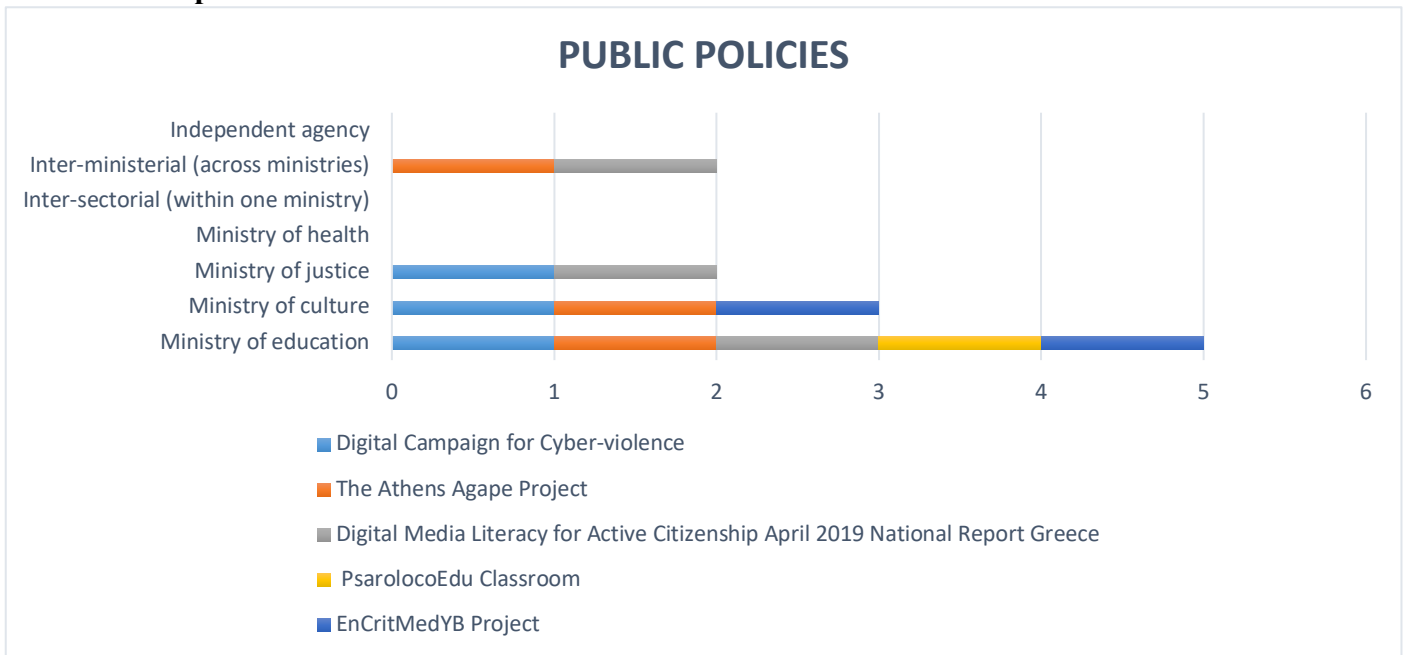
- Little to no data is there to support the assumption of external evaluation mechanisms, yet interval evaluation applies to four out of five projects.

1.11. Main concepts and legitimizing values/concepts



- The deconstruction of misogyny & patriarchy seems to be the dominant concept and legitimizing value applying on every project, along with other principles like masculinity and new masculinities, feminist diversity approaches etc. SDG 5 (2030) and Ecology seem to be the concepts applied the least.

1.12. Public policies on Gender/Media



- *Aligning with previous charts, all of the projects mention or refer to a specific policy concerning mainly the Ministry of Education.*

Conclusion

The projects selected and presented above illustrate a picture with interesting and in times conflicting information. Methodologically, searching for projects in Greece where MIL education and gender equality align is almost impossible. For that reason, we targeted projects where gender-related issues correlated with media use in general, or MIL educational programs that promoted notions like participation and/or critical thinking. While the present report is in no way representative of the overall picture of the country's reality regarding gender and MIL education, most of the projects that relate to MIL education target young adults educators and trainers- as one can easily notice from the table 3.5. children are the target group of only one of the five projects mentioned. Additionally, projects that have to do with media literacy and female empowerment also target young women and/or educators.

More specifically, DIOTIMA Center run the *Digital Campaign for Cyber-violence* (Diotima, 2022) and also the *EQUAL GEN* digital Campaign focusing on raising awareness on human rights and gender equality. The *Athens Agape Project* by the Global Girl Media highlights the importance of women getting involved in media production, as a means of gaining access to information/knowledge but also as a way to make them heard as femininities (Athens Agape Project). Similar to this, the project *RECLAIM / European Role Models – Resilient Women in Digital Space: Feminist Foreign and Local Politics* (funded by the EU) relates to female voices being heard, both online and offline. There is a plethora of international projects that combine gender equality with the significance of MIL education, a fact that highlights the importance of media literacy education as an issue that determines the development of democratic values that underpin the very core of the European Union.

The *Psaroloco Edu Project*, the one focusing on school students, is the main project presented here that supports media literacy through film production. *EnCritMedYB* Project, also touched upon the age category of young adults among Balkan countries. *Mainstreaming Media Literacy and Thinking Competences in Youth Work* (MMLTC), to give just another example, also aims at equipping young adults, youth and/or NGO workers with the knowledge and skills of media production, information access and critical evaluation of information.

The table 3.12 shows the core of all five projects chosen, which is the educational nature of them, but also it calls attention to the lack that exists regarding trainers' and educators' education on media literacy. Additionally, as seen in the table 2.8, only two projects are co-supported by national funds, since the main funding comes from the European Union. These two aspects point out the need for conducting similar projects supported not just from the EU, but first and foremost by Greece itself and as part of a more coherent and enduring strategy. The public sector is in little percentage the main supporter of projects that promote media literacy education, a reality that is reflected on the state of MIL education among Greeks today. There is a big number of projects that focus on media literacy training for teachers (i.e. "MeLDE: Media Literacy in the Digitalised Era: supporting teachers through a whole-school approach", "CLIP – Critical visual media literacy and empowerment", "A SUITCASE FULL OF SOUNDS AND IMAGES: Media literacy training project for NGO trainers 2018–2019"), yet they are not funded by Greece's Ministry of Education, but they are supported by funds from the EU, international funds or from the private sector in Greece (Stavros Niarchos Foundation is the main source of funding for both "Psaroloco Edu" and "A suitcase full of sounds and images" projects).

Media Literacy refers to "the ability to access the media, to understand and critically evaluate different aspects of the media and media contexts and to create communications in a variety of contexts" (European Commission, 2021). Meanwhile, as shown from the projects analysed so far media literacy is very much linked to the democratic procedures and values of both Greece and EU but it can also be a feminist issue, as media production, access to and evaluation/critical thinking of information are aspects that promote and enable

empowerment of Greece's (female, young) population. Or seen from a different angle, disinformation towards women and/or femininities can put these exact democratic procedures and values at risk, since it is able to "undermine the political efficacy of women in public spaces"⁵.

In consequence, a public policy recommendation could refer to the introduction of Media Literacy workshops and creative courses and classes in Secondary education that would target not only students but also teachers. By implementing such policy, the students and educators would learn and value the importance of accessing, understanding and evaluating cyberspace-transmitted information, while also it would be visible that the Greek state also values media literacy as a democratic value.

Appendix: Projects' description
(One paragraph per project including the reported project name, project summary and URL link) (2,5 pages)

Digital Campaign for Cyber-violence

URL link: <https://diotima.org.gr/en/digital-campaign-on-cyber-violence/>

Project summary

Following the increasing incidents of abuse and sexual harassment on the internet and with the use of new technologies, the Diotima Center launched a digital campaign on cyber violence and its various forms. Like all forms of gender-based violence, abuse and sexual harassment on the Internet affects the physical and psychological health of women and all subjects who experience it, affects their sense of safety and dignity, and has a significant impact on their rights. Often those who experience it are forced to withdraw from the internet, which affects their access to services and information, and is likely to limit women's participation in the digital sphere and, by extension, in public life. The campaign run on all Diotima Center social media from October 2022. The Diotima Center provides psychosocial support and legal assistance to young women, girls and LGBTI persons, who have experienced sexual harassment and violence on the internet or in the workplace, at the university, in mass media, etc. The campaign is part of the #PRESS project, which is implemented within the framework of CERV Project Grants with EU funding. The coordinator is the Diotima Center and the partners are the Department of Communication and Media of EKPA and Genderhood.

The Athens Agape Project

URL link: <https://www.globalgiving.org/projects/the-athens-agape-project/>

Project summary: This multi-media project encourages young women and girls in the most vulnerable communities in Athens, such as refugee camps and shelters to access information and resources, but most importantly provides a safe place, for them to speak about their experience and create brave, new narratives that will inspire and encourage change.

AGAPE is a Greek word that means LOVE. This project focuses on the shadow pandemic of gender-based violence (GBV), on the rise globally since the Covid-19 crisis. In Greece, violence against women, (especially refugee girls in camps), femicide, rape, domestic violence, etc. are hitting record highs, and these are just the cases reported. GBV is often stigmatized and survivors are afraid to speak out. Within the refugee and migrant

⁵ Thakur, D., Hankerson, D. L., Luria, M., Savage, S., Rodriguez, M. Y., & Valdovinos, M. G. (2022). An unrepresentative democracy: how disinformation and online abuse hinder women of color political candidates in the United States.

community in Greece, there are little to no resources to help. Research (Geena Davis Institute, CEDAW and UNESCO shows how media and storytelling can be the sharpest tools for change. Telling your story can be transformative for you and for others. Drawing attention to positive stories of empowerment and resilience is key, and focusing on building coalitions with Greek young women, also celebrating businesses, parks and locations as "SAFE" places in our city for women will help address the stigma and silence surrounding GBV and its survivors. While media outlets believe in the power of story to change the world, the project founders see the power of story to change the self. They are using this project as a pilot and hope to expand it to other cities and all of Greece in future years, with the long-term goal of raising awareness, providing resources and training young refugee women to know their rights, take charge of their bodies and join coalitions of other Greek women fighting for change.

Digital Media Literacy for Active Citizenship April 2019 National Report Greece

URL link: <https://dimeli.eu/>

Project summary: The report summarizes the findings of three separate research activities related to the mapping of digital and media literacy (DML) in Greece. Media Literacy is "the ability to access, to understand and to critically evaluate different aspects of the Media and Media contents and to create communications in a variety of contexts". It includes all forms of education in Media Communication: press and photography, television and radio (Media literacy), cinema (film education), the internet and new technologies (digital literacy), advertising Media (commercial literacy) and any form of expression and communication in the modern digital age.¹ Digital and media literacy as a constellation of life skills that are necessary for full participation in our media-saturated, information-rich society.

Make responsible choices and access information by locating and sharing materials and comprehending information and ideas.

Analyze messages in a variety of forms by identifying the author, purpose and point of view, and evaluating the quality and credibility of the content. Create content in a variety of forms, making use of language, images, sound, and new digital tools and technologies. Reflect on one's own conduct and communication behavior by applying social responsibility and ethical principles. Take social action by working individually and collaboratively to share knowledge and solve problems in the family, workplace and community, and by participating as a member of a community.

PsarolocoEdu Classroom

URL link: <https://www.psaroloco.org/psaroloco-ed>

Project summary: PsarolocoEdu Classroom is a film-based curriculum designed to provide meaningful arts engagement and bolster arts education, support media literacy and broaden literacy studies and hone critical thinking skills. PsarolocoEdu Classroom is designed to: provide meaningful arts engagement and bolster arts education, support media literacy and broaden literacy studies, hone critical thinking skills, foster social-emotional learning, offer a means to explore important themes through the powerful medium of film, share short films, in a range of styles and genres, that feature diverse stories and storytelling for classroom use to spark shared dialogue and mutual understanding. PsarolocoEd Lesson Plans include live-action short films, documentaries, and animations by a diverse, talented team of local and international filmmakers, organized by age groups. Each lesson plan includes a short film(s), with an accompanying educational kit with teaching instructions and activity suggestions. Curriculum materials support teachers in leading meaningful conversations with their students, highlight individual filmmakers and voices, and allow opportunities for students to expand knowledge while sharing their own observations, ideas, and experiences. New lesson plans

explore additional themes including issues of environmentalism, gender, social justice, and more, will be available during the school year.

EnCritMedYB Project

URL link: <https://www.enritmed.eu/about-the-project/>

Project summary: The project EnCritMedYB aims to enhance critical thinking and media literacy skills of young people in the Balkans, through a process of mutual digital learning and discussions, based on acceptance of differences and promoting intercultural tolerance.

To achieve this, the project envisions co-creation of educational materials on media literacy, critical thinking and intercultural dialogue, for non-formal online education, of relevance to the regional context and country realities and to disseminate them broadly to youth workers, youth and other CSOs in the target countries N.Macedonia, Albania, Greece and Kosovo. In addition, the project envisions organisation and delivery of total of 30 regional digital events involving youth from the target countries, where the developed educational materials will be used, thereby enhancing the critical thinking and media literacy skills of young people through a process of mutual digital learning and debate based on acceptance of differences and promoting intercultural tolerance.