



FUNDAȚIA KUPUJ
ODPOWIEDZIALNIE



DISMISS THE NOISE

FACILITATOR GUIDE



Pushing Back on Disinformation





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Waterford SLI, CLG.
info@slewaterford.ie



Buy Responsible Foundation
info@ekonsument.pl



Agenda 21
office@agenda21.org.ro



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About this Resource

This resource is part of a larger Erasmus+ Project that consisted of partners from Ireland, Poland and Romania. We came together based on a shared perception that the problem of mis- and disinformation was a pan-European one that continues to worsen. We also felt that there was a lack of easy to implement resources for educators who work with young people. The information contained herein is based on research done by the partners in the three participating countries and data collected from our events that took place with young people in the autumn of 2025. These events were carried out as part of Global Education Week, the European Year of Digital Citizenship and Black Friday and took place in all partner countries.

Dismiss the Noise utilises the European Parliament's definition of mis- and disinformation. Disinformation refers to information that is maliciously spread and knowingly false in order to deceive. Misinformation, while also false, is not known to be so and does not contain malicious intent. Both present problems in the political, economic, social, and environmental spheres. This problem is particularly acute for young people who get much of their information from social media where mis- and disinformation are most prominent.

Greenwashing is also a form of disinformation practiced by Companies who wish to deceive consumers about the environmental impact of their practices. And while, as the name implies, greenwashing addresses environmental concern, this type of deception can also take place regarding companies' human rights record and labour standards. For example, Sportwashing, which sees companies and countries sponsoring large sporting events in order to gain popular support for their activities or just to improve their global reputation.

Research done with the young people who participated in this project indicates that the majority of young people are aware that mis- and disinformation is a problem but they don't know what to do about it. We found the same to be true of many educators. It is our aim to provide an easy-to-understand pathway to becoming a critical consumer in this information society.



What's Inside

Social & Policy Contexts	
Media Literacy in the European Union	5
Irish Context	5
Polish Context	7
Romanian Context	9
Disinformation in Action	10
Facilitation Guide	14
Workshop	
Case Studies	
Dismiss the Noise Disinformation Tool	20
Additional Resources	23



Social & Policy Contexts

Given that the problem of mis- and disinformation is not confined to a single country or region, this is one that is global in nature. Unfortunately, there has been little done at a global level to try to control social media but some steps have been taken at the EU level. First we will take a brief look at what is happening at the EU policy level and then at what is taking place on the ground in Ireland, Poland and Romania.

Media Literacy in the European Union

The European Union relies on its Code of Practice on Disinformation. First issued in 2018, it has undergone a number of changes/amendments in order to make it more transparent, auditable and larger in scope. Unfortunately, while at the same time that Code has been strengthened, regulations governing the largest social media presences (X, Google, Meta) have resulted in full withdrawal from the Code (X) or a scaling back in compliance (Google). Adherence to the code remains voluntary and without enforcement mechanisms, it is unlikely that these types of measures will be successful.

The Digital Services Act (DSA) came in to force in 2022 and provides a stronger set of tools for countries to enact online protections including a Commission established in each country to ensure compliance and enforcement. These Commissions have been given the authority to investigate, impose fines, and issues order to end infringements. This allows for more transparency and a safer on-line environment.

The Irish Context

In Ireland, the DSA is administered by two organisations:

Coimisiún na Meán
1 Shelbourne Buildings Shelbourne
Road,
Dublin 4,
D04 NP20,
Ireland.
Tel: +353 (0)1 644 1200
Email: info@cnam.ie
Website: cnam.ie

Competition and Consumer Protection
Commission,
Bloom House,
Railway Street,
Dublin 1,
D01 C576.
Tel: +353 (0)1 402 5500
Consumer helpline: 01 402 5555
Website: ccpc.ie

Ireland has followed the EU's lead in terms of online media regulation and major legislation has been enacted to support the national implementation of the DSA.

Both the Department of Education and Skills and the NGO/Civil Society Sector in Ireland has recognised the importance of digital literacy and consider a key skill or competency for all learners in Ireland. Digital Literacy has been added to Ireland's Strategy for Literacy and Numeracy demonstrating the important that is being placed on these skills.

Media Literacy in Education

Media literacy is growing in importance in both the formal and non-formal educational sectors. The Department of Education and Skills has a new short course on Digital Media Literacy that addresses both how to use the online world to one's advantage as well as addressing safety, disinformation and how to critically evaluate the information young people encounter online.

The National Youth Council of Ireland has also stepped in to this space developing their own resource for young people, *Stop! Wait A Minute*, which is available here: <https://www.youth.ie/documents/stop-wait-a-minute-critical-social-media-literacy-tool/>. This tool was designed by young people and is for young people as well as youth workers, facilitators, and other educators that work with young people. This tool helps young people to critically assess the information that they are receiving on-line.

The Role of Civil Society and NGOs

Media Literacy Ireland (MLI) is the umbrella organisation for organisations working in this area and have themselves developed both a searchable resource library and their own programme for young people, *Be Media Smart*.

The Polish Context

In Poland, the DSA is administered by the Office of Electronic Communications

Office of Electronic Communications
7/9 Gieldowa Street
01-211 Warsaw
T: +48 22 330 4000
kontakt@uke.gov.pl

In Poland, the topic of social media use and media literacy is increasingly being addressed by both public institutions and civil society organizations. Although there is no separate law directly regulating media literacy, various legislative, educational, and programmatic efforts are underway to develop media and digital competencies among children, youth, and adults.

As a member of the European Union, Poland implements the provisions of the Audiovisual Media Services Directive (AVMSD), which directly refers to the need for citizens' media education. In 2021, the national Declaration on Media Education was signed by, among others, the Ministry of Education and Science, the National Broadcasting Council (KRRiT), the Chancellery of the Prime Minister, and the Ombudsman for Children. This document outlines cooperation between public institutions in combating disinformation and enhancing citizens' digital skills.

In 2023, the Advertising Council adopted new Ethics Code provisions addressing environmental advertising. Such ads must not undermine public trust in environmental protection efforts. They must be factually accurate, measurable, and verifiable. The code also emphasizes clear language, precision, and avoiding consumer deception. The Council plans educational initiatives targeting advertisers, agencies, and media, and offers advisory services to review ad compliance upon request.

It's worth noting that misleading green claims can lead to hefty fines from the Office of Competition and Consumer Protection (UOKiK) for harming collective consumer interests.

Although Poland does not yet have a single, cohesive law on media literacy, both EU-level policies and national initiatives clearly point to the growing importance of this area. Through reforms in formal education, social initiatives, and institutional programs, media literacy is becoming an increasingly present element of public education - teaching young people how to use social media responsibly and critically, and how to distinguish reliable information from the flood of digital content.

Media Literacy in Education

Media literacy is partially implemented within the current national education curriculum. Elements of media education are present in subjects such as Polish language, social studies, IT, and art. Students learn to recognize different types of media, critically analyze media messages, distinguish between facts and opinions, and understand the role of media in social and political life.

As of September 2025, a new subject called “Civic Education” has been introduced in secondary schools. It includes modules on critical thinking, information analysis, and identifying fake news. Additional curriculum changes are planned for the 2025/2026 school year to further integrate media literacy into general education.

The Role of Civil Society and NGOs

The National Center for Media Education in Kielce offers workshops, webinars, and educational materials on topics such as identifying fake news, disinformation, and media ethics. Civil society organizations such as Fundacja Panoptykon, Demagog, Fundacja Nowoczesna Polska, and Fundacja Kupuj Odpowiedzialnie (as part of the DISMISS project) conduct numerous educational campaigns and projects. These are often aimed at schools, teachers, and informal education sectors.

The Romanian Context

In Romania, the accelerated transformations of the digital ecosystem have amplified the role of social networks as the primary source of information for youth, particularly for groups with limited access to formal media training. According to recent studies, over 80% of adolescents and young people extract their information predominantly from platforms such as TikTok, Instagram, and YouTube, without possessing adequate critical content evaluation skills¹. This reality exposes them to an increased risk of manipulation, disinformation, and emotional-political influence within an information climate where polarizing narratives circulate rapidly and fact-checking is often marginalized.

In parallel, although educators represent a central pillar for the development of critical thinking, they do not benefit from systematic training in the field of media education. The OECD report on teachers' digital preparedness shows that Romania is below the European average regarding pedagogical skills for addressing media and information literacy in the classroom. The national curriculum includes such skills only sporadically, and educators often rely on external resources or NGOs to cover this field. In many schools, media education is not perceived as an integral part of Global Citizenship Education, which limits young people's understanding of global processes, cultural biases, and power relations reflected in the digital space.

However, Romania benefits from significant initiatives carried out by independent organizations, such as the Center for Independent Journalism (CJI), Freedom House Romania, the European Journalism Centre (EJC), and UNICEF, which have implemented teacher training programs, awareness campaigns, and the development of interactive resources for schools. Evaluations of these programs indicate a clear increase in students' resilience to manipulation, an improved ability to analyze media images and narratives, and a strengthening of teachers' skills in facilitating discussions on disinformation. Nevertheless, the impact of these interventions remains regionalized, fragmented, and dependent on external funding, highlighting the lack of a coherent national framework.

DSA Administration

The Digital Services Act (DSA) is implemented in Romania under Law no. 50/2024, which designates the National Authority for Management and Regulation in Communications (ANCOM) as the country's Digital Services Coordinator (DSC). ANCOM supervises and enforces compliance with the DSA for intermediary service providers established in Romania. As DSC, ANCOM acts as the national point of contact for users, service providers, and the European Commission, investigates potential breaches, issues orders to stop infringements, and collaborates with other EU Digital Services Coordinators.

National Authority for Management
and Regulation in Communications
(ANCOM)

**Address: Strada London 39-41,
Bucharest, 013713, Romania**

Telephone: +40 21 306 0000

Email: office@ancom.ro

Website: www.ancom.ro

Media Literacy in Education

Media literacy is becoming a critical priority in Romania's educational landscape, particularly as digital platforms have become the primary information source for youth. While the formal curriculum addresses these skills only sporadically within various subjects, significant progress is being made through cross-sectoral collaborations.

Civil society organizations have taken the lead in this space. The Center for Independent Journalism (CJI) has pioneered the "Media Literacy Education Program", which is a landmark initiative in Romania. Since 2017, they have successfully integrated media literacy into the school system by training hundreds of teachers from various disciplines (such as Romanian Language or Social Sciences) to infuse these skills into their regular lessons. Their resources, which can be found here: <https://cji.ro/educatie-media/>, provide practical tools for students to deconstruct media messages and understand the mechanisms of disinformation.

A more recent and highly localized initiative is the "Media-Ready" (Gata de Media) platform, an interactive resource developed to help teenagers navigate the challenges of the digital world. These types of projects, often supported by partnerships with organizations like UNICEF or the Romanian-American Foundation, are essential in bridging the gap between formal education and the rapidly evolving digital reality, ensuring that young people can critically assess the information they encounter daily.

The Role of Civil Society and NGOs

Civil society and NGOs play a central role in advancing media literacy in Romania. Organisations like Mediawise, ActiveWatch, and Freedom House Romania develop educational resources, workshops, and digital tools aimed at strengthening critical thinking and resistance to online disinformation. Collaborative efforts with schools and local authorities support consistent access to media literacy programs, helping young people navigate a complex and often manipulative digital environment.



Disinformation in Action



⊘ "Natural" / "Eco-friendly" / "Green"
These terms are not legally regulated. Any manufacturer can use them, even if the product contains chemicals, microplastics, or was produced in an environmentally harmful way.

⊘ "100% natural"
Sounds great, but it means nothing if there's no independent certifying body behind it. The product could contain only trace amounts of natural ingredients and still carry this label. »



⊘ Brand's own "certifications"
Some companies create their own logos styled like professional certifications, but these have no independent audits or standards. They often look like reliable symbols (leaf, droplet, circle with "eco" written on it) but are just marketing tools.



⊘ "Certified Green Product" (without a source)
If you can't find who's certifying it and what the criteria are, it's a red flag. Honest certifications always provide the name of the certifying organization and clear guidelines.



When sports become a PR stunt.

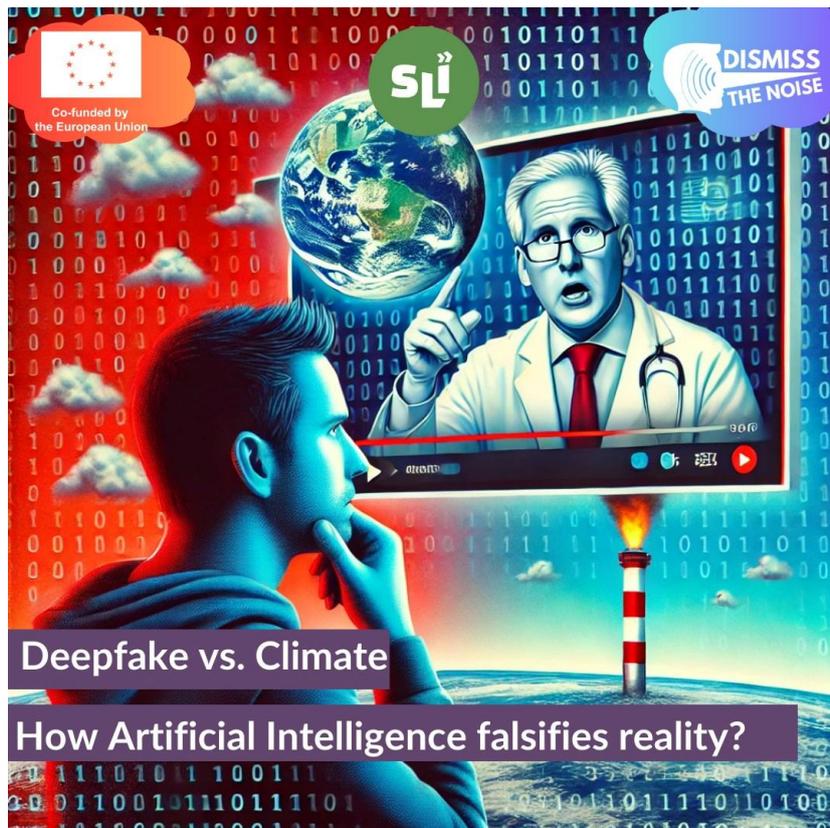
Sportswashing in a nutshell.



Sports bring out emotions, unite people, and inspire—but are the intentions behind them always pure?

Unfortunately, no. Sportswashing is a strategy where companies and governments use sports and sporting events to improve their image and distract from controversies such as human rights violations, environmental destruction, or corruption.





Examples of misinformation related to AI and climate change:

- Creating content that undermines the fact that global warming is a result of human activity.
- Generating false reports about climate change that hinder environmental protection efforts.
- A few years ago a deepfake video emerged of Greta Thunberg making comments about using vegan hand grenades in war. Even though this video was made by a satire group (even having the word satire in the video) it was spread, used and commented on as if it was real - the word satire was even blurred out in certain countries. This undermined her credibility and caused confusion.





Workshop

This workshop is designed for educators who wish to address issues of media literacy and disinformation including greenwashing with their learners. The aim is to provide learners with examples of mis- and disinformation and give them the skills they need to navigate in the knowledge society.

Time: 60 Minutes
Materials: Case Studies (included here)
Media Literacy Tool (included here)

Section I What is Mis- and Disinformation? What About Greenwashing?

There is actually a very important distinction between misinformation and disinformation that your learners should be aware of.

Misinformation is information/content that is incorrect, but it is distributed or posted without knowing that the content is not true. There is not malicious intent.

Disinformation is information/content that is deliberately incorrect and is distributed or posted with the intention of deceiving people. This is malicious.

Greenwashing is a form of disinformation perpetuated by companies against consumers. Companies make false claims about the environmental credentials of their products. There is very little that consumers can do to protect themselves against false greenwashing claims short of researching each company and the claims that they make.

Discussion Questions:

- Where do you get your information from?
- Do you think you have been the victim of mis- and/or disinformation?
- Why do you think people share or distribute mis- and disinformation?

What Does Mis- and Disinformation Look Like in Practice? Case Studies Analysis.

Unfortunately, we find examples of disinformation throughout Europe and we have gathered a few here to help learners understand what it looks like. There are 3 examples of disinformation in this section. Working in groups, provide each group of learners with one of the case studies (they can be used with more than one group):

- Ask learners to read the case study and decide if it is an example of disinformation, misinformation or greenwashing.
- What are the potential harms from this information becoming prominent in the public sphere?
- What can we do to avoid falling victim to disinformation, misinformation or greenwashing?



Case Study 1: Wody Polskie



Source: Pixabay / Facebook / Modifications: Demagog on https://demagog.org.pl/fake_news/czy-zakazano-korzystania-z-wlasnych-studni-wyjasniamy/

In Poland, claims on social media that “Wody Polskie” was sold to an Israeli company and that private wells were now banned in Poland are false and misleading. There is no official record of such a sale in public registries like the Polish Monitor, BIP, or KRS.

Polish law allows private use of up to 5,000 litres of groundwater per day which is over eight times more than what an average four-person household uses. A man that was recently fined 100,000 PLN was drawing around 45,000 litres daily for his farm, exceeding the legal limit by nine times.

The article spreading this narrative cherry-picked its information, selectively presenting facts to support a false claim.

Case Study 2: Paracetamol (Tylenol) is Linked to Autism:



Adam Harris, CEO of AsIAM, refuting claims that autism is linked to paracetamol. *The Journal (Ireland)*, September 2025, available at: <https://www.thejournal.ie/trump-autism-6824389-Sep2025/>

In the autumn of 2025, President Trump made the claim that *'there is mounting evidence finding a connection between acetaminophen use during pregnancy and autism'*. Acetaminophen is used in Paracetamol and Tylenol which have been the generally accepted only pain killer and fever reducer that it is safe for a pregnant person to use. He went on further to say that during pregnancy, people should 'tough it out' and made unevicenced claims urging changes to vaccine schedules for infants, also to prevent autism. The link between acetaminophen and vaccines to autism in unproven and in major studies as stated by Ireland's Autism Charity AsIAM: *We would remind community members living in Ireland that neither Irish health advice nor international scientific evidence links Autism and paracetamol. It has been definitively established that there is no link between Autism and vaccination... Autism is not a disease to be cured. It is a natural variation in human neurology. Suggesting otherwise seeks to bring us back decades in terms of knowledge and understanding - fuels fear, misinformation, and prejudice. It undermines the dignity and rights of Autistic people and their families.* Source: <https://asiam.ie/>

Case Study 3: The Eco-Friendly Plastic Bag



Source: <https://romania.europalibera.org/a/greenwashing-cum-mint-companiile/31708217.html>

Several major retail chains in Romania faced criticism for labelling their checkout bags as *100% Biodegradable and Compostable* despite the fact that they were made of oxo-degradable plastic. These plastics are made from fossil fuels, like other plastics, and while they will degrade over time, they are not biodegradable and will release harmful chemicals as they do. These bags were branded with green leaves, earthy tones and claims about 'helping the planet'. It was hoped that these bags would appeal to environmentally conscious shoppers as well as avoid the eco-tax applied to standard plastic bags in Romania. Research into these bags demonstrated that these bags simply broke down faster than normal bags releasing microplastics at a faster rate causing even more harm to the Romanian soil and water systems. Source: *Infocons Romania – Report on misleading ecological claims in retail or Greenpeace Romania – "Greenwashing in Romanian Supermarkets" investigation.*

Section II Hands-On Fact Checking

In this part of the workshop, learners will try to uncover their own examples of disinformation, misinformation or greenwashing. The Dismiss Project has developed a tool to help young people spot misinformation, disinformation and greenwashing. It is available (in the next section of this resource) in English, Polish and Romanian. We will use this tool in the upcoming activity.

Ask learners to find a suspicious social media post (from any of the platforms) and using the tool from the next section, carry out an investigation of the post. They should be able to answer each of the criteria from the tool as a result of their investigation. Once this process is complete, learners should return a 'verdict' of verified, false or misleading and be able to explain their reasoning. If you wanted to focus primarily on greenwashing, you could ask learners to find examples of greenwashing in advertising and carry-out the same type of investigation.

Section III Taking Action

Now that your learners have a greater understanding of what this deception looks like, they are going to focus on becoming accurate content creators following this template:

- Identify an issue that is important to them and think about what they would like to convey to others about this issue
- Research the issue to ensure that they have an accurate and even-handed description of the issue
- Using Canva (or any other free design tool) for a social media post, start designing (Canva is easy to use, is intuitive and has lots of free images, fonts, and post templates)
 - Canva: <https://www.canva.com/templates>
 - How to Use Canva for Beginners: <https://www.canva.com/learn/how-to-canva-beginners-guide/>
- Post the results!



Media Literacy Tool

The Media Literacy Tool which was designed as an easy to use and easy to access tool for young people to use to boost their media literacy. We use it in our workshop but it can also be copied or downloaded for use on the go.

Tool in English

Primary Sources:
Get info straight from experts or official data.

Author:
Who are they? What do they do? What experience or expertise do they have?

Date & Type:
When and where was it published? Is the info up to date? Is it from a **reliable** newspaper, website, scientific journal?

Is The Source Biased?
Someone from the fossil fuel industry may have motive to say that climate change isn't that bad.

Beware AI-generated content:
Deepfakes, AI-generated images and texts may look realistic but can be completely **false**. Watch for unnatural language, lack of sources, "too perfect" images, or logical inconsistencies.

Verify:
Don't trust one source

Use common sense:
If it sounds too wild, double-check it.

Proof, Not Slogans:
Real eco-action needs real data otherwise it might just be **empty marketing**.

Check Certs:
Genuine pro-environmental actions are often confirmed by independent organizations (e.g. Fairtrade)

Spot The Spin: Is this Greenwashing?
One "green" product doesn't fix anything especially while the rest of its operations harm the environment.

Know your feed:
Algorithms show you only part of the story. Social media curates what you see

Tool in Polish

Detektor ściemy, czyli nie daj się zmanipulować!

- **Korzystaj ze źródeł pierwotnych:** Szukaj informacji pochodzących z pierwszej ręki, np. raportów, rządowych komunikatów, oficjalnych danych, wypowiedzi ekspertów/ek.
- **Sprawdź autora/kę oraz publikację:** Czy źródło zawiera informacje o autorze/ce? W czym się specjalizuje? Kiedy i gdzie opublikowano informacje? Czy dane są aktualne? Czy publikacja pochodzi z wiarygodnych mediów, strony internetowej, czasopisma naukowego lub instytucji?
- **Weryfikuj w innych źródłach:** Czy niezależne źródła potwierdzają te same informacje? Jeśli nie - bądź ostrożny.
- **Uważaj na treści tworzone przez AI:** wygenerowane obrazy i teksty mogą wyglądać realistycznie, ale w rzeczywistości są nieprawdziwe. Zwracaj uwagę na nienaturalny język, brak źródeł, idealne i wygładzone zdjęcia czy błędy logiczne.



Dofinansowane przez Unię Europejską

Detektor ściemy, czyli nie daj się zmanipulować!

- **Zachowaj zdrowy rozsądek:** Jeśli coś brzmi zbyt sensacyjnie lub nieprawdopodobnie, zbadaj to dokładniej.
- **Sprawdź konkretne działania, nie tylko hasła:** Jeśli firma chwali się byciem „eko”, ale nie podaje żadnych szczegółów, danych czy raportów, to może być tylko pusty marketing.
- **Zwróć uwagę na certyfikaty i niezależne audyty:** Prawdziwe działania proekologiczne są często potwierdzane przez niezależne organizacje (np. certyfikat Fairtrade, GOTS).
- **Bądź świadomy/a działania algorytmów:** Media społecznościowe pokazują Ci tylko wybrane treści. Pamiętaj, że nie widzisz całego obrazu, a jedynie to, co wybrał dla Ciebie algorytm.



Dofinansowane przez Unię Europejską

Tool in Romanian



**Nu fi unealta lor –
Dă-ți seama când ești mintit**

Surse primare:
Ia-ți informațiile direct de la experți sau din surse oficiale.

Autor:
Cine sunt ei? Ce fac ei? Ce experiență sau expertiză au?

Data & Tip:
Când și unde a fost publicat?
Informațiile sunt la zi? Este dintr-un ziar, site web sau jurnal științific de încredere?

Sursa este subiectivă?
Cineva din industria combustibililor fosili poate avea un motiv să spună că schimbările climatice nu sunt atât de rele.

Fii atent la conținutul generat de AI:
Deepfake-urile, imaginile și textele generate de inteligența artificială pot părea realiste, dar pot fi complet false. Acordă atenție limbajului nenatural, lipsei surselor, imaginilor impecabile sau excesiv de lustruite sau inconsecvențelor logice.



**Nu fi unealta lor –
Dă-ți seama când ești mintit**

Verifică:
Nu avea încredere într-o singură sursă.

Folosește bunul simț:
Dacă pare prea exagerat mai verifică o dată informația.

Dovezi, nu sloganuri:
Acțiunile adevărate pentru mediu au nevoie de date reale, altfel riscă să fie doar **marketing gol**.

Verifică certificatele:
Acțiunile autentice pro-mediu sunt adesea confirmate de organizații independente (de exemplu, Fairtrade)

Depistează manipularea:
Aceasta este greenwashing? Un produs verde nu remediază nimic atunci când restul operațiunilor dăunează mediului.

Cunoaște-ți fluxul:
Algoritmii îți arată doar o parte din poveste. Rețelele sociale aleg ce vezi ..



More Information

Broșura de verificare a informațiilor" (Fact-checking Brochure). A practical guide that explains the step-by-step process of fact-checking. It is a "pocket-sized" resource that youth workers can use to teach participants how to verify a claim, a photo, or a source using free online tools. Available at: <https://www.factual.ro/resurse/> (Romanian)

Can You Believe It? Misinformation, Disinformation and What's Real Anymore? This is a short video, in English, from the Irish organisation Global Action Plan (GAP). The video is designed for young people from about 13 and older and is available from YouTube at: <https://www.youtube.com/watch?app=desktop&v=y8LPBL9r2XA>. (English)

Community Education Against Disinformation is an activity book designed by an adult learner organisation in Ireland but has good information and adaptable activities for anyone working at any level on these issues. Published in August 2025 and is available at: https://www.aontas.com/wp-content/uploads/2025/10/CEADWorkbook_Design_WebVersion.pdf. (English)

Demagog Association is the first fact-checking organization in Poland combating disinformation – has published the guide *"How to Recognize False Information? A Guide to the World of Online Disinformation"*: https://demagog.org.pl/analizy_i_raporty/jak-rozpoznać-falszywe-informacje-przewodnik-po-swiecie-dezinformacji-w-sieci/ (Polish)

EU Disinfo Lab is an independent non-profit that compiles 'knowledge and expertise on disinformation in Europe...in order to detect, tackle, and prevent information disorders endangering citizens' integrity, peaceful coexistence and democratic values'. (<https://www.disinfo.eu/>). (English)

Gata de Media" (Media Ready) Interactive Platform. An interactive, gamified digital resource for teenagers. It functions as a self-paced tool where young people can test their ability to spot fake news, understand algorithms, and navigate social media safely. Excellent for use during a workshop to stimulate discussion. Available at: <https://gatademedia.ro/>. (Romanian)

Media Literacy Toolkit for Teachers and Youth Workers. This is a comprehensive collection of lesson plans and workshop templates specifically designed to help educators integrate media literacy into their work. It includes practical exercises on deconstructing news and identifying bias. Available at: <https://cji.ro/resurse-educatie-media/> (Romanian)

The Office of Competition and Consumer Protection (UOKiK) has developed recommendations on so-called influencer marketing for online creators explaining how to properly label paid collaborations as well as for consumers, showing how to avoid influencer marketing traps:

<https://uokik.gov.pl/influencer-marketing>

Consultations are currently underway regarding amendments to two UOKiK-related acts: the Act on Counteracting Unfair Market Practices

<https://isap.sejm.gov.pl/isap.nsf/DocDetails.xsp?id=WDU20071711206>

and the Consumer Rights Act

<https://isap.sejm.gov.pl/isap.nsf/DocDetails.xsp?id=WDU20140000827>

The list of so-called black practices will include:

- using “eco” labels without certification or a public authority basis,
- general “green” claims without evidence of real effects,
- promoting irrelevant or fictitious benefits for consumers,
- declaring environmental goals without a credible implementation plan.

More information:

<https://www.prawo.pl/biznes/greenwashing-co-mowia-przepisy-i-co-zmieni-nowa-ustawa,534355.html> (Polish)