FAKE NEWS!
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Empowering Youth to Critically Analyse Fake News

Strategies of Intervention and Good Practices

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Summary

In the context of the massive use of social media and considering the EU Youth Strategy 2019-2027 with regards to democracy, there is a strong need for skills to deal with misinformation, disinformation and fake news. A consortium of five organisations from Romania (Asociatia TEAM4Excellence), Spain (Solidaridad Sin Fronteras), Poland (Instytut Badan i Innowacji w Edukacji), Italy (The social promotion association Petit Pas) and France (CEMEA Rhone-Alpes) reviewed the international studies about youth behaviour on social media. It revealed that social media makes them feel included rather than excluded: 71% vs. 25% (PEW research centre, 2018).

In order to acquire new skills or sharpen the existing ones, continuously learning is beneficial, because that specific outcome becomes a lifestyle, so hardly it can be forgotten. In addition, training is not only about feeding the brain, but the person as a whole. Consequently, training people on a common interest topic needs to be done by organisations with a holistic approach, rather than one-off activities, at three different levels: strategic, tactical and operational.

The current paper helps youth organisations to develop and deploy strategies of intervention to fight against fake news. It does so at the strategic planning level, but also at the tactical intervention level. Moreover, the paper sets out a methodology to operationalise the strategy at the activity level, through non-formal education activities and tools, with examples of good practices across Europe.

At the strategic planning level, the paper provides support to analyse the external and internal environment of the organisation, define its purpose in terms of mission, vision and values, set up strategic objectives with the associated indicators and targets and, finally, generate strategic options to approach the fight against fake news.

In terms of tactical interventions, the paper identifies and expands on acting upon a range of strategic options, including training the trainers, gamification, regulating social media, financing activities through EU projects, involving local and international volunteers, developing course materials and online platforms, partnering with schools and universities, developing internal training schemes and joining membership organisations.

At the activity level, the consortium sets out a methodology to search for, adapt or create activities which may be used to operationalise the tactical interventions, in line with the strategy of the organisation. The methodology walks readers through a series of steps, from preparatory activities to design and development of activities, testing and completion of these activities.

Moreover, good practices are given to serve as an activity backpack for organisations which aim to help fight against fake news. Each good practice includes relevant information and references for its implementation, such as a general description, who implemented the good practice, where it could be retrieved from, what is the target audience, what are the objectives and learning outcomes, and how to implement it, what are the success factors and the expected impact.

Finally, based on the above strategic elements, the consortium members implemented a selection of tactics and activities, which are also included in this guide. For example, project partners created an online course on fake news, initiated a topical #NoFakeNews social media group, issued a Magazine with non-formal activities, designed a toolbox to spot fake news and published a research on skillsets for limiting the spread of fake news.

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Introduction

In the context of the massive use of social media and considering the EU Youth Strategy 2019-2027 with regards to democracy, there is a strong need for analytical skills. The results of our initial research showed a reduced level of commitment of youth in evaluating social media news. Being in our mission to add value to youth, we reviewed the international studies about youth behaviour on social media. It revealed that social media makes them feel included rather than excluded: 71% vs. 25% (PEW research centre, 2018). However, the results of a wide study conducted by the Stanford University analysed the responses from 7804 students from 6 universities and emphasized that less than 20% of respondents constructed quality responses questioning the source of photos posted on social media. We trust that common efforts can create a positive context for youth to fight against manipulation, propaganda and fake news and will add value to personal and professional development of youth.

Literacy concepts

An increasing number of studies point to the relevance of digital literacy in improving social media users' ability to spot fake news. Guess et al. (2020) discovered that exposure to digital literacy improved the treatment group in distinguishing between true and false news headlines while studying the influence of digital literacy on people's assessment of actual and fake news.

On the same note, Vraga and Tully (2021) found out that the more educated people are on the subject of media, the more sceptic they are towards messages coming from social media. This finding shows that digital literacy is an important tool for countering fake news. In terms of information literacy, Jones-Jang et al. (2021) demonstrated that people who are familiar with this have a bigger change of identifying incorrect fake news. As a result, rather than correcting false material, training people to be cautious might be a more effective strategy to minimize fake news (Lee, 2018).[1]

In order to acquire new skills or sharpen the existing ones, continuously learning is beneficial, because that specific outcome becomes a lifestyle, so hardly it can be forgotten. In addition, training is not only about feeding the brain, but the person as a whole. Consequently, training people on a common interest topic needs to be done by organisations with a holistic approach, rather than one-off activities, at three different levels: strategic, tactical, operational.

A strategic plan is a high-level overview of the entire business, its vision, objectives, and values. These are the plans which are designed with the entire organization in mind which and they act as a guideline to move the organization from where it currently is to where it wants to be. Top level managers (for example CEO, president) will design and execute strategic plans to paint a picture of the desired future of the organization in the long run, such as two, three or even more years.[2]

The tactical plan includes the action plans to achieve the strategic goals/objectives. Tactical planning is the process of breaking down the strategic plan into distinctive, short-term plans, "the how" of meeting

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[1] Literacy Concepts as an Intervention Strategy for Improving Fake News Knowledge, Detection Skills, and Curtailing the Tendency to Share Fake News in Nigeria (researchgate.net)

[2] Flynn, A. (2021), How are strategic tactical and operational plans related to each other?, *Greedhead.* *https://greedhead.net/how-are-strategic-tactical-and-operational-plans-related-to-each-other/*

the strategic goals which are more specific and concrete than strategic plans. Strategic planning is concerned with the future whereas tactical planning with today.

Operational planning is different from tactical planning; the latter asks specific questions about what needs to happen to accomplish a strategic goal, whereas operational plans ask how the organization will generally do something to accomplish the company's mission. The operational plan includes the action plans to achieve the tactical goals/objectives. Operational decisions are the day-to-day decisions that have only a short-term impact on a company, more specific about the details of work that needs to be done.

Source: Corporate Ideas Leadership

The figure above represents the pyramid itself with the three stages. Another thing to keep in mind is that it works top-down and bottom-up. For example, NGOs can collect needs and transmit them bottom-up, then the top management will define a strategy which will be deployed as a tactical plan and implemented through various activities.

Food for thought: think about your organization. Is there a process to make structural improvements to your business? Is there a path to make changes from strategy to operations?

Then, the process and its results are monitored, assessed and refined (PDCA – Deming cycle):
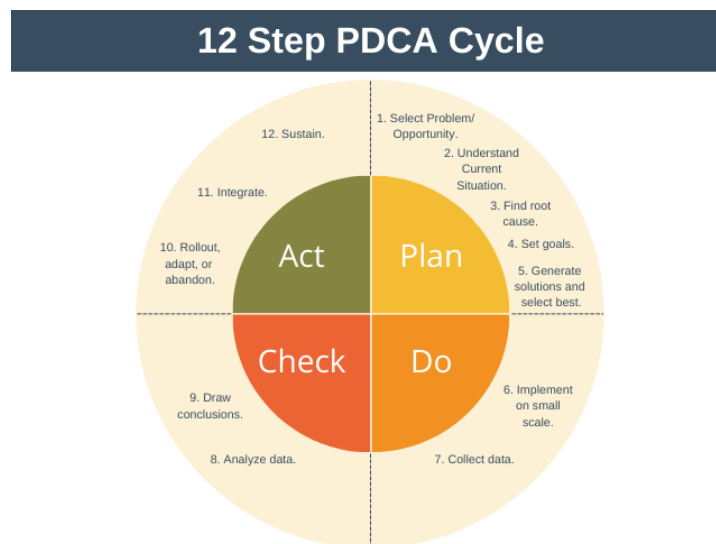
Source: Expert Program Management

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Strategic planning of interventions to fight against fake news

It is all about teaching, training and education.

The picture below depicts that, in order to achieve authentic learning, people must be taught how to do by themselves, rather that receiving instructions or only the outcome. It is all about giving the necessary knowledge and tools in order to form independent citizen who can acquire their maximum potential of learning. Regarding to fake news, it is not about trying to convince someone that a piece of information is fake, but about improving the skills of young people to distinguish fake from true info by themselves. In fact, let's take a closer look: if the man is taught how to fish, he will never get hungry. That being said, if people are learn how to spot fake news, they will never fall into the trap.

Source: beyondintentions.wordpress.com

In fighting fake news, NGOs do not work in vacuum. Firstly, they have some internal capabilities (what they have and what they do best), and secondly, they serv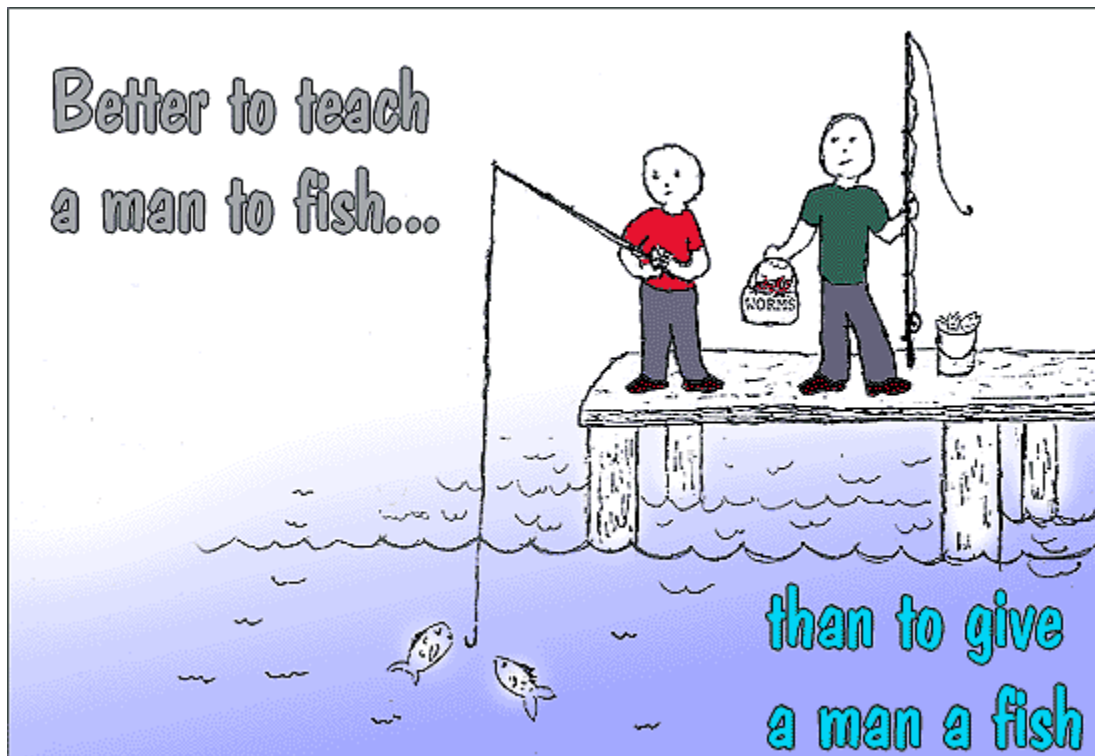e, interact with and are part of communities (which are the external environment of organisations). In this context, NGOs can start from community needs and then develop the relevant internal competences (outside-in, Positioning School[3]) OR they may first think about their core competences and then try to make a difference in the community (inside-out, Resource Based Vie). In practice, an organisation needs to take both into account when crafting their strategies. Also, strategies need to be aligned with the Vision, Mission, Values of an organisation. Then, indicators and targets are set, to measure the degree of success or failure of the strategy.

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[3] de Wit, B. (1997). Porter on business strategy. In: Van Den Bosch, F.A.J., De Man, A.P. (eds) Perspectives on Strategy. Springer, Boston, MA. https://doi.org/10.1007/978-1-4615-6179-8_2

External Stakeholders	Internal Capabilities	Purpose	Strategy
•People •Other NGOs •Media providers •Public authorities •Policies	•Competences of people •Internal Resources	•Vision •Mission •Values	•Objectives •Indicators •Targets
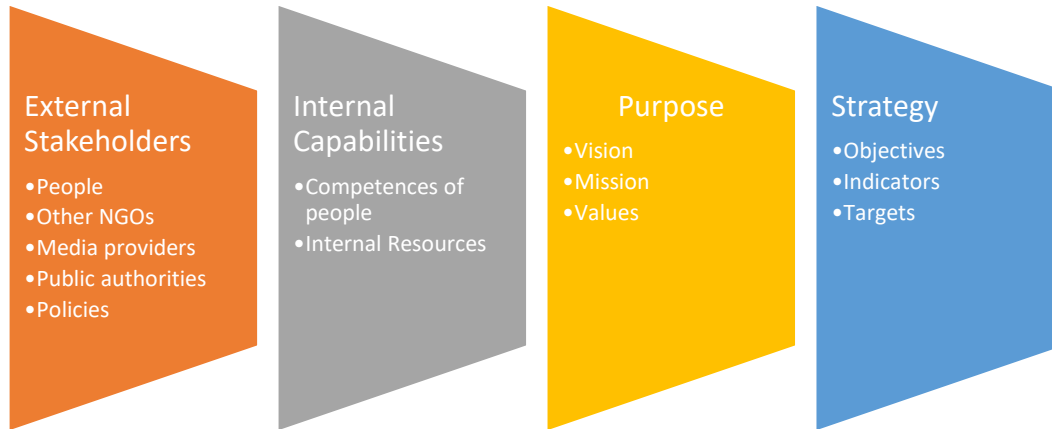
Source: Authors

External stakeholders

According to the PMBOK Guide, "A stakeholder can be a person, a group, or an organization that may be affected, or have any interest in the project, or the project's outcome; either directly or indirectly". The external stakeholders also consist of: clients, industry influencers, subject-matter experts, community leaders, suppliers.

Stakeholder matrix, also known as stakeholder analysis, is a simple framework to help manage the stakeholders, showing the levels of interest and involvement of particular people or organizations in a project, business, etc. Each of the stakeholders should be placed in one of four categories: key players (high power and high interest), keep satisfied (high power, but low interest), keep informed (low power, but high interest) and monitor (low power, low interest).[4]
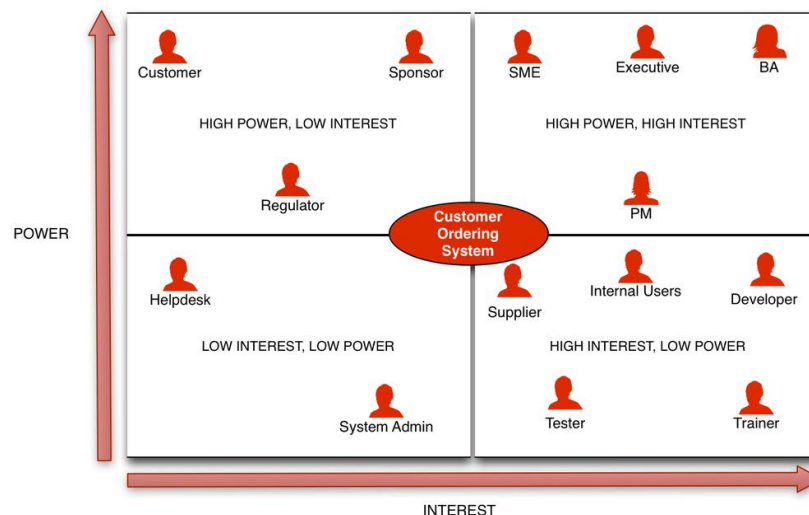
Source: Business Analyst Learnings

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[4] (2021) Create a stakeholder analysis with the Mendelow matrix. *Concept board*. Retrieved from:
https://conceptboard.com/blog/stakeholder-analysis-mendelow-matrix/#:~:text=The%20Mendelow%20Stakeholder%20matrix%20(also,project%2C%20both%20internal%20and%20external.

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In addition, a stakeholder register is a project document with pertinent information about the project stakeholders. It identifies the people, groups, and organizations that have any interest in the project or its outcome. The content of the stakeholder register is divided in four categories:[5]

- Stakeholder identification: details about the stakeholder (name, title, contact information, role);
- Stakeholder assessment: understanding the stakeholder's requirements, expectations, communication needs, and their influence on the project;
- Stakeholder classification: based on various criteria (e.g., power, interest);
- Stakeholder management strategy (optional): helps in managing the stakeholders.

Internal capabilities

An organizational capability is the capacity to "deploy resources for a desired end result" (Helfat and Lieberman, 2002: 725).

Internal capabilities

Resources: what we own		Competences: What we do
Offices, training facilities, computer systems, educational materials, online platforms, databases, access to resources	Physical	Ways we use physical assets, e.g. processes, procedures, training instructional design and delivery, mastery of digital platforms and tools, research
Funds from various sources, e.g. EU projects, public sources, donations, other foundations	Financial	Ability to raise funds and manage cash flows
Managers, Staff, trainers, volunteers	Human	How people gain and use knowledge, attitudes, skills, experience, leadership, innovation

Adapted from Johnson et al. (2014: 71)

Food for thought: what are the internal capabilities relevant for your organisation to fight against fake news?

Purpose

- MVV

Mission comes first and it establishes an organization's purpose and reason for being. Vision usually comes next, then values. The company's vision statement explains what it aspires to achieve or become in the future. The organization's essential ideals and ethics are reflected in the values statement.

Defining and expressing a clear and motivating purpose is the core of a strategists job (Montgomery, 2008: 54)

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[5] Usmani, F. (2021). Stakeholder Register in Project Management. *PM Study Circle*. https://pmstudycircle.com/stakeholder-register-project-management/

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Mission	Vision	Values
•Provide employees and stakeholders with clarity about what the organisation fundamentally exists to do. •It should answer the questions: •*What business are we in?* •*What would be lost if we did not exist?* •*How do we make a difference?* •*Why do we do this?*	•Concerned with the future the organisation seeks to create; •An aspiration that will enthuse, gain commitment and stretch performance; •A vision statement should answer the questions: •*What do we want to achieve?* •*If we were sitting here in 20 years, what do we want to have created or achieved?*	•Communicate the underlying and enduring core 'principles' that guide an organisation's strategy and define the way that the organisation should operate; •Such core values should remain intact whatever the circumstances and constraints faced by the organisation. •It should answer: •*What do we stand for?* •*What behaviors do we value over all else?*

Source: Authors, adapted from (Montgomery, 2008)

Example:

Former Pulitzer Prize-winning investigative journalist Alan Miller founded the **News Literacy Project** (NLP)[6] in 2008. His goal: to teach young people how to think critically about the news that they consume so that they may better decide for themselves what is factual and what is not.

Our mission: The News Literacy Project, a nonpartisan national education non-profit, provides programs and resources for educators and the public to teach, learn and share the abilities needed to be smart, active consumers of news and information and equal and engaged participants in a democracy.

Our vision: News literacy is embedded in the American education experience, and people of all ages and backgrounds know how to identify credible news and other information, empowering them to have an equal opportunity to participate in the civic life of their communities and the country.

Organizational values:

News literacy is an essential life skill.

We are living in the most challenging and complex information landscape in history. News literacy education empowers people with skills to successfully navigate this landscape. People who are exposed to the News Literacy Project's programs learn how to identify what they can trust, share and act on, and they become better-informed, more engaged and more equal participants in the civic life of their community, their country and the world.

Facts matter.

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[6] News Literacy Project. https://newslit.org/about/mission/

We believe that the standards and ideals of fact-based journalism — especially the process of verification — are the best means by which to measure the credibility of news and other information. We also recognize that verifiable information includes research, data, context and reliable sources as key elements in formulating facts.

A free press is a cornerstone of democracy.

Our commitment to the First Amendment is absolute. We cannot sustain our democracy — nor build a more equitable future — without full access to facts and credible information that comes from a variety of sources representing a full range of experiences and viewpoints.

Food for thought: what are the Vision, Mission, Values of your organisation? Are they aligned to the aim of fighting fake news?

Strategy

Shortly, strategy is a plan of action to achieve short, middle and long-term desired goals which are important for organizations to determine the future direction of a company. More specifically, strategy can also be defined as a general direction set for the company and its various components to achieve a desired state in the future. Strategy results from the detailed strategic planning process.

Objectives

- Objectives are statements of specific outcomes that are to be achieved;
- SMART objectives stand for:

S specific	M measurable	A achievable	R relevant	T time-bound
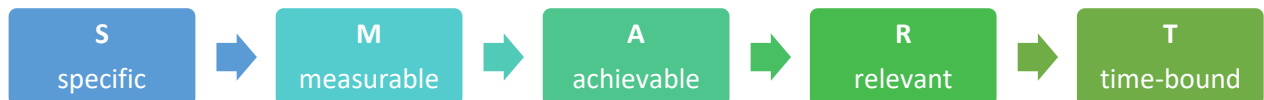
Source: Authors

- Frequently objectives are expressed in:

  Financial terms (e.g. desired profit levels)

  Market terms (e.g. desired market share)

  Social terms (e.g. corporate social responsibility targets)

Food for thought: What are the objectives of your fight against fake news?

Indicators and targets

"You get what you measure" - Peter Drucker

How to measure:

A balanced scorecard (BSC) is a strategic management performance metric that helps companies identify and improve their internal operations to help their external outcomes. It measures past performance data and provides organizations with feedback on how to make better decisions in the future. The balanced scorecard allows managers to look at the business from four important perspectives:

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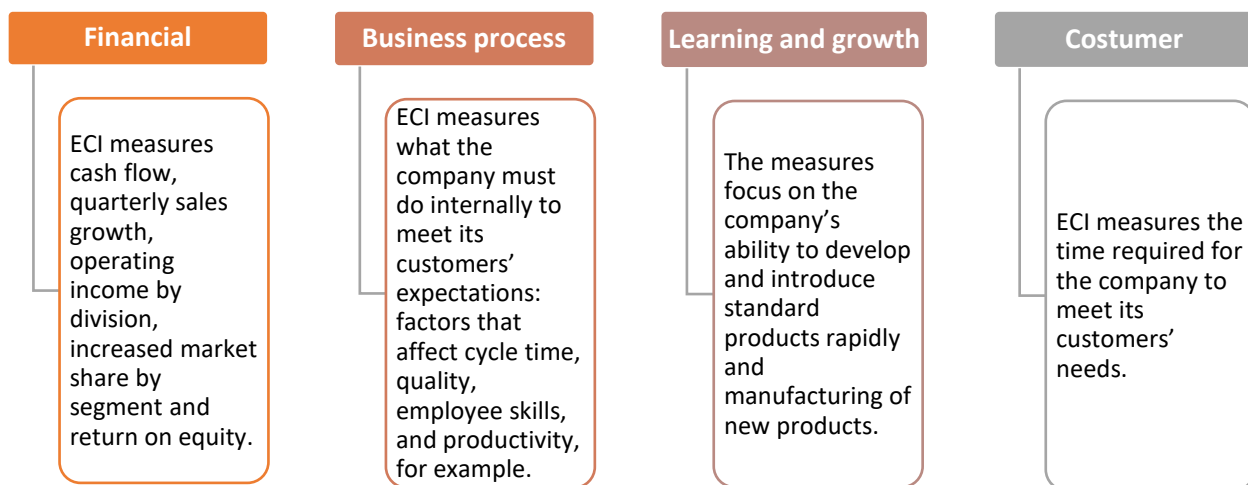| Financial	Business process	Learning and growth	Costumer
How do we look to shareholders?	*What must we excel at?*	*Can we continue to improve and create value?*	*How do costumers see us?*
Measurement of: operating income, return on capital, economic value added.	**Measurement of**: the cost, and quality – such as programs provided, services offered, and ability to address targeted audience needs.	**Measurement of:** satisfaction, necessary skills, community connections, retention and adherence to the organization' mission (of the human capital)	**Measurement of:** satisfaction (of donor, volunteer or clientele) and retention.
Why? It Solids basis for operations and build confidence with funders, grantors and other sources of revenue.	**Why?** It determines which programs and services are meeting the real needs of the community.	**Why?** The human capital represents the success of any nonprofit.	**Why?** Keeping donors and volunteers engaged and enthusiastic.

Source: Authors, adapted from (Hartnett & Matan, 2011)

Let's pretend that there exists a company called Electronic Circuits Inc. (ECI), which wants to realise its balanced scorecard:

Financial	Business process	Learning and growth	Costumer
ECI measures cash flow, quarterly sales growth, operating income by division, increased market share by segment and return on equity.	ECI measures what the company must do internally to meet its customers' expectations: factors that affect cycle time, quality, employee skills, and productivity, for example.	The measures focus on the company's ability to develop and introduce standard products rapidly and manufacturing of new products.	ECI measures the time required for the company to meet its customers' needs.

Source: Authors, adapted from (Kaplan & Norton, 1922)

The Balanced Scorecard can help a non-profit determine how it is adding value to the community because it measures the impact between the organization's stated objectives, activities offered and results. Non-

profits can maximize their impact on the community by using the data generated to refine their services, adjust their fundraising efforts, and train their volunteers and board members more effectively.

Food for thought: What high-level indicators and targets would you set for your strategy to fight against fake news?

Generating strategic options

SWOT analysis

A strategy plan helps NGOs understand their capacities, problems and resources. An understanding of these areas helps organizations analyse their strengths and build upon opportunities. One of the frequently used tools for developing the strategy plan is SWOT (Strengths, Weaknesses, Opportunities, Threats). SWOT is a method for examining an organization (or a product, etc.) and how it can develop, by considering a general summary of internal and external analysis.

Internal factors are those that you or your organisation have control over:

INTERNAL ANALYSIS = STRENGTHS + WEAKNESSES

External factors are those which you or your organisation has little or no control over:

EXTERNAL ANALYSIS = OPPORTUNITIES + THREATS

The image below gives information about the key factors to follow in a SWOT analysis for a non-governmental organization:
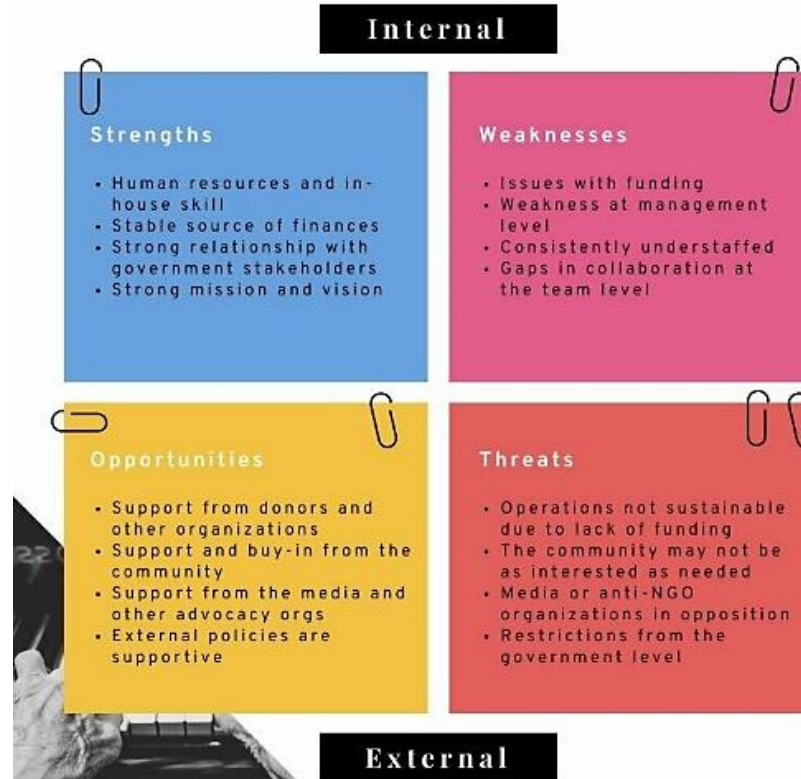
Source: Picktochart

TOWS matrix

A SWOT analysis is not finished until it has follow-up actions. TOWS Analysis is an extension of the classic analytics tool, SWOT Analysis, that emphasises on the external environment. TOWS stands for Threats, Opportunities, Weaknesses and Strengths:[7]

- SO (maxi-maxi strategy) – strategies that use strengths to maximize opportunities.
- ST (maxi-min strategy) – Strategies that use strengths to minimize threats.
- WO (mini-maxi strategy) – Strategies that minimize weaknesses by taking advantage of opportunities.
- WT (mini-mini strategy) – Strategies that minimize weaknesses and avoid threats.

Source: Elevation

Food for thought: draw a SWOT for your organisation, then apply TOWS. What is the way forward?

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[7] Weihrich, H. (1982). 'The TOWS matrix – A tool for situational analysis,' Long Range Planning 15(2):54-66.

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Tactical interventions to fight against fake news

Training of trainers as an intervention strategy

The key to boosting the issue's visibility in schools is to provide media and information literacy training for teachers. It has a proclivity towards date, training can at the very least expose teaching professionals to the relevance of this area of study for their pupils. The more the importance instructors place on the subject, the more they will feel compelled to keep their own abilities up to date.

While it is critical to recruit as many teachers as possible for this work, it may be more successful in the long term to begin by assigning an individual teacher or a small team to concentrate on media and information literacy in the school. This area of specialized knowledge might be charged with:

- Keeping employees informed of current advancements in information and communication technologies;
- Offering trainings where they will be taught tactics for dealing with propaganda, disinformation, and fake news;
- Assisting them in incorporating these concerns into the curriculum of many disciplines;
- Developing school policies and planning actions;
- Special days or events at schools on the topic of propaganda, misinformation, or false news as a means of solving the challenges associated with an overloaded formal curriculum;
- Peer education efforts wherein the older students train and coach younger pupils on how to handle information obtained from the media safely;
- Collaborations with outside experts or enterprises with experience in this field, such as journalists, IT firms, and colleges;
- Connections with institutions in other areas or regions allow kids to gain a wider look on current events and news;
- Recruiting parents with experience in information and communication technologies to assist with the formulation of school policies or to collaborate with teaching staff to enhance student learning. (Dealing with propaganda, misinformation and fake news, n.d)[8]

Gamification as an intervention strategy

A proactive approach towards fake news would be to provide people with a methodological toolbox that allows them to recognize false news before errors take hold. As a result, equipping people with the methodological repertoire that allows them to recognize false news before misunderstandings take hold is a more proactive approach. Gamification is a promising method for doing this. As per recent meta-reviews, games and gamified techniques are more successful than many other types of learning (e.g. Bai, Hew, & Huang, 2020). There are an increasing number of online games and gamified techniques available

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[8] Dealing with propaganda, misinformation and fake news. *Council of Europe Portal*. https://www.coe.int/en/web/campaign-free-to-speak-safe-to-learn/dealing-with-propaganda-misinformation-and-fake-news

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in the subject of false news and media literacy education (e.g: Bad News). (Pimmer, Mateescu, Eisemann, 2020).[9]

Regulating social media as an intervention strategy

Information acquisition and transmission are aided by online platforms such as social media. However, the dissemination of false news is significantly affecting various channels, which should be tackled with concerted efforts, particularly during major social, political, and medical crises.

In reply to this warning, social media platforms have put in place a variety of measures in past years, including WhatsApp's forwarding restriction to slow the spread of fake news (Hern, 2020), Sina Weibo's release of its Community Management Center to detect fake news through social reporting (Creemers, 2012), and Facebook's fact-checking teams that verify the truthfulness of news stories.

When it comes to intervention, content-level platform intervention is the one dealing with single pieces of information. A fake news flag, for example, is a content-level intervention that assigns a label to a post to signal that it is fake news.

On an account-level, platforms have begun to impose harsher controls on accounts that post false news, such as activity limits. Apart from a fake news flag, which controls the spread of fake news by limiting people's engagement with fake news and inducing deterrence among accounts that intend to create and distribute fake news, the restriction intervention directly controls the spread of fake news by limiting people's interaction with fake news and inducing prevention among accounts that seek to make and disseminate fake news. (Chung Ng, Tan, Lee, 2021)

Writing projects to finance activities against fake news

A project represents all activities someone chooses in order to solve or heal a problem that exists in society. One of these problems is represented by the huge amount of fake news that exist in our both physical and virtual world. A project has a specific duration, budget, human resources and founds. Possible funders might be Erasmus+, European Solidarity Corps, The European Youth Centres of the Council in Europe. There exist some websites that give information about all the available grants.

To be more specific, let's take the example of a project applied to The European Union: You can plan a youth initiative that addresses a local issue which is correlated with EU's values and provide it to the National Agency from your country. Meanwhile, if your application is approved, the National Agency will deposit your grant into your account (personal if you are an informal youth group or organisation account if you are an organisation). This money will go for your participants' lodging/food, education and local transportation. However, after these expenditures, the balance is yours. Furthermore, you have the option of doing so without any organisations.[10]

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[9] Pimmer, C. et. al. (2020), Fake news resilience through online games? Tentative findings from a randomized controlled trial in higher education. *Research Gate*.
https://www.researchgate.net/publication/343976604_Fake_news_resilience_through_online_games_Tentative_findings_from_a_randomized_controlled_trial_in_higher_education

[10] EU youth website and youth issues. EUYTH. https://euyth.com

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Involving (ESC) volunteers

Volunteers are those people who do something, especially for other people or for an organization, willingly and without being forced or paid to do it. An ESC volunteer is someone who participate in full-time volunteer work in another nation for two to twelve months. Volunteers are not paid for their labor, but they do get benefits such as round-trip transportation to and from the project, lodging, food, medical insurance, and a modest amount of spending money to meet their daily living expenses.

Here are all the volunteering opportunities that are funded by EU. You can find an organisation which is fighting fake news or you can propose this idea to your NGO. Consider this specific project: the passion and involvement of ESC volunteers contributed to the success of combating fake news. They are organizing non-formal activities in order to spread awareness about fake news, developing necessary skills, such as critical thinking or technical ones. What is more, volunteering is covering a huge variety of issues, so everybody can find something that suits their interests.

Developing course materials and online platforms

These platforms may be created to assist youth workers in organizations in their work with children and teenagers. However, young people can complete the course and receive a certificate after meeting the requirements (e.g. pass the course). While enrolling such a course, students have the opportunity to connect openly on a global scale, with global learners. These courses are in MOOC style, which means it will be offered in stages throughout the week. There will not be conducted live sessions because there are participants from many different countries and time zones. What is more, participants have the chance to go over the materials at their own speed and complete the activities whenever they wish. A representative example of such a course material is How to Spot Fake News.

Gamification is one of the principles that created the course previously mentioned. The content of the course is turning into games to make it more engaging and pleasurable for its learners. There are badges which represent a prize that symbolize the achievement of the student. For example, each badge has its own criteria (e.g., completing a quiz), a name (e.g., "Stop Fake News Maestro Badge") and a description (e.g., "You developed your skills to critically evaluate information yourself"). Furthermore, as long as the course's criteria are fulfilled, the participants are awarded with certificates.

Partnering with schools and universities

Partnerships benefit organizations, schools, and the community may help to better reach youth and empower associate partners in the community. Individual partners can benefit from partnerships by strengthening, supporting, and even transforming them, resulting in higher program quality, more efficient resource allocation, and better alignment of objectives and curriculum. Through partnerships, organisations have the chance to make young people know about their business and their impact on society, by conducting, for example, workshops or help the students learn basic skills. What is more, the NGO can provide volunteer opportunities and reach even more people.

A more concrete example is the network partnership that Team 4 Excellence created with more than 15 schools and universities from Constanța and its metropolitan area. Based on these, we are conducting

common activities both in school and in our location in order to spread awareness on a specific topic. Talking about Fake News, here are some examples of what we did.

Developing internal training schemes to upskill staff

From time to time it is essential to learn new skills or to teach workers new skills. Empowerment, involvement, and preparation are essential when considering chances to upskill your personnel. Listening to and acting on your workers' needs and goals will set you up for future success. Strategies of intervention can be looked at both outside and inside the organisation. But either way, (youth) organisations need to upskill their staff and create a culture of learning.

There are multiple ways to upskill the members from your organisations. Some of them are:

- External experts – if there is no internal expert on a specific topic, an external trainer specialized would be a good idea.
- Job shadowing – on-the-job training that permits an interested employee to closely watch and follow another employee who is executing the task.
- Learning by doing – the act of doing more practical things than theoretical ones.
- Mentorship – the activity of giving a less experienced person, called mentee, help and advice over a period of time, navigating their career path and strategize to achieve their career goals.
- Training schemes – a plan for teaching people skills in a particular field or profession.

Join membership organisations

Any organization that allows people or entities to subscribe and frequently requires them to pay a membership fee or "subscription" is considered a membership organization. In order to exemplify, The Digital Skills and Jobs Coalition (DSJC) is an EU project that brings together Member States, businesses, social partners, non-profit organizations, and educational institutions to solve Europe's digital skills shortage. All organizations working to improve Europe's digital capabilities are welcome to join the Coalition. National coalitions are multistakeholder alliances that bring together a variety of stakeholders with the goal of establishing tangible steps to provide digital skills to all levels of society in their respective nations.[11]

What is more, the power of social media can bring people together. Due to this fact, we together with other organisations created a Facebook Group which its main topic is #NoFakeNews. There was created a community of almost 750 people who have the necessary tools to spot fake news. Moreover, this community represents an opportunity for all the organisations to stay up to date on trends, educational materials and different initiatives.

Food for thought: Do you have any other ideas of tactical interventions to fight against fake news?

---

[11] Digital Skills and jobs coalitions. Digital skills & Jobs platforms. https://digital-skills-jobs.europa.eu/en/about/digital-skills-and-jobs-coalition

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Activities and tools at operational level. A methodology

In this regard, a consortium formed by five NGOs joined forces to identify practices that can contribute to the development of youth critical thinking skills.

This methodology guideline aims at guiding youth workers and youth organization to collect best practices in empowering youth for analysing news, to evaluate and to validate the selected practices. Consortium organizations will integrate the selected methods. Further on, the validated methods will be published in a good practice guide with the intention to provide youth organization a set of tools that will improve their organization capabilities to support youth.

For developing an adequate and effective youth empowerment strategy, the authors propose a progressive model comprising: preparatory activities, development, testing and finalization.

Step 1. Preparatory activities

Preparatory activities consist of preliminary research of best practices for approaching fake news. Each partner will designate a person in charge of the research. The designated persons will coordinate the team of researchers/ youth workers from own country to collect online and face to face practices for empowering youth to critically analyse fake news. Their area of research will comprise own organization, national organizations as well as at practices international level.

The research comprises three stages: identification, collection and validation & evaluation of practices for empowering youth to critically analyse Fake News. Recommendations will be used as input for the Design & development phase.

Step 2. Design and development phase

During the design and development phase, practical activities will be proposed and elaborated. Each partner will be responsible for proposing 1-2 strategy scenarios and guiding materials for putting them in place for empowering youth to analyse fake news. The group of designated persons in charge of the research will review and select the collected good practices. The selected practices will be piloted with youth workers.

Step 3. Testing

There will be a 2-stage process for testing the collected practices. In the first stage, partners will organize a validation workshop with local youth workers, aiming to check the collected methods, identify the most relevant for empowering youth to analyse fake news and to propose improvements.

During the second stage, a group of 10 youth workers selected by each partner (2 per partner) will pilot the collected practices within a 3-day training course. The course coordinator will set up the learning environment to create the appropriate premises for learning and assessment. The course coordinator will collect feedback, which will be used to further inform the instruction.

Step 4. Completion

The group of researchers will review the collected feedback and will develop the Good practice guide for youth workers. The Guide comprise presentation of the practices, quality assessment with pro and cons, and tips and tricks to strengthen the capacity of organization to develop and deploy a strategy of intervention for dealing with Fake news and misinformation.

Preparatory activities. Research of best practices

To facilitate the desk research of best practices, the process has been divided into three phases and the criteria to be followed in each phase have been predefined. The research on best practices for empowering youth to analyze fake news comprises three stages: identification of good practices, collection of the main elements, and validation & evaluation.

> *"A good practice is not just a practice that is defined as good in itself, but a practice that has been proven to work well and produce good results and is therefore recommended as a model. It is a successful experience, which has been tested and validated, in a broad sense, which has been replicated and deserves to be shared to be adopted by as many people as possible"* (FAO, Good practices at FAO: Experience capitalization for continuous learning, 2013)

Identification of best practices for empowering youth to critically analyze news

What is empowering?

Youth empowerment is a process where children and young people are encouraged to take charge of their lives. They do this by addressing their situation and then take action in order to improve their access to resources and transform their consciousness through their beliefs, values, and attitudes.

Which good practices will we focus on?

The objective is to identify and collect Best Practices for empowering youth that have proven to work and have obtained satisfactory results. Each partner will select minimum 5 best practices for online and face to face methods covering different types of initiatives. Mainly, the researchers will focus on:

- A validated and successful experience, which deserves to be disseminated for better adoption by a larger number of beneficiaries;
- A beneficial experience which can be replicated elsewhere;
- An experience, which has been tested, accepted and adopted by those who implemented it.

Who is the target audience for the Best Practices to be collected?

Youth workers from partner organizations will integrate the relevant practices in own organizations. Other youth workers can access the results of the Good practice guide and download from the project website https://traingclub.eu/fake-news/, as well as from the Erasmus+ Project Results Platform.

Criteria to identify best practices for empowering youth to critically analyse news

This section establishes the criteria that all researchers will jointly use to identify Best Practices. These criteria refer to general characteristics that must be found in certain practices to consider them Best Practices.

ESSENTIAL CHARACTERISTICS

- Effective and successful: The practice has proven to be effective in achieving specific objectives; it has been successfully adopted and has had a positive impact on youth.
- Technically feasible: Technical feasibility is the basis of a "good practice". It is easy to learn and to implement.

- Replicable and adaptable: A "good practice" should have the potential for replication and should therefore be adaptable to similar objectives in varying educational environment.

SPECIFIC CRITERIA

- Attractiveness (e.g. design, logo)
- Availability (e.g. online, free, accessible)
- Interactivity (e.g. include game elements, quiz)

The Good Practices will be sought within the frame of "Fake News identification" that have been developed in various public institutions, training centers, NGOs, initiatives and/or projects that successfully apply evaluation tools in online and face to face environment and yield positive results.

Collection: documenting good practices

To organize the information of the Best Practices in empowering youth the analyze Fake News after being previously identified, a common method will be used by all the partners. It is important to include which of the characteristics that we have previously determined in the identification phase are fulfilled and to what extent.

Essential elements for documenting good practices. Source: (FAO, Good practices template, 2015)

For the scope of documenting the best practices, authors revised the essential elements for documenting good practices to fit the purpose and prepared a consolidated table: Annex 1 - Best practices template.

The table in Annex 1 will be used to gather the information needed about each best practice and will serve as an evaluation of the characteristics found in the concrete practices.

Inside the template, there are sets of guiding questions and explanations that can be used as a reference. This will allow all partners to know what information should be included in each category.

Once the Best Practice sheet is filled in, each partner will share the results with the Consortium via e-mail.

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Evaluation and validation

The evaluation and validation of the practices collected during the research will be carried out by means of an online workshop using ZOOM online platform. The workshop is initiated by T4E and is organized with the participation of partners. The flow of the activities will follow the steps:

- Transmit word file "Best practices template", via E-mail to Partner leaders together with the current Methodology Guidelines
- Partners identify and collect best practices. Submit collected practices to T4E
- T4E set up the online meeting and transmit the workshop agenda to partners
- In the day of meeting:
  - brief introduction to the topic to be discussed, mentioning its objectives
  - partners present selected best practices
  - work in groups to evaluate the best practices in accordance with initial criteria
  - discuss specific questions on the collected best practices to select transferable elements and to formulate recommendations
- Report will be shared with all project partners.

Best Practices Evaluation and Validation
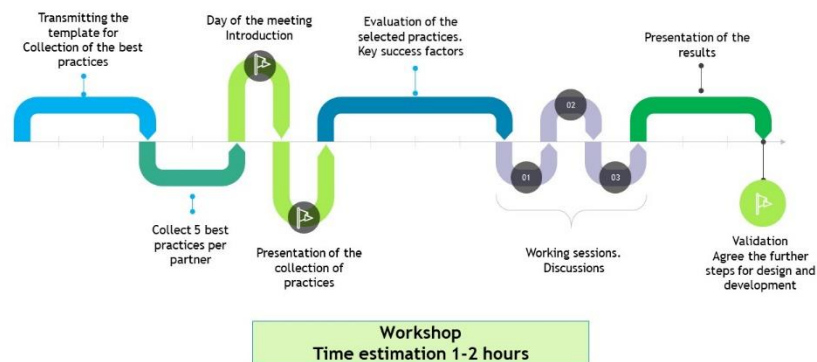
The workshop coordinator will guide participants for presentation and selection of the most appropriate transferable elements that can be integrated in the following phase for design and development.

Specific questions on the collected best practices will be decided by the researchers' team once the collection of practices is finalized. As a result of the workshop, the quality criteria will be agreed.

Design and development phase

During the design and development phase, practical activities will be proposed and elaborated. Each partner will be responsible for proposing 1-2 strategy scenarios and guiding materials for putting them in place for empowering youth to analyze fake news. The scenarios will address:

- Campaigns that might be used to increase youth awareness about Fake news and misinformation effects
- Advantages and disadvantages of risk-oriented campaigns or positive campaigns to be highlighted

- Success factors for effective youth social marketing campaigns: youth centered approach (by youth for youth), multi-faceted approach and appropriate messages that empower youth.
- A range of activities to engage youth in evaluation of information.

The proposed scenarios will follow the template (Annex 2) and will be piloted during the training course with youth workers.

Testing

There will be a 2-stage process for testing the collected practices. In the first stage, partners will organize a validation workshop with local youth workers, aiming to check the collected methods, identify the most relevant for empowering youth to analyze fake news and to propose improvements.

During the second stage, a group of 10 youth workers selected by each partner (2 per partner) will pilot the collected practices within a 3-day training course. The course coordinator will set up the learning environment to create the appropriate premises for learning and assessment. The course coordinator will collect feedback, which will be used to further inform the instruction.

At this stage, the course piloting will include:

- Selection criteria and recruitment
- Initial assessment
- Preparation – online
- Preparation – face to face
- Practical exercises, activities
- Formative and Summative evaluation
- Feedback collection

Completion

Partners' experts and youth workers review the collected feedback and formulate recommendations for improvements. The group of researchers will review the collected feedback and will develop the Good practice guide for youth workers.

The guide will comprise two sections:

- the collection of good practices for youth to interpret, analyse and evaluate the Fake News
- the strategy of intervention for youth organizations

The strategy will follow the below steps:

- Step 1: Define the outcome. The first thing we need to do when planning an intervention is to think about its outcome (what we want our youth to achieve by the end of the intervention). Think SMART:
  - Specific
  - Measurable
  - Attainable
  - Relevant
  - Timely

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- Step 2: Carefully plan your intervention. For an intervention to succeed, planning is essential! Our intervention will be planned differently depending on the scale, scope and target group.
  - Which target groups will the intervention target?
  - What do I want the youth to have achieved by the end of the intervention?
  - What resources will I need?
- Step 3: Start small. Starting small, or using a 'control group' of youth is a great way to test out the intervention and to learn what does & does not work.
  - Share the intervention's outcomes with them and ask them if they think they are making progress.
- Step 4: Scale up your intervention. Once we've got something that works, we'll need to scale it up. When doing so, it's always wise to keep the following in mind:
  - How will I manage staff time, resources (physical or online) and costs?
  - How do I make sure youth attend my interventions?
  - What's the best way to continually monitor impact?
- Step 5: Make sure you're monitoring progress
  - Continually monitoring progress towards the intervention's desired outcome is essential. Remember, the outcome must be measurable.
  - Include elements that help you to measure indicators.
- Step 6: Share best practice
  - Sharing best practice with youth organization not only helps other youth workers to learn from your successes and failures, but also provides you with valuable feedback from other professionals.

The Guide comprises presentation of the practices, quality assessment with pro and cons, and tips and tricks to strengthen the capacity of organization to develop and deploy a strategy of intervention for dealing with Fake news and misinformation.

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Good practice examples

Debating matters

> ℹ️ *Good practice collected by Association TEAM4Excellence, Romania*

Debating Matters is an initiative which emphasises debaters' knowledge and clear thinking over points of order and rhetorical flourishes. By debating real-world issues, youth are introduced to key controversies at the top of the public agenda. Using the guides for organizing debates, the competition challenges youth to go beyond the media headlines and delve deeper into the biggest issues confronting society.

How is Debating Matters different? Most of you might already do debating or public speaking at your organization. Debating Matters is by design different to other forms of debating, because:

- Focuses on 'substance over style', and judges teams on who has the best arguments and research, not who has the most flowery rhetoric
- Encourages pupils to research topics well in advance using carefully produced 'topic guides'
- Situates real-world debates as they are discussed in politics and the media
- Involves eminent judges in questioning the debaters and putting them on the spot to justify their argument

Target audience

- Youth
- Youth workers

Who implemented this practice

> ℹ️ *Debating Matters - The Battle of Ideas charity (boi)* https://theboi.co.uk/
>
> *The Piggott School -* http://archive.debatingmatters.com/institutions/institution/the_piggott_school/

TYPE OF INSTITUTION	
☒	Youth centre
☐	High school
☐	VET
☐	Training centre
☒	NGO
☐	MOOC
☐	Policy maker
☐	Other, please describe

TYPE OF PRACTICE	
☐	Non-formal education
☐	Policy-makers intervention
☐	Organization policy
☐	Courses
☐	Projects
☒	Other, please describe: Debating Matters – Online activity - an innovative and engaging approach to debating, emphasising substance over style, and the importance of taking ideas seriously.

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Assessment of best practice

Objectives

WHAT IT INTENDS TO ACHIEVE	
☒	Create awareness
☒	Teach and develop skills
☐	Provide support
☒	Guide
☐	Other

LEVEL OF ACHIEVEMENT	
☒	Knowledge
☒	Understanding
☒	Application
☒	Analysis
☒	Evaluation
☐	Creation

Learning outcomes

By participation in debating on real-world issues, students understand key controversies from the public agenda. Using the guides for participants, they are able to do research on the topic and apply new concepts during the competition. They also evaluate the information available, go beyond the media headlines, and delve deeper into the biggest issues confronting society.

DELIVERY	
☒	Online
☒	Face to face

The process for putting the practice in place

WHAT: *Organize debates. Select a topic and follow the format of debate. Suggestions: Debates on animal experimentation, competitive sport, film and videogame censorship have been big hits with this age group. For example, we have found the debate implemented on the following topic: Should Tech companies act to stop online misinformation?*

WHY: *To improve and put in practice critical thinking skills. Youth are required to conduct in-depth research, to examine the merits of competing perspectives in a debate and to question their own viewpoints.*

WHEN: *To create a change in the society, maybe half a year; at school once a semester.*

WHO: *Youth, students and youth leaders*

WHERE: *It can be online but preferable face to face*

HOW: *Announce the topic of debate. Enroll participants. Give them one week to prepare. Lead the competition. There is no false flattery in the Debating Matters Competition, rather, through a dynamic interaction with the judging panel and the audience during debates, students are held to account on their arguments, challenged to substantiate their case and encouraged to delve deeper in to key contemporary questions.*

How are the objectives communicated

Is there a practice to provide youth or youth workers with guidelines, examples or motivational insights? Awareness campaign?

At some schools, they run a few meetings every season, getting interested students together. A list of issues is announced and the coordinator tell them to prepare and perform a one minute speech arguing passionately for, or against. The list changes each year and has a mixture of subjects. This is a nice gentle

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lead in, can give everyone some laughs and allows coordinator to gauge strengths and weaknesses. After that, they pick our motions, which are always Debate Matters motions. Each debater has at least a week to prepare, and posters are put up to advertise when and where".

> ℹ️ *Duration: 10 weeks to prepare and 1.5 hours to debate. The schedule is:*

WEEK 1: SETTING UP YOUR DEBATE GROUP

- Identify your 'debate club committee'

- Set up a first meeting

- Agree a programme for the term, with a key aim for the end of term. e.g. a live formal debate

WEEKS 2-3: RESPONDING TO ARGUMENTS

- Get your group to create reasoned responses to provocative and controversial arguments, whether they take them from video pieces or articles

WEEKS 4-6: GET DEBATING

- Invite different members of the club to go head-to-head on an issue in each week

- Decide on topics in advance and give them some materials to use in their preparation

- On the day students would give 3-5 minutes introductions and then the discussion should be opened up to points from other members of the club

- Develop the formality of the debate so that it leads naturally into the programme for weeks 7&8

WEEK 7: WATCH DEBATING MATTERS IN ACTION

- Watch one of the debates filmed here.

- Organise a discussion afterwards, commenting on team performances and arguments used

PROGRAM WEEKS 8-9: TRYING THE DEBATING MATTERS FORMATS

- Set a date for a formal debate

- Decide on topics a few weeks before if possible

- Encourage preparation, preparation, and more preparation (if using Topic Guides tell students to read everything in the essential reading section – twice!)

- Choose colleagues who you think will do a good job of putting students through their paces as judges of the debates. A profile of a good judge can be found in section 2

WEEK 10: COMPETITION AND DEBATING OTHER SCHOOLS

- Sign up to take part in the Debating Matters Competition

- Contact Debating Matters for recommendations of local school teams/clubs you could invite to debate your own school

- Get in contact with the Debating Matters team to let us know how it went

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Success Factors

CHECK THE TICKED BOXES AND DETAILS
☒ Attractiveness (e.g. design, logo): depends on the topic that you select and on the ability to chair the debate
☒ Availability (e.g. online, free, accessible): the guide for implementation is freely available
☒ Interactivity (e.g. include game elements, quiz): it is a facilitated debate with strong interactive impact
☒ Effectiveness (e.g. positive impact on youth): participants improve trust, skills, actionable ideas
☒ Technical feasibility (e.g. easy to implement, equipment, software, apps): no needed
☒ Replicability (e.g. conditions needed to put in practice, tools, classroom): can be replicated step by step
☐ Other, please describe

Impact

> ℹ️ *What has been the impact of this good practice on the beneficiaries: youth, youth workers, organizations, schools, stakeholders?*

Debating is a great way of allowing youth to engage with a broad range of social, scientific and ethical issues that society faces today.

Youth workers have the chance to engage with youth outside of the formal setting of the activities and get them thinking about some serious contemporary issues.

Young people are intelligent and robust enough to have their ideas held up to critical scrutiny by adults, and tough enough to defend their ideas. They felt empowered to take initiative in the society. The research activity on a given topic give them the possibility to achieve new knowledge, apply as well as use the achievements in a creative way.

Limitations/ Constraints

> ℹ️ *What are the challenges encountered in applying the good practice?*

Not having sufficient involvement of youth.

RESPONSE FROM YOUTH ORGANIZATIONS:

Identify youth who you think would be good to have on board and make them part of the committee. While publicity is very important in drawing in a self-selecting audience, momentum around the group will grow if you have some enthusiastic students on side who can then recommend and promote the group to their friends. Many youth workers and teachers suggested that having an initial group of youth committed to the cause helped build their activities enormously.

Community validation

> ℹ️ *Where can we find the good practice on the Internet? Are there any training manuals, guidelines, technical fact sheets, posters, pictures, video and audio documents are available*

- Tech companies should act to stop online misinformation: https://debatingmatters.com/topic/tech-companies-should-act-to-stop-online-misinformation/

- A step by step guideline is available here: https://debatingmatters.com/what-to-set-up-a-program-for-debate/

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MIL CLICKS crowding out disinformation

The acronym stands for Media and Information Literacy, Critical Thinking/Creativity, Literacy, Intercultural, Citizenship (all peoples), Knowledge, and Sustainability.

> ℹ️ *Good practice collected by Association TEAM4Excellence, Romania*

UNESCO initiated Capacity Building on MIL for Youth Organizations. It is an institutional approach to ensure MIL expansion by guiding youth organizations and youth leaders to integrate MIL in their organization policies and programs, irrespective of their mandates. UNESCO MIL CLICKS provides multiple platforms (Facebook, Twitter, and Instagram) to engage young people in becoming Media and Information Literate.

Rather than using workshops, online courses, or integrating media and information literacy into education curricula, UNESCO came up with an approach to promoting media literacy based on the way misinformation and disinformation is spread organically on social media, called MIL CLICKS.

UNESCO, the UN body charged with promoting media development, freedom of expression, and access to information, says all countries should be taking media and information literacy seriously; In a global village, connected digitally and confronting a rapid spread of misinformation, everyone, but especially young people, need to be able to tell fact from fake, UNESCO stresses.

Target audience

- Youth
- Youth organisations

Who implemented this practice

> ℹ️ *The European Youth Information and Counselling Agency: https://www.eryica.org/news/2020/4/1/unesco-mil-clicks-amp-coronavirus-campaign*
>
> *Propulsion: https://propulsion.one/project/mil-clicks/*
>
> *HundrED.Org: https://hundred.org/it/innovations/unesco-mil-clicks#fef1da53*

TYPE OF INSTITUTION	
☐	Youth centre
☐	High school
☐	VET
☐	Training centre
☒	NGO
☐	MOOC

☒	Policy maker
☐	Other, please describe

TYPE OF PRACTICE	
☐	Non-formal education
☒	Policy-makers intervention
☒	Organization policy
☐	Courses
☐	Projects

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☐	Other, please describe

Assessment of best practice

Objective

WHAT IT INTENDS TO ACHIEVE	
☒	Create awareness
☐	Teach and develop skills
☒	Provide support
☒	Guide
☐	Other

LEVEL OF ACHIEVEMENT	
☒	Knowledge
☒	Understanding
☒	Application
☐	Analysis
☐	Evaluation
☐	Creation

Learning outcomes

Young people will learn to spot misinformation in their normal day-to-day use of the Internet and social media, whether they are browsing the web, playing online, sharing information or socializing on various platforms.

DELIVERY	
☒	Online
☐	Face to face

The process for putting the practice in place

There are two opportunities:

- MIL CLICKS Space: we call on all partners to declare their website and even physical spaces a MIL CLICKS Spaces, in other words as spaces of critical thinking and wise clicking. Banners are available for download and printing from the MIL CLICKS website. https://en.unesco.org/MILCLICKS

- MIL CLICKER PACT: https://en.unesco.org/MILCLICKS Individuals self-commit to certain critical thinking behaviour based on some established principles and actively engage in disseminating MIL CLICKS related content online and offline.

> ℹ️ *WHAT: Awareness campaign*
>
> *WHY: Promotion of MIL skills improvement while online - "The same way misinformation spreads through peer-to-peer connection, media and information literacy can spread, but we need stakeholders to come together and say 'if we stand together, we can actually do a great deal in crowding out some of the disinfodemic and some of the disinformation with more constructive content."*
>
> *WHEN: All the time*
>
> *WHO: Youth and youth organization*
>
> *WHERE: Online, at the office, in the classroom*
>
> *HOW:*
>
> *At individual level youth can learn and improve your skills by following MIL CLICKS on Social Media:*
>
> - Instagram: *https://www.instagram.com/unescomilclicks*

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- Twitter: *https://twitter.com/milclicks*

- Facebook: *http://www.facebook.com/milclicks*

At youth organization level you can:

- Become a MIL CLICKer by filling in the online form: *https://en.unesco.org/feedback/commitment-be-mil-clicker*

- Introduce MIL CLICKS in your Classroom: *https://en.unesco.org/themes/media-and-information-literacy*

- Brand your website or space as a MIL CLICKS Space: • *PNG* • *PDF*

How are the objectives communicated

ℹ️ *Is there a practice to provide youth or youth workers with guidelines, examples or motivational insights? Awareness campaign?*

UNESCO invites youth and youth organizations to label the online/offline space as a "MIL CLICKS Space" by displaying the MIL CLICKS Space logo on website/mobile application, in classroom/meeting room/office, or in other forms of spaces.

In so doing, they agree to:

- Promote Media and Information Literacy (MIL) in own space

- In addition to make the space a space for: critical thinking & creativity, literacy, intercultural dialogue, citizenship, knowledge and sustainability (CLICKS);

The logo is available for downloading in two formats: • *PNG* • *PDF*

ℹ️ *Duration: continuous*

Success Factors

CHECK THE TICKED BOXES AND DETAILS
☒ Attractiveness (e.g. design, logo): internationally promoted, part of community

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☒	Availability (e.g. online, free, accessible): Facebook, Twitter, and Instagram
☐	Interactivity (e.g. include game elements, quiz)
☐	Effectiveness (e.g. positive impact on youth)
☒	Technical feasibility (e.g. easy to implement, equipment, software, apps): it is easy to display and implement
☒	Replicability (e.g. conditions needed to put in practice, tools, classroom): can be replicated using the steps described above
☐	Other, please describe

Impact

> *What has been the impact of this good practice on the beneficiaries: youth, youth workers, organizations, schools, stakeholders?*

MIL CLICKS social media initiative is carried out globally and hence in multiple languages. The current available language versions are English, Portuguese and Serbian. MIL CLICKS currently has over 10,000+ followers across all platforms.

Limitations/ Constraints

> *What are the challenges encountered in applying the good practice?*

No notable constrains.

Community validation

> *Where can we find the good practice on the Internet? Are there any training manuals, guidelines, technical fact sheets, posters, pictures, video and audio documents are available*

- UNESCO: https://en.unesco.org/MILCLICKS
- Banners, logos, pacts: https://en.unesco.org/MILCLICKS
- Video: https://youtu.be/7JyoihAuuKg

Kialo online

> ℹ️ *Good practice collected by Association TEAM4Excellence, Romania*

Kialo is a tool for teaching critical thinking. Kialo Edu is a custom version of Kialo (kialo.com), the world's largest argument mapping and debate site, specifically designed for classroom use.

Its clear, visually compelling format makes it easy to follow the logical structure of a discussion and facilitates thoughtful collaboration.

Target audience

- Youth
- Youth organizations

Who implemented this practice

> ℹ️ *Should social media websites remove posts which spread misinformation? Kialo Edu https://www.kialo-edu.com/p/4634c09d-9c3e-44d8-847f-be8f1a0f5354/55304*

TYPE OF INSTITUTION	
☐	Youth centre
☐	High school
☐	VET
☐	Training centre
☒	NGO
☐	MOOC
☐	Policy maker
☐	Other, please describe

TYPE OF PRACTICE	
☒	Non-formal education
☐	Policy-makers intervention
☐	Organization policy
☐	Courses
☐	Projects
☐	Other, please describe

Assessment of best practice

Objectives

WHAT IT INTENDS TO ACHIEVE	
☒	Create awareness
☒	Teach and develop skills
☒	Provide support
☐	Guide
☐	Other

LEVEL OF ACHIEVEMENT	
☒	Knowledge
☒	Understanding
☒	Application
☐	Analysis
☐	Evaluation
☐	Creation

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Learning outcomes

Kialo's mission is to promote well-reasoned discussion online, and to that end, Kialo is free for educators to use.

Students will get to the core of the issues they're discussing, will put their knowledge into action, sharpen their critical reasoning skills, demonstrate their understanding as well as will engage constructively with each other.

DELIVERY	
☒	Online
☐	Face to face

The process for putting the practice in place

> ℹ️ *WHAT: Involve the group in discussions online*
>
> *WHY: To put their knowledge into action, sharpen their critical reasoning skills, demonstrate their understanding as well as will engage constructively with each other.*
>
> *WHEN: During classes, to experiment non-formal education.*
>
> *WHO: Youth workers and youth*
>
> *WHERE: In an online environment*
>
> *HOW: Create discussions for your group of youth, where they can put their knowledge into practice, develop their own views on classroom content, and consolidate what they've learned. In a Kialo discussion, every student has a voice - there's no talking over each other, and students have the space to explore arguments at their own pace. Kialo's collaborative platform encourages students to work together to find the best way to express each idea.*
>
> *Teachers can organize students into teams to allow for group research, planning, and arguments online. While this can be group-focused, it is still then easy for teachers to filter individual contributions for assessment.*

How are the objectives communicated

> ℹ️ *Is there a practice to provide youth or youth workers with guidelines, examples or motivational insights? Awareness campaign?*

With Kialo Edu, youth workers can have engaging and well-structured classroom discussions with youth about any given topic. Your students will be able to write claims, collaborate, comment, or vote on each other's contributions.

Announce them in advance about the topic to be ready for involvement.

> ℹ️ *Duration: 1 hour*

Create your discussion in 5 steps

- Login or signup for Kialo Edu.

- Create a Kialo discussion by clicking on the 'Create Discussion' button on the top right of the screen.

- Share the debate with students. To invite students directly to the discussion:

    o Click the three horizontal bars at the top-left of the screen to open the Discussion Menu.

    o Click 'Discussion Settings'.

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- o Click the 'Invites & Permissions' tab.

- o In the 'Invite to this Discussion' section, enter each of the students' emails separated with a space, or their Kialo Edu usernames if they've already signed up. Then, click 'Invite'.

- Alternatively, you can also create a Discussion Access Link for students to click, which is faster to set up. However, be wary of students sharing the link outside the classroom.

- Have a debate! As Writers in the discussion, students can add, edit, and move their own claims, as well as comment on each others' claims to suggest improvements.

Create your assignments in 3 steps

- Login or signup for Kialo Edu.

- Create the discussion that will scaffold your student's essay:

- Choose an appropriate thesis.

  - o Add pros and cons reflecting the main arguments for and against the thesis.

  - o Add the student instructions to the Background information. See an example here.

  - o Invite your students to the discussion.

Success Factors

CHECK THE TICKED BOXES AND DETAILS
☐ Attractiveness (e.g. design, logo): not very attractive (user experience)
☒ Availability (e.g. online, free, accessible): it is on online instrument, free for teachers
☒ Interactivity (e.g. include game elements, quiz): students can interact and move their statements
☒ Effectiveness (e.g. positive impact on youth): to be effective, it need to be prepared and coordinated
☐ Technical feasibility (e.g. easy to implement, equipment, software, apps): not very easy, it is a collaborative online tools, and need a different videoconferencing platform for discussions
☐ Replicability (e.g. conditions needed to put in practice, tools, classroom): needs time to prepare discussions
☐ Other, please describe

Impact

> ℹ *What has been the impact of this good practice on the beneficiaries: youth, youth workers, organizations, schools, stakeholders?*

When used for teaching and exploring, youth can:

Apply their knowledge through active participation.

Grasp the complexity of the topic being discussed.

When used for assessing, youth can:

- Construct and defend a clear thesis.

- Organize supporting material into a coherent structure.

- Consider and address counter-arguments and conflicting evidence.

- Consolidate understanding of materials covered in recent classes.

- Explore logical connections between ideas to develop cogent arguments.

Debating is a great way of allowing youth to engage with a broad range of social, scientific and ethical issues that society faces today.

Youth workers have the chance to engage with youth outside of the formal setting of the activities and get them thinking about some serious contemporary issues.

Young people are intelligent and robust enough to have their ideas held up to critical scrutiny by adults, and tough enough to defend their ideas. They felt empowered to take initiative in the society. The research activity on a given topic give them the possibility to achieve new knowledge, apply as well as use the achievements in a creative way

Limitations/ Constraints

> **i** *What are the challenges encountered in applying the good practice?*

While the platform is useful, there are no rubrics, so scaffolding the experience with these and curriculum material help to get the most out of Kialo Edu.

It pays to have students present their evidence, using other platforms, which can help in debate but also in working on presentation skills and research planning.

Community validation

> **i** *Where can we find the good practice on the Internet? Are there any training manuals, guidelines, technical fact sheets, posters, pictures, video and audio documents are available*

- Official website

https://www.kialo-edu.com/

- Online articles about Kiale

https://www.chronicle.com/article/how-to-promote-enlightened-debate-online/

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Online course - How to Spot Fake News

> ℹ️ *Good practice collected by Association TEAM4Excellence, Romania*

The online course developed to empower youth to critically analyze fake news comprise 5 modules and associated tests. Participants in this course will learn why fake news is an important issue and how the news are fabricated to transmit certain messages. They learn strategies to identify and check the accuracy of news and also methods to avoid sharing Fake News. On completion of each module, participants receive badges and on collection of all 5 badges, they will obtain the certificate of course completion.

Target audience

- Youth
- Youth organizations

Who implemented this practice

> ℹ️ *Team 4 Excellence: https://trainingclub.eu/fake-news/*

TYPE OF INSTITUTION		TYPE OF PRACTICE	
☐	Youth centre	☐	Non-formal education
☐	High school	☐	Policy-makers intervention
☐	VET	☐	Organization policy
☐	Training centre	☒	Courses
☒	NGO	☐	Projects
☒	MOOC	☐	Other, please describe
☐	Policy maker		
☐	Other, please describe		

Assessment of best practice

Objectives

WHAT IT INTENDS TO ACHIEVE		LEVEL OF ACHIEVEMENT	
☒	Create awareness	☒	Knowledge
☒	Teach and develop skills	☒	Understanding
☐	Provide support	☒	Application
☐	Guide	☐	Analysis
☐	Other	☐	Evaluation
		☐	Creation

Learning outcomes

Participants will be able to:

- distinguish between credible news sources
- identify information biases
- act as a critical consumer of information
- use CRAAP criteria to analyze the source of a news.

DELIVERY	
☒	Online
☐	Face to face

The process for putting the practice in place

> ℹ️ *WHAT: MOOC online course*
>
> *WHY: To become empowered to critically analyze fake news and learn new strategies to spot fake news.*
>
> *WHEN: Anytime.*
>
> *WHO: Youth workers to invite youth enroll themselves*
>
> *WHERE: online, on the moodle platform*
>
> *HOW: Users can create own account to participate in the course on own peace. If the intermediate test is failed, they can read again the course material and sit for another attempt.*

How are the objectives communicated

> ℹ️ *Is there a practice to provide youth or youth workers with guidelines, examples or motivational insights? Awareness campaign?*

The course is announced online via social media and websites for youth education.

https://www.salto-youth.net/tools/european-training-calendar/training/mooc-how-to-spot-fake-news.8854/

https://courses.trainingclub.eu/

> ℹ️ *Duration: 5 course modules on own peace*

Success Factors

CHECK THE TICKED BOXES AND DETAILS	
☐	Attractiveness (e.g. design, logo): If not well promoted, youth and youth worker will not find it
☒	Availability (e.g. online, free, accessible): it is available online with self-registration
☒	Interactivity (e.g. include game elements, quiz): Include quizzes and badges to increase the engagement of participants

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☒	Effectiveness (e.g. positive impact on youth): becoming aware of means of disinformation and misinformation increase youth empowerment. The certificate received will increase motivation to be active in the fight against misinformation
☐	Technical feasibility (e.g. easy to implement, equipment, software, apps): needs account with valid e-mail address
☐	Replicability (e.g. conditions needed to put in practice, tools, classroom): it is available online only
☐	Other, please describe

Impact

> ℹ *What has been the impact of this good practice on the beneficiaries: youth, youth workers, organizations, schools, stakeholders?*

Increased level of commitment of youth in evaluating social media news

Youth workers use this online tool with young people to evaluate fake news and detect disinformation campaigns across social networks

Youth improved critical thinking and applied strategies to identify and check the accuracy of news.

Limitations/ Constraints

> ℹ *What are the challenges encountered in applying the good practice?*

Need internet connection.

Community validation

> ℹ *Where can we find the good practice on the Internet? Are there any training manuals, guidelines, technical fact sheets, posters, pictures, video and audio documents are available*

https://courses.trainingclub.eu/course/view.php?id=16&notifyeditingon=1

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Fake-off toolbox of resources

> ℹ️ *Good practice collected by Association TEAM4Excellence, Romania*

In order to develop young people capacity to evaluate published information and act accordingly, a consortium of 7 European partners financed by Erasmus+ programme, developed a training material for youth workers and youth organizations.

The training material comprise 50+ methods that can be implemented with groups of young people to make them more responsible in using online media

Target audience

- Youth
- Youth organizations

Who implemented this practice

> ℹ️ *Erasmus+ strategic partnership:* https://www.fake-off.eu/resource-toolbox/

TYPE OF INSTITUTION	
☐	Youth centre
☐	High school
☐	VET
☐	Training centre
☒	NGO
☐	MOOC
☐	Policy maker
☐	Other, please describe

TYPE OF PRACTICE	
☐	Non-formal education
☐	Policy-makers intervention
☐	Organization policy
☐	Courses
☒	Projects
☐	Other, please describe

Assessment of best practice

Objectives

WHAT IT INTENDS TO ACHIEVE	
☒	Create awareness
☐	Teach and develop skills
☒	Provide support
☐	Guide
☐	Other

LEVEL OF ACHIEVEMENT	
☒	Knowledge
☐	Understanding
☐	Application
☐	Analysis
☐	Evaluation
☐	Creation

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Learning outcomes

The manual intends to provide a systematic approach to digital literacy for young people and professionals working with them.

DELIVERY	
☐	Online
☒	Face to face

The process for putting the practice in place

> ℹ️ _WHAT_: A toolbox of methods for youth organizations
>
> _WHY_: Youth workers need validated methods.
>
> _WHEN_: Anytime.
>
> _WHO_: Youth workers to implement with group of young people
>
> _WHERE_: in classroom, outdoor
>
> _HOW_: Activities are explained step by step.

How are the objectives communicated

> ℹ️ _Is there a practice to provide youth or youth workers with guidelines, examples or motivational insights? Awareness campaign?_

The toolbox is available online:

https://www.salto-youth.net/tools/toolbox/tool/toolkit-for-fostering-adolescents-knowledge-and-empowerment-in-outsmarting-fake-facts.2889/

> ℹ️ _Duration: Variable_

Success Factors

CHECK THE TICKED BOXES AND DETAILS
☐ Attractiveness (e.g. design, logo): If not well promoted, youth and youth worker will not find it
☒ Availability (e.g. online, free, accessible): the toolbox is available online
☒ Interactivity (e.g. include game elements, quiz): yes, comprise elements that help youth to interact
☐ Effectiveness (e.g. positive impact on youth): depending on the competencies of youth workers that implement them
☐ Technical feasibility (e.g. easy to implement, equipment, software, apps): need intervention of youth worker
☒ Replicability (e.g. conditions needed to put in practice, tools, classroom): activities need physical resources, training room, non-formal education environment
☐ Other, please describe

Impact

> **ℹ** *What has been the impact of this good practice on the beneficiaries: youth, youth workers, organizations, schools, stakeholders?*

Awareness on media education in the context of fake news in youth organizations

Limitations/ Constraints

> **ℹ** *What are the challenges encountered in applying the good practice?*

Face to face only.

Need to be facilitated.

Community validation

> **ℹ** *Where can we find the good practice on the Internet? Are there any training manuals, guidelines, technical fact sheets, posters, pictures, video and audio documents are available*

https://www.fake-off.eu/

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OPERA2030

> ℹ️ *Good practice collected by Petit Pas Aps, Italy*

OPERA2030 is a platform against fake news. The platform aims to promote and enhance civic activism, the dissemination of good practices and counter the widespread phenomenon of fake news.

Target audience

- Youth
- Youth organizations
- Start-ups

Who implemented this practice

> ℹ️ *Opera2030 is the platform promoted by the UniVerde Foundation with the collaboration of innovative realities which, inspired by the 17 Goals of the United Nations Agenda 2030 for Sustainable Development program, intends to create tools to improve national and European legislation, promote the ecological transition of economic models and to give life to a new, widespread, aware and responsible ruling class. The initiative is promoted by the UniVerde Foundation, with the scientific partnership of the Link Campus University and the collaboration of Change.Org, FanPage, GreenStyle, LifeGate and other innovative startups engaged in civic activism actions and campaigns*

TYPE OF INSTITUTION	
☐	Youth centre
☐	High school
☐	VET
☐	Training centre
☐	NGO
☐	MOOC
☐	Policy maker
☒	Other, Foundation

TYPE OF PRACTICE	
☐	Non-formal education
☐	Policy-makers intervention
☐	Organization policy
☐	Courses
☒	Projects
☐	Other, please describe

Assessment of best practice

Objectives

WHAT IT INTENDS TO ACHIEVE	
☒	Create awareness
☒	Teach and develop skills
☒	Provide support
☐	Guide

☐	Other

LEVEL OF ACHIEVEMENT	
☐	Knowledge
☒	Understanding
☐	Application

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☐	Analysis
☐	Evaluation

☐	Creation

Learning outcomes

Opera2030 promotes and enhances civic activism, the dissemination of good practices and certified information. It counteracts the widespread phenomenon of fake news and the violent and indiscriminate attitude of haters who pollute, hate and provocations, online discussions.

Finally, Opera2030 experiments with forms and methods of exercising participatory citizenship,

also on a territorial basis, to stimulate individual and collective responsibility, aiming to positively finalize common rights, duties, needs and opportunities.

DELIVERY	
☒	Online
☐	Face to face

The process for putting the practice in place

> *WHAT: OPERA2030, online platform*
>
> *WHY: OPERA2030 aims to promote and enhance civic activism, the dissemination of good practices and at the same time counter the widespread phenomenon of fake news and the violent and indiscriminate attitude of haters who pollute discussions with hatred and provocation. online.*
>
> *WHEN: All the time.*
>
> *WHO: citizens, influencers, innovative startups, Student, youth*
>
> *WHERE: online and through events*
>
> *HOW: During the various Open Days, promoted throughout the national territory, representatives of institutions, associations and environmental movements, consumers, platforms operating in the field of sustainability and certification of sources, activists and professionals from the world of entrepreneurship and information with particular attention to sustainability.*
>
> *Opera2030 proposes itself as an expression of civic activism and direct democracy and arises from the need to aggregate the best energies of the country: citizens, influencers and innovative startups, to achieve the objectives of Agenda2030 through actions consistent with the required commitments.*
>
> *Finally, Opera2030 experiments with forms and methods of exercising participatory citizenship, also on a territorial basis, to stimulate individual and collective responsibility, aiming to positively finalize common rights, duties, needs and opportunities.*

How are the objectives communicated

> *Is there a practice to provide youth or youth workers with guidelines, examples or motivational insights? Awareness campaign?*

During the various Open Days, promoted throughout the national territory, representatives of institutions, associations and environmental movements, consumers, platforms operating in the field of sustainability and certification of sources, activists and professionals from the world of entrepreneurship and of information with particular attention to sustainability, meet to trigger forms and methods of exercising participatory citizenship, also on a territorial basis, to stimulate individual and collective responsibility, aiming to positively finalize common rights, duties, needs and opportunities.

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ℹ️ *Duration: Continuous*

Success Factors

CHECK THE TICKED BOXES AND DETAILS
☐ Attractiveness (e.g. design, logo):
☒ Availability (e.g. online, free, accessible): https://opera2030.it/?doing_wp_cron=1635406738.0315699577331542968750
☐ Interactivity (e.g. include game elements, quiz):
☐ Effectiveness (e.g. positive impact on youth):
☐ Technical feasibility (e.g. easy to implement, equipment, software, apps):
☐ Replicability (e.g. conditions needed to put in practice, tools, classroom):
☐ Other, please describe

Impact

ℹ️ *What has been the impact of this good practice on the beneficiaries: youth, youth workers, organizations, schools, stakeholders?*

This initiative has promoted and continues to promote and enhance civic activism, the dissemination of good practices and at the same time counter the widespread phenomenon of fake news and the violent and indiscriminate attitude of haters who pollute discussions with hatred and provocation online.

Limitations/ Constraints

ℹ️ *What are the challenges encountered in applying the good practice?*

Domenico De Masi, president of the Scientific Committee of the Univerde Foundation and Opera2030, highlighted how today the enemy of democracy is fake news that pollutes popular consensus at the base. Being able to count on a platform that provides verified data, and that allows you to dialogue on the basis of facts and not opinions, means allowing the will of citizens to take a decisive step forward.

Community validation

ℹ️ *Where can we find the good practice on the Internet? Are there any training manuals, guidelines, technical fact sheets, posters, pictures, video and audio documents are available*

These good practices can be found on the official website

https://opera2030.it/?fbclid=IwAR1Lu3FKC57SiNJ9K7hSjjXbDCZ0fgwndTmmGgnNqEvyGEJ5KOacAMidFAY&doing_wp_cron=1635407576.5898830890655517578125

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News industry transformation: digital technology, social platforms and the spread of misinformation and disinformation

News industry transformation: digital technology, social platforms and the spread of misinformation and disinformation by Julie Posetti.

UNESCO - Journalism, 'Fake News' and Disinformation: A Handbook for Journalism Education and Training

Written by experts in the fight against disinformation, this handbook explores the very nature of journalism with modules on why trust matters; thinking critically about how digital technology and social platforms are conduits of the information disorder; fighting back against disinformation and misinformation through media and information literacy; fact-checking 101; social media verification and combatting online abuse.

This new publication by UNESCO is a timely resource and highly topical subject for all those who practice or teach journalism in this Digital Age.

Target audience

- Youth
- Youth organizations
- Schools
- Journalism educators, as well as practicing journalists and editors
- Political parties
- Health professionals
- Scientists
- Election monitors
- Businesspeople
- Other people who will also find it useful

Who implemented this practice

ℹ️ *Petit Pas Aps*

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TYPE OF INSTITUTION	
☐	Youth centre
☐	High school
☐	VET
☐	Training centre
☐	NGO
☐	MOOC
☒	Policy maker
☐	Other, please describe

TYPE OF PRACTICE	
☒	Non-formal education
☐	Policy-makers intervention
☐	Organization policy
☐	Courses
☐	Projects
☐	Other, please describe

Assessment of best practice

Objectives

WHAT IT INTENDS TO ACHIEVE	
☒	Create awareness
☒	Teach and develop skills
☒	Provide support
☐	Guide
☐	Other

LEVEL OF ACHIEVEMENT	
☒	Knowledge
☐	Understanding
☒	Application
☒	Analysis
☒	Evaluation
☐	Creation

Learning outcomes

1. Critically assess the structural causes and the broad consequences of the news media's actions in reporting and distributing false information

2. Understand and critique the role of technology and the 'new gatekeepers' (i.e. the platforms) in enabling the viral distribution of disinformation and misinformation presented as news

3. Identify emerging best practices within the news industry for catching and combatting disinformation.

DELIVERY	
☒	Online
☒	Face to face

The process for putting the practice in place

ℹ️ <u>WHAT</u>: *Learn to evaluate to search for the origins of information, discuss their personal experiences*

<u>WHY</u>: *To enable participants to critically analyze the news industry's responses to the phenomenon of 'information disorder'.*

<u>WHEN</u>: *All the time.*

<u>WHO</u>: *Student, youth, everyone interested in the topic*

<u>WHERE</u>: *Schools, Youth organizations*

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HOW: through a workshop divided in two parts, a theoretical one consisting in an interactive lecture (drawn from the handbook) and question and answer session delivered traditionally or via a webinar platform facilitating remote participation and a practical one. The practical part is a workshop/tutorial which could be facilitated in a traditional classroom setting, or via an eLearning platform, participants can be divided into working groups of 3-5 participants each. Each group should:

- Be provided with a case study involving a news organisation's coverage or unwitting distribution of misinformation/ disinformation

- Collaboratively assess the material, researching the origins of the information and the context of the erroneous reporting (e.g. Was this a breaking news story?); discuss the possible causes of the incident (paying attention to structural factors like recent newsroom downsizing, and the role of social media platforms); discuss their own experiences of being duped by disinformation

- Collectively write a 250-word summary of their analysis of the likely causes of the publication, identifying three things that the journalist/s or news organisation could have done differently to possibly prevent publishing false information. This may be done using Google Docs or a similar collaborative editing tool and it should be submitted to their lecturer/tutor for review.

How are the objectives communicated

ℹ *Is there a practice to provide youth or youth workers with guidelines, examples or motivational insights? Awareness campaign?*

This module 3 of the Handbook Journalism, 'Fake News' and Disinformation called News industry transformation: digital technology, social platforms and the spread of misinformation and disinformation of the handbook will inform participants on how the digital age in combination with digital transformation processes and the advent of social media has enabled legitimation and spread of rampant disinformation. It will also help participants critically analyze media responses to "information disorder". In addition, it should inform participants about emerging industry good practices for problem management.

Youth and youth workers can experience these objectives through the workshop suggested the in the handbook modules.

ℹ *Duration: Continuous*

Success Factors

CHECK THE TICKED BOXES AND DETAILS
☐ Attractiveness (e.g. design, logo):
☒ Availability (e.g. online, free, accessible): https://en.unesco.org/fightfakenews
☒ Interactivity (e.g. include game elements, quiz): includes practical workshops
☒ Effectiveness (e.g. positive impact on youth):
☒ Technical feasibility (e.g. easy to implement, equipment, software, apps): pdf doc easy to download and find online
☒ Replicability (e.g. conditions needed to put in practice, tools, classroom): the good practices are accessible to all to consult and the workshops and activities contained in the handbook can be replicated in different situations and contexts of formal and informal learning
☐ Other, please describe

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Impact

> ℹ *What has been the impact of this good practice on the beneficiaries: youth, youth workers, organizations, schools, stakeholders?*

Sustainable Development Goal (SDG) 16 seeks to "Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels". Target 16.10 aims to "Ensure public access to information and protect fundamental freedoms, in accordance with national legislation and international agreements". UNESCO's International Programme for the Development of Communication (IPDC) plays a role in global monitoring of two indicators in 16.1

Limitations/ Constraints

> ℹ *What are the challenges encountered in applying the good practice?*

No notable constrains

Community validation

> ℹ *Where can we find the good practice on the Internet? Are there any training manuals, guidelines, technical fact sheets, posters, pictures, video and audio documents are available*

- These good practices can be found on the official website https://en.unesco.org/fightfakenews

- The handbook can be downloaded here in the UNESCO DOC digital library https://unesdoc.unesco.org/ark:/48223/pf0000265552

- A video of a Facebook live of Mr George Papagiannis Chief, Media Services at UNESCO and co-author, Julie Posetti, discuss 'F*ke News' and its impact on journalism and democracy on Facebook live.

- More information regarding this good practice and the background in which UNESCO published this tool about journalism threatened by fake news

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Internet, Fake News and Information Bubbles. Laboratory For High Schools

> *Good practice collected by Petit Pas APs, Italy*

The project aims to develop awareness of the means and dynamics of contemporary digital communication in the world of young people (14-15 years), in order to learn how to use them with responsibility and full measure of the consequences and to strengthen the critical capacity towards of a very broad and useful tool for development, but potentially harmful if used superficially. Starting from the definition of the concept of fake news, the theme of the algorithm for the automatic selection and distribution of news on social media and the information bubble is tackled and ends with a series of reflections and good practices to observe when surfing the Internet.

Target audience

- Youth
- Students
- Teachers
- Youth organizations

Who implemented this practice

> *Conceived as part of the activities of Osservatorio21, this project was developed with the 'Luigi Einaudi' Research and Documentation Center and in collaboration with the School Office - University of the Industrial Union of Turin*

TYPE OF INSTITUTION	
☐	Youth centre
☒	High school
☐	VET
☐	Training centre
☐	NGO
☐	MOOC
☐	Policy maker
☒	Other, Research Center

TYPE OF PRACTICE	
☒	Non-formal education
☐	Policy-makers intervention
☐	Organization policy
☐	Courses
☒	Projects
☐	Other, please describe

Assessment of best practice

Objectives

WHAT IT INTENDS TO ACHIEVE	
☒	Create awareness

☒	Teach and develop skills
☒	Provide support
☐	Guide

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☐	Other

LEVEL OF ACHIEVEMENT

☒	Knowledge
☒	Understanding

☐	Application
☒	Analysis
☐	Evaluation
☐	Creation

Learning outcomes

- Develop awareness of the dynamics of contemporary digital communication with particular attention to the operating modes of the algorithms for the automatic distribution of content on social media and search engines and to the risks associated with the construction of unaware information bubbles.
- Promote a critical and conscious attitude towards online content, from the posts of an established newspaper to those of a blog to a Wikipedia entry.
- Master concepts, rules and best practices to distinguish between reliable news and sources from unreliable ones.

- Be fully aware of their role and responsibilities within the contemporary infosphere, not just how consumers of content but also as producers and propagators of information.
- Be aware of the importance and value of structured journalism as a tool for democracy.

DELIVERY

☐	Online
☒	Face to face

The process for putting the practice in place

ℹ️ *WHAT: The course aims to develop awareness in the world of young people of the means and dynamics of contemporary digital communication*

WHY: in order to learn how to use them with responsibility and full measure of the consequences and to strengthen the critical capacity towards a very broad and useful for development, but potentially harmful if used superficially.

WHEN: all the time.

WHO: Student, youth, teachers

WHERE: Schools, Youth organizations

HOW: Introduction of the workshop path to the teachers and youth workers involved.

A 2-hour meeting for each institution participating in the project, reserved for participating teaching staff and dedicated to the presentation of the topics, teaching materials, sharing of good practices resulting from previous experiences and the organization of activities.

I start work in the classroom.

It is important that students become familiar with the tools

conceptual and practical that will be used in the course of the activity: the very definition of fake news; definition of algorithms for the automatic distribution of online content, profiling and information bubble; rules and best practices to verify the reliability of an online newspaper and published posts.

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All this will be done with an example front presentation, suggestions and good practices lasting 2 hours, the first dedicated to the presentation of key concepts and work tools, the second dedicated to live sharing, on news taken from the web., of the methods of analysis of the posts that students will carry out the work independently in the following weeks.

Teamwork

The group work activity lasts two weeks and is divided as follows:

search for posts / articles to work on;
verification of the reliability of the posts / articles and their respective publications on the basis of the rules and good practices indicated in the previous phase
assigning a trust score along the credibility scale. Specifically, a simplified continuum will be used to make it easier for students to evaluate and compare different articles
Return of searches

After the group work phase, the results of the evaluation and monitoring activities will be presented by each working group to the others, who will be invited to give an evaluation of the work carried out by the other groups with particular attention to the rigor with which the method presented in the initial stage. This final phase consists of 2 hours for each class.

To assess the initial situation and the learning levels at the end of the workshop path, at the start of the activities, a multiple-choice questionnaire will be distributed on the topics that will be addressed in the classroom. A similar questionnaire will be distributed at the end of the class activities to evaluate the progress of the levels of knowledge of the topics covered in the course

How are the objectives communicated

ℹ️ *Is there a practice to provide youth or youth workers with guidelines, examples or motivational insights? Awareness campaign?*

Promotion and awareness on the websites of the schools that have joined the project, awareness on the website of the Osservatorio21 and the Luigi Einaudi Research Center.

ℹ️ *Duration: two-week workshop*

Success Factors

CHECK THE TICKED BOXES AND DETAILS	
☐	Attractiveness (e.g. design, logo):
☒	Availability (e.g. online, free, accessible): https://www.centroeinaudi.it/images/fake-news/progetto-fake-news-2108-19-short.pdf
☐	Interactivity (e.g. include game elements, quiz):
☐	Effectiveness (e.g. positive impact on youth):
☐	Technical feasibility (e.g. easy to implement, equipment, software, apps):
☒	Replicability (e.g. conditions needed to put in practice, tools, classroom): with different target groups
☐	Other, please describe

Impact

ℹ️ *What has been the impact of this good practice on the beneficiaries: youth, youth workers, organizations, schools, stakeholders?*

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At the end of the training, students:

- will be able to give a rigorous definition of fake news;

- will be able to conceptually distinguish satire from reliable news but reported with more or less inaccuracy from probably false news;

- they will know what to do when faced with news to quickly assess its reliability and the opportunity to contribute to its dissemination by leaving comments or sharing it with their circle of friends; what to do to stem the spread of news deemed unlikely

Limitations/ Constraints

> ℹ️ *What are the challenges encountered in applying the good practice?*

The project is the result of a first test phase carried out in self-financing in 2017, which involved 6 classes, that is 150 students from the "Massimo D'Azeglio" classical high school in Turin and the "Giulio Natta" Higher Education Institute in Rivoli. (TO), and a pilot phase, currently in progress, financed with a contribution of

CRT Foundation is aimed at all the first classes of the institutions involved in the previous phase, for a total of over 500 students.

Community validation

> ℹ️ *Where can we find the good practice on the Internet? Are there any training manuals, guidelines, technical fact sheets, posters, pictures, video and audio documents are available*

These good practices can be found on the official website

https://docplayer.it/181805457-Internet-fake-news-e-bolle-informative-laboratorio-per-le-scuole-superiori.html

https://www.centroeinaudi.it/images/fake-news/progetto-fake-news-2108-19-short.pdf

https://osservatorio21.it/index.php/2020/02/04/laboratorio-per-le-scuole-superiori/

True News or not?

From politicians to marketers, from advocacy groups to brands — everyone who seeks to convince others has an incentive to distort, exaggerate or obfuscate the facts.

This good practice was conceived and put into practice by our youth workers after participating in various training courses and project meetings.

The purpose of this activity is to equip participants with a methodology to detect factcheckable claims and evaluate evidence critically, in line with ethical norms and standards

Target audience

- Youth
- Youth organizations

Who implemented this practice

ℹ️ *Petit Pas Aps*

TYPE OF INSTITUTION	
☐	Youth centre
☐	High school
☐	VET
☐	Training centre
☒	NGO
☐	MOOC
☐	Policy maker
☐	Other, please describe

TYPE OF PRACTICE	
☒	Non-formal education
☐	Policy-makers intervention
☐	Organization policy
☐	Courses
☐	Projects
☐	Other, please describe

Assessment of best practice

Objectives

WHAT IT INTENDS TO ACHIEVE	
☒	Create awareness
☐	Teach and develop skills
☒	Provide support
☐	Guide
☐	Other

LEVEL OF ACHIEVEMENT	
☒	Knowledge
☒	Understanding
☐	Application
☒	Analysis
☒	Evaluation

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☐	Creation

Learning outcomes

- Participants will learn where to look on the web, what are the sources that can be considered reliable, what must be the points that make a news credible or not. They will learn to look critically at all the news they read, not to divulge news without being informed on the subject and to share their experience with their acquaintances.

- Participants will improve familiarity with emerging good practice in fact-checking globally; they will raise awareness of the cognitive biases that can get in the way of factual understanding.

DELIVERY	
☐	Online
⊠	Face to face

The process for putting the practice in place

WHAT: Learn to extricate yourself from the millions of news that comes to us every day

WHY: a high percentage of these are false or have shortcomings.

WHEN: All time.

WHO: All People

WHERE: On web

HOW: Learning to critically analyse everything we read.

Finding fact-checkable claims

Fact-checking concentrates on claims that contain at least one fact or figure whose truthfulness can be objectively verified.

Activity 1: Have young people read excerpts of speeches concerning food and highlight in one colour the factual (GREEN) statements that could be factchecked, in another the opinions that can't be (RED) and in a third colour the parts that lie somewhere in between (ORANGE). After the students have handed in their annotated excerpts, walk through each of them and discuss what makes for a "factcheckable" claim.

GUIDE
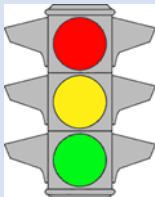
Red – statements can't be fact checked

Orange – statements are in between

Green – statements can be fact checked

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Activity 2: Break the class into groups. Have each group choose one "green" claim from the ones listed above to fact-check (or choose from a list of your own).

Ask the groups to search for evidence that backs up or refutes the findings. Before they do so, encourage them to evaluate the sources they find according to the following parameters.

Using the evidence evaluated, participants should write a fact check report (approximately 1200 words), reaching a conclusion on the relative truthfulness of the statement they chose.

They should develop their own ratings scale to grade the fact-checked claim.

How are the objectives communicated

Is there a practice to provide youth or youth workers with guidelines, examples or motivational insights? Awareness campaign?

Yes, in our association, we have started free training courses, in order to learn how to use this good practice. Everything is posted and recorded on our website.

In addition we consult Poynter that has a dedicated fact-checking section available at: https://https//factcheckingday.com/articles/5/how-to-fact-check-a-politicians-claim-in-10-steps that is updated several times a week.

Duration: Continuous

Success Factors

CHECK THE TICKED BOXES AND DETAILS	
☐	Attractiveness (e.g. design, logo):
☒	Availability (e.g. online, free, accessible): everything is available on our site or in our social pages
☒	Interactivity (e.g. include game elements, quiz): Includes practical workshop
☒	Effectiveness (e.g. positive impact on youth): Positive impact on participant
☒	Technical feasibility (e.g. easy to implement, equipment, software, apps): Easy to put into practice, to explain and to modify
☒	Replicability (e.g. conditions needed to put in practice, tools, classroom): Easily replicable, you don't need a lot of space, but curiosity and a device that has the ability to browse the web
☐	Other, please describe

Impact

What has been the impact of this good practice on the beneficiaries: youth, youth workers, organizations, schools, stakeholders?

We have noticed that the participants in this course have developed critical thinking and when they are faced with news, before expressing an opinion or sharing it again they try to understand where this news comes from.

We have also noticed a great participation on the part of young students, who are the fulcrum of society in order to fight disinformation and this gives us hope that they can be the first promoters of this good practice

Limitations/ Constraints

> **i** *What are the challenges encountered in applying the good practice?*

The challenge was to bring young people closer to this topic, sometimes they seem superficially interested in the topic, and they do not realize how important it is to acquire this ability.

Community validation

> **i** *Where can we find the good practice on the Internet? Are there any training manuals, guidelines, technical fact sheets, posters, pictures, video and audio documents are available*

You can find information about this good practise on our website and on our social channels.

http://www.petitpasaps.it/2021/10/28/true-or-false/

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Safer Internet Centre – Generazioni Connesse

> *Good practice collected by Petit Pas Aps, Italy*

The Safer Internet Center - Generazioni Connesse project is co-financed by the European Commission under the Connecting Europe Facility (CEF) program The general objective is to develop services with an innovative and higher quality content, in order to guarantee young people users online safety "in the environment", considering, at the same time, the connected investment as a 'virtuous' opportunity for 'social' and economic growth of the entire community

Target audience

- Children
- Teenagers
- Parents
- Teachers and educators

Who implemented this practice

> *The project is coordinated by MIUR with the partnership of some of the main Italian companies dealing with network security: the Guarantor Authority for Childhood and Adolescence, the State Police, the Ministry for Cultural Heritage and Activities, the Universities of Florence and 'La Sapienza' of Rome, Save the Children Italy, Telefono Azzurro, the EDI onlus cooperative,, Skuola net and the DIRE news agency and the Autonomous Giffoni Experience*

TYPE OF INSTITUTION	
☐	Youth centre
☐	High school
☐	VET
☐	Training centre
☐	NGO
☐	MOOC
☐	Policy maker
☒	Other, please describe: Pubblic autority

TYPE OF PRACTICE	
☐	Non-formal education
☐	Policy-makers intervention
☐	Organization policy
☐	Courses
☒	Projects
☐	Other, please describe

Assessment of best practice

Objectives

WHAT IT INTENDS TO ACHIEVE

☐	Create awareness
☐	Teach and develop skills

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☒	Provide support
☒	Guide
☐	Other

☒	Understanding
☐	Application
☐	Analysis
☐	Evaluation
☐	Creation

LEVEL OF ACHIEVEMENT

☒	Knowledge

Learning outcomes

- The creation of a decalogue, which guides young students but also teachers on how to behave in front of news.
- Creating a safer digital world for young people.

DELIVERY

☒	Online
☐	Face to face

The process for putting the practice in place

> **ℹ** *WHAT: The Safer Internet Center Project (also known as SIC)*
>
> *WHY: to provide information, advice and support to children, teenagers, parents, teachers and educators who have Internet-related experiences, including problems, and to facilitate the reporting of illegal material online.*
>
> *WHEN: All time.*
>
> *WHO: children, teenagers, parents, teachers and educators*
>
> *WHERE: On web*
>
> *HOW: Generazioni Connesse has made available to all the institutes participating in the project training courses for teachers, parents and students concerning the issues of network security and the conscious use of the Internet.*
>
> *It has also created a Decalogue to help better understand the phenomenon and to support teachers and students.*

How are the objectives communicated

> **ℹ** *Is there a practice to provide youth or youth workers with guidelines, examples or motivational insights? Awareness campaign?*

Online awareness activities information and communication campaigns aimed at students, young people in general, teachers and parents through the web portal (www.generazioniconnesse.it) and the youtube and social channels where it is possible to find resources and information, video cartoons and video tutorials in order to to make children, parents and educators in general reflect on the positive and conscious use of the network.

https://www.youtube.com/user/GenerazioniConnesse/playlists

https://www.facebook.com/generazioniconnesse/

https://twitter.com/saferinternetit

https://www.instagram.com/generazioni_connesse

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> ℹ️ *Duration: Continue*

Success Factors

CHECK THE TICKED BOXES AND DETAILS	
☐	Attractiveness (e.g. design, logo):
☒	Availability (e.g. online, free, accessible): https://www.generazioniconnesse.it/site/it/0000/00/00/le-fakenews/
☐	Interactivity (e.g. include game elements, quiz): yes, comprise elements that help youth to interact
☒	Effectiveness (e.g. positive impact on youth): Many schools have made themselves available to collaborate and sponsor this project internally
☐	Technical feasibility (e.g. easy to implement, equipment, software, apps):
☐	Replicability (e.g. conditions needed to put in practice, tools, classroom):
☐	Other, please describe

Impact

> ℹ️ *What has been the impact of this good practice on the beneficiaries: youth, youth workers, organizations, schools, stakeholders?*

The impact has been positive, many schools have joined the project, creating a manual with guidelines for responsible use of the web, and, more specifically, there are many other sectors in which this project has specialized.

Youth Panel

In addition, a Youth Panel group has been set up within the Safer Internet Center and is constantly involved in the activities of the project. The Youth Panel (Consultation Group) of the SIC on the one hand, has the task of disseminating the project activities and the initiatives carried out, on the other hand, it is an active protagonist of the activities by producing informative, informative and awareness-raising material to give a voice to young people themselves and promote their ideas and opinions. The Youth Panel is made up of boys and girls from all over the country. In each Region, two coordinating students have been identified who have set up, in collaboration with a referent teacher, a school editorial staff that carries out daily activities.

All the young people involved are recipients of specific training dedicated to the acquisition of language and writing skills in the field of web journalism, blogging and the press agency, but also thematic insights, in order to offer them tools for editing of articles, editorial notes, diaries, photo-news, videos, comments. The ultimate goal is to enable them to disseminate appropriate communication on the issues of the Connected Generations Project, on the positive and conscious use of the Internet and digital technologies.

Limitations/ Constraints

> ℹ️ *What are the challenges encountered in applying the good practice?*

Being a project that sees students as protagonists, it is always difficult to bring them closer to problems of this type, it is necessary to be convincing in integrating them and making them participate in the topics.

Community validation

> ℹ️ *Where can we find the good practice on the Internet? Are there any training manuals, guidelines, technical fact sheets, posters, pictures, video and audio documents are available*

https://www.generazioniconnesse.it/site/it/home-page/

https://www.generazioniconnesse.it/site/it/0000/00/00/le-fakenews/

https://www.generazioniconnesse.it/site/it/wiki-ricerca-tag/?wiki-tag-ricerca=Youth%20Panel

FakeFreeAdmin: Study of the technological needs for the early detection of hoaxes

> *Good practice collected by Solidaridad Sin Fronteras, Spain*

In this project, it is proposed to analyze the technological needs that would allow monitoring of the information that is poured into the networks, supposedly "coming" from the local administrations of the province of Alicante, and to determine what automatic protocols would be necessary to stop its dissemination in case of being hoaxes and refute them automatically in the most efficient and objective way possible. This analysis is done in a grouped way by populations according to the number of inhabitants, since this will be a determining criterion to define the scope of these hoaxes, how their viralization behaves according to the population mass and how it affects these populations

Target audience

- Youth

- Youth organizations

Who implemented this practice

> *CENID in cooperation with Provincial Council of Alicante and University of Alicante*

TYPE OF INSTITUTION	
☐	Youth centre
☐	High school
☐	VET
☒	Training centre
☐	NGO
☐	MOOC
☐	Policy maker
☐	Other, please describe

TYPE OF PRACTICE	
☐	Non-formal education
☐	Policy-makers intervention
☐	Organization policy
☐	Courses
☒	Projects
☐	Other, please describe

Assessment of best practice

Objectives

WHAT IT INTENDS TO ACHIEVE	
☒	Create awareness
☒	Teach and develop skills
☒	Provide support
☒	Guide
☐	Other

LEVEL OF ACHIEVEMENT	
☒	Knowledge
☐	Understanding
☒	Application
☒	Analysis
☐	Evaluation

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☐	Creation

Learning outcomes

Learn to distinguish judiciously false or manipulated information. Know the existence and apply technological tools that help in the verification and denial of fake news.

DELIVERY	
☒	Online
☐	Face to face

The process for putting the practice in place

> **i** *WHAT*: Project
>
> *WHY*: to analyze the technological needs that would allow monitoring of the information that is poured into the networks.
>
> *WHEN*: currently.
>
> *WHO*: For youth organization and companies and the general public
>
> *WHERE*: project's website: https://cenid.es/proyectos/estudio-de-las-necesidades-tecnologicas-para-la-deteccion-precoz-de-bulos/
>
> *HOW*: Providing online tools and protocols for use.

How are the objectives communicated

> **i** *Is there a practice to provide youth or youth workers with guidelines, examples or motivational insights? Awareness campaign?*

The project offers reports with the different studies, a compilation of tools and recommended protocols.

> **i** *Duration: Continuously*

Success Factors

CHECK THE TICKED BOXES AND DETAILS
☐ Attractiveness (e.g. design, logo):
☒ Availability (e.g. online, free, accessible): the toolbox is available online
☐ Interactivity (e.g. include game elements, quiz):
☐ Effectiveness (e.g. positive impact on youth):
☐ Technical feasibility (e.g. easy to implement, equipment, software, apps):
☐ Replicability (e.g. conditions needed to put in practice, tools, classroom):
☐ Other, please describe

Impact

> **i** *What has been the impact of this good practice on the beneficiaries: youth, youth workers, organizations, schools, stakeholders?*

It should be noted that those responsible for the municipalities and the media that have been contacted show their satisfaction with the initiative and appreciate its implementation according to their interests in the matter.

Limitations/ Constraints

> ℹ *What are the challenges encountered in applying the good practice?*

There are no notable limitations other than the need to specify the solutions and recommendations raised in the studies to begin to obtain tangible social results.

Community validation

> ℹ *Where can we find the good practice on the Internet? Are there any training manuals, guidelines, technical fact sheets, posters, pictures, video and audio documents are available*

The studies and recommendations are available on the project's website:

https://cenid.es/proyectos/estudio-de-las-necesidades-tecnologicas-para-la-deteccion-precoz-de-bulos/

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Maldita.es

ℹ️ *Good practice collected by Solidaridad Sin Fronteras, Spain*

Maldita.es is an independent journalistic platform focused on the control of disinformation and public discourse through fact-checking and data journalism techniques.

It has three main objectives:

- Monitor and control political discourse and promote transparency in public and private institutions.
- Verify and fight against misinformation.
- Promote media literacy and technological tools in order to create an aware community that can defend itself from disinformation and lies in all areas.

Maldita.es is divided into niche projects which target specific themes and audiences enabling them to reach different users and to cross their interests along each project afterwards. Each project has its own trademark, imagery and language depending on the audience it aims to reach

Target audience

- Society in general

Who implemented this practice

ℹ️ *Maldita.es is a Spanish non-profit journalistic organization. Website: https://maldita.es/*

TYPE OF INSTITUTION	
☐	Youth centre
☐	High school
☐	VET
☐	Training centre
☒	NGO
☐	MOOC
☐	Policy maker
☐	Other, please describe

TYPE OF PRACTICE	
☐	Non-formal education
☐	Policy-makers intervention

☐	Organization policy
☒	Courses
☐	Projects
☒	Other, please describe: analyses political flip-flopping addressing politicians directly on social media and press conferences with their changes of criteria on specific topics. Collaborates with different TV programs and radio shows. And, has an interface and database in which their community can tell them what they want to ask about and they will help them by either registering the question themselves or aiding them in the process.

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Assessment of best practice

Objectives

WHAT IT INTENDS TO ACHIEVE	
⊠	Create awareness
⊠	Teach and develop skills
⊠	Provide support
⊠	Guide
☐	Other

LEVEL OF ACHIEVEMENT	
⊠	Knowledge
⊠	Understanding
☐	Application
⊠	Analysis
⊠	Evaluation
☐	Creation

Learning outcomes

- To promote media literacy and to build technological that help citizens to be aware of the dangers of disinformation. They contribute to this with training programs at universities, and public and private institutions.
- Also, they have the online platform in which they refute news, data or information that is untrue. Moreover, they collaborate with different NGOs and organizations in specific topics such as climate change in order to raise awareness and to deny fake information.

DELIVERY	
⊠	Online
⊠	Face to face

The process for putting the practice in place

> ℹ️ <u>WHAT</u>: *online publications, collaborations in different programs and platforms and courses*
>
> <u>WHY</u>: *to fight misinformation.*
>
> <u>WHEN</u>: *All the time.*
>
> <u>WHO</u>: *Journalism professionals*
>
> <u>WHERE</u>: *Online and face to face at universities or other institutions*
>
> <u>HOW</u>: *Depends on the topic. Explained here. Depending on the subject matter, they use one methodology or another:*
>
> - *Maldita Ciencia: They label information as hoaxes, without evidence (there are no minimally solid studies to support the claim and there is no general scientific consensus) and false claims (content based on false premises that have been previously disproved). They also carry out scientific dissemination. Once a journalist has verified a piece of content or produced an explanatory piece, that article goes through three levels of editing: from the editor to the Maldita Ciencia coordinator, and then to a senior editor. All three levels need to agree that the verification has been done correctly for it to be published.*
> - *Maldito Dato: Every day, the Maldito Dato team monitors the statements made publicly by Spanish politicians, i.e. through the media, at events or on social networks. The selection of the statements or messages that are verified is carried out through a weighting system based on the viral nature of the statement itself or on the possible political or social repercussions it may have. Not everything is verifiable: we only check figures or statements that are based on alleged facts or statistics. Once the information has been selected, we search open sources to find out if the content is misleading, contact experts, the person themselves or their team.*
> - *Maldito Bulo: They select the information to be disproved. A member of the team investigates the possible disinformation to be disproved and assembles a first version. Through a Telegram group, the rest of the team raises*

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doubts about the verification. After auditing the verifier's work, the disinformation is put to a vote (following a process that can be consulted in the following link https://maldita.es/metodologia-de-maldito-bulo // https://maldita.es/quienes-editores-con-voto-segun-la-metodologia-de-maldito-bulo).

How are the objectives communicated

ℹ️ *Is there a practice to provide youth or youth workers with guidelines, examples or motivational insights? Awareness campaign?*

The verified information is directly shared on social media so that the community has direct access to it and helps them viralizing it.

Although they work to create content that enables citizens to have a greater reassurance about what is real and what is not in order to build informed opinions and decisions they also give training programs at universities, and public and private institutions.

Also, they have a Google and Firefox plug-in that alerts you when you go into a disinformation website or if you visit any fake content that has already been verified. It has an accessible database in which the community can look up by theme, keywords or an image comparator any content they recieve and that they think may be fake in case they have already verified it. And they have set up a Facebook bot that directly contrasts their database when asked through Facebook messenger by their users.

ℹ️ *Duration: Continuous*

Success Factors

CHECK THE TICKED BOXES AND DETAILS
☒ Attractiveness (e.g. design, logo): their motto is "Periodismo para que no te la cuelen" (journalism not to be fooled). It is the Spanish benchmark in the fight against disinformation. Has a fixed section on national TV.
☒ Availability (e.g. online, free, accessible): the journalistic content developed by Maldita.es is multi-platform, they collaborate with different media so that the information reaches as many people as possible.
☐ Interactivity (e.g. include game elements, quiz):
☒ Effectiveness (e.g. positive impact on youth): they believe that only if citizens and journalism go hand by hand will we be able to create a healthy well informed social and political debate.
☐ Technical feasibility (e.g. easy to implement, equipment, software, apps):
☐ Replicability (e.g. conditions needed to put in practice, tools, classroom):
☐ Other, please describe

Impact

ℹ️ *What has been the impact of this good practice on the beneficiaries: youth, youth workers, organizations, schools, stakeholders?*

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Increasingly gaining followers on its platforms, more than 500,000 followers in social media networks and also, thanks to initiatives such as subscription (7.300 people), newsletter (5.700 with an average opening of 45%), WhatsApp service (150 - 200 messages per day), Telegram channels (10.000 subscribers) or their forum they are creating a strong and committed community that actively participates in reporting misinformation and disseminating and sharing our content.

Also, they have earned different prizes such as the European Press Prize.

Limitations/ Constraints

> ℹ *What are the challenges encountered in applying the good practice?*

No notable constrains*.*

Community validation

> ℹ *Where can we find the good practice on the Internet? Are there any training manuals, guidelines, technical fact sheets, posters, pictures, video and audio documents are available*

 Link to their information in English: https://maldita.es/maldita-es-journalism-to-not-be-fooled

Twitter: https://twitter.com/maldita_es

Youtube: https://www.youtube.com/channel/UC2sbPyIvF9U7Rk-6b_MggGw

Instagram: https://www.instagram.com/maldita.es/?hl=es

Facebook: https://www.facebook.com/mhemeroteca/

Telegram: https://t.me/malditobulo

And even tik tok: https://www.tiktok.com/@malditobulo?lang=es

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Lie detectors

ℹ️ *Good practice collected by Solidaridad Sin Fronteras, Spain*

LIE DETECTORS deploys journalists and selected media experts to teach classroom sessions, recruiting them primarily from alumni circles of recognised journalism schools. The project operates in Austria, Belgium and Germany, with more countries to follow.

Professional journalists and media experts teach the 90-minute sessions in the presence of a teacher, offering follow-up material where desired. Sessions include an overview of fake news, methods of testing for misinformation, and analysis of drivers of the fake-news phenomenon. Interactive sections – designed to suit the relevant age group – help children understand how mainstream media selects news and may insert bias to present a picture of reality that is often incomplete. Material for homework or follow-up sessions – where requested – allows children to develop deeper an understanding of selective storytelling and perspective. All services offered to classrooms are free of charge and aim to reach a broad and diverse range of schools in Europe. Classroom sessions are free of charge.

They equip school communities to fact-check online content, understand news media, make informed choices and resist peer pressure as they assemble their worldview.

Target audience

- Schoolchildren
- Teachers

Who implemented this practice

ℹ️ *Lie Detectors is an independent, journalist-led news literacy organisation that works to empower schoolchildren and their teachers in Europe to act as powerful lie detectors and critical thinkers in a world increasingly populated by propaganda and distorted facts online.*

Website: https://lie-detectors.org/

TYPE OF INSTITUTION	
☐	Youth centre
☐	High school
☐	VET
☐	Training centre
☒	NGO
☐	MOOC
☐	Policy maker
☐	Other, please describe

TYPE OF PRACTICE	
☒	Non-formal education
☐	Policy-makers intervention
☐	Organization policy
☒	Courses
☐	Projects
☐	Other, please describe

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Assessment of best practice

Objectives

WHAT IT INTENDS TO ACHIEVE	
☒	Create awareness
☒	Teach and develop skills
☐	Provide support
☒	Guide
☐	Other

LEVEL OF ACHIEVEMENT	
☒	Knowledge
☒	Understanding
☒	Application
☒	Analysis
☒	Evaluation
☐	Creation

Learning outcomes

News literacy, awareness of misinformation and general understanding of the mainstream media industry are enhanced. School children and teachers learn how to analyse the media content and how to detect fake news and misinformation.

DELIVERY	
☐	Online
☒	Face to face

The process for putting the practice in place

i

WHAT: classroom sessions

WHY: because they want to fight against misinformation and fake news; to provide children and teachers with literacy and critical thinking skills and general understanding of the mainstream media industry; to empower schoolchildren and their teachers in Europe to act as powerful lie detectors and critical thinkers.

WHEN: All the time.

WHO: Schoolchildren and teachers.

WHERE: in the classrooms.

HOW: designed and tested classroom sessions lasting 90 minutes for target age groups. Professional journalists and media experts teach the 90-minute sessions in the presence of a teacher, offering follow-up material where desired. Sessions include an overview of fake news, methods of testing for misinformation, and analysis of drivers of the fake-news phenomenon.

Professional journalists and media experts elaborate the contents of the classrooms sessions. They implement classroom sessions lasting 90 minutes for children and teachers. The interactive sessions help children understand how mainstream media selects news and may insert bias to present a picture of reality that is often incomplete. Material for homework or follow-up sessions – where requested – allows children to develop deeper a understanding of selective storytelling and perspective. All services offered to classrooms are free of charge and aim to reach a broad and diverse range of schools in Europe.

Lie Detectors have also introduced the project to lawmakers, politicians, journalists, teachers and the general public at closed-door and public events

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How are the objectives communicated

> ℹ️ *Is there a practice to provide youth or youth workers with guidelines, examples or motivational insights? Awareness campaign?*

Lie Detectors deliver several press releases to inform about their activities and achieved objectives.

In addition, LIE DETECTORS is a member of the European Commission's High Level Expert Group on Digital Disinformation and Fake News, a 39-member advisory body launched in 2018 with the goal of proposing lasting solutions to online disinformation. Its principal aim within this group is to boost critical media and news literacy across Europe and to advocate for media and information literacy to be both taught in teacher training colleges across Europe and to be adopted as a key gauge for school ratings such as the OECD's Pisa rankings.

They are members eTwinning and participate in numerous fora, we provide teacher-training seminars and workshops internationally.

They don't have their social networks accounts published on their website, so it is not known if they have accounts or not.

> ℹ️ *Duration: Continuous*

Success Factors

CHECK THE TICKED BOXES AND DETAILS
☒ Attractiveness (e.g. design, logo): internationally promoted, part of community, part of European Commission's High Level Expert Group on Digital Disinformation and Fake News
☒ Availability (e.g. online, free, accessible): email address
☒ Interactivity (e.g. include game elements, quiz): they implement interactive sessions with the children
☒ Effectiveness (e.g. positive impact on youth): As of June 2021 they are working across Europe with more than 250 professional journalists and media organisations. They have collected feedback collected from more than 8500 children and their teachers.
☒ Technical feasibility (e.g. easy to implement, equipment, software, apps): it is easy to display and implement
☐ Replicability (e.g. conditions needed to put in practice, tools, classroom):
☐ Other, please describe

Impact

> ℹ️ *What has been the impact of this good practice on the beneficiaries: youth, youth workers, organizations, schools, stakeholders?*

As of June 2021, they are working across Europe with more than 250 professional journalists and media organisations. They have collected feedback collected from more than 8500 children and their teachers.

Limitations/ Constraints

> **i** *What are the challenges encountered in applying the good practice?*

A specialized team of journalists is necessary. Also, the content of the classes is not available open access in the internet.

Community validation

> **i** *Where can we find the good practice on the Internet? Are there any training manuals, guidelines, technical fact sheets, posters, pictures, video and audio documents are available*

Link: https://lie-detectors.org/

There are different videos, press releases and data analysis published on the website.

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Time to be activists

> ℹ️ *Good practice collected by Solidaridad Sin Fronteras, Spain*

EU DisinfoLab is an independent non-profit organisation focused on tackling sophisticated disinformation campaigns targeting the EU, its member states, core institutions, and core values.

The Mission of the EU DisinfoLab (EUDL) to expose disinformation campaigns, raise awareness around disinformation issues and gather and support civil society resilience to disinformation to foster a stronger information ecosystem.   Fulfilling this mission requires resources that allow the EUDL to maintain its independence and provide objective and truthful assessments of the many different threats of misinformation that disrupt civil and rational political discourse.

Target audience

- Youth organizations

Who implemented this practice

> ℹ️ *EU DisinfoLab/ Brussels*

TYPE OF INSTITUTION	
☐	Youth centre
☐	High school
☐	VET
☐	Training centre
☒	NGO
☐	MOOC
☐	Policy maker
☐	Other, please describe

TYPE OF PRACTICE	
☐	Non-formal education
☒	Policy-makers intervention
☐	Organization policy
☐	Courses
☒	Projects
☐	Other, please describe

Assessment of best practice

Objectives

WHAT IT INTENDS TO ACHIEVE	
☒	Create awareness
☐	Teach and develop skills
☒	Provide support
☐	Guide
☐	Other

LEVEL OF ACHIEVEMENT	
☒	Knowledge
☐	Understanding
☐	Application
☐	Analysis
☐	Evaluation
☐	Creation

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Learning outcomes

The leaning outcome is to collectively assemble researchers and experts to share experiences and tools, plan collaborations, and keep abreast of critical developments.

DELIVERY	
☒	Online
☒	Face to face

The process for putting the practice in place

> ℹ️ *WHAT: Reserach, Knowledge Sharing, Policy, Outreach.*
>
> *WHY: to raise awareness around disinformation issues.*
>
> *WHEN: Continuously.*
>
> *WHO: youth organization.*
>
> *WHERE: UE territory.*
>
> *HOW: continuously monitoring disinformation activities across the major platforms (digital and traditional), identify trends and threats, alert activists and researchers to these, and make our resource pool widely available to collaborators.*
>
> *We regularly make policy recommendations at the EU level and to Member States based on our own analyses, and help other activists ensure that their advocacy efforts are grounded in sound analyses.*
>
> *Organization of regular events, including an annual conference, webinars, and workshops, which collectively assemble researchers and experts to share experiences and tools, plan collaborations, and keep abreast of critical developments in the field.*

How are the objectives communicated

> ℹ️ *Is there a practice to provide youth or youth workers with guidelines, examples or motivational insights? Awareness campaign?*

The outcome is to disinformation campaigns, raise awareness around disinformation issues and gather and support civil society resilience to disinformation to foster a stronger information ecosystem.

> ℹ️ *Duration: Variable*

Success Factors

CHECK THE TICKED BOXES AND DETAILS
☐ Attractiveness (e.g. design, logo):
☐ Availability (e.g. online, free, accessible):
☐ Interactivity (e.g. include game elements, quiz):
☒ Effectiveness (e.g. positive impact on youth):
☐ Technical feasibility (e.g. easy to implement, equipment, software, apps):
☐ Replicability (e.g. conditions needed to put in practice, tools, classroom):
☐ Other, please describe

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Impact

> **i**   *What has been the impact of this good practice on the beneficiaries: youth, youth workers, organizations, schools, stakeholders?*

The organization develops and maintains an independent European platform on disinformation, providing experts with tools and resources to encourage collaboration. We collect and organise critical information, findings, tools and other resources useful for activists and experts.

Limitations/ Constraints

> **i**   *What are the challenges encountered in applying the good practice?*

Not notables*.*

Community validation

> **i**   *Where can we find the good practice on the Internet? Are there any training manuals, guidelines, technical fact sheets, posters, pictures, video and audio documents are available*

https://www.disinfo.eu/

https://www.disinfo.eu/projects/

https://www.disinfo.eu/resources/

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Get trained against misinformation with Cibervoluntarios and Learn to Check

ℹ️ *Good practice collected by Solidaridad Sin Fronteras, Spain*

The Cibervoluntarios Foundation together with Learn to Check and thanks to the support of the US Embassy in Spain has launched the free training courses, "Don't let them fool you with, get trained against misinformation with Cibervoluntarios and Learn to Check", aimed at high school youth, high school and training cycles. This initiative aims to digitally verify informational content and aims to promote critical thinking among young people, essential to develop skills and competencies that help them function safely in today's society.

This course was created by the Fundación Cibervoluntarios and Learn to Check with the aim of being a pedagogical resource mainly aimed at the educational community: teachers, young people and families. Learn to Check was created as a result of media education workshops given in the American Spaces network in Madrid, Barcelona and Valencia

Target audience

- Youth

- Youth organizations

Who implemented this practice

ℹ️ *Cibervoluntarios foundation together with Learn to Check and thanks to the support of the US Embassy*

TYPE OF INSTITUTION	
☐	Youth centre
☐	High school
☐	VET
☐	Training centre
☒	NGO
☐	MOOC
☐	Policy maker
☐	Other, please describe

TYPE OF PRACTICE	
☒	Non-formal education
☐	Policy-makers intervention
☐	Organization policy
☒	Courses
☒	Projects
☐	Other, please describe

Assessment of best practice

Objectives

WHAT IT INTENDS TO ACHIEVE	
☒	Create awareness

☒	Teach and develop skills
☐	Provide support
☐	Guide

77

☐	Other

☐	Application
☒	Analysis
☐	Evaluation
☐	Creation

LEVEL OF ACHIEVEMENT

☒	Knowledge
☐	Understanding

Learning outcomes

DELIVERY	
☒	Online
☒	Face to face

The process for putting the practice in place

> ℹ️ **WHAT**: the free training courses, "Train yourself against misinformation with Cyber Volunteers and Learn to Check"
>
> **WHY**: to create a pedagogical resource mainly aimed at the educational community.
>
> **WHEN**: 2020 and 2021.
>
> **WHO**: aimed at young people from secondary school, high school and training cycles and prefessionals that work with young people.
>
> **WHERE**: Onlineand face to face in Madrid, Barcelona and Valencia.
>
> **HOW**: Cibervoluntarios makes available the platform Learn to Check, the first web platform for training against misinformation, available to educational centers, with open content and available in three languages: Spanish, Catalan and English. The workshop contains games, informative videos with experts, articles to learn the keys to misinformation and also a series of digital verification tools, as well as a compilation of many other useful resources to combat misinformation.

How are the objectives communicated

> ℹ️ *Is there a practice to provide youth or youth workers with guidelines, examples or motivational insights? Awareness campaign?*

The objective is the digital verification of informational content and aims to promote critical thinking among young people, essential to develop skills and competencies that help them to function safely in today's society. Has been given as well a guideline to the youth workers.

> ℹ️ *Duration: From 2020 to the actuality (still active)*

Success Factors

CHECK THE TICKED BOXES AND DETAILS	
☐	Attractiveness (e.g. design, logo):
☒	Availability (e.g. online, free, accessible):
☒	Interactivity (e.g. include game elements, quiz):
☒	Effectiveness (e.g. positive impact on youth):
☐	Technical feasibility (e.g. easy to implement, equipment, software, apps):

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| ☐ | Replicability (e.g. conditions needed to put in practice, tools, classroom): |
| ☐ | Other, please describe |

Impact

> ℹ *What has been the impact of this good practice on the beneficiaries: youth, youth workers, organizations, schools, stakeholders?*

It has been a pedagogical impact mainly aimed at the educational community: teachers and young people.

Limitations/ Constraints

> ℹ *What are the challenges encountered in applying the good practice?*

The challenges encountered were related to the constancy of some young people.

Community validation

> ℹ *Where can we find the good practice on the Internet? Are there any training manuals, guidelines, technical fact sheets, posters, pictures, video and audio documents are available*

https://www.cibervoluntarios.org/es/cibernews/ver/2020-10-16/lanzamiento-learn-to-check?fbclid=IwAR0Wt1gpDOuPJdesES-wOovkbPomJAYmmqDKdPRDxQ080TFJ1cTTZGsDRLM

https://learntocheck.org/

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Stop Disinformation Guide

> **i** *Good practice collected by INBIE, Poland*

The role of the media in the fight against disinformation cannot be overestimated. On the one hand, they can expose false and manipulated information; on the other - by practicing reliable journalism and building trust among its recipients - to raise the level of public debate

Target audience

- Youth
- Youth organizations
- Schools
- Journalism teachers as well as practicing journalist and editors
- Political parties
- Health care workers
- Businesspeople
- Academics
- Election observers
- *Others*

Who implemented this practice

> **i** *Stop disinformation. The guide for journalists and editors was prepared by the Panoptykon Foundation. It is the culmination of the project "Elections without disinformation" conducted together with the Reporters Foundation, which also included a series of workshops for journalists from local and national media, bloggers and activists. The project is carried out in cooperation with the Fundacja im. Heinrich Böll in Warsaw and Google Poland.*
>
> *The Panoptykon Foundation looks at the hands of the state and companies. He checks how they use the data of each and every one of us. He exposes abuses, fights for the law that protects freedom and privacy. It shows how to consciously navigate in an increasingly digital world.*
>
> *The Reporters Foundation teaches and supports journalists in Central and Eastern Europe and supports the development of investigative journalism*

TYPE OF INSTITUTION	
☒	Youth centre
☒	High school
☐	VET
☒	Training centre

☐	NGO
☐	MOOC
☐	Policy maker
☐	Other, please describe

TYPE OF PRACTICE

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☒	Non-formal education
☒	Policy-makers intervention
☐	Organization policy
☐	Courses
☐	Projects
☐	Other, please describe

Assessment of best practice

Objectives

WHAT IT INTENDS TO ACHIEVE	
☒	Create awareness
☒	Teach and develop skills
☒	Provide support
☒	Guide
☐	Other

LEVEL OF ACHIEVEMENT	
☒	Knowledge
☒	Understanding
☐	Application
☐	Analysis
☐	Evaluation
☐	Creation

Learning outcomes

The guide is an up-to-date resource and a topical topic for all those who practice or teach journalism in this digital age, as well as for young people and students who use internet content on a daily basis.

Table of Contents:

- Admission
- Chapter I. True or false, or how to recognize a fake
- Chapter II. Counteracting online disinformation
- Chapter III. Defence against retaliation for exposing disinformation.

DELIVERY	
☒	Online
☒	Face to face

The process for putting the practice in place

ℹ️ **WHAT**: a guide for journalists and editors, a tool for teachers, faculty, students and students.

WHY: the aim of the project is to make people aware of the power of fake news and to reduce their scale (checking the credibility of information).

WHEN: on and on - the guide is online.

WHO: Panoptykon Foundation and Reporters Foundation

WHERE: online; https://panoptykon.org/stop-dezinformacji-guide

HOW: The Panoptykon Foundation looks at the hands of the state and companies. He checks how they use the data of each and every one of us. He exposes abuses, fights for the law that protects freedom and privacy. It shows how to consciously navigate in an increasingly digital world.

The Reporters Foundation teaches and supports journalists in Central and Eastern Europe and supports the development of investigative journalism.

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How are the objectives communicated

> ℹ️ *Is there a practice to provide youth or youth workers with guidelines, examples or motivational insights? Awareness campaign?*

Counteracting disinformation should be treated today as an important element of the journalistic mission and the media's performance of the so-called public watchman. The Stop Disinformation Guide was created to make this task easier. The tool is available online for free and can be used by a journalist as well as by teachers, lecturers, youth and students.

> ℹ️ *Duration: Continuous*

Success Factors

CHECK THE TICKED BOXES AND DETAILS
☐ Attractiveness (e.g. design, logo):
☒ Availability (e.g. online, free, accessible): https://panoptykon.org/stop-dezinformacji-przewodnik
☐ Interactivity (e.g. include game elements, quiz):
☒ Effectiveness (e.g. positive impact on youth): https://panoptykon.org/stop-dezinformacji-przewodnik guide available online for free
☒ Technical feasibility (e.g. easy to implement, equipment, software, apps): Easy to find and read the content
☒ Replicability (e.g. conditions needed to put in practice, tools, classroom): Can be used in primary school, high school or college. Good practices are available to everyone on the website. Materials can be replicated in a variety of formal and informal learning situations and context
☐ Other, please describe

Impact

> ℹ️ *What has been the impact of this good practice on the beneficiaries: youth, youth workers, organizations, schools, stakeholders?*

False and manipulated information does not spread by itself - it is spread by people. You can help stop fake news by checking its credibility before possibly releasing it, or expose it after it has been distributed by other sources. Counteracting disinformation should be treated today as an important element of the journalistic mission and the media's performance of the so-called public watchman. The Stop Disinformation Guide was created to make this task easier. The tool is available for free online and can be used by teachers, youth and students.

Not only is a critical journalistic eye helpful in this task, but also online - mostly free - tools that allow you to check whether other media dealt with a topic where a given photo previously appeared on the web, what the quoted expert has to say in the selected topic. You also have more advanced solutions at your disposal, which are used by investigative editorial offices on a daily basis, e.g. to check whether a given material was actually created in a given place at a given time and whether it was not assembled. You will learn about them in the first chapter of the guide.

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Each medium can - and should - counteract the spread of disinformation, skilfully denying false information, and simply creating high-quality content that its recipients can trust. Chapter II describes how to effectively deliver false information and how to build editorial credibility in the long term.

What if, in return for exposing disinformation, you become the target of an attack? Such a scenario cannot be ruled out, but one can prepare for it. In chapter III, we suggest how to protect yourself from network attacks and how to respond to them.

Limitations/ Constraints

What are the challenges encountered in applying the good practice?

There are no limitations, the guide is available online for free*.*

Community validation

Where can we find the good practice on the Internet? Are there any training manuals, guidelines, technical fact sheets, posters, pictures, video and audio documents are available

https://panoptykon.org/stop-dezinformacji-przewodnik

How to strengthen society's resistance to fake news? Economic Forum 2021

> **i** *Good practice collected by INBIE, Poland*

How to strengthen society's resistance to fake news? - one of the ways is to organize conferences with discussion panels aimed at denying rumors and bringing the situation closer - such as in this case regarding the COVID pandemic.

Target audience

- Youth
- Students
- Schools
- Youth organizations
- Teachers
- Political parties
- Health care workers
- Businesspeople
- Academics
- Practicing journalists and editors
- Election observers
- Others

Who implemented this practice

> **i** *During the COVID-19 pandemic, several new misinformation narratives emerged that covered alternative treatments, wearing masks, downplaying the gravity of the situation, vaccinations, etc. During this session, panellists discussed how stronger societies can be built to protect themselves from false news and conspiracy theories. An example is the discussion panel organized by the Economic Forum in September 2021. Official information about the coronavirus is available on the government website: https://gov.pl/koronawirus*

TYPE OF INSTITUTION	
☒	Youth centre
☒	High school
☒	VET
☒	Training centre
☐	NGO

☐	MOOC
☒	Policy maker
☐	Other, please describe

TYPE OF PRACTICE	
☒	Non-formal education
☐	Policy-makers intervention

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☒	Organization policy
☐	Courses
☒	Projects
☒	Other, please describe: KONFERENCJA Z PANELEM DYSKUSYJNYM

Assessment of best practice

Objectives

WHAT IT INTENDS TO ACHIEVE	
☒	Create awareness
☒	Teach and develop skills
☒	Provide support
☒	Guide
☐	Other

LEVEL OF ACHIEVEMENT	
☒	Knowledge
☒	Understanding
☐	Application
☒	Analysis
☒	Evaluation
☒	Creation

Learning outcomes

The international nature of the conference supports the exchange of ideas, experiences and good practices.

DELIVERY	
☒	Online
☒	Face to face

The process for putting the practice in place

WHAT: conference with a discussion panel.

WHY: the aim of the project is to make people aware of the power of fake news and to reduce their scale of impact (checking the credibility of information).

WHEN: September 2021; the materials are available online.

WHO: Economic Forum Lower Silesia, The meeting was moderated by Stefan Kotyk from the press office of the Economic Forum.

WHERE: online; http://www.forum-ekonomiczne.pl/jak-wzmocnic-odpornosc-spoleczenstwa-na-fake-news-relacja-z-panelu/

HOW: The meeting was moderated by Stefan Kotyk from the press office of the Economic Forum.

Yuriy Banakhevych, korespondent Ukrinform, Ukraina

Michał Buczyński, Prezes Zarządu Wikimedia Polska

Hazel Baker, Dyrektor Globalnego Działu ds. Gromadzenia Informacji UGC

Mariya Lekuh, redaktor Vot-tak.tv, Rosja.

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How are the objectives communicated

> ℹ *Is there a practice to provide youth or youth workers with guidelines, examples or motivational insights? Awareness campaign?*

The conclusions after the conference will help both conference participants and article readers to critically analyze the media response to the "information disruption" in the area of the COVID pandemic. In addition, it should inform participants about emerging industry best practices in problem management.

The beneficiaries may be doctors, medical services, students of medical faculties as well as journalists, school students and students of all universities.

> ℹ *Duration: Wrzesień 2021; Continuous*

Success Factors

CHECK THE TICKED BOXES AND DETAILS
☐ Attractiveness (e.g. design, logo):
☒ Availability (e.g. online, free, accessible): http://www.forum-ekonomiczne.pl/jak-wzmocnic-odpornosc-spoleczenstwa-na-fake-news-relacja-z-panelu/
☐ Interactivity (e.g. include game elements, quiz):
☒ Effectiveness (e.g. positive impact on youth): http://www.forum-ekonomiczne.pl/jak-wzmocnic-odpornosc-spoleczenstwa-na-fake-news-relacja-z-panelu/
☒ Technical feasibility (e.g. easy to implement, equipment, software, apps): Easy to find and read the content.
☒ Replicability (e.g. conditions needed to put in practice, tools, classroom): Can be used in elementary school, high school, college and non-formal education. These good practices are available to everyone on the website. Materials can be replicated in a variety of formal and informal learning situations and contexts. Particularly important tips for doctors, politicians and medical students.
☐ Other, please describe

Impact

> ℹ *What has been the impact of this good practice on the beneficiaries: youth, youth workers, organizations, schools, stakeholders?*

During the COVID-19 pandemic, several new misinformation narratives emerged that covered alternative treatments, wearing masks, downplaying the gravity of the situation, vaccinations, etc. During this session, panellists discussed how stronger societies can be built to protect themselves from false news and conspiracy theories.

The topics of fake news raised in the context of the COVID pandemic and hints on what disinformation appeared in, for example, Great Britain, Ukraine, Poland or Russia were taken up.

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Limitations/ Constraints

> **i** *What are the challenges encountered in applying the good practice?*

There are no limits, an article with conference conclusions is available online for free*.*

Community validation

> **i** *Where can we find the good practice on the Internet? Are there any training manuals, guidelines, technical fact sheets, posters, pictures, video and audio documents are available*

 http://www.forum-ekonomiczne.pl/jak-wzmocnic-odpornosc-spoleczenstwa-na-fake-news-relacja-z-panelu/

https://www.forum-ekonomiczne.pl/tag/forum-ekonomiczne-2021/

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The DISSIMILAR project (DetectIon of fake newS on SocIal MedIa pLAtfoRms)

The DISSIMILAR project To prevent such manipulation of public opinion, scientists from Japan, Spain and Poland have joined forces in the DISSIMILAR (Detection of fake newS on SocIal MedIa pLAtfoRms) project to really support the truth.

Target audience

- Youth
- Youth organizations
- Students
- Schools
- Journalism teachers as well as practicing journalist and editors
- Political parties
- Health care workers
- Businesspeople
- Academics
- Election observers
- Others

Who implemented this practice

ℹ️ *The representatives of the Faculty of Electronics and Information Technology of the Warsaw University of Technology (WEiTI PW) informed about the project in the message sent. "The result of our DISSIMILAR project will be a platform for social media that allows for automatic verification of the truthfulness of information. Its operation will be based on digital watermarking algorithms for multimedia content and mechanisms based on artificial intelligence and machine learning. They will automatically verify whether a given material has been previously subjected to intentional modification or not "- emphasizes Prof. Wojciech Mazurczyk from the Institute of Computer Science of WEiTI PW, head of the Polish team in the DISSIMILAR project. And he adds: "Our works related to hiding information allow not only to secure original messages, but also significantly affect the detection of false content that appears"*

This time ... specialists in hiding content go to war with fake news. They have an idea how, thanks to, inter alia, digital watermarks and artificial intelligence to indicate which photo or video has been edited.

Digital watermarking is a set of innovative techniques that allows you to quickly check whether a given multimedia material (text, photo, recording or film) is original or modified. What's more, thanks to this method, it is also possible to indicate the primary source of the information received.

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TYPE OF INSTITUTION	
☒	Youth centre
☒	High school
☒	VET
☒	Training centre
☐	NGO
☐	MOOC
☒	Policy maker
☐	Other, please describe

TYPE OF PRACTICE	
☒	Non-formal education
☒	Policy-makers intervention
☒	Organization policy
☒	Courses
☒	Projects
☐	Other, please describe

Assessment of best practice

Objectives

WHAT IT INTENDS TO ACHIEVE	
☒	Create awareness
☒	Teach and develop skills
☒	Provide support
☒	Guide
☐	Other

LEVEL OF ACHIEVEMENT	
☒	Knowledge
☒	Understanding
☐	Application
☒	Analysis
☒	Evaluation
☒	Creation

Learning outcomes

Międzynarodowy charakter projektu wspiera wymianę myśli, doświadczeń i dobrych praktyk.

Due to the participation of three different partners from around the world: Japan (Okayama University), Spain (Fundació per a la Universitat Oberta de Catalunya) and Poland (WEiTI PW), the DISSIMILAR project also covers social research, including the analysis of cultural factors related to fake news.

The results will cover the entire spectrum of issues of creating, detecting and dealing with disinformation in the wider public.

The ease of access to deep fake technology or image editing tools makes it more and more difficult to distinguish between the original material and the one that has been digitally processed and misleads the audience. The DISSIMILAR Project To prevent such manipulation of public opinion, scientists from Japan, Spain and Poland have joined forces in the DISSIMILAR (Detection of fake news on SocIal MedIa pLAtfoRms) project to really help the truth. The representatives of the Faculty of Electronics and Information Technology of the Warsaw University of Technology (WEiTI PW) informed about the project in the message sent.

DELIVERY	
☒	Online
☐	Face to face

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The process for putting the practice in place

> ℹ️ WHAT: *DISSIMILAR project designed to prevent public opinion manipulation by fake news.*
>
> WHY: *The aim of the project is to make people aware of the power of fake news and reduce their impact scale (checking the credibility of information), creating a platform for assessing the credibility of information or the authenticity of a photo.*
>
> WHEN: *28.10.2021, still, on and on.*
>
> WHO: *Japan (Okayama University), Spain (Fundació per a la Universitat Oberta de Catalunya) and Poland (WEiTI WUT).*
>
> WHERE: *An international project, the end result is to build an internet platform.*
>
> HOW: *The result of our DISSIMILAR project will be a platform dedicated to social media that allows for automatic verification of the truthfulness of information. Its operation will be based on digital watermarking algorithms for multimedia content and mechanisms based on artificial intelligence and machine learning. They will automatically verify whether a given material has been previously subjected to intentional modification or not "- emphasizes Prof. Wojciech Mazurczyk from the Institute of Computer Science of WEiTI PW, head of the Polish team in the DISSIMILAR project. And he adds: "Our work related to hiding information allows not only to secure original messages, but also significantly affect the detection of false content that appears." .*

How are the objectives communicated

> ℹ️ *Is there a practice to provide youth or youth workers with guidelines, examples or motivational insights? Awareness campaign?*

The resulting portal will certainly help users to critically analyze media reactions. In addition, it should inform participants about emerging industry best practices in problem management.

Young people and youth workers can experience these goals by testing the authenticity of the photos on the portal and the credibility of the information (elimination of fake news).

> ℹ️ *Duration: Continuous*

Success Factors

CHECK THE TICKED BOXES AND DETAILS	
☐	Attractiveness (e.g. design, logo):
☒	Availability (e.g. online, free, accessible): https://www.wirtualnemedia.pl/artykul/jak-rozpoznac-fake-news-cyfrowy-znak-wodny-dissimilar
☐	Interactivity (e.g. include game elements, quiz):
☒	Effectiveness (e.g. positive impact on youth): https://www.wirtualnemedia.pl/artykul/jak-rozpoznac-fake-news-cyfrowy-znak-wodny-dissimilar
☒	Technical feasibility (e.g. easy to implement, equipment, software, apps): Easy to find and read the content
☒	Replicability (e.g. conditions needed to put in practice, tools, classroom): Can be used in primary school, high school or college. Good practices are available to everyone on the website. Materials can be replicated in a variety of formal and informal learning situations and context.
☐	Other, please describe

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Impact

> **i** *What has been the impact of this good practice on the beneficiaries: youth, youth workers, organizations, schools, stakeholders?*

SDG 16 aims to "Promote peaceful and inclusive societies for sustainable development, ensure access to justice for all, and build effective, accountable and inclusive institutions at all levels." Goal 16.10 aims to "Ensure public access to information and protect fundamental freedoms, in accordance with national legislation and international treaties." UNESCO's International Communications Development Program (IPDC) plays a role in the global monitoring of two indicators in 16.1.

Limitations/ Constraints

> **i** *What are the challenges encountered in applying the good practice?*

There is no information on fees associated with using the portal.

Community validation

> **i** *Where can we find the good practice on the Internet? Are there any training manuals, guidelines, technical fact sheets, posters, pictures, video and audio documents are available*

https://www.chip.pl/2021/10/naukowcy-lacza-sily-w-walce-z-fake-newsami/

https://www.wirtualnemedia.pl/artykul/jak-rozpoznac-fake-news-cyfrowy-znak-wodny-dissimilar

#OznaczDezinfo information campaign

ℹ️ *Good practice collected by INBIE, Poland*

The #OznaczDezinfo information campaign is also intended to encourage users to be proactive on the Internet: flagging and reporting disinformation. The slogan of the campaign itself is also an acronym, the development of which takes the form of a guide for internet users.

Target audience

- Youth
- Students
- Youth organizations
- Schools
- Journalism teachers as well as practicing journalist and editors
- Political parties
- Health care workers
- Businesspeople
- Academics
- Election observers
- Others

Who implemented this practice

ℹ️ *The European Cybersecurity Month is 31 days of workshops, conferences, campaigns and initiatives to raise awareness of online safety.*

TYPE OF INSTITUTION	
☒	Youth centre
☒	High school
☒	VET
☒	Training centre
☐	NGO
☐	MOOC
☒	Policy maker
☐	Other, please describe

TYPE OF PRACTICE	
☒	Non-formal education
☐	Policy-makers intervention
☐	Organization policy
☐	Courses
☒	Projects
☐	Other, please describe

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Assessment of best practice

Objectives

WHAT IT INTENDS TO ACHIEVE	
☒	Create awareness
☒	Teach and develop skills
☒	Provide support
☒	Guide
☐	Other

LEVEL OF ACHIEVEMENT	
☒	Knowledge
☒	Understanding
☐	Application
☒	Analysis
☒	Evaluation
☒	Creation

Learning outcomes

False information can be reported to e.g. moderators of a given website and fact-checking organizations. However, a phishing attempt or a fake website can be reported to CERT Polska at https://incydent.cert.pl. Official information about the coronavirus is available on the government website: https://gov.pl/koronawirus.

DELIVERY	
☒	Online
☐	Face to face

The process for putting the practice in place

i

WHAT: #OznaczDezinfo – NASK's action against coronavirus infection.

WHY: OznaczDezinfo – NASK's action against coronavirus infection.

WHEN: still.

WHO: Demagogue Association. NASK PIB has prepared the #OznaczDezinfo campaign and a guide, which is to be a kind of vaccine for the false information virus for Internet users.

WHERE: online.

HOW: The #OznaczDezinfo information campaign is also intended to encourage users to be proactive on the Internet: flagging and reporting disinformation. The slogan of the campaign itself is also an acronym, the development of which takes the form of a guide for internet users.

O - Responsibly share

Z - Understand the goal

N - Don't believe the flashy headlines

A - Analyze the content

C - Wait for emotions to subside

Z - Report disinformation.

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How are the objectives communicated

> ℹ *Is there a practice to provide youth or youth workers with guidelines, examples or motivational insights? Awareness campaign?*

Restricting activity, keeping distance and following good hygiene are the main ways to deal with the coronavirus. The same methods can be used to fight the so-called infodemia, or disinformation, that is spreading as fast as the epidemic itself. NASK PIB has prepared the #OznaczDezinfo campaign and a guide, which is to be a kind of vaccine for the false information virus for Internet users.

Identifying false information - educational materials provided free of charge by government institutions and public administration (https://www.gov.pl/web/baza-wiedzy).

Play the educational game "Cool You Know" and get immune to fake news! The game was prepared by the team Demagog.org.pl. The team of the Demagog Association consisting of: Gosia, Andrzej, Filip, Michał, Patryk and Rafał created a simple educational tool that was appreciated by the jury and awarded with the main prize. After Edukaton, the team Cool that you know decided to continue to develop the game to fight fake news even more effectively!https://fajniezewiesz.pl/?fbclid=IwAR1O2K2kwUWIK5BqVvChEDmC-P_i1lM9XTYag9LXGKCcvXl61PMMhYkTgnc.

Fake news. How not to be deceived? ". It contains information on what are fake news and how to recognize them? ", As well as a lot of useful information, examples and drawing attention to issues such as verification of the truthfulness of photos or videos. The course was prepared by Agencja Informacyjna Polska Press and Demaskator24.pl.

> ℹ *Duration: Continuous*

Success Factors

CHECK THE TICKED BOXES AND DETAILS
☐ Attractiveness (e.g. design, logo):
☒ Availability (e.g. online, free, accessible): https://www.nask.pl/pl/aktualnosci/3763,OznaczDezinfo-akcja-NASK-przeciw-infodemii-o-koronawirusie.html
☐ Interactivity (e.g. include game elements, quiz):
☒ Effectiveness (e.g. positive impact on youth): https://www.nask.pl/pl/aktualnosci/3763,OznaczDezinfo-akcja-NASK-przeciw-infodemii-o-koronawirusie.html https://bezpiecznymiesiac.pl/bm/baza-wiedzy/696,Fake-news.html Restricting activity, keeping distance and following good hygiene are the main ways to deal with the coronavirus. The same methods can be used to fight the so-called infodemia, or disinformation, that is spreading as fast as the epidemic itself. NASK PIB has prepared the #OznaczDezinfo campaign and a guide, which is to be a kind of vaccine for Internet users against the false information virus.
☒ Technical feasibility (e.g. easy to implement, equipment, software, apps): Easy to find and read the content

⊠	Replicability (e.g. conditions needed to put in practice, tools, classroom): Can be used in primary school, high school or college. These good practices are available to everyone on the website. Materials can be replicated in a variety of formal and informal learning situations and contexts.
☐	Other, please describe

Impact

> ℹ️ *What has been the impact of this good practice on the beneficiaries: youth, youth workers, organizations, schools, stakeholders?*

SDG 16 aims to "Promote peaceful and inclusive societies for sustainable development, ensure access to justice for all, and build effective, accountable and inclusive institutions at all levels." Goal 16.10 aims to "Ensure public access to information and protect fundamental freedoms, in accordance with national legislation and international treaties." UNESCO's International Communications Development Program (IPDC) plays a role in the global monitoring of two indicators in 16.1.

Limitations/ Constraints

> ℹ️ *What are the challenges encountered in applying the good practice?*

Free*.*

Community validation

> ℹ️ *Where can we find the good practice on the Internet? Are there any training manuals, guidelines, technical fact sheets, posters, pictures, video and audio documents are available*

The European Cybersecurity Month is 31 days of workshops, conferences, campaigns and initiatives to raise awareness of online safety.

 https://www.nask.pl/pl/aktualnosci/3763,OznaczDezinfo-akcja-NASK-przeciw-infodemii-o-koronawirusie.html

https://bezpiecznymiesiac.pl/bm/baza-wiedzy/696,Fake-news.html

https://fajniezewiesz.pl/?fbclid=IwAR1O2K2kwUWIK5BqVvChEDmC-P_i1lM9XTYag9LXGKCcvXl61PMMhYkTgnc

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Watch out for fake text messages about the quarantine!

> ℹ️ *Good practice collected by INBIE, Poland*

Watch out for fake text messages about being sent to quarantine. Many inhabitants of Tomaszów, Opoczno and the surrounding area have just received fake news. The campaign is to inform people of that regions not click on the link, because it is another method of phishing data!.

Target audience

- Youth
- Students
- Youth organizations
- Schools
- Teachers
- Adults that use mobile phones with internet connection to search for information

Who implemented this practice

> ℹ️ *Tomaszów Mazowiecki city council - a city in the Łódź Voivodeship, the seat of the Tomaszów poviat. The fourth most populous city in the voivodship and the second with free public transport.*

TYPE OF INSTITUTION	
☒	Youth centre
☒	High school
☐	VET
☒	Training centre
☐	NGO
☐	MOOC
☒	Policy maker
☒	Other, please describe: Public in general

TYPE OF PRACTICE	
☒	Non-formal education
☐	Policy-makers intervention
☐	Organization policy
☐	Courses
☒	Projects
☐	Other, please describe

Assessment of best practice

Objectives

WHAT IT INTENDS TO ACHIEVE	
☒	Create awareness
☐	Teach and develop skills

☒	Provide support
☒	Guide
☐	Other

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☐	Application
☒	Analysis
☐	Evaluation
☒	Creation

LEVEL OF ACHIEVEMENT	
☒	Knowledge
☒	Understanding

Learning outcomes

The aims of this campaign is: "Awareness of phishing to steal information".

The campaign covers the following topics:

- Co to jest phishing?

- How to deal with fake news?

- How to recognize e-mail or SMS phishing?

- To whom and how to report suspected phishing?

DELIVERY	
☒	Online
☐	Face to face

The process for putting the practice in place

> **ℹ** _WHAT_: fake text messages about a referral to quarantine.
>
> _WHY_: false sms sent to people "You have been sent to a 10-day quarantine for an infection in your immediate vicinity. More information on the website ..." and here is the address of a website that is likely to help fraudsters obtain our data or gain access to our phone.
>
> _WHEN_: all the time.
>
> _WHO_: Tomaszow Mazowiecki city council.
>
> _WHERE_: online, FAKE NEWS. _https://tomaszowmazowiecki.naszemiasto.pl/uwaga-na-falszywe-smsy-o-kwarantannie-dostaja-je-mieszkancy/ar/c1-8467211_.
>
> _HOW_: Raise awareness that cybercriminals pretending to be, inter alia, to courier companies, administration offices, telecommunications operators, or even our friends, try to obtain our login details, e.g. for bank accounts or the social media accounts we use, or business systems.

How are the objectives communicated

> **ℹ** _Is there a practice to provide youth or youth workers with guidelines, examples or motivational insights? Awareness campaign?_

Workshops has been implemented to make aware youth people about "Phishing messages" that are prepared by cyber criminals to make them appear genuine, but are actually fake. They may try to trick an inexperience person into revealing confidential information, link to a website spreading malware (often criminals use similar website names) or have an infected attachment.

> **ℹ** _Duration: Continuous_

Success Factors

CHECK THE TICKED BOXES AND DETAILS	
☐	Attractiveness (e.g. design, logo):

☒	Availability (e.g. online, free, accessible): https://tomaszowmazowiecki.naszemiasto.pl/uwaga-na-falszywe-smsy-o-kwarantannie-dostaja-je-mieszkancy/ar/c1-8467211
☐	Interactivity (e.g. include game elements, quiz):
☒	Effectiveness (e.g. positive impact on youth): Young People from other regions join the campaign and started to use CERT Polska Computer Emergency Response Team https://incydent.cert.pl.
☒	Technical feasibility (e.g. easy to implement, equipment, software, apps): Easy to react to this kind of fraud. It is necessary to fill out a short online form, attach a suspicious message and send it to: https://incydent.cert.pl.
☒	Replicability (e.g. conditions needed to put in practice, tools, classroom): In formal and non-formal educations institutions has been implemented this kind of exercises and the results are impressive.
☐	Other, please describe

Impact

> ℹ *What has been the impact of this good practice on the beneficiaries: youth, youth workers, organizations, schools, stakeholders?*

The campaign had a global impact and young people repeat at home what they have learnt at school: It is important to pay special attention to the names of websites that are sent in suspicious e-mails or SMS, e.g. instead of www.allegro.pl, a fake address www.allegrosklep.online etc. may be used.

Limitations/ Constraints

> ℹ *What are the challenges encountered in applying the good practice?*

Youth who are taught media literacy in the classroom develop better resistance to misinformation online. Sharing tips via Instagram or Twitter could prove to be just as effective - and adults could also benefit.

Community validation

> ℹ *Where can we find the good practice on the Internet? Are there any training manuals, guidelines, technical fact sheets, posters, pictures, video and audio documents are available*

https://trainingclub.eu/wp-content/uploads/2021/04/FAKENEWS-Newsletter-2-PL.pdf

https://courses.trainingclub.eu/

http://empowering-youth.inbie.pl/

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About the partner organisations

TEAM4Excellence (T4E) is a Romanian association aiming to improve the quality of life through education, research and consulting activities. To address societal challenges, T4E provide learning opportunities and career advice for social inclusion, development and employability of people, and equip trainers with key competences and skills to foster personal as well as professional development.

Within 30+ EU funded projects, the association produces and transfers innovation, experience and know-how through cooperation with domestic and international partners. By hosting events, training courses and conferences, T4E strengthens collaboration between people, supports organisations and bridges gaps between generations. The wide expertise in management enables T4E staff to provide consultancy to large companies and SMEs using EFQM Model and Business Model Canvas.

Solidaridad Sin Fronteras NGOD (SSF) is a non-governmental organisation, established in 2009 and composed of interdisciplinary professionals. The SSF mission is to contribute to the development, integration and wellness of the most vulnerable groups, promoting tolerance, justice, and social responsibility in cooperation with other organizations and public institutions.

SSF has expertise in different areas related to social, education and labour inclusion of vulnerable groups. Also, SSF has wide experience in the design and development of local, regional and European projects and methodologies and tools addressed to youth and people with a culturally diverse background.

Foundation "Research and Innovation in Education Institute" [INBIE] is an NGO Institution situated in Czestochowa – Poland, founded in 2014. INBIE promotes equal educational opportunities to all social groups, and fights against social exclusion and supports young people at risk of marginalization. INBIE cooperates closely with formal and non-formal educational Institutions, local authorities, and Czestochowa Centre of Non-Governmental Organisations to develop new skills of youth to increase their chances of a successful entrance to employment and search for better life chances.

Staff from INBIE do research and work in entrepreneurship, management, use of ICT in Education and workplace aiming to improve young people's professional and entrepreneurial competencies for creating new services and business to fight against unemployment and social exclusion.

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The social promotion association "Petit Pas" was founded in Trani, Italy in 2015, by a group of professionals, trainers and youth leaders motivated by the desire of improving community, promoting social initiatives inspired by democracy, equality, and pluralism. Over the years, it has become a structured associative reality, with a large number of associates and volunteers who have embraced their mission by recognizing the importance of having inclusive, peaceful and just societies.

The goal is to enhance the level of knowledge and skills of our community regardless of gender, social background, cultural or educational background. Several activities significantly engage staff and volunteers by organisation of workshops and training seminars to disadvantaged people, related to the themes of active citizenship, volunteering, tolerance, inclusion, mutual understanding, social entrepreneurship, sustainable growth, and cultural development.

CEMEA (Training Centers for methods of Active Education) is a network of French training organizations specializing in pedagogy and the training of socio-educational actors, since 1937.

CEMEA, founded around the principles of New Education, campaign and act in favour of "lifelong education" - formal and non-formal - of the whole social body. CEMEA's guiding principle is that training is the source of autonomy, emancipation and all forms of self-conscious citizenship.

CEMEA act to strengthen synergies and bring together cultures from the world of media, digital, film, information and the world of education. The fact of being "digital natives" does not necessarily provide young people with an inborn and conscious mastery of uses. New forms of mediation and accompaniment must be reinvented and must be an opportunity to create new relationships to knowledge and society.

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Annex 1 Template to collect best practices

GOOD PRACTICE to support youth workers as well as the youth organizations to develop youth analytical abilities and critical thinking skills to deal with Fake News	
Title	
Collected by **Partner:**	
Introduction: **Topic/Subject** **Short description**	
Institution that implemented practice/ Location	
Type of institution	☐Youth center ☐High School ☐VET ☐Training center ☐NGO ☐MOOC ☐Policy makers ☐Other, please describe
Target audience	
Type of practice/ intervention	☐Non-formal education ☐Policy-makers intervention ☐Organization policy ☐Courses ☐Projects ☐Other, please describe
ASSESSMENT OF BEST PRACTICE	
Objective	What is the aim:

	☐Create awareness ☐Teach and develop skills ☐Provide support ☐Guide ☐Other
Learning outcomes	**What is the intention? To help youth develop:** ☐Knowledge ☐Understanding ☐Application ☐Analysis ☐Evaluation ☐Creation **What is the learning outcomes?**
Methodological approach **Methodological approach**	☐Online ☐Face to face
	Describe the process for putting in place ☐What*: Please describe* ☐Why*: Please describe* ☐When*: Please describe* ☐Who*: Please describe* ☐Where*: Please describe* ☐How*: Please describe*
	How are the objectives communicated? Is there a practice to provide youth or youth workers with guidelines, examples or motivational insights? Awareness campaign?
Duration	
Success Factors	**Tick and add details:** ☐Attractiveness (e.g. design, logo)

	☐Availability (e.g. online, free, accessible) ☐Interactivity (e.g. include game elements, quiz) ☐Effectiveness (e.g. positive impact on youth) ☐Technical feasibility (e.g. easy to implement, equipment, software, apps) ☐Replicability (e.g. conditions needed to put in practice, tools, classroom) ☐Other, please describe
Impact	**What has been the impact of this good practice on the beneficiaries: youth, youth workers, organizations, schools, stakeholders?**
Limitations/ Constraints	**What are the challenges encountered in applying the good practice?**
Validation **Links/** **Contacts**	**Where can we find the good practice on the Internet? Are there any training manuals, guidelines, technical fact sheets, posters, pictures,** **video and audio documents are available?**

TITLE:

(Activity scenario)

Purpose	During this activity, participants will be guided to design a strategy of intervention.
Time	Total: 1- 2 h • Theoretical introduction: 10 min • Practical activity: 50 min • Debriefing: 10 min • Evaluation: 10 min
Target group	20-25 participants
Objectives	• Bloom taxonomy to define learning outcomes
Materials	• Video projector + PC • Initial set of questions
Facilitation steps	Start by raising awareness on the topic. Step 1 Step 2
Methods	Group activity, Reflection
Evaluation	**Debriefing:** **Evaluation:**
References	