digitol

Generations united combatting fake news

Toolkit

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Acknowledgements

Disclaimer

Foreword

This Toolkit was developed as part of the activity planned by the DIGITOL project

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For further information go to:
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The authors of the guidelines are:
Ron Salaj (Consorzio Comunità Brianza) and
Antonio Dell'Atti (Consorzio Comunità Brianza)

Special thanks also go to the following people, for their contributions to drafting the
guidelines and implementing the project: Chelsea Lazaridou (50+ Hellas), Rachele Meda (Consorzio Comunità Brianza), Valentina Georgieva (Znanie), Yoana Novachkova (Znanie), Benedikt Pötz (Pro Arbeit), Amira Bieber (Pro Arbeit), Luigi Della Sala (Tree Agency), Vera Hörmann (Age Platform Europe)

For more information on the project, please visit: www.digitol.eu

Introduction

The present Toolkit collects the methodology, the material and the evaluation results of a Training of Trainers programme carried out in the Digitol project countries (namely: Bulgaria, Germany, Greece, Italy) from November 2020 to May 2021.

The Programme was aimed to build capacities of a group of young people (The Young Ambassadors) willing to improve their digital skills in identifying and managing fake-news, as well as increase awareness of the European common values.

Following the TOT Programme, the Young Ambassadors were prepared to co-design and run a Capacity Building Programme targeting older adults, following an intergenerational approach.

CO-DESIGNING DIGITOL

This section presents our approach to building and running a Training of Trainers (ToT)' with young people with project's partners across four countries. Faced with the Covid19 pandemic which heavily impacted the project, and without possibilities for physical meetings, Digitol's consortium partners agreed to embark in a full online work and, thus, meeting the objectives and milestones set for the project.

The main objectives of the Co-design workshop were the following:
Build a common understanding of the ToT, its duration and format;
Build the main thematic blocks of the ToT;
Agree on profile of young people to be recruited as participants and trainers;
Agree on educational methodologies and formats (online vs. residential).

The Co-design workshop has been organized across two-half days (13 and 16 June 2020) and it took place fully online, using participatory and interactive methodology in order to ensure that everyone equally contributes to the outcomes of the workshop. Key tools during the workshop were video-conferencing tool Zoom and Storyboards, a collaborative online tool for brainstorming.

The Co-design workshop was designed in the following blocks:

1.1 Co-design workshop

#1

What do we want?

This bloc aims to identify the vision and the milestones the Digitol project wants to achieve at two levels: firstly, at the meta-level, that is, what are the main objectives and expected results that the project wants to achieve with the delivery of the first ToT; and, secondly, at the practical level, what are the main competencies that young people should have acquire during the first ToT. The outcomes of this bloc will be the identification of the following main elements:

- The objectives of ToT
- The expected results of ToT
- Identification of the core competencies

#2

With whom? Relationships?

This bloc aims to develop a profile of participants for the first ToT. With the profile of participants it is meant: age, ethno-cultural backgrounds, geographical backgrounds, professional/educational backgrounds, identity backgrounds, etc.. Further, the bloc will also work to develop a profile (and some criteria) for Senior Trainers which will serve as educational focal points per each country. The group will also work to identify any other 'subject' that may bring an added value to the ToT such as thematic experts, resource persons, guest speakers, etc.. Last but not least, it will also brainstorm what are possible relationships between these three groups, for example: can Senior Trainers serve as 'coaches' or 'mentors' during e-learning? Will they be engaged only for the ToT or also for the e-learning phase? Etc. The outcomes of this bloc will be the identification of the following main elements:

- The profile of participants
- The profile of Senior Trainers
- Relationships between them

#3

How do we do it? [Part 1]

The bloc will look also specifically at the e-learning platform (the Academy) and what features are needed to make the ToT a successful experience. The bloc will also explore the duration of the e-learning phase and what are partners' responsibilities. The outcomes of this bloc will be the identification of the following main elements:

- E-learning platform

#4

How do we do it? [Part 2]

This bloc focuses on identification and development of the core educational elements of the first ToT. It will identify the educational methodologies to be used both, during the physical (face-to-face) ToT as well as e-learning phase such as type of education (i.e. non-formal, informal, experiential, etc.); pedagogical tools (i.e. manuals, toolkits, simulation games, etc.); assessment and evaluation of the competencies development (i.e. self-assessments, quizzes, 360°assessments, etc.); etc.. The bloc will also identify the duration of the face-to-face ToT. (Please note that in the project proposals are foreseen 30 hours of face-to-face training, so the group should have an idea how to split them: whether to have one week long ToT or split into several multiple-days workshops). Lastly, this bloc aims to identify the specific themes that should be tackled during the first ToT. The themes will then be developed further into educational programmes by the Trainers' Pool. Each theme identification should be accompanied by a short abstract. The outcomes of this bloc will be the identification of the following main elements:

- Educational methodologies
- Face-to-face ToT
- Theme identification (i.e. specific: fake news against immigrants; disinformation online by parties; basics of internet security; open source intelligence investigation - OSINT; etc.), followed by a short abstract (i.e. what and why? 2-3 sentences).

1.2 Co-design workshop outcomes

Co-design workshop's main outcomes were two:

- Academy's Educational Pamphlet (AEP)
- ToT's educational programme

Academy's Educational Pamphlet

AEP is a guiding document for the partners of the DIGITOL (www.digitol.eu) Project on the one hand, and most importantly the Senior Trainers involved in designing and delivering the Training of Trainers (ToT).

This pamphlet has been produced as a result of a co-design workshop that involved all partners of the DIGITOL Project. It's a result of collaborative work and consensus-based decision making.

The pamphlet's objectives are to help set the boundaries, vision, objectives, and the main elements of the first ToT for the Senior Trainers. It goes without saying that the pamphlet does not aim to influence nor impact that content and curriculum of the ToT that will be developed in dedicated meetings between the Senior Trainers, but rather identify the educational journey and objectives we want to achieve.

Ultimately, the AEP also includes all details of the workshop, including its methodology and raw results from the two workshops. The AEP document can be found in the appendices of this toolkit.

ToT's educational programme

Initially, ToT programme has been planned to be held residentially in four countries: Bulgaria, Italy, Greece, and Germany. It is for this reason that the ToT has been designed for residential environments. The draft of the programme presented here is the general framework which then was adopted for online environments and to respond to country-specific contexts.

The ToT's programme, presented below, was an attempt to provide an initial orientation for each country partner. The programme here was adopted for each country partner. The more specific programmes of each country partner will be presented in the next section "Digitol's ToT".

DAY ONE	
Time	**Activity**
9.30 - 11	**Bloc #1: Build the group** - Getting to know each other; - Group building activities; - Mapping expectations, fears and contributions.
11 - 11.30	Break
11.30 - 13	**Bloc #2: Familirize with the ToT and the project** - Intro to programme of the ToT and other elements (e.g. objectives, expected results, core competencies, etc.) - Intro to the DIGITOL project (e.g. explain Capacity Building programme, international meeting in January, what is expected from young ambassadors, etc .)
13 - 14	Lunch
14 - 15.30	**Bloc #3: Expose the group to each other (Part 1)** - Various discussion formats on topics related to the ToT: media and misinformation; racism and discrimination; hate speech; human rights; media literacy; etc.. - Some discussion formats include: world cafe; fishbowl; agree vs. disagree statement exercise; etc..
15.30 - 16	Break
16 - 17.30	**Bloc #4: Expose the group tp each other (Part 2)** - Various discussion formats on topics related to the ToT: media and misinformation; racism and discrimination; hate speech; human rights; media literacy; etc.. - Some discussion formats include: world cafe; fishbowl; agree vs. disagree statement exercise; etc..
Evening	

DAY TWO	
Time	**Activity**
9.30 - 11	**Bloc #1: Human rights** - Human rights essentials: definitions, standards, instruments, values and charachteristics - Human rights in context of media, freedom of speech, and hate speech
11 - 11.30	Break
11.30 - 13	**Bloc #2: Media & media literacy** - Essentials of media literacy: glossary/jargoon; different types of misinformation; etc.
13 - 14	Lunch
14 - 15.30	**Bloc #3: Misinformation, malinformation and disinformation** - An entire bloc tackling all forms of fake news, propaganda and misinformation; - Foundation of information flow; - Practical training/workshop on fake news investigation and verification.
15.30 - 16	Break
16 - 17.30	**Bloc #4: Hate Speech** - Hate speech essentials: what it is? what forms? connections with stereotypes, prejudice, discrimination and hate crime (snowball effect); etc. - How to assess hate speech cases? - What are some of the responses to hate speech?
Evening	

DAY THREE	
Time	Activity
9.30 - 11	**Bloc #1: Intergenerational work (Part 1)** - How to work with 50+ older adults (best practices, questions..); - Recognize sterotypes regarding elderly as well as challenges; - Different approaches to different age groups: 55 - 65, 65 - 75, 75+; - Age-Discrimination as a basic example to work with older adults on fighting stereotypes.
11 - 11.30	Break
11.30 - 13	**Bloc #2: Intergenerational work (Part 2)** - Intergenerational dialogue, communications about media use; - Good practices on the subject of adult education (over 55), information on training needs, methodologies, etc.; - Needs of older adults.
13 - 14	Lunch
14 - 15.30	**Bloc #3: Practical work on adult education (Part 1)** - Role play/simulation game (Young vs. Older adult); - Practical tools (eg on debunking) and how to do it with older adults; - Starting from a selection of good practices on the subject of adult education (over 55) and analysing them.
15.30 - 16	Break
16 - 17.30	**Bloc #4: Practical work on adult education (Part 2)** - Practical parallel workshops (open dynamic space): - different approaches engaging with older adults - older adults, fake news and media - etc.
Evening	

DAY FOUR	
Time	Activity
9.30 - 11	**Bloc #1: Training and facilitation skills (Part 1)** - See post-its ideas in the stormboard: https://stormboard.com/storm/1225552/ToT_Programme
11 - 11.30	Break
11.30 - 13	**Bloc #2: Training and facilitation skills (Part 2)** - See post-its ideas in the stormboard: https://stormboard.com/storm/1225552/ToT_Programme
13 - 14	Lunch
14 - 15.30	**Bloc #3: Training and facilitation skills (Part 3)** - See post-its ideas in the stormboard: https://stormboard.com/storm/1225552/ToT_Programme
15.30 - 16	Break
16 - 17.30	**Bloc #4: Training and facilitation skills (Part 4)** - See post-its ideas in the stormboard: https://stormboard.com/storm/1225552/ToT_Programme
Evening	

DAY FIVE	
Time	**Activity**
9.30 - 11	**Bloc #1: Action Plans** - Young Ambassadors start to work in their action plans for the Capacity Building programme (i.e. how to engage with older adults?); - Human rights checklist (make sure our practices are coherent with hr values)
11 - 11.30	Break
11.30 - 13	**Bloc #2: Presentation of actions plans** - Young ambassadors finalize and present action plans; - They receive feedback from education team and from each other.
13 - 14	Lunch
14 - 15.30	**Bloc #3: Capacity Building programme (Part 1)** - In-depth presentation of the Capacity Building programme; - Definition of Timeline for Capacity Building programme; - Young Ambassadors should have very clear understanding of the Capacity Building programme. - Q&A **Bloc #3: Next steps, timeline, and internal comms (Part 2)** - Present channels of internal comms: whatsapp group, loomio, digital academy, etc.; - Define what are the next steps, divison of roles and tasks; - Define clear point of contact: if Young Ambassadors require support or help whom shou,d they contact?; etc.
15.30 - 16	Break
16 - 17.30	**Bloc #4: Evaluation and Closing** - Run evaluation exercise and maybe evalution form online; - Review Fears, expectations from Day 1; - Close with a a nice exercise the keep the group together; - Hugs and group photo - cheeseeee!
Evening	Farewall party :)

The process of co-design workshop not only provided the bases for building a participatory ToT, but also helped to share doubts, challenges, frustrations and ideas among partners. Indirectly, it helped also build stronger group cohesion.

Some of the key insights that emerged from the co-design workshop are the following:

All partners committed to keeping the same aim and objectives for the ToT, which lead towards the potential success of the ToT.
Partners, however, agreed that each of them should have its own freedom and flexibility in terms of educational methodologies, online tools, timeline, and thematics that they would like to bring in their country ToT, in contrast to rigid programme applied by-default in all countries. This specific element has been particularly appreciated by everyone.

The recruitment of Young Ambassadors has also been very diverse from country to country, enriching thus the experience of the project. As the situation with Covid19 was uncertain, partners have also worked in building the Digitol's online Academy which has been the key hub in transforming residential ToTs into online environments. This element has been thought of since the very beginning during the co-design workshop.

The collaboration between educational teams of each country has been key, particularly in sharing resources, activities, experiences and ideas. This has helped in keeping the international nature of the project and its cooperative spirit.

Ultimately, in order to ensure a dynamic, interactive, participatory and all-inclusive learning environment, it was important to combine online e-learning spaces such as the Digitol Online Academy with live learning sessions through video-conferencing platforms. This has helped in ensuring long-term engagement of young ambassadors.

1.3 Key insights

DIGITOL ToTs

2.1.
Introduction

This section presents the educational approaches, methodologies, and content of the ToTs implemented in Italy, Bulgaria, Greece and Germany. As said in the previous section, the general ToT programme served as a guideline for all country partners, who then adopted it further to respond to country-specific context.

This section tries also to reflect upon main outcomes and challenges faced during the implementation of the ToTs. It goes without saying that Covid19 pandemic has heavily impacted the implementation of the ToTs in its original format – as one-week long residential training. Nonetheless, this situation has encouraged the team to think through other technology-based solutions that ensure the implementation of ToTs in dynamic, participatory and interactive ways. It was in this spirit that the Digitol Online Academy was born.

DIGITOL ONLINE ACADEMY

The DIGITOL Online Academy is a learning online environment for young ambassadors, older adults, trainers and experts involved in the ToT, as well as a publicly-accessible repository space for information, data, resources and knowledge on topics related to the ToT.

Some of the main functions of the Digitol Online Academy are:

- E-learning spaces, distinguished by partner countries and related languages (Bulgarian, German, Greek, Italian). The e-learning sections are divided according to the following training levels:
- Module, intended as learning units and incubators of tasks.
- Task, intended as specific lessons.

Assignments, allowing to check the progress of trainees in the completion of the different tasks.
Possibility to navigate in five languages (all languages mentioned above, plus English).
A private section available to all users (i.e., my account section), giving to everyone involved (i.e. young ambassadors, trainers, etc.) the possibility to create an account with a personal profile (name, surname, contact details, picture, short biography), possibility to edit the profile at any time and access the specific e-learning tools and materials available through the e-learning spaces.
A forum for discussions, allowing for quick and easy communication. The forum is also used to upload documents and digital content (such as videos, podcasts, etc.).

While Digitol Online Academy offered a dynamic learning space, it however lacked the live events feature where young ambassadors and trainers could interact and learn in real-time. This was complemented by external video-conferencing platforms.

Ultimately, in order to facilitate a more dynamic learning model, it was agreed that ToT modules will be delivered in two formats:
Through Digitol Online Academy, where a number of Modules containing various tasks will be given to young ambassadors for accomplishment.
And, through Online Meet-ups which were organised after each module.

The structure of ToTs, therefore, has taken the following format:

MODULE 1

TASK 1   TASK 2   TASK 3

MODULE 2

TWO TO THREE HOURS ONLINE
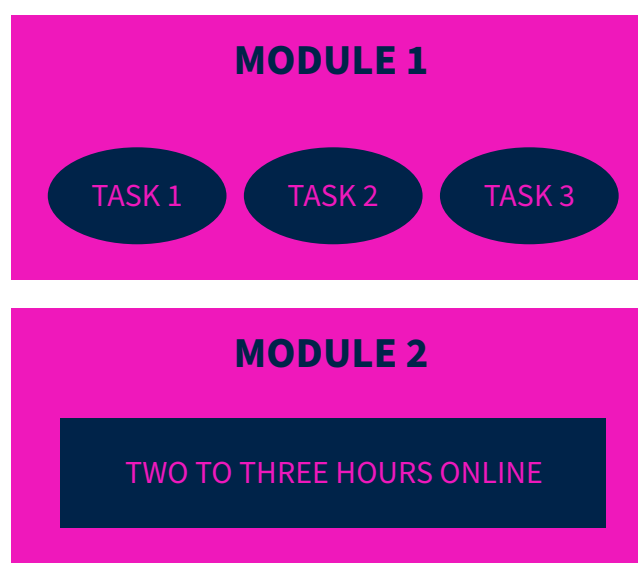
2.2.
ToT in Italy

The ToT in Italy included five Modules, each of them followed by five Online Meet-ups. The ToT has concluded with two half-days of training workshops. The programme of the ToT, adopted for the online learning environment, has been delivered in monthly cadence.

ToT in Italy			
Month	Module	E-learning tasks	Online Meet-up
December	1	Getting to know each other	Getting to know each other
January	2	Human rights	Human rights
February	3	Hate Speech	Hate Speech
March	4	Media Literacy, disinformation and fake news	Media Literacy, disinformation and fake news
April	5	Human rights education and intergenerational work	Human rights education and intergenerational work

ToT in Italy	
Training	Block
Day 1 (April)	Day 2 (April)
• Designing learning experience with older adults • Training on facilitation and non-formal education (Online Meet-up)	• Development of Capacity Building programme; • Developing the timeline of implementation of Capacity Building programme. (Online Meet-up)

Modules

Module 1:
Getting to know each other

This module aimed at building group cohesion and familiarising Young Ambassadors (YA) with the Digitol project as well as with the team of trainers. Further, the module provided a space for YA to set the learning objectives and expectations.

Module 2:
Human Rights

The module on human rights enabled YA to learn key characteristics of human rights and links between human rights, freedom of expression, and hate speech. Using non-formal education activities, the module introduced human rights from YA's perspectives. Lastly, it enabled YA to create a shared collection of multimedia tools for human rights.

Module 3:
Hate speech

Building from the previous module – particularly on the relationship between freedom of expression, hate speech and human rights – this module looked more in-depth at the root-causes of hate speech online and built the competencies of YA on identifying, analysing and assessing various cases of hate speech. The module also encouraged critical thinking about strategies to combat hate speech online and offline.

Module 4:
Media literacy, disinformation and fake news

This module looked upon two interconnected themes, that is, the media information literacy (MIL) and media disinformation and fake news. The module immersed YA in practical work where they produced a number of materials on MIL and how they can be used with older adults. It continued with reflecting upon the role of media disinformation and fake news vis-à-vis hate speech and democracy. Various case studies have been analysed: from Pizzagate conspiracy theory to Cambridge Analytics.

Module 5:
Human Rights Education and intergenerational work

This module aimed at building practical skills of YA in human rights and non-formal education, that is: designing educational activities; delivering educational activities; facilitation techniques; etc.—in the context of intergenerational work. This module prepared YA for carrying on the work of Capacity Building programme with older adults. Ultimately, the module enabled YA to share and discuss stereotypes that exist regarding older adults (55+) as well as challenges working with them.

Training block

The two-day training block was the concluding workshop of the ToT journey with YA in Italy. In this training bloc the main objective was twofold: to provide methodological and digital knowledge and skills for the implementation of interactive training interventions in a digital environment for a target group over 55 years old; and, to create a participatory space for YA to develop Capacity Building programme with older adults (i.e. define main elements of the Capacity Building programme such as: modules, meet-ups, timeline, teams; etc.). Given that this was the concluding workshop, the training bloc also served to clarify the next steps of the Digitol project and organize an official closure and evaluation of the ToT.

Main outcomes and challenges

Majority of YA who applied for the ToT had stayed until the end of the programme, despite the fact that the nature of their engagement has changed due to the pandemic situation.

Combining live online meet-ups with online academy proved to be a 'successful recipe' for replacing one-week long residential ToT. Expectation management and clear instructions about the commitments and engagement of YA in the project were two key elements in terms of not jeopardizing the project's objectives given the long-term engagement of YA in the ToT, and in the Capacity Building programme afterwards.

The impossibility of residential training due to the pandemic, the inability to have the opportunity and space for physical learning in consecutive days, as well as the 'online fatigue' – proved to be challenging among YA and the team of trainers.
The limited time for online live meet-ups has been an obstacle to go more in-depth in terms of discussing and reflecting upon various topics.
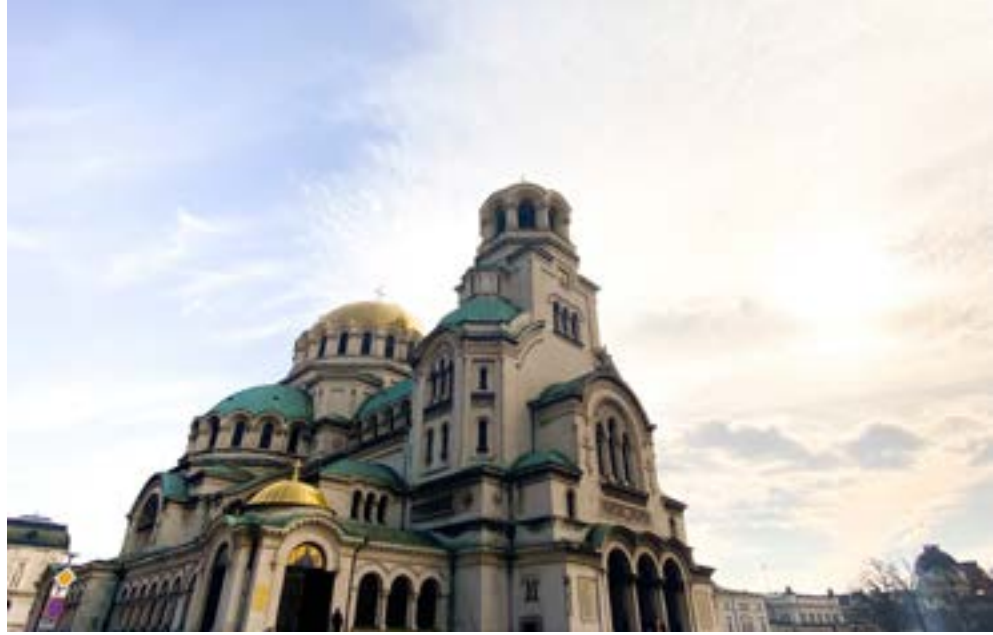
2.3. ToT in Bulgaria

The ToT programme in Bulgaria was originally planned to take place in Sofia, as a residential five-days training. However, the Covid19 situation denied its organisation and the whole programme was transferred into online training.

ToT in Bulgaria			
Month	**Module**	**E-learning tasks**	**Online Meet-up**
November	1	Fake news	Fake news
December	2	Information/ Disinformation/ PR campaigns	Information/ Disinformation/PR campaigns
April	1	Fake news	Fake news
	2	Information/ Disinformation/ PR campaigns	Information/ Disinformation/PR campaigns
	3	Human rights and hate speech	Human rights and hate speech
	4	Adult learning	Adult learning
	5	Showcasing by Young Ambassadors	Showcasing by Young Ambassadors
May	-	**Face to face meet-up** Develepment of the Capacity Building Program; Digitol E-Academy – Registrations, functionalities, organizing of the space, uploading materials; Forum; Interactive games for building up the team	
		Face to face meet-up Summary of the previous day	

Modules

Module 1:
Fake news

The module enabled YA to explore the topic of fake news, that is, the whole cycle of production, distribution, amplification and impact. YA had the chance also to learn various methods/tools of fact-checking, as well as learn basic principles of recognizing the fake news and messages, and other possible instruments for manipulation

Module 2:
Information/Disinformation/PR campaigns

This module aimed at providing to YA an entire landscape of the 'information sphere': from defining what information is to disinformation and its links with PR campaigns vs. political campaigns to dark ads. This included numerous case studies analysing various aspects of the campaigns and its consequences. The module touched upon other elements/topics such as the role of trolls in online media, net etiquette, etc..

Module 3:
Human rights and hate speech

This module introduced human rights and reflected upon various violations of human rights and what are the responsibilities towards them. It also looked at human rights from the perspective of media and hate speech, drawing a connection between the three topics and identifying the nodding points. The module also provided some best practices to YA in terms of combating hate speech through human rights education such as the Council of Europe's No Hate Speech Movement.

Module 4:
Adult learning

This module introduced the topic of adult learning by defining: the principles of ; differences between adults and children as learners, theoretical background and practical advice for designing a training session for adult learners, possible challenges and common stereotypes. The module was concluded with a practical exercise where YA had to choose a topic and prepare a training session for the upcoming Module "Showcasing". The purpose of this exercise was to provide experiential learning to YA that will serve to them as a practice before the Capacity Building programme that they had to carry on after the ToT with older adults.

Module 5:
Showcasing by Young Ambassadors

The module's objective was to provide hands-on experience to YA to design and deliver a training session, exercising thus training and facilitation skills. YA were split into three small groups and each of them had to prepare a training session on a specific topic and deliver it live during the online meet up. This exercise helped them familiarize themselves with non-formal education methodologies and facilitation skills.

Main outcomes and challenges

Committed and motivated group of YA who continued their engagement with Digitol project, specifically with Capacity Building programme by training older adults.

The planned hours for the training have exceeded from 30 to 45 hours. While this shows the enthusiasm among the group, at certain moments it proved also tiring given that much of the work has been done online.

Covid19's restrictions, the inability to meet in-person and have residential training for five consecutive days, proved challenging. Having the first introductory "Getting to know each other" session online did not help to strengthen the group cohesion and group building. Contrary, it encouraged the drop-out rate among YA who had to be substituted with a 2nd round of call for participants.

2.4.
ToT in Greece

The ToT in Greece was a long journey that started in December 2020 and concluded in April 2021, involving ten YA. Through participatory and interactive approaches, with the guidance of their four senior trainers, the ToT covered the issues of fake news and misinformation highlighting the issues of media literacy and hate speech, human rights and stereotypes in general and how they affect us, but also stereotypes related to ageism.

Unfortunately, due to Covid-19 restrictions imposed by the Greek government, it was impossible to have residential ToT; therefore the complete ToT was held online. This was a challenge of course as all modules had to be modified to suit online training, and also regarding the interaction among participants. Conversely, it could be seen positively as it gave the opportunity to two Young Ambassadors who don't live in Athens – where, otherwise, the meetings would be held – to participate.

ToT in Greece			
Month	Module	E-learning tasks	Online Meet-up
December	1	Getting to know each other	Getting to know each other
February	2	Activities/discussion on topics such as Misinformation, Fake News, Safe internet use, Media, Hate speech	Activities/discussion on topics such as Misinformation, Fake News, Safe internet use, Media, Hate speech
March	3	Speaking about human rights: Analyzing bias and stereotypes through the way news or information is presented	Speaking about human rights: Analyzing bias and stereotypes through the way news or information is presented
	4	Intergenerational activities	Intergenerational activities
	5	Stereotypes and ageism	Stereotypes and ageism
April		Educational tools	Educational tools
	5	Co-design of Capacity Building programme	Co-design of Capacity Building programme

Modules

Module 1:
Getting to know each other

The YA were introduced to the Digitol project and they got to know each other. The module provided a space for YA to express their expectations and thoughts about the ways they could contribute to the ToT and the project in general.

Module 2:
Misinformation, Fake News, Safe Internet use, Media and Hate Speech

The Module introduced the concept of fake news, that is: what are the elements that characterize them and why they are so effective, the way fake news affects the receiver's emotions and feelings and what the difference is between intentional and unintentional fake news. It also looked at the role of media and hate speech, touching upon the debate of 'hate speech vs. freedom of expression'. Ultimately, the module reflected upon safe use of the internet and good practices of it.human rights.

Module 3:
Speaking about human rights: analysing bias and stereotypes through the way news or information is presented

The aim of this module was to approach the topic of human rights by immersing YA into their own biases and stereotypes, and reflect on them critically afterwards. Further, the module aimed at fostering understanding of YA how stereotypes affect the way we treat others and the impact they have on the community.

Module 4:
Intergenerational activities

This module aimed at developing empathy among YA for older adults. Through non-formal participatory education, YA reflected how the way we interact with the environment may change while we get older, because of changes they happen in our body.

Module 5:
Stereotypes and ageism

The module aimed at exploring the following questions: encourage YA to learn more about who the 55+ people are? How do they learn and what is their relation to technology and information? What is ageism and the negative effects it has on all of us? This module also provided hands-on experience for YA on research processes (data collection), short interviews, analysis and synthesis of data, presentation- leading, team work. Further, it helped YA to develop other competencies such as how to be flexible and adapt to learners' needs, to respect diversity, to be open-minded and take risks.

Module 6:
Educational tools

This module introduced numerous educational tools from the field of Geragogy and Adult Education, in order to use during the Capacity Building programme. The module provided also an experiential learning for YA on facilitation skills with older adults. Lastly, Digitol Academy was introduced and practiced as an e-learning environment for Capacity Building programme.

Module 7:
Co-design of Capacity Building programme

The main goal of this module was to create a safe space for YA to discuss, brainstorm and share ideas on actions during the Capacity Building programme. IN a participatory way, YA drafted and agreed on a training plan for the Capacity Building programme, including timeline and responsibilities.

Main outcomes and challenges

The ToT prepared the YA to fulfill their role as facilitators and trainers of older adults. Taking a life-cycle perspective, the Young Ambassadors explored crucial issues of our time, such as fake news, media literacy, hate speech etc. and much more.

It helped YA to explore their own stereotypes and biases towards older adults, and then critically reflect upon them.

Social distancing and Covid19 restrictions were the main challenge of the journey. For example, all the preparation work done to deliver the ToT residentially had to be modified and rethought for the online environments.

Group building and group cohesion was not as strong as should have been due to only-online activities, where not physical contact was involved. However, on a positive note, the online modality made it possible for YA from other parts of Greece to join, something that wouldn't be possible for residential ToT.

In order to not generate 'online fatigue' among YA, the meet-ups had to be broken down into shorter sessions which, as consequence, made the ToT last longer than planned. This proved challenging not only for the team of trainers, but also for YA who had to commit a longer period of time in the project.

2.5. ToT in Germany

The ToT Programme in Germany took, between December 2020 and April 2021. It was initially planned to hold two weeks of face-to-face training in December. However, due to the ongoing Covid-19 related restrictions, the training was delivered online platforms and academy. These sessions took place in two phases that were characterized in the following way:

The first phase of the ToT was held in the second week in December 2020 focused on training the YA with knowledge and skills related to media literacy with an emphasis on fake news and hate speech. The training was mainly delivered by an external expert on media literacy, fake news and online hate speech, while being supported and moderated by the project's internal trainers. Further, YA developed their own initial ideas for the content to be delivered during the capacity building programme. Through group work, they reflected on different scenarios and requirements for the delivery of content during the Capacity Building Programme and began developing their own sessions and modules, reflecting on what they had learned about fake news during the week's programme

The second phase of the ToT Programme took place in the time period from January to April. Its focus was on training YA with transferable skills on the design of training programmes as well as on facilitation and moderation skills through a combination of theoretical input and learning by doing components. The hands-on components revolved around designing the content and framework for the capacity building programme. As part of this approach, YA held a mock training session with a group of older adults, to test the sessions they were developing and to fine tune their planning for the overall capacity building programme. This mock session was a crucial component in the design of this second phase as it marked the transition from theory into practice and encouraged the YA to design a capacity building programme that was suited to the needs and interest of older adults and grow into their role as future trainers.

ToT in Germany			
Month	**Module**	**E-learning tasks**	**Online Meet-up**
December	1	Getting to know each other & intro to the project	Getting to know each other & intro to the project
	2	Media literacy, fake news, hate speech, fake news and conspiracy myths	Media literacy, fake news, hate speech, fake news and conspiracy myths
	3	Intergenerational work: YA meet with older adults	Intergenerational work: YA meet with older adults
	4	Developing Capacity Building programme and considerations for designing activities for older adults	Developing Capacity Building programme and considerations for designing activities for older adults
January	5	Development of intergenerational training with older adults & introduction of the Digitol Academy	Development of intergenerational training with older adults & introduction of the Digitol Academy
February	6	Intergenerational training methods and programme development	Intergenerational training methods and programme development
	7	Moderation, facilitation, training skills, and methods of evaluating learning progress	Moderation, facilitation, training skills, and methods of evaluating learning progress
March	8	Finalisation of the Capacity Building programme	Finalisation of the Capacity Building programme
April	9	Additional work on media disinformation and the role of artificial intelligence in discrimination	Additional work on media disinformation and the role of artificial intelligence in discrimination

Modules

Module 1:
Getting to know each other

This module aimed at providing a space for YA to get to know each other, build group cohesion and map out expectations and fears for the ToT. YA were also introduced to the ToT programme, the content and the methods of the training.

Module 2:
Media literacy, fake news, hate speech, fake news and conspiracy myths

The module developed the critical thinking and competencies of YA related to media literacy and disinformation-related topics. The topic of hate speech was tackled during this module and was looked at in its relationship with media disinformation, fake news and conspiracy theories.

Module 3:
Intergenerational work: YA meet with older adults

This module enabled YA and older adults to meet in safe space and discuss among each other various themes, using non-formal education methodologies. They shared with each other opinions on numerous topics: from media, fake news to hate speech; looked also at what are their own biases and stereotypes and reflected upon them.

Module 4:
Developing Capacity Building programme and considerations for designing activities for older adults

The objective of this module is to open the discussion about development of Capacity Building programme and map out some activities with older adults. Using brainstorming techniques, YA identified some key activities and methodologies that they will test in the 'mock-up session' with older adults. that they had to carry on after the ToT with older adults.

Module 5:
Development of intergenerational training with older adults & introduction of the Digitol Academy

This module enabled YA to develop the Capacity Building programme with older adults, as well as think of ways to use the Digitol Academy as an e-learning platform.

Module 6:
Intergenerational training methods and programme development

This module was a continuation of the development of the Capacity Building programme, but focusing more on training methods, activities, and educational methodologies that are more suitable with older adults.

Module 7:

Moderation, facilitation, training skills, and methods of evaluating learning progress

This module aimed at building skills of YA in moderation, facilitation and training with older adults. The module provided a space for YA to design and deliver 'mock-up sessions' with older adults and receive feedback. The module also looked at various methods of evaluating learning progress.

Module 8:

Finalisation of the Capacity Building programme

This module served to fine-tune and finalise the Capacity Building programme where YA defined the following elements: the training programme, educational methodologies and activities, timeline, the e-learning tasks, and responsibilities for each session.

Module 9:

Additional training on media disinformation and the role of artificial intelligence in discrimination

This module was delivered as a 'bonus module' to provide further training to YA on media disinformation, but approaching to it from the new emerging technologies such as Artificial Intelligence and its role in discrimination and hate speech dissemination.

Main outcomes and challenges

The main objective of the ToT has been to prepare participants for their role as YA, by increasing their knowledge on the topic of fake news, online disinformation, hate speech and media literacy and by providing them the necessary moderation and facilitation skills to become trainers for the older adults during the Capacity Building programme. These objectives have been fully achieved. The YA increased their knowledge on important aspects of fake news and media competence in the digital age. They also learned more about training and facilitation skills. As a final outcome they successfully designed a comprehensive plan for delivering the capacity building programme.

One of the hallmarks of the ToT has been the very successful involvement of older adults in the training programme. Through a direct exchange with older adults, the YA could learn directly from them about their training needs and interests. The experiential learning and knowledge gained, helped them to adjust their planning for individual sessions and for the Capacity Building programme as a whole. This allowed them to design a training programme that is very well targeted to the older adults. Additionally, this provided the project's first opportunity for intergenerational exchange and already produced important learning outcomes in participants of both age groups.

One of the main challenges has been the Covid-19 Pandemic and its related measures concerning social distancing, meaning that no face-to-face meetings could take place. In response the training was carried out online, reducing opportunities for group building and also impacting on the amount of information that could be conveyed. However, this challenge also proved to be a great opportunity for increasing the digital skills of both YA and participating older adults. Participants from both generations familiarized themselves quickly with the online conferencing platforms used for online meet-ups. Additionally, the YA enjoyed the online group work that was facilitated through the use of online brainstorming boards. Engaging with these tools, they further strengthened their digital competences and gained important skills that are very important for the job market and in the workplace.
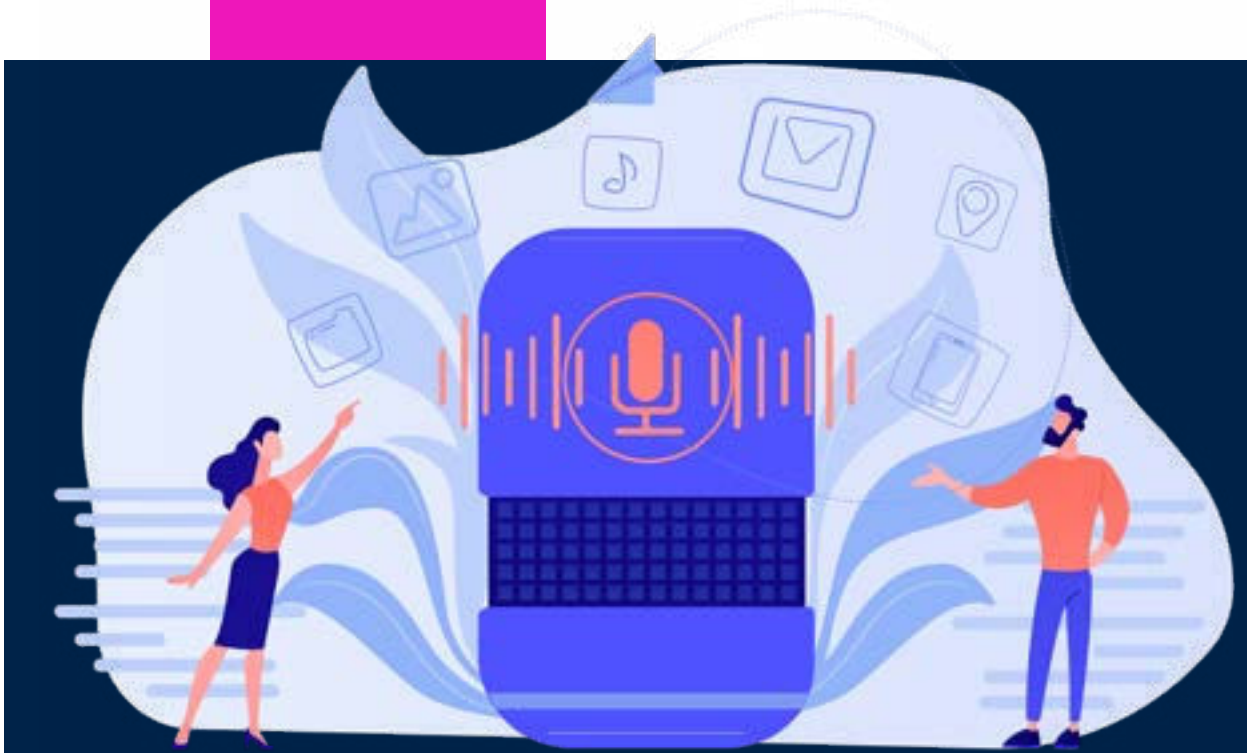
VOICES
OF DIGITOL

3.1
Introduction

One of the key elements of the Digitol project was its focus on harnessing the energy, talent and full potential of young people in partner countries. It was thanks to them that the project could achieve its main objectives and milestones even during a challenging situation such as the Covid19 pandemic. In this section, therefore, the reader could meet some of the actors involved in the project who share their insights, stories, and experiences in the project through interviews.

3.2. Interviews

Interview with
Clara Csilla Romano,
Young Ambassador (Italy)

Q: Could you please introduce yourself?

I am a young professional who works for a non-profit organization and the reason why I am interested in the project is because I deal on a daily basis with inclusion and anti-discrimination and that's why this project was so interesting for me and I decided to apply and participate in order to be able in the future to provide services in our community.

Q: What is your role in the DIGITOL project? Why did you decide to participate in DIGITOL?

Right now I am a Young Ambassador in the DIGITOL project and I am participating in the training sessions. I have participated in several of them and we still have one left with the Italian team and later we will meet with the other International groups. I am looking forward to that!

Q: Is there something that you want to share from the training phase?

For me it was interesting to see how it is important to deconstruct ideas and be able to think critically which is something that we rarely do in our daily life because we are so busy working or studying.

Q: Can you tell us something about the next phase of the project?

What I imagine is that the next phase is to be able to connect with older adults to involve them in the project and later to be able to make an intergenerational group which also is composed of people who got to know each other and trust each other to a level that they can discuss such a sensitive topic.

Q: Why is the intergenerational aspect of the Digitol project so important?

I believe that people of different ages and of different generations bring different skills and capacities to the table and that's because they grew up in different worlds and they bring different values and ideas to the table. It's really important to create a space where people are able to connect and feel safe enough to share their view of the world without feeling judged and being at the same time open to listen to the other people and open also to the idea of changing your mind because - why not - you can be 20, you can be 40, you can be 70 but you can always learn new things.

Interview with Katrin Greschner and Mahmoud Haji,

Young Ambassadors (Germany)

Q: Who are you? What do you do in life?

K. Greschner:

I am 27 years old and I live near Frankfurt. After studying German language, I did a traineeship at a newspaper, and worked two years afterwards as an editor at a weekly newspaper and that was the first time I came into contact with fake news as an editor. Afterwards, I continued my education on online marketing with the focus on social media. I currently work as an editor at a German dance sport association. I am responsible for the association's Magazine, press relations, social media and the website. I became aware of the Digitol Project through the district of Offenbach and I'm glad I signed up. It fits perfectly with my job and I'm glad to be a part of the project.

M. Haji:

I am 23 years old. I come from Syria and I have been living in Germany for the past five years after arriving as a refugee. I got to know of this project through Facebook. I read about it and found it interesting because I'm part of an NGO working to help people to integrate better in Germany. I have always been asked by the people we work with about the authenticity of information they hear on the news. So when I read about Digitol, I saw the opportunity to learn and help the people I work with regarding how to recognise fake news. We used to visit retirement homes twice every month but it is not possible anymore due to Covid19 restrictions. I consider it important that old people have access to the internet and the ability to recognise fake news. This is my motivation for being part of this project.

Q: What is the main topic of the training?

K. Greschner:

The theme of the filter bubble impressed me the most and I feel one can talk with friends and tell them stuff they didn't know and I think that's important for every project, you learn so much for yourself and share the knowledge with friends and family. For me as a social media manager and an editor, there were some things that I didn't know before but only got to learn about them through the Digitol project.

M. Haji:

For me, I am doing a Traineeship in IT. I communicate with a lot of people and I wonder and realise that a lot of people don't know about fake news and so they believe everything they read or hear on social media, etc. So, with this project I'm able to help both the old and young about the differences in the news they are fed with and that is my motivation for being part of the Digitol project. I think the project is very beneficial for both the young and old.

Q: Which words describe for you the Digitol project?

K. Greschner:

The first word for me is 'transparency'. I don't want simply to share information with the older people but I want the information to be transparent for them to understand exactly what it means. The second word is 'exchange'. I consider the exchange of information with the older people and the other participants in the various parts of Europe very important. The third word is 'awareness'. I think we should raise awareness on fake news and hate speech especially in the new media for the older people. I consider the coming into being of the law against fake news and hate speech in Germany very good to guide against these practices. So these words for me describe the project best.

M. Haji:

The first word for me is 'care'. We need to care for older people and provide them access to the internet. I do not know about other countries but I think that in Germany a considerable number of older people do not have interactions with young people. The project has created the platform for us to interact with older people to exchange ideas in a cordial manner. The second word for me is 'exchange'. The project is all about exchange of ideas. The third word is 'intergenerational connection'. The project created the platform for this connection and I hope this will maintain even beyond the project because I consider it important for the exchange of knowledge.

Interview with Iustin Racu,

Trainer (Bulgaria)

Q: Who are you and what do you do?

I am a Moldavian who came to Bulgaria 9 years ago for studying. I have finished my Bachelor's degree in PR and Communication. Currently I am working as a Communication Manager in one Communication company. In my spare time, I have been volunteering with the Znanie Association for years. When my colleagues told me about this project I was interested from the first second, we discussed a little and I was like "I'm in! I like it! I really want to do it"

Q: What is your role in the DIGITOL project? Why did you decide to participate in DIGITOL?

I am one of the trainers in the project. At the beginning, my role was to recruit new Young Ambassadors, now I am doing the training with my colleagues: we have one journalist from one of the National newspapers in Bulgaria, me as a PR and Communication Specialist, we come from different fields and we can cover all the topics of this project. The reason behind my participation in the project is my grandparents and my friends' grandparents, because here in Balkan region, fake news and media disinformation online for older people is really a big problem. Since the last 5-6 years, everybody has a smartphone, everybody has social media accounts, and I see my grandparents when they are reading something they are in shock, they call me and they are like "It's the end of the world, I will die, it has to be like this?". And, I always try to be patient, to speak with them and explain, and then when I saw the project I had the idea that we can make it even bigger and not only for my grandparents. When it comes to sharing and being part of a bigger project it is way better because you make a small change from your point of view but it is actually a big change for the society.

Q: Is there something that you want to share from the training phase?

Motivation first of all. Young Ambassadors came for themselves and when they saw that they can express, share and protect their grandparents they were totally amazed with this. They have great enthusiasm, and we see how in each meeting they are asking more and more questions. There were some topics which my colleagues and I showed to them, we discussed in detail and they were like "Damn, I thought this was true! I thought this was real!". At that moment they

realized how much fake news is around us and how much news is coming from TV, social media, on the street and even young people with more digital knowledge, are misled by not-so-obvious fake news from time to time.

Q: Is there something that you want to share from the training phase?

First of all, working together is way better. When you have a topic that can build a bridge between us and the older people, this topic is important for us and for them, the age gap is disappearing, in one moment we forget about the difference. In our training and meetings we don't use the word old, we call people by names, we say "Hi! How is it going?", and ideally our training will be like this, we will go with equality between us, we want them to think that we are the same, actually we are the same because age is just a number. We are equal, the bridge between us, between fake news and older communication is the thing that unites us, and as I said we forget about the word old, we are all together.

Interview with Ron Salaj,

Coordinator of the DIGITOL's pool of the European trainers and Italian trainers' team (Italy)

Q: Please, briefly introduce yourself?

I am a polymorphous worker and transdisciplinary activist working at the intersection of human rights, technology, semiotics of new media, and critical theory. Currently, I coordinate a Master programme on "ICT for Development and Social Good" organized by the University of Turin and Ong 2.0. I also serve as an external expert for the Council of Europe's Anti-Discrimination Department, supporting their work in the field of Artificial Intelligence and Human rights-based Narratives to combat hate speech online. In the past, I co- founded a youth-led citizen science movement "Science for Change Kosovo" and UNICEF's first-ever Innovations Lab in Kosovo.

Q: Why did you choose to join the DIGITOL project and, according to you, what is the importance of the ToT programme for younger generations?

I think that the themes tackled across DIGITOL project – such as hate speech; mis, dis, and mal-information online, etc. – are of immense urgency and importance, particularly when primary target groups are young people and the elderly. These two groups are sensitive for the following reasons: the first group (young people) have great digital literacy skills and spend a large part of their time online and, but also are exposed to numerous risks such as radicalization, hate speech, deep web content, etc. Whereas, the second group does not have deep digital literacy as young people, however, they too are exposed to numerous risks, specifically linked to media propaganda and disinformation. ToT programme is a great intervention to work with both groups and try to increase awareness among them about the risks, but also enable them the space to cooperate at the local level to tackle some of the issues explained above.

Q: What do you think are the qualities a good trainer should have?

In the "Twilight of the Idols", Nietzsche formulates three tasks for which pedagogues (or trainers, educators) are necessary. One needs to learn to see, to think and to speak. According to Nietzsche, the goal of education is "noble culture". In the hyper-stimulated world, where deep attention and fast gratification are dominating, one quality that is immensely important for a trainer/educator is 'to learn to see', to see carefully; in Nietzsche's words "getting your eyes used to calm, to patience, to letting things comes to you".

Interview with Amira Bieber,
Senior Project Manager (Germany)

Q: Who are you and what do you do?

I work for the Jobcentre called Pro Arbeit in Hessen, Germany. I am part of the team working on the Digitol Project. For us at Pro Arbeit, Digitol means more than just an issue of hate speech, fake news and working with two generations. As a job centre we don't have the opportunity to address the issues concerning freedom of speech, fake news, Racism and so on. The project Digitol presented us with the opportunity to address issues we consider very important for our society, not just in seeking for jobs but to also teach and learn tolerance. As a Job centre, it is difficult to address these issues and so we are very happy to be a part of the Digitol Project.

Q: How much did the Ambassadors know about the topics of the training? What was for you most surprising about the activities that you developed with the Young Ambassadors? Was there something you learnt from them? Is there an aspect of the training that you want to emphasise?

Regarding young people, I learnt a lot especially the use of social media. Our first session was on Newspapers for example and the source of information for young people. I was surprised to discover that young people still read newspapers, which I never imagined. It was a nice discovery. Also, their readiness to think about and readiness to change the sources of their news. For the older people their interest and desire to use social media and their quest to know more. I have always thought that the older people will be more focused on the print media. The older people were willing to share their youthful experiences with the younger participants, especially about politics and how they dealt with politics in the past. It was interesting to see how Multigenerational the discussions were with a high level of intergenerational tolerance.

Q: Why is the intergenerational aspect of the project important for you?

The importance of this intergenerationality of the project is not just limited to fake news. You have on the one hand, young people who are open and ready to learn from the experiences of the old people, contrary to popular opinions that young people don't care, which is not true.   The best thing in this case was that generationally, the two groups are wide apart. It was the case of young people listening to their grandparents. The project created the opportunity for the young people to hear and learn from the experiences of the older generation and the older generation also had the opportunity to speak to younger people in a very cordial manner and platform. I believe

these older people engage in conversation with their grandchildren at the family level but not on such issues and level. Regarding fake news, there have been several experiences of older people being cheated by criminals via social media for example. We have a high rate of cyber crimes and so older people are usually grateful for information regarding fake news and protection against cyber crime. For the younger people, I think they have fun creating fake news and using that as a way of exploring the world and understand how easy it is to spread fake news. It is my wish that, as a Job centre, we get more such opportunities to address these topics. What specific messages can young people transfer to the older generation and vice versa? This could be the value of curiosity, which motivates people to research and find out more and develop the competence to detect or identify fake news. This is one of the achievements of the Digitol project.

Q: What three words in your opinion defines Digitol?

Tolerance in the learning process using a multigenerational approach, Dialogue, which refers to the exchange of ideas on the platform created by the project and curiosity, the desire to find out, ask and know more.

Q: Is there anything else you want to add?

For me Digitol provided for our organization the opportunity to see through these projects and how they are connected to topics such as labour market integration and see individuals as pieces of puzzles within the society. I am therefore grateful for Digitol for the creation of this multigenerational platform and exchange and also the opportunity to address the concerns that the project addressed.

3.2
Stories

"The story of Digitol project"
**Written by Antonio Dell'Atti (European Project
Manager for Consorzio Comunità Brianza and
the Project Coordinator of Digitol - Italy).**

The DIGITOL project has been running for almost two years and we are currently in the crucial months of the project working with young people and older adults.

The intergenerational dialogue is one of the core elements of the project. I think this element is very important because it puts together generations that have different skills, competences and worldviews. On one hand, we have young people, who were born with the Internet and in the social media era, and they know how to use them, but somehow they fail in other things, like attention, or have a deeper knowledge on specific skills because of the fast pace of our contemporary society. On the other hand, we have the older generations (defined in this toolkit as 'older adults'), who somehow fail in a deeper knowledge of the Internet and social media networks. They are people that still want to play an active role in society – some of them are still working or they have just retired – but they feel that their participation in society is weakened by their poor knowledge of how to handle social networking accounts, how to recognize fake news from real news, and so forth.

Thus, there is this flow of knowledge that is going from one generation to the other, that is enriching the two groups and that is making the best out of the DIGITOL project.

Together with partners and some external experts, we co-designed a training programme for young participants – about 10 per country – that we have piloted in four project countries, mostly online because of Covid19 restrictions.

In the project, we call this training "Training of Trainers (ToT) programme" because we gave competencies (knowledge, skills and attitudes) and tools for the young participants to be themselves trainers – in a third phase of the project – to groups of older adults. When we started the Capacity Building programme in Italy, something that surprised me a lot is the passion and the commitment that the participants are putting into this programme.

Older adults remarked that one of the things they value the most about the training programme is that the trainers are young people. They told us that it is better like this than having senior experts as trainers because "we are feeling that they are ones that we have to build a dialogue with, we feel that they are committed and they are really teaching us something that we wanted to know.".

In the last year, we dedicated tremendous time and energy in creating training materials and tools that we can transfer to other stakeholders that are interested in issues that are tackled by the DIGITOL project: media literacy, disinformation online, hate speech, intergenerational dialogue, etc.. All these materials are available online in a specific

section of the DIGITOL website, which is called DIGITOL Academy.

Three keywords that define the DIGITOL project to me personally are:
Digital bridge: this project is creating connections between generations and the link between these two groups is the digital world.

Capacity building: we are trying to build capacities on specific issues, such as how to deal with media literacy, how to combat fake news, how to recognize and fight hate speech, and we are doing it through trainings and the DIGITOL Academy, which is an innovative and useful tool not only for people participating in the project but for the general public.
Intergenerational: because this project really builds on the potential and the capacities of different generations.

"Empowering youth"

Written by Vera Hörmann (Research project Officer at AGE Platform Europe - Brussels).

The connection between the Digitol project and AGE Platform's mission is numerous. Particularly the DIGITOL's aim to empower older adults working in two ways. Firstly, by supporting and understanding the participation of older people and identifying the strategies. And secondly, engaging European stakeholders and disseminating project results.

The meaning of the project for AGE Platform Europe could be described in two words:

Empowerment: the core of Digitol project is to empower old people by providing them media and digital literacy tools and knowledge. This for me is the core of the project.

Intergenerational solidarity: YA working with older adults in an intergenerational solidarity such have intergenerational learning which I think is a beautiful approach to do this. Intergenerational learning is fundamental to bond understanding among groups. In terms of learning, old people and young people have benefited by sharing each other's experiences and this is really an added value of Digitol.

The next step from the side of Age Platform Europe will be about engaging European stakeholders and disseminating the result. We will have four replication workshops. Our goal is to engage our members in countries that are not part of the project to further scale and replicate the methodology of Digitol with other countries in Europe. Last but not least, AGE will organize a final conference in Brussels where they will engage as many European stakeholders as possible to share what the project has achieved.

To conclude, it is important to claim that Digitol makes us understand that combating fake news and disinformation is not a matter of age and this is valid both for older adults and young people. This is something to face together.

"Mind altering project"

Written by Chelsea Lazaridou (Board Member and Project Manager at 50plus Hellas - Greece).

50 plus Hellas is the first NGO concerned with the rights of older adults in Greece, aiming to improve the quality of life for people over 50 years old through actions of empowerment and social inclusion and training programs addressed to older adults and professionals of the field.

The DIGITOL project is even more important and interesting for 50plus Hellas, as the strategic goal for 2021 is ICT and Media Literacy. For us, the DIGITOL project could be defined as following:

Imperative: The need for such programs is so great, especially for older adults and especially in Greece.

Mind Altering: because through the project we learn to confront stereotypes and stand critically against fake news and misinformation.

Opportunity: for all actors participating in the project – older adults, YA and partner organizations – to learn from each other and grow together.

One of the most interesting aspects that arose working with YA during the project was related to the stereotype we had about younger people: they proved to be much more mature, open-minded and dedicated to the project than expected.

Regarding the intergenerational aspect of the project, social cohesion is the main aspect of learning between generations for us and essential in building active and inclusive communities. It is very important to understand and enhance the potential that New Technologies offer, in order to create bridges between generations rather than widening the gap. The young bring their IT knowledge, but the perspective of the older adults is just as valuable.

Greatest messages deriving from the project? For the YA to learn not to be prejudiced towards older adults, to see them as equals and potential learners. Whereas, for the older adults, the message is not to be afraid of the Internet and of fake news. They are now equipped with tools and mechanisms to face them, and they can do it!

"Intergenerational project"

Written by Yoana Novachkova (Representative of Znanie Association - Bulgaria).

For us, the DIGITOL project could be defined in three key words:

- **Self-development:** each of the participants, both YA and older adults, in the project manages to learn something new about themselves, or to overcome some difficulty they have experienced in the past.
- **Volunteering:** participating with high commitments and engagement in the project on a volunteer basis, was one of the most valued aspects of it. Particularly given the context with pandemic and the long-term duration of the project.
- **Intergenerational:** the best part of the project is the exchange of knowledge between adults and young people, they learn from each other and grow.

The YA with whom I had the opportunity to work with were extremely motivated and eager to achieve the goals of the project. They had a good idea of the negative impact of fake news and misinformation in society, hence were committed to learn about ways to combat them.

Greatest message deriving from the project is intergenerationality. But, why intergenerational? In life we are all the time in intergenerational communication. Intergenerational training has indisputable benefits for both sides. Young in age and young in spirit share opinions, discuss, inspire each other, exchange experience and knowledge. Digital natives share their knowledge, and seniors share their wisdom. The energy rises up, the good will to learn together and to have fun together rises up as well. To conclude, DIGITOL represents for me: mutual understanding, trust and respect.

3.4. Testimonies from Young Ambassadors

"I learned about the project from my best friend and I can say I was immediately interested. I like to help those around me as much as I can, particularly vulnerable groups. It is useful to learn to distinguish fake news and to use the Internet properly, to help as many people as I can through the program. It is important to me that the beneficiaries are older people who often have problems with fake news. I am glad that I took part because even from a distance, our instructors have found a way to make it enjoyable, fruitful and as interactive as possible!"

– Martha Tourlida, Greece, age 20.

"I heard about the program from one of the five trainers. I liked the subject, it seemed very interesting and I liked the fact that it would be interactive. Unfortunately, due to Covid-19, the meetings aren't held face-to-face, but they are still interesting! In every meeting we are all eager to learn something new, something creative! I am glad that I was given the opportunity to deal with the issue of fake news, to meet and collaborate so well with other young people, but most of all to help people aged 55+ be able to discern if news / information are true or not, something very important nowadays."

– Katerina Plagou, Greece, age 19.

"The program appealed to me from the first instant because I had never thought of anything like it. That is, to learn how fake news work, how to verify valid news and finally and most importantly, how to help older people so that they can receive the best and valid information. Participating in Digitol is a beautiful experience and with the help of our teachers we learn to work methodically and accurately in order to achieve our goal, i.e. the right information. I believe the purpose of the program is very important because unfortunately we live in an era where misinformation is "transmitted" at a rapid pace. As a result, even accurate news and information get lost in the chaos of fake news."

– Manos Nikitakis, Greece, age 23

"Digitol is a program that helps you change the way you look at news and think critically about them. Our daily lives are full of media such as the Internet or television; we receive a lot of information every day without assessing or even wondering if everything we read or hear is true. Digitol is a program that helps you wonder if something you read or see is true, if there is false information in the news, and if so, to think about what is behind it and why a lie was written: is it simply a mistake we are talking about, just incorrect information or is it a deliberate publication of fake news? Finally, DIGITOL is a program that presents and informs about the news and the way we should have a critical attitude towards them, something that every informed citizen should know, that should have been taught during our school years."

– Artemis Polimeropoulou, Greece, age 21.

"The ToT Programme was very helpful because I learned a lot of new information on fake news, hate speech and discrimination that I did not know before and I am already using these notions in my current profession. But what really stood out for me was the new methods that all the trainers use to teach us."

- Suveera Ahmad, Italy, age 22.

"It was important for me to know how other young and old people see digital life. During the project DIGITOL I gained the experience and I am happy that I maybe helped the older community."

Mahmoud Haji, Germany, age 23.

For me, the DIGITOL project was an unexpected challenge. The opportunity to see the digital world through the eyes of older participants was very useful and important, and it was something WE young people needed. The opportunity to help them acquire new skills was very satisfying, and we received very good and wonderful advices about life, sharing between these two generations was an unforgettable experience.

- Tsanko Danailov, Bulgaria, age 29

DIGITOL is a project that helped a lot of the people who took part in it. And I'm not just talking about the older participants, but also about myself: not to accept everything we read and hear on the Internet as absolute truth, to look at things more critically. At the beginning of the project, I was thinking about how I would help older adults to navigate better in the network, but it turned out that I myself happen to believe in news that are fake. That is why I think DIGITOL taught us something extremely important.

-Georgi Arsof, Bulgaria, age 19

For me DIGITOL is delightful! Joining an international partnership, gaining and transferring useful knowledge on fake news, hate speech, netiquette, human rights and digital literacy. It is also getting experience from first hand in intergenerational dialogue and cooperation. Overall, it is a tremendous experience and opportunity to grow, overcome perfectionism, challenge myself and improve my time management. And last but not least: lasting memories!

-Mariq Marinova, age 27

APPENDICES AND SUGGESTED RESOURCES

4.1. Appendices

Academy's Educational Pamphlet

4.2. Suggested Resources

Please visit the Digitol Online Academy (https://digitol-academy.eu/), where you can find useful resources in the following languages: English, Italian, Bulgarian, German, Greek. The Academy includes: videos, podcast, articles, publications, quizzes focusing on the field of disinformation, misinformation, hate speech, fake news.