

INCREASING SENIORS' RESILIENCE AGAINST MIS- AND DISINFORMATION.

Benchmarking report of training and materials provided for seniors in Europe.

Seniors United against Misinformation. Peer learning Media Literacy Initiative for Seniors (SUM) project

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INTRODUCTION

This benchmarking report compares mis- and disinformation training initiatives for older people in Europe and beyond against the development ideas within the “SUM Seniors United against Misinformation. Peer learning Media Literacy Initiative for Seniors” project. The report is used as a basis for developing mis- and disinformation training and materials in the SUM project. The material will be a useful “how-to” ToolKit to guide organization of media literacy initiatives for older people. Further, the report will also be useful for fact-checking and media literacy education experts and practitioners who are responsible for planning and designing initiatives to increase seniors’ resilience against mis- and disinformation.

This report provides information about mis- and disinformation training initiatives, pedagogical practices used within them, and materials provided for senior citizens currently in Europe, while also briefly looking into and summarizing academic research in this area. Data collection for the report has been performed via 1) reviewing current academic research on older people’s media literacy training initiatives, 2) contacting international experts in the field, and 3) searching for information online. Data collection and analysis procedures are explained in more detail in the final chapter of this report.

This benchmarking report has been produced within the SUM project, funded by the European Commission’s Creative Europe program (Call for proposals: CREA-CROSS-2022-MEDIALITERACY). The objective of the project is to increase seniors' resilience against mis- and disinformation at the EU level through piloting innovative peer-to-peer media literacy training initiatives. In order to achieve this, SUM brings together a cross-sectoral, cross-border consortium that includes experts in the fields of fact-checking (Verificat, Spain), senior citizens' media literacy education (University of Lapland, Finland), and collaborative facilitation and design (Housatonic, Italy). SUM aims to support seniors in developing competencies to limit the impact of mis- and disinformation in the digital sphere as well as competencies to find, share, or produce trustworthy information online.

The SUM project will design and pilot peer-to-peer-learning media literacy initiatives that aim to strengthen the pedagogy of media literacy at the European level to better serve the priorities and needs of seniors. A toolkit for peer teachers will be created in digital and printable versions as the project’s main product. The toolkit will be a “how-to” guide on organizing media literacy initiatives for seniors, including methodologies, materials, and recommended networking actions. It will be designed to be easily replicated by other organizations that are working with seniors and are interested in media literacy activities. The toolkit will be translated into 7 languages (Italian, Spanish, Finnish, Catalan, English, French, and German).

KEY FINDINGS

Fact-checking organizations are taking an initiative for training

Our data collection and analysis (see Appendix) revealed that organizations specializing in fact-checking in Europe and beyond are taking an initiative to provide older people with training and learning materials to increase their abilities to combat dis- and misinformation. The data collection produced numerous examples of non-profit organizations (NGOs) specializing in fact-checking that also provide training or collaborate in the provision of training for citizens of all ages, including senior citizens.

Besides fact-checking organizations, we also found examples of other types of organizations or initiatives providing dis- and misinformation training and/or learning materials for senior citizens. Our findings are in line with previous academic research¹ that shows that older people are less often the target for European media literacy development projects and research as compared to younger age groups. Despite this, we were able to find examples of organizations providing older people with training and/or learning materials to increase their abilities to fight dis- and misinformation. Examples are listed below (for a more comprehensive listing, see Appendix):

Fact-checking organizations

- Maldita, Spain, [Maldita.es](https://maldita.es)
- Faktabaari, Finland, <https://faktabaari.fi/>
- Demagog, Poland, <https://demagog.org.pl/tematy/english/>
- MediaWise, Poynter Institute, USA, <https://www.poynter.org/mediawise/>
- The Centre for Journalism Innovation and Development (CJID), West Africa, <https://dubawa.org/about-us/>
- Boom, India, <https://www.boomlive.in/>
- Teyit, Turkey, <https://en.teyit.org/>

Non-governmental organizations (NGOs) for seniors

- Finnish Pensioners' Federation, <https://www.elakeliitto.fi/english>
- Finnish Lifelong Learning Foundation, <https://kansanvalistusseura.fi/en/>
- Elpida, Czech Republic, <https://www.age-platform.eu/elpida>
- BAGSO - Federal Association of Senior Citizens' Organizations, Germany, <https://www.bagso.de/english/>
- SeniorWeb, Netherlands, <https://www.seniorweb.nl>
- Mediawijs, Netherlands and Belgium, <https://www.mediawijs.be/nl>
- Media Literacy Ireland, <https://www.medialiteracyireland.ie/training-development>

¹ See Dumitru et al., 2022.

Other types of organizations

- Ofcom, UK (national communications regulator), <https://www.ofcom.org.uk/research-and-data/media-literacy-research/coronavirus-resources>
- YLE, Finland (public service media company), <https://yle.fi/aihe/oppiminen/valheenpaljastaja>
- University of the Third Age, Manawatu, New Zealand, <https://www.u3amanawatu.org.nz/wp-content/uploads/2019/09/U3A-2019-Spring-Seminars-flyer.pdf>
- Norfolk Libraries, UK, <https://www.norfolk.gov.uk/libraries-local-history-and-archives/libraries/whats-on/digital-and-information-online>
- Ministry of Digital Affairs, Poland, <https://www.gov.pl/web/seniorze-spotkajmy-sie-w-sieci>
- International Research & Exchanges Board (IREX): Very Verified project, <https://verified.ed-era.com/#rec129944827>
- KAVI, Finnish National Audiovisual Institute (governmental agency), <https://kavi.fi/en/media-education/>

The data included examples of organizations that have typically provided media literacy training for older people: adult education organizations (e.g., adult education centers, Universities of the Third Age), public libraries, and collaborative projects or initiatives. On the other hand, some of the organizations typically involved in older people’s media literacy training – such as elderly homes, senior centers, and telecommunications service companies – were missing from our data. However, it needs to be acknowledged that some organizations may also provide dis- and misinformation training as part of their training offer without the topic being listed on their websites. Therefore, these organizations may have been left out of our data collection.

To sum up, according to our data collection, fact-checking organizations in Europe and beyond are clearly taking an initiative to provide older people with training on how to discern dis- and misinformation and how to check facts. In addition, organizations typically providing media literacy training for older people, such as adult education organizations, public libraries, governmental actors, and development projects have also seized this training opportunity, as shown in our data collection.

Within the landscape of mis- and disinformation training providers, the SUM project has quite a unique profile as it brings together a cross-sectoral consortium that includes a fact-checking NGO (Verificat, Spain), a university specializing in senior citizens’ media literacy education (University of Lapland, Finland), and an organization specializing in collaborative facilitation and design (Housatonic, Italy).

Diverse pedagogical approaches in use when providing dis- and misinformation training

While we were analyzing the benchmarked organizations, we found that they were using a relatively broad variety of pedagogical approaches while training, educating, and teaching seniors. Many organizations utilized multiple pedagogical approaches and methods to achieve their goals. Our analysis is therefore in line with previous academic research indicating that various pedagogical approaches are being used to foster media literacy in older people.²

² Rasi et al., 2021.

For example, while Elpida in the Czech Republic was using answering seniors' questions and advising them through the phone, BOOM in India had online courses to spread knowledge of how to recognize mis- and disinformation. The most typical ways to train older citizens among the benchmarked organizations were different kinds of online courses that included social interaction or required a certain type of participation.

Through our analysis of existing research, we learned that so-called *proactive* training aiming at improving the participants' (not limited to older people) ability to detect fake news with a specific fake news detection method (e.g., fact-checking, cross-checking, reverse image search) has been the most effective and prevalent type of intervention in the literature.³ Another typical method is *reactive training* that aims at fact-based correction of misinformation, while the third type of training identified in previous research is training to develop a critical understanding of media systems.⁴ The organizations that we benchmarked used the following pedagogical approaches and methods:

<i>Pedagogical approach</i>	<i>Key characteristics</i>	<i>Examples of methods</i>
Formal and teacher-centered in-person pedagogy	<ul style="list-style-type: none"> • Fixed-length courses or events • Designed by an instructor • Taking place in a classroom setting • One or more instructors or tutors • Participants perform exercises given by an instructor 	<ul style="list-style-type: none"> • Lessons on news literacy • Seminar series on misinformation, fake news • Fact-checking exercises • In-person events on mis- and disinformation • Workshops
Individual and learner-centered pedagogy	<ul style="list-style-type: none"> • Learners set their own learning goals • Either courses or drop-in training services available • Content designed based on participants' needs 	<ul style="list-style-type: none"> • Senior line - Advice through the phone and e-mail in problematic situations • Personal guidance through Zoom or in-library facilities to find reliable information online • Personal or small group guidance provided by Digital Tutors (peers)
Blended and online pedagogy	<ul style="list-style-type: none"> • The learning process is conducted partly or totally online, can include some in-person classes 	<ul style="list-style-type: none"> • Study circle via Skype on media literacy (fake news included) • Online course on "How to think like a fact-checker" • Online self-guided courses • WhatsApp & SMS courses on media literacy (deepfakes and cheap fakes included) • Working with real-world examples of fake news, readings, visuals, videos, interviews, quizzes, games, tests • Virtual events

³ Eisemann & Pimmer, 2020; see also Dumitru et al., 2022.

⁴ Eisemann & Pimmer, 2020; see also Dumitru et al., 2022.

Furthermore, the benchmarked organizations offered a rich array of resources for fact-checking and for recognizing misinformation on their websites, including the following:

- Lesson plans for trainers
- Tips, instructions, guides, guidelines, brochures, booklets
- Posters, infographics
- Short films, videos
- Link lists

Peer-to-peer learning approaches needed

While our benchmarking clearly shows that the organizations used a variety of pedagogical approaches while training, educating, and teaching seniors, it also points to the fact that peer-to-peer learning approaches were not used often. The experts participating in the SUM event held on 17th of January 2023 detailed the challenges that have been recognized with the peer-to-peer learning. Creating and maintaining the community is a challenge, taking into account that many seniors don't know how to use a smart phone or social media.

Our data only included the following five examples of peer-to-peer approaches when providing mis- and disinformation training for adults and seniors:

- Demagog, Poland, <https://demagog.org.pl/tematy/english/>: Peer-to-peer teaching within Demagog's Fact-Checking Academy
- Advice Northern Ireland, <https://www.adviceni.net/training>: Training seniors for becoming peer teachers of online safety, including topics pertaining to dis- and misinformation (a forthcoming online course)
- Maldita, Spain, <https://maldita.es/maldita-es-journalism-to-not-be-fooled/>: Classroom teaching of "InfoFormadores" to identify misinformation to teach other peers after the course
- The Finnish Association for the Welfare of Older Adults, Finland, <https://seniorsurf.fi/english/>: Training seniors to act as "Digital Tutors" for their peers
- Mediawijs, Netherlands and Belgium, <https://www.mediawijs.be/nl>: Providing materials for "Digital Helpers" (i.e. peers)

Our finding concerning the lack of peer-to-peer learning is also backed up by previous academic studies focusing on various ways to promote senior citizens' media literacy. According to previous research, peer-to-peer teaching/learning is not yet widely used,⁵ even though it is a well-suited approach for seniors' media literacy instruction.⁶

Our analysis of previous research also shows that peer-to-peer learning can be organized in two ways. First, it can be organized *vertically*, meaning that older people of the same age and roughly the same competence levels learn together, reciprocally teach each other, and learn from each other without a formal teacher being involved in the process. Secondly, peer-to-peer teaching can be organized *hierarchically*, where a more competent, sometimes even a professional-level, peer teaches the

⁵ Dumitru et al., 2022.

⁶ Castilla et al., 2018; Rasi et al., 2021.

others.⁷ The examples listed above represent a hierarchical peer-to-peer teaching approach, where some peers are expected to be somewhat more competent than the learners.

In terms of older people's media literacy instruction, previous studies show that peer-to-peer learning, a friendly and respectful learning atmosphere, and opportunities to receive social support are critical for older people, along with opportunities for creative and playful learning activities.⁸ The opportunity to interact with other participants, to form new social contacts, and to receive emotional support play an important role in senior citizens' participation in learning activities, and such contact should thus be enabled through peer-to-peer teaching and learning approaches.⁹

Finally, previous research has provided some encouraging results about gamified approaches. For example, online games such as The Bad News Game or Harmony Square have been successful among young people when fighting fake news, leading researchers to suggest that gamified approaches could be suitable for older people as well.¹⁰

To sum up, these findings provide the SUM project a good basis to design and pilot peer-to-peer learning initiatives that aim to strengthen senior citizens' abilities to spot mis- and disinformation. The benchmarking has shown that designing peer-to-peer learning practices that also enable creative and playful learning activities is a well-supported choice, based on our data collection and analysis.

DATA COLLECTION AND ANALYSIS

The data for this report was amassed via 1) reviewing current academic research on older people's media literacy training initiatives, 2) contacting international experts in the field, and 3) searching for information online.

Reviewing current academic research on older people's media literacy training initiatives

The academic research was conducted during the first quarter of the SUM project. The search targeted the publication years of 2010–2022 and was performed using the international online database called EBSCO. Relevant articles were found using the following search phrases and combinations thereof: older*, elder*, senior*, aged*, peer-to-peer, training, instruction, teaching, misinformation, disinformation, fake news, literacy, and critical*. The information specialist at University of Lapland's library was consulted while creating the search phrases and selecting the relevant databases. The Google Translate service was also used in case of foreign languages other than Finnish or English to figure out the topic of a particular article.

It was a profound result that most of the articles related to certain type of pedagogical approach for increasing older adults' resilience against fake news were from different universities. Teaching to fight mis- and disinformation in USA has been related to the country's presidential election in 2020¹¹ and climate change.¹² In Europe, it related to the spreading of misinformation in social media.¹³ In USA, interventions that were a series of interactive modules were used to teach the know-how for

⁷ Boud, 2016.

⁸ Rasi et al, 2021; Rivinen, 2021; Tetley et al., 2015.

⁹ Pihlainen et al., 2022; Dumitru et al., 2022.

¹⁰ Dumitru et al., 2022.

¹¹ See Moore & Hancock, 2022.

¹² Lutzke et al., 2019.

¹³ See Greene & Murphy, 2021; Soetekouw & Angelopoulos, 2022.

identifying misinformation online or a series of guidelines were provided for evaluating online news. In Europe, for example, a research study was conducted regarding identifying fake news on social media. The informants of the study were at first given an introductory text on how to identify fake news. After this, the informants were made part of this study to determine if the training protocol was increasing their resilience against misinformation.

In the academic space, organizations teaching (older) people to recognize mis- and disinformation were universities. For example, USA's Stanford University and University of Michigan and Europe's University of Amsterdam and Durham University held interventions regarding fake news. The training was limited to the projects or studies that were conducted at the time in the universities, and the results were published in an academic journal for further research or guidance for organizations working with older people. Furthermore, the training included a text that was meant to help in recognizing fake news and increase resilience against mis- and disinformation.

Contacting international experts in the field

The international experts were found through University of Lapland's existing networks, the SUM-project partner network, searching via Google, and at the SUM online event. University of Lapland has had multiple projects¹⁴ with elderly people where connections with other organizations working with older people were established.

Finnish organizations that were contacted by e-mail included the following:

- National Audiovisual Institute (Leo Pekkala, Lauri Palsa, Julia Alajärvi, Tommi Tossavainen, Sari Murtonen, Saara Luomaa, Saara Salomaa, Ella Airola, Leena Pylkkö ja Sasu Leinonen)
- Lahti Main Library (Pasi Kangas)
- Helmet-libraries (Katja Jokiniemi)
- Joensuu Main Library (Hanna Hyttinen)
- Kuopio Main Library (Päivi Savinainen)
- Oulu Main Library (Jouni Pääkkölä)
- Porvoo Main Library (Malin Gollmen)
- Rovaniemi Main Library (Nina Sipola)
- Tampere Main Library (Niina Salmenkangas)
- Turku Main Library (Rebekka Pilppula)
- Vaasa Main Library (Jimmy Pulli)
- Kannelmäki Main Library (Tuulikki Kuurne).

Other European organizations were also contacted through e-mail. The contacts were found through University of Latvia, and they included:

- UNESCO Chair on Media and Information Literacy at the University of Latvia (Baiba Holma and Laura Ardava-Abolina)
- European Digital Media Observatory in France (Ingrid Bertaux and Laure Demoly)

¹⁴ e.g., OdigO - Skillful tutors of adults' and ageing population's digital competences to Lapland (European Social Fund, 2021-2023); HARVEST – eHealth and ageing in rural areas: Transforming everyday life, digital competences and technology (Academy of Finland/Horizon 2020, 2018-2021); and IkäihMe - Developing teacher education of adult educators: Targeting older people's media education (Ministry of Education and Culture, 2018-2021).

- Media and Communication Department, University of Paris, France - CEMTI (Latufa Yahaya)
- University of Borås, Sweden (Tobias Ruhtenberg and Monika Johansson)
- The Centre for Excellence in Media Practise in Bournemouth University, United Kingdom (Julian McDougall and Maria José Brites)
- Ofcom, United Kingdom (Fay Lant)
- The National Broadcasting Council, Poland (Barbara Stachowiak)
- The Maria Curie-Skłodowska University UMCS, Poland (Iwona Hofman)
- The Jagiellonian University, Poland (Łukasz Tomczyk)
- Maldita, Spain (Julio Montes)
- Commit-Community Media Institute for Further Education, Research and Consulting, Austria (Mirzabaegi Eileen and Helmut Peissl)
- The Norwegian Media Authority, Norway (Mari Velsand and Thea Grav Rosenber)
- Age Platform Europe, Belgium (Vera Hoermann)
- The Eszterházy Károly Catholic University, National Media and Infocommunications Authority, Hungary (Norbert Bogáti)
- Danish Film Institute, Denmark (Jan Fredslund)
- Heidelberg School of Education, Germany (Lina Pranaityte)
- European Commission, Age Platform Europe (Vera Hoermann)

In addition, the SUM project organized an event on the 17th of January 2023, titled “Increasing seniors’ resilience against mis- and disinformation: International examples,” in order to assemble experts around the world to talk about their work in the older people’s mis- and disinformation field. The speakers of the event were the following:

- MediaWise, USA (Alex Mahadevan)
- Maldita, Spain (Ximena Villagrán)
- Demagog, Poland (Patryk Zakrzewski)
- The Finnish Lifelong Learning Foundation, Finland (Heini Huhtinen)

By contacting organizations in Europe, we found education organizations that had or are providing courses for older people to learn about fact-checking and critical media literacy; for example, Irish Media. The SUM online event was helpful to find more organizations working within the landscape of older people. Through these experts and their websites and partners, we were able to find multiple organizations around the world. For example, Europe, Finland, Poland, and Spain have multiple projects and initiatives for training and teaching older people to fight mis- and disinformation. The full list of organizations found through this research is provided in Appendix.

Searching for information online

The online search was performed via Google by using keywords and combinations such as “older adults,” “critical media literacy,” “older adults critical,” “third age,” “education,” “media literacy,” “university,” “seniors,” and “peer learning”. With this search, we were able to find some additional organizations.

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Appendix. Benchmarked organizations and their training methods and materials.

Organization and website	Country	Organization type	Media literacy initiatives	Training methods and materials
Maldita	Spain	NGO	1. Maldito Hemeroteca 2. Maldito Bulo 3. Maldito Ciencia 4. Maldito Dato 5. Caravana maldita 6. InfoFormadores	1. Analyzing politicians' speeches 2. Recognizing disinformation, reporting cases through website and WhatsApp 3. Dissemination and popularization of science regarding health, nutrition, and pseudoscientific disinformation 4. Political fact-checking and transparency 5. Teaching how to use mobile phones and recognizing hoaxes and false information 6. Classroom teaching of "InfoFormadores" to identify misinformation to teach other people after the course
Media Literacy Ireland	Ireland	NGO	1. Facts Matter: Building Critical Media Literacy 2. Break the Fake	1. A guide for adult education practitioners to build their students' knowledge and understanding in critical thinking 2. Website that offers resources such as workshops, lesson plans, fact-checking tips, posters, and infographics
Advice Northern Ireland	United Kingdom	NGO	A course on misinformation (forthcoming)	A course for people who will teach their peers about misinformation
Norfolk Libraries	United Kingdom	Governmental	Digital Health Hub	Personal guidance through Zoom or in library facilities to book an appointment to a doctor or to find reliable information online
Demagog	Poland	Fact-checking organization	Fact-Checking Academy	In-person guidance and online workshops for recognizing disinformation Peer-to peer guidance
Italian Digital Media Observatory	Italy		Appuntamento con i Digital Media [United against disinformation - series]	30 short films to recognize disinformation and fake news. It also provides information for digital literacy and critical thinking.
Ministry of Digital Affairs	Poland	Governmental	Seniorze spotkajmy sie w sieci [Senior, let's meet online]	Videos and brochures to help avoid online threats.
Finnish Pensioners' Federation	Finland	NGO	Netikäs project	Webinars, brochures and videos about media literacy. Study circle via Skype on media literacy (fake news included).

The Finnish Lifelong Learning Foundation	Finland	NGO	Media Guide Digisivistys kansalaistaidoksi – project for professionals in libraries and adult education centres	1. Workshop tours around Finland that produce materials of critical media literacy for libraries to disseminate 2. Webinars, tools and recommendations that libraries and adult education centers can use in their work to increase the knowledge of digital information literacy
The Finnish Association for the Welfare of Older Adults	Finland	NGO	SeniorSurf project	Material bank (e.g. link list, instructions, videos), online events, Facebook group, and a newsletter for Digital Tutors (peer tutors) and older people to help them assess the reliability of information and spot fake news.
The Poynter Institute	USA	NGO	MediaWise	WhatsApp-courses Videos Online courses In-class workshops
Checkology – News Literacy Project	USA	NGO		A free e-learning platform with expert lessons on subjects like news media bias and misinformation
International Research & Exchanges Board (IREX)	International	An international project	“Very Verified” online course	Online course including various materials and tasks: readings, visuals, articles, videos, interviews, quizzes, games, tests, and additional materials.
Mediawijs	Netherlands and Belgium	NGO	Aan de slag als digihelper [Get started as a digital helper]	Brochures for trainers to train individuals or groups of people in media literacies.
Faktabaari	Finland	Fact-checking organization	Online materials	Digital information literacy online guide, including for example a section “What can we learn from fact checkers?” and “Political propaganda”.
Ofcom	UK	National communications regulator	Online materials	Resources to help debunk common misconceptions or harmful claims about the coronavirus.
YLE	Finland	Public service media company	Online materials	Materials related to “Media and digital skills”, including media literacy and identifying fake news and propaganda (articles, links, videos)
Transitions (1, 2, 3 and 4)	Czech Republic	NGO	Empowering Senior citizens through media literacy skills toward more resilient and cohesive communities in the V4 region	Virtual community for the sharing of materials, participatory fact-checking - “Cheat sheets”, guidelines for newsrooms and libraries - Participatory fact-checking - Media Literacy Instructors’ Training events Online and print learning resources for seniors - training-of-trainers workshops - national workshops Developing methodology - Events

				- Local actor capacity building
Elpida	Czech Republic	NGO	Old's Cool Senior line The Center	Advice through the phone line and e-mail to any difficult situation. Educational and cultural space (also online) to develop knowledge and competencies in seniors
Mendel University in Brno	Czech Republic	University	Safer 55+	Legal education IT security - safe use of IT technologies and Internet resources - media literacy - safe handling of finances and online shopping Prevention of crime
SeniorWeb	Netherlands	NGO	Nepnieuws in alle soorten en maten [Fake news in all shapes and sizes]	Website for self-study Possibility to ask questions through the website
BAGSO - Federal Association of Senior Citizens' Organizations	Germany	NGO , German National Association of Senior Citizens' Organisations	Wissenschaft und Macht zwischen Fake und Fakt [Science and power between fake and fact]	Lectures covering also fake news
The University of the Third Age (U3A) Manawatu	New Zealand	University of the Third Age	Misinformation and Fake News	Seminars
Three Libraries	Lithuania	Governmental	Tactical Tech	Misinformation and the skills to tackle it A mixed virtual and physical media literacy event program - posters and videos examining the online information environment - tablets pre-loaded with engaging quizzes and games that offered an opportunity to test skills and learn more - a selection of thematic books to display in its exhibition venue - a trained media literacy champion (a member of the library staff) available to tell more about the exhibition themes and materials, offer advice and answer questions - a series of online workshops to explore these questions further, to help hone skills in spotting misinformation and protecting privacy online - virtual walkthrough of the exhibitions

BOOM	India	NGO	Media Literacy and Critical Thinking: Think Like A Fact-Checker	Online course offered for multiple target groups, including senior citizens. Various materials and methods in use, e.g., videos, articles, reverse image search, source analysis
The Centre for Journalism Innovation and Development (CJID)	West-Africa	NGO	Fact-checking, Verification and Media Literacy Programme Media innovation and development think (and do) tank	“Week for Truth” campaign, including webinars and general public engagement. Other methods include, e.g. media literacy articles, fact-checks, explainers, fact sheets, and online/offline engagement
Kirjastot.fi	Finland	A library service and a web library produced in cooperation by Finnish libraries	Media literacy online materials	A link list covering the topics “trustworthy media”, “fake news”, “fact checking” and “media literacy”
Seniornett	Norway	NGO	How seniors learn digital skills in the Nordics and Baltic?: Norwegian Experience (June 2021)	Seminars Speeches
KAVI – Finnish National Audiovisual Institute	Finland	Governmental agency	Media literacy online and print educational and informative materials	Materials for media literacy professionals and the larger audience for promoting adult citizens abilities to fight disinformation, e.g. a poster and a print/online guide book “Luotettavan tiedon metsästäjät” [Raiders of the trustworthy information] A yearly “Media Literacy Week” campaign that also targets senior citizens through, e.g., an online/print booklet.
Finnish Society on Media Education	Finland	NGO	Curated online materials	Curated online materials on disinformation and fake news, some of them suitable for adults and seniors, too. Materials include, e.g. brochures, videos, tests, documentaries and link lists