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TRANSNATIONAL SITUATIONAL ANALYSIS REPORT

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Project Information

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1. Executive summary

The current Situational Analysis report gives interesting insights how young people in different European countries experience the fake news phenomenon and to what extent they apply their critical thinking skills when exposed to untrustworthy information. For that purpose, a combination of four research instruments (PESTLE analysis; best practices analysis; survey; and interviews/focus groups) were applied in order to ensure the validity and reliability of the collected information for the current report.

The report summarizes and presents the main insights and opinions of 236 youth who took part in the online survey (11 of which NEETs) and 76 youth who have taken active role during the conducted interviews/focus groups (4 of which NEETs) in the 6 partners countries.

The Desk research shows that in most of the partner countries there is a political will to regulate the dissemination of fake news, adopt laws and even integrate classes on media literacy at schools. However, still the fake news spreading during elections is at its peak. A lot of legal reforms were made but mainly following the EU policies. Nevertheless, that there was no official data on the economic implications, it was observed that as a general principle there is no win-win situation. For that reason, the general public opinion on fake news is mainly negative. Unfortunately, a small number of local technological innovations to tackle fake news were found. In the good practices section (Annex 1) can be found more examples of developed learning materials that aims to teach people about algorithms, the digital footprints rather than technological advancements in that direction.

From the conducted surveys and interviews/focus groups it was concluded that youth has shown great awareness about fake news and the impact that it has on them and the society as a whole. Even some of the respondents have pointed critical thinking as a key skill that everyone should develop/possess in order to confront the fake news propaganda. However, it was found that they do not have conscious experience when encountering such untrustworthy information online, meaning that most of the respondents cannot evaluate if the information they read is fake or true, they have been

fooled or not, or if they have shared or not. More details about the research insights can be found in the No alternative facts Stocktaking report.

2. Introduction

Young people today are growing up in a globalised world and are processing information from a wider variety of sources than ever before. In those post-truth years, they need the critical literacy skills to navigate the potential pitfalls when consuming news, particularly when using online sources and social media. Media literacy is crucial for sustaining democracy by knowing which information sources to trust and which media are trustworthy.

The Erasmus+ KA2 Adult Education "No Alternative Facts" project addresses this challenge in an adult education context through an innovative train-the-trainer format which aims at:

- providing adult educators (direct target group) with useful skills and action-oriented methods on how to develop young people's digital competence;
- enhancing digital competence of young people 15-29 (final beneficiaries), especially with a low level of education and training;
- increasing media literacy, especially critical thinking, of young adults in the age of fake news.

The partnership is coordinated by Apricot Training Management, UK and will be delivered by experienced adult education providers from Germany, Austria, Bulgaria, Sweden and Denmark as project partners.

The Situational Analysis report will not only be an important internal document on which the subsequent development work will be built, but it is an output in its own right which might be disseminated and used by broader target groups. It gives interesting insights how young people in different European countries experience the fake news phenomenon.

In the report "youth" is used as a generic term, referring to young people between 15 and 29 years old (incl. NEETs).

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3. Methodology

The Stocktaking phase is combining quantitative and qualitative methods of data collection and analysis. The research subject is the experience of youth with fake news and the extent to which they apply their critical thinking skills when exposed to untrustworthy information.

A combination of four research instruments were used in order to ensure the validity and reliability of the collected information. Using the mixed approach of qualitative and quantitative methods brings several advantages for the analysis of the main research objectives of the report, such as:

➢ It enables the research team to tackle the main questions on the experience of youth with fake news and the extent to which they apply their critical thinking skills when exposed to untrustworthy information from different perspectives, and to explore in different depth their specific attitudes and behaviours;

➢ It allows the research team to verify and support the results relative to the same phenomenon with different methods and to ameliorate internal and external validity.

The research approaches used are:

3.1 Desk research on the national context and situations was conducted in all 6 partner countries (Austria, Bulgaria, Denmark, Germany, Sweden and United Kingdom) in order to identify the fake news status quo on a macro level. For that reason, a **PESTLE analysis** was implemented as a framework to analyse and monitor the macro-environmental factors that have impact on the project research topic. By understanding the external environment, the project consortium can maximize the opportunities and minimize the threats in the further project implementations steps. In the General overview and main findings section of this report the contextual information from the desk research across the partnership will be summarised, compared and contrasted.

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3.2 Best practice analysis in the 6 partner countries (Austria, Bulgaria, Denmark, Germany, Sweden and United Kingdom) was conducted by gathering **30 best practice examples** for existing tools and methods, websites, and guides for critically assessing the substance and truth content of messages in fake news. All practices are summarized and presented in Annex 1 of the current report.

3.3 Online survey on youth's personal experience with fake news has been distributed among young people in the 6 partner countries and Italy. For the recruitment of youngsters, the partners have contacted local organisations and adult educators that work with the target group. 328 youngsters have started the survey, of which 92 have completed it partially. The project consortium has analysed the reasons for the survey drop outs and the main assumptions made were that the respondents have considered the survey as too long, or were resistant to give examples in the open questions. As a result, the survey was fully completed by **236 youngsters**, which responses will be analysed in the current report. Although this is below the planned number of respondents, it provided very useful data on the attitudes and perceptions of the youth and their experience and point of view regarding the fake news they face. Most of the partner countries have collected responses from more than 40 young people, whereas Italy and Bulgaria about 20 respondents. The former country has reached more than expected as a subsidiary of the Swedish partner whereas the later country did not manage to reach more respondents due to the lack of access to Internet and digital skills of the NEETs target group. However, all results gathered are a good basis for further detail analysis of the discovered trends in the interviews/focus groups phase.
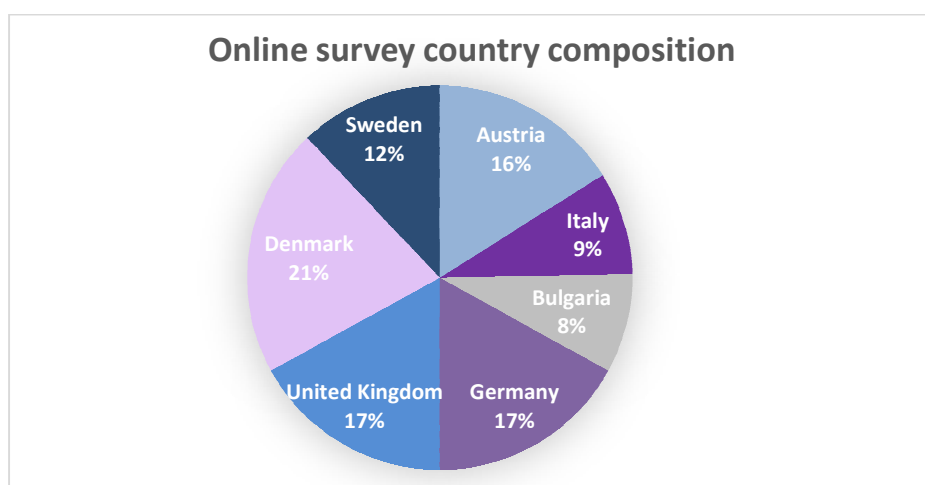
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Online survey country composition

Sweden
12%

Austria
16%

Italy
9%

Bulgaria
8%

Germany
17%

United Kingdom
17%

Denmark
21%

Chart 1: *Online survey country composition*

The validity of the survey results is further ensured thanks to the diverse profile of the respondents. At first place almost a balance was achiev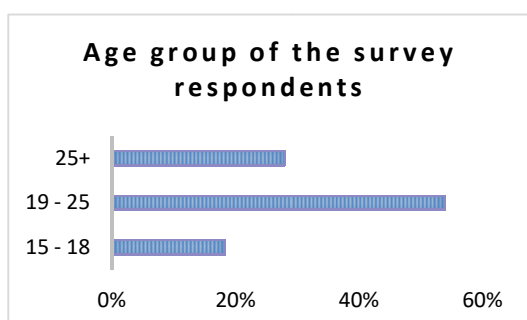ed in terms of the gender profile of the respondents – 55,5% women and 44,5% men participated in the survey. Secondly, with this research instrument the project consortium was aiming to receive the feedback from youth people between 15 and 29 years old. As a result, all predefined age groups were reached with the biggest share for the youth between 19 and 25

Age group of the survey respondents

25+
19 - 25
15 - 18

0% 20% 40% 60%

Chart 2: *Age group of the survey respondents*

years old (53,8%), followed by 28% youth above 25 years old and 18,2% juvenile respondents. And not at last place, the respondents were with diverse educational backgrounds, most of which with Higher education degree (38,6%) and University degree (31,8%). Bigger share of the respondents have higher educational level or above which clearly shows that there are a

Respondents' educational level

Postgraduate
University
Higher
Secondary
Primary

0% 10% 20% 30% 40% 50%

Chart 3: *Respondents's educational level*

small percentage of respondents from the NEETs target group – only 11 representatives.

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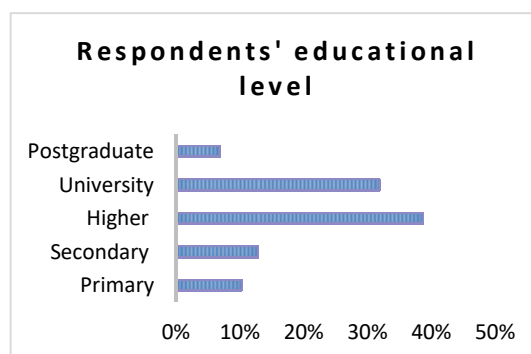
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3.4 Qualitative semi-structured interviews and/or **focus groups** with youth were conducted in order to investigate the young people's personal experience with fake news on the Internet. The semi-structured interview has been chosen for the qualitative research. Structured questions have been designed in order to build on the main findings from the survey and have been focusing on particular patterns in order to provoke a critical comment on the topic and results. The questions have been structured as an open question. The target group accessed by all partners was asked to describe the concrete nature of fake news and how they were identified as false statements. Thus, the ensuing development work can be based on real fake news examples with which young people are faced. Altogether **27 interviews** and **10 focus groups** with **76 participants** have been conducted in the 6 partner countries. Compared to the survey where the gender distribution was almost equal, in the interviews/focus groups participated more female (60%) than male (40%) representatives. Almost in all partner countries the majority of participants were between 17-21 years old and with secondary education, whereas in Sweden and Germany the participants had a diverse education background (VET, Secondary, University degree, etc.). The NEETs participants in the interviews/focus groups were only 4 from United Kingdom. All important highlights shared during the interviews/focus groups are presented in the General overview and main findings section of this report.

4. General overview and main findings

The general overview and main findings of the stocktaking phase are elaborated in two main areas. At first place the Desk research of the current situation in the six partner countries by getting more detailed look over the status quo of the Political, Economic, Social, Technological, Legal and Environmental context. And secondly, the survey, interviews and focus groups conducted in Austria, Bulgaria, Denmark, Germany, Sweden and United Kingdom which are stressing on the General understanding of youth about fake news, their experience with fake news and importance of the critical thinking skill as an instrument against fake news.

4.1 Current situation in the six partner countries

For the conduction of the national context analysis on fake news, a PESTLE analysis was used in order to structure the information researched in all partner countries.

4.1.1 Political context

Fake news are one of the instruments in the political propaganda as the research in all partner countries has shown and especially during elections it increases its impact. Due to this fact most of the countries' governments are trying to tackle this problem on national and European level. Still in countries such as Bulgaria the political will to vote for the "Fake news law" is not so strong. The country's leading newspapers, for instance, are owned by a handful of people, who mostly use these newspapers to exert political influence. However, in the other partner countries there are measures taken in order to reduce the influence of fake news.

In Austria regarding misinformation, a new Austrian Youth Strategy was adopted in October 2018 in the Council of Ministers by creating optimal and up-to-date conditions for Austria's young people. The strategy is adapted to the needs of the younger generation and focuses primarily on the areas of media and information. The strategy wants also to put a focus on informing young people and strengthen their media competence in order for them to cope with cyber mobbing, hate in the net and fake news.

In Denmark fake news are tackled in different Ministries with various focuses. For example, the local Government in Denmark, and Danish Regions launched a Common Digitalization Strategy for the public sector (2016-2020), called:" A stronger and safer digital society". In relation to this strategy, the Ministry for Education developed three initiatives to develop children and young people's competences in relation to digital education. These digital competences include: the ability to be a "digital citizen", to understand good behaviour at the Internet, to be safe at the Internet and to build digital creation-competences. Another initiative was launched by the Minister for Culture – a research and campaign called: "Antennerne ude" (Direct translation "The antennas out", meaning

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that you are attentive to the things going on around you). The research was used as background information for the development of the new Media Settlement that the Danish Government launched in 2018. The Settlement does not discuss "fake news" as such but base its actions on ensuring more reliability in the Danish News Feed, i.e. by letting the Public Service fund support initiatives that primarily focuses on factuality, importance and reliability. Furthermore, in September 2018, the Government launched an action plan for prevention of foreign influences in the upcoming election in Denmark (latest by June 2019). The action plan has 11 points. The second point states that the Minister for Foreign Affairs has started a monitoring of misinformation in the medias targeting Denmark and has taking initiative to train employees in the state working with communication on how to handle misinformation. Furthermore, point 9, the government invites representatives from the dominating social medias to take a dialogue about cooperation in relation to counteract possible foreign attacks that try to influence the upcoming national election. In relation to the upcoming election in Denmark, the government will support the Danish Intelligence and Security Service (PET) with 43 million kroner.

The German laws are very solid when covering topics such as defamation, public incitement to commit crimes and threats of violence. Recently, the German parliament has adopted a new law, which urges social media sites to delete fake news or hate speech within 24 hours or face fines of up to €50 million euro.

In Sweden there is a Committee Directive 2018:88, called National focus on media and information literacy and the democratic conversation. It contains a mission to research and disseminate the results of such research regarding disinformation, fake news and propaganda, bringing together such political actors as State Media Council, the Swedish Civil Protection Authority, the Swedish National Agency for Education, the Swedish Agency for Youth and Civil Society, the Swedish Municipalities, County Council and the Royal Council.

In United Kingdom the Government is also taking the issue of fake news very seriously. It set up a 'Select Committee' to conduct an Inquiry into "Disinformation and Fake News" which has

published an Interim Report in July 2018 and the Final Report in February 2019 after which concrete actions are taken. And as the Secretary of State for Digital Culture Media and Sport (DCMS), said that tackling the "multiple threats" of disinformation and fake news "is incredibly important to safeguarding UK's democracy," and, indeed, was "the No. 1 issue faced by UK's media."

It is obvious from the made research that there are numerous initiatives taken by the government in order to tackle the fake news phenomenon and even criminalize all actions towards disinformation fabrication. However, still the political propaganda and fake news spreading during elections is at its peak.

4.1.2 Economic context

The Economic implications of the fake news for all partner countries are difficult to be evaluated and there are no official researches in that direction. This is the reason why the Desk research about the Economic context in every partner country was a general overview of the status quo. On European level in 65% of the cases, fake news brings profit to its authors, and at 84%, they aim to guide the public debate in a certain direction. According to recent European Commission research, almost 90% of them have a fast effect because they are aimed at touching the emotions of the people.[1] Generally, the economic implications both includes the costs of the initiatives to prevent fake news, and the costs for restoring trust after a case of fake news and/or misinformation.

On the other side of the coin, there are the organisations that are earning money from fake news such as Facebook. According to Statista in 2017, Facebook accumulated a net income of 15.9 billion US dollars, ranking first among social media companies in annual revenues. Facebook generates its revenues via advertising, mainly by e-commerce and online marketing, especially during events such as political elections including the U.S. election in 2016, and the German

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[1] European Commission research: http://europa.eu/rapid/press-release_IP-18-1746_en.htm

elections in 2017.[2] That is why recently, the European Union has initiated monitoring on the company and Facebook has improved its policies on fake news and hate speech management. Due to the regulations the company is responsible for the content on its web platform.

Overall, the coin has two sides and when spreading fake news one of the sides wins and the other loses when talking about the economic implications. There is no win-win situation found in the Desk research in the partner countries as in its nature fake news are aiming at the gain of money, power, personal goals achievement, etc. by misleading the general public.

4.1.3   Social context

As an overall trend observed form the provided statistics in every partner country is that about two-thirds of the population in the 6 countries have experienced fake news and only one-quarter of them are trusting any media. For example, in Bulgaria people from small villages, at younger age and with lower educational background are mostly affected by fake news, according to the Alfa Research survey conducted in 2017[3]. In addition, Bulgaria is one of the last places in Europe and the last in the EU in the Media Literacy Index developed by the European Policy Initiative (EuPI). One of the factors that are influencing the index is the low quality of the education in Bulgaria which is a prerequisite for low level of critical thinking and ability to objectively assess large amount of information. This trend is also observed in Austria where young people with a higher formal education are more likely to do their own research on the Internet (71%) than those with a lower formal education (52%). That is why Media competency is becoming more widely trained in schools in Austria.

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[2] Statista. Facebook's annual revenue and net income from 2007 to 2017 (in million U.S. dollars): https://www.statista.com/statistics/277229/facebooks-annual-revenue-and-net-income/
[3] http://vevesti.bg/152373/alfa-risarch-samo-16-ot-balgarite-smyatat-falshivite-novini-za-izmisleni/

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In United Kingdom a recent study concluded that as habits are increasingly shifting to online consumption, it is clear that levels of understanding about how online information is collected and collated is variable across both adults and children. For that reason, the UK Government's DMCS Committee Inquiry stressed on the powerful influencing nature of social media and the fact that it is hard to differentiate between what is true, what is misleading, and what is false. Having this in mind, in United Kingdom were introduced a number of educational initiatives such as The International Fact-Checking Network (IFCN), UK Council for Internet Safety, etc.

The general attitude of the population towards fake news in all partner countries is mainly negative. For example, according to a survey made by EU on Fake News and Online Disinformation, 3 out of 4 Danes think that Fake News are a problem. This social concern is leading to mistrust in the fourth power – the media and confirmations such as that the term "lying press" was justified.

4.1.4   Technological context

As already observed in the Social context, people are increasingly finding out about what is happening in the world through social media, rather than through more traditional forms of communication, such as television, print media, or the radio. The majority of the people are obtaining information via social media channels, on which content can be shared instantly.

Almost in all partner countries there are no local technological innovations available to tackle fake news, there are learning materials that aims to teach people about algorithms, the digital footprints, but no technological advancements in that direction. However, in Bulgaria a technological innovation was introduced to tackle Bulgarian fake news – the Chrome extension "STOP Unethical media" which is described in detail in the Good practices section (Annex 1).

On global level, the fact-checking organisation, Full Fact, received funding from Google to develop an automated fact-checking tool for journalists (fullfact.org). Facebook and Google have also altered their algorithms so that content identified as misinformation ranks lower. Many

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organisations are exploring ways in which content on the Internet can be verified, kitemarked, and graded according to agreed definitions.

4.1.5 Legal context

In most of the partner countries EU plan against disinformation, as well as the strategy on combating disinformation online were adopted. However, no all governments want to introduce any laws to regulate fakes news mainly because they see there a number of boundaries, including ones to the freedom of speech. However, in Germany there is a law, which urges social media sites to delete fake news or hate speech within 24 hours or face fines of up to €50 million. Another example is from Austria where until the year 2016, there was a law against fake news but according to the Criminal Code, the "spreading of false, disturbing rumors" was banned. After 20 years of no convictions, the clause was abolished in 2016. However, the "dissemination of false information before an election" is still punishable if it prevents voters from voting.

One of the countries that advance in the legal context is United Kingdom. Recently the world-wide media coverage brought the UK Government Committee into close contact with other parliaments around the world. The US Senate Select Committee on Intelligence, the US House of Representatives Permanent Select Committee on Intelligence, the European Parliament, and the Canadian Standing Committee on Access to Information, Privacy, and Ethics all carried out independent investigations. Representatives from other countries, including Spain, France, Estonia, Latvia, Lithuania, Australia, Singapore, Canada, and Uzbekistan, visited London, and evidence and thoughts were shared. As part of its work the DCMS Select Committee organised an "International Grand Committee" attended by representatives of the Parliaments of Argentina, Belgium, Brazil, Canada, France, Ireland, Latvia, Singapore and the UK. On 27th November 2018 it agreed and signed a set of International Principles on Disinformation and Fake News which states:

In the interests of transparency, accountability and the protection of representative democracy we hereby declare and endorse the following principles:

1. *The internet is global and law relating to it must derive from globally agreed principles.*

2. *The deliberate spreading of disinformation and division is a credible threat to the continuation and growth of democracy and a civilizing global dialogue.*

3. *Global technology firms must recognize their great power and demonstrate their readiness to accept their great responsibility as holders of influence.*

4. *Social Media companies should be held liable if they fail to comply with a judicial, statutory or regulatory order to remove harmful and misleading content from their platforms and should be regulated to ensure they comply with this requirement.*

5. *Technology companies must demonstrate their accountability to users by making themselves fully answerable to national legislatures and other organs of representative democracy.*

4.1.6   Environmental context

In terms of the Environmental context, focus during the desk research was put on the current situation of the digital environment regarding the presence of fake news and the initiatives to regulate the digital environment. In general, the Social Media platforms such as Facebook, Snapchat and Twitter are leaders and nevertheless that they apply practice in order to fight fake news – this is the leading mean of communication of misleading information.

However, since the introduction of the General Data Protection Regulation 2016/679 as an EU law on data protection and privacy for all individuals within the European Union and the European Economic Area, to some extend the digital environment has been regulated and had indirect impact on fake news. However, there is no official data in the partner countries regarding the overall impact that GDPR has on restricted dissemination of fake news.

4.2 Youth and fake news

A comparative analysis was conducted in order to summarize the main findings of the survey which has collected the responses of 236 participants; also 27 interviews were conducted, and 10 focus groups organised with 76 participants in total. Overall, 312 opinions of EU citizens and youth representatives.

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4.2. 1 Youth general understanding about fake news

A positive trend observed in the survey is the fact that most of the respondents have heard about fake news and can name several examples of information that is misleading or/and with untrustworthy content. Part of the youth that have participated in the survey have given an example such as the news connected with US president Donald Trump who popularized the term "fake news" in this sense when he used it to describe the negative press coverage of himself. This trend was also confirmed during the interviews and focus groups in all partner countries, great percentage of the participants' first association with fake news was Donald Trump. For example, in Germany the young people were all of the opinion that it all started with Trump when he coined the term "fake news" whereas before that other terms were used – e.g. in war times it was referred to as propaganda. In addition, in Austria, the interviewees first heard of the term in quite different contexts: most in the context of the European refugee crisis, some on the context of the latest US presidency elections, some from the Austrian parliamentary elections. Others had first contact with the term at school in history lessons or read about it online or in the media.

However, when the participants in the interviews/focus groups were asked to explain the definition of fake news most of them did not have so thorough understanding about it. For example, in Denmark most of the participants where a bit unclear regarding the definition. On the other hand, there were participants in the interviews/focus groups who have more in-depth understanding about the term, for example in Sweden fake news were described as "misleading information that cannot be trusted" and in Bulgaria as "personal opinions represented as facts" or "untrustworthy information communicated in order to manipulate the general public and more specifically low-educated population". In Austria the definitions of the term fake news ranged from a simple "false reports" to really sophisticated answers like "Messages that have been deliberately faked or faked to misrepresent a person, to reach an audience or get some opinion (mood)".

The examples that the participants in the survey and interviews/focus groups gave about fake news were connected to weight loss ads and beauty tips articles; promotion of medicine that cure uncurable diseases; political propaganda (racism, antisemitism, Brexit, etc.); satire; rumours about celebrities;

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"The end of the world will be in 2012."

clickbait ads; climate change statistics; changing the public opinion negatively about certain target groups (refugees, migrants, etc.); end of the world propaganda; and breaking news. The youth who have participated in the survey have shared some headlines and examples of fake news that they have encountered which are presented below:

"This woman lost weight in 3 days click for more."

"Anti-antisemitism in the Labour party."

"The Pope supports Donald Trump!"

"Look 10 years younger with this simple trick."

"BREAKING NEWS: Grigor Dimitrov and Nicole Scherzinger will marry."

"Look how this housewife makes money while she is at home."

"Caritas gives refugees new smartphones."

"Flat belly for 3 days. See how…"

"BREAKING THE RULES: Justin Bieber eating a burrito sideways."

Chart 4: *Fake news examples given by youth*

7.2.2. Previous experience with fake news

In the digital era that we live and the Internet access that we have, the fake news spread with fast pace. From the conducted survey it is visible that youth people are using not only one but several social medias on daily basis to entertain and inform themselves, also share their experience online. As it is visible from the chart there are a number of Social media platform used by youth. The social medias mostly used are
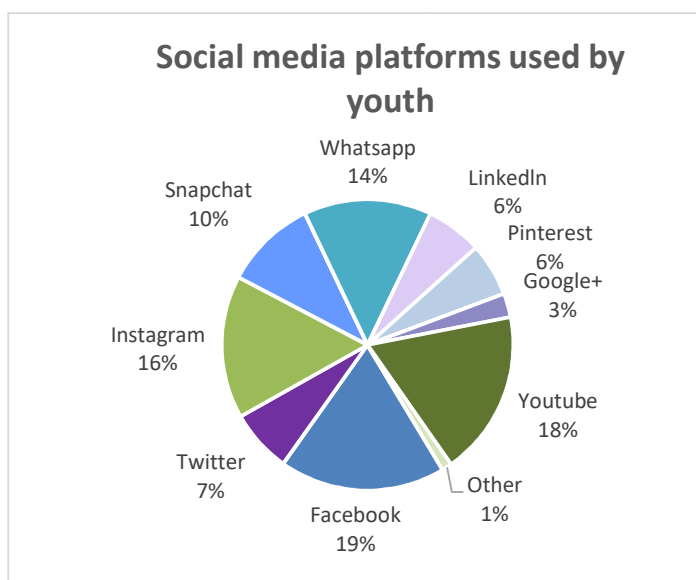
Social media platforms used by youth

Whatsapp 14%
LinkedIn 6%
Snapchat 10%
Pinterest 6%
Google+ 3%
Instagram 16%
Youtube 18%
Twitter 7%
Other 1%
Facebook 19%

Chart 5: *Social media platform used by youth*

Facebook (19%), YouTube (18%) and Instagram (16%). Snapchat has also a leading position among

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the youngsters in United Kingdom, Austria, Denmark, Germany and Sweden, but it is not so popular media in Southern Europe (in Bulgaria and Italy). Some national specific social medias that were shared by the respondents in Austria and Germany were Xing and Telegram, whereas in United Kingdom, Denmark and Sweden part of the youngsters are using Reddit.

The great impact of the Social media and the fake news shared there has also been confirmed during the interviews/focus groups where the interviewees said that they have experience of seeing fake news or other forms of deliberate misinformation in social media or on the Internet. For example the interviewees in Germany showed great awareness of the Social media impact by stating that providers such as Facebook, Twitter, BILD.de, Promi Flash, Snapchat, are considered unreliable sources of web content for them. Nevertheless, they benefit from a broad reach of audience due to their 'exciting' IT functionalities. The aforementioned platforms provide a ground for generation and distribution of fake statements related to political and socio-cultural thematic, especially with reference to the refugee's influx and the current political status quo. Commonly, Facebook is considered as the main social platform, where often very hateful comments are presented, especially on the subject of the refugee crisis. In Denmark and Bulgaria, Facebook is also recognised as the most powerful media for fake news fabrication.

These examples and statistics have to be pointed out not only to show the variety of social media platforms used by youth but also the impact they have on young people as a channel trough which they face the fake news phenomenon. The social media platforms are at second place (141 of the respondents has chosen that option) as main channel trought which they inform themselves, e.g. Facebook feeds, Google alerts, Youtube, etc. The leading source of information is again online based – or the News websites (164 of the respondents has chosen that option).
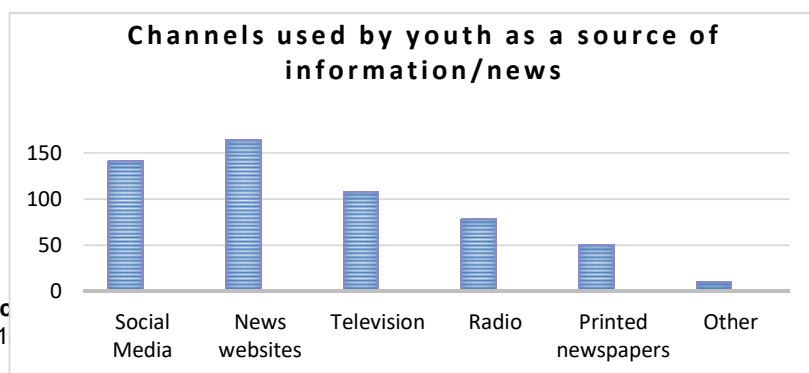

Channels used by youth as a source of information/news

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Chart 6: *Channels used by youth as a source of information/news*

The collected examples are a sign of that young people are faced with fake news on a daily basis. The frequency to which the respondents are seeing and reading fake news is another proof of that trend. More than 49% of the youngsters that have participated in the research are stating that they see and/or read fake news Very often, and 39,7% sometimes. About 11% of them are rarely encountering fake news or never, or at least they have not been aware that the information that they read is misleading.

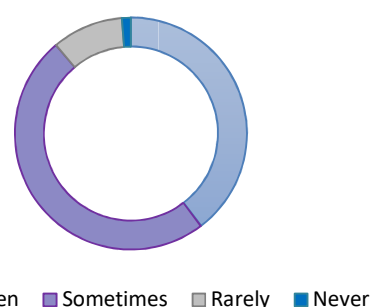**How often do you read/see Fake News or fake information on the Internet?**

Very often ▪ Sometimes ▪ Rarely ▪ Never

Chart 7: *Frequency of fake news facing by youth*

However, a half of the young people that participated in the survey can clearly state that they are aware of having seen examples of fake news or deliberately misleading information, whereas 38% are not sure and 12% shared that they are not aware of facing untrusty information. This may be a sign that the respondents did not managed to critically assess if the information that they are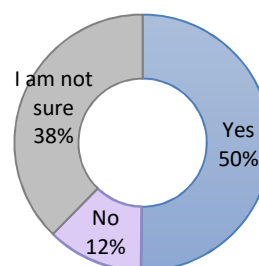 reading is reliable or not. The summarized results reflect the overall results of most of the countries in which the survey was conducted only in Bulgaria and Sweden, the youth are more convinced in their awareness – about 75% of the respondents have answered "Yes".

Fake news awareness

I am not sure 38%

Yes 50%

No 12%

Chart 8: *Fake news awareness*

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Another observation in terms of the young people fake news awareness is that 1/3 of them are not sure if they have ever shared a fake news mainly due to the fact that they did not managed to recognised if this is a trustworthy information. However, 9,5% have stated that they have shared fake news on Social media mainly for satire and fun. Nevertless, most of the respondents are confinced that if they face fake news online they will report it and mark it as spam in case the Social platform provides such options.

During the interviews/focus groups the answers were diverse in their nature, from participants that have faced fake news and even have been fooled, to those who are convinced that they have not seen such news and have never been fooled. For example, in United Kingdom the interviewees said they had experienced reading/ seeing fake news – however, few admitted to having been fooled by it. The interesting fact was that most believed they were able to identify fake news – but were not sure how they did it and when presented with a mixture of fake and real examples were less sure about them. At the end almost in all partner countries when the interviewees were given concrete examples of fake news, they have found that most of them had 'fallen foul' of fake information on social media such as exaggerated headlines (click bites), diet claims, celebrity news, etc. and had even shared this type of information with others.

In general, it can be concluded that youth have a good awareness about fake news, however, do not have conscious experience when encountering such untrustworthy information online, meaning that most of the respondents cannot evaluate if the information they read is fake or true. That is why the overall attitude of the interviewees regarding fake news is negative. For example, in Austria some stopped reading news from specific actors after they got the impression of it being a distributor of fake news or simply do not read news on Social Media and feel safe this way. In Denmark some of the participants explained that the experiences of fake news made them mistrustful towards news in general, and they had stopped using Facebook for sharing news.

4.2.3 Youth' critical thinking skills

Due to the overall negative attitude among respondents about the phenomenon fake news they have stressed on that the mal-information is dangerous and has greater social impact because it

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creates confusion, it is manipulative, develops tension and anger between different groups of people, "turn people's attitudes into a certain direction that helps one's own cause.", etc. For that reason, most of the youth that have taken the survey have pointed out that regulations have to be implemented in order to tackle the fake news problem such as:

- ✓ every website to have a flag/report function for fake news
- ✓ websites administrators to be trained how to spot a fake news and remove it if it is found out to be fake.
- ✓ Introduce law that punishes every fake news act as a criminal offense
- ✓ establish an organ that controls fake news (neutral body/institution on European level)

In addition, some of the respondents have pointed **critical thinking as a key skill** that everyone should develop/possess in order to confront the fake news propaganda. The way in which the youth people taken the survey understand the critical thinking in behaviours are:

- ✓ to be analytical and analyse every information you read in order to spot potential biases
- ✓ check if there are sources cited in the information that you read
- ✓ select and compare different channels of information

During the interviews/focus groups the participants have confirmed the results from the survey by stressing on the importance of the critical thinking as a skill that they have to develop and improve on a daily basis as the pace with which fake news spread is fast and everyone have to adapt quickly. In Germany, the participants have also stressed on the logical thinking and previous personal experience with fake news. An interesting idea shared by them was also the opportunity Social media such as Facebook to be used when discussing new contents with friends and relatives, in order to get other perspectives on an issue. Some of the concerns, thoughts and solutions to tackle this phenomenon shared by youth are as follow:

"Individuals need to apply common sense and critical thinking to filter out the fake news."

"It has become a fact of life!"

"People should be educated from a very young age to determine the source."

"Intentional misinformation can poison the social climate in a country."

"I find this a brain manipulation."

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“That it is a dangerous weapon used by different authorities to mislead people.”

“There must be an organ that controls fake news, or messages in general, and then automatically displays them.”

“It is a criminal offence if it is being used to sway public opinion in elections or get people to buy products that do not work.”
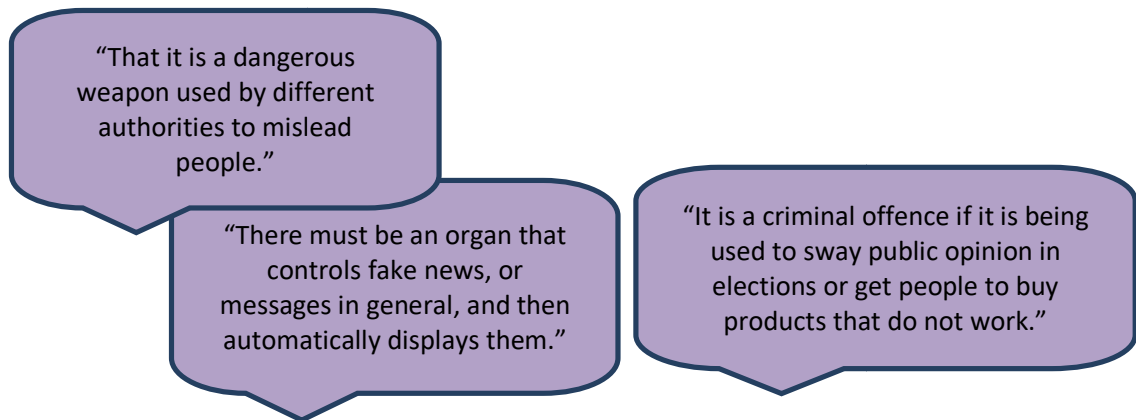
Chart 9: *Youth concerns, thoughts and possible solutions*

There were some respondents that shared that they do not care about the topic at all as they think this is a personal responsibility to trust or not certain information you read or it is a matter of own decision for everyone what to believe in or not.

5. Conclusions and next steps

From the conducted Stocktaking by incorporating four different research methods (desk research based on PESTLE analysis; good practices research; survey; and interviews/focus groups) it can be concluded that fake news have great impact in all spheres of life and youth especially.

The Desk research has shown that in most of the partner countries there is a political will to regulate the dissemination of fake news, adopt laws and even integrate classes on media literacy at schools. However, still the fake news spreading during elections is at its peak. A lot of legal reforms were made but mainly following the EU policies. There was no official data on the economic implications, but it was observed that as a general principle for all partner countries when spreading fake news one of the sides wins and the other loses, there is no win-win situation. For that reason, the general public opinion on fake news is mainly negative. Unfortunately, a small number of local technological innovations to tackle fake news were found. In the good practices section (Annex 1) can be found more examples of developed learning materials that aims to teach people about algorithms, the digital footprints rather

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than technological advancements in that direction. For that reason, the No Alternative facts Gamification environment will be an innovation for which the European digital environment has a need in order to reduce the impact of fake news.

From the conducted surveys and interviews/focus groups youth has shown great awareness about fake news and the impact that it has on them and the society as a whole. Even some of the respondents have pointed critical thinking as a key skill that everyone should develop/possess in order to confront the fake news propaganda. However, it was found that they do not have conscious experience when encountering such untrustworthy information online, meaning that most of the respondents cannot evaluate if the information they read is fake or true, they have been fooled or not, or if they have shared or not. In the recruitment phase and the led conversations with adult educators, it was identified the need of critical thinking training for youth. The adult educators have shared that they need a holistic training approach and tools in order to equip them as trainers.

The results of the current report are a good basis of the next steps in No Alternative Facts project meaning that the main findings will flow into the development of the whole training strategy. It will be developed as a blended learning offer which enables adult educators to implement an innovative approach to enhancing media literacy and critical thinking among young people. As it was observed from the current research such training format is needed as young people need to acquire skills and competences to identify fake news, describe and analyze them, and on the other hand adult educators need appropriate training instruments and practice in order to conduct critical thinking literacy trainings. Currently, the youth representatives that took part in the research phase have the knowledge about fake news and already developed attitude towards the topic, but they do not possess the needed skills for critical evaluation of untrustworthy information. For that reason, one of the focuses of the project consortium in the next Outputs development will be on the integration of practical tools, games and quizzes into the train-the-trainer format.

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Annex 1: Best practice examples from partner countries

Austria

Best practice 1

Name of the best practice	Mimikama®
Name of the author/ creator	Thomas Wannenmacher
Year of good practice implementation and **duration**	Since 2011
Target group aimed at	Internet users, teenagers, teachers, parents, seniors
Type of best practice	Website
Source	https://www.mimikama.at
Short description of the best practice: • *Main goals/purpose* • *Main usage* • *Main Actors* • *Achievements/impact*	Main goals/purpose: The non-profit association deals with hoaxes, subscription traps, spam, fake competitions, fake news and harmful Internet links**.** Main usage: Mimikama has created analysis and research reports on the

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	website, which are sent to users via their Facebook pages. A further focus is the personal support of user inquiries, which are addressed directly to Mimikama. Main Actors: The main actors are the volunteer teams, Facebook, police stations and the well-known media actors. Achievements/impact: The users are supported by Mimikama and informed how to deal with false reports.
Strengths of the best practice	Mimikama is user-friendly, practical and flexible. You have to fill in a form with your e-mail address and description of a fake and you will get an immediate answer from a Mimikama employee.
Weaknesses of the best practice/areas for improvement	The website is not very clear to navigate because of the heavy advertising on it.

Best practice 2

Name of the best practice	Saferinternet
Name of the author/ creator	Bernhard Jungwirth, Barbara Buchegger, Erwin Rennert, Edward Strasser, Jürgen Gangoly
Year of good practice implementation and **duration**	2018
Target group aimed at	General public, teachers, parents, students, seniors, teenager, internet user
Type of best practice	Website, quizzes, flyer, materials about fake news, hoaxes, phishing, many tips, videos
Source	https://www.saferinternet.at
Short description of the best practice: • *Main goals/purpose* • *Main usage* • *Main Actors* • *Achievements/impact*	Main goals/purpose: Saferinternet supports the safe, competent and responsible use of digital media. Main usage: Information competence on the Internet needs to be learned and practiced – no matter whether it is about recognizing advertising in an app or finding and properly assessing content from Wikipedia, YouTube or Twitter for the use in schools. Main Actors: The consultants answer all your questions. You can also download many materials on how to handle with Fake News

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and to understand the meaning of information competence.

Achievements/impact:
Questions will be answered in the following areas:
- What does information competence mean?
- How can I search the Internet in a meaningful way?
- How can I check online sources?
- False reports, fake messages, HOAX - what is it?
- How do I recognize false reports on the Internet?
- Search the Internet safely - how can I support my child?
- How do I recognize social bots?

Strengths of the best practice	The website looks trustworthy and is practical to use. Internet users have the possibility to contact the different consulting services and to get consulting on a specific topic. There is also a glossary in which many terms of this space are explained.
Weaknesses of the best practice/areas for improvement	We have not found any disadvantage or weakness of the best practice.

Best practice 3

Name of the best practice	Digi4family
Name of the author/ creator	Meral Akin-Hecke, David Röthler, Alexander Uitz, Federal Ministry for Families and Youth
Year of good practice implementation and **duration**	2018
Target group aimed at	Parents, seniors, multipliers, teens, students
Type of best practice	Webinar, learn apps, eBooks, courses, workshops
Source	https://www.digi4family.at
Short description of the best practice: • Main goals/purpose • Main usage • Main Actors • Achievements/impact	Main goals/purpose: Media competence enables parents, seniors, multipliers, children and young people to use media in a self-determined, responsible, critical and creative way. digi4family wants to strengthen media education competence of parents, promote age-appropriate and good media offers for children and young people and ensure creative and self-responsible handling of media. Main usage: digi4family not only offers webinars for parents but also learn apps for children and teens.

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	Main Actors: The team clarifies the parents, teens, seniors and multipliers on what media competence is. Achievements/impact: The media competence of families has been increased with the support of digi4family.
Strengths of the best practice	The website is easy to use, practical and one should get the information they need. There are also webinars where one can discuss different topics with other people and digi4family employees.
Weaknesses of the best practice/areas for improvement	The content, especially the webinar, is aimed more at parents and grandparents in order to better understand young people and their interests. Furthermore, until now mostly older generations have taken part in webinars, so this project is not really aimed at young people.

Best practice 4

Name of the best practice	"Lies of the press" Manipulating Opinions: Propaganda and Fake News
Name of the author/ creator	The House of Austrian History, The Future Fund of the Republic of Austria, The National Fund of the Republic of Austria, University of Vienna, University of Innsbruck
Year of good practice implementation and **duration**	2018
Target group aimed at	Teachers, students, teenagers, elementary school children
Type of best practice	Materials for school lessons, exercises for students, module
Source	https://www.hdgoe.at
Short description of the best practice: • *Main goals/purpose* • *Main usage* • *Main Actors* • *Achievements/impact*	Main goals/purpose: The module also deals with how propaganda, fake news and other forms of opinion manipulation can be identified and thus offers a basis for protecting oneself from manipulation and developing counter-strategies in the sense of a democratic media landscape. Main usage: This module should help students better understand the term "fake news" and deal with fake news. Main Actors: The House of Austrian History, The Future Fund of the Republic of

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	Austria, The National Fund of the Republic of Austria, University of Vienna,University of Innsbruck have jointly developed this module. Achievements/impact: At the end of the module the students should: • describe, analyze and interpret visual and textual sources. • connect historical and current phenomena. • link media phenomena with socio-political developments. • recognize different forms of opinion manipulation.
Strengths of the best practice	This teaching material is very extensive and well structured. This material is easy to use and to understand as it has been developed specifically for pupils. Pupils also have the opportunity to research fake news and answer questions on their own. There are many examples for fake news available. There are also examples of historical false reports and rumors. It is a good teaching material to strengthen pupils' media competence.
Weaknesses of the best practice/areas for improvement	We have not found any disadvantage or weakness of the best practice.

Best practice 5

Name of the best practice	We are newspapers! Fake News An interactive competition for young reporters
Name of the author/ creator	Herbert Schorn, University of Education Upper Austria, Upper Austria Newspaper, Ars Electronica Center, Energy AG
Year of good practice implementation and **duration**	2018
Target group aimed at	Students, teenagers
Type of best practice	Competition for students
Source	https://www.nachrichten.at/oberoesterreich/OOEN-Initiative-gegen-Fake-News-Wir-wollen-die-Schueler-zu-Experten-machen;art4,2806001
Short description of the best practice: • *Main goals/purpose* • *Main usage* • *Main Actors* • *Achievements/impact*	Main goals/purpose: Students create reports about fake news. The reports should be created with photos and videos. There should be expert interviews, examples of fake news, for example faulty texts. Instructions and tips on how to recognize and protect yourself against fake news. Any kind of journalistic texts on the subject area, e.g. comments or letters to the editor, as well as recommendations and discussions, letters to the editor and open letters, can be included in teaching projects.

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	Main usage: This project/competition should help students to deal with the Fake News. Main Actors: The teachers, University of Education Upper Austria, Upper Austria Newspaper, Ars Electronica Center and Energy AG, support this project. Achievements/impact: Through this project the students have the opportunity not only to deal with the false reports, but also to create fake news themselves.
Strengths of the best practice	The project enables students to learn media literacy and to learn from their own experience how fake news are created and how to recognize them. The target group of the project are students from different schools.

Bulgaria

Weaknesses of the best practice/areas for improvement	We have not found any disadvantage or weakness of the best practice.

Best practice 1

Name of the best practice	**Verified news**
Name of the author/ creator	Nova broadcasting Group
Year of good practice implementation and **duration**	Introduced in 2017 and still running
Target group aimed at	General public
Type of best practice	Website
Source	https://nova.bg/proveri
Short description of the best practice: • *Main goals/purpose* • *Main usage* • *Main Actors* • *Achievements/impact*	The website provides users with the ability to check the authenticity of public domain news that meet certain criteria: • to be related to events of considerable public interest; • to be published on a Bulgarian website and in Bulgarian; • to be posted on the website within 24 hours at the time of their submission of the request of verification. The check is carried out by Nova reporters who check the authenticity of the news. It requires extra time to check because

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	it is related to an institutional check, independent of the expertise and tools of Nova News. Once the check has been completed, the user receives the test result, which may be in the following categories:
	1. The news is TRUSTWORTHY - Verified and confirmed by Nova News
	2. The news is UNREALIABLE - checked by Nova News, with a brief description of the reasons for unreliability
	3. The news is PARTLY UNREALIABLE, verified by Nova News, with a short description of the reasons for partial inaccuracy
Strengths of the best practice	The main strength of this good practice is the fact that it is lead by experts in the media domain – journalists in one of the 3 biggest medias in the country that have access to information and contacts with different stakeholders on national, European level and worldwide.
	Another strength is the fact that the website is easily accessible to the general public and the news submission process is very user friendly.
Weaknesses of the best practice/areas for improvement	The website is not very well disseminated and marketed and not so many people are using it in order to check the validity of news. The website is active since 2017 and till now only 156 news were verified by the media. The last news verified is from September 2018.
	The No alternative fact team can have in mind the dissemination of the practice that will be developed in order to be communicated widely among the youth.

Best practice 2

Name of the best practice	Campaign **"You are what you read"**
Name of the author/ creator	Mediapool
Year of good practice implementation and **duration**	2017 – not running any more stopped in the beginning of 2018
Target group aimed at	General public
Type of best practice	Website campaign
Source	https://www.youtube.com/watch?v=BARHqc1Jkak
Short description of the best practice: • *Main goals/purpose* • *Main usage* • *Main Actors*	The News website Mediapool led a campaign against fake news. The message of the initiative is "You are what you read". Quite purposefully, all the elements and materials of the initiative are made in the style of fake news to showcase their attentional mechanisms, their way of creating and misleading influence on everyday opinions and choices of people. The most curious

• *Achievements/impact*	element in the initiative is the fake news generator, which aims to show how easily, even in seconds, they can be created and distributed across the web. The site www.bairak.bg allows you to create a fake news for a friend. When you create fake news and share it on social networks, you get to the site that has a video about the campaign. "You were misled by another fake news, here it is how it will not happen again." says a title on the homepage before the video.
Strengths of the best practice	In very interactive and visual ways the campaign shows the effect of fake news and give the user the opportunity to create their own fake news.
Weaknesses of the best practice/areas for improvement	The website is no more running and used. 💡 The No alternative fact team can have in mind the fake news generation as an interactive tool that can be easily spread among youth.

Best practice 3

Name of the best practice	Chrome extension **"STOP Unethical media"**
Name of the author/ creator	Krasimir Gadzhokov
Year of good practice implementation and **duration**	2016 and still running (lastly actualized in November 2018)
Target group aimed at	General public
Type of best practice	Chrome extension
Source	https://chrome.google.com/webstore/detail/%D1%81%D1%82%D0%BE%D0%BF-%D0%BD%D0%B5%D0%B5%D1%82%D0%B8%D1%87%D0%BD%D0%B0-%D0%BC%D0%B5%D0%B4%D0%B8%D1%8F/nnmmefgfonjgeppijgkgnnibbmcbpedp?hl=bg&gl=BG
Short description of the best practice: • *Main goals/purpose* • *Main usage* • *Main Actors* • *Achievements/impact*	The chrome extension warns about unethical media - anonymous or with fake news, conspiracy, hate speech, etc. The extension warns when loading a site claiming to be a "media" in public affairs that is either anonymous (without a designated owner / editor / responsible person), or sometimes publishes fake news, hate speech, conspiracy theories, anti-democratic or pro-authoritarian texts. The list is maintained and updated by the Media Eye project: https://mediascan.gadjokov.com
Strengths of the best practice	The extension checks not only the websites but also articles that are part of the Facebook feed of the users and marks the medias with misleading content and fake news.
Weaknesses of the best	It does not cover all medias in Bulgaria as it requires financial

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practice/areas for improvement	resources for the maintenance of that initiative which cannot be achieved by the author on his own.
	The No alternative fact team can think about alternative method of fake news sources collection that can be developed by volunteers. An idea would be every user that has spotted a fake news to uploaded in an online database. Before uploading it a special algorithm with selection criteria have to be developed in order to check the resources and the objective and critical thinking skills of the users that have uploaded the fake news.

Best practice 4

Name of the best practice	Project **Media eye**
Name of the author/ creator	Krasimir Gadzhokov
Year of good practice implementation and **duration**	2013 and still running
Target group aimed at	General public
Type of best practice	Website
Source (*link, reference*)	https://mediascan.gadjokov.com/
Short description of the best practice: • *Main goals/purpose* • *Main usage* • *Main Actors* • *Achievements/impact*	The main objective of this project is to inform and warn about problems with the ownership and objectivity of the Bulgarian Online media which are publishing news about public events and personalities. The project started in November 2013 as a simple list of anonymous public news sites. The first edition - as a website with detailed information about 350 Bulgarian news sites - was on December 12, 2016. This edition showed which public news sites are anonymous.
Strengths of the best practice	The website is as a database of the examples of fake news which can be browsed by users with education purpose and mainly to improve the readers critical thinking skills.
Weaknesses of the best practice/areas for improvement	The list of medias and websites is not full and the whole database is not well structured and user friendly. The No alternative fact team can think about alternative method of fake news sources collection that can be developed by volunteers. An idea would be every user that has spotted a fake news to uploaded in an online database. Before uploading it a special algorithm with selection criteria have to be developed in order to check the resources and the objective and critical thinking skills of the users that have uploaded the fake news.

Best practice 5

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Name of the best practice	NewseumED
Name of the author/ creator	Freedom Forum (NGO)
Year of good practice implementation and **duration**	2018
Target group aimed at	Students, teachers, general public
Type of best practice	Online learning platform in USA
Source	https://newseumed.org/
Short description of the best practice: • *Main goals/purpose* • *Main usage* • *Main Actors* • *Achievements/impact*	NewseumED is a free online learning platform that reaches more than 11 million teachers and students around the world. Its unique approach to history, civics and media literacy helps students cultivate the skills needed to make informed decisions in a divided and demanding world. NewseumED offers thousands of free materials—including lesson plans, videos, interactive information, and virtual classes—to help students and adults to understand the First Amendment and develop media literacy skills. EDCollection brings together rare archival materials, primary sources, interactives and standards-aligned lesson plans to provide an immersive learning experience for different age groups. Registered as an educator you can download lesson plan with attached video, handouts and other materials in order to present a topic on media literacy and critical thinking. Among the materials (all free): **Classroom sessions**: NewseumED offers online and in-person classes for a variety of age ranges, from third graders to college students. Class titles include "Fighting Fake News: How to Outsmart Trolls and Troublemakers" and "You Can't Say That in School?!". **Immersive learning experiences**: Students can dive into important First Amendment moments through abundant archival materials. Want to read an original 1789 copy of the Bill of Rights? Or the front page of the October 13, 1911, Los Angeles Herald on women's suffrage in California? NewseumED offers thousands of articles and videos online. Teachers can also access interactive and standards-aligned lesson plans. Thematic collections include "Fact Finder," which sharpens students' media literacy skills; "Decoding Elections," which features 11 case studies "to demystify election procedures" and "decode campaign messages"; and "Freedom in the Balance" on how the 9/11 attacks affected First Amendment freedoms (the collection offers 22 case studies).

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Strengths of the best practice	Provides wide collection of learning materials and facts that develop the media literacy of people.
Weaknesses of the best practice/areas for improvement	The practice is concentrated mainly on the US history and press which will be more difficult to transfer to the European context. However, the main concept can be kept and develop EU specific content that answer the needs of the EU citizen.

Denmark

Best practice 1

Name of the best practice	"Stærk på nettet" (Strong on the Internet)
Name of the author/ creator	Developed by Center for Digital Dannelse (Center for Digital Education) and Copenhagen- and Silkeborg library
Year of good practice implementation and duration	The project was implemented in 34 schools in 2017, and the library in Vejle is still working with the project at local schools.
Target group aimed at	Upper Secondary School
Type of best practice	Online method to improve teachers' knowledge of their pupils' digital competences.
Source	https://wikidigi.dk/front/forside/
Short description of the best practice: • Main goals/purpose • Main usage • Main Actors • Achievements/impact	"Strong on the Internet" is course material for upper secondary school. The pupils map their own digital strengths and weaknesses by answering online questions. The score of their answers is shown on a "wheel of competences". The pupils can orient themselves in the wheel, and see where they need more knowledge to get a higher score. The teacher can use the wheel as a tool for a dialogue with the individual pupil, and it can give the teacher an overview of the strengths and weaknesses in the class, and thereby guide his or her teaching in digital competences in relation to the pupils behaviour on the internet. Furthermore, the pupils can become "ambassadors" for each other by presenting their knowledge on one digital aspect and learn from their classmates on other digital aspects.
Strengths of the best practice	The strength of: "Stærk på nettet" is that it gives the pupils and the teacher an overview of their competences on the digital medias; which areas they have strong competences in and where they have weaknesses.

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	Thus,"Stærk på nettet" easy accessible online, and the fast result of the online questions can be motivating for the pupils. The wheel of competences can be used in different ways (guidance for teachers, ambassadors etc.), which makes it flexible to incorporate in class teaching.
Weaknesses of the best practice/areas for improvement	

Best practice 2

Name of the best practice	**"Nettes vildveje" (The Internet's many ways).**
Name of the author/ creator	Medierådet for Børn og Unge (The Council of Medias for Children and Youth), PET (Danish Security and Intelligence Service) and Center for National Forebyggelse af Ekstremisme (Center for National Prevention of Extremism)
Year of good practice implementation and **duration**	2018
Target group aimed at	Young people
Type of best practice	It is a website that raises awareness of the pitfalls on the internet through in-depth learning materials presented in power points, podcasts and videos.
Source	https://www.medieraadet.dk/medieradet/temaer/nettets-vildveje
Short description of the best practice: • *Main goals/purpose* • *Main usage* • *Main Actors* • *Achievements/impact*	"Nettets Vildveje" is a result of the government's (2016) request for learning and information material for associations, youth organisations and education institutions that will support the development of children and young people's digital education and critical sense. The overall goal is that children and young people can detect manipulation and be resilient towards extremist propaganda on the internet. Thus, the target group is parents, teachers, pedagogues and other people who have contact to young people and the young people themselves. The adults are suppose to get a greater knowledge of the risks on the internet, and thereby, be able to advice and support young people's online behavior. The website was launched August 2018, and we do not have knowledge of its impact yet.
Strengths of the best practice	One of the great strengths in relation to NOAF, is that it introduces the young people to the "machinery" of the internet i.e. with focuses as: "You become what you like (on SoMe)", the digital footprint and the dark side of the internet. Furthermore, it gives a thorough introduction to one kind of Fake News, namely propaganda, and the website contains a

	podcast about Fake News – a discussion between a professor and a journalist, who are working more generally with the topic.
Weaknesses of the best practice/areas for improvement	In relation to the scope of the NOAF project, the website's content primarily focuses on prevention of radicalization, and the danger of "Fake News" in relation to propaganda. Furthermore, the website contains a lot of information, which NOAFs target group might find too "heavy" to engage with, and the website does not include interactive exercises. Though, it might be a useful website for the teachers to gain further knowledge on the topic of Fake News and especially the power of propaganda.

Best practice 3

Name of the best practice	**"Demokrati under Udvikling" (Democracy under Development)**
Name of the author/ creator	The material is developed by a consortium consisting of: Pluss (Counseling company for education), LSP (Research Laboratory at Aalborg University, AAU), CeFU (Center for Youth Research at AAU), YouGlobe (Union that develops free online learning materials for young people), DUF (Youth council representing 72 children and youth organisations in Denmark) in cooperation with the Ministry for Education.
Year of good practice implementation and **duration**	2018
Target group aimed at	Teachers and young people in Upper Secondary Class
Type of best practice	A lesson plan and background material for teaching "source criticism" and critical reflection.
Source	https://www.emu.dk/modul/bibliotekspakke-fake-news
Short description of the best practice: • *Main goals/purpose* • *Main usage* • *Main Actors* • *Achievements/impact*	The main purpose is to teach the pupils in source criticism and to make an opinion on an informed basis, as to give them the tools to distinguish fake news from real news. The material consist of a lesson plan, and five appendixes: a letter to libraries (as some libraries do workshops on the theme), a PowerPoint for teachers, two papers of information for the pupils named: "How to spot Fake News", and "How to seek information", and a paper for an exercise for the pupils. Estimation of the time for the course is 90 minutes. The main actors are the teachers and the pupils, but there are possibilities to cooperate with the local library. Furthermore, on the website: Democracy under Development, the teacher can read articles by researchers who explore different aspect of young people's social lives.
Strengths of the best practice	It as an easy accessible and user-friendly course plan, where the

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	teacher is provided with the necessary information to teach a course in Fake News and source criticism. For NOAF, the course material can be a guidance for our development of learning material, and it can provide ideas for relevant content. Furthermore, the appendixes of information for pupils can serve as a checklist on how to detect Fake News.
Weaknesses of the best practice/areas for improvement	The activities for the pupils are slightly boring (finding five "Fake News" examples and comparing different searching machines i.e. google and website from a Danish Library Website: bibliotek.dk). NOAF can with its gamification environment ensure a more interactive and fun way of learning about Fake News and critical thinking.

Best practice 4

Name of the best practice	**Quiz about pupils knowledge of Fake News: "Bliver du ultra snydt?" (Are you being 'ultra' cheated? (DR Ultra is a channel for children and young people))**
Name of the author/ creator	DR – Danish Radio
Year of good practice implementation and **duration**	February 2019
Target group aimed at	Pupils in elementary School
Type of best practice	It is an online quiz with a little guideline on how to avoid being "cheated" by Fake News. For teachers with login, there are videos and short text materials that target pupils age 9-12 years.
Source	https://www.dr.dk/skole/test-afsloer-fake-news
Short description of the best practice: • *Main goals/purpose* • *Main usage* • *Main Actors* • *Achievements/impact*	The webpage consists of an online quiz and several videos and articles that you can read, if you have a teacher login. The online quiz provides the pupils with a picture of a news that DR has found on SoMe. The picture shows: headline, picture, source, and a short text. The pupils have to click whether they believe the news to be truth or not. The target group is teachers and pupils from 3rd-4th (9-10 y.) grade, and 5th-6th grade (11-12 y.) The quiz and videos aim to create awareness on how to "avoid being cheated" by fake news in a fun way.
Strengths of the best practice	The quiz gives the pupils an experience of detecting fake news through practice, which might make them more aware of the methods to detect fake news on the internet. The quiz gives the partnership a tangible example on how a quiz about Fake News can look like.
Weaknesses of the best	Many of the examples of news from Denmark belongs to the

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practice/areas for improvement	same kind of "misinformation", namely satire, and the news presented in the quiz target an older generations – at least it present people, whom the pupils might not know who are. NOAF should make the participants aware of a greater variety of misinformation, as the "7 kinds of misinformation"-template suggest.

Best practice 5

Name of the best practice	"I Sandhedens tjeneste", (In the Service of Truth)
Name of the author/ creator	DR (Danish Radio), led by the Danish journalist Erkan Özden
Year of good practice implementation and duration	Since 2015 (on a yearly basis, also in 2018). DR go on a tourné around DK to host an interactive News Show.
Target group aimed at	The target group are upper secondary classes (8th to 10th grade/15-17 y.)
Type of best practice	An interactive News show, where pupils from upper secondary classes participate and decide on the set – up the News Show (which News should be presented etc.). The show went on tourné around Denmark in the spring of 2018
Source	https://www.dr.dk/skole/dansk/om-i-sandhedens-tjeneste See also, the journalist Erkan Özden's website: http://erkanozden.dk/falske-nyheder/
Short description of the best practice: • Main goals/purpose • Main usage • Main Actors • Achievements/impact	The main purpose of the event is to educate the pupils in themes as source criticism, digital education and fake news. DR invites school classes to participate in the interactive News Shows, which tours around the country. The pupils have to do some exercises in preparation of their live participation. I.e. they will make a film about how to share your opinions on SoMe, the teacher sends the two best films to DR, which are broadcasted during the live event. The event concerns pupils, teachers and DR (i.e. the journalist Erkan Özden). In 2018, DR tried to reach out to the parents as well i.e. by sharing videos from the live event. DR wants the parents to talk with their children about digital awareness and critical thinking. There is no information about the impact of the live event, but the fact that it has been a returning event since 2015, does imply, that there is a huge interest in the project.
Strengths of the best practice	There are several strengths in this event: • The pupils engage in practical tasks in preparation for the live event, where they produce films about online

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	behavior on SoMe and thereby through practice are forced to reflect about their own digital behavior. • The pupils' productions might be presented at the live event, thus there is a greater purpose with their film productions – a culmination of class' work with the theme. This might generate motivation for the production and participation in the event. Maybe the NOAF could benefit from having an end goal – an event to prepare the quizzes for?
Weaknesses of the best practice/areas for improvement	VIFIN does not have access to all the learning material (as we does not have a school log-in), therefore, we cannot comment on the learning materials. The only downside with the live event, as we see it, is that is "only" happens in 7 municipalities a year, thus because it is live, it does not reach out to as many pupils, as if it was online.

Germany

Best practice 1

Name of the best practice	**"Opinion-forming course"**
Name of the author/ creator	Munich Municipal Library
Year of good practice implementation and **duration**	2017-up to date
Target group aimed at	Pupils from the 5th grade upwards, parents
Type of best practice	Munich Municipal Library has been holding social community courses, integrating technical tools, and practical workshops for pupils from the 5th grade upwards. Since July 2017, the library is also offering school classes, namely "opinion-forming course".
Source	https://www.muenchner-stadtbibliothek.de/info-service/schule-bibliothek/ https://www.goethe.de/en/kul/bib/21001176.html
Short description of the best practice: • Main goals/purpose • Main usage • Main Actors • Achievements/impact	The main goal of the project is to educate pupils on themes such as privacy, data protection and copyright laws and, since 2016, also fake news. In 2017, the library also offered school classes namely "opinion-forming course" in preparation for the German general election. Their co-operation partners are Kultur- & Spielraum e.V. – an organisation that coordinates

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	cultural projects. In the course, young people are confronted with the subject of fake news. As a main achievement of the project, is considered the positioning of libraries as 'places for obtaining reliable information and promoting democratic opinion-forming'. The purpose of the courses is to equip the pupils with critical thinking and practical research tools when analyzing information on the Internet. Furthermore, the project will have a long-lasting impact on the decision-making process and democratic opinion-forming of the most vulnerable target group of fake news, indeed the pupils and young adults.
Strengths of the best practice	Munich Municipal Library holds practice-oriented courses, practical workshops and events. It provides specific examples and case studies, which the students exam to verify the content. The youngsters learn theoretical know-how and then form working groups. Each participant makes use of online research channels such as Facebook, posts or reports and other web sources to reveal whether the sources are fake. For instance, a missing imprint, spelling errors, links to dubious pages, or names that differ only minimally from those from respectable sources could help the researchers to validate the facts. Google's reverse search for images is another reliable tool to check whether a photography has been manipulated. Further, the trainers discuss the concept of "social bot", which is a program that automatically announce news via the social media and thus intervene in social and political debates.[4] Therefore, such training courses enhance young adults to develop new and strengthen existing competences, such as media or communication skills. These are all important aspects for the NAOF project.
Weaknesses of the best practice/areas for improvement	The term '' alternative fact'' has a long history. Despite this fact, there is still no officially recognized definition and literature on the concept. As a result, there is no sufficient offline and online media infrastructure which facilitates the public and private sectors to manage the influx of ''lying press'' in a consistent and synergetic manner. Considering the innovative and creative form of cooperation between the public libraries and the schools, the project could be used as a complementary basis on which a new pattern of teaching media literacy and critical thinking could be established for a general use.

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[4] Janetzko, Dietmar. 2017. «Social Bots and Fake News as (not) seen from the Viewpoint of Digital Education Frameworks». MedienPädagogik, (5. Juli), 61–80. https://doi.org/

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Best practice 2

Name of the best practice	”Fake-Hunters” game
Name of the author/ creator	Büchereizentrale Schleswig-Holstein of the library association Schleswig-Holstein eV
Year of good practice implementation and **duration**	2018-up to date
Target group aimed at	young people from the 7th grade upwards
Type of best practice	German libraries have become educational partners for schools in order to promote awareness raising campaigns on the theme of fake news. The game" Fake-Hunters" is based on a story telling teaching method, providing critical thinking on web content in the fields of world, knowledge and entertainment. The project aims to educate young people in media literacy by the means of "fake review tools" and databases and to verify and expose alternative facts as FakeNews. The game uses analytical methodology and is structured in three main sections. The first phase has educational features. During the first meeting – a kick off meeting, the business game is presented by a storytelling approach used for a training purpose of the participants. The follow-up phase is an online training, based on research and analysis with the learned "fake test tools" on web portal of the game. At the end of the phase there is an evaluation of the results. The third phase is a graduation of the participants. It is based on exchange of experiences and evaluation of the results from the online phase. At the end of the game the participants receive a certificate "FakeHunter". A complementary product of the simulation game is a knowledge box. The bookstore center has put together media boxes on the themes "media landscape / journalism / FakeNews". The boxes are suitable for students from 8th grade and can be ordered and borrowed from the local library.
Source	http://www.diefakehunter.de/ https://b-u-b.de/fakehunter/ https://www.goethe.de/en/kul/bib/21001176.html
Short description of the best practice: • Main goals/purpose • Main usage • Main Actors • Achievements/impact	The main goal of the project is to educate pupils in media literacy and to facilitate them to recognise fake facts. To achieve its goals Central Library of Schleswig-Holstein has developed the" Fake-Hunters" simulation game. As a teaching method a story telling approach has been used. The pupils act as detectives who receive an assignment from a newspaper publisher. The newspapers main competitor is a sensationalist

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	Internet portal. It is the detectives' job to find out whether this portal is spreading fake news.
	The project was designed in cooperation with Aktion Kinder- und Jugendschutz Schleswig-Holstein eV. In the development phase have been involved the municipal libraries in Eckernforde, Lauenburg and Neumünster as well as students of the University of Applied Sciences in Hamburg.
	The library headquarter Schleswig-Holstein coordinate and introduce national projects and offers to the libraries. The libraries undertake projects such as the" Fake-Hunters" simulation game in collaboration with local schools. This trend in educational collaborations boosts the impact on national level of the awareness raising campaigns amongst the German youngsters tackling alternative facts.
Strengths of the best practice	The project tackles the topic of fake news in an innovative manner. In terms of scope, the online simulation game is a large-scale project, which due to its practical and adaptable online functionalities could be multiplied internationally and hence has an EU-added value. The consortium is comprised of stakeholders with consolidated expertise in the field of education and thus could effectively combat the alternative facts trend.
Weaknesses of the best practice/areas for improvement	The term '' alternative fact'' has a long history. Despite this fact, there is still no officially recognized definition and literature on the concept. As a result there is no sufficient offline and online media infrastructure which facilitates the public and private sectors to manage the influx of ''lying press'' in a consistent and synergetic manner. Furthermore, having into account the complexity of the subject and the open access that the Internet space provides, a tight cooperation between interdisciplinary sectors such as media, entertainment, education, politics and ICT sectors would be required. The NOAF project could establish products and services, comprising and multiplying the innovative ICT features of the" Fake-Hunters". For instance, the final beneficiaries, the young adults, will be encouraged to describe their own experience with fake news on the internet in small videos and other multimedia formats and place it on an online gamification environment.

Best practice 3

Name of the best practice	"so geht MEDIEN"

Name of the author/ creator	ARD, ZDF and Deutschlandradio
Year of good practice implementation and **duration**	2016- up to date
Target group aimed at	Teachers and pupils
Type of best practice	The "so geht MEDIEN" project conveys media literacy using videos, audios, quizzes, interactive maps and texts. It explains how media works and what the role of public service broadcasting is. To strengthen the interactive nature of the project the pupils are encouraged to present their experience, ideas and findings with camera and microphones.
Source	https://www.br.de/sogehtmedien/footernavi/so-geht-medien/das-projekt/index.html https://www.youtube.com/playlist?list=PLnQD8S3ip13zD8sJIj_uMCmZznJAV7c64
Short description of the best practice: • Main goals/purpose • Main usage • Main Actors • Achievements/impact	The "so geht MEDIEN" project provides media literacy with a focus on the "medium" Internet because digitization is progressing rapidly, and many young people are primarily using their smartphones and tablets to get information. Ideally, "so geht MEDIEN" transfers tasks to the students, which they solve with their smartphones or tablets - for example, the big "MEDIA" puzzle or Quizzes. The main partners of the project are media actors such as Bavarian radio, Hessian radio, Central German Broadcasting, Northern German Radio, Radio Bremen, Broadcast Berlin-Brandenburg, Saarland Radio, Südwestrundfunk, West German radio, ZDF, Germany radio. Therefore, the consortium has a wide national scope and impact.
Strengths of the best practice	The project is very efficient and practically oriented in terms of usability. The study materials could be downloaded or watched on Youtube or listened of radio channels. The project suggests new teaching method for trainers and teachers. Hence, the teachers involved in the project receive a recognized certification. The NOAF project could find relevant and applicable, the teaching methods on which this project is based.
Weaknesses of the best practice/areas for improvement	The term '' alternative fact'' has a long history. Despite this there is still no officially recognized definition and literature on the concept. As a result, there is no sufficient offline and online media infrastructure which facilitates the public and private sectors to manage the influx of ''lying press'' in a consistent and synergetic manner. The radio has a crucial role in the media field. However, due to the complexity of the trend 'alternative facts' more intensive cooperation between all the actors in the

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| | field is needed in order to improve the level of awareness of the negative influence of the trend in the public space. |

Best practice 4

Name of the best practice	**Lie Detectors**
Name of the author/ creator	Lie Detectors is a non-profit organization based in Brussels. The author is Juliane von Reppert-Bismarck, an experienced and award-winning journalist
Year of good practice implementation and **duration**	2018-up to date
Target group aimed at	multinational journalists, tutors, trainers and educators and schoolchildren in Europe aged 10-15
Type of best practice	Training programmer targets journalists, educators and psychologist (direct target group) who are equipped with useful skills and action-oriented methods on how to develop young people's digital competence. Afterwards, journalists connect with schools and advise them on the media literacy practices. The project also established after-school clubs. There they give 90-minute lessons in the presence of a teacher and offer optional follow-up and homework material. Additionally, the project aims at creating an international network to fight fake news.
Source	https://lie-detectors.org/
Short description of the best practice: • Main goals/purpose • Main usage • Main Actors • Achievements/impact	The project main goal is to turn schoolchildren in Europe aged 10-15 into powerful lie detectors and critical thinkers in a world increasingly populated by distorted facts online, empowering their media literacy, using the very best existing news-literacy and news-verification initiatives, make informed choices and resist peer pressure from their social environment. To achieve its aim the project has set up a coalition of multinational journalists and media experts, creating an international network to fight fake news. In addition, the projects' target group is teachers in the education field who can further get involved into classroom discussions of the alternative facts' concepts with regards to IT lessons and after-school clubs. The project aims to impact educational policy-making at national and EU level. The project achievement is an inclusion of news literacy in the curricula of teacher-training colleges and classrooms across Europe, as urged by Unesco and OECD.
Strengths of the best practice	Lie Detectors is a member of the EU's new High-Level Group on Fake News. It advises the European Commission on how to

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	tackle the spread and socio-economic impact of disinformation. Hence, the project has large scope and benefits from international visibility and recognition.
Weaknesses of the best practice/areas for improvement	The term '' alternative fact'' has a long history. Despite this there is still no officially recognized definition and literature on the concept. As a result, there is still no sufficient offline and online media infrastructure which facilitates the public and private sectors to manage the influx of ''lying press'' in a consistent and synergetic manner. Further, more governmental structures ought to get involved in policy making activities in order to set a common framework tackling the dispersion of the trend '' alternative fact''. Such a framework could contribute to the results and impact of projects compliant to NOAF.

Best practice 5

Name of the best practice	**DigiBitS**
Name of the author/ creator	Deutschland sicher im Netz e.V (DsiN)
Year of good practice implementation and **duration**	2017-up to date
Target group aimed at	tutors, trainers and educators at the secondary school (5 to 8 grades), students
Type of best practice	A set of numerous practical teaching materials, app recommendations and event notes, classified by subject area and class level could be found in a material box and an additional online material pool. In addition, the DigiBitS teaching units guide students how to integrate digital competencies in their subject-specific content. DigiBitS teaching units combine media literacy with topics from the subject area. Ultimately, the participants decide how strictly to follow the proposed course of instruction or to personalize their modules from the material pool.
Source	https://www.sicher-im-netz.de/digibits-%E2%80%93-digitale-bildung-trifft-schule
Short description of the best practice: • *Main goals/purpose* • *Main usage* • *Main Actors* • *Achievements/impact*	DigiBitS provides an open access to a material pool and DigiBitS material. On the platform have been embedded teaching concepts and background texts which have been developed and published within the framework of the project. All sources are licensed under the Creative Commons License CC-BY-SA. Therefore, DigiBitS materials could be reproduced and redistributed them in any format by naming the author. The materials could be edited, and it could be built upon the them

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	for any use, even for commercial purposes, provided that this is done under the same license terms. In this project DsiN cooperate with partners, including Facebook, Avira and the FSM - as well as with partners from the educational sector such as fragFINN, the professional association of data protection officers in Germany (BvD) e.V. The content of DigiBitS is advised by an expert advisory board in the respective federal states. With DigiBitS, DsiN is also a partner of the Digital Education Pact. Interested schools can apply for a partnership with DsiN. As an expected impact the project aims to support the Digital education in schools and to strengthen digital competences for more digital security.
Strengths of the best practice	The project has a large scope as the content correspond to the demands of the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in Germany. According to the new education plans of the Länder, teachers in primary and secondary schools are obliged to teach media education in their subject lessons as per 2017/18 school year. The concept of this project is highly relevant for the NOAF project, which could adopt best practices from this initiative.
Weaknesses of the best practice/areas for improvement	The term '' alternative fact'' has a long history. Despite this there is still no officially recognized definition and literature on the concept. As a result, there is no sufficient offline and online media infrastructure which facilitates the public and private sectors to manage the influx of ''lying press'' in a consistent and synergetic manner. This project illustrates how the trend fake news could be tackled on regional level with governmental support. In spite of this fact, the complexity of the trend which has been mainly enarmed by the open Internet access requires further and more intensive cooperation between the main stakeholders in the media sector.

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Sweden

Best practice 1

Name of the best practice	Alternative facts: about the knowledge and its enemies
Name of the author/ creator	Åsa Wikforss
Year of good practice implementation and **duration**	2017
Target group aimed at	General public
Type of best practice	Book + awareness raising campaign (TV, print media, radio, YouTube, workshops, speaking at events)
Source	https://fritanke.se/bocker/alternativa-fakta/ https://www.tv4.se/nyhetsmorgon/klipp/professorn-skrev-bok-om-alternativa-fakta-6-av-10-l%C3%A4nkar-delas-utan-att-folk-ens-klickar-p%C3%A5-dem-3935126 https://vimeo.com/232815833 https://www.youtube.com/watch?v=zilD7P7Ak9w https://www.youtube.com/results?search_query=%C3%A5sa+wikforss
Short description of the best practice: *Main goals/purpose* *Main usage* *Main Actors* *Achievements/impact*	In 2017, Wikforss came out with the book Alternative Facts: about the knowledge and its enemies , which has attracted attention in several news media, including TV4. The book deals with facts and knowledge resistance from a philosophical perspective and what knowledge is. She addresses the psychological mechanisms behind the knowledge resistance and how we can counteract them. "Are there alternative facts? Is knowledge a social construction? Can something be true for me but not for you, or is truth something objective? "She believes that most of our knowledge comes from knowledge from other people. It makes us vulnerable to invented news, lies and propaganda. The book describes what we can do to counteract this phenomenon as well as the role of the media and the school.
Strengths of the best practice	- Gives a thorough introduction to the topic of fake news - Explains alternative facts and related notions (such as facts resistance) from a philosophical perspective - Awakens critical thinking - Describes what can we do about fake news as private persons, journalists, and researchers
Weaknesses of the best	- Ideally one has to read the book to understand the ideas and

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practice/areas for improvement	learn to spot fake news
	- It's not a bullet list, but a book written from a philosophical perspective

Best practice 2

Name of the best practice	**SVT guide on spotting fake news**
Name of the author/ creator	Sveriges Television
Year of good practice implementation and **duration**	2018
Target group aimed at	General public
Type of best practice	Website + guide
Source	https://www.svt.se/nyheter/utrikes/sa-kanner-du-snabbt-igen-falska-nyheter
Short description of the best practice: • *Main goals/purpose* • *Main usage* • *Main Actors* • *Achievements/impact*	Short guide on their website on how to recognize fake news, consisting of 5 important tips: 1. Look carefully at the title 2. Look carefully at how the news is illustrated 3. Look for if the news text contains value ratings 4. What is the source of the information in the news text? 5. Learn to see the difference between opinions and facts
Strengths of the best practice	Sweden's Television (SVT) is the biggest TV network in Sweden
Weaknesses of the best practice/areas for improvement	Presented not in the most appealing way

Best practice 3

Name of the best practice	**Fake news section of Metro.se**
Name of the author/ creator	Metro.se
Year of good practice implementation and **duration**	2017
Target group aimed at	Readers of metro.se
Type of best practice	Website / method / awareness raising
Source	https://www.metro.se/om/falska-nyheter
Short description of the best practice:	The section of the website is dedicated to exposing fake news. The photo accompanying news is labelled with big red stamp

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• *Main goals/purpose* • *Main usage* • *Main Actors* • *Achievements/impact*	"FALSKT".
Strengths of the best practice	Visible, clear, and understandable for readers
Weaknesses of the best practice/areas for improvement	The section itself is not very visible

Best practice 4

Name of the best practice	**Basta bufale / Stop fake news**
Name of the author/ creator	Italian Ministry of Education
Year of good practice implementation and **duration**	2013
Target group aimed at	15/18 years old
Type of best practice	Website / training program / campaign /guide
Source	https://www.generazioniconnesse.it/site/it/fake-news-materiali/
Short description of the best practice: • *Main goals/purpose* • *Main usage* • *Main Actors* • *Achievements/impact*	"Generazioni Connesse" project is the Italian Safer Internet Centre co-funded by European Commission. It aims at continuing the experience that has been underway since 2013 and, at the same time, improving, strengthening and broadening the role it has undertaken at a national level by the Safer Internet Centre. The aim is to become an ever-greater national reference point on topics related to a safer and better Internet for young people. The Safer Internet Centre is made up of an Awareness Centre, two Hotlines, and a Helpline. The Consortium that operates in the Safer Internet Centre is coordinated by the Ministry of Education, Universities and Research (MIUR) in partnership with the Ministry of Internal Affaire – Postal and Communication Police, National Ombudsperson for Childhood and Adolescence, University of Florence, University of La Sapienza – Inter University Centre, Save the Children Italia Onlus, SOS – Il Telefono Azzurro Onlus, Social Cooperative E.D.I., Movimento schools - by schools we mean a combination of management staff, families, teachers and students – throughout the country; the planned interventions foresee the participation of the above-mentioned groups both online, through the use of an ad-hoc digital platform, as well as through face-to-face workshops in the field. The latter will make use of innovative practices like peer-

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	education. These activities will be bolstered by the creation of educational and informative materials intended for children, adolescents and educators - teachers and parents - and by the promotion of existing online quality resources available at a national and European levels. Dissemination and visibility actions: developing a communication campaign that is capable of being reproduced with continuity for the entire duration of the project. The campaign is driven by traditional Media - TV, radio and printed material –, online channels, in particular social networks, and the channels placed at our disposal by third parties who have chosen to support the project. Actions to combat the spread of illegal material online: with support of two Hotline services for the reporting of online child sexual abuse, racist or xenophobic material. For some time now the two Hotlines have collaborated with the Postal and Communication Police (a project partner) through the drawing up of specific agreement protocols and the application of shared operational procedures. The two Hotlines contribute – in accordance to what is allowed by national legislation – to the core European platform database. Furthermore, the Hotline services collaborate with Postal and Communication Police to develop possible actions that will permit to analyse reported contents, identify and remove faster illegal or damaging online material. Support and guidance assistance, thanks the availability of an innovative Helpline – the first in Europe so far - that using an integrative platform can be accessed via telephone, chat, Skype, SMS or WhatsApp. This comprehensive system can respond to any request for advice or help coming from children, adolescents, and adults who are seeking information on how to deal with uncomfortable or dangerous situations affecting minors. The Helpline service collaborates with the most relevant social networks in order to identify new trends concerning online risks (e.g. those related to the use of social networks by under 13) and find solutions and policies that will contribute to ensure a more child friendly and safety environment.
Strengths of the best practice	The web site is quite effective because is in progress, updated with the most recent materials
Weaknesses of the best practice/areas for improvement	Users can develop their critical thinking. It is a very simple tools Which can be adapted for the aim of our project

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Best practice 5

Name of the best practice	Bufalopaedia
Name of the author/ creator	Paolo Attivissimo (He cooperates with the ministry of Education)
Year of good practice implementation and **duration**	2002
Target group aimed at	All users
Type of best practice	Research engine
Source	https://bufalopedia.blogspot.com/p/siti-creatori-di-bufale.html
Short description of the best practice: • Main goals/purpose • Main usage • Main Actors • Achievements/impact	The Bufalopedia is an index, edited by Paolo Attivissimo and by his colleague Elena Albertini, of almost all the anti-fake investigations. It is divided by category and presented with a brief description and the respective key words. To find an investigation you can also use the appropriate search box in the right-hand column of the Bufalopedia, looking for the keywords (names, places, phrases structured in a particular way). You may find it interesting to consult the antifake common questions in which the following questions are answered: What to do if you suspect a hoax? Why are the chains of St. Anthony so called? But what harm does a chain of Saint Anthony spread? How is it possible for people to bite at these stupid people? In the Bufalopedia you will also find some anti fake resources, such as the list of fake -generating sites, that of debunking sites, and a search engine to search for anti-rabid sites.
Strengths of the best practice	It can be used for the project using the examples got from the interviews
Weaknesses of the best practice/areas for improvement	

Best practice 6

Name of the best practice	Butac.it
Name of the author/ creator	Michelangelo Coltelli
Year of good practice implementation and **duration** of the best practice (if applicable)	2018 nowadays
Target group aimed at	No target group

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Type of best practice	It's a blog but it can be found on facebook too.
Source	https://www.butac.it/
Short description of the best practice: • *Main goals/purpose* • *Main usage* • *Main Actors* • *Achievements/impact*	It's a blog whose aim is to help people to be correctly informed. It's aim is to look for fake news mainly on line, but also published on the newspapers. Users have the chance to interact with experts available on the blog or on Facebook. It's very useful the so called Fakepaedia: i.e. a list of the main web sites fakes providers. It is available also a sort of data base of some fake news examples.
Strengths of the best practice	The web site is quite effective because is in progress, updated with the most recent materials
Weaknesses of the best practice/areas for improvement	Users can develop their critical thinking. It is a very simple tools Which can be adapted for the aim of our project

United Kingdom

Best practice 1

Name of the best practice	**FULL FACT**
Name of the author/ creator	Full Fact is the UK's independent factchecking charity.
Year of good practice implementation and duration	
Target group aimed at	The general public, but also government and schools
Type of best practice	Fact checking, website, Blogs, educational tools, training programmes, toolkit, guides, links to other players, etc.
Source	https://fullfact.org/
Short description of the best practice: • *Main goals/purpose* • *Main usage* • *Main Actors* • *Achievements/impact*	Full Fact provides free tools, information and advice so that anyone can check the claims we hear from politicians and the media. Full Fact is a registered charity. It is funded through public donations from individuals and organisations. It is are based in London so that they can meet with central government and major media outlets. Neutrality They say they have rigorous safeguards in place at every level of their organisation to ensure our neutrality. Amnesty International and the BBC are on their Board.

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	They provide: The Full Fact Toolkit, "A Simple practical tools anyone can use to identify misinformation" This includes: • How to spot misinformation • How to spot fake photos and videos • How to find facts • Factchecking for schools • Factchecking near you • Our bookshelf For the EU referendum, they have teamed up with a group of the UK's leading EU legal experts to produce a series of explainers about the most commonly misunderstood aspects of the debate. They say they check facts not people! FullFact undertakes Factchecks on the areas that are top of the public's concerns: the **economy, crime, health, immigration, education, the law, and Europe.** When they see an inaccurate claim being repeated, we get in touch with those responsible to correct the record. They have a strong track record of secured corrections from politicians, national charities, TV channels and every major newspaper (including Prime Minister's Questions!) The articles they publish are mostly factchecks. These are articles assessing the validity of a claim that has been made in public debate. From time to time, they publish explainer articles on topics of ongoing contention or misunderstanding, with the aim of eventually providing a baseline of reliable, up-to-date, accurate information for each of our topic areas. They also produce educational tools for use by students, teachers and the general public. From tips on spotting fake news, videos of our latest talks and what books to read to learn more about data, we aim to provide resources for you to use in daily life to check the claims that matter to you.
Strengths of the best practice	Independence. Charity – not for profit. High level of recognition in UK by key stakeholders Wide remit on issues that matter to the public Practical and useful tools and toolkits Very accessible despite huge coverage
Weaknesses of the best	Not well known by the general public

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Best practice 2

Name of the best practice	**How to spot Fake News**
Name of the author/ creator	The International Federation of Library Associations and Institutions (IFLA)
Year of good practice implementation and **duration**	2015
Target group aimed at	14-16 year-olds
Type of best practice	IFCN Lesson Plan
Source	https://factcheckingday.com/lesson-plan
Short description of the best practice: • *Main goals/purpose* • *Main usage* • *Main Actors* • *Achievements/impact*	The International Federation of Library Associations and Institutions (IFLA) published a summary to assist people in recognizing fake news. The plan includes a reading and annotation exercise to test how well students can separate fact from fiction, an example of a fabricated story that you can debunk with the class, and background material so you can adapt the plan to suit your group. Its main points are: 1. Consider the source (to understand its mission and purpose) 2. Read beyond the headline (to understand the whole story) 3. Check the authors (to see if they are real and credible) 4. Assess the supporting sources (to ensure they support the claims) 5. Check the date of publication (to see if the story is relevant and up to date) 6. Ask if it is a joke (to determine if it is meant to be satire) 7. Review your own biases (to see if they are affecting your judgement) 8. Ask experts (to get confirmation from independent people with knowledge). The International Fact-Checking Network (IFCN), launched in

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	2015, supports international collaborative efforts in fact-checking, provides training and has published a code of principles IFCN In 2017 it introduced an application and vetting process for journalistic organisations.
Strengths of the best practice	Useful fact-checking approach. International approach with international recognition Available in 13 languages
Weaknesses of the best practice/areas for improvement	Targets the 14-16 group only Not as accessible as some

Best practice 3

Name of the best practice	**Fact Check It!**
Name of the author/ creator	The Poynter Institute
Year of good practice implementation and duration	1975
Target group aimed at	Students aged 15+
Type of best practice	Network
Source	https://www.poynter.org/ifcn/
Short description of the best practice: • Main goals/purpose • Main usage • Main Actors • Achievements/impact	The International Fact-Checking Network: Monitors trends, formats and policy-making about factchecking worldwide, publishing regular articles in the section below and in a weekly newsletter. Helps surface common positions among the world's fact-checkers. Promotes basic standards through the fact-checkers' code of principles and projects to track the impact of factchecking. Funds annual fellowships, an innovation grant and a crowdfunding match program. Convenes factcheckers in a yearly conference (Global Fact) and promotes collaborative efforts in international factchecking. Provides training in person and online. Advocates for more fact-checking, including through an annual International FactChecking Day. The Poynter Institute claims to be the world's most influential school for journalists. Poynter champions freedom of expression, civil dialogue and compelling journalism that helps citizens participate in healthy democracies. We prepare journalists worldwide to hold powerful people accountable and promote honest information in the marketplace of ideas.

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Fact vs. Fake is a weekly column in which are compared the reach of fact checks vs. hoaxes on Facebook. Fact-Check It! is a role-playing card game that stimulates critical thinking, fact-based dialogue and analytical skills among students. It takes place in the fictional country of Agritania, where the debate over an upcoming referendum to ban GMOs has been consumed by fake news and dubious claims. Students will operate in the newsroom of the Agritania Today and have to verify 25 different news items in order to inform the editorials that will come out on the day of the vote. At the end of the exercise, the students will upload the front page that is the result of their work on factcheckingday.com and compare their findings with those of other classrooms around the world.

Fact-Check It! is designed ideally for a class of 25 students, age 15 and up, divided into five work groups. The lesson plan's kit consists of 25 cards, a fact-checking tipsheet and a guide for teachers. Fact Check It! was created by Gianluca Liva with Factcheckers.

The lesson plan is currently available in English, Italian, Portuguese and Spanish.

Strengths of the best practice	International (American – so pro's and con's….) Includes a large network of players Lots of articles and tips
Weaknesses of the best practice/areas for improvement	Not many examples of games and quizzes Quite text base and relating largely to newspapers. No apparent market segmentation.

Best practice 4

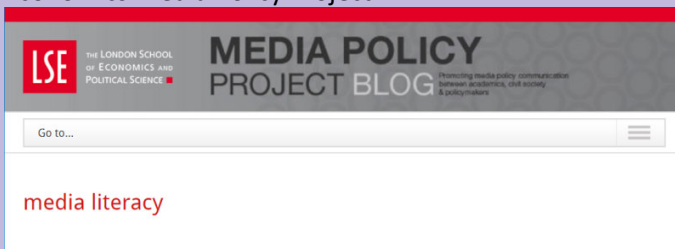|	
Name of the best practice	**BBC Academy and CBBC (Children's BBC): Fake News Programme for Schools**
Name of the author/ creator	BBC
Year of good practice implementation and **duration**	2017-2019 (continually developing)
Target group aimed at	School Children: 6-10 and 11-18
Type of best practice	"Discover, Learn, Grow: Training and development designed to support the BBC and the wider industry to inform, educate and entertain" • Lesson plans and resources

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	• Regular output of videos • Quizzes and games on Fake News
Source	https://www.bbc.co.uk/programmes/articles/4fRwvHcfr5hYM MltFqvP6qF/help-your-students-spot-false-news
Short description of the best practice: • *Main goals/purpose* • *Main usage* • *Main Actors* • *Achievements/impact*	The lesson plans aim to help secondary school students (11 to 18-year-olds) examine critically information they receive online through websites, social media, pictures and data and to develop skills and methods to help determine what is real. They include guidance for teachers on how to use them in the classroom. All schools have access to free online materials classroom activities, video tutorials, and an interactive game developed by the world-famous Aardman studio, where the player experiences being a BBC journalist in the heart of the newsroom. + up to 1,000 schools offered mentoring in class and online to help them spot so-called fake news by well known BBC journalists. The move follows a year-long study, conducted by the **University of Salford** in conjunction with **BBC Newsround**, looking at how well children aged between nine and 14 can spot false information. **Fake News Quiz:** https://www.bbc.co.uk/cbbc/quizzes/real-or-fake-news-quiz
Strengths of the best practice	Comprehensive coverage from a trusted educational provider –

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	available free to all schools Very Accessible. Available on line with videos, games etc.
Weaknesses of the best practice/areas for improvement	None – but main target is children in school.

Best practice 5

Name of the best practice	**The News Hero**: A Game for Teaching Media Literacy and Fighting Disinformation
Name of the author/ creator	NATO Strategic Communications Centre of Excellence (NATO StratCom COE)
Year of good practice implementation and **duration**	2018
Target group aimed at	not specific
Type of best practice	The News Hero is a Facebook game designed to teach users how to spot false or unreliable information online.
Source	https://blogs.lse.ac.uk/mediapolicyproject/2018/08/28/the-news-hero-a-game-for-teaching-media-literacy-and-fighting-disinformation/ The above link take you to a blog by the London School of Economics Media Policy Project: LSE THE LONDON SCHOOL OF ECONOMICS AND POLITICAL SCIENCE **MEDIA POLICY** PROJECT BLOG Go to… media literacy (The game is accessed by logging in via Facebook)
Short description of the best practice: • *Main goals/purpose* • *Main usage* • *Main Actors* • *Achievements/impact*	The News Hero, a Facebook game designed to teach users how to spot false or unreliable information online. The game creates the narrative of an aspiring news editor for the player to follow. Reward mechanisms, such as the accumulation of currency and the growing of market share are included. It introduces a fact checker, which provides hints to the player and reinforces good fact-checking behaviour. The levels of the game as a whole reflect basic fact-checking practices, such as checking authors, verifying sources, and assessing the reliability of visual evidence. The game is set in a virtual newsroom, and the player starts out as the aforementioned editor. The primary goal is to grow the

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	market share of the newspaper, but this can only be done by publishing good and accurate information. The player is presented with news story after news story, and must choose to either accept or reject each one. Each of these news stories are real—that is to say, they are actual articles that were published online. Whether or not they contain accurate information is, of course, up to the judgement of the player. The fact-checker, presented on a tablet on the right side of the screen, is key to the functioning of the game and the gradual teaching of the player; for each article, the fact-checker presents important questions that the player should ask themselves before continuing. Most of these actually encourage the player to do their own fact-checking, including verifying dates and looking up events. As the player progresses through the three levels of the game, the focus of the fact-checking shifts to different ideas. All-in-all, the game is a simple way of teaching players some basic media literacy when reading articles online.
Strengths of the best practice	Promoted by the London School of Economics – very reputable link! Comprehensive game with wider media literacy elements.
Weaknesses of the best practice/areas for improvement	News desk orientated. Doesn't cover other aspects of intentional misinformation.

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