

Sustainability and Exploitation Plan

DoCHECK

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DoCheck

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DoCHECK! | Sustainability and Exploitation Plan

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1. Introduction

1.1. Definitions

Exploitation: the use of the project's results at different levels, during and after the implementation of the project. Exploitation embodies the act of employing results to the greatest possible advantage. This includes detailing how the outcomes of the project will be used by the partners and other stakeholders, how multiplier effects will be ensured (including scope for replication and extension of the outcome of the action at sectorial, as well as local/regional/national or international level) and provides means to measure exploitation within the project funding time and after.

Sustainability: the capacity of the project to continue and use its results beyond the end of the funding period; for DoCHECK, this means after September 30, 2024. This includes explaining how the project can be sustained financially (after the end of project funding) and institutionally (activities and services continuing to be in place) after the end of the funding period. Sustainability of results implies use and exploitation of results in the long term.

Policy recommendations: policy recommendations highlight concrete points of actions that are aimed to impact policy makers and European policy in general.

1.2. Project Overview

DoCHECK!'s main objective is to improve the accessibility to resources for young people to address the problem of misinformation, empowering them to identify and prevent misleading news, encourage critical thinking, and combat the spread of false information. To accomplish this mission, our project focuses on three target audiences: first, students ages 14 to 18, a demographic particularly susceptible to misinformation, their parents, and teachers.

The project aims to foster collaboration among the various stakeholders and employ innovative pedagogical methods. It strove to foster creativity, assist educators in competency-based teaching, and assess and authenticate vital skills such as critical thinking and the use of digital tools to distinguish reliable information from false content.

The general objectives of the project are to:

OG1 - Help detect and combat disinformation through digital tools.

OG2 - Empower schoolchildren from 14 to 18 years old, especially those in situations of special vulnerability, through training in ICT tools to detect and prevent misinformation and hoaxes or fake news.

OG3 - Empower their parents and educators of students, providing tools and recommendations to help adolescents to detect and prevent misinformation.

OG4 - Include the methodology and OER created in the European secondary school curriculum.

During the course of the project, the project partners have developed open educational resources (OERs) and other practical tools for students, teachers, and families. These resources were made available in five languages (English, French, Spanish, Italian and Greek) and in various formats to ensure flexibility and enable their use in different contexts. Also, a Massive Open Online Course (MOOC), available in English, was created by WeSchool. These resources focus on the use of digital tools to prevent and eradicate misinformation.

1.3. Importance of Sustainability and Exploitation

The Sustainability and Exploitation Plan deliverable (D10) is part of the Work Package 4 (WP4) on communication, dissemination and exploitation of results, whose objectives are to:

- Identify the potential ways in which the project results can be exploited in order to maximize the project's impact and legacy on a large range of stakeholders;
- Increase the impact of the project beyond the consortium and raise awareness in society about how training in knowledge and use of digital tools can help combat misinformation and foster a critical spirit among adolescents and their entourage.
- Disseminate information about the DoCHECK! and its resources to ensure a wide and effective circulation of the projects knowledge outputs and results;
- Ensure maximum visibility of the project through widespread communication activities in order to raise awareness about DoCHECK! and its beneficial impact for young people and society.

As such, the Sustainability and Exploitation Plan will be closely linked with the contents of the following deliverables:

- D8: Communication and dissemination strategy
- D9: Informative website of the Project; URL: https://docheck.org/en

Within this framework, a robust Sustainability and Exploitation Plan will guarantee that the educational resources, tools and strategies developed throughout the DoCHECK! project will continue to be disseminated, utilized and integrated in educational systems and communities to help fight misinformation and foster critical thinking.

1.4. Importance of Policy Recommendations

Policy recommendations are essential in guiding the successful implementation and long-term impact of the DoCHECK! project. They serve as a **bridge between the project goals and practical actions,** offering structured guidance for decision-makers, stakeholders, and partners. Well-crafted recommendations, as presented in subheading 3, will ensure that initiatives are not only effective in the short term but are also **scalable, sustainable, and aligned with broader educational, social, or policy frameworks**.

By outlining clear steps and strategies, policy recommendations help to address identified challenges, improve the quality and relevance of resources, and ensure that efforts are coherent and focused. They create a shared vision and responsibility for achieving project outcomes. Additionally, recommendations provide a basis for continuous monitoring and evaluation, ensuring that **the project adapts and evolves in response to feedback and changing needs**.

2. Value and impact of project

In this section we will provide a detailed analysis of the value and impact of the Open Educational Resources (OERs) and the Massive Open Online Course (MOOC) developed in the course of the project. These resources were created on the basis of focus groups conducted in Belgium, Greece, Italy and Spain in 2023 (refer to the DoCheck! Methodological Framework for a summary of these results).

The sections below summarize the **strengths, areas for improvement, and key takeaways** of the OERs and MOOC, based on feedback from various stakeholders, offering insight into the effectiveness of the resources in enhancing media literacy and combating misinformation.

2.1. Value and Impact of the OERs

The Open Educational Resources (OERs) were tested across the different countries involved in the project. The goal was to reach 250 secondary school students aged from 14 to 18 years of age, and 40 parents and/or educators. This goal was exceeded with **263 students** (106 from Spain, 49 from Belgium, 54 from Greece and 54 from Italy) and **57 parents and/or educators** (9 from Spain, 6 from Belgium, 31 from Greece and 11 from Italy) taking part in the testing of the OER resources. After the testing, a total of **221 assessment questionnaires** were filled in by **students**, and **54 by parents and/or educators**.

According to the feedback from these forms and the partners' experiences, the OER testing for parents, educators, and students demonstrated significant value and impact in enhancing media literacy and combating misinformation. According to various partners, these resources were highly regarded for their educational content and practical utility.

The guides for parents and teachers were commended for their relevance and the practical tools they offered to support young students. For instance, Cibervoluntarios noted that the guides provided "relevant information and tools," and Ferrari highlighted the "high level of engagement" from educators and families, emphasizing the resources' effectiveness in addressing misinformation.

However, there is a consensus on the need for improvement in interactivity and local relevance. Feedback from Cibervoluntarios pointed out that while the guides were useful, they were perceived as too lengthy and lacking interactive elements, with a call for more local examples to enhance their accessibility and user-friendliness.

Ferrari echoed this, noting that although the guides were effective, integrating more interactive components could further engage users.

For student guides, the feedback reveals both strengths and areas for development. Cibervoluntarios observed that students were engaged by the gamification elements and verification tools, which helped maintain their interest and focus. However, students struggled with theoretical content and infrastructure limitations, highlighting a need for more interactive and practical applications. Ferrari's feedback corroborated this by indicating that while students were initially challenged by theoretical aspects, their engagement increased significantly with interactive segments. This feedback underscores the need for a balance between theoretical and practical elements to ensure that students not only understand the content but can also apply it effectively in real-world contexts.

Overall, the OERs have made a notable impact by providing valuable resources for combating misinformation, yet there is a clear need to enhance interactivity and practical relevance to maximize their effectiveness.

2.2. Value and Impact of the MOOC

The **MOOC (Massive Open Online Course)** took place simultaneously in all countries involved in the project on 14 May 2024 and lasted 1 hour and 45 minutes. The meeting comprised moments of theoretical explanation on disinformation and verification tools, some reflection activities on Mentimenter and interactive activities and games. In total, **493 students** (312 from Italy, 90 from Greece, 62 from Belgium and 29 from Spain) participated in the MOOC. At the end of the MOOC, **200 feedback forms** were completed, 179 by students and 21 by teachers. Most of the students involved were 15 years old (28,50%). The rest were all aged between 14 and 18 years old, the target group for the DoCHECK! project.

According to the feedback collected, by both these forms and the partners' experiences, the MOOC component of the project has proven to be a valuable and impactful tool for delivering educational content on media literacy and misinformation.

Feedback from Cibervoluntarios highlighted that the MOOC was perceived as "interactive and easy to follow," with participants expressing a strong interest in the verification tools provided. This indicates that the MOOC was successful in engaging users and delivering practical tools that they found useful for debunking misinformation. However, technical issues with the WeSchool platform were noted, which, although managed effectively, underscore the importance of ensuring reliable access to digital learning environments.

Ferrari's feedback further supports the MOOC's value, noting that participants found the content engaging and the practical demonstrations useful. However, there was a recurring request for more practical examples and deeper insights into emerging issues such as AI and social media. This suggests that while the MOOC was effective in its current format, expanding its content to include more real-world applications and contemporary issues could enhance its impact.

EPAL's feedback confirmed that the MOOC was well-received for its engaging format, but also highlighted the need for greater emphasis on practical insights and applications.

Overall, the MOOC has made a significant impact by providing an interactive and engaging learning experience, yet there is room for improvement in terms of content depth and technical support to further enhance its effectiveness.

2.3. Key takeaways

As seen above, the OERs and MOOC have demonstrated notable strengths and successes in their mission to enhance media literacy and combat misinformation, which can be summarized as follows.

2.3.1. Valuable Educational Content

The OERs and the MOOC have been highly praised for their valuable educational content.

Feedback from Cibervoluntarios highlighted that the guides were "extremely useful" for engaging students, while Ferrari noted the "high level of engagement" from educators and families.

The MOOC was also recognized for its interactive and engaging format, with participants finding the verification tools and practical demonstrations particularly beneficial. These positive aspects underscore the project's success in delivering relevant and impactful educational materials on media literacy and misinformation.

2.3.2. Effective Engagement through Interactivity

Both the OERs and the MOOC have demonstrated effective engagement through interactive elements.

Cibervoluntarios and Ferrari observed that the gamification and verification tools in the student guides were well-received and helped maintain students' interest.

Similarly, the MOOC's interactive activities and practical demonstrations were highlighted as key factors in its success. This indicates that the project's focus on interactive content has successfully captured participants' attention and enhanced their learning experience.

2.3.3. Positive Reception and High Engagement

The OERs and MOOC received positive feedback regarding their reception and overall engagement. Parents, teachers, and students alike expressed appreciation for the content and the practical tools provided. Ferrari's report emphasized that the guides were perceived as "supportive" and "operational," and Cibervoluntarios noted that the MOOC was considered "interactive and easy to follow." This reflects a strong positive reception and indicates that the resources are effectively engaging their target audiences.

2.3.4. Enhanced Media Literacy Skills

Feedback from both the OERs and the MOOC highlights that the resources have significantly contributed to enhancing media literacy skills. Participants found the content useful for understanding and addressing misinformation. For instance, Ferrari reported that the guides helped users "understand media literacy better" and provided practical tools for combating misinformation. Similarly, the MOOC's practical demonstrations and verification tools were appreciated for their role in improving participants' ability to debunk fake news.

Note: these last two points have also been effectively illustrated through the testimonials of students, parents and educators (see DoCHECK! video experiences).

2.3.5. Successful Implementation Despite Challenges

The project has successfully managed to implement its resources despite some challenges. Technical issues with the MOOC platform were addressed effectively, and feedback indicates that these challenges did not detract from the overall positive

experience. The project's ability to adapt and resolve issues demonstrates its resilience and commitment to providing valuable educational resources.

Given the positive impact of the resources developed throughout the project, which has been proven through their extensive testing and appraisal by the different partner organizations, the overall value of the DoCHECK! project cannot be understated. It is therefore useful to work to ensure the successful sustainability and exploitation of the project resources, in order to help students to effectively tackle misinformation and disinformation.

3. Exploitation and sustainability of the project

This section outlines the key strategies and challenges related to ensuring the long-term impact and continued use of the DoCheck! project resources. It explores potential funding avenues, addresses obstacles to resource adoption, and provides recommendations for maintaining and expanding the project's outcomes beyond its initial timeframe.

3.1. Challenges to exploitation and sustainability

In order to guarantee the successful sustainability and exploitation of the project, it is first important to understand the challenges that will need to be overcome in this regard. The sustainability of the DoCHECK! project faces four main challenges as identified by the partner organizations:

3.1.1. Lack of Guaranteed Funding

The most significant challenge to the sustainability of the project is the uncertainty surrounding funding once the initial project period ends.

As seen above, while partner organizations are committed to continuing the exploitation of the project results, the reality is that maintaining and expanding DoCHECK! requires financial backing. This includes not only covering the costs of human resources, but also of updating the materials, ensuring ongoing dissemination, training, and outreach efforts. Without a clear path to secure long-term funding—whether through grants, sponsorships, or institutional backing—the project's ability to sustain itself could be severely compromised.

3.1.2. Bureaucratic Hurdles

Navigating the bureaucratic processes within educational systems poses a considerable barrier to the project's integration. Educational institutions often have rigid systems in place for approving and incorporating new materials into their curricula, which can prove both time-consuming and complex. Even when resources

are offered free of charge and align with educational goals, the approval process can delay or obstruct their implementation.

Also, even when the approval process is less demanding, there usually remains the issue of a lack of flexibility within the curricula and timetables. While teachers and administrators may be interested in adopting the DoCHECK! resources, finding the time and space within the existing curriculum can be a significant hurdle. Teachers are required to complete teaching units within very rigid timelines. Therefore, introducing new resources and course content to help fight disinformation in schools, without this being formalized in the curricula, could prove practically difficult to implement, even when there is interest from educators. This rigidity in scheduling could slow down the dissemination and use of the project's materials, as schools are often limited in how much additional content they can incorporate into their already packed programs.

3.1.3. Ensuring Appeal and Practicality of Content for Educators and Students

Finally, the practical application of the materials for educators remains a challenge. Some partners have expressed concerns that the content, while theoretically valuable, may not always be hands-on or interactive enough to engage teachers and young students fully.

One of the most praised and interactive components of the project, that being the gamification element, and practical examples, is only a small component of the overall materials developed by the project, and educators may struggle to implement materials that are more abstract or difficult to integrate into day-to-day classroom activities, without significant add-ons (and therefore additional work). To ensure wide usage and sustained interest, DoCHECK! resources need to be practical, adaptable, up to date, and engaging for teachers, students, and educational communities alike.

3.1.4. Guaranteeing Sustained Content Revision

A final concern is the necessity for regular updates to the project's materials and methodologies. As the educational and digital landscapes evolve, as does the way young people consume information, resources that were once innovative in order to fight misinformation and disinformation can quickly become outdated, limiting their relevance and effectiveness. For example, as of summer 2024, Artificial Intelligence has gained an increased presence in student's lives. This was only marginally included in the project resources.

Without consistent updates, the DoCHECK! project risks offering outdated resources that no longer align with newly developed practices, needs, methods, or technologies. Ensuring that materials remain fresh and adaptable requires sustained effort and expertise, but without dedicated resources and planning, it may be difficult to keep pace with these changes.

3.2. Possible Funding Avenues

As seen in the previous point, one of the main challenges to the project sustainability is the absence of enduring funding following the end project date. In an attempt to prevent this issue, each partner organization has proposed various funding avenues to be explored.

First and foremost, a few organizations have emphasized that they will continue to dedicate human resources to the DoCheck project:

- **Newtral** has stated that “Newtral is deeply committed to the long-term sustainability of the DoCHECK! project, and are prepared to contribute a range of resources to ensure its continued success beyond the initial funding period. Central to this contribution is the Newtral Educación team, a group of experts specifically focused on developing and delivering educational initiatives. This team is not only well-versed in the methodologies and tools created by DoCHECK!, but they also have the unwavering support of the broader Newtral organization. Their multidisciplinary approach allows the Newtral Educación team to draw upon the diverse skills and expertise of our colleagues across various departments, ensuring a holistic and innovative approach to sustaining the project’s objectives. Furthermore, Newtral’s team is ready to invest their time, knowledge, and creativity into expanding the reach of DoCHECK!’s resources.
- **WeSchool** plans to keep a person available to monitor on a bi-weekly basis the DoCHECK! community on their platform.
- **EPAL Kaisarianis** plans to involve its team and collaborate with its computer science department to create a dedicated webpage for the project in Greek.
- **The European School of Brussels II** will contribute teachers to continue training and engaging with other institutions.
- **The Francesco Luigi Ferrari Cultural Center** plans to have a dedicated staff member who will continue to work on disseminating and implementing the project's results, including planning and organizing events focused on media

literacy and critical thinking. This will be supported by their strong partnerships with other schools and organizations promoting digital skills.

- **Fundación Cibervoluntarios** can rely on their networks of over 3,500 cybervolunteers and over 2,500 grassroots oganisations (local councils, educational centres, NGOs….) to support their organization in training activities and disseminating the resources of the project to students, teachers and families. They collaborate with over 38 European partners of different types in other projects, so they can potentially identify other funding avenues.

Moreover, the sustainability of the project could be subsidized by collaborating with private sector companies, foundations, and nonprofits that are invested in educational initiatives and digital skills development. Exploring opportunities for funding through grants and sponsorships could help resolve the funding issue. This could be done with another Erasmus+ project, other EU funding programmes like Horizon Europe or Creative Europe, or more local funding through organizations like Fondazione Cariplo or Fondazione con il Sud, which support education and social inclusion.

For instance, Fundación Cibervoluntarios' fundraising department is actively looking for new opportunities at European level to address the escalating challenge of disinformation. Ideally, their plan is to share new ideas with the current Consortium in order to present a proposal and obtain funding to ensure the project's continuity. In this context, they are paying close attention to Calls for Proposals under Erasmus+ but are also looking for funding that will enable them to apply the lessons learned from DoCHECK! to new projects. As an example this year Fundación Cibervoluntarios has already explored opportunities through the Creative Europe Programme (CREA) under the Call NEWS - Media literacy (CREA-CROSS-2024-MEDIALITERACY). They have also detected and explored a call from Google named: "Google.org Impact Challenge: Strengthening Democracy in Europe" which is an open call to give funds that will help civil society groups and social innovators in Europe to scale initiatives promoting democratic resilience, including through the use of advanced technology and AI.

3.3. Sustained Use of Project Resources

Each partner organization has expressed their desire to continue using and disseminating the project resources, following September 2024:

- **Newtral** plans to continue its commitment to educational outreach by organizing and delivering a series of talks and workshops in schools and educational institutions. These events will target teachers, parents, and students, aiming to raise awareness and educate on critical issues. They plan to leverage the materials and methodologies developed by the DoCHECK! project to enhance the quality and impact of their sessions. By integrating these resources, they aim to multiply the reach and effectiveness of their training sessions, ensuring that the knowledge and skills imparted are aligned with the latest best practices and research provided by the DoCHECK! project. This will allow them to better equip educational communities with the tools they need to foster a more informed and responsible society.
- **WeSchool** plans to keep the content visible through intensive dissemination (publications both on social media and on their platform, reaching teachers from different countries and people working in the education field) and through the DoCHECK! community on the WeSchool platform accessible for all those who want to educate themselves on the subject or are interested in seeing how the project worked.
- **EPAL Kaisarianis** intends to use the deliverables of the project as a part of the teaching material for the students they already have, but also for the new students, every year –estimated at about 300 to 350 students/year. In parallel they will share the material produced by the project to all the teachers in their school, but also to the schools in their area – reaching an estimated 400 teachers. They will also share it to all the public schools in Greece via the web – an estimated 400 vocational high schools and about 2000 in general education.
- **The European School of Brussels II** similarly intends to present the resources created during the project to secondary school students from the different language sections of their school, aged 14-18 (estimated at around 1000 students, given that there are 2223 secondary school students overall in the year 2024-2025). To present the results of the project they will use a block of two 45-minute periods in the framework of the “Life skills” (renamed “Class Time”) programme that takes place within the school. Secondly, they plan to disseminate the results of the project to other European schools in Brussels (there are 4 in total) through contact with other teachers from the different schools who took part in the Multiplier Event of September 2024. Finally, they will also present the project resources to the staff of the Spanish Ministry of Education in Brussels. The Delegation of the Ministry of Education in Brussels is an antenna in the training of Spanish-speaking teachers in Belgium, the Netherlands and Luxembourg.
- **The Francesco Luigi Ferrari Cultural Center** plans to continue using and disseminating the DoCheck! project resources through the integration of the OERs into its ongoing media education programs. Specifically, the

organization aims to implement the project's outcomes in new Media Education laboratories, which will educate both young people and educators on media literacy, critical thinking, and digital skills. The center will leverage its existing networks, including "In-ForMedia" and its partnership with the Italian Association of Media Education (MED), to ensure broad dissemination and long-term impact at both the local and European levels. Additionally, the center plans to collaborate with schools, universities, and vulnerable communities, ensuring the ongoing use of project resources in various educational contexts.

- **Fundación Cibervoluntarios** will maintain the project website (URL: https://docheck.org/en) following September 30th 2024 so as to allow students, teachers and families sustained access to the open educational resources (OERs) and all the tools created during the project. The organization will disseminate the DoCHECK! Methodological Framework as a best practice model through its communication platforms, including newsletters, social media channels, and a blog. Cibervoluntarios has over 80,000 followers among all its networks. Through its extensive national network of cybervolunteers (over 3,500) and grassroots organizations (over 2,500, including small local councils, also in rural areas, educational centres, associations of families of students, and other NGOs of young people, including vulnerable youth),, as well as its collaborations with 38 European partners (SMEs, academic, educational centres, NGOS…), the organization aims to promote the project results widely and explore new funding opportunities to ensure their ongoing relevance and scalability. They also have an agreement with INTEF, the Spanish National Institute for Educational Technologies and Training of Teachers, a public organization depending on the Spanish Ministry of Education, to share the resources created by Cibervoluntarios, and include them in their portal. Cibervoluntarios also has an agreement with CLABE, (Open Editors' Club), the most important association in the media sector in Spain, with more than 180 associated business groups and nearly 1,000 titles in all formats, periodicities and contents, to promote the goals and work of Cibervoluntarios, and some of the resources, in different media in Spain

Through the various sustainability and exploitation strategies detailed above, we can see that both EPAL Kaisarianis and EEB2 were able to integrate the DoCHECK! resources and pedagogical trainings within the framework of their own school systems. This showcases that part of the bureaucratic hurdles mentioned p. 10-11 can indeed be overcome.

We have also seen that the resources will be widely disseminated and sustained at both a local and European level. Cibervoluntarios is to that effect also considering the inclusion of the DoCHECK! resources on the following platforms: the Erasmus+ project results platform, EPALE and the EduNet platform (one of the DoCHECK associated partners).

However, comprehensively resolving some of the challenges mentioned at the onset of this section requires a more holistic approach, which entails changes in policy on the part of national educational systems. This leads us to the importance of using the DoCHECK! project results as a stepping stone to enhancing policymaking in the realm of education, particularly when it comes to imparting the content and skills necessary to tackle misinformation and disinformation.

4. Policy recommendations

To enhance the impact and sustainability of the DoCHECK! project, several key policy recommendations have been identified.

First, **incorporating digital and media literacy into national and international curricula** is crucial in ensuring that critical thinking and digital skills are taught as core subjects, rather than supplementary content. This would guarantee widespread and consistent use of resources like those developed by the DoCHECK! project.

In the last decade, both the European Parliament and the European Council have highlighted the importance of media literacy through their adoption of the Recommendation on the Eight Key Competences for Lifelong Learning (2016), the Digital Education Action Plan (2017), and through frameworks like DigComp and DigCompEdu. In regard to the European School system (which includes EEB2), a 'Digital Education Vision for the European Schools' (DEVES) was established in 2018, stating that digital competence must be developed in every learner: "Every pupil and student develops throughout his/her European School education the digital competence to foster confident, critical, responsible and creative use of, and engagement with, digital technologies for learning, at work, and for participation in society.". This vision and frameworks have existed for years. DoCHECK! and other projects have now developed freely accessible resources, in many different languages. Considering this development, there is every reason to push for the explicit inclusion of these frameworks and resources in school curricula throughout Europe.

Second, and in continuity with the recommendation above, **promoting greater flexibility in school calendars** is essential to accommodate new educational programs. Schools should be encouraged to allocate designated time slots for integrating innovative resources, allowing for smoother implementation of initiatives such as DoCHECK!. Rigid school schedules can often make it difficult to introduce new content, even when there is a strong interest from educators, and a pedagogical benefit to the students.

Third, **investing in teacher training on digital and media literacy** is vital. Equipping educators with the necessary skills and knowledge to teach digital skills will ensure they can effectively utilize DoCHECK!'s resources, leading to long-term success in fostering media literacy. This has been highlighted by Faktograf, which

emphasized the need for continuous professional development of teachers in order to keep pace with the fast-evolving digital landscape.

Fourth, **encouraging direct student participation in any future projects** co-funded by the European Union. As seen throughout the DoCHECK! project, students offer incredibly valuable insight into how they interact with misinformation and disinformation, and what they find useful in order to tackle this problem. Including even more sustained student cooperation in the creation of resources to fight disinformation would prove incredibly helpful in pursuing the aims of the DoCHECK! project.

Fifth, **establishing a European wide conference** that aims to exchange best practices regarding tackling misinformation and disinformation. This can be for instance developed on the model of FakenewsLab, an event that provides a space where professionals from media sectors, academic experts on misinformation speak about their knowledge and perspectives on misinformation and listen to young people to understand how they receive information and what concerns them. This initiative has been very beneficial for all participants as it proved helpful in deepening the study of the best practices and tools to address misinformation.

Finally, **fostering public-private partnerships** between educational institutions and digital organizations could be helpful in providing schools with cutting-edge tools and methodologies. For instance, Newtral's partnerships with private-sector organizations focused on digital skills development could serve as a model, ensuring that resources like DoCHECK!'s remain relevant, widely disseminated, and impactful for years to come.