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Capacity Building Program Report

digitol

Generations united
combatting fake news

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Foreword

The Capacity Building Program Report was developed as part of the activity planned by the “Digital Inclusion for Older People - Intergenerational synergies for the active participation in society” (DIGITOL) project - No 612208-EPP- 1-2019-1-IT-EPPKA3-IPI-SOC-IN, funded by the European Union’s Erasmus+ Program.

Erasmus+ is the EU Program in the fields of education, training, youth and sport for the period 2021-2027. Education, training, youth and sport are key areas that support citizens in their personal and professional development.

For further information go to:

https://ec.europa.eu/programs/erasmus-plus/about_en

The Report does not necessarily reflect the opinion of the European Commission,

General Directorate of Employment, social affairs and inclusion.
The Report has been written collectively by the project partners, under the coordination of: Rachele Meda and Antonio Dell’Atti (Consorzio Comunità Brianza), Chelsea Lazaridou (50+ Hellas).

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

1. 1. Introduction

DIGITOL is an Erasmus+ funded project aimed to combat hate speech, stigmatization, and any form of discrimination within the EU by increasing the digital skills and critical thinking of older adults exposed to fake news. It is coordinated by Consorzio Comunità Brianza and involves partners from Belgium, Bulgaria, Estonia, Germany and Greece.

Through intergenerational activities, DIGITOL promotes mutual learning, social cohesion, and active citizenship, thus contributing to defend the European values of solidarity and diversity.

At times where intense digital communications tend to facilitate the dissemination of fake news that fuel populism and discrimination, DIGITOL participates in building an inclusive alternative for our digital environment.

In particular, the present document summarizes the work done for building capacities of selected older adults aimed to foster their participation to their communities' lives by discussing and learning about common European values, fake news, digital literacy, information literacy, tolerance and discrimination.

The Capacity Building Program (CBP) was delivered by motivated and skilful 'young ambassadors' who previously attended an online training (ToT) that equipped them with the needed competences in terms of critical thinking, digital and media literacy as well as facilitation and moderation skills. They were supported by the project's senior trainers, namely experts in the field of human rights, hate speech, dis-mal-information and media literacy.

The content of the CPB is linked to pilot activities that will be promoted in the local communities after the training, addressing concepts such as the importance of digital skills and the relevance of active engagement and participation for enhancing social cohesion of communities and cities.

The CBP started almost simultaneously in the four countries in June 2021, offering 60 hours of training (both offline and online) until September 2021.

The program was designed together by the Young Ambassadors and the senior trainers and is divided into the following sections:

1. Technical: digital skills for older people, starting from creation

and management of social media channels, spotting and managing fake-news and enhancing critical skills in filtering out misinformation;

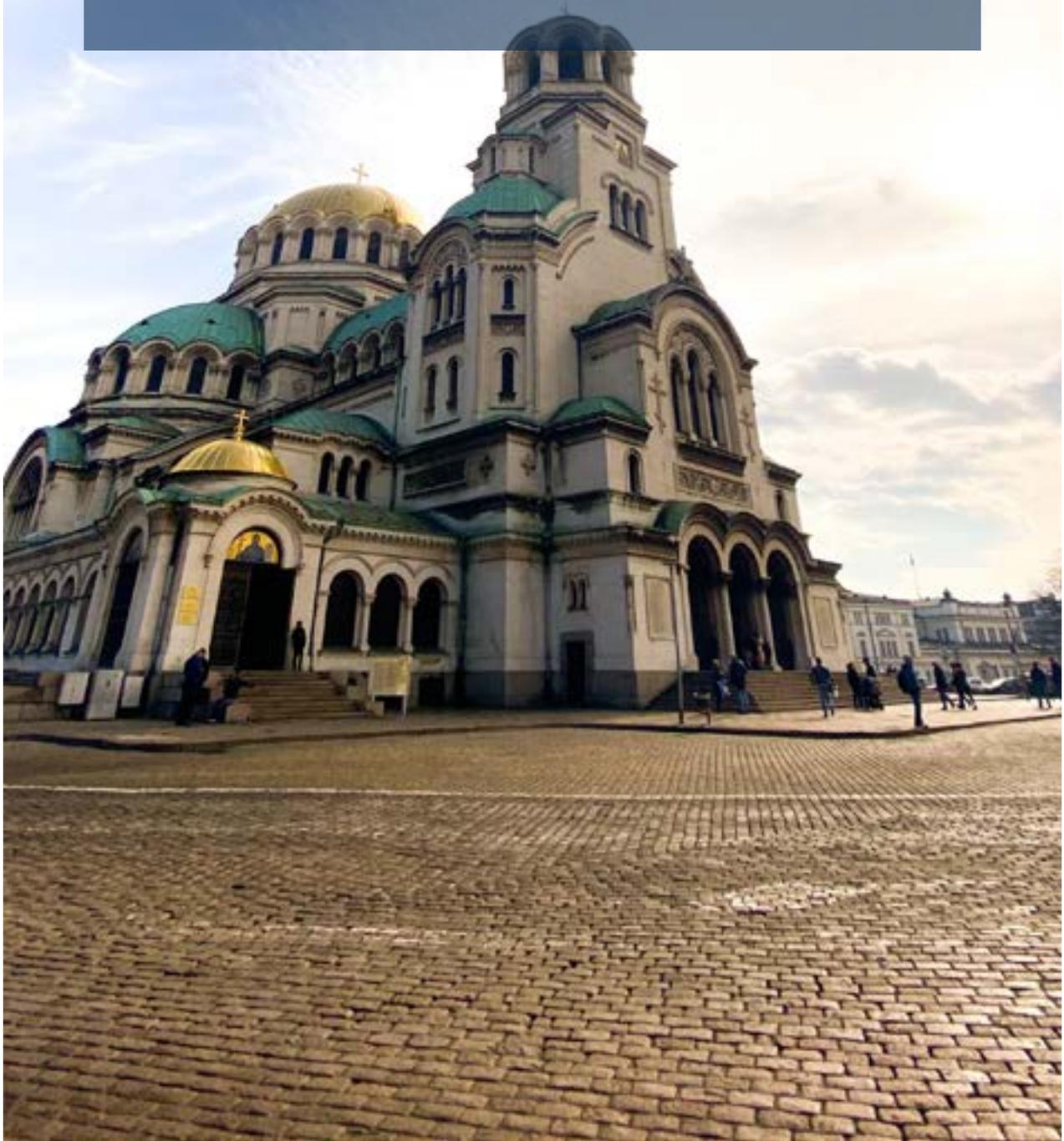
2. Theoretical: information workshops on controversial topics (migration, integration and social cohesion, gender-related issues, LGBTIQ rights, political polarization and radicalization, etc.), where older people were asked to express and share their opinions and points of views;

3. Practical: the definition and design of the pilot actions that would follow the end of the capacity building training. Examples of pilot actions can be: Fairs/events/festivals able to engage different people of all ages; Awareness-raising campaigns; Info-days in schools or other training organizations, etc.

These three pillars have been tailored to the different peculiarities of the project countries and settings resulting in four similar, but also different programs, which have summarized from chapter 2 to 5.

The document ends with the results of the evaluation activity performed by all partners, under the coordination of 50+ Hellas, including feedback and insights from the project team, trainers and participants, which may be useful for organizations that are willing to replicate the CBP, or part of it, in their settings.

2. The Capacity Building Program in Bulgaria



2.1. The Program

The Capacity Building Program (CPB) in Bulgaria took place from mid-June until the end of July 2021.

Originally designed as a face-to-face program, it turned out that the delivery of the program should change to online training. A total of 30 hours were covered by online sessions that mainly focused on self-learning, and offline sessions.

Sessions were delivered on a weekly basis through ZOOM and were scheduled for 6 consecutive Saturdays from 09:00 a.m. till 01:00 p.m.

The first session was dedicated to introducing each other: the Znanie team, young ambassadors and older adults were invited to present themselves with a few sentences in order to know who will be sitting behind the screen in the next few weeks. It was also the occasion to introduce the training program: its aims, the modules, the platform and tut also the expectations from participating and the dedication which would be needed.

Several tools and methods were used during each session in order to avoid the long lecturing, to keep the attention of the participants and to make the training as interactive as possible. There were PowerPoint presentations, quizzes through online tools such as Kahoot, interactive boards such as Miro, and games for checking the level of knowledge. Discussions and summarizing were mandatory parts of the sessions.

Each session was led by a different couple of young ambassadors; therefore, each Friday a catch-up online meeting took place, before the Saturday's training. Those who had led the previous session passed information to those who were about to lead the following. Information was exchanged about the number and dedication of participants and how active they were, as well as the methods used. Also, reflections on their feelings and the overall atmosphere were shared, and on potential milestones. The tasks that would be given for the next time were also discussed, as the older adults had "homework" and each session started with an overview of their findings from the previous week.

The presentations and short discussions were held on the Digital Academy platform. It was the space for uploading the training materials, sharing useful information and thoughts before and after the sessions.

Module	Title	Date	Time	Leader
1	Getting to Know Each Other Presenting the project and the CBP	19 June 2021	09:00 – 13:00	V. Georgieva
2	Basic terminology and general internet culture	26 June 2021	09:00 – 13:00	Tsanko Danailov; Matey Tsolov
3	Media literacy and fake news	7 July 2021	09:00 – 13:00	Georgi Arsof and Fati Velikova
4	Information, Misinformation and PR campaigns	10 July 2021	09:00 – 14:00	Iustin Racu, Nadejda
5	Net etiquette and Internet trolls	17 July 2021	09:00 – 14:00	Maria Marinova and Stanislava Madoleva
6	Human Rights. Freedom of Expression. Pilot actions. Next steps.	24 July 2021	09:00 – 14:00	P. Pavlova

2.2.

The Participants and the Trainers

The Trainers

Znanie Team

Valentina Georgieva - She has experience in event organization, networking, designing and delivering non-formal training in the area of entrepreneurship, intercultural communication and soft skills for the labour market. She was project manager of the Family Business project for training Family business counsellors and family business members for a successful transition of the business to the next generation funded by the Ministry of Labour and Social Policy.

Vassilena Varbanova - Vassilena has experience in designing and implementing training programs on topics such as: human rights, no hate speech, sexual education; training of trainers, team work etc. She has participated in various training courses on different topics where she gained knowledge about entrepreneurship, tolerance, intercultural dialogue. She took part as trainer during implementation of “Youth and Career Opportunities youth exchange”, youth exchange about intercultural dialogue “ETHIC” and “Hate Speech Less”, training courses “TransformERS” and “More competent, more confident”.

External experts

Georgi Kuzmanov - Very experienced youth worker and trainer. In the past 10 years Georgi took part in different youth exchanges and training courses devoted to hate speech, human rights, xenophobia motivating young people to become the change they want to see in the society.

Iustin Racu - He has a degree in public relations and in the last 5 years is very active in the digital marketing area. Along with his professional career, Iustin is a very active volunteer and youth worker with experience in youth activities and information campaigns for fighting hate speech.

Mitko Marinov - Mitko is a journalist working for one of the main popular newspapers in Bulgarian. Recently he participated in several youth exchanges and he is very motivated to work with youth and to motivate young people to be active citizens and better humans.

Petya Pavlova - Petya has a bachelor's degree in non-formal education. With extensive experience in working with young people, she has led multiple Youth projects and training about Human rights, Valuing Diversity, Multiculturalism, Tolerance, etc.

The Young Ambassadors

Nadezhda Andreeva - Nadya is 22 years old and studies Bulgarian and English Philology in Plovdiv University and Social Pedagogy in Sofia University, with plans to continue her studies in areas which will let her work with children. Reading, travelling and music are among her areas of interest.

Mila Georgieva - 22 years old, Mila is studying social pedagogy and works as a waitress in a restaurant. Her passion is crafting and handmade gifts where she invests a lot of time and effort in mastering her skills. She recently opened an online shop.

Stanislava Madoleva - Stacy is 29 years old, with a bachelor's degree in German Philology and a master's degree in Conference Translation. She loves to swim, to read books, comics and graphic fiction stories. When there is more free time she solves puzzles.

Fatma Velikova - Fati is 40 years old and works full time as a primary teacher. She is also working on her second bachelor in Sofia University studying Non-formal Education. Young at heart, she is looking for different initiatives which she supports, as education and training are her main interests, apart from gastronomy and fashion.

Mariq Marinova - Maria is 28 years and just got her degree in Non-formal Education. Currently working as an Advanced Technical Support Engineer. Enjoys cooking, reading, walking in nature and training her dog, doing Yoga, as well as performing folk dances.

Teodora Kusheva - 19 years old, Teodora is still in High school and one of our youngest young ambassadors. Her interests are in communication, social work and psychology. She is an active participant in different youth projects where intergenerational and intercultural topics are involved.

Gergana Pavlinova - 27 years old, Gergana has been part of the team of volunteers of Znanie long before DIGITOL, training our older adults as a part of the initiative "Donate an Hour" where young people were training the participants in basic IT skills.

Tsanko Danailov - 30 years old, with a bachelor's degree and a masters related to information security. He is currently working in electronics manufacturing. Tsanko likes to spend his free time with friends, listening to his favourite music and playing board games. During the warmer days he likes to go for walks in nature, sightseeing and hiking. He is very interested in different sports, history and comics. His latest love is Tara, a one-year-old adorable Jack Russell dog.

Matey Tsolov - 28 years old, currently lives and works in Varna. He is a professional in the digital marketing area and simply adores his work. In his spare time, he plays the guitar, travels and seeks new knowledge and experiences. Main areas of interest related to culinary, mechanics, philosophy and psychology, to name a few.

Georgi Arsoff - Georgi is 19 years old and in his last year of High school. Developing his interests in literature, psychology and psychotherapy as well as putting together texts and adapting them for different target groups. He is also interested in participating in different kinds of volunteer youth activities and is willing to commit for a change in society.

The Participants

Name	Surname	Gender	Age
Mariana	Manukyan	F	63
Nevjanka	Pencheva	F	59
Rumyana	Yalamova	F	67
Nikolinka	Ilieva	F	63
Boyanka	Alexandrova	F	61
Tsvetanka	Tsacheva	F	75
Emil	Pushnikov	M	67
Sonya	Gineva	F	59
Stanka	Georgeiva	F	72
Eleonora	Bojilova	F	56
Dochka	Andonova-Petrova	F	65
Lidiya	Filipova	F	64
Magda	Gecheva	F	61
Elena	Boyanova	F	70
Valentina	Nikololva	F	67
Diana	Komatova	F	67
Galina	Koseva	F	57
Elena	Stavrova	F	63

2.3.

The Modules

Module 1: Getting to Know Each Other

Date and time: 19 June 2021, 09:00 – 13:00 EET

In Module 1 the participants had a chance to get to know each other and to establish common ground. Each participant, including the coordinating team from Znanie and the young ambassadors had a few minutes to present themselves with keywords and a short profile. The DIGITOL project was presented along with the project goals and activities, those completed and those to come. Expectations, fears and commitment were shared. Clear instructions were given about registration to the DIGITOL Academy.

Module 2: Basic terminology and general internet culture

Date and time: 26 June 2021, 09:00 – 13:00 EET

In Module 2 the older adults were presented with different types of browsers, email clients and different types of websites – news channels, social media, online shopping websites. Discussion took place on how to choose and how to use the different options depending on the needs. The second part of the module was focused on pop-up ads, cookies, web page translations. The participants learnt what they are for and how to control them. Hands-on sessions took place at the end of the training.

Module 3: Media literacy and fake news

Date and time: 3 July 2021, 09:00 – 13:00 EET

In Module 3 the participants talked about the manipulation through media and who it is targeting, how to recognize and avoid it, how to recognize fake news, suspicious websites, etc. Case studies, quiz on Kahoot and discussion were held to involve the older adults in all subtopics of the session.

Module 4: Information, Misinformation and PR campaigns

Date and time: 10 July 2021, 09:00 – 13:00 EET

This module intended to increase the knowledge about fake news, what information is, and how it is related to us. Also, subtopics regarding misinformation and how, why and who distributes it were addressed. The second part was about PR campaigns and their relation to society. The session was highly interactive with quizzes, presentations, playing ‘Tell me a story’, where each participant told a few true facts and one false, and the others guessed the fake one, followed by a discussion.

Module 5: Net etiquette and Internet trolls

Date and time: 17 July 2021, 09:00 – 13:00 EET

During this session the topic of Internet etiquette was presented in detail: the history, its essence, where it is applied. The examples were shown and an exercise to recognize and to discuss different cases took place.

Internet trolls were also presented with their different roles, types, and some tips on how to cope with them.

Module 6: Human Rights. Freedom of Expression

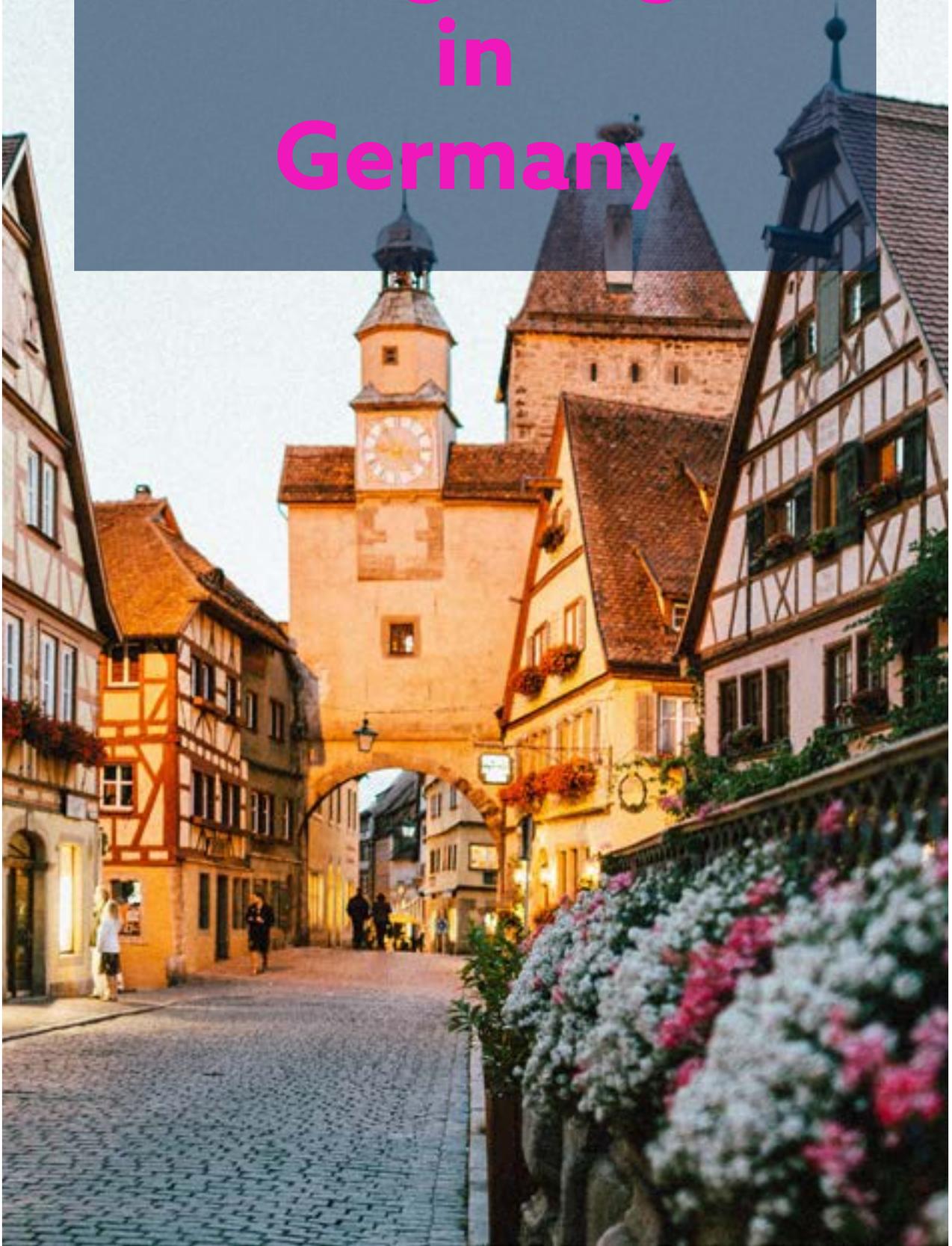
Pilot actions. Next steps.

Date and time: 24 July 2021, 09:00 – 13:00 EET

Participants were introduced to Human rights, freedom of expression and when it could be considered a violation of one's rights.

The Pilot projects which were the following activity were widely discussed and different ideas were presented. A shortlist with the tasks and commitment was drafted.

3. The Capacity Building Program in Germany



3.1.

The Program

The capacity building program in Germany took place from the end of May until mid-September 2021. A total of 30 hours of training was delivered to participants.

Sessions were delivered online through WEBEX on a weekly basis. They took place every Monday and Wednesday from 6-7 pm. On two occasions, the sessions were held face-to-face. One session took place in August, as a brainstorming activity on Pilot Actions. The second face-to-face session was the final meeting that concluded the capacity building program, with reflections on the content and an outlook on the next steps of the Pilot Actions.

Throughout the sessions, the group of participants engaged in vivid discussions and exchanges on various topics, ranging from fake news and the role of the filter bubble to topics such as recognizing online adverts and adjusting cookie settings in the browser.

Following two sessions on technical skills concerning the use of WEBEX, the CBP began with an introduction by all participants and a general introduction of the topic. Following this introduction, roughly each week a new topic was introduced to the participants.

Generally, one session a week was dedicated to input from the topic delivered, either by the Young Ambassadors, the Senior Trainers or one of the external trainers that were recruited to bring specific and expertise to the session. The following session was dedicated to discussions among participants. Young Ambassadors or Senior Experts answered open questions or clarified what was presented in the session before. Participants contributed their own knowledge and understanding of the topic to the discussion. This way an atmosphere of mutual learning was created in which all those present could learn from each other.

To support the YAs, external experts were recruited for the delivery of the program, bringing crucial expertise to the project and presenting their points of view on the various topics to stimulate discussions. In this way both old and young participants were able to learn something new. To facilitate discussions and to visualize the results of some of the sessions, the online-brainstorming software MIRO was used. The Miro Board was accessible to participants so they could review what had been discussed during the sessions.

Throughout, the DIGITOL Academy was used to communicate information to the participants regarding the upcoming sessions. For each session, a module was created in the Academy, informing participants on the upcoming topic, providing links for further reading and giving small tasks that participants could complete in order to be prepared ahead of the session. Additionally, the Forum of the Academy was used for each session in which participants could continue their discussions, post links or information and engage with each other beyond the weekly online sessions. Additionally, the presentations and information that were provided during the input sessions were uploaded on the Forum, so participants could review the material that was presented to them. Moreover, further reading links were often included so that participants could follow up on and read more on their topics of interest.

Module	Title	Date	Time	Leader
0	Technical introduction	26.05.21	16:00 - 17:30	Haase & Ayobi
0.1	Technical introduction	31.05.21	16:00 - 17:30	Haase & Ayobi
1	Round of introductions	02.06.2021	18:00 - 19:00	Haase & Ayobi
2	Important terms in the subject area "Fake News"	07.06.2021	18:00 - 19:00	Haase & Ayobi
2.1	Introduction Fake News	09.06.2021	18:00 - 19:00	Greschner
2.2	Discussion on the topic of social media	14.06.2021	18:00 - 19:00	P. Pavlova
	Greschner			
3	News sources	16.06.2021	18:00 - 19:00	Greschner & Pötz
2.3	Discussion on the term Fake News			
	21.06.2021	18:00 - 19:00	Greschner & Haji	
4	Brainstorming pilot projects	28.06.2021	18:00 - 19:00	Haase & Bieber
5	Targeted misinformation	30.06.2021	18:00 - 19:00	Meyenberg
6	Filter bubble	07.07.2021	18:00 - 19:00	Rössler

6.1	Reflection and discussion on the topic: "Filter bubble"	12.07.2021	18:00 - 19:00	Ayobi
7	Advertising and paid ads	14.07.2021	18:00 - 19:00	Meyenberg
8	Reflections on the topic of 'cookies'	19.07.2021	18:00 - 19:00	Haase & Ayobi
9	Topic Advertising; Focus: Google Ads, Facebook Ads and Tracking Cookies	21.07.2021	18:00 - 19:00	Rössler
6.2 & 8.1	Reflection on the topic of sources, fake news, filter bubble	26.07.2021	18:00 - 19:00	Haase & Ayobi
10	Social media and election influence	28.07.2021	18:00 - 19:00	Meyenberg
11	Newstest	02.08.2021	18:00 - 19:00	Haase & Ayobi
12	Cybercrime, Fake - Identities, Fake - News	04.08.2021	18:00 - 19:00	Marschall
12.1	Reference to the last topic Cybercrime	09.08.2021	18:00 - 19:00	Haase & Ayobi
4.1	Face-to-face event pilot projects	11.08.2021	18:00 - 20:00	Bieber, Pötz, Haase & Ayobi
13	Recognize conspiracy theories and fake news	16.08.2021	18:00 - 19:00	Silberberger & Reinhardt
11.1	Discussion + Review Newstest and current "Fake Advertising Posters".	18.08.2021	18:00 - 19:00	Haase & Ayobi
13.1	Question and Answer Session on Conspiracy Ideologies	23.08.2021	18:00 - 19:00	Silberberger & Reinhardt
14	Media literacy as political education	25.08.2021	18:00 - 19:00	Pagin
15	review and pilot projects	15.09.2021	17:00 - 20:00	Haase, Pötz & Ayobi

3.2.

The Participants and the Trainers

The Trainers

Pro Arbeit Team

Amira Bieber - DIGITOL Project Manager and Senior Trainer. Master of Arts in education, sociology and psychology. Working experience as a job coach (team 50 Plus), migration officer, teacher and social worker. In her role as a social worker, Amira has been particularly involved in social-educational family support with a focus on helping to educate young mothers and their children. On a scientific level, Ms. Bieber was a researcher at the German Institute for Educational Research. Apart from the professional background, Amira has more than 20 years' experience on voluntary work with different vulnerable groups. Both as part of her volunteer work and professionally, Amira was involved in several national and international projects dealing with war consequences, democracy or diversity. As part of her job as a job coach, Amira made a licence for "train-the-trainer", designed trainings and topics.

Benedikt Pötz - DIGITOL Project Manager and Senior Trainer. Master of Arts in European Studies and Master of Arts in Social Sciences. Working experience as a social worker in a refugee first reception centre and as a trainee at the European Union External Action Service. Moreover, Benedikt has experience in voluntary work with people with disabilities, the elderly and in the field of development cooperation. Benedikt also has experience concerning methods of facilitation and training and the work in international and intercultural teams.

Wali Ayobi - DIGITOL Technician and Senior Trainer. He studied social work and initially began working in refugee work. He has a sensibility in relation to what people need and how to deal with them professionally. He also has experience with young people, because he was active in the youth work in Pro Arbeit. He can respond to the needs and he shows understanding and empathy for every situation.

Sarah Haase - DIGITOL Technician and Senior Trainer. 24 years old. Bachelor of Arts in Media: Conception & Production, Hochschule RheinMain, University of Applied Science. After Sarah successfully completed her studies, she has been responsible for the EPM's public relations and social media presence as well as for all implemented projects since autumn 2020.

Alia Pagin - Senior Trainer. (BA Communication Studies and Sociology 2001, Goldsmiths College, University of London & MA Film and TV studies, Universiteit van Amsterdam 2002) trains media literacy (digital media, radio and film) for educational and social institutions internationally. Alia also specializes in social media focusing on extremist discourses including hate speech and right-wing/populist content, and how to deal with it in educational contexts. As a lecturer at Goethe-University Frankfurt, she's teaching „(Digital) media and democratic education “. www.aliapagin.com

Pro Arbeit - DIGITOL External Trainers

Giulia Silberberger, Founder-CEO (born 1981) - is a business economist and illustrator from Berlin. In 2007, she left the Jehovah's Witness sect and is now involved in media literacy and political education. She founded the "Golden Aluhut" in 2014 and the non-profit organisation "Der goldene Aluhut gUG" in 2016. Giulia Silberberger is a sought-after expert and keynote speaker by media and educational institutions on the topics of right-wing esotericism and the psychology of destructive groups and conspiracy ideologies. "Der goldene Aluhut gUG" is a non-profit organisation from Berlin that has made it its mission to educate people about fake news, conspiracy narratives and extremism. A large part of its work focuses on educational events for all target groups, lectures and workshops, counselling for relatives and interested parties, and as a speaker at events and panel discussions. The extensive expertise of "Der goldene Aluhut gUG" staff in content and in dealing with conspiracy ideologies is currently being compiled and digitally processed in the organisation's own project "The Facts Project".

Rüdiger Reinhardt, fact checker and management assistant (born 1976) - is a media designer from Berlin. Also influenced by his job-related work in image editing, he has been dealing with methods of image manipulation and image forensics for years and also worked as a volunteer fact checker for years before joining the "Der goldene Aluhut gUG" team. As an expert and keynote speaker, he lectures on the areas of fact-checking and scientific work.

Klaus Meyenberg (mCom - Training) - 31 years old and likes every kind of trains. He works in a full time job as IT project manager in the marketing department of the „Deutsche Bahn“ and, since February 2021, on top in an extra-occupational training cooperation with „Pro-Arbeit EPM“. He would describe himself best as: always curious, prefers solutions over problems and loves to share his knowledge at eye level with others. Business partners & friends are labelling him as an expert in numerous digital-media-related topics and appreciate his adaptive personality regarding any new tool or situation.

Ms. Marschall has been working as a specialist in the field of cybercrime (computer-related crimes, consulting and support) at the State of Hesse since 2007 and regularly lectures on various phenomena and risks that arise in connection with the use of the Internet.

Klaus Rössler - DIGITOL External Trainer. He advises and coaches companies and their managers regarding their digital business and their digital reputation, opening up new opportunities, unseen chances and fascinating business transformation models.

The Young Ambassadors

Katrin Greschner, 27 years old, completed a traineeship at a newspaper after studying German and then worked as an editor. After that, she continued her education in the field of online marketing with a focus on social media. During the project, she was able to contribute her strengths. She enjoyed taking an interactive approach to the topic of fake news. In this way, the participants not only learned from her, but she also learned a lot from them.

Mahmoud Haji, age 23, is a trained IT specialist. He is of Kurdish origin from Syria and lives in Germany since 2015. He is very skilled in helping older and young people to make the first step into the Digital World. Through the DIGITOL project, he learned more knowledge about Fake News, Hate Speech and co. and could transfer it to older people. He is the head of the local NGO WISA-wir sind angekommen e.V. supporting young migrants and serves as a Labdoo Hub, providing refurbished laptops to people with few resources. Together with his NGO he is actively supporting the implementation of the DIGITOL pilot projects and training older adults in digital skills.

Timon Kaepfel, is a 22 years old Data Science student at DHBW Ravensburg. Taking part in DIGITOL he got a new view on the media and news in general, becoming more conscious about how to treat information. For him, it was a great pleasure being part of the team and getting new insights about how society should deal with data and information and how one can develop a better eye for fake news. What he is the most interested in, but also what he is concerned about is, how Artificial Intelligence (AI) and Deep Fakes can manipulate the truth of the media and how to fight abuse of these new technologies. He hopes to learn more about different topics in AI during his study and work life to become a positive influence in the upcoming challenges and possibilities.

The Participants

Name	Surname	Gender	Age
A.	Z.	N/A*	66
B.	B.	N/A*	N/A*
E.	E.	N/A*	N/A*
G.	L.	N/A*	77
G.	K.	N/A*	N/A*
G.	B.	N/A*	62
W.	H.	N/A*	N/A*
I.	E.	N/A*	64
J.	M.	N/A*	62
K.	K.	N/A*	63
K.	S.	N/A*	61
L.	B.	N/A*	N/A*
L.	L.	N/A*	67
M.	H.	N/A*	74
P.	B.	N/A*	63
W.	Al.	N/A*	N/A*
H.	W.	N/A*	N/A*
H.		N/A*	N/A*
M.	R.	N/A*	N/A*
I.	A.	N/A*	N/A*
C.	S.	N/A*	N/A*
J.	S.	N/A*	N/A*

3.3. The Modules

Module 0: Technical introduction

Date: 26.05.21 Time: 16:00 - 17:30

Description: This module was intended to tackle the first technical problems together and to familiarize ourselves with the programs.

Module 0.1: Technical introduction

Date: 31.05.21 Time: 16:00 - 17:30

Description: This module was intended to tackle the first technical problems together and to familiarize ourselves with the programs.

Module 1: Round of introductions

Date: 02.06.2021 Time: 18:00 - 19:00

Description: On this day we got to know each other better. We also heard from the participants about their experience with fake news and how they have dealt with it so far.

Task for next meeting: Reflect on examples of Fake News you have encountered and report on them in the “Examples of Fake News” topic area in the forum.

Module 2 : Important terms in the subject area “Fake News”

Date: 07.06.2021 Time: 18:00 - 19:00

Description: There was an introduction to the topic of Fake News. But before a substantive discussion of the topic, we dealt with unknown terms in the context of digitalization, fake news and disinformation.

Task: Look at the materials to learn about the term disinformation as well as other terms in the topic area of “fake news”

Module 2.1: Introduction Fake News

Date: 09.06.2021 Time: 18:00 - 19:00

Description: Social media - how and why they are used

The agenda, Internet-enabled devices, social media, basic information, Facebook, Instagram, Twitter, Messenger like Whatsapp, new social networks

Task: As a follow-up to this session, please take a look at the following file. This is a handout from the “Digital Kompass” project on the topic of social networks on the Internet.

Links with information that will be addressed: Link to Youtube video “What happens in one minute on the Internet?”: <https://www.youtube.com/watch?v=PWZ78YLNhpE>, by Weitklick (<https://www.weitklick.de/>)

Module 2.2: Discussion on the topic of social media

Date: 14.06.2021 Time: 18:00 - 19:00

Description: This event was about sharing experiences and opinions on the topic of social media. We invited participants to talk about their experiences and share their views on the world of social media. We encouraged them to place their thoughts in the forum and to exchange ideas with each other.

Task: We invite you to talk about your experiences and share your perspective on the world of social media in conversation.

Module 3: News sources

Date: 16.06.2021 Time: 18:00 - 19:00

Description: The topic of “news sources” was discussed with the participants. The sources that the participants regularly use were listed. Also, other sources of news were presented followed by a discussion on which sources can be trusted or not.

Task: In preparation for the next appointment, you are welcome to listen to the podcast of the ARD fact finder on the topic “What actually is Fake News?”

Link zum Podcast des ARD-Faktefinder: Audio: Was genau sind Fake News? | tagesschau.de

Module 2.3: Discussion on the term Fake News

Date: 21.06.2021 Time: 18:00 - 19:00

Description: Once again the terms “disinformation” and “fake news” were discussed: “We would like to know from you what fake news is for you and what the term fake news means to you”.

Two short videos on the topic of “Fake News”:

Link to the short video of the ARD Mediathek: RESPEKT: What is Fake News? | ARD-Mediathek (ardmediathek.de)

Link to the short video of the Spiegel: <https://ed.spiegel.de/videos/erklaervideo-fake-news>

Module 4: Brainstorming pilot projects

Date: 28.06.2021 Time: 18:00 - 19:00

Description: First brainstorming on pilot projects together. Creativity and a good mood were encouraged, as well as exchanging ideas.

Module 5: targeted misinformation

Date: 30.06.2021 Time: 18:00 - 19:00

Training by our first expert, Klaus Meyenberg, on “targeted misinformation”. This presentation is available in the forum.

Description: Basics and outlook; Reasons or motivation; Categorization; Recognition possibilities

Module 6: Expert input: “Filter bubble”

Date: 07.07.2021 Time: 18:00 - 19:00

Description: In the lecture part we discussed how results of search engine listings are created (reference ads in the search engine results on the other lecture), the fact that they evolve dynamically and are not statically and that they can even differ from person to person - and how this

results in a filter bubble, a limited view of the world, how even prices can be manipulated in this way.

Finally, a few basics on how to reduce the danger of filter bubbles through your own risk awareness and a few browser settings.

Task: On this day we will hear from another expert, Mr. Rössler, on the “filter bubble”. Afterwards, further materials on the topic will again be available. You are welcome to read through these and then bring your questions and ideas on the topic to the next meeting. You are also welcome to share your ideas on the topic in the forum.

Module 6.1: Reflection and discussion on the topic: “Filter bubble”

Date: 12.07.2021 Time: 18:00 - 19:00

Description: Following the presentation on the topic of “filter bubble” by Mr. Rössler that focussed on the topic of filter bubbles and search engines, this topic was discussed further to see what advantages or disadvantages the filter bubble brings with it and what can be done to escape the filter bubble a bit.

In Mr. Rössler’s presentation, it was also mentioned that the filter bubble works somewhat differently on social media. We also like to talk about this.

Module 7: Advertising and paid ads

Date: 14.07.2021 Time: 18:00 - 19:00

Description: On this day we were be trained by our expert, Klaus Meyenberg, on “paid ads”. The presentation is available in the forum

Task: In the forum, Mr. Meyenberg has again deposited further materials, which you are welcome to read through in preparation for next Monday, when we will discuss the topic again together. Please feel free to bring along your questions and points of view on the topic.

Your ideas: If you already have ideas, feel free to describe and discuss them here in the forum.

Module 8: Reflection on the topic of cookies

Date: 19.07.2021 Time: 18:00 - 19:00

Description: On this day we took a closer look at the topic of cookies. As one of the aspects that remained open from the last meetings, we discussed together what advantages or disadvantages cookies have, and how you can regulate the settings for cookies in the browser.

Module 9: Topic Advertising; Focus: Google Ads, Facebook Ads and Tracking Cookies

Date: 21.07.2021 Time: 18:00 - 19:00

Description: Using the example of Google Ads, we showed how ads can be and how they can be distinguished from the search results, that advertising per se does not have to be bad.

Tracking was addressed in this context, which also leads to a short turn to Facebook Ads and similar social media. The most interesting question was why Google et. al. earns so much money with ads. Are the advertisers all stupid? The auction process behind it does not put the mammon in the foreground, but the enormous earnings are a consequence of the fact that the motivation of the searchers (not the advertisers) and their wishes unconditionally into the foreground.

Addressing fans of the Lucifer series: In his investigations, Lucifer always asks the suspects “What do you really want?”. (For those who don’t know the series: Lucifer is not the evil par

excellence here).

Task: On this day, we will hear more details about advertising from Mr. Rössler. Afterwards, further materials on the topic will be available again. You are welcome to read through these and then bring your questions and ideas on the topic to the next meeting. You are also welcome to share your ideas on the topic in the forum.

Module 6.2 & 8.1: Reflection on the topic of sources, fake news, filter bubble

Date: 26.07.2021 Time: 18:00 - 19:00

Description: On this day, we reflected on the previous content and exchanged ideas on the inter-relationships between sources, fake news and filter bubbles.

Task: If you have ideas and reflections on this topic, feel free to describe and discuss them already in the forum.

Module 10: Social media and election influence

Date: 28.07.2021 Time: 18:00 - 19:00

Description: On this day, we were trained by our expert, Mr. Meyenberg, on the topic of “Social Media and Election Influence”.

Task: Mr. Meyenberg will again provide a list of further materials. Feel free to read through them and bring your questions about the topic to the appointment the following Monday.

Your Ideas: If you already have ideas, feel free to describe and discuss them already here in the forum.

Module 11: Newstest

Date: 02.08.2021 Time: 18:00 - 19:00

Description: On this day, we conducted a test related to dealing with fake news and disinformation on the Internet. The test provided information about how high the digital competencies are.

The participants took the news test in pairs on the topic of “Dealing with news on the Internet”.

Link to news test: <https://der-newstest.de/>

Module 12: Cybercrime, Fake - Identities, Fake - News, Fake - Agenbote

Date: 04.08.2021 Time: 18:00 - 19:00

Description: This evening, Ms. Marschall addressed how to avoid falling for criminal postings.

Module 12.1: Reference to the last topic “Cybercrime

Date: 09.08.2021 Time: 18:00 - 19:00

Description: We responded to Ms. Marschall’s presentation and took a closer look at certain content and discussed about it.

Module 12.2: Face-to-face event pilot projects

Date: 11.08.2021 Time: 18:00 - 20:00

Description: Ideas and existing proposals were presented and their implementation was plan-

ned. Because as the saying goes:

“The value of an idea lies in its implementation.” - Thomas Alva Edison

Module 13: Recognize conspiracy theories and fake news - lecture Aluhut

Date: 16.08.2021 Time: 18:00 - 19:00

Description: Presentation by Giulia Silberberger and Rüdiger Reinhardt from the organization Aluhut on the topics of recognizing conspiracy theories and fake news, examples and modules for recognizing fake news on the net.

Task: Next Monday they will be with us again. Think about questions, write them down and feel free to ask the questions on 23.08.2021.

Module 13.1: Discussion + Review Newstest and current “Fake Advertising Posters”.

Date: 18.08.2021 Time: 18:00 - 19:00

Description: In this session, we talked about the results of the Newstest and discussed how participants felt about this test. Where did they do well and on which topics could we invite further experts? However, this session was not only be about the test, we also introduced a new variant of Fake News that fits this year’s elections. Keyword: Adbusting. Never heard of it? Neither had we until recently.

Module 13.2: Question and Answer Session on Conspiracy Ideologies - Aluhut

Date: 23.08.2021 Time: 18:00 - 19:00

Description: Participants had the opportunity to ask their questions on the topic of “Conspiracy Ideologies” during the evening. Giulia Silberberger and Rüdiger Reinhardt from the organization Aluhut dealt with their questions.

Module 14: Media literacy as political education - Speaker Alia Pagin

Date: 25.08.2021 Time: 18:00 - 19:00

Description: What does content that endangers democracy have to do with algorithmic decision-making systems, and why must media criticism also include classic mass media?

The use of digital media has brought challenges such as “fake news” into the public consciousness, but not only social networks and digital communication channels can pose a (potential) threat to democratic structures, but also classic mass media such as daily newspapers and TV channels can lead to very simplified world views through populist reporting, which in turn have an impact on opinion formation.

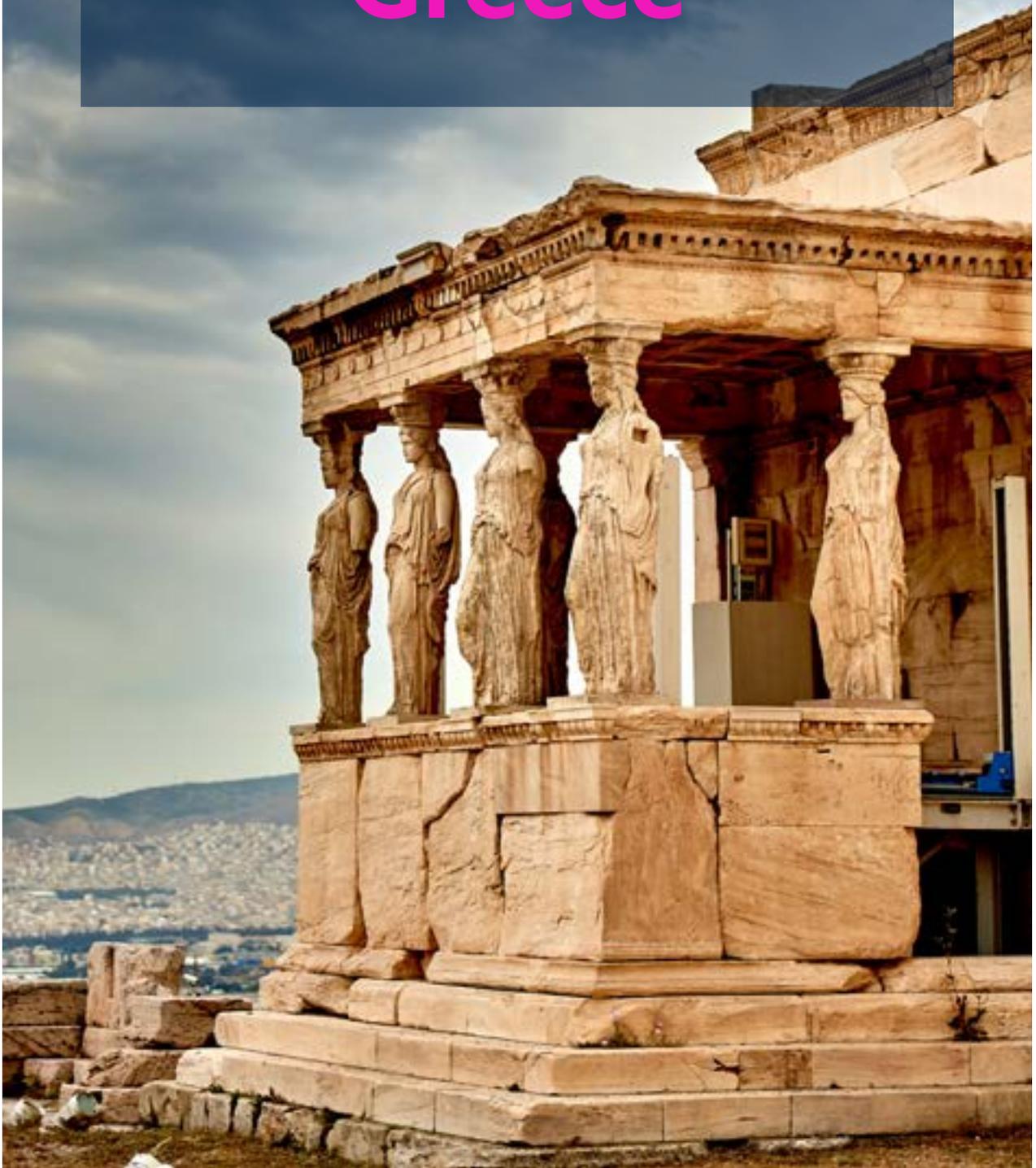
A short excursion into media studies and science.

Module 15: Last training day - review and pilot projects

Date: 15.09.2021 Time: 17:00 - 20:00

Description: This was the final event of our training. We reviewed the contents and talked about how to proceed with the pilot projects.

4. The Capacity Building Program in Greece



4.1 The Program

The Capacity Building Program in Greece took place from May 9 –June 27, 2021.

Initially planned to take place face-to-face, due to Covid-19 related restrictions, the courses had to be conducted online.

The main objective of the first gathering was for the group to get to know each other, to express hopes, anticipations and desired outcomes from the program, and of course to learn more about it. 32 older learners, 8 Young Ambassadors (6 female, 2 male) and 2 senior trainers (Xenia Koutentaki and Chelsea Lazaridou) took part in this first –on line, unfortunately- intergenerational assembly. All participants seemed very pleased to work together on common goals, a very promising start for a successful exchange of ideas and experiences during the project’s implementation.

A brief course on the Zoom platform and how it works seemed necessary, as many participants had problems using it and it was the main communication tool for the courses. One-on-one meetings were arranged, of one hour approximately for each participant, where the Young Ambassador explained Zoom and its features.

Participants were divided into 4 smaller groups of 6 –8 learners, as we felt that working on-line with larger groups of older adults would not be as effective. Lessons took place twice a week for 2,5 hours, except for the first meeting that lasted 3 hours. Lessons were held in the mornings, evenings or weekends, depending on the availability of the participants and of the Young Ambassadors.

The first module delivered was on the DIGITOL platform and how participants could subscribe while getting familiarized with it and the materials contained, followed by Google search and cookies preferences, allowing a safer and easier navigation on the Internet.

After that, the next modules were on the subjects of the importance of news, of reliable information and social media. Seven more hours were dedicated to fake news; understanding fake news: where they are and how they work, recognizing them and ways to deal with them. Many examples and participatory exercises were provided and participants worked alone and in groups, searching for their own examples on the Internet and bringing them back to the plenary. The next subject was stereotypes and how they are connected to fake news, followed by hate speech and the effect it has on society and information. A module was devoted to enhancing critical thinking, the tool for combating fake news, using the approach of ‘Project Zero’, of the University of Harvard. Another subject that seemed to interest the participants very much was scams on the Internet and how to protect themselves from them. The final meeting involved the evaluation of the program both by the older learners and the Young Ambassadors and discussion on the next steps of the project and Pilot Actions.

The educational material was produced with the contribution of the Young Ambassadors and the senior trainers, under the scientific supervision of 50plus Hellas, assuring that the material was appropriate, tailored to the learners’ needs and age friendly.

The evaluation showed that the overall impression of all involved (older adults and young ambassadors) was very positive. What they enjoyed most was the intergenerational aspect, exchanging knowledge and ideas with people of different ages.

Module	Title	Date	Time
1	Group building and DIGITOL project presentation	Sunday, 9 May	16:00 - 17:30
2	Familiarization with ZOOM and its features	Monday 10/5-17/5	16:00 - 17:30
3	DIGITOL platform: subscribing and familiarization	Wednesday, 19/5	18.00 – 20.30
		Saturday, 22/5	09.00- 11.30 & 11.30- 14.00
		Monday, 24/5	11.00 – 13.30
4	Google search & cookies preferences	Sunday, 23/5	09.00- 11.30 & 11.30- 14.00
		Monday, 24/5	18.00- 20.00
		Thursday 27/5	11.00 – 13.00
5	The importance of news, reliable information and social media	Wednesday 26/5	18.00 – 20.00
		Saturday 29/5	09.00- 11.30 & 11.30- 14.00
		Monday 31/5	11.00 – 13.30
6	Understanding fake news: where they are and how they work	Monday 31/5	18.00 – 20.30
		Thursday 3/6	11.00 -13.30
7	Identifying fake news 1	Sunday 30/5	09.00- 11.30 & 11.30- 14.00
		Wednesday 2/6	18.00 – 20.30
		Saturday 5/6	09.00 – 11.30
		Monday 7/6	11.00 – 13.30
8	Identifying fake news 2	Sunday 6/6	09.00 -11.30
		Monday 7/6	18.00 – 20.30
		Thursday 10/6	11.00 – 13.30
9	Stereotypes and how they are connected to fake news	Wednesday 9/6	18.00 – 20.30
		Saturday 12/6	09.00 – 11.30
		Monday 14/6	11.00 – 13.30

10	Hate speech	Sunday 13/6	09.00 -13.30
		Monday 14/6	18.00 – 20.30
		Thursday 17/6	11.00 – 13.30
11	Critical thinking: the tool for combating fake news	Monday 14/6	18.00 – 20.30
		Thursday 17/6	11.00 – 13.30
		Saturday 19/6	09.00 – 11.30
12	Internet scams	Wednesday 23/6	18.00 – 20.30
		Thursday 24/6	11.00 – 13.30
		Saturday 26/6	09.00 – 11.30
13	Project evaluation Pilot actions – next steps	Sunday 27/6	11.00 – 13.30

4.2

The Participants and the Trainers

The Trainers

50+ Hellas Team

Xenia Koutentaki – Senior Trainer Is a trainer, facilitator and adult educator for over 20 years. Her experience covers many fields, such as intercultural learning, group dynamics, crisis management, communication and gender equality. She is also a project coordinator responsible for developing and implementing international adult education projects, with a special focus on trainers and educators.

Chelsea Lazaridou – DIGITOL Project Coordinator and Senior Trainer is an adult educator, specialized in education for older adults. She has worked for more than ten years with 50 plus Hellas, the first organization in Greece concerned with the rights of older people, as coordinator and trainer in the framework of numerous European and national projects. Since 2019 she is a member of the Board of 50plus Hellas.

The Young Ambassadors

Giannis Anastasiadis is 20 years old and a student at the University of Macedonia in the Department of Business organization and management. Among the things that concern him is technology and how society can be improved through the use of tools, especially in the field of business and every-day life. He is interested in finding ways to help people who are not used to technology, but also to find ways to protect myself from the big issue of fake news.

Vicky Gkroutsis, 19, is a student in Management. Her hobbies include gymnastics, football and swimming. For the last few years, she has been involved as a volunteer at various NGOs. She enjoys interacting with people and is to help protect older people from fake news, as it can be quite frightening for that age group.

Elena Nikitaki is a student in the Department of Education and early childhood education of the University of Athens. She likes sports, music, nature and working with animals. She participated because she likes to learn new things, to work with people and in general, she is interested in the topic of fake news.

Manos Nikitakis, age 23, is a student in business administration. In general, he is into computers and likes video games and basketball. He enjoyed his involvement in this program as he learned a lot from it and helped older people understand the internet. He thinks it is something important, especially in this day and age.

Flora Papitsi, is a graduate student. She studies Mathematics at the University of Athens and Psychology at Deree. Volunteering in general is one of her favourite interests and participates in various initiatives whenever and however she can. In her free time, she also likes to play sports, read and learn new things.

Katerina Plagou is 19 years old and a student at the Department of Computer Engineering and Computer Science at the University of West Attica. She is a very calm and sociable person. She likes to be organised and she has the patience to work through even the most difficult situations with calmness and good humor.

Artemis Polymeropoulou is 20 years old and a student at the University of Piraeus in the Department of Maritime Studies. She likes volunteering and has participated in the past in various volunteer events. She is taking Spanish lessons because she likes new things and learning about other cultures. In general, she is a person who likes to get in touch with new things and meet new people. Also, she never misses an opportunity to travel to see different places.

Martha Turlida is a student at the Panteion University in the Department of Social Policy. She is interested in social and political issues and current affairs. As a person, she is dynamic and intelligent and when she has goals she tries hard to achieve them. She participated because she wanted to work with experienced people and try to help older people.

The Participants

Name	Surname	Gender	Age
Aikaterini	Andreou	F	67
Maria	Veroniki	F	64
Georgios	Galiatsatos	M	63
Andreas	Zaharopoulos	M	58
Argyro	Zisimou	F	68
Dimitris	Kakoulidis	M	62
Eleni	Kampadelli	F	61
Vasilis	Karamanis	M	84
Maria	Karampetsou	F	58
Emmanuel	Kastrinakis	M	76
Georgia	Katsimparou	F	62
Georgios	Koutroubis	M	68
Evangelos	Lazaridis	M	75
Panagiota	Lazarou	F	66
Vasilis	Louziotis	M	72
Thodota	Loulopoulou	F	63
Diana	Mantzavinou	F	59
Markella	Sporidou	F	55
Anthi	Mastrogiannopoulou	F	57
Irene	Mitsakou	F	63
Georgia	Michalopoulou	F	66
Grigoris	Papapetrou	M	60
Spiros	Peristeris	M	51
Konstantinos	Polichronopoulos	M	66
Niki	Stamatopoulou	F	64
Lemona	Targontsidou	F	65
Dimitra	Touriki	F	70
Marketta	Tsimpoukli	F	68
Loukia	Foteinopoulou	F	69
Patience	Ogbodu	F	63

4.3. The Modules

Module 1: Group building and DIGITOL project presentation

9/5/21, (10.00-13.00)

The aim of Module 1 was for participants and Young Ambassadors to get to know each other. Team building activities took place with the young ambassadors as facilitators. The participants were divided into groups where they discussed their anticipations from the project. Also, a short presentation of the DIGITOL project took place and of the topics that would be addressed.

Module 2: Familiarization with ZOOM and its features

10/5-17/5, (at the convenience of YA and older adults)

In order to help participants with any technical problems connecting with ZOOM, one-on-one training was provided by the Young Ambassadors to the older adults who needed it, approximately one hour per participant.

Module 3: DIGITOL platform: subscribing and familiarization

19/5/21, (18.00 – 20.30), 22/5/21 (09.00- 11.30 & 11.30- 14.00), 24/5/21 (11.00 – 13.30)

The aim of the module was for the participants of the group to get to know each other better, express their expectations from the program and establish an educational contract. Furthermore, participants were familiarized with the DIGITOL platform. Working in groups and in the plenary helped the young Ambassadors reach the educational goals. Also, a PowerPoint presentation was shown with steps to subscribe to the platform.

Module 4: Google search & cookies preferences

Sunday, 23/5 (09.00- 11.30 & 11.30- 14.00), Monday, 24/5 (18.00- 20.00), Thursday 27 (11.00 – 13.00)

The session objectives were for participants to discover easy solutions for searching on the Internet. They worked alone, in groups and the plenary. PowerPoint presentation on Google search & cookies preferences was applied and participants were assigned to search the internet using the new techniques they learned as homework.

Module 5: The importance of news, reliable information and social media

26/5 (18.00 – 20.00), 29/5 (09.00- 11.30 & 11.30- 14.00), 31/5 (11.00 – 13.30)

Participants were to think critically on subjects such as the importance of information, what is reliable information and why it is important. Participants were divided in pairs to find 3 positive and 3 negative aspects of information today and afterwards discussed in the plenary about their findings and about pros and cons of information today in general. They placed their thoughts/outcomes on Padlet.

Module 6: Understanding fake news

31/5 (18.00 – 20.30), 3/6 (11.00 -13.30), 30/5 (09.00- 11.30 & 11.30- 14.00)

The aim of this module is awareness-raising on the subject of fake news: where they are found, how they work and how to identify them. PowerPoint presentations, a quiz and videos were shown, followed by a discussion in the group about what impressed them the most, what did they learn. As a closure, participants were to write down one thing they will think of when they come across “suspicious” information.

Module 7: Identifying fake news 1

2/6 (18.00 – 20.30), 5/6 (09.00 – 11.30), 7/6 (11.00 – 13.30)

This session aimed to help participants identify the characteristics of fake news and mis- information with the use of a PowerPoint presentation, followed by examples the participants found on the internet and a discussion in the plenary.

Module 8: Identifying fake news 2

6/6 (09.00 -11.30), 7/6 (18.00 – 20.30), 10/6 (11.00 – 13.30)

Participants went further into the issue of fake news; they repeated what they had learned so far, tested their knowledge with examples and were presented with further tools for identifying fake news in social media and the Press.

Module 9: Stereotypes and how they are connected to fake news

9/6 (18.00 – 20.30), 12/6 (09.00 – 11.30), 14/6 (11.00 – 13.30)

The goal of this session was to understand that people have negative attitudes and what is meant by prejudice and stereotypes. Also, to be able to recognise their own and others’ stereotypical and prejudicial attitudes, to be aware of the negative consequences of prejudice and stereotypes on human rights and finally to understand their connection to hate speech and fake news. Discussion in groups and the plenary, about how stereotypes and discrimination lead to social exclusion and if they had ever experienced discrimination because of their age.

Module 10: Hate speech

13/6 (09.00 -13.30), 14/6 (18.00 – 20.30), 17/6 (11.00 – 13.30)

The objective was for participants to understand the different forms of online hate speech and assess their impact. The issue was addressed with the use of examples from everyday life and participants contemplated on cases of hate speech they had encountered and what kind of feelings they might have provoked to the people targeted.

Module 11: Critical thinking: the tool for combating fake news

14/6 (18.00 – 20.30), 17/6 (11.00 – 13.30), 19/6 (09.00 – 11.30)

The aim of this session was for participants to develop their critical thinking in order to detect fake news. “Visible Thinking”, a flexible and systematic research-based conceptual framework of the University of Harvard, which aims to integrate the development of thinking with content learning across subject matters was implemented. The participants were exposed to works of art (a short film, a painting and a photograph) in order to further advance their critical skills.

Module 12: Internet scams

23/6 (18.00 – 20.30), 24/6 (11.00 – 13.30) 26/6 (09.00 – 11.30)

Understanding how scammers work on the internet and identify scams and hoaxes in social media but also emails was the objective of this module. Furthermore, tools for protection from scams and what to look for were presented through real examples.

Module 13: Project evaluation

27/6 (11.00 – 13.30)

The last meeting was dedicated to discussion and the evaluation of the Capacity building program from participants and Young Ambassadors. Also, future pilot actions and the next steps of the project were discussed.



5. The Capacity Building Program in Italy

5.1. The Program

The Capacity Building Program in Italy consisted of ten Modules, each of them included an on-site (or online) training session and online tasks on the project's Academy. The training sessions were held in a blended format: there were some adults over 55 attending live and some other adults participating online via Zoom. The 1st module took place on June 15 2021, the CBP continued in June and July, it stopped in August and it lasted until mid- September.

The last 2-day session of the ToT Program at the end of April was dedicated to the Capacity Building Program. The aims of the last session were:

- To provide methodological and digital knowledge and skills for the implementation of interactive training interventions in a digital environment for a target group over 55 years old.
- To define the main elements of the program: modules, meet-ups, timeline, responsibilities, etc.

CCB also organized a follow-up meeting with the Young Ambassadors after the end of the ToT Program for fine-tuning the Capacity Building program and set a detailed calendar of dates and times.

ToT Senior Trainers guided the co-design process using as educational methodologies: Brainstorming, Cooperative learning, Participatory learning and learning by doing.

The staff involved in the Capacity Building Program delivery was:

- Ron Salaj Coordinator of the DIGITOL's pool of the European trainers and Italian trainers' team as Scientific Supervisor of the program;
- Tommaso Riva Senior Trainer as Tutor
- Antonio Dell'Atti DIGITOL Project Coordinator as Trainer of the more technical modules on Pilot Actions co-design and planning
- Rachele Meda DIGITOL Project Officer for Technical and Organizational Support
- 6 Young Ambassadors as Trainers

Each CBP module had two or three Young Ambassadors as co-owners, who worked together on the content preparation for the Meet-Up and on the tasks preparation and uploading on the Academy.

CCB senior trainer, Tommaso Riva, was the tutor of the Young Ambassadors, supporting them in the modules' preparation and in their delivery.

At every Meet-Up, at least one member of the CCB staff was there for technical support. During the program, the trainers and the participants made an extensive use of the DIGITOL Digital Academy:

- Participants were strongly invited to enrol to the platform
- Tasks were uploaded on the Academy for each module
- The video recording of each session was uploaded on the Academy

Participants shared their impressions and exchanged opinions on the Forum.

Module	Title	Date	Time	Leader
1	Getting to know each other and social media	15.06.2021	18:00 – 20:00 CET	Antonio Dell’Atti Tommaso Riva
2	Online safety and privacy	30.06.2021	9:00 - 12:00 CET	Ron Salaj Tommaso Riva
3	Introduction to Pilot Actions	6.07.2021	16:00 - 18:00 CET	Antonio Dell’Atti
4	Fake news Theoretical	19.07.21	9:30 - 12:00 CET	Ron Salaj Tommaso Riva
4	Fake news Technical	23.07.2021	17:30 - 20:00 CET	Ron Salaj Tommaso Riva
5	Tools for online communications	29.07.2021	18:00 - 20:00 CET	Tommaso Riva
6	Human rights and hate speech Theoretical	2.09.2021	9:30 - 12:00 CET	Ron Salaj Tommaso Riva
7	Human rights and hate speech Technical	8.09.2021	17:30 - 20:00 CET	Ron Salaj Tommaso Riva
8	Definition of Pilot Actions	9.09.2021	9:00 - 12:00 CET	Antonio Dell’Atti
9 and 10	Planning of Pilot Actions	13.09.2021 16.09.2021	16:00 - 20:00 CET	Antonio Dell’Atti

5.2

The Participants and the Trainers

The Trainers

CCB Team

Ron Salaj – Senior Trainer I He is a transdisciplinary activist working at the intersection of digital communication, human rights, technology and critical theory. He currently teaches the online master’s program “ICT for development and Social Good” of the training organization NGO 2.0 Since 2010, Ron leads the digital team of UNICEF Innovations Lab Kosovo (ILK). He has been a communications consultant for the Council of Europe and is currently working as a consultant with European Alternatives, where he advises on various educational programs and campaigns that address issues such as freedom of movement, hate speech, transnational activism and anti-racism.

Tommaso Riva – Senior Trainer I He studied psychology at the University of Milan Bicocca, graduating with a master’s degree in Developmental Psychology and Educational Processes in 2016. Following the post-graduate internship, he enrolled in the register of psychologists of Lombardy. In 2018, he attended a master’s degree in psychology of new media and prevention and treatment of internet addiction in adolescents. He works as a trainer with preadolescents, adolescents, young adults, parents and teachers on different issues such as awareness in the use of new technologies and online relationships.

Antonio Dell’Atti – DIGITOL Project Coordinator and Senior Trainer I Senior Project manager with over 10 years of experience in the management and coordination of European and national projects focused on social policies and social innovation. He has been collaborating with CCB since the end of 2018, for which he supervised the creation and development of the Europe Department. He is the coordinator of the DIGITOL project. In January 2020, he co-founded Project School, a company specialized in the creation and development of social impact projects in national and European contexts.

Rachele Meda – Project Officer I Graduated in “Linguistic and Cultural Mediation” and in “Sciences for Peace: International Relations and Development”, since December 2019 she has been working for “Consorzio Comunità Brianza” as a Project Officer for the management of national and European social innovation projects.

The Young Ambassadors Anti – Fake news

Anna Cardinali I She is 21 years old and she is studying Psychology at Milan Bicocca University. She is currently volunteering in the Italian Red Cross, and in Road to 50%, an organization that deals with gender equity in politics. She considers herself an outgoing person, who loves meeting new people because it helps her see things from different perspectives.

Chiara Pedrocchi | She studied Modern Literature in Siena, where she graduated after a year of Erasmus in Vienna. She is currently studying Cultural Anthropology and Ethnology in Turin. In the meantime, she collaborates with various newspapers: Lo Sbuffo, of which she is vice-director, and Scomodo.

Clara Csilla Romano | She studied Social Sciences for Globalization at the University of Milan and International Relations at the University of Bologna. International Relations at the University of Bologna. Afterwards she carried out several internship experiences abroad, in Belgium and Canada, on issues related to the inclusion of ethnic minorities and non-discrimination. Today she works in the non-profit sector on projects concerning social inclusion and environmental education at CAST ONG.

Elena Colombo | She is currently studying Literature at the University of Milan. She is editor for the cultural newspaper Lo Sbuffo, where she writes in the Society section. In May 2021, she contributed to the organization of the Digitization Festival, working as a moderator and within the Social Media team. She is a member of Lo Sbuffo Association and of Leo Lions-Loggia dei Mercanti club.

Giulia Mancigotti | She graduated in Communications at the University of Milan. Afterwards, she worked for one year at the European Department within the Office of Youth Policies of the Municipality of Cinisello Balsamo. Then, she did an internship in youth entrepreneurship, thanks to which she founded an association of social promotion, “POY - Point of Interest “. She currently works for the non-profit organization Spazio Giovani Onlus as a social worker.

Suveera Ahmad | She has Pakistani origins and therefore speaks Urdu and Punjabi. She is attending the second year of the undergraduate degree in Economics at the University of Milan-Bicocca. For about a year now, she has been working at the Web Office of the Municipality of Monza, where she is in charge of the institution’s social media channels.

Yasmine Ahmad Sedano | She has Peruvian and Pakistani origins. She is fluent in English, Spanish and French. She is currently attending the second year of the International Politics, Law and Economics undergraduate degree. She is volunteering for the QuBi project in San Siro (Milan) and she is editor of the online newspaper Lo Sbuffo.

The Participants

Name	Surname	Gender	Age
Patrizia	Benetton	F	56
Paola Angela	Braida	F	57
Claudio	Brambilla	M	60
Claudia	Brigo	F	69
Alessandra	Busin	F	61
Gianpietro	Cantù	M	73
Stefania	Cavallo	F	60
Lina	Cazzaniga	F	64
Antonio	Cernuschi	M	72
Franca Tiziana	Gatti	F	61
Vincenza	La Ganga	F	70
Luca	Lai	M	57
Laura	Maggi	F	63
Ermanna	Manzoni	F	69
Rosario	Mignemi	M	70
Tiziana	Montrasio	F	64
Isabella	Morelli	F	55
Giovanna	Muro	F	55
Lino	Oldrati	M	69
Umberto Luigi	Prealoni	M	62
Stefania	Puccini	F	63
Giuseppe	Punturiere	M	N/A
Jovelyn	Quiamas	F	55
Elio	Ramponi	M	62
Carla	Teatini	F	68
Isacco Luca	Vavassori	M	56
Alberto	Vignali	M	56
Claudio	Zana	M	69

5.3. The Modules

Module 1: Getting to know each other and social media

15 June 2021 | 18:00 – 20:00 (CET)

In Module 1, participants were involved in activities to get to know each other better, e.g., the Ice-breaker game “Molecule of expectations and contributions”. The Young Ambassadors prepared a Quiz on English terms that can be often found online using the app Mentimeter. This module had a focus on Social Networks (FB, Instagram, Whatsapp) and their functionalities.

Moreover, participants received clear instructions on how to register and use the e-learning platform, the DIGITOL Digital Academy, on which the Young Ambassadors shared materials and exercises.

Module 2: Online safety and privacy

30 June 2021 | 9:00 – 12:00 (CET)

Module 2 focused on online safety and privacy. The Young Ambassadors illustrated to the participants the privacy policies of the main social networks (FB and Whatsapp) and how to critically assess the Terms of Use of social media. Participants were then involved in the “Do you know how to create a strong password?” activity.

Moreover, Young Ambassadors introduced tools that allow the user to check if his/her email or phone is in a data breach (<https://haveibeenpwned.com/>) or to find out who is tracking he/she when he/she is reading his/her favourite news online: <https://trackography.org/>

Module 3: Introduction to Pilot Actions

6 July 2021 | 16:00 – 18:00 (CET)

In Module 3, participants started to talk about Pilot Actions and to define their main aspects: the target group, the territory, the objectives, the expected results, roles of the participants, timeline. Participants did some brainstorming in groups to start sharing ideas for actions to develop in their local area. Examples were given from the project proposal, from other projects/ public initiatives but also from the Young Ambassadors.

Module 4: Fake news I Theoretical

19 July 2021 | 9:30 – 12:00 (CET)

This module was focused on the definition and origins of fake news (e.g. Yellow Press, The War of the Worlds by Orson Wells). Participants learned to distinguish between different types of Fake News (Clickbaits, Satire/ Parody, Propaganda). The Young Ambassadors also illustrated how fake news is spreading (e.g. Cybercascade, Echo Chambers, Digital Divide) and what are the psychological and societal mechanisms that foster these processes (e.g. Information Anxiety).

Module 4: Fake news I Technical

23 July 2021 | 17:30 – 20:00 (CET)

The Young Ambassadors illustrated strategies, tips and tools (e.g., Fact-checking websites) on how to detect fake news. Participants challenged themselves through a Mentimeter quiz where

they had to figure out if news presented was true or false.

Moreover, the consequences of fake news (e.g., Cancel culture attacks Disney's Snow White) in our society were briefly presented.

Module 5: Tools for online communications

29 July 2021 | 18:00 – 20:00 (CET)

In Module 5, participants worked in groups using CANVA to learn how to create new graphics for flyers, cards, invitations. In addition, the Young Ambassadors introduced applications, such as Google Drive, Jam board, Facebook groups, Google News and Podcasts and how they work. This module was conceived as a preparatory module for the following phase, as participants could use these tools in developing the Pilot Actions.

Module 6: Human rights

2 September 2021 | 9:30 – 12:00 (CET)

Module 6 addressed the issue of human rights, the definition and a brief history. Participants answered the question “What are human rights?” creating a Word Cloud on Mentimeter. In the last part of the session, participants were involved in a debate around the “Ticking Time Bomb Scenario”.

Module 7: Hate Speech

8 September 2021 | 17:30 – 20:00 (CET)

Module 7 addresses the issue of human rights in relation to the Internet, defining Hate Speech, Cyberbullying and other hate phenomena. Participants were presented with some useful tips on how to behave when facing an episode of hate speech by the Hate Speech Task Force of Amnesty International Italy. Participants worked in small groups and shared personal experiences of hate speech, in particular, they analyzed why someone or themselves have been the target of hate speech, and asked themselves if they would react differently today. They created on Jam board a DECALOGUE TO BE GOOD ON THE WEB, in other words, they found 10 rules on the correct behaviors to keep on the Web, committing the group to respect them and to be their spokesperson.

Module 8: Definition of Pilot Actions

Module 9 - 10: Planning of Pilot Actions

9 September 2021 | 9:00 – 12:00 (CET)

13 and 16 September 2021 | 16:00 – 20:00 (CET)

The aim of these 3 modules was to identify and plan the 3 Pilot Actions in the province of Monza. The starting point were ideas shared in Module 3 and knowledge acquired during the Program. Participants were divided into 3 groups responsible for the chosen actions. Each group had to define: title, objectives, impact, target, place and date, cost items, etc.

The roles of each person in the group were defined taking into account his/her interests and skills in order to increase the effectiveness and impact of the actions

6. Capacity Building Program Evaluation



6.1

Introduction

The DIGITOL Capacity Building Program was about building the knowledge, skills and attitudes of older adults. It aimed to empower them by improving their knowledge and digital skills regarding fake news and mis/dis-information, and encourage them to take part in citizens' engagement strategies. Furthermore, it aimed to reinforce solidarity between generations.

The evaluation of the Capacity Building Program aims to validate the results of the actions taken throughout the implementation and provide an assessment of the work undertaken.

The assessment presented here is based on the data acquired from three different questionnaires that were addressed to the three parties involved after the completion of the Capacity Building Programs in each country, thus, older participants, Young Ambassadors and the partners of the project.

The questionnaires were developed to assess participants' satisfaction and to analyze outputs, in order to determine whether the content and the delivery of the training met the project's objectives. They were available online through Google forms

6.2

The Evaluation of Capacity Building Program by the participants

The DIGITOL Capacity Building Program was about building the knowledge, skills and attitudes of older adults. It aimed to empower them by improving their knowledge and digital skills regarding fake news and mis/dis-information, and encourage them to take part in citizens' engagement strategies. Furthermore, it aimed to reinforce solidarity between generations.

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The questionnaires were developed to assess participants' satisfaction and to analyze outputs, in order to determine whether the content and the delivery of the training met the project's objectives. They were available online through Google forms

Evaluation of the CBP in Italy

A total of 28 older adults from Italy completed the evaluation forms and 7 Young Ambassadors.

The general impression from the Capacity Building Program and its content was very satisfactory, as 96% of the older adults stated that they were very pleased with the program.

To the question “Did it help you feel more confident about fake news?”, on a scale from 1-5, 24 older adults rated the outcome with a 4 or a 5, while only 4 rated with a 3.

They were very satisfied with the Young Ambassadors as their trainers in all aspects (ability to transmit knowledge, clarity, time management and their level of knowledge), they found them “very good” and “ideal”, while again only one participant rated them as “mediocre”.

Also, the duration of the workshops for most was fitting, as 26 participants rated it with a 4 or a 5, while 2 found it too long.

To the question what they liked most, the intergenerational aspect is on the top of their preferences. As one participant stated:

“All the topics were very interesting and the intergenerational involvement made them particularly enjoyable. Finally, the group work was a must for the meetings.”

but also:

“...the aspect of intergenerational comparison, also the comparison with people of a similar age to mine with a different personal path and daily routine.”

Furthermore, they enjoyed “discovering things absolutely unknown”, gaining new knowledge on how to recognize fake news and to be aware of the risks of the internet in order to know how to defend oneself of the consequences, working and sharing in groups, the interaction and sharing of interesting ideas, the variety of the topics that were addressed (human rights was one of their favourites), and finally, the structure of the sessions.

From the Young Ambassadors point of view, the project was interesting and engaging, as all rated it with 4 or 5, on a scale from 1-5. To the question “Was your preparation in the Training of Trainers program adequate in relation to what you were asked to do during the CBP?”, again on a scale from 1-5, only 1 volunteer rated with a 2, but the rest were quite satisfied as their answers ranked mostly 4 and 5. Following the rating of their preparation as trainers, they were asked “Is there anything you would add to your training that would

help you as a trainer?”, they replied that they would have liked more technical skills on the use of digital tools and that although there was some training in this regard, it was mostly one-sided and therefore limited. One Young ambassador suggested:

“It would be preferable to give practical tasks to the young ambassadors (as was once done, with canva) so that they can put their skills into play and learn by doing.”

Furthermore, they strongly believed (100%) that all aspects of fake news were covered.

A significant benefit of the project was the intergenerational aspect of the workshops. As two Young Ambassadors from Italy stated:

“(I liked most) Interacting actively with adults, who sometimes know more about certain topics than I do, but are still willing to listen and share their opinion. I also enjoyed actively getting involved and preparing a training course based on my skills.”

And

“I enjoyed most being able to teach people to whom I would not have believed I could give a lesson”

Other benefits of their participation were to be able to deepen in the themes they are interested in, the possibility of reasoning among peers, the fact that everyone’s ideas and opinions had value, the interest of all to participate, the heterogeneity of the participants, the value of young people, the possibility to confront with other people and to get involved doing something new and useful.

The challenges that were mentioned concerned mostly technical problems and difficulties interacting with the participants when the sessions were held on-line. Sometimes they felt they were not well equipped to answer all the questions posed by the older adults. The fact courses were held during the summer was also an issue and for some, it was difficult juggling the training sessions around their personal schedule.

Some needed more information about the amount of work /commitment that the project would require. Finally, preparing the modules and meeting timelines was challenging for some.

Evaluation of the CBP in Bulgaria

13 Older Adults and 7 Young Ambassadors from Bulgaria filled out the evaluation forms of the project. Regarding the general impression from the Capacity Building Program and its content, as well as the usefulness of the seminar, the older adults rated 5 on a scale from 1-5 and only one participant rated it with a 4. When asked if it helped them feel more confident about fake news, 11 participants replied with a 5, 2 with a 4 and only one with a 3.

They were 100% satisfied with the coverage of topics during the workshops as there were absolutely no topics left uncovered.

Regarding the skills of the Young Ambassadors in Bulgaria as trainers, participants were very satisfied with their performance in all aspects, thus, ability to transmit knowledge, clarity, time management and their level of knowledge.

Based on the replies to the question of “what they liked most”, one of the strongest points of the trainings in Bulgaria was the fact that they were age-friendly, with clear explanations appropriate for older adults and many examples. As participants stated:

“(What I liked most was) the fact that they explained it in a language that I could understand and were very friendly”.

And

“That the information was presented in a very good way, everything was explained and it was easy to understand exactly what it was about. The young people were very well prepared, and ready to answer any question asked.”

Another positive aspect was the intergenerational exchange:

“The young ambassadors were competent and had a positive vibe. The atmosphere, although virtual was intimate, and when we saw each other in person at the seminar in Varna - we became friends.”

They also enjoyed the topics related to digital literacy, hate speech and fake news, the variety of methodologies used and practical activities and examples. But most of all, they appreciated the pleasant environment during the workshops making communication ease and efficient.

What they didn't like about the process in their words:

“The virtual delivery of the sessions did not allow us to get to know each other closely, That the sessions were only on-line. I personally missed the direct communication.”

Also,

“The training was in the summer, not the most appropriate period.”

The one and only difficulty that was reported, was of a technical matter in the beginning, and was solved by buying a new laptop.

Overall, participants from Bulgaria were very enthusiastic, they stated that the idea of young people passing on their knowledge to older people is a very good one, that they easily showed how new technologies are useful and safe when one knows what to do. They concluded that such projects that increase their self-esteem and give them the opportunity to feel useful to society and look forward to more.

“It has been fun for me and I am pleased to have become part of the project in the difficult period we find ourselves in because of the very serious turmoil in the country and the world.”

Regarding the participation of the Young Ambassadors in Bulgaria, all but one (who rated it with a 3) had a very good general impression for the Capacity Building Program and its content and found it very interesting. Concerning their preparation during the Training of Trainers program again, all but one felt they were very well prepared.

Suggested improvements regarded time management, the use of more examples and modern methods of communication, organization and training (for example, organizing sessions using Google Calendar and sending out emails or delivering presentations using Cloud technology rather than PPT).

Concluding, they stated that the training was extremely well structured, and that:

“My only wish would be that such a project could be repeated again.”

Evaluation of the CBP in Germany

All 9 older adults from Germany who filled out the evaluation form, on a scale from 1-5 rated the program and its content with a 4 or 5 and all but one found the seminar extremely useful

To the question “Did it help you feel more confident about fake news?” 8 answered positively and only one wasn’t feeling very confident.

Regarding the coverage of topics during the Workshops, only 2 rated with a 3 and to the question “Are there topics that were not addressed?”, five (5) participants felt that more topics could be covered, such as how to explore the credibility of sources and digital everyday life on the smartphone and computer. Also, one participant noted:

“There are certainly still topics that have not been dealt with, because the development of the Internet with all its fascinations is always progressing. There are always new findings that could still be dealt with”.

The Older Adults were asked to rate the skills of the Young Ambassadors. Regarding their ability to transmit knowledge, their level of knowledge and clarity, the older adults were very satisfied as they rated them as “Ideal” and only two found them “Very good”. Time management seemed to be a slight issue, as two participants found the trainers to be “Mediocre”.

Regarding the duration of the workshops, all participants but one found it satisfactory and only one felt it wasn’t appropriate.

When the German participants were asked what they liked most from the procedure, the answers were very rewarding. They liked acquiring new knowledge, new insights and new views on the topics and working with new tools, such as the Miro whiteboard. They especially seemed to enjoy the experts and various speakers that were brought to the program, as well as their presentations of the topics with many examples. They also liked the meetings, their regularity and the fact that they offered many opportunities for discussion and lively exchange of thoughts and ideas. Also appreciated, was their flexibility to switch to online meetings, when no face-to-face meetings were possible due to Coronavirus restrictions.

They were especially pleased with the Young Ambassadors as trainers, as they were mostly well prepared and with a lot of patience and provided many opportunities for dialogue and discussion.

Not much was said about what they didn’t like; one participant suggested that the Workshop length was too short and that 2 hours would be better, while another mentioned:

“What I missed is an overview of what means are generally used to form opinions, e.g., constant repetition, the power of images, the link between images and emotions, the steering of emotions by the media. However, I don’t know if that would be too far-reaching for the topic of this training.”

Another suggestion mentioned was that it would have been preferable to have the presentation slides printed on paper, while difficulties mentioned were the technical problems at the beginning with Webex, as there were extreme differences among individual participants, and some had problems handling their devices. Also, dealing with the Miro was a concern.

Overall, the general impression was very positive, as they were grateful for attending the seminar free of charge, learning so much on the topics of the program and hoped for a sequel.

The 3 Young Ambassadors from Germany found the seminars very interesting.

Regarding their preparation in the Training of Trainers program and if it was adequate in relation to what they were asked to do during the CBP, two Young Ambassadors said yes, while one felt that the preparation was not adequate. However, they had nothing to add when they were asked if there was anything you would add to your training that would help you as a trainer.

They enjoyed working with the team, the process itself and the nice colleagues.

A concern was the fact that, according to the Young Ambassadors, the number of older people who participated in the Training has decreased over time. Also, for one volunteer it was hard to interrupt the older people when they were getting into issues and it was quite time consuming. However, working with older adults did have its benefits:

“I learned to look beyond the end of my nose and to put myself in the place of the older people.”

Evaluation of the CBP in Greece

In Greece, 21 beneficiaries completed the evaluation form for the project and 7 Young ambassadors. For the older adults, it was a rewarding experience, as all but 2 rated it with a 4 or 5 on a scale from 1-5 and found it useful. All believed it helped them feel more confident about fake news (rating with 4 or 5) and felt that the subject of fake news was well covered. One participant would have liked more examples, while one other stated that the topic could never be totally covered, but without identifying another topic. According to most older adults, the training skills of the young Ambassadors were from “very good” to “ideal” in all aspects, and only three were not very happy with the duration of the workshops.

They liked learning new skills and knowledge, as well as the friendly atmosphere of the workshops that encouraged communication, interactive dialogue and participation for all. But mostly, they noted the intergenerational aspect as one of most significant benefits of their participation:

“What I liked most of all was communicating with the younger generation and the whole process and the fact that they offered their time and efforts as volunteers.”

When asked what they didn’t like, the most common answer was the fact that lessons took place on-line due to Covid-19 restrictions, resulting to a lack of personal contact and technical issues, such as access to the internet and so forth.

And as their peers of other countries, most feel like a sequel necessary:

“Much more is certainly needed. Awareness and knowledge are an ongoing process, which obviously cannot be exhausted in 60 hours online. Particularly on difficult subjects, such as fake news. But the program and our participation is the beginning of a better understanding, and positive and critical thinking. For the 50+ and beyond.”

The 7 Young Ambassadors who completed the form, were generally very happy with the Capacity Building Program experience and its content and all found it interesting.

3 felt that their training during the ToT Program was ideal, 2 rated it with a 4 on a scale from 1-5, while 2 rated with 3. When asked what they would have changed to improve the training, they said that most participants were more interested in practical issues rather than the humanitarian issues that were addressed and focus should have been on a practical level.

What they liked most was working with older adults and learning from them:

“(I liked) Interacting with people of different ages and opinions and working well together, and everything I learned!”

The only thing they didn't like was the fact that the lessons took place on-line and didn't have the chance to meet the participants and their peers in person. The main difficulty they faced was related to the e-learning process:

“I did find it a little bit difficult and felt anxious at the beginning when addressing older people but afterwards that wasn't a negative thing and it was a very nice experience.”

6.3

The Capacity Building Program through the eyes of the partners

The partners were 100% satisfied with the overall management provided by the project coordinator and believe that the outputs of the Capacity Building Program were fully met.

As one partner pointed out:

“Yes, the outputs were achieved. All the participants learned a lot about fake news and its implications. They all learned how to professionally navigate the internet, and how to be aware of fake content, data theft, etc... and what to do to protect themselves. In the end they have become much more proficient users of the internet, know much more about the topic than an average person and can serve as multipliers in their local communities.”

Regarding the difficulties partners faced, it seems that the restrictions due to the Covid-19 pandemic and their implications were the greatest challenge in delivering the CBP. As all courses were initially designed to be held face-to-face, partners were forced to find innovative and engaging ways to reinsure the participation of the older adults as well as that of the Young Ambassadors. Some partners had hybrid lessons, switching from a face-to-face training to a blended training, with some participants online and others in their meeting venue. This proved very challenging to make sure that every participant experienced the same level of engagement. Apart from dealing with technical problems, as many participants weren't very familiar with e-learning processes, keeping the level of attention and motivation of the participants high in all the training sessions was also an issue, especially as many were held during the summer.

Another problem was keeping the Young Ambassadors motivated for such a long period of time, as many could not attend all 30 hours of training and the work effort was too high for them. However, solutions were found and partners shared the work effort with external experts who provided inputs on the topics at hand and allowed for debates and discussions among the participants.

What was the most exciting aspect of the CBP? For most of the partners, the intergenerational aspect was the most exciting during the implementation of the program and the interaction among young and seniors, that was more visible during the international event.

“Bringing people of such different ages together in the same place (physically or virtually) and having them talk with each other, in some cases even speaking the same language. This aspect was even more prominent and meaningful during the International Academy in Germany. “

And

“The most exciting part was to see participants discuss with and learn from each other. Everyone had something to contribute and at the end of each session everyone could

take something away for themselves, be it new knowledge, new ideas, a topic to follow up on, or simply a notion to ponder and reflect upon.”

To the crucial question “What do you think the Young Ambassadors learned from the older adults?”, the replies of the partners capture the essence of the intergenerational aspect of the project:

“They learned that older adults are not that weak in terms of digital skills as they expected, they learned the value of time and experience. They learned to look at them as people more like themselves than they seem on the surface, with their own interests and curiosity. While implementing the pilot actions, they acquired new tools for organizing activities and dealing with the public.”

And

“Young Ambassadors learned about the point of view of older adults when it comes to the use of social media, the internet and media in general. Many of the older participants turned out to be quite critical of social media and the implications for data security. This was a topic that younger adults did not seem to pay much attention to. They also learned about the way older adults see and use the internet in general, what kind of difficulties they encounter but also what kind of digital skills they already have. At some point young ambassadors were surprised to find out just how skilled some of the older adults were in using online tools, tablets and computers. They also learned that fake news was not only an issue for social media, but also for other forms of media such as newspaper and TV, and that it was not necessarily a new phenomenon as it existed already before but had just received a new name. To be more patient and more tolerant. They also realized that they have stereotypes they have to work on and also that older adults can be good students!”

6.4

How could the implementation be improved?

The knowledge gained from the experience of the program led the partners to ideas for improving such interventions. More specifically, they suggest ensuring even more interaction between the different groups, for example, by providing some moments where the seniors share their experiences related to the topics tackled during the project, technical but also practical (e.g. example of discrimination, stereotypes, etc.). Also, organizing a training exclusively face-to-face, increasing the channels and opportunities for interaction between the two age groups and trying to use less a theoretical and academic approach as opposed to a more interactive, non-formal one to reassure as much as possible that the learning process goes in two directions and not only from the trainers (the Young Ambassadors) to the learners.

“The topic of Fake News did not seem to catch the attention of the Young Ambassadors as much. However, they were very much interested in the intergenerational aspect of teaching and learning with older adults. Older adults seemed much more interested in the topic, especially those that already had a higher level of digital skills. To reach out to those with lower level of digital skills, meetings in presence would have been paramount, which were however not possible due to Covid-19 regulations. Moreover, a focus on teaching everyday digital skills, rather than a focus on fake news might have attracted more interest among those older adults with lower digital skills, according to the opinion of some of our stakeholders. A change in communication strategy will therefore be tested during the pilot actions.”

And of course:

“The outcome would be much better if the lessons could be held face-to-face. However, given the circumstances I believe that overall, we did a good job!”

7.

Conclusions

The goal of the DIGITOL Capacity Building Program was to address digital information gaps, but also to promote common European values and to combat forms of discrimination by increasing awareness among older adults and training them for the identification and evaluation of fake news.

It was implemented in different cultural settings, with curricula tailored to the needs of the participants of each country: Italy, Bulgaria, Germany and Greece. Slight differences are noted from the evaluation process, also due to the fact that lessons were implemented differently in each country, depending on the Covid-19 restrictions and took place on-line, and/or face-to-face. However, the evaluation demonstrates that the goals of the Capacity Building Program were met and highlighted the common difficulties all participants faced, that were mostly connected to the Covid-19 situation.

Many positive aspects were found:

- The design and delivery of the Building Program was very effective;
- All Young Ambassadors were well prepared and delivered the courses with excellency;
- The lessons were interesting and engaging for both Older Adults and Young Ambassadors.

Finally, the program met the goal of empowering older adults against fake news and misinformation; it addressed issues such as discrimination, stereotypes and hate speech. Finally, it strongly reinforced solidarity between generations. Overall, it was a fruitful and even fun intervention.