

***Priority 3: Teacher training and curriculum  
development in tackling disinformation and promoting  
digital literacy***

# POLICY CONTEXT

- Education and training as a key instrument in developing digital skills and competences also needed to address pressing societal issues, such as digital literacy and building resilience towards disinformation among young people;
- Key policy developments at EU level:
  - Guidelines for teachers and educators on tackling disinformation and promoting digital literacy through education and training, accompanied by a Report;
  - Updated Digital Competences Framework (DigComp 2.2) ;
  - eTwinning community;
  - Erasmus+ Virtual Exchanges;
- Relevant initiatives beyond education:
  - New European strategy for a better internet for kids (BIK+);
  - Revised Code of Practice on Disinformation;
  - Digital Services Act;
  - European Democracy Action Plan.



# MAIN CHALLENGES AND WHY IS ACTION NEEDED

Identifying facts from fake information online, managing overload of information and navigating safely online are seen the top three digital skills for the 21st century (OPC, 2020)

**YET...**

 **41%** of the young people across Europe think that critical thinking, media literacy and democracy are not taught sufficiently at school;

 **53%** of the 15-year-olds in the EU reported being taught how to detect whether information is subjective or biased;

 **1/3** of 8th-graders lack basic digital skills, when directly tested.

- Limited provision of digital literacy in formal teacher education
- Good examples of initiatives in the field (including community-driven), but sometimes too scattered



More efforts at **systemic level** are needed to ensure that education and training systems provide effectively young people with the skills and competences to address these pressing issues and that teachers and educators are supported in their training and continuous professional development in the field.

# OBJECTIVES

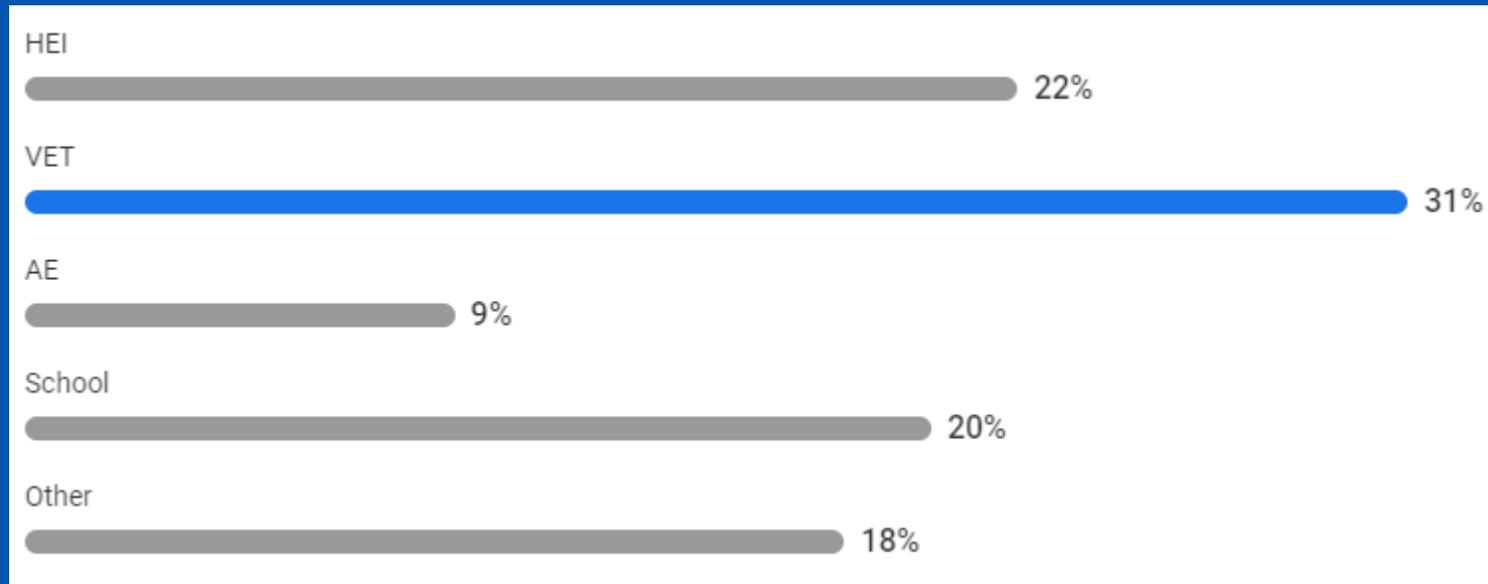
Forward- Looking Projects on teacher training and curriculum development in promoting digital literacy and tackling disinformation would contribute **to supporting education and training systems and in particular learners and teachers and educators to address new and emerging challenges in the classroom closely linked to the dynamic online environment in an effective and structured manner.**

Projects under this priority should address both:

- **Initial teacher training and continuous professional development** , in the field of digital literacy and tackling disinformation both in terms of content and methodology, but also in terms of systemic uptake;
- Research and exchange of **effective and scalable approaches in curriculum development** in the field of digital literacy and tackling disinformation.



If applicable to your organisation, which educational sector do you mainly represent?





## Which type of organisation do you represent?

